

# John C. Nesbit

## Curriculum Vitae

### Research Interests

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- Educational psychology and the learning sciences
- Self-regulated learning with multimedia resources and cognitive tools
- Log analysis as a research method
- Argumentation, cognition and learning
- Collaborative evaluation of learning resources

### Education

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|---|--------------------------------|------|
| • Professional Development Program, Education | Simon Fraser University        | 1995 |
| • PhD, Educational Psychology                 | University of Alberta          | 1988 |
| • MEd, Educational Psychology                 | University of Alberta          | 1985 |
| • BA, Psychology                              | University of British Columbia | 1979 |

### Academic Employment

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- 2004-2009 Associate Professor, Faculty of Education, Simon Fraser University, Burnaby, BC, Canada
- 2002-2004 Associate Professor, School of Interactive Arts and Technology, Simon Fraser University, Surrey, BC, Canada
- 2001-2002 Assistant Professor, Information Technology and Interactive Arts Program, Technical University of British Columbia, Surrey, BC, Canada
- 1999-2001 Manager, Research and Development, Educational Technology and Learning, Technical University of British Columbia, Surrey, BC, Canada
- 1997-1999 Project Manager, Educational Technology and Learning, Technical University of British Columbia, Surrey, BC, Canada
- 1995-1997 Lecturer, Faculty of Education, Simon Fraser University, Burnaby, BC, Canada
- 1993-1994 Research Associate, Faculty of Education, Simon Fraser University, Burnaby, BC, Canada
- 1990-1993 Associate Professor, Department of Psychology, University of the Sacred Heart, Tokyo, Japan
- 1988-1990 Lecturer, Information and Electronic Science, Tsukuba University, Tsukuba, Japan

## Refereed Journal Articles

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- 28 Haugwitz, M., **Nesbit**, J. C., Sandmann, A. (submitted). Cognitive ability and the instructional efficacy of collaborative concept mapping. *Learning and Instruction*.
- 27 Winne, P. H., & **Nesbit**, J. C. (accepted). The psychology of academic achievement. *Annual Review of Psychology*.
- 26 **Nesbit**, J. C., & Adesope, O. O. (accepted). Learning from animated concept maps with concurrent audio narration. *Journal of Experimental Education*.
- 25 Maruyama, K., Zhou, M., & **Nesbit**, J. C. (2009). A cross-cultural examination of the psychometric properties of responses to the achievement goal questionnaire. *Educational and Psychological Measurement*, 69, 266-286.
- 24 Hadwin, A.F., **Nesbit**, J. C., Code, J., Jamieson-Noel, D., & Winne, P.H. (2007). Examining trace data to explore self-regulated learning. *Metacognition and Learning*, 2, 107-124.
- 23 Leacock, T. L., & **Nesbit**, J. C. (2007). A framework for evaluating quality of multimedia learning resources. *Educational Technology & Society*, 10(2), 44-59.
- 22 **Nesbit**, J. C., Winne, P. H., Jamieson-Noel, D., Code, J., Zhou, M., MacAllister, K., Bratt, S., Wang, W., & Hadwin, A. F. (2006). Using cognitive tools in gStudy to investigate how study activities covary with achievement goals. *Journal of Educational Computing Research*, 35, 339-358.
- 21 **Nesbit**, J. C., & Adesope, O. O. (2006). Learning with concept and knowledge maps: A meta-analysis. *Review of Educational Research*, 76, 413-448.
- 20 **Nesbit**, J. C., Li, J. Z., Leacock, T. L. (2006). Web-based tools for collaborative evaluation of learning resources. *Journal of Systemics, Cybernetics and Informatics*, 3(5), 102-112.
- 19 Winne, P. H., **Nesbit**, J. C., Kumar, V., & Hadwin, A. F., Lajoie, S. P., Azevedo, R. A., & Perry, N. E. (2006). Supporting self-regulated learning with gStudy software: The Learning Kit Project. *Technology, Instruction, Cognition and Learning*, 3(1), 105-113.
- 18 Li, J., **Nesbit**, J. C., & Richards, G. (2006). Evaluating learning objects across boundaries: The semantics of localization. *International Journal of Distance Education Technologies*, 4(1), 17-30.
- 17 Hadwin, A. F., Winne, P. H., & **Nesbit**, J. C. (2005). Roles for software technologies in advancing research and theory in educational psychology. *British Journal of Educational Psychology*, 75, 1-24.
- 16 Richards, G., & **Nesbit**, J. C. (2004). The teaching of quality: Convergent participation for the professional development of learning object designers. *International Journal of Technologies in Higher Education*, 1(3), 56-63.
- 15 **Nesbit**, J. C., & Winne, P. H. (2003). Self-regulated inquiry with networked resources. *Canadian Journal of Learning and Technology*, 29(3), 71-91.
- 14 Vargo, J., **Nesbit**, J. C., Belfer, K., & Archambault, A. (2003). Learning object evaluation: Computer mediated collaboration and inter-rater reliability. *International Journal of Computers and Applications*, 25(3), 198-205.
- 13 **Nesbit**, J. C., Belfer, K., & Vargo, J. (2002). A convergent participation model for evaluation of learning objects. *Canadian Journal of Learning and Technology*, 28(3), 105-120.

- 12 Hadwin, A. F., Winne, P. H., Stockley, D. B., **Nesbit**, J. C., & Woszczyzna, C. (2001). Context moderates students' self-reports about how they study. *Journal of Educational Psychology*, *93*, 477-487.
- 11 Winne, P., Gupta, L., & **Nesbit**, J. C. (1994). Exploring individual differences in studying strategies using graph theoretic statistics. *Alberta Journal of Educational Research*, *40*, 177-193.
- 10 **Nesbit**, J. C. (1992). Motivation and item sequencing in paired-associate drill. *Journal of Computer-Based Instruction*, *19*, 119-124.
- 9 **Nesbit**, J. C., & Yamamoto, N. (1991). Sequencing confusable items in paired-associate drill. *Journal of Computer-Based Instruction*, *18*, 7-13.
- 8 Yamamoto, N., **Nesbit**, J. C., & Nakayama, K. (1991). Procedure definition and higher-order programming in HyperLogo. *Computers and Education*, *17*, 155-162.
- 7 **Nesbit**, J. C., & Nakayama, K. (1990). Sequence comparison applied to correction and markup of multi-word responses. *CALICO Journal*, June, 27-34.
- 6 **Nesbit**, J. C., & Nakayama, K. (1990). Response markup with an edit distance algorithm: A technique for providing learners with feedback on misspellings. *Computers and Education*, *14*, 271-279.
- 5 **Nesbit**, J. C., & Hunka, S. (1987). A method for sequencing instructional objectives that minimizes memory load. *Instructional Science*, *16*, 137-150.
- 4 **Nesbit**, J. C. (1986). The accuracy of approximate string matching algorithms. *Journal of Computer-Based Instruction*, *13*, 80-83.
- 3 **Nesbit**, J. C. (1985). Approximate string matching in response analysis. *Journal of Computer-Based Instruction*, *12*, 71-75.
- 2 Tees, R. C., Midgley, G., & **Nesbit**, J. C. (1982). Generalization after form discrimination in light-reared and dark-reared rats. *Developmental Psychobiology*, *15*, 59-70.
- 1 Tees, R. C., Midgley, G., & **Nesbit**, J. C. (1981). The effect of early visual experience on spatial maze learning in rats. *Developmental Psychobiology*, *14*, 425 – 438.

## Refereed Book Chapters

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- 9 Zhou, M., Xu, Y., **Nesbit**, J. C., & Winne, P. H. (submitted). Sequential pattern analysis of learning logs: Methodology and applications. *Handbook of Educational Data Mining*.
- 8 Winne, P. H., & **Nesbit**, J. C. (in press). Supporting self-regulated learning with cognitive tools. In A. Graesser and J. Dunlosky (Eds.) *Handbook of Metacognition in Education*. Mahwah, NJ, USA: Lawrence Erlbaum.
- 7 Adesope, O. O., & **Nesbit**, J. C. (in press). Learning with collaborative concept and knowledge maps. *Handbook of research on collaborative learning using concept mapping*. IGI Global.
- 6 **Nesbit**, J. C., & Leacock, T. L. (2008). Collaborative argumentation in learning resource evaluation and design. In L. Lockyer, S. Bennett, S. Agostinho, and B. Harper (Eds.). *Handbook of research on learning design and learning objects: Issues, applications and technologies* (pp. 574-588). Hershey, PA, USA: IGI Global.
- 5 **Nesbit**, J. C., & Winne, P. H. (2008). Tools for learning in an information society. In T. Willoughby & E. Wood (Eds.). *Children's learning in a digital world* (pp. 173-195). Blackwell Publishing, Oxford, UK.

- 4 Leacock, T. L., & **Nesbit**, J. C. (2007). Cognitive tools for self-regulated e-learning. In M. Bullen and D. Janes (Eds.). *Making the transition to e-learning: Issues and strategies* (pp. 300-317). Hershey, PA, USA: Information Science Publishing.
- 3 Kumar, V., **Nesbit**, J. C., Winne, P. H., Hadwin, A. F., & Han, K. (2006). Quality rating of learning objects. In S. Pierre (Ed.). *E-learning networked environments and architectures: A knowledge processing perspective* (pp. 337-372). London, UK: Springer.
- 2 **Nesbit**, J. C., & Hadwin, A. F. (2006). Methodological issues in educational psychology. In P. A. Alexander and P. H. Winne (Eds.). *Handbook of educational psychology* (2nd ed., pp. 825-847). Mahwah, NJ: Erlbaum.
- 1 **Nesbit**, J. C., & Belfer, K. (2004). Collaborative evaluation of learning objects. In R. McGreal (Ed.), *Online education using learning objects* (pp. 138-153). London, UK: Routledge/Falmer.

## Papers in Refereed Conference Proceedings

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- 22 **Nesbit**, J. C., Larios, H., & Adesope, O. O. (2007). How students read concept maps: A study of eye movements. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2007* (pp. 3961-3970). Chesapeake, USA: AACE.
- 21 Code, J., MacAllister, K., Gress, C. L. Z., & **Nesbit**, J. C. (2006). Self-regulated learning, motivation and goal theory: Implications for instructional design and e-learning. *Proceedings of the 5th IEEE International Conference on Advanced Learning Technologies* (pp. 872-874). Washington DC, USA: IEEE.
- 20 Kumar, V., **Nesbit**, J. C., & Han, K., (2005). Rating learning object quality with distributed Bayesian belief networks. *Proceedings of the 5th IEEE International Conference on Advanced Learning Technologies* (pp. 685-687). Washington DC, USA: IEEE.
- 19 Kumar, V., Winne, P. H., Hadwin, A. F., **Nesbit**, J. C., Jamieson-Noel, D. L., Calvert, T., & Samin, B. (2005). Effects of self-regulated learning in programming. *Proceedings of the 5th IEEE International Conference on Advanced Learning Technologies* (pp. 383-387). Washington DC, USA: IEEE.
- 18 **Nesbit**, J. C., Winne, P., Jamieson-Noel, D., Hadwin, A., Bratt, S., & MacAllister, K. (2005). Researching self-regulated learning: Tracking the missing link with interactive software. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 2258-2263). Chesapeake, USA: AACE.
- 17 Adesope, O., & **Nesbit**, J. C. (2005). Toward accessible learning resources. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 1802-1807). Chesapeake, USA: AACE.
- 16 Li, J., Gašević, D., **Nesbit**, J. C., & Richards, G. (2005). Interoperation of knowledge domain taxonomies using ontology mappings. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2005* (pp. 2757-2762). Chesapeake, USA: AACE.
- 15 **Nesbit**, J. C., & Adesope, O. (2005). Dynamic concept maps. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2005* (pp. 4323-4329). Norfolk, USA: AACE.
- 14 Leacock, T. L., Richards, G., & **Nesbit**, J. C. (2004). Teachers need simple, effective tools to evaluate learning objects: Enter eLera.net. *Proceedings of the 7<sup>th</sup> IASTED International Conference on Computers and Advanced Technology in Education* (pp. 333-338). Calgary, Canada: ACTA Press.

- 13 **Nesbit, J. C.,** Leacock, T. L., Xin, C., & Richards, G. (2004). Learning object evaluation and convergent participation: Tools for professional development in e-learning. *Proceedings of the 7<sup>th</sup> IASTED International Conference on Computers and Advanced Technology in Education* (pp. 339-344). Calgary, Canada: ACTA Press.
- 12 **Nesbit, J. C.,** & Li, J. (2004). Web-based tools for learning object evaluation. *Proceedings of the 2<sup>nd</sup> International Conference on Education and Information Systems: Technologies and Applications* (pp. 334-339). Orlando, USA: IIS.
- 11 Li, J., **Nesbit, J. C.,** & Richards, G. (2004). Crossing boundaries with web-based tools for learning object evaluation. *International Conference on Web-Based Learning: Vol. 3. Advances in web-based learning* (pp. 286-292). Berlin, Germany: Springer-Verlag Press.
- 10 Kyrlyov, V., & **Nesbit, J. C.** (2004). Teaching computer simulation in an online collaborative environment: A case study. In *Proceedings of the 2004 International Conference on Simulation in Education* (pp. 23-31). San Diego, USA: Society for Modeling & Simulation International.
- 9 Han, K., Kumar, V. & **Nesbit, J. C.** (2003). Rating Learning Object Quality with Bayesian Belief Networks. In G. Richards (Ed.), *Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education 2003* (pp. 1598-1601). Chesapeake, USA: AACE.
- 8 Wiese, K. C., Kyrlyov, V., **Nesbit, J. C.,** & Calvert, T. (2003). Interactive media and team-based learning in a computer graphics course blending online and face-to-face delivery. *Proceedings of the IASTED International Conference on Computers and Advanced Technology in Education* (pp. 450-460). Calgary, Canada: ACTA Press.
- 7 Vargo, J., **Nesbit, J. C.,** Belfer, K., & Archambault, A. (2002). Learning object evaluation: Computer mediated collaboration and inter-rater reliability. *Proceedings of the 5th IASTED International Conference on Computers and Advanced Technology in Education* (pp. 26-32). Calgary, Canada: ACTA Press.
- 6 Hatala, M., & **Nesbit, J. C.** (2001). An evolutionary approach to building a learning object repository. *Proceedings of the 4th IASTED International Conference on Computers and advanced Technology in Education* (pp. 54-59). Calgary, Canada: ACTA Press.
- 5 Asif, A., & **Nesbit, J. C.** (2001). Cooperative and online learning in a signal processing course, *Proceedings of the 5<sup>th</sup> IEEE International Conference in Acoustics, Speech, and Signal Processing, 5,* (pp. 2697-2700). Washington DC, USA: IEEE.
- 4 Archambault, A., **Nesbit, J. C.** & Allen, L. (2001). How faculty develop and deliver online courses: A task analysis. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2001* (pp. 61-62). Chesapeake, USA: AACE.
- 3 **Nesbit, J. C.** (2000). Mixed-mode Delivery Models in First Year University. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 2000* (pp. 826-831). Chesapeake, USA: AACE.
- 2 **Nesbit, J. C.** (1999). Supporting Learning Communities in 3D Worlds [Abstract]. *Proceedings of World Conference on Educational Multimedia, Hypermedia and Telecommunications 1999* (p. 1624). Chesapeake, USA: AACE.
- 1 **Nesbit, J. C.,** & Hunka, S. (1989). An inductive learning procedure for adaptive instructional systems. *Proceedings of the 6<sup>th</sup> Canadian Symposium on Instructional Technology,* (pp. 29-33). Ottawa, Canada: National Research Council.

## Selected<sup>1</sup> Presentations and Posters (refereed works indicated by \*)

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- \***Nesbit**, J. C., Zhou, M., Bachman, G., Adesope, O. O., & Bisra, K. (2009, April). *University students' achievement goal orientations as predictors of studying activity*. American Educational Research Association Annual Meeting, San Diego, CA.
- \* Winne, P. H., & **Nesbit**, J. C. (2009, April). *Characterizing self-regulated learning strategies*. American Educational Research Association Annual Meeting, San Diego, CA.
- \*Adesope, O. O., & **Nesbit**, J. C. (2009, April). *The effects of animated and static concept maps on learning*. American Educational Research Association Annual Meeting, San Diego, CA.
- \* **Nesbit**, J. C., Niu, H., Mao, L. (2008, May). *Argumentation in education: A comprehensive review*. International Campbell Collaboration Colloquium, Vancouver, BC.
- \* Adesope, O. O., & **Nesbit**, J. C. (2008, May). *Meta-analysis of verbal redundancy*. International Campbell Collaboration Colloquium, Vancouver, BC.
- \* Gress, C. L. Z., Adesope, O. O., & **Nesbit**, J. C. (2008). *Using item response theory to re-examine the metacognitive sub-scale of the motivated strategies for learning questionnaire (MSLQ)*. World Conference on ELearning in Corporate, Government, Healthcare, & Higher Education, Las Vegas, Nevada.
- \* Weatherby, M. L., MacAllister, K., Winne, P. H., **Nesbit**, J. C. (2008, April). *It's my life: Helping students to choose and plan careers*. American Educational Research Association Annual Meeting, New York, NY.
- \* Sha, L., Winne, P. H., Campbell, S. R., & **Nesbit**, J. C. (2008, April). *Does motivation moderate the relation between metacognitive judgment and metacognitive control in self-regulated learning?* American Educational Research Association Annual Meeting, New York, NY.
- Adesope, O. O., Gress, C. L. Z., & **Nesbit**, J. (2008). *Examining the Psychometric Properties of Achievement Goal Questionnaire using Item Response Theory*. Canadian Society for the Study of Education, Vancouver, BC.
- \***Nesbit**, J. C., Xu, Y., Zhou, M., & Winne, P. H. (2007, August). *Advancing log analysis of student interactions with cognitive tools*. In J. Wirth (Organizer), *Technology-based assessments of learning strategies and self-regulation of learning*. 12<sup>th</sup> Biennial Conference of the European Association of Research in Learning and Instruction, Budapest, Hungary.
- \*Code, J., **Nesbit**, J. C., Adesope, O., & Zhou, M. (2007, April). *The role of agency in self and other regulation*. American Educational Research Association, Chicago, USA.
- \*Weatherby, M. Code, J., **Nesbit**, J. C., & Winne, P. H. (2007, April). *Learning argumentation skill with cognitive tools*. American Educational Research Association, Chicago, USA.
- \*Zhou, M., Murayama, K., & **Nesbit**, J. C. (2007, April). *A cross-cultural examination of the psychometric properties of the achievement goal questionnaire*. American Educational Research Association, Chicago, USA.
- \*Zhou, M., **Nesbit**, J. C., Winne, P. H., & Adesope, O. O. (2007, April). *Relations of multivariate goal profiles to measures of self-regulated learning, epistemological beliefs and achievement*. American Educational Research Association, Chicago, USA.
- \* Leacock, T. L., Adesope, O. O., **Nesbit**, J. C., Winne, P. H., & the Learning Kit Project Team. (2006, July). *Using software tools to promote metacognition: The Learning Kit Project*. 2<sup>nd</sup> International Biennial Conference of the Metacognition Special Interest Group of the European Association of Research in Learning and Instruction, Cambridge, UK.
- \*Adesope, O. O., Leacock, T. L., **Nesbit**, J. C., & Hadwin, A. F. (2006, July). *Using web surveys for metacognitive monitoring* [Poster]. 2<sup>nd</sup> International Biennial Conference of the

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<sup>1</sup> Includes presentations to academic audiences not listed in the conference proceedings section

Metacognition Special Interest Group of the European Association of Research in Learning and Instruction, Cambridge, UK.

- \*Adesope, O. O., Leacock, T. L., & **Nesbit**, J. C. (2006, July). *Rethinking learning design principles for computer-based metacognitive tools* [Poster]. 2<sup>nd</sup> International Biennial Conference of the Metacognition Special Interest Group of the European Association of Research in Learning and Instruction, Cambridge, UK.
  - \*Leacock, T. L., Winne, P. H., & **Nesbit**, J. C. (2006, July). *Metacognitive activities and writing anxiety in university students*. 2<sup>nd</sup> International Biennial Conference of the Metacognition Special Interest Group of the European Association of Research in Learning and Instruction, Cambridge, UK.
  - \*Leacock, T. L., & **Nesbit**, J. C. (2006, May). *Using trace data to assess individual differences and student writing tactics*. Canadian Society for the Study of Education, Montreal, Canada.
  - \*Adesope, O. O., & **Nesbit**, J. C. (2006, April). *Effects of dynamic concept maps on recall of central and detail ideas*. Poster presented at the American Educational Research Association, San Francisco, USA.
  - \*Bratt, S., Leacock, T. L., & **Nesbit**, J. C., & Winne, P. H. (2006, April). *Formative assessment of software tools for promoting self-regulated learning*. American Educational Research Association, San Francisco, USA.
- Winne, P. H., **Nesbit**, J. C., & The Learning Kit Team. (2005, November). *The Learning Kit Project: Cognitive tools for solo & team e-learning in gStudy*. Learning Object Research Network, Vancouver, Canada.
- \*Jamieson-Noel, D., **Nesbit**, J. C., Winne, P. H., Zhou, M., Bennett, N., & MacAllister, K., (2005, August). The stability of goal orientation in a multi-assignment undergraduate course. In D. Jamieson-Noel (Organizer). *New tools, approaches and issues in researching self-regulated learning in authentic settings*. American Psychological Association, Washington DC, USA.
  - \*MacAllister, K., Winne, P. H., **Nesbit**, J. C., Jamieson-Noel, D., Zhou, M., & Bennett, N. (2005, August). Tools for investigating self-regulated learning: An overview. In D. Jamieson-Noel (Organizer). *New tools, approaches and issues in researching self-regulated learning in authentic settings*. American Psychological Association, Washington DC, USA.
  - \*Winne, P. H., Jamieson-Noel, D., **Nesbit**, J. C., Zhou, M., Bennett, N., & MacAllister, K. (2005, August). Self-report and trace data as tools for examining self-regulated learning. In D. Jamieson-Noel (Organizer). *New tools, approaches and issues in researching self-regulated learning in authentic settings*. American Psychological Association, Washington DC, USA.
  - \*Zhou, M., Bennett, N., MacAllister, K., Winne, P. H., Jamieson-Noel, D., & **Nesbit**, J. C. (2005, August). The role of instructional tools in facilitating approaches to self-regulated learning. In D. Jamieson-Noel (Organizer). *New tools, approaches and issues in researching self-regulated learning in authentic settings*. American Psychological Association, Washington DC, USA.
  - \*Bennett, N., **Nesbit**, J. C., Jamieson-Noel, D., Winne, P.H., MacAllister, K., & Zhou, M. (2005, August). Perspectives on using technological tools in authentic contexts: Strengths and limitations. In D. Jamieson-Noel (Organizer). *New tools, approaches and issues in researching self-regulated learning in authentic settings*. American Psychological Association, Washington DC, USA.
- Winne, P. H., **Nesbit**, J. C., & Hadwin, A. F. (2005, April). *Doubling the potential to enhance learning with gStudy*. BCEd Online, Vancouver, Canada.

- \*Winne, P. H., **Nesbit**, J. C., Kumar, V., & Hadwin, A. F. (2005, April). *Supporting self-regulated learning with gStudy software: The learning kit project*. American Educational Research Association, Montreal, Canada.
- \*Hadwin, A. F., **Nesbit**, J. C., Jamieson-Noel, D., Winne, P. H., & Kumar, V. (2005, April). *Tracing self-regulated learning in an e-learning environment*. American Educational Research Association, Montreal, Canada.
- \***Nesbit**, J. C., & Adesope, O. O. (2005, April). *A meta-analysis on the effects of concept and knowledge maps*. American Educational Research Association, Montreal, Canada.
- Nesbit**, J. C., Leacock, T., & Richards, G. (2004, January). *eLera: Linking communities through collaborative review of learning objects*. CANARIE 3rd Pan-Canadian E-learning Workshop, Vancouver, Canada.
- Nesbit**, J. C., & Bizzocchi, J. (2003, June). *New media for higher learning: For your eyes only?* Society for Teaching and Learning in Higher Education, Vancouver, Canada.
- Cyr, D. J., & **Nesbit**, J. C. (2003, June). *E-learning delivery models as vehicles for organizational change*. Society for Teaching and Learning in Higher Education, Vancouver, Canada.
- Nesbit**, J. C. (2003, August). *What's ahead for research on learning object evaluation?* 3rd Annual MERLOT International Conference, Vancouver, Canada.
- \*Bizzocchi, J., & **Nesbit**, J. C. (2003, June). *New media, new learning?* Canadian Association for Distance Education, St. John's, Canada.
- \*Belfer, K., & **Nesbit**, J. C. (2001, June). *GUIDE: An instrument for evaluating quality of instructional design in mixed-mode university courses*. Poster presented at the World Conference on Educational Multimedia, HyperMedia, and Telecommunications, Tampere, Finland.
- Calvert, T., **Nesbit**, J. C., & Boettcher, J. (2000, November). *Scaling up and across: Scaling up online learning with technology of the future*. Telelearning, Toronto, Canada.
- Nesbit**, J. C., & Rodwell, G. (1998, June). *Applying cooperative learning strategies in online education*. Connections Conference, Vancouver, Canada.
- \*Rodwell, G., & **Nesbit**, J. C. (1998, July). *Planning the network university: Communities on the virtual campus*. Society for College and University Planning (SCUP-33), Vancouver, Canada.
- \***Nesbit**, J. C., Winne, P., Stockley, D., & Hadwin, A. (1997, April). *Studying styles revealed by students' self reports and traces of studying*. American Educational Research Association, San Francisco, USA.
- \*Winne, P. H., & **Nesbit**, J. C. (1995, April). *Revealing sequential relations in learners' studying actions: An application of LogMill*. In M. Guzdial (Chair), *Exploring the dimensions of log file analysis*. American Educational Research Association, San Francisco, USA.
- \***Nesbit**, J. C., Winne, P. H., & Gupta, L. (1994, April). *Exploratory analysis of log files recording studying behaviors and instructional interactions*. In M. Horney (Chair), *Analyzing computer-recorded instructional events: A survey of techniques*. American Educational Research Association, New Orleans, USA.
- \***Nesbit**, J. C. (1994, February). *Prerequisite coherence in instructional presentations* [Abstract]. 35<sup>th</sup> Annual Meeting of the Association for the Development of Computer-Based Instructional Systems, Nashville, USA.
- \***Nesbit**, J. C. (1993, July). *Traversal of prerequisite hierarchies in instructional texts* [Abstract]. 20th International Systemic Functional Congress, Victoria, Canada.

## Recent Grant-Funded Research Projects

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- 2009-2010  
Principal Investigator      *Learning objects for introductory statistics: Visualizing patterns in data. BC Campus Online Program Development Fund (\$40,000) with Dr. Cindy Xin.*
- 2007-2010  
Principal Investigator      *Argue to learn: Representing and supporting argumentation with cognitive tools. SSHRC Standard Research Grant (\$176,645)*
- 2003-2007  
Co-investigator              *The Learning Kit: Theory and cognitive tools to enhance learning skills. SSHRC INE (Principal Investigator Phil Winne). Furthered the theory and practice of self-regulated learning by creating, deploying and evaluating, software implementing a suite of cognitive tools.*
- 2002-2004  
Collaborator                  *eduSourceCanada. CANARIE Inc. A national consortium of institutions, universities and private sector partners, that created the first pan-Canadian bilingual testbed of linked interoperable learning object repositories. My contribution was developing eLera, a web-based node on the network supporting collaborative learning object assessment.*
- 2000-2002  
Collaborator                  *POOL: Portal for Online Objects in Learning. CANARIE Inc. Developed a peer-to-peer architecture for local management of learning objects. My contribution was developing an online tool for collaborative assessment of learning objects.*

## Courses Taught Since Joining the SFU Faculty of Education in 2004

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- EDUC 971 Advanced Topics in the Psychology of Education (1X)
- EDUC 975 Advanced topics in Educational Data Analysis (2X)
- EDUC 220 Introduction to Educational Psychology (4X)
- EDUC 222 Research Methods in Educational Psychology (1X)
- EDUC 892 Cognitive Tools and Multimedia Learning (2X)

## Graduate Student Supervision

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### Senior Supervisor, Co-Supervisor or Protem Supervisor (12 current)

Degree	Program	Student	Completed
PhD	Educational Psychology	Sabrina Fox	
PhD	Educational Psychology	Alissa Bick Ehrenkranz	
PhD	Educational Psychology	Bob Chow	√ comp. exam
PhD	Interactive Arts and Technology	Sharon Bratt	√ comp. exam
PhD	Educational Psychology	Jillianne Code	√ comp. exam
PhD	Educational Psychology	Olusola Adesope	√ comp. exam
PhD	Educational Psychology	Nicholas Zaperyniuk	√ comp. exam
PhD	Ed Tech/Learning Design	Hui Niu	
PhD	Educational Psychology	Vivian Lo	Summer, 2007
MA	Ed Tech/Learning Design	Qing Liu	
MA	Ed Tech/Learning Design	Sally Huang	

MA	Ed Tech/Learning Design	Kiran Bisra	
MA	Ed Tech/Learning Design	Liuqing Mao	Summer, 2009
MSc	Interactive Arts and Technology	Wei Wang	Spring, 2007
MSc	Interactive Arts and Technology	Wenting Ma	Summer, 2006
MSc	Interactive Arts and Technology	Jerry Li	Summer, 2006
MSc	Interactive Arts and Technology	Bob Mackie	Spring, 2006
MSc	Interactive Arts and Technology	Olusola Adesope	Summer, 2005

**Committee Member (7 current)**

Degree	Program	Student	Completed
PhD	Educational Psychology	Li Sha	Fall, 2008
PhD	Educational Psychology	Debbie Clelland	√ comp. exam
PhD	Educational Psychology	Amanda Buse	√ comp. exam
PhD	Interactive Arts and Technology	Haizley Trevor-Smith	
MSc	Computer Science	Peyvand Mohseni	Fall, 2008
MA	Ed Tech/Learning Design	Carl Cloake	
MA	Ed Tech/Learning Design	Wenting Ma	Fall, 2008
MA	Educational Psychology	Marian Pan	Fall, 2008
PhD	Educational Psychology	Stephanie Chu	Summer, 2008
PhD	Educational Psychology	Mingming Zhou	Spring, 2008
PhD	Educational Psychology	Randa Almahasneh	Spring, 2006
MA	Educational Psychology	Susan Carpenter	Spring, 2007
MSc	Interactive Arts and Technology	Baljeet Dhaliwal	Summer, 2006

**External Examiner**

Degree	Program	Student	Completed
PhD	Educational Psychology	Harry Yang	Fall, 2006
MA	Educational Psychology	Amber Huguet	Fall, 2006
MA	Educational Psychology	Bob Chow	Fall, 2006
MSc	Computer Science (UVic)	Suzanne Thompson	Fall, 2006
MSc	Interactive Arts and Technology	Lai Ng	Summer, 2005
MDE	Distance Education (Athabasca)	Natasha Boskic	Summer, 2003

**Faculty of Education Service**

2008	<ul style="list-style-type: none"> <li>Faculty Governance Committee</li> </ul>
2007 (Summer)	<ul style="list-style-type: none"> <li>Acting Associate Dean</li> </ul>
2006-2007	<ul style="list-style-type: none"> <li>Faculty Tenure and Promotion Committee</li> <li>Research Opportunities Committee</li> </ul>
2005-2007	<ul style="list-style-type: none"> <li>Undergraduate Programs Committee</li> </ul>

## University Service Committees (and matters related to Burnaby campus)

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2004	<ul style="list-style-type: none"> <li>• Examine TOEFL Changes</li> <li>• Faculty Promotions in School of Interactive Arts and Technology (SIAT)</li> </ul>
2003	<ul style="list-style-type: none"> <li>• Curriculum development for SIAT Arts and Design Technology stream</li> <li>• Develop revised SFU educational technology &amp; learning design program</li> <li>• Liase with SFU and Surrey school board</li> <li>• Advise Director of SFU Surrey program</li> </ul>
2002	<ul style="list-style-type: none"> <li>• Graduate admissions for SFU Surrey program</li> <li>• Pedagogy subcommittee for Long Term Planning of SFU Surrey Campus</li> </ul>

## Service to Academic Community (editorial review)

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2009	<ul style="list-style-type: none"> <li>• <i>Journal of Educational Psychology</i></li> </ul>
2008	<ul style="list-style-type: none"> <li>• <i>Contemporary Educational Psychology</i></li> <li>• <i>Instructional Science</i></li> <li>• <i>Journal of Educational Psychology</i></li> </ul>
2007	<ul style="list-style-type: none"> <li>• <i>Canadian Journal of Learning and Technology</i></li> <li>• <i>British Journal of Educational Psychology</i></li> <li>• <i>Learning and Individual Differences</i></li> </ul>
2006	<ul style="list-style-type: none"> <li>• <i>British Journal of Educational Psychology</i></li> <li>• <i>Cognition &amp; Instruction</i></li> <li>• <i>Canadian Journal of Learning and Technology</i></li> </ul>
2005	<ul style="list-style-type: none"> <li>• <i>British Journal of Educational Psychology</i></li> </ul>
2004	<ul style="list-style-type: none"> <li>• <i>Educational Psychologist</i></li> </ul>
2003	<ul style="list-style-type: none"> <li>• <i>Canadian Journal of Learning and Technology</i></li> </ul>
2001-2002	<ul style="list-style-type: none"> <li>• <i>IASTED International Conference on Computers and Advanced Technology in Education (CATE)</i></li> <li>• <i>IASTED International Conference on Computers and Advanced Technology in Education (CATE)</i></li> </ul>

1993 - 1994

- *Journal of Computer-Based Instruction*

## Service to the Community at Large

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2008

- Interviewed on *Education Matters*, Faculty of Education television program

2007

- Commentary on Fraser Institute Report Card:
  - Interviewed by Jeff Bell for article in Victoria Times-Colonist

2006

- Commentary on Fraser Institute Report Card:
  - Co-authored report on *Cautions about Rating BC's Schools*
  - Interviewed by Christine Nichols for CHNL Radio (Kamloops)
  - Interviewed by Claudia Kwan for Radio News 1130
  - Interviewed by Whitehorse Daily Star newspaper
  - Interviewed by Bill Good on CKNW radio
- Interviewed by Channel M TV about use of educational technology for ESL
- Gave presentation to the Southern Regional Education Board, Atlanta, USA

2005-2006

- Substantially expanded the Wikipedia article on educational psychology, as well as added and categorized many related Wikipedia articles.

2005

- Organized and presented day-long *Master's Workshop on Expert Practices in Online Teaching* for BC Campus

2002

- Gave presentation on *Communities for Learning Object Evaluation* to the BC Educational Technology Users Group

2001

- Provincial Innovation Awards Adjudication Committee for BC Centre for Curriculum Transfer and Technology (C2T2)

1999 - 2000

- Steering Committee of BC Educational Technology Users Group