

# Resume for Steven C. Schatz

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## Areas of Expertise

### Organizational Learning, Communication, Structure, Use of Knowledge

- User focus to understand and meet needs
- Analysis of needs, motivations, and sensemaking of pertinent players
- Help concerned parties understand and reify goals (explicit and unstated)
- Design and Use of evolving strategies and feedback systems
- Understanding of importance of interactions between social and technical systems to achieve successful results in diffusion of innovation

### Teaching and Learning

- Interest in and ability to explore and understand new areas of human endeavor
- Proven ability to support learning process
- Interest, expertise, and skill in developing and delivering instruction in a variety of mediums
- Foundational beliefs: Learning linked to practice; Small pieces over time; Learning at the moment of need; User-centric design, presentation, and reinforcement

### Design, Implementation, Use of Technology to Support Human Systems

- Understanding the effects, potential, pitfalls, and efficiencies offered by new tools
- Focus on rapid prototyping and regular end-user feedback
- Import of evolving uses and changes in human and technical systems over time
- Understanding that large scale change happens one mind at a time

### Instructional Design

- User focused, Goal (of all players) focused, with measurable results
- Minimalist, at the point of need, multi delivery mediums
- Performance focus – information in place, accessible, or in brain
- Use of technology to support and share learning across groups

## **Education**

### **Ph.D. Instructional Systems Technology; Minor: Library and Information Science Indiana University 2004**

Course of study included information systems, performance improvement, meta data, knowledge management, communities of practice, systemic change, online collaboration, informatics, organizational learning and communication.

Dissertation: Use evaluation methods for comparing two information retrieval systems supporting teacher performance. Required learning new field – IR Evaluation in 6 months

### **Masters of Arts, Education 1993**

Department of Instructional Technologies, San Francisco State University. Masters project at XEROX PARC - application of new technology to education (resulting in Smart Board product). Outstanding Student 93-94.

### **Bachelor of Arts, Government**

University of Texas, Austin 1977. Cum Laude. Focus on American Government, survey research, pioneering work in focus groups.

## **Consulting Clients Include**

Coca Cola, Acer, AMD, E-Read Ohio, U.S. Army, U.S. Navy, North Central Regional Educational Lab, ReMax Canada, Marcus and Millichap, Astound, Versity, Mac Academy, Leeloo, Atlanta Visitors Bureau, Intuit, Phatom GmbH, CCEH, VISA, Time Insurance

## **Implementation of Skill Set**

### **Corporate Consultant and Trainer – Organizational Communication, Instructional Design, Training in Software and Design Skills 1999-present**

#### **Assistant Professor, Educational Technology University of Hartford 2004 – 2009**

##### **Developed and taught graduate and undergraduate classes in:**

Using Technology to support education; Technology and Educational Reform; Instructional Design; WWW Across the Curriculum; Technology to Support Learning for graduate students in Education and Nursing.

Lab manager for education lab.

#### **NCATE Coordinator University of Hartford 2007- 2009**

Design and Implementation of fundamental shift in organizational practice. Activities included: Several formal and on-going informal faculty training in data driven decision making (D3M); Plan and conduct unit level workshops supporting D3M and the accreditation process; Work with state and national standards boards to ensure compliance; Write, Revise, Consult in partnership with departments across the unit to

meet accreditation requirements; Strategic planning on department, unit, and university levels to support unit evolution

**Connecticut Coalition to End Homelessness** Consultant for effective use and support of the implementation of on line data collection tool. Fundamentally changed training and implementation approach resulting in 54% increase in use of tools and substantial training savings.

**Coordinator, Live Text Implementation- Complex socio-technical system University of Hartford** – Point person for design of implementation and use of online system supporting NCATE goals of data driven decision making across 40 full time and adjunct faculty members and 300 students. 2005-2009

**Navy – Develop prototype performance support portal.** Recommend functionalities to support user centric knowledge transfer and support and reach agreement between diverse players with substantially different motivations.

**Advanced Distributed Learning Net –SCORM use in performance support**

First outside project with new office of performance within the ADLNet to develop tools to identify potential performance support needs and offer guidelines for the use of learning/performance objects to meet needs.

**Indiana University 2002 & 2003 Co-taught graduate Knowledge Management course**

**North Central Educational Research Lab - Effective search within an existing repository of educational support tools.** Develop a unique meta tag schema and implement a profiling sifter technology based on user needs.

**Research Associate Indiana University IST Department**

Analysis of \$5 million NSF funded research project – the organization, evolution, management, tools created, successes, and failures.

**Web Based Training project - Consultation, Design and Production - Varsity.com**

Over 10,000 trained with excellent terminal behavior sustained over time. All instructional goals met and exceeded.

**Adjunct Faculty San Francisco State University 1995 - 1998**

Graduate courses: Using Computer Graphics in Instruction. Web Based Training: Theory and Practice

**PowerStart CD ROM & Video Tutorials – Design, Production, Sales**

Minimalist instruction for software tools. Unique methodology using Show/Do/Cue technique. Hundreds of copies sold. Design, production and marketing of 16 products.

**Workshops for in-service teachers in Oregon, Washington, California**

Building Presentations, Planning Presentations, Designing and Building WBT, Writing process, authoring process, technology in education, multimedia.

**Curriculum Guide, Apple Computer**

Using technology, computers and the writing process to support writing throughout the

curriculum -- Grades 5 – 12.

**E-read Ohio** Consultant for design and implementation of meta tag system for statewide literacy programs.

## **Selected Peer Reviewed Presentations**

- AECT** Association for Educational Communications and Technology –Dynamic Online Performance Support Systems – A New Class of Learning Intervention for the Information Age; Changing Practice with Socio-technical Implementation of Web –based Tools
- CT ASTD 2006** Invited Speaker – Plenary Session – Gardening in the Information Thicket: New technologies to support OJT.
- AERA 2005** Improving Learning Object Schemas and Performance Support Systems Through Information Retrieval Evaluation Unique Meta Data Schema in a Performance Support System - Workplace Learning SIG
- TechLearn 2004** The trouble with training is training. A new class of online performance improvement interventions
- ADL Performance** Invited presenter for military and government associated companies involved in using ADL SCORM to increase performance.
- ELearn 2003** Dynamic Online Performance Support Systems: Methods and reasons for a new class of performance support tools
- AERA 2002** Effects of HPT on developing functions and unique meta tagging schemas for a Performance Support Portal
- ISPI National 2002** Harnessing Learning Objects in a Performance Support Portal
- AERA 2001** The Internet Learning Forum: Conceived as a Socio-Technical Interaction Network. Joint presentation with Sasha Barab
- California CUE** Computer Using Educators. Show/Do/Cue method for fast and effective Training Design
- Training '99** 1) Creating Online Learning Spaces. 2) Harnessing the Power of Interactivity – A New Model for Design
- ASTD National** Effective Electronic Presentations – Using Idea Clusters for Effective Communication
- ASTD Technologies** Effective Web Based Training presentation for instructional designers

## Selected Publications

**Improving Performance Support Systems through Information Retrieval Evaluation.** (2006) Schatz. *Journal of Interactive Learning Research* (17):4 , p 407-423.

**Designing Performance Interventions for the Information Age: DOPSS Functions and the USE Method.** (2006) Schatz and Schwen. *Performance Improvement Quarterly* (19)2, p 189-210.

**Unique Meta- Data Schemas: A model for user-centric design of a performance support system.** (2005) Schatz. *Educational Technology Research and Development* (53)4, p. 69-85.

**A Little DOPSS will do you: A New Class of Performance Intervention.** (2004) Schatz. *Performance Improvement* (43)1, p. 30-35.

**A Matter of Design: Proposal to encourage the evolution of design in instructional design.** (2004) Schatz, *Performance Improvement Quarterly* (16)4, p. 59-76.

**Using activity theory to conceptualize online community.** (2004) Barab, Schatz, and Scheckler. *Mind, Culture and Activity* (11),1, p. 25-47.

**Meta Tagging Knowledge Bits: A Model for Instructional Designers** Schatz, 2002, Featured article on IMS site – [www.imsproject.org](http://www.imsproject.org).

**Show/Do/Cue: A model for introductory software instruction** Schatz, 1998, *Encyclopedia of Library and Information Science*, Volume 62, Supplement 25.

**Show/Do/Cue : A model for training use of software tools.** (1996) Schatz, *Technological Horizons in Education Journal* (24)2, p 86-90.