

Brian James Beatty

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Education: **Indiana University** Bloomington, IN
Ph.D., June 2002.
Major in Instructional Systems Technology, minor in Educational Psychology.

San Francisco State University San Francisco, CA
Master of Arts in Education, 1998.
Major in Instructional Technologies, Instructional Technologies Fellow.

University of San Francisco San Francisco, CA
Physics Teacher Fellow, 1994-1996.
NSF grant-funded fellowship for Physics teachers; emphasizing
Microcomputer-Based Labs.

San Francisco State University San Francisco, CA
CA Professional Clear Single Subject Teaching Credential, 1990.
Physical Science, Mathematics, and Electronics.

Marquette University Milwaukee, WI
Bachelor of Science in Engineering, 1983.
Major in Electrical Engineering. US Navy ROTC Scholarship.

Academic

Employment: **San Francisco State**
University San Francisco, CA
Department of Equity, Leadership Studies and Instructional Technologies,
Graduate College of Education
Associate Professor of Instructional Technologies, 2020 – present.
Associate Vice President for Academic Affairs Operations, 2012-2020.
Reporting directly to the University Provost and Vice President for Academic
Affairs, primary responsibility for overseeing and coordinating IT systems and
associated business practices within Academic Affairs administrative and
academic units.

- Directly supervises Academic Technology unit responsible for all aspects of technology used in teaching and learning, including the Learning Management System, Lecture Capture, Web Conferencing,

and e-Portfolio systems for both students (Portfolium) and faculty (InterFolio). Led the implementation of web-based Student Evaluations of Teaching Effectiveness (online course evaluations) resulting in a consistent 78% student participation rate.

- Leads Academic Affairs participation in the implementation and ongoing management of data systems, including Campus Solutions (Peoplesoft) Student Information System, Salesforce CRM, AdAstra Platinum Analytics, CourseLeaf CIM, and EAB Student Success Collaborative Campus. Member of Data Systems Governance Committee. Direct oversight of data system training efforts toward 30,000 students and 3,000 faculty and staff (2013-2016). Facilitates several Academic Affairs user groups to address issues involved in implementation and maintenance processes.
- Campus Coordinator for multiple system-level initiatives, including Affordable Learning Solutions (over \$7.5M in savings during 2014-2019), Course Redesign with Technology, Quality Online Learning, CourseMatch, and others.
- Manages \$4M+ Academic Affairs budget for information and instructional technology systems and support; developed and implemented centralized IT (desktop) support model for AA Administrative and College units.
- University Corporation Board Member; Chair of the Bookstore Advisory Committee

Department of Instructional Technologies, Graduate College of Education
Associate Professor and Chair, 2009-2012.
Assistant Professor, 2003-2009.

Classes Developed and Taught

Master of Arts in Education program

ITEC 712: Instructional Computing in Secondary Schools

ITEC 740: Computer Design of Instructional Graphics I

ITEC 800: Theoretical Foundations of Instructional Technologies

ITEC 801: Instructional Systems Design

ITEC 805: Needs Assessment

ITEC 825: Formative Evaluation and Usability Testing

ITEC 830: Design of Learning Environments with Emerging Technologies

ITEC 833: Instructional Products Design Studio

ITEC 842: Cognition, Mind and Learning for Educators

ITEC 850: Design and Management of Training Projects

ITEC 852: Instructional Technologies in Organizations

ITEC 860: Distance Education

ITEC 865: Emerging Technologies in Instruction: E-Learning Development

ITEC 894: Creative Work (MA degree culminating experience)

ITEC 899: Independent Study in Instructional Technologies

E-Learning Design and Development Professional Certificate program
ITEC 9810: Instructional Design for E-Learning
ITEC 9835: E-Learning Evaluation & Usability Testing

Indiana University

Bloomington, IN

Visiting Research Associate, 2002-2003.

Research associate and project manager for the Learning to Teach with Technology Studio (<http://lts.indiana.edu>), an online professional development site for K-12 teachers. Managed resource allocation, developed marketing materials, and conducted research in online collaboration, the use of conversational agents in e-learning, and the role of e-learning in teacher professional development.

Associate Instructor, 1999-2000.

Taught Elementary and Secondary Field Experience - The Teacher Education Laboratory.

Training Specialist, University Information Technology Services, 1999-2000.

Developed and presented classroom-based technology training classes.

Research Assistant, Center for Research on Learning and Technology, 1999-2000.

Website design, development, and usability testing in team environment for the Inquiry Learning Forum (ILF) project, funded by a grant from the National Science Foundation.

Graduate Assistant, 1998-1999.

Technical assistant to the Instructional Systems Technology department. Installed and managed Windows NT network and Windows and MAC instructional multimedia development labs.

Marin Catholic High School

Kentfield, CA

Department Head and Classroom Teacher, 1992-1998.

Computer Studies Department Chair, Physics and Mathematics Teacher. Courses taught include: Geometry, AP Calculus, Calculus, Physics, Computer Applications, CADD, Graphic Design, Multimedia Production, Programming. Senior Class advisor.

Fenster School of Southern Arizona

Tucson, AZ

Department Head and Teacher, 1990-1992.

Designed and implemented individualized curricula for Mathematics courses, including Pre-Algebra, Algebra I, Geometry, Algebra II, Pre-Calculus, AP Calculus. Provided individualized assessment and instruction for remedial, LD, and ESL students. Dorm parent for ten resident students. Assistant coach for soccer and baseball.

Corporate Experience: **Option Six, Inc. and GP Strategies, Inc.** Bloomington, IN
Senior Instructional Design Consultant, 2003-2012.
Vice President for Development, 2001-2003.
Designed and supervised the development of e-learning and online education courses for Option Six (purchased by GP Strategies, Inc.) corporate, university, and government clients. Developed and maintained client relationships and government grant (SBIR/STTR) and contract opportunities.

Unext.com Bloomington, IN
Director of Online Course Development, 2001.
Designed and supervised the development of business courses for Cardean University, collaborating with distinguished professors from Columbia Business School, the University of Chicago's Graduate School of Business, and others. Supervised five e-learning development teams.

Product Development Manager, 2001.
Managed the design and development of online MBA courses in the areas of strategic management, global business strategy, and Pre-MBA preparation. Provided pedagogical review for all executive education courses produced in the Bloomington Development Center. Coordinated the hiring of Subject Matter Experts for all courses.

Course Developer and Learning Architect, 2000.
Supervised a five-member development team in the production of graduate level online courses in Data Mining, Change Management, and others.

Military Experience: **U. S. Navy Reserve** Various Locations
Reserve Officer, 1988 – 2008.
Current rank: Commander (Retired). Various positions and units, including:

Naval Research Laboratory Science and Technology – supporting research scientists at the Naval Research Laboratory, Washington, DC.

US Forces Japan – supporting the Commander, US Forces in Japan. Staff Engineering Officer.

Space Warfare Systems Command – supporting the Commander, Navy Space Warfare systems command in San Diego, CA. Executive Officer.

Naval Shipyard, Mare Island – supporting submarine overhaul projects at Mare Island Naval Shipyard, Vallejo, CA. Training Officer.

U. S. Navy (active) Alameda, CA

USS Carl Vinson (CVN 70), 1984 – 1988.

Qualified Engineer on aircraft carrier nuclear propulsion system. Managed nuclear training program for 350 personnel.

Publications: Books

Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes*. EdTech Books. Available online: <https://edtechbooks.org/hyflex/>

This book is published under a creative commons license (CC-BY) as an Open Educational resource (OER) and is provided free to all readers to support instruction and learning without the burden of additional cost. The first ten chapters of the book are authored by Dr. Beatty and explain the beginnings, guiding principles, and perspectives of faculty, students and administrators who have experienced HyFlex first-hand, followed by multiple case study chapters authored by academics around the world who have implemented Hybrid-Flexible (HyFlex) designs at their own institutions. Original released in October 2019, this work is under continuous expansion with new case studies added as they are developed. This book has received awards for: Expert Author, Golden Book, Silver Book, and Silver Pen from the publisher. As of August 26, 2021, the book has been accessed in 172 countries, 240,700 times with 29,100 PDF downloads, providing an estimated \$441,700 savings to readers. (edtechbooks.com analytics data)

Edited Volumes

Reigeluth, C.M., Beatty, B.J., and Myers, R.D. (Eds.), (2017). *Instructional-design theories and models: The learner-centered paradigm of education*. New York, NY: Routledge.

This book received the Outstanding Book Award from the Systems Thinking and Change Division of the Association for Educational Communications and Technology in October 2016. This book has been translated into Chinese and Japanese.

Book Chapters

Novak, G. and Beatty, B. J. (2017). Just-in-Time Instruction. In C. M. Reigeluth, B. J. Beatty and R.D. Myers (Eds.), (2017). *Instructional-design theories and models: The learner-centered paradigm of education*. New York, NY: Routledge.

Beatty, B. J. (2014). Hybrid courses with flexible participation – The HyFlex Course Design. In L. Kyei-Blankson and E. Ntuli (Eds.) *Blended Learning Environments: Experiences in K-20 Education*. (pp. 153-177). Hershey, PA: IGI Global. <http://doi:10.4018/978-1-4666-4912-5.ch011>

Beatty, B. J. (2008). Fostering Integrated Learning Outcomes Across Domains. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional-*

Design Theories and Models (Vol. III). (pp. 275-299). Hillsdale, NJ: Lawrence Erlbaum Associates.

Wiske, M. S. and Beatty, B. J. (2008). Teaching for understanding in the 21st century. In C. M. Reigeluth & A. Carr-Chellman (Eds.), *Instructional-Design Theories and Models (Vol. III)*. (pp. 225-247). Hillsdale, NJ: Lawrence Erlbaum Associates.

Reigeluth, C. M and Beatty, B. J. (2004). Instructional Systems Design. In M. Mukhopadhyaya (Ed.). *Educational technology and beyond*. pp. 33-54. Shiprah Publications; Delhi, India

Beatty, B.J. (2013). Foreword. In Stein, J., & Graham, C. R. (2014). *Essentials for blended learning: a standards-based guide*. Routledge.

Published Articles

Beatty, B. (2020). How to Enable Faculty Members as Designers of Equitable, Inclusive and Culturally Responsive Learning Experiences for Their Students. In N. Naffi (Ed.), *Whitepaper: Disruption in and by Centres for Teaching and Learning During the COVID-19 Pandemic Leading the Future of Higher Ed* (p. 119). <https://www.docdroid.com/L0khasC/whitepaper-disruption-in-and-by-centres-for-teaching-and-learning-during-the-covid-19-pandemic-leading-the-future-of-higher-ed-21-08-2020-pdf>

Naffi, N., Davidson, A.-L., Snyder, D. M., Kaufman, R., Clark, R. E., Patino, A., Gbetoglo, E., Duponsel, N., Savoie, C., Beatty, B., Wallace, G., Fournel, I., Ruby, I., & Paquelin, D., Akle, B., Baroud, F., Bates, T., Dede, C., Desjardins, ... Winer, L.. (2020). Whitepaper: Disruption in and by centres for teaching and learning during the COVID-19 pandemic leading the future of Higher Ed. Observatoire international sur les impacts sociétaux de l'IA et du numérique (OBVIA). <https://www.docdroid.com/L0khasC/whitepaper-disruption-in-and-by-centres-for-teaching-and-learning-during-the-covid-19-pandemic-leading-the-future-of-higher-ed-21-08-2020-pdf>

Beatty, B. J., Merchant, Z., and Albert, M. (2019). Analysis of Student Use of Video in a Flipped Classroom. *TechTrends* 63 (4), pp. 376-385.

Beatty, B. J. and Albert, M. (2016). Student perceptions of flipping the classroom for an introduction to management course. *Journal of Applied Research in Higher Education*, 8(3) 316-328. Taylor and Francis.

Mu, S., Chen, S., and Beatty, B. (2015). Creation, Interdependence and Equality: Analysis of Knowledge Building Process of Online Learning. *China Journal of Open Education Research*, 21(1) 17-33. Available online:

http://en.cnki.com.cn/Article_en/CJFDTotat-JFJJ201501004.htm

Albert, M. and Beatty, B. J. (2014). Flipping the classroom applications to curricular redesign for an introduction to management course: Impact on grades. *Journal of Education for Business* 89(8) 396-402. Taylor and Francis.

Mu, S., Beatty, B. (2013). Traditional Universities Need Innovative Change: An Interview with Dr. Brian Beatty. *China Journal of Open Education Research*, 19(1) 1-8. Available online:
<http://openedu.shtvu.edu.cn/frontsite/index.asp>

Beatty, B. (2008). *HyFlex Delivery for US Army Counter Insurgency (COIN) Training Applications*. In Lickteig, C. W., Bailenson, J., Beatty, B., Dunleavy, M., Graham, C. R., Kozlowski S.W., & Mayer, R. E. *Innovative Training Methods for the Contemporary Operating Environment: Contributions from the Consortium Research Fellows Program (ARI Special Report)*. Arlington, VA: U.S. Army Research Institute for the Behavioral and Social Sciences.

Beatty, B. J. & Ulasewicz, C. (2005). *Online teaching and learning in transition: Two faculty perspectives on moving from Blackboard to the Moodle learning management system*. TechTrends: AECT.

Reigeluth, C. M. and Beatty, B. J. (2003). Why Children Are Left Behind and What We Can Do About It. *Educational Technology* 43(5) 24-32.

Dissertation

Beatty, B. J. (2002). *Social interaction in online learning: A situationalities framework for choosing instructional methods*. (Doctoral dissertation, Indiana University, 2002). Dissertation Abstracts International DAI-A 63/05, p. 1795.

Proceedings Papers

Living on the Perpetual Bridge: Connecting Yesterday to Tomorrow with Today's Technology. Proceedings of the 2013 International Conference on E-Learning: Trends for 21st Century Learning Technology, Taipei, Taiwan (May 2013).

Novel Technology-Based Training Solutions for the Health Care Staffing Crisis: A Mentoring Approach. Proceedings of the Association for Educational Communication and Technology International Conference, Louisville, KY. (October, 2009).

Hybrid Classes with Flexible Participation Options – If you build it, how will they come? Proceedings of the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2007).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Proceedings of the ED-MEDIA 2007 World Conference on Educational Multimedia, Hypermedia, and Telecommunications, Vancouver, Canada. (June, 2007).

Supporting online teaching: selecting instructional strategies based on "situationalities". Proceedings of the Association for Educational Communications and Technology Annual Convention, Chicago, IL (October, 2004)

Blended learning in Teacher Education: Preparing new teachers for the next wave in educational reform. Proceedings of the Society for Information Technology and Teacher Education, Atlanta, GA (March, 2004).

Self-directed executive education courses: Teaching business and strategy to today's manager, with Carter, M. and Branon, R. Proceedings of the 18th Annual Distance Teaching and Learning Conference, Madison, WI. (August 2002). pp 31-35.

Building online executive education courses that work: Design opportunities and challenges, with Branon, R., and Wilson, J. Proceedings of the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA (November, 2001).

Developing Online Courses: A human-centered approach, with Branon, R., and Wilson, J. Proceedings of the Annual Convention of the Association for Educational Communications and Technology, Atlanta, GA (November, 2001).

Embedded self-assessments in executive education courses: Improving participant learning and perceptions of course quality, with Wilson, J. and Branon, R. Proceedings of the World Conference on the WWW and Internet (WEBNET) 2001, Orlando, FL (October, 2001).

A course website one year later: Lessons learned, with Essex, C., and Song, P. Proceedings of the World Conference on Educational Multimedia, Hypermedia, and Telecommunications (ED-MEDIA) 2000, Montreal (July 2000).

Works in Progress, Project Reports, and Unpublished Manuscripts

Lynch, E (PI), Beatty, B (Co-PI), Williams, C. (Co-PI), Stitts, K. (Co-PI), Teodorescu, D. (SP), Naffi, N. (SP), and Bradley, T. (SP), (\$2,984,305). Spring 2021. *Empirical Examination of the Efficacy of the Hybrid-Flexible (HyFlex) Instructional Model as a Means to Influence Equitable Instruction*

and Student Achievement. Transformative Research in the Education Sciences Grants Program (84.305T). Three-year research project across consortium of six universities to (1) Increase a standard use of HyFlex instructional model and (2) Improve awareness of equitable instruction through HyFlex.

Beatty, B. J. (2010). *ISD Process Guide*. Unpublished manuscript.

Beatty, B. J. (2008-2012). *Design Principles for HyFlex Courses*. Unpublished Manuscript. (This work became part of the Hybrid-Flexible Course design book in 2019.)

Beatty, B. J. (2006). *Blended Learning in Teacher Education: Preparing Faculty and Preservice Teachers*. Report for the Dean's Faculty Research Award 2005. College of Education, San Francisco State University.

Beatty, B.J., Hara, N., and Bonk, C. (2001). *Content Analysis of an Online "Starter-wrapper" Discussion in an Undergraduate Teacher Education – Education Psychology Course*. Unpublished manuscript, Indiana University.

Essex, C., Beatty, B. & Song, Pamela (1999). A statistics course website. In Frick, T. & Boling, E., *Practical web development*. Unpublished manuscript, Indiana University.

Beatty, B. J. (1998). *Microcomputer-Based Laboratory Techniques Faculty Training Workshop*. Unpublished master's thesis, San Francisco State University, San Francisco, CA.

Conference

Presentations: *HyFlex Learning Environments: Looking ahead to support access, equity, and continuity*. Invited keynote at the North Carolina Community Colleges Association of Distance Learning (NC3ADL) Conference. (October 20, 2021)

Advancing Student Success Through Inclusive Learning Environments. Peer-reviewed panel presentation accepted at OLC Accelerate 2021, with Kevin Kelly and Michele Pacansky-Brock. (September 20, 2021).

HyFlex Course Design: Allowing Students to Succeed Through Flexible Pedagogy. Invited keynote at Peralta Community College District Professional Development Flex Day. (August 19, 2021)

Hybrid-Flexible (HyFlex) Courses: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Peer-reviewed presentation at CSU Tech Connect 2021, with Sheryl Narahara. (July 28, 2021).

Implementing HyFlex Learning Environments: Access, Equity, and Continuity. Invited presentation at Society for College and University Planners (SCUP) 2021. (July 13, 2021).

Hybrid-Flexible (HyFlex) Instruction: Supporting Student Success in Challenging Times and Beyond. Invited keynote at Big XII Teaching and Learning Conference 2021. (June 10, 2021).

Hybrid-Flexible (Hyflex) Design: Supporting Student Choice and Instructional Continuity. Invited presentation to the Faculty Institute of the University of Maine. (May 14, 2021).

HyFlex Learning Environment: Supporting Student Success in New Ways. . Invited keynote at Florida A&M Empower 21 Conference. (April 27, 2021).

Hybrid-Flexible (HyFlex) Instruction Supporting Student-directed Hybrid Learning Experiences. Invited keynote at Barry University FlexLearn Symposium. (April 21, 2021).

Hybrid-Flexible (HyFlex) Instruction Supporting Student-directed Hybrid Learning Experiences. Invited keynote at the Loyola Marymount University Center for Teaching Excellence, The Fall 2021 Teaching Experience. (April 15, 2021)

Hybrid Flexible HyFlex Instruction: Supporting Student Success in Challenging Times. Invited keynote at the American University Cairo, CLT Virtual Symposium 2021. (March 10, 2021)

Hybrid and Digital Learning in Multi-mode HyFlex Courses. Invited presentation and panel at Quality Insights Digital Conference, sponsored by the Quality Assurance Agency for Higher Education. (England) (February 24, 2021)

The Hybrid Life: The Future of Hybrid Learning. Invited keynote at Higher Education Technology Managers Alliance (HETMA) Conference 2021. (February 10, 2021)

Teaching Online and Classroom Students in the Same Course: Hybrid-Flexible (HyFlex) Instruction Supporting Student Success. Invited presentation to the Institute for Open and Innovative Education (IROPINE) of the Open University of Hong Kong (OUHK). (February 1, 2021).

Innovative Hybrid and Flexible Teaching. Invited presentation to the Institute for Open and Innovative Education (IROPINE) of the Open University of Hong Kong (OUHK). (January 31, 2021).

Hybrid-Flexible (HyFlex) learning environments: Supporting Student Success. Invited keynote for the Advance-HE, THE Live 2020 (UK) (November 26, 2020).

Hybrid-Flexible Learning Environments - Supporting Student Success. Invited keynote at the University: Future Festival sponsored by Hochschulforum Digitalisierung (Berlin). (October 7, 2021).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited keynote at the Texas Distance Learning Association (TxDLA) Conference 2021. (October 1, 2021).

Hybrid-Flexible (HyFlex) Course Design: Engaging Students Across Delivery Formats. Davidson County Community College. Lexington, NC. (November 6, 2020).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited presentation to the University of West Indies. Kingston, Jamaica. (August 20, 2020).

Implementing Hybrid-Flexible (HyFlex) Courses and Programs: Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Peer-reviewed presentation at the Wisconsin Distance Teaching and Learning 2020 Conference. Madison, WI. (August 6, 2020).

Flexible Learning in Uncertain Times: The Hy-Flex Model in Response to COVID-19. Invited keynote presentation and interview for the 10th European Conference on Education sponsored by the International Academic Forum (IAFOR). (July 16, 2020).

What is HyFlex Design? Invited presentation at CSU Long Beach Go Virtual Symposium. Long Beach, CA. (June 29, 2020)

Supporting Student Self-Directed Hybrid Learning and Enabling Instructional Continuity. Invited presentation to the CAIS Canadian Accredited Independent Schools (<https://www.cais.ca/>). (June 24, 2020).

The HyFlex Model. Invited presentation at the Lecture Breakers Virtual Summer Conference 2020. (June 17, 2020).

HyFlex Course Design. Invited keynote at the University of Massachusetts Amherst Multimodal Event. (April 9, 2020).

The Design and Implementation of Hybrid-Flexible (HyFlex) Courses. Invited keynote at CSU Long Beach Academic Technology Services Beach 2030 Conference. (November 15, 2019).

Designing for Student-Directed Hybrid Learning Environments: Guidance from Six Universities. Peer-reviewed presentation accepted at AECT 2019, Las Vegas, NV. (October, 2019).

The \$5M Question: How can we facilitate faculty adoption of OER to impact student success? with A. Petty and K. Seni. Peer-reviewed presentation accepted at OpenEd19, Phoenix, AZ. (October, 2019).

Trends in Teaching and Learning. Invited presentation at the Future Learning Collaborative Vision Summit, Tokyo, JP. (March, 2019)

Trends and Issues in US Higher Education. Invited presentation to the Academic Exchange for Information Environment and Strategy (AXIES), Tokyo, JP. (March, 2019)

Flipping the Classroom. Invited panel facilitation at Flipping the Classroom Faculty Day Discussion, California State University Bakersfield. (March 2019)

Assessing the Impact of Faculty Professional Development on Student Success in Online Courses; A Multi-Campus Approach with J. Wilson. Peer-reviewed presentation at AECT 2018, Kansas City, MO. (October, 2018).

Leveraging Faculty, Students, and Administrators to Improve Student Success through Reducing the Cost of Instructional Materials. Peer-reviewed presentation at AECT 2018, Kansas City, MO. (October, 2018).

Taking AIM at OER: Recruiting Campus Leadership in Supporting Affordable Learning with H. Fridriksson, and D. Perry. Peer-reviewed presentation at OpenEd17, Garden Grove, CA. (October, 2017).

Sharing SF State's Strategies for Success with Affordable and Open Educational Resources with H. Fridriksson, and G. Deare. Peer-reviewed presentation at ATXpo IV, Stanford University, Palo Alto, CA. (September, 2017).

Initiating Change: Faculty and Instructional Designers Speak Up with D. Bonilla, L. Kennedy, M. Munoz, and R. Rusay. Invited panel participant at the Textbook Affordability Conference 2016, Davis, CA. (April, 2016).

Hybrid Flexible Course and Program Design: Models for Student-Directed Hybrids with M. Beers, C. Littlefield, J. Miller, D. Rhoads, D. Shaffer, and M.

Shurance. Coordinated peer-reviewed paper and panel session presented at the OLC Innovate 2016, New Orleans, LA. (April, 2016).

Seeing Triple! Evaluating a Flipped Classroom Approach Through Three Lenses. Peer-reviewed paper presented at the OLC Innovate 2016, New Orleans, LA. (April, 2016).

The Green Book IV: A Preview with C. Reigeluth and R. Myers. Presidential session presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2014).

Evaluating the Effectiveness of a Flipped Classroom Approach in a Large Lecture Course with Z. Merchant. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2014).

The Role of Systems Thinking and Quality E-learning in Higher Education. Peer-reviewed panel session presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2014).

A Systems Approach to Maximizing Voluntary Student Participation in Teaching Evaluations Delivered Online. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2014).

Leading Change in Higher Education: Moving from Faculty to Administrative Roles with T. Hergert, J. Huett, and J. M. Hunter. Coordinated peer-reviewed panel session presented at the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2013).

Living On The Perpetual Bridge: Connecting Yesterday To Tomorrow With Today's Technology. Invited keynote presentation at the 2013 International Conference on E-Learning: Trends for 21st Century Learning Technology, Taipei, Taiwan. (May, 2013)

Building Instructional Design Competency in SME-Trainers, One Step at a Time. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville, KY. (November, 2012).

HyFlex Course Design: The Advantages of Letting Students Choose the Blend Peer-reviewed paper presented at Sloan-C Blended Learning Conference, Milwaukee, WI. (April, 2012)

HyFlex Course Design: Meeting Educational Needs with Courses That "Flex" [Bend without Breaking] Peer-reviewed three-hour workshop presented at Sloan-C Blended Learning Conference, Milwaukee, WI. (April, 2012)

Combining Classroom and Online Teaching Through Hybrid-Flexible (HyFlex) Course Design Invited three-hour online workshop presented as part of the inaugural Wiley Learning Institute Faculty Development Series. (<http://www.jbfacdev.com/>) (April, 2012)

HyFlex Course Design: A Summary Report on Five Years of Implementation. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2011).

IDT Professor's Forum: Design and Research – Everyone is Jumping on the Bandwagon, But Do We Know Where We Are Going? Facilitated a panel discussion and workshop at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2011).

Addressing Institution Challenges with Hybrid and Blended Instruction An Analysis of Solutions with Proven Impact. Peer-reviewed paper presented as part of panel at the Association for Educational Communication and Technology International Conference, Jacksonville, FL. (November, 2011).

Usability Testing Meets Section 508; Evaluating the Usability of "Accessible" Instructional Materials. Roundtable presentation at the Association for Educational Communication and Technology International Conference, Long Beach, CA. (November, 2010).

Connecting Online and Onground Learners with HyFlex Courses. Invited plenary session, Educause Learning Initiative (ELI) 2010 Online Fall Focus Session: Blended Learning: The 21st Century Learning Environment, online. (September, 2010).

Introduction to Hybrid, HyFlex and Online Instruction. Invited presentation, AT Summer Institute, San Francisco State University Division of Academic Technology, San Francisco CA. (June 2010, repeated by request June 2011).

Reaching More Students with HyFlex Courses. Invited presentation, "Reach More Without Doing More" Day, San Francisco State University Institute for Inclusive Media, San Francisco CA. (April 2010).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Invited plenary session, CSU Pomona Provost Symposium on Teaching. Pomona, CA. (April 2010).

Online vs. Hybrid vs. HyFlex. Invited panel session, CSU Pomona Provost Symposium on Teaching. Pomona, CA. (April 2010).

Student Self-reflections on Learning in a Hybrid Course Environment: Do Participation Mode Differences Lead to Differences in Reflections? Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October, 2009).

Universal Access or Simple Accommodation? Fully Accessible Hybrid Courses are within Your Reach. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October, 2009).

Novel Technology-Based Training Solutions for the Health Care Staffing Crisis: A Mentoring Approach with C. Salem. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Louisville KY. (October, 2009).

Podcasting for all, but who is listening? Paper presented at the Association for Educational Communication and Technology International Conference, Orlando, FL. (November, 2008).

Introduction to the Hybrid Flexible, or HyFlex, Format. Invited presentation at the CATS Instructional Design of Online and Blended Learning Environments Webinar, California State University, August 15, 2008

Blurring the boundaries of space and time - the HyFlex approach to course design. Featured Presentation at the inaugural AcademicFest, Madison, WI (July, 2008).

Using Moodle to HyFlex. Presentation at the 2008 Moodle Moot San Francisco, South San Francisco, CA (June, 2008).

Blended Learning for Students with Choice: The HyFlex Course and Design Process. Peer-reviewed paper presented at the Thirteenth Sloan-C International Conference on Online Learning, Orlando, FL. (November, 2007).

Hybrid Classes with Flexible Participation Options – If you build it, how will they come? Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Anaheim, CA. (October, 2007).

Transitioning to an Online World: Using HyFlex Courses to Bridge the Gap. Peer-reviewed paper presented at the ED-MEDIA 2007 World Conference on

Educational Multimedia, Hypermedia, and Telecommunications, Vancouver, Canada. (June, 2007).

Designing the HyFlex World- Hybrid, Flexible Classes for All Students. Peer-reviewed paper presented at the Association for Educational Communication and Technology International Conference, Dallas, TX. (October, 2006).

Using Moodle to create interactive blended learning environments, with Foreman, K., Pearson, M., and Kelly, K. Peer-reviewed full day workshop presented at the Association for Educational Communications and Technology International Conference, Orlando, FL (October, 2005).

Orientation to College Teaching: Online modules for faculty development, with Kelly, K. and Foreman, K. Peer-reviewed roundtable session presented at the Association for Educational Communications and Technology International Conference, Orlando, FL (October, 2005).

Distance Education and E-Learning. Half-day workshop presented at the Hosei University Faculty Development Symposium, Burlingame, CA (October, 2005 and January, 2006).

Supporting online teaching: selecting instructional strategies based on "situationalities". Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Chicago, IL (October, 2004).

Blended learning in Teacher Education: Preparing new teachers for the next wave in educational reform. Peer-reviewed paper presented at the Society for Information Technology and Teacher Education Conference, Atlanta, GA (March, 2004).

SCORM or Scorn? Debating the instructional value of the Shareable Content Object Reference Model, with Branon, R., Scandura, J., and Wiley, D. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Anaheim, CA (October 2003).

Online professional development for teachers: Integrating technology and supporting inquiry, with Malopinsky, L. Peer-reviewed paper presented at the National Educational Computing Conference, Seattle, WA (July, 2003).

Supporting K–12 teachers in designing online, inquiry-based professional development instruction, with Malopinsky, L. Peer-reviewed paper presented at the National Educational Computing Conference, Seattle, WA (July, 2003).

Evaluating an online professional development system: A critical look at learner attrition, with Malopinsky, L., and Duffy, T. Peer-reviewed paper

presented at the Annual Meeting of the American Educational Research Association, Chicago, IL (April, 2003).

Lessons from design research: Teacher-designer collaboration in building online inquiry based professional development courses. Third Annual IST Conference, Indiana University, Bloomington, IN. (April 2003).

Why won't they participate? Instructional methods and conditions for online social interaction. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Dallas, TX. (November, 2002).

SCORM standards in practice: Implications for design and development, with Branon, R. Association for Educational Communications and Technology, Dallas, TX. (November, 2002).

Formative evaluation for web-based courses: A framework for a human-centered process, with Branon, R. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Dallas, TX. (November, 2002).

Self-directed executive education courses: Teaching business and strategy to today's manager, with Carter, M. and Branon, R. Peer-reviewed paper presented at the 18th Annual Conference on Distance Teaching and Learning, Madison, WI. (August, 2002).

Building online executive education courses that work: Design opportunities and challenges, with Branon, R., and Wilson, J. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Atlanta, GA (November, 2001).

Developing Online Courses: A human-centered approach, with Branon, R., and Wilson, J. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Atlanta, GA (November, 2001).

Embedded self-assessments in executive education courses: Improving participant learning and perceptions of course quality, with Wilson, J. and Branon, R. Paper presented at the WEBNET 2001 Conference, Orlando, FL (October, 2001).

Social interaction in online learning: Situationalities that affect the effectiveness of social interaction instructional methods. Invited presented at the 13th Annual IT Institute, Utah State University, Logan, UT (August, 2001).

Online interaction: Just how smart are starter-wrapper discussions in the Smartweb? Paper presented at the 17th Annual Conference on Distance Teaching and Learning, Madison, WI (August 2001).

The Internet Learning Forum: Design and early implementation, with Moore, J.A., Wilson, J., and Barab, S. Peer-reviewed paper presented at the Association for Educational Communications and Technology International Conference, Denver, CO (November, 2000).

A course website one year later: Lessons learned, with Essex, C., and Song, P. Peer-reviewed paper presented at the ED-MEDIA 2000 Conference, Montreal (July, 2000).

Research and Development:

HyFlex Learning Community. Website supporting the community of HyFlex practitioners around the world. Blog, forums, research bibliography, webinars and more. Launched in May 2021. <https://hyflexlearning.org>

HyFlex Course Design and Implementation. An invited professional development workshop for instructional faculty and designers at schools, colleges, and universities. This 15-hour workshop includes five live (online) sessions and accompanying online discussions and learning materials. Workshops are scheduled over a 1-2 week period, and support 20-50 participants.

Workshops have been facilitated for the following educational institutions since 2015:

- University of Texas El Paso, El Paso, TX. (October 2021)
- College of the Desert, Palm Desert, CA. (August 2021)
- Austin Community College, Austin, TX. (July 2021)
- HyFlex Learning Community (online professional organization). (June 2021 and August 2021)
- Finger Lakes Community College, Canandaigua, NY. (June 2021)
- Oakton Community College, Oakton, IL. (May 2021 and July 2021)
- Tillamook Bay Community College, Tillamook, OR. (May 2021)
- Great Falls Community College Great Falls, MT. (May 2021)
- Helena College, Helena, MT. (May 2021)
- Clarion University, Clarion, PA. (January 2021)
- Wheaton College, Wheaton, IL. (August 2020)
- North Dakota State University, Fargo, ND. (July 2020)
- Bishop Kelley School, Tulsa, OK. (July 2020)
- Georgia Institute of Technology, Atlanta, GA. (July 2020)
- Montana University System, Helena MT. (July 2020)
- Newman School, New Orleans, LA. (July 2020)
- Yeshiva University, New York, NY. (June 2020)
- Shenandoah University, Winchester, VA. (May 2020)

- Montana State University Billings, Billings, MT. (April 2016, June 2020, November 2020, May 2021)
- Peirce College, Philadelphia, PA. (Fall 2015)

Modified versions of the HyFlex Course Design Workshop have been created and facilitated for Higher Education professional Development organizations:

- EDUCAUSE Learning Lab - Designing Hybrid-Flexible (HyFlex) Courses to Support Multimodal Learning Environments (<https://events.educause.edu/courses/2021/designing-hybrid-flexible-hyflex-courses-to-support-multimodal-learning-environments-2>)
- OLC (Online Learning Consortium) Institute - Getting Started with Hybrid-Flexible (HyFlex) Course Design (<https://my.onlinelearningconsortium.org/s/community-event?id=a1Y1U000002pZVKUA2>)
- OneHE - HYBRID-FLEXIBLE COURSE DESIGN (<https://onehe.org/expert/brian-beatty/>)

Instructional Design Basics for Editors. An invited multi-session workshop presented to editors at Jossey-Bass/Wiley for professional development. (Summer, 2012)

E-Learning Certificate Program. A 72-hour professional development program in e-learning development for training professionals. Offered through the SF State College of Extended Learning (CEL). My role was overall project coordination, curriculum design. Taught two courses in the six course series; Instructional Design for E-Learning, and Usability Testing for E-Learning. Information available online: <http://www.cel.sfsu.edu/elearning/> Accessed October 1, 2011.

Chevron Global Learning and Development - Train the Trainer Classroom Delivery Course. An invited two-day classroom-based workshop and seminar for Chevron, Inc. training professionals. Conducted May, 2010.

Chevron Global Learning and Development - Train the Trainer Instructional Systems Design Course. An invited one week classroom-based workshop and seminar for Chevron, Inc. training professionals. Conducted March, 2010. Repeated for trainer certification January, 2011, November 2011, April 2012.

Distance Mandarin Credential Program Online Course Design
College of Education, Summer 2008

Using the "HyFlex" Course and Design Process – A Sloan-C Effective Practice. (2008) Available online: <http://www.sloanconsortium.org/node/1159> Accessed September 30, 2008.

Blended Learning: Using the HyFlex Course and Design Process

An invited one week online workshop and seminar for education professionals associated with Sloan-C. Conducted March 24–28, 2008, repeated by request March 2010, June 2010, October 2010, January 2011, June 2011. Available online at <http://community.sloan-c.org/> Accessed March 28, 2008.

Instructional Design for Trainers – A series of six three-hour workshops for trainers at Genentech Corporation, South San Francisco, CA. Conducted from November 2006 through January 2007.

HyFlex Course Design Development (<http://www.drbrianbeatty.com/hyflex.html>) Website developed to promulgate the HyFlex course design principles; includes papers, manuscript drafts, and presentations regarding HyFlex courses. HyFlex World blog: <http://www.drbrianbeatty.com/wordpress/>

Blended Learning in Teacher Education: Preparing Faculty and Preservice Teachers. SFSU Dean of Education Faculty Research Award
Office of the Dean, College of Education, San Francisco State University, 2005. *Research and Development Projects*

HyFlex Course Design Development
(http://itec.sfsu.edu/hyflex/hyflex_home.htm) Website developed to promulgate the HyFlex course design principles; includes papers, manuscript drafts, and presentations regarding HyFlex courses.

Selecting Instructional Strategies: Supporting Online Teaching
(<http://itec.sfsu.edu/social/>) Awarded CSU 2004 Summer Stipend to conduct research project to extend dissertation work.

SFSU's Instructional Technology White Papers.
(<http://itec.sfsu.edu/wp/wp.cfm>) These white papers are generated by students in ITEC 860 Distance Education and ITEC 865 E-Learning Development, and are made available to the public (with student permission) via the Internet.

E-Learning Design/Dev:

Academic E-Learning Course Design (funded)

2004:

Applications of Robotics – An online course for HOSEI University, Tokyo, Japan that presents video, audio, and transcripts of guest lectures from the Veteran's Administration Rehabilitation Research program at Stanford University. My role was overall project direction and management.

Introduction to Financial Accounting – An online course for HOSEI University, Tokyo, Japan that presents video, audio, and transcripts of the Financial Accounting instructor. My role was overall project direction and management.

Corporate E-Learning Course Designs (funded)

2012:

Customer Information Quality – Sales (CIQS) Application Online Workshop – One hour long facilitated online workshop designed to train Eli Lilly, Inc. sales professionals on key aspects of the principles of protecting customer information. My role was senior instructional designer.

Healthcare Environment Curriculum Workshops – A series of four, one-hour long facilitated workshops designed to train Eli Lilly, Inc. sales professionals on key aspects of the changing healthcare environment. My role was senior instructional designer.

2011:

Hospital Marketplace Knowledge (HMK) 201 – A series of four, two-hour long facilitated workshops designed to train Eli Lilly, Inc. sales professionals on key aspects of the hospital marketplace. My role was senior instructional designer.

Leadership Field-based Development Program (FBDP) – A series of workshops designed to train Eli Lilly, Inc. sales professionals on key aspects of sales leadership. My role was senior instructional designer, focusing on case study experiences.

2010:

EMM System training – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the design and use of the EMM software system. My role was senior instructional designer.

Sales Coaching Foundations – Two one-hour online courses designed to help Microsoft Corporation sales managers adopt coaching methods with their sales teams. My role was senior instructional designer.

2009:

Learning as Competitive Edge – An online course designed to help employees and managers understand the strategic role of training in corporate performance, stressing the need for an expansion of learning beyond the training event. My role was senior instructional designer.

Marketing Resource Management Tool – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the design and use of the MRM software system. My role was senior instructional designer.

2008:

Risk Management Training – Global Patient Safety Risk Management Plans – A blended training program (online course and facilitated workshop) designed to train Eli Lilly, Inc. professionals on the purposes and development of Risk Management Plans. My role was senior instructional designer.

Sales Training – Cymbalta for Fibromyalgia – An online course designed to train Eli Lilly, Inc. sales professionals on the use of Cymbalta pharmaceutical for the treatment of fibromyalgia. My role was senior instructional designer.

2007:

Sales Training – Cymbalta for MDD - An online course designed to train Eli Lilly, Inc. sales professionals on the use of Cymbalta pharmaceutical for the treatment of Major Depressive Disorder. My role was senior instructional designer.

CSI - Protecting our Platform – An online course designed to train all employees on competitive issues for Microsoft Corporation. My role was senior instructional designer.

Cash Management Products – An online course designed to train commercial account representatives at a Midwestern bank. My role was senior instructional designer.

Toyota Motor Handling Unit – An online course designed to train Toyota Fleet Solutions Sales managers. My role was instructional designer and content and scriptwriter for several course modules.

2006:

Commercial Software Initiative (CSI) Concepts – An online course designed to train sales and marketing professionals on competitive issues for Microsoft Corporation. My role was senior instructional designer.

Corporate Marketing Calendar – An online course designed to train learners on a new corporate-wide marketing calendar system for Hewlett Packard Corporation. My role was project manager and instructional designer.

Product Life Cycle – An online course designed to train learners on a new product management system for engineers at Microsoft Corporation. My role was senior instructional designer.

2005:

Precision Questioning – An online course designed to train learners on using precision questioning methods during work-focused conversations at Microsoft Corporation. My role was senior instructional designer.

Lilly Labeling Integrated Document System Overview – An online course designed to train learners on a new document management system at Eli Lilly, Inc. My role was instructional designer.

2004:

Foundations of High-Tech Marketing – An online course designed to prepare learners to attend a three-day workshop on High Tech Marketing. My role was instructional designer and consultant to the workshop designer. The lead client is a co-founder of the E-Learning Forum, an organization supporting the development of quality e-learning practice in the SF Bay Area. This course won a Bronze Award in the Custom Content category of the 2006 Brandon Hall Excellence in Learning Awards.

Change Leadership – An online course designed to train management levels of a major U.S. medical device manufacturer (Roche Diagnostics) on effective leadership of transformational business change initiatives. My role was lead content writer and instructional designer.

Honors

and Awards: *Expert Author Award, Golden Book Award, Silver Book Award, and Silver Pen Award*
Edtechbooks.org (Open Education Resource publisher). Awarded for Beatty, B. J. (2019). *Hybrid-Flexible Course Design: Implementing Student-Directed Hybrid Classes*. EdTech Books. Available online:
<https://edtechbooks.org/hyflex/>

Outstanding Book Award
Systems Thinking and Change Division of the Association of Educational Communications and Technology (AECT), October, 2016. For Reigeluth, C.M., Beatty, B.J., and Myers, R.D. (Eds.), (2016). *Instructional-design theories and models: The learner-centered paradigm of education*. New York, NY: Routledge.

Presidential Service Award
Design and Development Division of the Association of Educational Communications and Technology (AECT), November, 2012

Sloan-C Effective Practice Award
Sloan-C: A Consortium of Institutions and Organizations Committed to Quality Online Education, Awarded for *Using the "HyFlex" Course and Design Process*, November, 2008

SF State Faculty Affairs Travel Award
Office of Faculty Affairs, San Francisco State University, 2004-2008, 2010-2011.

SFSU Dean of Education Faculty Research Award
Office of the Dean, College of Education, San Francisco State University, 2005.

California State University Summer Stipend Award
Office of Faculty Affairs and Professional Development. San Francisco State University, 2004.

Instructional Technologies Fellowship
Department of Instructional Technologies, San Francisco State University, 1997.

Physics Teacher Fellowship
Physics Department, University of San Francisco, 1994-1996.

Industry Initiatives in Science and Math Education Fellowship
Pacific Bell, San Ramon, CA, 1993.

U. S. Navy Reserve Officer Training Corps Scholarship
Marquette University, 1979-1983. Four year, full tuition scholarship.

Academic

Committees:

San Francisco State University Corporation Board of Directors.
Appointed member (2015-current)

San Francisco State Bookstore Advisory Committee (BAC).
Chair (2013-current). Appointed member (2012-2013).

San Francisco State Educational Technology Advisory Council (ETAC).
(2003-2009, 2012-current). Appointed College of Education representative
(2003-2009). Ex-officio member (2012-2019).

San Francisco State Online Education Committee. (Fall 2014 – 2019).
Appointed ex-officio representative from the Office of the Provost.

San Francisco State Academic Senate. (Fall 2010 – 2012, Fall 2020 -
current). Elected representative from the College of Education. Additional
committee memberships: Curriculum Review and Approval Committee
(CRAC), Academic Policies Committee (APC.)

San Francisco State Baccalaureate Review Committee. (Fall 2011 – 2012,
Fall 2020 - current). Elected representative from the College of Education.

San Francisco State Academic Program Review Committee. (Fall 2007 –
2012). Elected representative from the Graduate College of Education.
Elected chair for 2008-2012.

San Francisco State University Academic Assessment Advisory Committee.
(Fall 2008 – Spring 2010). APRC Committee Representative.

*San Francisco State Accessible Technology Initiative – Taskforce Member
and Web Accessibility Working Group Co-chair (ATI-Web Access)* (Spring
2007 – 2012). Invited faculty representative on working group responding to
CSU and SF State initiatives focused on creating fully accessible campus
resources.

San Francisco State College of Education Graduate Committee (2003- Spring
2007). Instructional Technologies department representative.

Professional Affiliations:

Member, Association for Educational Communications and Technology
(AECT) (1999 – current)

Member, AECT Foundation Board of Directors (2019-present)

Past-President, Design and Development Division (2011-2012)

President, Design and Development Division (2010-2011)

President-elect and Conference Planner, Design and Development
Division (2009-2010)

Vice-president for Communications, Design and Development Division
(2008-2009)

Past Member:

International Society for Performance Improvement (ISPI)

Association for Training and Development (ASTD)

American Educational Research Association (AERA)

E-Learning Guild

E-Learning Forum