

CURRICULUM VITA

John W. Saye
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CURRENT STATUS

Professor

Secondary Social Science Education
Department of Curriculum and Teaching
College of Education
Auburn University

Assigned Duties: Teaching: 75%; Research: 10%; Outreach: 15%

EDUCATION

- Ed.D. Social Science Education, University of Georgia, 1994
 Dissertation - *Teachers, Technology, and the Acceptance of Innovation.*
- M.A. Social Science Education, University of Georgia, 1979
- A.B. Political Science, University of Georgia, 1975

PROFESSIONAL EXPERIENCE

- 2004 -present **Professor**, Secondary Social Science Education, Department of Curriculum and Teaching, Auburn University, Auburn, AL
- 1999-2004 **Associate Professor**, Secondary Social Science Education, Department of Curriculum and Teaching, Auburn University, Auburn, AL
- 1994-1999 **Assistant Professor**, Secondary Social Science Education, Department of Curriculum and Teaching, Auburn University, Auburn, AL
- 1993-1994 **Social studies teacher**, Tallulah Falls School, Tallulah Falls, GA
- 1991- 1993 **Graduate Teaching Assistant**, University of Georgia, Athens, GA
- 1979-1991 **Social studies teacher**, Tallulah Falls School, Tallulah Falls, GA

INSTRUCTIONAL ACTIVITIES

Graduate Instruction

Auburn University

a. Advising and Committees

Direction of current doctoral students:	4
Service on current doctoral student committees:	2
Direction of current M.Ed. students:	3
Direction of completed M.Ed. programs:	21
Direction of completed PhD programs	2

b. Courses Taught

CTSE 7970 (Special Topics: Problem-based Inquiry in the Social Studies)
 CTSE 7910 (Practicum in Secondary Social Science)
 CTSE 7510 (Research in Social Science)
 CTSE 7520 (Curriculum and Teaching in Social Science)
 CTSE 7530 (Organization of Program in Social Science)
 CTSE 7540 (Evaluation in Social Science)
 CTSE 7900 (Independent Study in Social Science)

Undergraduate Instruction

Auburn University

a. Advising

Undergraduate social science education advisees: approximately 75

b. Courses Taught

Curriculum & Teaching 1: Social Science (CTSE 4050)
 Curriculum & Teaching II: Social Science (CTSE 4060)
 Social Science Concepts & Methods (CTSE 4210)
 Internship in Social Science Education (CTSE 4290)

University of Georgia

a. Courses Taught

Secondary Social Science Curriculum (ESS435)
 Teaching Secondary School Social Studies (ESS436)
 School Practicum in Secondary Social Studies (ESS445)
 Supervision of Student Teaching in Social Studies (ESS546)

RESEARCH/CREATIVE WORK**PUBLICATIONS****Chapters**

Saye, J. W. & Brush, T. A. (in press). Using the Affordances of Technology to Develop Teacher Expertise in Historical Inquiry. In *Technology And Social Studies Research*. (J. K. Lee and A. Friedman, eds). Greenwich CT: Information Age Publishing.

Saye, J. W. & Brush, T. A. (2004). Promoting Civic Competence through Problem-based History Learning Environments. In *Civic Learning in Teacher Education* (Volume 3) (G. E. Hamot, and J. J. Patrick, eds). Bloomington, Indiana: ERIC Clearinghouse for Social Studies/Social Science Education.

Saye, J. W. & Hoge, J. D. (1999) Citizenship projects. In *Surfing social studies: The internet book* (J. A. Braun & C. F. Risinger, eds). Washington, D. C.: National Council for the Social Studies.

Articles in Refereed Journals

Saye, J. W. & Brush, T. A. (2007). Using technology-enhanced learning environments to support inquiry in social studies classrooms. *Theory and Research in Social Education*. 35 (2), 196-230.

Saye, J. W. & Brush, T. A. (2006). Comparing Teachers' Strategies for Supporting Student Inquiry in a Problem-based Multimedia-enhanced History Unit. *Theory and Research in Social Education*. 34(2), 183-212.

Saye, J. W. & Brush, T. A. (2005). The Persistent Issues in History Network: Developing Civic Competence through Technology-supported Historical Inquiry. *Social Education*. 69(4), 168-171.

Hur, J., Brush, T., Kim, K., Tan, A. Dysard, G., Liu, X., Feng, Y. Kale, U., Chen, L., Saye, J. (2005) Online forum: a tool that can foster teachers' collaborative reflection. In *Proceedings of Society for Information Technology and Teacher Education International Conference 2005* (pp. 2259-2260). Norfolk, VA: AACE.

Brinkerhoff, J., Klein, J., Brush, T. & Saye, J. (2005). The effects of advisement and small groups on learning from a multimedia database. *International Journal of Instructional Media*, 32(4), 409-420.

Saye, J. W. & Brush, T. A. (2004). Scaffolding Problem-Centered Teaching in Traditional Social Studies Classrooms. *Theory and Research in Social Education*. 32(3), 349-378.

- Brush, T. A. & Saye, J. W. (2004). Supporting learners in technology-enhanced student-centered learning environments. *International Journal of Learning Technology*, 1(2), 191-202.
- Wolf, S. E., Brush, T. A. & Saye, J. W. (2003). Using an information problem-solving model as a metacognitive scaffold for multimedia-supported information-based problems. *Journal of Research on Technology in Education*, 35(3), 321-341.
- Wolf, S.; Brush, T. A.; & Saye, J. W. (2003). The Big Six information skills as a metacognitive scaffold. *School Library Media Research*, 6(1), [On-line]. Available: [http://www.ala.org/Content/NavigationMenu/AASL/Publications_and_Journals/School_Library_Media_Research/Contents1/Volume_6_\(2003\)/Big_Six_Information_Skills.htm](http://www.ala.org/Content/NavigationMenu/AASL/Publications_and_Journals/School_Library_Media_Research/Contents1/Volume_6_(2003)/Big_Six_Information_Skills.htm).
- Saye, J. W. & Brush, T. A. (2002). Scaffolding Critical Reasoning about History and Social Issues in Multimedia-Supported Learning Environments. *Educational Technology Research & Development*, 50(3), 77-96.
- Brush, T. A. & Saye, J. W. (2002). A Summary of Research Exploring Hard and Soft Scaffolding for Teachers and Students Using a Multimedia Supported Learning Environment. *Journal of Interactive Online Learning*, [Online serial] 1(2). Available: <http://www.ncolr.org/jiol/index.html>
- Brush, T. A. & Saye, J. W. (2001). The use of embedded scaffolds with a hypermedia-supported student-centered learning activity. *Journal of Educational Multimedia and Hypermedia*, 10(4), 333-356.
- Brush, T. & Saye, J. W. (2000) Design and evaluation of student-centered learning in social studies: A case study. *Educational Technology Research & Development*, 48 (3), 79-100.
- Saye, J. W. & Brush, T. (1999). Student engagement with social issues in a multimedia-supported learning environment. *Theory and Research in Social Education*, 27 (4), 468-500.
- Saye, J. W. (1999) School-based collaborations: Building an authentic model for problem-based instruction. *The Journal of Social Studies Research*, 23(2), 11-18.
- Saye, J. W. (1998). Creating time for developing student thinking: Team-teaching with technology. *Social Education*, 62 (6), 356-362.
- Saye, J. W. (1998). Technology in the classroom: The role of dispositions in teacher gatekeeping. *Journal of Curriculum and Supervision*, 13 (3), 210-234.
- Saye, J. W. (1997). Technology and empowerment: Student perspectives. *Educational Technology Research & Development*, 45 (2) 5-25.
- Saye, J. W. (1996). The social studies children should study: Harold Rugg's curriculum and

the debate over social studies instruction. *Journal of Social Studies Research*, 20(2), 45-52.

Saye, J. W. (1994). Reasoning with democratic values: the paradox of the issues-centered curriculum. *Journal of Social Studies Research*, 18(1), 48-53.

Hoge, J. D. & Saye, J. W. (1994). Social studies educators' awareness of CD-ROM and on-line databases. *Computers in the Schools*. 11(2), 103-113.

Saye, J. W. (1978). The social and emotional adjustment of the gifted child. *Journal of Social Science Research*, Winter.

Invited Articles

Saye, J. W. (2002). The Potential of Personal Technology for Empowering Democratic Decision Making. *The International Social Studies Forum*, 2(2), 191-194.

Saye, J. W. (2000). Maximizing Technology's Potential for Facilitating Educational Change: A Response to Sherman and Hicks. *Contemporary Issues in Technology and Teacher Education*. [Online serial], 1 (2). Available: <http://www.citejournal.org/vol1/iss2/currentissues/socialstudies/article2.htm>

Saye, J. W. & Brush, T. (2000). Student reasoning about ill-structured social problems in a multimedia-supported learning environment. ERIC document.

PAPERS PRESENTED

2007 Saye, J., Kohlmeier, J., Brush, T., Maddox, L. & Howell, J. (November, 2007). Using Lesson Study to Build a Professional Knowledge Community for Problem-based History Study. Presented at the College and University Faculty Association of the National Council for the Social Studies. San Diego, CA.

2007 Saye, J., & Gerwin, D. (November, 2007). Collaborative Network: Research Methods. Facilitated at the College and University Faculty Association of the National Council for the Social Studies. San Diego, CA.

2007 Brush, T. and Saye, J. (November, 2007). Strategies for Preparing Pre-Service Social Studies Teachers to Effectively Integrate Technology: Models and Practices. Presented at the College and University Faculty Association of the National Council for the Social Studies. San Diego, CA.

2007 Kohlmeier, J., Mitchell, L., Saye, J. Brush, T. (November, 2007). Attempting Issues-Centered instruction with 'low-achieving' students. Presented at the College and University Faculty Association of the National Council for the Social Studies. San Diego, CA.

- 2007 Kohlmeier, J., Mitchell, L., Smith, D., Saye, J. Brush, T. (November, 2007). Successfully engaging 'low-achieving' students in complex historical reasoning. Presented at the National Council for the Social Studies Conference. San Diego, CA.
- 2007 Kohlmeier, J., Mitchell, L., Smith, D., Saye, J. Brush, T. (November, 2007). When is the government justified in limiting civil liberties? Presented at the National Council for the Social Studies Conference. San Diego, CA.
- 2007 Brush, T., Saye, J., & PIH associates. (April, 2007). Evaluation of the Persistent Issues in History Laboratory for Virtual Field Experience (PIH-LVFE). Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2006 Saye, J. W.& Brush, T. A. (November, 2006). Supporting Problem-based Historical Inquiry with Technology-Enhanced Learning Environments. Presented as part of the symposium, Technology Research in the K-12 History Classroom. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Washington, DC.
- 2006 Kohlmeier, J., Mitchell, L., Saye, J., Brush, T. (April 2006). Meeting the Challenges of Problem-Based Historical Inquiry in a Challenging Environment. Presented at the annual meeting of the American Educational Research Association, San Francisco, CA
- 2006 Brush, T. & Saye, J. (April, 2006). Scaffolding Critical Reasoning in History and Social Studies: Tools to Support Problem-Based Historical Inquiry. Presented as part of the symposium, Scaffolding Disciplined Inquiry in Science and Social Studies: A Comparison to the Instructional Technology SIG
- 2005 Saye, J., Kohlmeier, J., Brush, T. Mitchell, L. Farmer, C. (November, 2005) Using Mentoring to Develop Collaborative Communities of Inquiry-based Practice. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Kansas City, KN
- 2005 Saye, J. W.& Brush, T. A. (November, 2005). Technology as a Lever for Expanding Investigations of the Development of Problem-based Civic Inquiry. Presented as part of the symposium, Technology as a Catalyst for the Evolution of New Research Methods in the Social Studies. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Kansas City, KN
- 2005 Saye, J., Kohlmeier, J., Brush, T. Mitchell, L. Callahan, C. (November, 2005). "I question America": The Civil Rights movement confronts Lyndon Johnson. Presented at the annual meeting of the National Council for the Social Studies. Kansas City, KN
- 2005 Saye, J., Kohlmeier, J., Brush, T. Mitchell, L. Farmer, C. (April, 2005). Nurturing A Professional Community of Practice for Promoting Problem-based Historical Inquiry.

- Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- 2005 Brush, T. & Saye, J. (April, 2005). Scaffolding Disciplined Inquiry in Social Studies Classrooms. Presented as part of the symposium, Making History Usable: Prompting and Promoting Meaningful Historical Inquiry to the Teaching History SIG at the annual meeting of the American Educational Research Association, Montreal Canada.
- 2005 Brush, T. & Saye, J. (January, 2005). PIHNet: Web-based tools and resources for social studies educators. Presented at the annual Indiana Computer Educator's Conference, Indianapolis, IN.
- 2005 Brush, T., Saye, J., and the PIHNet Development Team (March, 2005). Tools to promote problem-based inquiry in social studies. The Persistent Issues in History Network. Presented at the annual Society for Information Technology and Teacher Education Conference, Phoenix, AZ.
- 2005 Hur, J., Brush, T., Kim, K., Tan, A. Dysard, G., Liu, X., Feng, Y. Kale, U., Chen, L., Saye, J. (March, 2005) Online forum: a tool that can foster teachers' collaborative reflection. Presented at the annual Society for Information Technology and Teacher Education Conference, Phoenix, AZ.
- 2004 Saye, J. W. (November, 2004). Invited discussant for the symposium, Electronic Portfolios in Social Studies Education: Researching Next Steps. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Baltimore, Maryland.
- 2004 Saye, J. W. & Brush, T. A. (April, 2004). Introduction to the Persistent Issues in History Network Project as part of the session Exploring the Use of Technology as a Partner in the Teaching of History. Presented to the Teaching History SIG at the annual meeting of the American Educational Research Association, San Diego, CA.
- 2004 Saye, J. W. & Brush, T. A. (April, 2004). Facilitating Historical Inquiry and Civic Reasoning through Internet-based Open-Ended Learning Environments. Presented at the annual meeting of the American Educational Research Association, San Diego, CA.
- 2004 Saye, J. W. (March 2004). The Persistent Issues in History Network: Building a Community of Inquiry-Oriented Teachers. Presented at the annual meeting of the Society for Information Technology and Teacher Education. Atlanta, GA.
- 2004 Brush, T. A. & Saye, J. W. (March, 2004). PIHNet: A Web-Based Environment for Supporting Problem-Based Historical Inquiry. Presented at the annual meeting of the Society for Information Technology and Teacher Education. Atlanta, GA.
- 2003 Saye, J. W. & Brush, T. A. (November, 2003). Supporting Problem-Based Historical Inquiry in a Web-based Learning Environment. Presented at the annual meeting of the

- College and University Faculty Assembly of the National Council for the Social Studies. Chicago, IL.
- 2003 Brush, T. A. & Saye, J. W. (October, 2003) Supporting Problem-Based Historical Inquiry with Digital Resources. Presented at the annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.
- 2003 Brush, T. A. & Saye, J. W. (October, 2003) Decision Point!: A Web-Based Environment for Supporting Student Historical Thinking. Presented at the annual meeting of the Association for Educational Communications and Technology, Anaheim, CA.
- 2003 Saye, J. W. & Brush, T. A. (May, 2003). Promoting Civic Competence through Problem-based History Learning Environments. Presented at R. Freeman Butts Institute on Civic Learning in Teacher Education, Indianapolis, Indiana.
- 2003 Saye, J. W. & Brush, T. A. (April, 2003). Supporting Student Inquiry about Social Issues: Three Teachers, Implementations of a Problem-based Multimedia-enhanced Unit. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2003 Brush, T. A. & Saye, J. W. (April, 2003). Supporting Problem-Based Historical Inquiry Using a Multimedia Learning Environment. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2003 Wolf, S., Brush, T. A. & Saye, J. W. (April, 2003). The Big Six Information Skills as a Metacognitive Scaffold: A Case Study. Presented at the annual meeting of the American Educational Research Association, Chicago, IL.
- 2003 Saye, J. W. & Brush, T. A. (March, 2003). Supporting Student Inquiry in a Multimedia Learning Environment: Comparative Case Studies. Presented at the annual meeting of the Society for Information Technology and Teacher Education. Albuquerque, N.M.
- 2002 Saye, J. W. & Brush, T. A. (November, 2002). Supporting Student Inquiry in a Multimedia Learning Environment: Comparative Case Studies. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Phoenix, AZ.
- 2002 Brush, T. A. & Saye, J. W. (October, 2002). Supporting Problem-Based Historical Inquiry: The Decision Point! Project. Presented at the Center for Research on Learning and Technology Colloquium, Indiana University. Bloomington, Indiana.
- 2002 Brush, T. A. & Saye, J. W. (April, 2002). A Summary of Research Exploring Hard and Soft Scaffolding for Teachers and Students Using a Multimedia Supported Learning Environment. Presented at the annual meeting of the American Educational Research Association, New Orleans, LA.

- 2001 Saye, J. W. & Brush, T. A. (November, 2001). Scaffolding problem-centered teaching in traditional social studies classrooms. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Washington, D.C.
- 2001 Saye, J. W. (November, 2001). The potential of personal technology for empowering democratic decision making. Part of a special session: Reflecting on Technology in the Social Studies: Past, Present, and Future Perspectives. Presented at the Annual Conference of the National Council for the Social Studies. Washington, D.C.
- 2001 Brush, T. A. & Saye, J. W. (November, 2001). Defining Hard and Soft Scaffolding in Technology-Enhanced Student-Centered Learning Environments. Presented at the annual meeting of the Association for Educational Communications and Technology, Atlanta, GA.
- 2001 Saye, J. W. & Brush, T. A. (April, 2001). The prospects of a technology-supported learning environment for encouraging problem-centered inquiry in a traditional social studies classroom. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- 2001 Brush, T. A. & Saye, J. W. (April, 2001). Implementing technology-enhanced student-centered learning activities in the classroom: Models and recommendations. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- 2001 Wolf, S., Brush, T. A. & Saye, J. W. (April, 2001). The Big Six information skills as a metacognitive scaffold in solving information-based problems. Presented at the annual meeting of the American Educational Research Association, Seattle, WA.
- 2000 Saye, J. W. & Brush, T. A. (November, 2000). Scaffolding the development of civic competence: Problems and Potential. Presented at the annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. San Antonio, TX.
- 2000 Brush, T. A., Saye, J. W., & Wolf, S. (October, 2000). Designing hard and soft scaffolds in a technology-supported learning environment. Presented at the annual meeting of the Association for Educational Communications and Technology, Denver, CO.
- 2000 Brush, T. A. & Saye, J. W. (October, 2000). The use of embedded scaffolds in a technology-enhanced student-centered learning activity. Presented at the annual meeting of the Arizona Educational Research Organization, Tucson, AZ.
- 2000 Saye, J. W. & Brush, T. A. (April, 2000). The potential of multimedia environments for supporting problem-centered social studies. Presented at the annual meeting of the American Educational Research Association, New Orleans.

- 2000 Brush, T. A. & Saye, J. W. (April, 2000). The effectiveness of various scaffolds for student-centered learning activities. Presented at the annual meeting of the American Educational Research Association, New Orleans.
- 1999 Saye, J. W. & Brush, T. A. (November, 1999). Supporting problem-based social studies with hypermedia learning environments. Presented at the Annual Conference of the National Council for the Social Studies. Orlando, FL.
- 1999 Saye, J. W. & Brush, T. A. (November, 1999). Student reasoning with social issues in a multimedia-supported learning environment. Presented at annual meeting of the College and University Faculty Assembly of the National Council for the Social Studies. Orlando, FL.
- 1999 Brush, T. A. & Saye, J. W. (April, 1999). The Decision Point project: Tools to promote a problem-centered learning environment in social studies. Presented at the annual meeting of the American Educational Research Association, Montreal, Canada.
- 1999 Saye, J. W. (March, 1999). The Decision Point! project: A hypermedia environment for supporting problem-based social studies. Presented at the Faculty Development Consortium, Auburn, AL.
- 1999 Brush, T. A. & Saye, J. W. (February, 1999). Instructional tools for student problem solving: The Decision Point project. Presented at the National Association for Educational Communications & Technology National Convention, Houston, TX.
- 1998 Saye, J. W. (January, 1998). Re-modeling reform: School-based collaborations. Presented at the 11th Annual International Qualitative Research in Education Conference. Athens, GA.
- 1997 Saye, J. W. (November, 1997). Technology as a catalyst for issues-based social studies. Presented at the Annual Conference of the National Council for the Social Studies. Cincinnati, OH.
- 1997 Saye, J. W. (January, 1997). The role of dispositions in teacher technology decisions. Presented at the 10th Annual International Qualitative Research in Education Conference. Athens, GA.
- 1996 Saye, J. W. (November, 1996). High school-university partnerships: Building an authentic civic education model. Presented at the Annual Conference of the National Council for the Social Studies. Washington, DC.
- 1996 Saye, J. W. (January, 1996). Technology and empowerment: Student perspectives. Paper presented at the 9th Annual International Conference of Qualitative Research in Education. Athens, GA.

- 1995 Saye, J. W. (November, 1995). Creating time for developing student thinking: A strategy for using technology as an instructional partner. Paper presented at the Annual Conference of the National Council for the Social Studies. Chicago, IL.
- 1995 Saye, J.W. (1995, March). Technology in the classroom: teacher response to innovation. Paper presented at the Eighteenth Annual Conference of the Eastern Educational Research Association. Hilton Head, SC.
- 1994 Saye, J.W. (1994, June). Seeking comfort: Teachers, technology, and the acceptance of innovation. Paper presented at Social Science Colloquium, University of Georgia. Athens, GA.
- 1992 Hoge, J. & Saye, J. W. (1992, April). Expand Your Store of Social Studies Teaching Resources: CD-ROM and On-line Databases. Georgia Educational Technology Conference, Columbus, GA.
- 1978 McKinney, W. C. & Saye, J. W. (1978, November). Changing sex role attitudes in the middle school. Paper presented at the National Council for the Social Studies Annual Convention. Houston, TX

OTHER RESEARCH/CREATIVE CONTRIBUTIONS

Editorial work:

- 2003 to 2008 Editorial Board, *Theory and Research in Social Education*
- 2002 Consulting Editor, *Educational Research Technology & Development*, Special Issue: PT3 Grant Projects
- 2001 to 2002 Consulting Editor, *International Journal of Computer Applications of Technology*
- 2000 to present Editorial Board, Social Studies section, *Contemporary Issues in Technology and Teacher Education*
- 2000 to present Manuscript Reviewer, *Theory and Research in Social Education*
- 1999 to present Proposal Reviewer, Annual Conference of the College and University Faculty Assembly of the National Council for the Social Studies
- 1995 Textbook Reviewer, Longman Publishers, White Plains, New York
- 1994 to 2003 Editorial Board, *Computers in the Schools*

EXTERNAL GRANTS AND CONTRACTS RECEIVED

- 2004 *Laboratory for Virtual Field Experiences*. A grant to create an online video database of wise practice models for problem-based historical inquiry in 6th-12th grade history classrooms. Tom Brush, principal investigator. John Saye co-principal investigator. \$1,131,172 total project budget, with \$543,526 funded by the Fund for the Improvement of Post-Secondary Education
- 2003 *Partnership to Institutionalize the Persistent Issues in History (PIH)Network*. A grant to support development of the PIH outreach effort and release matching federal funds from the National Endowment for Humanities. John Saye, principal investigator. Tom Brush, co-investigator
\$10,000 total project budget, funded by the Indiana University School of Education Foundation with matching funds from the National Endowment for the Humanities.
- 2003 *Partnership to Institutionalize the Persistent Issues in History (PIH)Workshop*. A grant to support development of the PIH outreach effort and release matching federal funds from the National Endowment for Humanities. John Saye, principal investigator.
\$10,000 total project budget, funded by the Russell Corporation with matching funds from the National Endowment for the Humanities.
- 2002 *Reasoning about Critical Issues of the Civil Rights Movement*. A grant for expanding and developing a multimedia history learning environment and to train teachers to use these resources to promote historical thinking. John Saye, principal investigator. Tom Brush, co-investigator.
\$478,702 total project budget. \$225,000 funded through the National Endowment for Humanities with additional support from AU College of Education, AU Dept. of Curriculum and Teaching, Indiana University School of Education, and Apple Computer.
- 1999 *A Proposal For Building A Technology-Supported, Problem-Centered Teaching And Learning Curriculum For Preservice Teacher Education*. Saye, J.W, Walls, K., Brabham, E., Miller, V., Weaver, A., investigators
\$147,888 budget, funded through U.S. Dept. of Education Preparing Tomorrow's Teachers to Use Technology Grant.
- 1997 *Integrating Technology into High School Social Studies Teaching*
A project designed to develop a technology infused model of social studies instruction, train veteran and novice teachers in its use, and assess the efficacy of the model in high school students' learning. John Saye, Bob Hannafin, and Sherel Perry, investigators.
\$5,000 budget, funded through the Corporation for Public Broadcasting.
- 1997 *Integrating Technology into High School Social Studies Teaching*
See description above. John Saye, principal investigator.
\$5,000 funded through the Auburn City Schools.

Competitive Internal Grants Received:

- 2006 *Building a Professional Knowledge Community for Problem-Based History Study.* A grant to build capacity for intensive PIH professional development using collaborative lesson study and interactive technologies. John Saye, principal investigator. \$55,983 total project budget. Funded by AU Outreach, AU College of Education, AU Dept. of Curriculum and Teaching, Indiana University School of Education, and Auburn City Schools.
- 2004 *Building the Persistent Issues in History (PIH) Learning Community.* A grant to expand the PIH initiative through PIH mentors teacher development, intensive PIH professional development of new teacher partners, and developing procedures for offering distance training and support for teachers in remote, underserved areas. John Saye, principal investigator. \$81,271 total project budget, funded by AU Outreach, AU College of Education, AU Dept. of Curriculum and Teaching, Indiana University School of Education, and Auburn and Opelika City Schools.
- 2004 *Promoting Problem-based Inquiry through Video Case Studies.* A grant funding the development of wise practice models for professional development of Auburn pre-service teachers. \$1,970 budget, funded through the Daniel F. Breeden Endowment for Faculty Enhancement.

Grants applied for but not funded:

- 2007 *Mentoring Effective Citizenship-focused History Teaching.* A grant to expand the PIH initiative through intensive PIH professional development using collaborative lesson study and interactive technologies in rural and under-resourced school systems. John Saye, principal investigator. \$433,000 budget. Submitted to the Mallone Foundation.
- 2006 *Building a Professional Knowledge Community for Problem-Based History Study.* A grant to expand the PIH initiative through intensive PIH professional development using collaborative lesson study and interactive technologies. . John Saye, principal investigator. \$524,241 budget. Submitted to Fund for Improvement of Postsecondary Education.
- 2006 *Sustaining a Professional Knowledge Community for Problem-Based History Study.* . A grant to expand the PIH initiative through intensive PIH professional development using collaborative lesson study and interactive technologies. John Saye, principal investigator. \$34, 922 budget. Submitted to the Braitmayer Foundation.
- 2001 *Scaffolding Disciplined Inquiry about History and Social Issues in Multimedia Supported Learning Environments.*
A proposal for developing and field testing technology-supported social studies curriculum that assists teachers and students to engage in disciplined inquiry. John Saye and Tom Brush, investigators.

\$33,540 total project budget, submitted to Spencer Foundation Small Grants Program.

1999 *Implementing a Technology-Supported Problem-centered Teaching and Learning Curriculum for Preservice Teacher Education.*

A proposal to expand a web-supported curriculum to connect university and public school classrooms in a partnership that trains preservice teachers to use digital technology for engaging learners in situated knowledge building through authentic problem-solving.

Brabham, E., Saye, J.W., Walls, K., Weaver, A., investigators.

\$1,081,239 total project budget, submitted to U.S. Dept. of Education Preparing Tomorrow's Teachers to Use Technology Grant.

1996 *Auburn High School Technology Project*

A proposal for funding to enhance the project funded by the CPB grant for *Integrating Technology into High School Social Studies Teaching.*

\$2,000 total project budget, submitted to College of Education Outreach Grants Program, Auburn University.

OUTREACH

a. Instructional activities

In-service workshops:

I was the primary presenter and developer of curriculum for the following 38 workshops. These research-based workshops focused on curriculum and methods that provide more active, higher-order thinking for 6-12 grade social studies students and/or on using instructional technologies to facilitate active student inquiry. All workshops were for 6-12 grade in-service social studies teachers:

2008 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
Jan 23 (4 hours)

2007 *Auburn Junior High School Lesson Study Project Research Lesson Implementation*
Auburn City Schools, Auburn Alabama
Oct 30, 31, Nov 9 (10 hours)

2007 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
Oct 10 (4 hours)

2007 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
July 23-27 (36 hours)

- 2007 *PIH Summer Seminar for Auburn History Teachers*
Auburn City Schools, Auburn Alabama
July 19-13 (36 hours)
- 2007 *Auburn Junior High School Lesson Study Project Research Lesson Implementation*
Auburn City Schools, Auburn Alabama
April 4 (4 hours)
- 2007 *Auburn Junior High School Lesson Study Project Research Lesson Implementation*
Auburn City Schools, Auburn Alabama
March 20-23 (8 hours)
- 2007 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
Jan 03 (4 hours)
- 2006 *Auburn Junior High School Lesson Study Project Research Lesson Implementation*
Auburn City Schools, Auburn Alabama
Oct 30-Nov 1 (6 hours)
- 2006 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
Oct 18 (1 hour)
- 2006 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
Sept 20 (1 hour)
- 2006 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
August 21 (4 hours)
- 2006 *Auburn Junior High School Lesson Study Project Planning Seminar*
Auburn City Schools, Auburn Alabama
July 17-21 (36 hours)
- 2006 *PIH Introductory Seminar for Auburn History Teachers*
Auburn City Schools, Auburn Alabama
July 10-14 (36 hours)
- 2005 *Developing Persistent Issues in History Curriculum Units*
Auburn and Opelika City Schools, Auburn Alabama
December 7 (7 hours)

- 2005 *Teaching American History PIH Seminar*
Auburn and Opelika City Schools, Auburn Alabama
July 11-15 (36 hours)
- 2005 *PIH Mentor Development Workshop*
Auburn and Opelika City Schools, Auburn Alabama
February 23 (7 hours)
- 2004 *Developing Persistent Issues in History Curriculum Units*
Auburn and Opelika City Schools, Auburn Alabama
October 27 (7 hours)
- 2004 *Persistent Issues in History Network Summer Seminar*
Auburn University, Auburn Alabama
July 19-23 (36 hours)
- 2004 *Teaching American History PIH Seminar*
Auburn and Opelika City Schools, Auburn Alabama
July 12-16 (36 hours)
- 2004 *Building the PIH Learning Community: Developing Mentor PIH Teachers II*
Auburn and Opelika City Schools, Auburn Alabama
June 24 (3 hours)
- 2004 *Developing Persistent Issues in History Curriculum Units*
Auburn and Opelika City Schools, Auburn Alabama
January 14 (7 hours)
- 2003 *Persistent Issues in History Network Summer Seminar*
(Described in commentary above & in C. Outreach. Part 2. d below)
Auburn University, Auburn Alabama
July 14-25 (80 hours)
- 2003 *Teaching American History PIH Seminar*
Auburn and Opelika City Schools, Auburn Alabama
July 7-11 (36 hours)
- 2002-
2003 *Problem-based Social Studies Initiative Workshops*
(Described in commentary above)
Auburn High School, Auburn Alabama
Workshop I: July 22-24, 2002 (21 hours)
Workshop II: January 6-7, 2003 (12 hours)
Workshop III: May 28 2003, (4 hours)
- 2002 *Possibilities for An Auburn City Schools/Auburn University Social Studies Curriculum Partnership.*

- Auburn City Schools, Auburn, AL
March 11, 2002 (3 hours)
- 1998 *Experiencing History: A Problem-centered Approach to Engaging Diverse Learners;*
East Alabama Regional Inservice Center; Auburn University, AL
August 9 (6 hours)
- 1998 *Decision Point: The African-American Civil Rights Movement--A Demonstration Project
Using BuildIt!: A Set of Multimedia Tools for Students & Teachers*
Auburn City Schools, Auburn, AL
February 16 (2 hours)
- 1997 *Engaging Diverse Middle and High School Learners: History Alive!*
Opelika City Schools, Opelika, AL
October 27 (4 hours)
- 1997 *History Alive! An Introduction to Six Powerful Teaching Strategies.*
Lee County Schools, Salem, AL
August 12 (6 hours)
- 1997 *Writing for Understanding in Social Studies.*
Sunbelt Writing Conference. Auburn University, AL
July 31 (2 hours)
- 1996 *Possibilities for Integrating Technology into Social Studies Instruction.*
Auburn High School, Auburn, AL
May 17 (2 hours)

In-service workshops prior to appointment at Auburn:

- 1991 *Introduction to Multimedia Authoring Tools.*
Tallulah Falls School. Tallulah Falls, Georgia.
September 21 (4 hours)
- 1988 *Integrating the Computer with the Curriculum.*
Tallulah Falls School. Tallulah Falls, Georgia.
August 17-21 (40 hours)
- 1987 *Introduction to Computers.*
Tallulah Falls School. Tallulah Falls, Georgia.
August 28-September 1 (40 hours)

b. Technical assistance

Consulting:

- 2004 to 2007 External Evaluator, *Prehistoric Texas*. A project to create an on-line database chronicling ancient native cultures of Texas. Total project budget, \$220,000; \$170,000 provided by the National Endowment for the Humanities.
- 2003 to present Consultant for “*The Encyclopedia of Alabama*.”
A joint project of the Auburn University Department of History and the Alabama Humanities Foundation.
- 2002 to present Consultant for “*American Heritage Academy*.” Teaching American History grant funded by the U. S. Dept. of Education.
A joint project of Auburn City Schools, Opelika City Schools, Auburn University Department of Curriculum & Teaching, Auburn University Department of History.
- 2002 Consultant assisting with design and writing of Teaching American History grant funded by the U. S. Dept. of Education.
Auburn and Opelika City Schools, AL
- 2001 to 2002 Consultant assisting with restructuring the 6-12 grade curriculum to promote active student learning and higher order thought.
Auburn High School, Auburn, AL
- 2001 Consultant for “*Transforming America: Alabama and the Modern Civil Rights Movement*.”
A joint project of the Auburn University Center for Arts and Humanities, Birmingham Civil Rights Institute, National Voting Rights Museum, Tuskegee Human and Civil Rights Multicultural Center, Rosa Parks Library and Museum.
- 1995 to 1998 Consultant assisting with integrating technology into the social studies curriculum
Auburn High School; Auburn, AL
- 1993 Consultant for designing a model technology-infused classroom
Tallulah Falls School, Tallulah Falls, GA
- 1993 SACS Visiting Team Member for Social Studies
Habersham Central High School; Clarkesville, GA

c. Outreach publications

Papers and lectures

- 2005 Saye, J., Brush, T., Mitchell, L., Kohlmeier, J., Callahan, C. (November, 2005). “I question America”: The Civil Rights movement confronts Lyndon Johnson. Presented at the annual meeting of the National Council for the Social Studies. Kansas City, KN

- 2004 Saye, J. W. & Kohlmeier, J. L. (October, 2004) The Electoral College: Is it the Fairest Way to Give All Citizens an Equal Voice? Presented at a meeting of the Auburn University Mathematics Education Society. Auburn University
- 2003 Saye, J. W. & Farmer, C. E. (November, 2003). Thinking with George Washington: Encouraging complex reasoning about historical issues. Presented at the Annual Conference of the National Council for the Social Studies. Chicago, IL.
- 2001 Saye, J. W. (October, 2001). A problem-based approach to teaching George Washington's presidency. Presented at the annual conference of the Alabama Council for the Social Studies, Montgomery, AL.
- 1999 Saye, J. W. & Brush, T. A. (November, 1999). Supporting problem-based social studies with hypermedia learning environments. Presented at the Annual Conference of the National Council for the Social Studies. Orlando, FL.
- 1999 Saye, J. W. (March, 1999). The Decision Point! project: A hypermedia environment for supporting problem-based social studies. Presented at the Faculty Development Consortium, Auburn, AL.
- 1997 Saye, J. W. (November, 1997). Technology as a Catalyst for Issues-based Social Studies. Presented at the Annual Conference of the National Council for the Social Studies. Cincinnati, Ohio.
- 1995 Saye, J. W. (November, 1995). Creating time for developing student thinking: A strategy for using technology as an instructional partner. Paper presented at the Annual Conference of the National Council for the Social Studies. Chicago, IL.
- 1992 Hoge, J. & Saye, J. W. (1992, April). Expand Your Store of Social Studies Teaching Resources: CD-ROM and On-line Databases. Georgia Educational Technology Conference, Columbus, Georgia.

d. Electronic products: computer programs, web sites, etc.

Saye, J. W. & Brush, T. A., project directors. The Persistent Issues in History (PIH) Workshop (<http://dp.crlt.indiana.edu/>); 2007

The PIH website supports a history education curriculum initiative designed to refocus pre-collegiate history instruction on the development of citizens who can use content knowledge generated from sound historical analysis to inform their decisions about enduring societal questions. The website features a multimedia learning environment organized around a conceptual database structure and embedded navigation and analysis tools that guide student investigations and encourage historical thinking. A civil rights module with over 1,400 primary artifacts provides the teaching model for the problem-based historical inquiry (PBHI) approach. An on-line teacher workspace includes: (a) A teacher's guide to PBHI with video of high school classes using PIH strategies, (b) Authoring tools that allow teachers to

use the DP architecture to construct their own multimedia activities, (c) A PIH Teaching Archive with model lessons and units, and (d) On-line discussions moderated by experienced PBHI teachers. (Sample pages included in supporting materials.)

Saye, J. W., Walls, K., Brabham, E. & Weaver, A., project directors. The Problem-Centered Teaching and Learning (PCTL) project (<http://www.auburn.edu/pctl/>); 1999.

Social studies module:

(<http://www.auburn.edu/academic/education/curr/pctl/models/SocialSciences/>)

The PCTL website features an electronic infrastructure and web-supported curriculum for problem-centered teaching and learning. The PCTL project uses interactive technology to provide pre-service and in-service teachers with models, resources, and tools that facilitate the construction of a problem-centered practice. I developed the original conception for the project from which the grant proposal was written and co-directed project administration and the design and construction of the website. I authored the content for the social studies portion of the site that features some of the most fully developed project models of PCTL practice. (Sample social studies pages included in supporting materials.)

e. Other outreach products: video, job aids, etc.

Video case models are included in both of the websites (social studies component of the PCTL site) listed above. I use the video cases heavily in both pre-service and in-service teacher development.

See, for example: **Lesson Four: Preparing for Press Conference: Preparing the Actor at:**

<http://www.auburn.edu/academic/education/curr/pctl/models/SocialSciences/Washington/implementation.html>

PROFESSIONAL SERVICE AND LEADERSHIP

1. University Service

a. Service to the department:

1995 to present Program Coordinator, Secondary Social Science Education

2007 Chair, Search Committee, Elementary Education

2007 Chair, Peer Review Committee, Theresa McCormick

2006 Member, Search Committee, C&T Department Head

2006 New Faculty Mentor, Theresa McCormick

2006 Member, Peer Review Committee, Jada Kohlmeier

- 2005 Member, Peer Review Committee, Kathleen Tate
- 2003 Member, Peer Review Committee, Alyson Whyte
- 2003 Member, Search Committee, Elementary Social Studies position
- 2003 Member, Search Committee, Elementary Science position
- 2002 Chair, Search Committee, Secondary Social Science position
- 2002 Member, Search Committee, Elementary generalist position
- 2002 Member, Search Committee, Elementary Social Studies position
- 2001 Member, Peer Review Committee, Marilyn Strutchens
- 2000 New Faculty Mentor, Marilyn Strutchens
- 1999 to
2001 Coordinator, Problem-Centered Teaching and Learning Project
- 1995 to
1997 Member, Graduate Studies Committee (Department)
- 1995 Member, Search Committee; Elementary Social Studies position

b. Service to the college

- 2007 Member, College Committee, 2007 Faculty/Staff Campaign Auburn Fund
- 2005 to
present Member, Dean's University Council on the Education Profession
- 2007 to
present Member, Scholarship and Innovation Committee
- 2005 to
2007 Member, Governance and Resources Committee
- 2003 to
present Member, College of Education Technology Committee
- 2003 to
2005 Chair, NCATE Graduate Comprehensive Program Area
Exam Subcommittee

- 2001 to 2004 Member, NCATE 2000 Assessment Steering Committee
- 1999 Member, Search Committee, School Library Media position
- 1998 Member, Search Committee; Cultural Foundations position
- 1997 Member, Search Committee; Cultural Foundations position

c. Service to the university

- 2007 College of Education Representative, Auburn University Outreach Scholarship Grant Review Committee
- 2005 to present Senator, Auburn University Faculty Senate
- 2003 to 2005 Member, Search Committee; College of Education Dean
- 2002 to 2005 Member, Academic Program Review Committee
- 2000 to 2003 Senator, Auburn University Faculty Senate
- 1997 to 2000 Member, Institutional Review Board for the use of Human Subjects in Research

2. Professional Service

- 2002 to present Member, Steering Committee, Auburn University-Auburn City Schools Professional Development School Partnership
- 2001 to 2005 Member, Opelika High School Advisory Board for State Exit Exam
- 2000 to present Regional coordinator, Alabama Council for the Social Studies
- 2000 to present Member, Auburn High School Advisory Board for State Exit Exam

3. Community service

- 1988–91 Member, Tallulah Falls City Planning Commission; Chairperson, 1989–91.

HONORS AND AWARDS

- 2006 Outstanding Faculty Award for Research. Auburn University College of Education
- 2005 Invited Member, AcademicKeys Who's Who In Education
- 2004 Alabama Best Practice P-20 Technology Innovator, awarded by Alabama's Preparing Tomorrow's Teachers to Use Technology Program/Alabama State Dept. of Education
- 2003 Invited Member, Digital History Inquiry Consortium: One of six members of a federally-funded consortium of innovative programs that promote historical inquiry in the preparation of pre-service social studies teachers. \$4,000 per year stipend for two years.
- 2003 Finalist, Research in Social Studies Education Paper of the Year Award, American Educational Research Association Annual Meeting.
- 2003 Fellow for the Social Studies, National Technology Leadership Initiative. Sponsored by the Society for Information Technology and Teacher Education. Presented the 2003 Invited Paper for Social Studies Research at annual SITE Conference. [One fellow selected by each of the four teacher educator associations: Conference of English Educators, Association for the Education of Teachers in Science, Association of Mathematics Teacher Education, and the College and University Faculty Assembly of the National Council for the Social Studies.]
- 2003 *Support for the Persistent Issues in History (PIH) Seminar.* A grant funding speaker fees and implementation costs for the 2003 PIH Summer Seminar at Auburn University. John Saye, investigator. \$1,600 budget, funded through the Center for Diversity and Race Relations, Auburn University.
- 2003 *Expanding the Reach of the Persistent Issues in History (PIH) Seminar.* A grant providing travel funds for two teachers from outside the Southeast region to participate in the 2003 PIH Summer Seminar at Auburn University. John Saye, investigator. \$2,500 budget, funded through the College of Education Outreach Grant Program, Auburn University.
- 2001 *Scaffolding Disciplined Inquiry about History and Social Issues in Multimedia-supported Learning Environments.* A grant for developing proposals for extramural funding of research effort. John Saye, investigator.

- \$4,926 budget, funded through the AU College of Education
- 1999 Outstanding Professor, Auburn Panhellenic Council
- 1998 Phi Delta Kappa Research Award
- 1997 *Integrating Technology into High School Social Studies Teaching*. John Saye, principal investigator.
\$5,000 funded through the College of Education, Auburn University.
- 1994 Phi Delta Kappa Educators' Honor Society
1994 Nominee, University of Georgia competition for CGS/UMI Distinguished Dissertation Award.
- 1981, 1985, 1988 Star Teacher, Tallulah Falls School, Tallulah Falls, GA
- 1984 Summer Fellow, National Endowment for the Humanities
- 1983 Summer Fellow, Robert A. Taft Institute of Government
- 1975 Phi Beta Kappa National Honor Society 1999

PROFESSIONAL ASSOCIATION MEMBERSHIPS

American Educational Research Association
National Council for the Social Studies
Alabama Council for the Social Studies