

# Rebecca J. Ewing, Ph.D.

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## Adult Educator Curriculum Developer Researcher

Experienced educator utilizing effective and creative strategies to construct and model a quality learning environment. Innovative presenter of course modules for application in students' academic, career, and personal lives. Skilled in addressing the learning needs of a diverse student population, including military personnel and families. Accomplished integration of current technology in course development and delivery for the classroom, distance learning, and laboratory environments. Varied interests in multicultural education issues, including educational and research projects.

### EDUCATION

- Doctor of Philosophy - Psychology, Educational Track*** 2012  
Walden University, Minneapolis, MN  
Dissertation: Native American Storytelling: Oral Tradition as  
a Cultural Component of Learning  
Dissertation Chair: Dr. Jane Lyons
- Master of Science - Psychology*** 2006  
Walden University, Minneapolis, MN  
Thesis: Native American Learning Styles: The Role of Oral Traditions  
Thesis Chair: Dr. Andrew Thrasher
- Bachelor of Arts - Psychology*** 1997  
Mercer University, Macon, GA

### TECHNOLOGY

**Online Platforms:** *Angel, Blackboard, eCollege*

**Course Applications:** Articulate Storyline, Voki, and XtraNormal software. View my digital work here: <http://youtu.be/ZLSd1xK6eo>

**Administrative Applications:** Plato Learning Software; BannerWeb; Gateway (Class registration and attendance); Microsoft Office User Specialist (MOUS), Word & Excel

**Research Applications:** Dedoose ([www.dedoose.com](http://www.dedoose.com)); SPSS Grad Pack

## **TEACHING EXPERIENCE**

**Contributing Psychology Faculty**, Psychology Department 1/2014 - present  
Fortis Online College, Winter Park, FL

Online Introductory Psychology classes; completed faculty orientation

**Contributing Psychology Faculty**, Psychology Department 6/2013 – present  
The National Hispanic University, Laureate International, San Jose, CA

Online Introductory Psychology classes; completed faculty orientation

**Psychology Instructor**, General Education Department 1/2002 - 1/2014  
Central Georgia Technical College, Warner Robins, GA

Taught hybrid and online Introductory and Industrial/Organizational Psychology classes

### *Responsibilities*

I prepared, taught, graded, and assessed student learning in assigned courses. As the senior instructor, I structured class layouts, curriculum plans, lecture, and lab instruction activities for classroom and online instruction using innovative software and presentation methods. I also conducted student advisement sessions, participated in registration, and evaluation of student progress. I facilitated online discussion boards, maintained program requirements; attended/completed all professional development training; and met with students and college personnel to discuss students' instructional programs and progress. I assisted with student advisement and registration process. Additionally, I attended in-service sessions, department meetings, graduation and convocation. I utilized a variety of technology-based programs to access and input information related to student records and college/department processes. Student evaluation reports are available upon request.

### *OTHER DUTIES*

#### **Adjunct Trainer, psychology courses**

### *Responsibilities*

I served on interview panels for perspective adjunct appointees. I also conducted extensive training sessions introducing course and college procedures for delivery instruction. During these sessions, I demonstrated online and in class delivery methods, principles, and techniques. Thereafter, I continuously mentored, observed, and assessed classroom performance. I then provided constructive feedback for better delivery methods and assessments. Lastly I monitored the grading system and testing procedures of all psychology courses.



## **EDITORIAL ACTIVITIES**

Reviewer, National Multicultural Conference and Summit 2015  
Ad Hoc Editorial Consultant, *Psychology in Action*, 11<sup>th</sup> Ed, 2014, Dr. Karen Huffman  
Ad Hoc Editorial Consultant, *Basic Psychology*, Dr. Josh Gerow, ISBN 053609425X  
Reviewer, *International Journal of Multicultural Education (IJME)*, 2011-2014  
Reviewer, *National Association for Multicultural Education (NAME)*, 2011-2014  
Convention Program Reviewer, 2014 APA Division 35, Society for the Psychology of Women  
Ad Hoc Editorial Consultant, *Psychology in Action, 11e*, Dr. Karen Huffman,  
Wiley Publishing, 2013  
Academic Advisory Board Member, *Annual Editions: Educational Psychology*,  
McGraw-Hill Contemporary Learning Series, 2011-2013  
Academic Advisory Board Member, *Taking Sides: Educational Psychology*, McGraw-  
Hill Contemporary Learning Series, 2011-2013  
Academic Advisory Board Member, *Annual Editions: Psychology*, McGraw-Hill  
Contemporary Learning Series, 2011-2013  
Reviewer, *Multimedia Educational Resource of the Journal of Online Learning and  
Teaching (JOLT)*, 2011-2013.  
Reviewer, APS Student Caucus, Student Grant Competition, Student Research Award &  
the RiSE-UP Research Award, 2007  
Editor, Student Development Services for Middle Georgia Technical College, Southern  
Association of Colleges & Schools, Commission on Colleges, 2006  
Ad Hoc Editorial Consultant, *Psychology in Action*, 11<sup>th</sup> Ed, 2014, Dr. Karen Huffman  
Ad Hoc Editorial Consultant, *Basic Psychology*, Dr. Josh Gerow, ISBN 053609425X

## **RESEARCH EXPERIENCE**

**Dissertation, 2012.** A mixed methods case study design with a sequential explanatory strategy was employed using a purposeful sample of interview respondents from one native tribe. Quantitative data was collected from two surveys analyzed using a *t-test* and data from the NIES (National Indian Education Study) Reading Test. Interview questions, both open ended and semistructured, were coded for qualitative information using Dedoose (a web application for qualitative and mixed methods research developed by professors from UCLA). All data were integrated to reveal reoccurring themes.

**Walden University, 2007.** Researcher in an online research lab for analysis of data from the *National Survey of Assessments and Accommodations for Students who are Deaf or Hard of Hearing*. The goal of this ongoing national survey is to gather information from educators nationwide on assessment practices with students who are deaf or hard of hearing (SDHH). In addition to findings on accommodations use, educators submit their perspectives on the ease of use for specific accommodations with SDHH. I evaluated the data generated by the examination of teachers' perspectives on best practices for use of accommodations and alternate assessment. This evaluation included ascertaining the validity and effectiveness of assessment practices within and among state educational systems.

**Mercer University, 1997.** Proposed, designed, and conducted a full one-year 2 X 2 X 2 quantitative methods research study as an undergraduate. The purpose of the study was to address whether physical attractiveness, skill level, and job type influence the rating of female job applicants. The proposal, design, and results were presented orally before faculty and peers.

### **COLLEGE COMMITTEES/ADMINISTRATIVE SERVICE**

Member, GA State Social Science General Education Working Committee  
Member, MGTC Dental Hygiene & Criminal Justice Advisory Committees  
Faculty Advisor, MGTC Student Leadership Council  
Advisory Committee, GA Fall Leadership Conference

### **PROFESSIONAL AFFILIATIONS**

The Society for the Psychology of Women, Division 35, American Psychological Association  
American Psychological Society (APS)  
National Association for Multicultural Education (NAME)  
Multimedia Educational Resource for Learning and Online Teaching (MERLOT)  
American Association of University Women (AAUW)  
International Organization of Social Sciences & Behavioral Research (IOSSBR)  
American Education Research Association (AERA)

### **PROFESSIONAL DEVELOPMENT**

Fall Conference, International Organization of Social Sciences & Behavioral Research (IOSSBR), Las Vegas, NV, 2012  
33<sup>th</sup> Annual National Institute on the Teaching of Psychology, St. Petersburg, FL, 2011  
Milestone 4, University of Minnesota, Minneapolis, MN 2008  
Milestone 3, Atlanta, GA 2008  
Milestone 2, Lansdowne, VA, 2007  
29<sup>th</sup> Annual National Institute on the Teaching of Psychology, St. Petersburg, FL, 2007  
SE Blackboard Conference, Savannah, GA, 2006  
Phase I & Phase II Instructor Training Institute, 2002, 2006

### **MOOC COUSES COMPLETED**

*Computer Science 101*, Nick Parlante, Stanford University Online, Stanford, CA  
*Roots and Wings*, Dr. Eugene Garcia, National Hispanic University, San Jose, CA  
*Foundations of Virtual Instruction*, Cindy Carbajal, University of California, Irvine, CA  
*Social Psychology*, Dr. Scott Plous, Wesleyan University, Middletown, Ct  
*Aboriginal Worldviews and Education*, Dr. Jean-Paul Restoule, University of Toronto, Canada  
*E-Learning and Digital Cultures*, Drs. Ross, Sinclair, Macleod, Bayne & Knox, University of Edinburgh, Scotland

*Synapses, Neurons and Brains*, Dr. Idan Segev, The Hebrew University of Jerusalem, Israel

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**COMMUNITY SERVICE**

Executive Committee Member, Ocmulgee National Monument, Macon, GA

Member, Trail of Tears Association, Georgia Chapter

Partner, OS (sponsorship of Lakota Sioux youth on Pine Ridge Reservation)

Charter Member & Elected Secretary, Houston County Exchange Club

Volunteer Instructor, Houston County English as a Second Language Program

Volunteer Worker, Houston County Christmas in April

Director, Sexual Assault Nurse Examiners (SANE) program, Houston County, GA