

***John W. Schell, Ph.D.***

Associate Professor and Program Coordinator Educational Leadership  
College of Education,  
The University of Georgia  
Tenured, Graduate Faculty

***ACADEMIC HISTORY***

*Degrees:*

Doctor of Philosophy, Comprehensive Vocational Education, University of Missouri Columbia,  
1985

Master of Science, Human Resources Management, University of Utah, 1976

Bachelors of Science, Social Studies, Central Missouri State University, 1972

*Academic Positions Held:*

2005-Present, Associate Professor, and Program Coordinator, Educational Leadership Program,  
Department of Workforce, Leadership, and Social Foundations, University of Georgia,  
Athens, GA.

1995-2005, Associate Professor, Department of Workforce Education, College of Education,  
University of Georgia, Athens, GA.

1990-1995, Assistant Professor, Department of Occupational Studies, College of Education,  
University of Georgia, Athens, GA.

1988-1990, Assistant Professor and Assistant Director, Center For Vocational Personnel  
Development, School of Education, Department of Instruction and Learning, University  
of Pittsburgh, Pittsburgh, PA.

1987-1988, Research Associate, Center For Vocational Personnel Development, School of  
Education, Department of Instruction and Learning, University of Pittsburgh, Pittsburgh,  
PA.

1984-1987, Director, Training Institute for Persons with Severe Disabilities, Allegheny County  
Community College, Pittsburgh, PA.

*Other Professional Employment:*

1982-1990, Educational Consultant, Training Associates, Allison Park, PA.

1978-1982, State Supervisor, Manpower Training Section, Missouri Department of Elementary and Secondary Education, Jefferson City, MO.

1977-1978, State Coordinator, School-to-Work Transition Programs, Missouri Division of Employment Security, Jefferson City, MO.

1974-1977, Project Supervisor, Clay-Platte County WIN Project, Missouri Division of Employment Security, North Kansas City, MO.

1971-1974, Job Corps Counselor, Missouri Division of Employment Security, Kansas City, MO.

1970-1971, Placement Technician, Missouri Division of Employment Security, Kansas City, MO.

### *RESIDENT INSTRUCTION AND CONTINUING EDUCATION*

#### *Courses Taught -- The University of Georgia<sup>1</sup>*

*EOCS 9030 Philosophy of Occupational Studies.* This course is provided for Ph.D. students in the Workforce Education Program and provides a philosophic and historical foundation for doctoral work. This course reviews historical and contemporary educational philosophies in light of their impact on the structure and practice of professional education. Examined are schools of educational thought, classic philosophers and philosophy. Contemporary issues such as the impact of education on issues of race, class, gender, the economy, labor, and globalization are also explored.

*EOCS 8060 Administration and Supervision of Occupational Study Programs.* EOCS 8060 is a course required for Workforce Education Students working on Ed.D. and Ed.S. degrees. This course examines educational leadership in the context of Career and Technical Education Programs and is organized according to GLISI (Georgia Leadership Institute Standards) standards. Theoretical and practical application of educational leadership and administration principles are examined.

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1 All courses and instruction are supported by WebCT sites.

*EOCS 8040 Situated Cognition Theory and Implications for Teaching* explores situated cognition and communities of practice literature and their implications for the design and delivery of instruction. The graduate course is designed for Master's, Specialists, and doctoral students from a variety of schools and departments. The course consists of an on-campus portion and a situated off-campus experience taught using a community of practice format where students are members of a learning community. EOCS 8040 is designed to explore sociological learning theories and associated implications for teaching. This course can be considered a companion course for EOCS 7070 that is primarily focused on psychological learning theories.

Since 1999 the off-campus portion of the course has been in collaboration with the Ocean Alliance (OA) of Lincoln, MA. Members of the learning community travel to Salem, MA., living at Salem State College. Learners attend class in the mornings. Afternoons are devoted to work with OA naturalists in designing, implementing, and assessing the environmental education programs provided to the public on whale watching boats. The primary purpose of this contextual learning experience is to provide a context for the study of the community and associated learning processes. A secondary intention is to raise environmental awareness and concern among the whale-watching public. A website has been constructed for this course: [www.arches.uga.edu/~jschell/discovery](http://www.arches.uga.edu/~jschell/discovery).

*EOCS 4990* is an undergraduate section specifically designed for preservice teachers who are participants in the Contextual Teaching and Learning (CTL) Project. Members of this community are invited to participate in the activity with the Ocean Alliance. They are paired with an experienced graduate teacher enrolled in EOCS 8040. Students often collaborate with a Boston area teacher in providing a situated learning/teaching experience for middle-school or high school students.

*EOCS 8030 Improving Performance of Vocational Personnel.* EOCS 8030 is a course required for Workforce Education students working on an Ed.S. and is optional for Ed.D. students. It is also a core course for the HROD program. The primary theme for the course is strategies for organizational change. The course examines the literature with regard to organizational design, theories of motivation, organizational and job structures, power and influence, communications, and organizational culture. The course features a team-based simulation that requires learners to entirely restructure a vocational education organization for instruction that empowers all students for work in the modern workplace.

*EOCS 7080 Developing Programs and Curricula for Modern Work.* EOCS 7080 is a core master's course in the Workforce Education Department. The course examines current practices in curriculum and program development. A theme for the class is the exploration alternative educational perspectives. The class also responds to the need for integrated curriculum in today's occupational education. The course examines a variety of curriculum perspectives and requires learners to work interactively with colleagues from different vocational domains.

*EOCS 7070 Enhancing Learning in Occupational Studies.* EOCS 7070 is an advanced learning theory course with applications to teaching. The course begins by exploring educational philosophy and the implications for learning. A variety of learning theories are explored including behaviorism, constructivism, brain functioning, multiple intelligences, social learning theories and socialization learning theories. It is a required course for the master's degree in the Program of Workforce Education. Fall, 2006 a version of the course was created for the On-line Masters Degree in WELSF.

*EOCS 6010 Foundations of Education for Work and Life.* EOCS 6010 is a course that explores current societal trends that influence the purpose of CTE, its philosophic foundations, and the historical roots. The course is required for most Workforce Education students. It is designed to afford graduate students opportunities to examine their personal and professional beliefs about CTE, and to explore alternatives to those perspectives. An emphasis is placed on multi-cultural educational programs. A website is under construction for this course: [www.arches.uga.edu/~jschell/history](http://www.arches.uga.edu/~jschell/history).

*EBUS 5090/7090 Advanced Computers for Teachers.* This is a split-level course often required of Business Education majors for teacher certification. The course explores the use of computerized spreadsheets, databases, and presentation software. In recent semesters, the thrust of the course has moved away from skill building with these software applications to the exploration of ways that these materials can be taught to high school and adult students. The course is primarily presented as an "on-line" offering with students working from a WebCT site with routine assignments, projects, and presentations. Face to face class meetings are held on four occasions during the semester for the purpose of pedagogical instruction and lesson creation. Other majors including accounting and sports information often take this course.

*EOCS 4000 CTL Seminar I: Disciplinary Knowledge: Basic Principles & Ways of Knowing.* This seminar is the first of three reflective experiences for members of the Contextual Teaching and Learning (CTL) community. The community consists of pre-service teachers from across the College of Education including, Math, Science, Social Sciences, and Workforce Education. The CTL project is funded by a contract from the U.S. Office of Education, Adult and Vocational Education. The UGA project is one of eight collaborating contracts that include partnerships with The University of Wisconsin – Madison, The Ohio State University, Bowling Green University (Ohio), Johns Hopkins University, and the University of Washington.

This course is one of five CTL courses that comprise a theoretical and practical model of contextual teaching and learning. The purpose of Seminar I is to identify and explore basic principles, concepts and methodologies of several academic and vocational disciplines that form the basis for the core of academic subjects in the P-12 school curriculum. To accomplish this, the seminar provides reflective and contextualized discussions with a variety of experts from a number of disciplines. A second purpose of

the seminar is to illustrate to members of the community the many ways that interdisciplinary academic and vocational topics are related and can be used as a curricular foundation.

*EOCS 4300 Situated Learning for the Workplace.* This course explores social learning theories and how they can be applied to learning in the workplace. This course is a core course in the IPTT Program that is a collaboration of the Departments of Workforce Education, Adult Education, Instructional Technology, and Educational Psychology. Content foci is on such social learning theories as social constructivism, situated cognition, communities of practice, reflective professional practice, and multiple intelligences. Course participants complete a Service Learning Project. Three visits are made to workplaces where interviews are conducted with employees to ascertain how social learning theory(ies) might be applied.

### *Teaching Evaluations*

Dr. Schell's teaching and his research is based on principles of situated cognition and/or communities of practice theory. His instructional program is further informed by elements of cognitive apprenticeship. His courses and teaching ability has been highly rated by students. The following is a table of student evaluations taken from the University of Georgia Faculty – Course Evaluation Form. Selected items are presented that are consistent with situated cognition and communities of practice framework that informs his teaching. These data are inclusive of all classes taught by Dr. Schell since 1990.

Teaching Evaluation Item	n =	Mean Response (1 low to 5 high)
Item #35: How would you rate the over-all value of this course?	808	4.42
Item #36: How would you rate the teaching ability of this instructor?	840	4.63

Dr. Schell has developed a systematic program of mid-course evaluation. An open reflection session is conducted usually by an impartial person (usually a grad assistant or faculty colleague). During this session, learners are asked to identify the strong and weak points of the current class. Following the discussion, students are asked to log-on to a website that is associated with the WebCT site for the course. This program anonymously registers learner's responses to the mid-course evaluation questionnaire. The results are loaded into a PowerPoint line chart. In addition the proctor of the reflective session provides an overview of student feedback. This is also summarized and both the chart and the themes from the reflection are provided to the class at the following session. This data is often used to adjust the course practices to more directly meet the needs of students.

### *Departmental Curriculum Development*

2006 On-line Course Conversion. Dr. Schell adapted EOCS 7070 to fit an appropriate format for providing this course on-line. This conversion included the expansion of materials and content provided via WebCT. For example, new video-based PowerPoints were created. Student comments on this course were systematically collected to assist in the conversion of other Master's courses that will be provided on-line in the future.

2005 On-line M.Ed. Program Proposal. Dr. Schell was the principal author of a proposal for the development and implementation of an On-Line master's Degree in Education for Career & Technical Education Teachers. The proposal is for the delivery of courses that are equivalent to current M.Ed. course offering through distance learning media. The on-line program has been approved by the WELSF Academic Affairs Committee, Program Faculty, College of Education Curriculum Committee, The UGA Graduate School, and the University Council. It is currently pending approval of the Georgia Board of Regents.

2004. WELSF Departmental Guidelines for Academic Affairs. Dr. Schell served as Chairperson of the Academic Affairs Committee that created departmental guidelines for accomplishing curriculum activities within the newly constituted department.

1998-2002 Contextual Teaching and Learning Contract funded by the U.S. Department of Education. The UGA contract was a part of a nation-wide network of research universities to develop and research aspects of contextual teaching and learning. The focus of the UGA activity was the creation, implementation, and research of a theoretical framework to support CTL in teacher education across the College of Education and the Franklin College of Arts and Sciences. Dr. Schell taught interdisciplinary Contextual Teaching and Learning seminars and classes for preservice teachers from many disciplines across the College of Education.

2001, Dr. Schell wrote a conceptual paper summarizing the CTL instructional experiences and advanced a more completely developed theoretical framework for contextualized teacher education.

2001 the UGA project was selected by the USDOE for 18 months continuation. In this new phase, UGA faculties continued research with regards to the impacts of the UGA CTL model on novice teachers as they move into the first year of their professional careers. The barriers and enablers to contextual teaching and learning in Georgia public schools were documented in 10 case studies. Dr. Schell's acted as a facilitator and CTL resource person for the research subjects. He also wrote an overall case study of the entire research sample. Examples of the work of this project are provided at two websites:

<http://www.coe.uga.edu/ctl/> and [www.arches.uga.edu/~jschell/CTLcont](http://www.arches.uga.edu/~jschell/CTLcont).

1999 – 2001. Ph.D. Proposal Development Committee. Dr. Schell assisted in the development of a Ph.D. program proposal within the Department of Occupational Studies. The proposal

was subsequently approved at all levels within the university and the Georgia State Board of Regents. The new program began August, 2002.

1998-1999. CTL Theoretical Framework Subcommittee. Dr. Schell served as Chairperson for the Framework Subcommittee, Contextual Teaching & Learning (CTL) Contract. This committee developed the conceptual framework for the CTL contract with the U.S. Office of Education. The purpose of the contract is to develop a model for CTL in the teacher education program at The University of Georgia.

1997-1998 Semester Conversion. Dr. Schell served as Chairperson of the Program's Academic Affairs Committee coordinated the development of new and revised courses. He presented the new courses to faculty for approval and subsequent movement to the college-level committee for course approval.

1990 – 1994 Departmental/Program Curriculum Revision. Dr. Schell provided a leadership in department-wide curriculum initiative. Included in this activity were (a) the development and faculty approval of a new departmental mission statement, (b) the identification of instructional purposes for the Program's Master's Degree, Specialists, and Doctoral coursework, (c) the development of core topics for these revised programs, and (d) faculty leadership in the development of course descriptions and topical outlines for the revised coursework. Dr. Schell also participated in the development of new program procedures for doctoral programs and students. These efforts resulted in core courses, and a revised system for administration and evaluation of comprehensive examinations.

*Courses Developed*

Dr. Schell has formally created and implemented the following courses:

Date	Course Title	Theme
2002	EOCS 9030 Philosophy in Occupational Studies	Review of educational philosophy as it relates to doctoral dissertation research and practice
2001	EOCS 8040 Situated Cognition Theory & Implications for Teaching	Sociologically-based theories of learning and associated implications for instruction in CTE
2001	EOCS 4300 Social Learning Theories for the Workplace (IPTT Program)	Social theories of learning as they are applied in educational programs of the workplace
1998	EOCS 7070 Enhancing Learning In Occupational Studies	Psychologically-based theories of learning and associated implications for instruction in CTE
1998	EOCS 7080 Developing Curriculum & Programs for Modern Work	Advanced curriculum development concepts and strategies for CTE
1998	EOCS 4000 CTL Seminar I: Disciplinary Knowledge: Basic Principles & Ways of Knowing.	Theoretical and practical applications of CTL theoretical framework in teaching practice

*Student Advisement*

Dr. Schell has advised doctoral, specialist, and master's students. The following table presents a summary of those advised by programmatic level and the number of completed and current committees.

<u>Degree</u>	<u>Major Professor</u>		<u>Committee Member</u>	
	<u>Completed</u>	<u>Current</u>	<u>Completed</u>	<u>Current</u>
MED	45	14	105	10
EdS	5	2	0	0
EdD	14	6	26	8
Ph.D.	0	6	10	3

*Academic Policy Related to Teaching*

Schell, J.W. Member ad hoc committee to implement principles of contextual teaching and learning in the preservice teacher education program, Program of Workforce Education (2000).

Schell, J.W. Elected member of the Academic Affairs Committee, Department of Workforce Education (1992-1994, 2005-present).

Schell, J.W. (2006) Elected member of the Curriculum Committee, College of Education (2006-2008).

*SCHOLARLY ACTIVITIES**Chapters in Books:*

Schell, B.A. & Schell, J.W. (in press). Introduction. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins.

Schell, J.W. (in press). Epistimology. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins.

Schell, J.W. (in press). Learning and teaching for expert practice. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins.

Schell, J.W. & Schell, B.A. (in press). Communities of Practice: A Curricular Model That

Promotes Professional Reasoning. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins.

Schell, B.A. & Schell, J.W. (in press). Methodological issues. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins. (Schell, B.A. 70%, Schell, J.W. 30%).

Schell, B.A. & Schell, J.W. & Unsworth, C. (in press). Towards and overarching theory. In B.A. Schell & J.W. Schell (Eds.), *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins. (Schell, B.A. 33%, Schell, J.W. 33%, Unsworth 33%).

Guy, T. C., & Schell, J.W. (2001). Multicultural education in the curriculum. In J. Zajda (Ed.), *Curriculum, culture, and teaching* (pp. 173-182). Albert Park, Australia: James Nicholas Publishers.

Schell, B.A. & Schell, J.W. (1996). Personnel management. In J. Bair & M. Gray (Eds.), *The Occupational Therapy Manager* (3rd. ed.). Washington, DC: The American Occupational Therapy Association.

Schell, J.W. (1995). Significant employment legislation. In J. Bair & M. Gray (Eds.), *The Occupational Therapy Manager* (2nd. ed.) (pp. 375-378). Washington, DC: The American Occupational Therapy Association.

Rojewski, J.W. & Schell, J.W. (1994). *Instructional considerations for college students with disabilities*. In K.W. Prichard & R.M. Sawyer (Eds.), *Handbook of College Teaching: Theory & Application*. Westwood, CT: Greenwood.

### *Books*

Schell, B.A. & Schell, J.W. (Eds.) (in press). *Professional and clinical reasoning occupational therapy*. Baltimore, MD: Lippencott, Williams & Wilkins. (Schell, B.A. 50%, Schell, J.W. 50%).

### *Monographs:*

Schell, J.W. (2001). *An emerging framework for contextual teaching and learning in preservice teacher education*. CTL Project: <http://www.coe.uga.edu/ctl/Pages/theory.htm>.

Schell, J.W. (2000). Think about authentic learning and then authentic assessment. In R. Custer (Ed). *Using Authentic Assessment in Vocational Education*. ERIC/ACVE Major Publications.

Black, R. S., & Schell, J.W. S. (1995). *Learning within a situated cognition framework: Implications for adult learning*. ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, OH. (ERIC Document Reproduction Service No. ED 389 939).

Hubbs, M., Schell, J.W., & Dyrenfurth, M. (1983). *Increased opportunities through the job training partnership act of 1982. Building A Partnership: Vocational Education and the Private Sector*. Arlington, VA: American Vocational Association.

*Referred Journal Articles:*

Gillespie, J., Schell, J.W. (Submitted for publication, 2005). *A practical application of communities of practice in career education in the context of a research university*. Journal of Education, Faculty of Education, Chaing Mai University, Chaing Mai, Thailand (invited) (Gillespie 60%, Schell, 40%),

Bevis, R.L. & Schell, J.W. (Submitted for publication, 2005). The clinical reasoning of expert, competent, and novice respiratory therapists working in acute neonatal care settings. *American Journal of Respiratory and Critical Care Medicine*. (Bevis, 60%, Schell, 40%).

Lindsay, L.N. & Schell, J.W. (Submitted for publication, 2003). Transformation of learners in a community of practice occupational therapy fieldwork environment. *American Journal of Occupational Therapy*. (Lindsay, 60%, Schell, 40%).

Guy, T.C. & Schell, J.W. (1998). Voices from the margins of curriculum reform: An exploratory inquiry into students' beliefs and attitudes toward multicultural education. *Journal of Curriculum and Instruction*.

Spoon, J. & Schell, J.W. (1998). Impact of Student Learning Style and Instructor Teaching Style on Achievement of Adult Basic Skills Students. *Journal of Industrial-Technical Teacher Education*, 35, 2.

Arnold, R. & Schell, J.W. (1998). Educators' Perceptions of Current Curriculum Integration Activities and Its Importance. *Journal of Vocational Education Research*, 23, (4),

Schell, J.W. & Black, R.S. (1997). Situated learning: An inductive case study of a learning community. *Journal of Industrial-Technical Teacher Education*, 34,4, 5-29.

Rojewski, J.W. W., Wicklein, R. C., & Schell, J.W. (1995). Effects of gender and academic risk on career maturity attitudes and competence of rural youth. *Journal of Research in Rural Education*, 11, 92-104.

Rojewski, J.W., & Schell, J.W. (1995). Developing thoughtfulness in special populations personnel: An application of flexible cognition theory in teacher training programs. *Journal of Instructional Psychology*, 22, 354-365.

- Rojewski, J. W., Schell, J. W., Reybold, E., & Evanciew, C. E. P. (1995). Perceived structure of advanced cognitive skills in adolescents with learning disabilities. *Journal of Industrial Teacher Education*, 32(4), 32-56.
- Schell, J.W., & Rojewski, J.W. (1995). Community and technical college teaching for thoughtful results. *Community College Journal of Research and Practice*, 19 133-150.
- Schell, J.W., Rojewski, J.W., Evanciew, C. E. P., & Reybold, E. (1994). Nature of vocational thoughtfulness among youth at-risk of school failure. *Journal of Vocational Education Research*. 19(4), 37-55.
- Schell, J.W. & Wicklein, R.C. (1995). The perceived nature of vocational thoughtfulness among youth at-risk of school failure. *Journal of Vocational Education Research*, 18(3), 49-76.
- Rojewski, J.W., & Schell, J.W. (1995). Cognitive apprenticeship for learners with special needs: A practical model for teaching vocational thoughtfulness. *Remedial And Special Education*, 15(2).
- Schell, J.W. & Wicklein, R. (1993). Integrated programs of mathematics, science, and technology education: An exploratory study. *Journal of Vocational Education Research*. 18(3), 49-76.
- Wicklein, R. & Schell, J.W. (1993). Case studies of multi disciplinary approaches to integrating mathematics, science, and technology education. *Journal of Technology Education*. 6(2), 53-70.
- Schell, J., & Rojewski, J.W. (1995). College teaching for thoughtful results. *Community/Junior College Quarterly of Research and Practice*. 19(2), 133-150.
- Schell, J.W. & Babich, A. (1993). Tech-prep and the development of higher order thinking among learners with special needs. *The Journal for Vocational Special Needs Education*, 16(1), 6-14.
- Schell, J.W. & Rojewski, J.W. (1993). Toward a literacy of vocational thoughtfulness: An emerging program of research. *Journal of Industrial Teacher Education*, 30(2), 7-27.
- Schell, J.W. (1993). A framework for learning advanced postsecondary vocational-technical skills. *Community/Junior College Quarterly of Research and Practice*, 17(4), 357-374.
- Schell, J.W. (1992). Flexible cognition: A framework for learning and teaching advanced vocational skills. *Journal of Vocational and Technical Education*, 9(1), 4-15.

Hartman, D., & Schell, J.W. (1991). Using the cognitive landscape and hypertext to enhance learning, thinking, and application in advanced vocational education. *Journal of Studies in Technical Careers*, 12(1), 47-60.

Schell, J.W., & Hartman, D. (1992). Flexible cognition theory: A framework for advanced vocational learning. *Journal of Industrial Teacher Education*, 29(3), 39-59.

Schell, J.W., & Brauchle, P. (1986). Time and cost effective process evaluation for employment and training programs. *Journal of Studies in Technical Careers*, 3(4), 281-293.

*Technical Reports:*

Schell, J.W. (2003). *Implementing contextual teaching and learning: Report on the community of practitioners*. CTL Grant: U.S. Department of Education, Career and Adult Education.

Schell, J.W. (2001). *An emerging theoretical framework for contextual teaching and learning in teacher education*. CTL Grant: U.S. Department of Education, Career and Adult Education.

Schell, B.A., & Schell, J.W. (1994). *Proposal for occupational therapy program*. Atlanta: Georgia State University, College of Health Sciences.

Schell, J.W. (1988). *Seven agonizing steps to chapter 6 curriculum compliance*. Pittsburgh, PA: Center for Vocational Personnel Development, University of Pittsburgh.

Schell, J.W. (1983). *Final report: Vocational special needs special curriculum project*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Schell, J.W. (1983). *Report on the status and trends of male and female participation in Missouri vocational education programs: Adult*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Schell, J.W. (1983). *Report on the status and trends of male and female participation in Missouri vocational education programs: Postsecondary*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Schell, J.W. (1983). *Report on the status and trends of male and female participation in Missouri vocational education programs: Secondary*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

*Other Publications:*

Ott, B. & Schell, J.W. (March, 1995). Critical thinking. *GSRC Magazine*. 17-26.

Schell, J.W. (1982). *Missouri employment and training skill training handbook*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

Schell, J.W. & Hubbs, M. (1982). *Missouri skill center evaluation instrument*. Jefferson City, MO: Missouri Department of Elementary and Secondary Education.

#### *Creative Contributions*

Schell, J.W. & Lee, I.H. (2006). *The Whale Class a website* for EOCS 8040.  
<http://jschell.myweb.uga.edu/discovery>.

Braxley, R., & Schell, J.W. (in production). *Out There* a feature-length documentary video of EOCS 8040, Summer, 2006).

Braxley, R., & Schell, J.W. (2006). *Out There* a video recruitment for EOCS 8040, Summer, 2007).

Schell, J.W. (1994). *Teaching for the future*. Interactive software developed for the Georgia Department of Adult and Technical Education.

Schell, J.W. & Hubbs, M. (1985). *CAPE: Computer assisted program evaluation*. Cleveland, OH: M-Davis Management Corporation.

#### *Grants Applied for or Received*

Schell, J.W., Harrleson–Deissler, C. (2006). *Conserving What We Love*. Pre-proposal to the Geraldene R. Dodge Foundation, College of Education, the University of Georgia (\$20,000; pending).

Schell, J.W. Harrleson-Deissler, C., & Milton, J. (2005). *Discovery 2006*. Teacher Improvement Grant, College of Education, the University of Georgia (\$18,000; not funded).

Schell, J.W., Rawson, R., Milton, J. & Harnish, D. (2004). *Center for Contextual Marine & Environmental Education CTL Professional Development Model Pre-Proposal*. National Science Foundation (\$2,015,588; not funded).

Schell, J.W. (2002) *Continuation of Contextual Teaching & Learning Contract*; U.S. Department of Education. Facilitator of Community of Practice, and Qualitative Researcher (\$5,400).

Schell, J.W. (1997 to 2001) *Contextual Teaching & Learning Contract*; U.S. Department of Education. Chairperson Conceptual Framework Subcommittee, Instructor EOCS 4000 CTL Reflective Seminar, EOCS 4990/6990 Introduction to Contextual Teaching & Learning (Course Buyout).

Schell, J.W. (1995) *Summer Grant for Outreach*; Situated Cognition Exploration Group (\$3,700).

Schell, J.W. (1991) *Summer Research Development Grant*, College of Education, (\$2,000).

### *Recognition and Outstanding Achievements*

#### *Awards for Teaching*

Schell, J.W. Honorary Faculty Member of Golden Key National Honor Society, May, 1997.

Schell, J.W. Distinguished Service Award. Kappa Delta Epsilon, The University of Georgia, May, 1997.

Schell, J.W. Faculty Senate Award for Teaching Excellence, (Assistant Professor Category), Department of Workforce Education, The University of Georgia, January, 1994.

#### *Awards for Research*

Schell, J.W. & Rojewski, J.W. Nominated, Outstanding Research Award, Research Category, National Association of Trade and Technical Teacher Educators, Las Vegas, Nevada, December, 1997.

Schell, J.W. & Black, R. Nominated, Outstanding Research Award, Conceptual Category, National Association of Trade and Technical Teacher Educators, Denver, Colorado, December, 1995.

Schell, J.W. & Wicklein, R. Annual Research Award, Technology Education Division (TED) of the American Vocational Association, December, 1993.

Schell, J.W. Outstanding Research Award, Conceptual Category, National Association of Trade and Technical Teacher Educators, Nashville, Tennessee, December, 1993.

Schell, J.W. Outstanding Research Award, Conceptual Category, National Association of Trade and Technical Teacher Educators, St. Louis, Missouri, December, 1992.

### *AREA OF RESEARCH*

Dr. Schell's program of research is focused on situated cognition (SC) theory and communities of practice (COP) theories. These areas focus on social assumptions of learning and are the basis for the emerging area of contextual teaching and learning. A specific focus of Dr. Schell's research has been on instructional techniques that promote contextualized learning. Communities of Practice are based on the interaction of individuals who collectively participate in a community, establishing commonly accepted practices that engender meaning and identity

for individuals within the community and for the entire community. These four dimensions of COP form the basis for Dr. Schell's research and for the classes that he teaches at UGA.

In the area of instructional techniques to promote contextual teaching and learning, Dr. Schell has written extensively on the use of cognitive apprenticeship and how that instructional framework can be used to blend social and psychological learning theories. Five collaborative studies have been conducted to ascertain the impact of communities of practice on the self-efficacy of members within a learning community.

In addition, Dr. Schell has successfully employed these theories to inform his own teaching. Since starting this line of research, his teaching has continued to improve.

### *Supervision of Student Research*

Dr. Schell has supervised doctoral, specialists, and master's students. In most cases, the student research has been connected with learning theory, learning styles, or associated topics of instructional strategies. Following is a table of completed and present doctoral and specialist students. Doctoral and Specialist students are listed on the following table.

Name	Program	Current Status	Current Employment	Dissertation Title
Bruce Ott	Ed.D.	Graduated	Director of Respiratory Therapy Program Athens Technical College	<i>The Effect of Expert-Led Reflective Discussion on Academic Achievement Among Health Science Students</i>
Robert Arnold	Ed.D.	Graduated	President of Griffin Technical College	<i>Educators' Perceptions of Curriculum Integration Activities and the Perceived Importance of Curriculum Integration Activities</i>
Jerry Spoon	Ed.D.	Graduated	Director of Institutional Research, Griffin Technical College Business	<i>Impact of Student Learning Style, and Instructor Teaching Style on Achievement of Adult Basic Skills Students</i>
Chris Jonick	Ed.D.	Graduated	Professor of Business, Gainesville College	<i>A Situated Business Simulation For Postsecondary Accounting Students Based On The Cognitive Apprenticeship Model Of Teaching And Learning</i>
Linda Rogers	Ed.D.	Graduated	Special Education Teacher	<i>Transition From School to Work Experiences of Students with Mild Learning Disabilities</i>

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				<i>From rural Schools</i>
Lora Lindsay	Ed.D.	Graduated	Adjunct Instructor, the University of Georgia, College of Education	<i>Transformation of Learners in a Community of Practice Occupational Therapy Field</i>
Debra Arnold	Ed.D.	Graduated	Assistant Director, Rockdale Magnet School for Science and Technology	<i>Exploring the Mentoring and Socialization Experiences of Novice Technology Education Teachers</i>
Rhonda Bevis	Ed.D.	Graduated	Associate Professor, Respiratory Therapy, Armstrong Atlantic University	<i>The Clinical Reasoning of Expert, Competent, and Novice Respiratory Therapists Working in Acute Neonatal &amp; Pediatric Care Settings</i>
Flora Tydings	Ed.D.	Graduated	President Athens Technical College	<i>A Comparison of the Work Ethic of Technical Institute Diploma Program Students With That of Potential Employers</i>
John E. Gillespie	Ed.D.	Graduated	Business Professor, Highlands College	<i>The Effects of a Communities of Practice Intervention On Career Maturity, Career Decision-Making, Self-Efficacy, Career Indecision, and Locus of Control</i>
Deborah Mathews	Ed.D.	Graduated	Retired School Counselor	<i>Elementary Principals' and Female Teachers' Perspectives Regarding Principals who provide positive Support During Episodes of Teacher Stress</i>
Pete Brannan	Ed.D.	Graduated	Technology Education Instructor, Rockdale County Public Schools	<i>Applying Professional Development To The Teaching Practice Of Technology Education Teachers</i>
Larry Calhoun	Ed.S.	Graduated		Vice President of Instructional Services, Georgia Aeronautical and Technical College

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Patrick Ferguson	Ed.S.	Graduated	Special Education Teacher, Gwinnett Public Schools
Teddy Brown	Ed.S.	Graduated	Graduated; Technology Education Teacher, North Hall High School
Linn Merritt	Ed.S.	Graduated	Unknown employment

**Current Ph.D. and Ed.D. Students**

Name	Degree	Current Status	Position
John Uessler	Ed.D.	Dissertation Proposal	Agriculture Education Instructor
Jody Goodroe	Ed.D.	Dissertation Proposal	Mathematics instructor, Gwinnett County Public Schools.
Robin Underwood	Ph.D.	Dissertation Proposal	Assistant Professor of Occupational Therapy, Brenau University
Alisen Heil	Ph.D.	Dissertation Proposal	Mathematics Instructor, Athens Technical College
Jeff Hall	Ed.D.	Dissertation Proposal	Assistant Principal, Commerce City High School
Anthony Guisasola	Ed.D.	In course work	Alternative High School Teacher & Administrator
Barry Lawrimore	Ed.D.	In course work	Business Education Teacher, Gwinnett County Public Schools
Keith Collier	Ed.D.	In course work	Business Education Teacher
David Collins	Ed.D.	In course work	Science Teacher, Fernbank Science Museum.
Michelle Butina	Ph.D.	In course work	Assistant Professor of Respiratory Therapy, Armstrong Atlantic University
Mary Jordan	Ed.D.	In course work	Business Education Teacher, Newton County Public Schools
William Nelson	Ed.D.	In course work	Geography Teacher, Gwinnett County Public Schools

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Dr. Schell currently is supervising 11 Master's students who are varying places in their programs of study.

*Editorship or Editorial Board*

Editorial Board (2001 to Present), *Journal of Career & Technical Education*, Omicron Tau Theta.

Managing Editor, (1997-2001) *Journal of Vocational Education Research*. American Vocational Education Research Association.

Assistant Editor, (1999-2000), *Journal of Industrial-Technical Teacher Education*. National Association of Industrial-Technical Teacher Educators.

Reviewer (1997-present), *Journal of Vocational Education Research*, American Vocational Education Research Association.

Reviewer (1992 to present), *Journal of Industrial Teacher Education*, National Association of Industrial-Technical Teacher Educators.

Reviewer (1991 to 1995), *Journal of the Studies of Technical Careers*, Southern Illinois University, Carbondale, IL.

Reviewer (1989 to 1992), *Vocational Education Journal*, American Vocational Association, Alexandria, VA.

#### *Convention Papers*

Schell, J.W. & Harnish, D. (June, 2004). *Implementing contextual teaching and learning by novice teachers: A community of practitioners*. International Council on Education for Teaching, World Assembly. University of Hong Kong, Hong Kong, China (Reviewed).

Schell, J.W. (December, 2003). *A whale of a tail: contextual learning in a bio-science environment*. Association of Career and Technical Education. (Reviewed).

Schell, J.W. & Dewey, G. (December, 2002). *Using technology to build a community of learners*. Association of Career and Technical Education. (Reviewed).

Kim, H. & Schell, J.W. (December, 2001). *Using the theory of planned behavior in education*. Association of Career and Technical Education. (Reviewed).

Hill, R.B. & Schell, J.W. (December, 2001). *Authentic assessment using web based materials*. Association of Career and Technical Education. (Reviewed).

Schell, J.W. (November, 2000). *Contextual Teaching & Learning in American Pre-Service Teacher Education*. International Conference on Education Research for Empowerment, Chiang Mai University, Chiang Mai, Thailand.

Schell, J.W. & Hill, R.B. (December, 2000). *On-line context based teaching & learning communities: Peaks and pitfalls*. Association of Career & Technical Education, San Diego, CA.

Schell, J.W., Schell, B.A., & Underwood, R. (2000, April). *Communities of learning In OT education*. Annual Conference of the American Occupational Therapy Association, Seattle, WA.

Schell, J.W. & Scott, J. (2000, December). *Empowering vocational teachers through modern learning theory*. Association for Career & Technical Education, Orlando, FL.

- Schell, J.W. & Guy T. (1998, January). *Like peeling an onion: Sharing the tiers of students' beliefs on cultural diversity and multicultural education*. Quig Conference, Athens, GA.
- Schell, J.W. & Guy, T. (1997, January). *Grasping at straws,: Assessing diversity at a southern research university*. Quig Conference. Athens, GA.
- Schell, J.W. & Brown, T. & Hill, R. (1996, December). *Exploring situated learning as a foundation for Professional Development*. Paper presented at the meeting of the American Vocational Association, New and Related Division, Cincinnati, OH.
- Jonick, C. & Schell, J.W. (1996, December). *Computer simulations that assess situated learning*. Paper presented at the meeting of the American Vocational Association, New and Related Division, Cincinnati, OH.
- Black, R.S. & Schell, J.W. (1995, December). *Learning within a situation cognition framework*. Paper presented at the annual meeting of the American Vocational Association, Denver, CO.
- Schell, J.W. & Black, R.S. (1995, April). *On becoming reflective scholars: An inductive case study*. Paper presented at the meeting of the American Educational Research Association, San Francisco, CA.
- Wicklein, R.C., Schell, J.W., & Hill, R.B.I. (May, 1993). *Integrated programs of mathematics, science, and technology education: An exploratory study*. Paper presented at the meeting of the Southeastern Technology Education Conference, Atlanta, GA.
- Schell, B. & Schell, J.W. (1993, June). *Making a better presentation*. Professional Development Institute, American Occupational Therapy Association, Seattle, WA.
- Schell, J.W. & Wicklein, R.A. (1993, December). *Integration of Mathematics, Science, and Technology Education: A Basis for Thinking and Problem Solving*. Technology Education Division, American Vocational Association, Nashville, TN.
- Wicklein, R. & Schell, J.W. (1993, May). *Integrated Programs of Mathematics, Science, and Technology Education: An Exploratory Study*. International Technical Education Association, Charlotte, N.C.
- Schell, J., Rojewski, J., & Pollard, R. (1993, March). *A theoretical basis for using hyper media to develop vocational thoughtfulness in disadvantaged students*. In N. Est & M. Thomas (Eds.), *Rethinking the roles of technology in education (Vol. 1)* (Proceeding of the Tenth International Conference on Technology and Education; pp. 189-191). Boston, MA.
- Schell, J.W. (1992, December). *Discussant: Student Dissertation Research*. National Association of Industrial-Technical Teacher Educators, St Louis, MO.

- Rojewski, J., & Schell, J.W. (1992, December). *Developing vocational thoughtfulness among at-risk youth*. Special Needs Division, American Vocational Association, St. Louis, MO.
- Rojewski, J., & Schell, J.W. (1992, August). *Vocational thoughtfulness: A framework for learning advanced cognitive skills*. Proceedings of the Twenty First Annual Conference, Southeastern Association For Community College Research, Orlando, FL.
- Schell, J.W. (1992, October). *A Framework for learning advanced vocational skills*. Proceedings of the Community College Professional Development Pre-Conference, National Center for Research in Vocational Education, San Antonio, TX.
- Palmier, F., Schell, J., & Miles, L. (1989, April). *Researching the need for computer-aided curriculum planning for Pennsylvania marketing education teachers*. Proceedings National Marketing Education Research Conference, Pensacola, FL.
- Schell, J.W. (1986, June). *Process evaluation for JTPA programs*. National Employment and Training Association, Reno, NV.
- Schell, J., & Sell, B (1987, July). *ODAS and Pennsylvania chapter 6 regulations*. Pennsylvania Curriculum Conference, Shippensburg, PA.
- Schell, J.W. & Sell, B. (1987, July). *ODAS and Pennsylvania chapter 6 compliance*. Pennsylvania Vocational Education Conference, Lancaster, PA.
- Schell, J.W. (1986, July). *Seven steps to chapter 6 compliance*. Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Schell, J.W. & Hubbs, M. (1984, August). *Planning JTPA vocational education programs*. Minnesota Comprehensive Vocational Conference, Minneapolis, MN.
- Schell, J.W. & Sade, P. (1982, December). *Missouri competency-based instruction model*. American Vocational Association, Employment and Training Division, St. Louis, MO.
- Hubbs, M. & Schell, J.W. (1982, December). *How to develop a process evaluation instrument of adult programs*. American Vocational Association, New and Related Division, St. Louis, MO.
- Schell, J., Eisinger, D., Petty, G., Brauchle, P., Dyrenfurth, M. (1979, December). *Topic III: Program linkages and coupled activities*. American Vocational Association, Manpower Division, Anaheim, CA.
- Schell, J.W. (1980, July). *Preventing school drop-outs*. Missouri Guidance Association, Columbia, MO.

Schell, J.W. & Hubbs, M. (1980). *Missouri school-to-work transition network*. Missouri Vocational Association, Guidance Division, Columbia, MO.

*OTHER INVITED PRESENTATIONS AND WORKSHOPS*

Schell, J.W. & Schell, B.A. (2006, June). *Contextual learning & teaching for professional reasoning*, LaTrobe University, Department of Occupational Therapy, Melbourne, Australia.

Schell, J.W. (2006, June). *Framework for contextual learning & teaching for professional reasoning*, LaTrobe University, Academic Development Unit, Melbourne, Australia.

Schell, J.W. (2006, June). *Framework for contextual learning & teaching for professional reasoning*, Hong Kong University. (Video Podcast available on iTunes).

Schell, J.W. (2004). Keynote Speech, Title. International Youth Network, Chaing Mai University, Chiang Mai, Thailand.

Schell, J.W. (2000, September). Faculty Development Workshop in Contextual Teaching and Learning, Brenau University, Gainesville, GA.

Schell, J.W. & Schell, B.A. (1999, May). Situated learning in OT education. The University of Florida, Gainesville, FL.

Schell, J.W. & Schell, B.A. (1999, February). Situated learning in OT education. The University of Southern Maine, Lewiston – Auburn Campus, Lewiston, ME.

Schell, J.W. (1997, August). Instructional strategies for the adult learner. Brenau University, Helen, Ga.

Schell, J.W. & Schell, B.A. (1997, June). *Situated learning in OT education*. The University of Kansas, Kansas City, KS.

Schell, J.W. (1996, January). *Situated learning in OT education*. Texas Womens University, Dallas, Texas.

Schell, B., & Schell, J.W. (1993, August). *Captivating your audience!* Professional Education Programs, Wichita, KS, and Overland Park, KS.

Wicklein, B & Schell, J.W. (1992, October). *Multi disciplinary approaches to technology: Integrating mathematics, science, and technology education - Part 3*. Teleconference, Athens, Georgia.

- Site Host (1992, February). National Teleconference, *Performance Standards in Vocational Education*. National Center for Research in Vocational Education Berkeley, CA.
- Schell, J.W. (1991, May). *Flexible cognition*. Georgia Society for Respiratory Therapy, Athens, GA.
- Site Host (1989, November). National Teleconference *Integrating Academic and Vocational Studies*. National Center for Research in Vocational Education, Berkeley, CA.
- Schell, J.W. Miles, L. & Palmari, F. (1989, March). *Marketing education computer curriculum management system*. School of Education, University of Pittsburgh, Pittsburgh, PA.
- Schell, J.W. (1989, June). *Review of CBI in preparation for evaluation*. Altoona Public Schools, Altoona, PA,
- Schell, J.W. (1989, July). *Pre-induction workshop for the new vocational teacher*. University of Pittsburgh, Monroeville, PA.
- Schell, J.W. (1989, December). *Computer literacy for today's vocational teacher*. University of Pittsburgh, Pittsburgh, PA.
- Schell, J., Sell, B., & Williams, W. (1989, August - May). *Automated cross-referencing occupational system*. University of Pittsburgh and Penn State University, Allison Park, PA., Moon, PA, 1989, Northern Bedford, PA, Harrisburg, PA, New Kensington, PA, Pittsburgh, PA,
- Schell, J.W. (1988, July). *Panther Tech: A telecommunications network for vocational educators*. Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Schell, J.W. (1988, July). *Kaleidoscope: Curriculum development projects*. Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Schell, J.W. (1988, July). *Computer curriculum development for marketing education*. Pennsylvania Vocational Education Conference, Seven Springs, PA.
- Schell, J.W. (1987, July). *Program assessment: emphasis on curriculum improvement*. Tennessee Vocational Education Conference, Middle Tennessee State University, Murfreesboro, TN.
- Schell, J.W. & Sell, B. (1987, July). *ODAS and Pennsylvania chapter 6 compliance*. University of Pittsburgh, Penn State University, Allison Park, PA, Brownsville, PA, Ligonier, PA, State College, PA, Bedford, PA, Mount Joy, PA, New Stanton, PA, Pittsburgh, PA, Uniontown, PA, University Park, PA.

- Schell, J.W. & Hubbs, M. (1983-1984, October - March). *Building a partnership between vocational education and the private sector*. American Vocational Association, Las Vegas, NV, Dallas, TX, Washington, DC.
- Schell, J.W. (1988, December). *Advanced classroom management*. Pittsburgh Public Schools, Pittsburgh, PA.
- Schell, J.W. (1988, February). *High tech speaks to voc-tech*. Tri-State Area School Study Council, Allison Park, PA.
- Schell, J.W. (1987-1989). *Seven steps to chapter 6 compliance*. Training Associates, Fox Chapel, PA., Burgettstown, PA., Altoona, PA., Steel Valley, PA., Huntingdon, PA.
- Schell, J.W. (1988, March). *Helping teachers plan and organize their vocational program*. Connelly Skill Learning Center, Pittsburgh Public Schools, Pittsburgh, PA.
- Schell, J.W. (1988, February). *Workshop #1: Developing Competency-Based Curriculum*. Westmoreland County Public Schools, Monroeville, PA.
- Schell, J.W. (1988, March). *Workshop #2: Managing competency-based instruction in your classroom*. Westmoreland County Public Schools, Monroeville, PA.
- Schell, J.W. (1988, April; 1989, August). *Workshop #3: Assessing student performance*. Monroeville, PA, Altoona, PA.
- Schell, J.W. (1987, March). *The future of vocational education*. Tri-State Area School Study Council, the University of Pittsburgh, Pittsburgh, PA.
- Schell, J.W. (1986, June). *Evaluating JTPA workshop*. City of Pittsburgh, Pittsburgh, PA..
- Miller, F.M., Koehler, J., Schell, J., West, L. (1984, February, March, June). *Teacher development workshops*. Educational Management Corporation, Pittsburgh, PA, Dallas, TX, and Houston, TX.
- Miller, F.M., Dyrenfurth, M., King, F., & Schell, J.W. (1980-1982). *Competency based vocational education*. Missouri State Employment and Training Council and the University of Missouri. Staff Development Project, Kansas City, MO, Springfield, MO, Sikeston, MO, Columbia, MO.
- Schell, J.W. (1980). *Employability development for economically disadvantaged youth*. Missouri Department of Elementary and Secondary Education, Joplin, MO, Kansas City, MO, and Poplar Bluff, MO.

*Consultation and Technical Assistance*

- Schell, J.W. & Schell, B.A. *La Trobe University, Melbourne, Australia*. (May-June, 2006). Faculty development activities for the Academic Development Unit of La Trobe University with regards to principles of contextual learning and teaching. Other sessions will be provided in the area of professional reasoning, and applications of PODcasting as an instructional practice for La Trobe faculty and students.
- Schell, J.W., *University of Hong Kong* (June, 2006). Faculty development activities will be provided for members of the Faculty of Education in the area of contextual learning and teaching.
- Schell, J.W. & Harnish, D. *Ministry of Education, United Arab Emirates (2003)*. Assisted Ministry staff and local education administrators and teachers in implementing aspects of contextual teaching and learning in UAE Career and Technical Education programs. Presented five workshops and worked individually with faculty and administrators.
- Schell, J.W. *Chaing Mai University*. Assisted CMU faculty as they established the ALPHA ALPHA Chapter of Omicron Tau Theta, Department of Occupational Studies, Faculty of Education.
- Schell, B.A., & Schell, J.W. *New York University, Department of Occupational Therapy (2003)*. Curriculum consultant in the areas of situated learning, clinical reasoning and associated implications for instruction. Faculty development sessions were conducted and follow-up to answer questions and on-going provision of guidance during implementation.
- Schell, J.W. *Northeast Georgia Technical Career Academy (TCA) (2001 to 2003)*. Chairperson of Curriculum Committee and Board Member of the Academy. TCA is a Charter School that will open July, 2002 for youth interested in technical careers. The school will utilize principles of contextual teaching and learning and technology-based instructional programs. Currently, the Curriculum Committee is creating an extensive curriculum description that includes philosophic beliefs, theoretical framework, curriculum documentation, framework of instructional practices, assessment strategies, and a curriculum evaluation system.
- Schell, J.W. *U.S. Office of Education (2000)*. Served as content coach for project groups participating in regional Teacher Improvement Institutes. The institutes were provided in four cities, with Dr. Schell participating in the institutes in Denver, CO, and in Washington, D.C. Dr. Schell provided expertise to 8 project groups who are seeking to embed principles of contextual teaching and learning in their reformed programs of teacher education. Among the groups were the University of Wyoming, Appalachia State University, University of Kansas, Kansas State University, and the Kansas State

Department of Education, University of Alabama, and the University of Texas, San Antonio.

Schell, B.A., & Schell, J.W. *University of Florida Medical School, Department of Occupational Therapy (1999)*. Curriculum consultant in the areas of situated learning clinical reasoning and in implications for teaching. Faculty development sessions were conducted and follow-up to answer questions and provision of guidance during implementation.

Schell, J.W. *Griffin Technical Institute (1997)*. Consultant on the development, implementation, review, and evaluation of curricula. Dr. Schell provided professional development to aid the faculty in the development and management of curriculum that meets the standards of the Southern Association of Colleges and Schools, Commission on Colleges.

Schell, B.A. & Schell, J.W. *University of Maine, (Lewiston Campus) Department of Occupational Therapy (1998)*. Curriculum consultant in the areas of situated learning clinical reasoning and in implications for teaching. Faculty development sessions were conducted and follow-up to answer questions and provision of guidance during implementation.

Schell, B.A. & Schell, J.W. *University of Kansas Medical Center. Department of Occupational Therapy (1997)*. Curriculum consultant in the areas of situated learning clinical reasoning and in implications for teaching. Faculty development sessions were conducted and follow-up to answer questions and provision of guidance during implementation.

Schell, J.W. *Brenau University (1996 to 2005)* Consultant in the creation of the Brenau OT program and curriculum. Dr. Schell's role was the development of a theoretical framework based on communities of practice and situated cognition theories, specifying an appropriate educational philosophy for the program, and continuous consulting with Brenau faculty on community-based instructional practices. Now in its 6<sup>th</sup> year, the combined BS – MS, five year program has graduated 4 cohort classes. In 2001 it was ranked as the 20<sup>th</sup> best graduate OT program nationally. The Brenau OT program was ranked ahead of the programs at the Medical College of Georgia, and the University of Florida and is often cited by the American Occupational Therapy Association as the model for new program accreditation. Brenau's developing OT program plan and subsequent self study were used for several years as exemplars in training other program directors.

Schell, B.A. & Schell, J.W. *Georgia State University (1994)*. Consultant on the development of an occupational therapy curriculum at Georgia State University, College of Health Sciences. Dr. Schell served as an expert on curriculum development, philosophic foundations, learning theory, and evaluation procedures.

- Wicklein, R. & Schell, J.W. *National Teleconference*. Multi-disciplinary approaches to technology: Integrating mathematics, science, and technology education - Part 3. Presenter. September 23, 1992, Athens, Georgia.
- Schell, J.W. *Altoona Area Vocational Technical School* (1989). Conducted curriculum review and assisted teachers and administration in preparation for pending mid-state accreditation.
- Schell, J.W. *Altoona Area Vocational Technical School* (1988). Conducted summer workshops on developing vocational curriculum to meet the requirements of Pennsylvania Chapter 6 Regulations and Standards for selected faculty of the AVTS. Subsequently, faculty work was reviewed for compliance with Chapter 6.
- Schell, J.W. *Apex Technical School* (1988). Consultant, Job Training Partnership Act (JTPA) for Apex Technical Schools. Apex has schools in New York, NY; Atlanta, GA; Ft. Lauderdale, FL.
- Schell, J.W. *Parkway West AVTS* (1988). Conducted a review of Business Office, Accounting, and Entrepreneurial curriculum prior to their submission to PDE for exemplary status.
- Schell, J.W. *Tri-State Area School Study Council*, The University of Pittsburgh. (1988). Taught regional workshops on writing competency-based vocational curricula that is in compliance with Pennsylvania Chapter 6 Regulations and Standards. Four workshops were provided in Pennsylvania counties of Lawrence, Somerset, Washington, and Allegheny.
- Schell, J.W. *Marketing Education Curriculum Development*, Department of Vocational Education, The University of Pittsburgh. (1987-1988). Designed, recorded, and analyzed survey data regarding the utilization of microcomputers in Pennsylvania Marketing Education. The data are the basis for the design and implementation of teacher-oriented computer software for the management of competency-based instruction.
- Schell, J.W. *Carlow College* (1987). Conducted a process and product evaluation of the Carlow Hill College (CHC) program. The independent evaluation ascertained the extent to which the CHC was true to its mission, its organizational strengths and weaknesses, and the perceived value of the program to its students, Carlow faculty and administration, and the African-American community of the Pittsburgh SMSA.
- Schell, J.W. *Pennsylvania Department of Education* (1987). Jointly planned and cooperated the development and presentation of six administrative workshops on implementation of Pennsylvania Chapter 6 Regulations and Standards in Pennsylvania programs of secondary vocational education.

- Schell, J.W. *Harmarville Rehabilitation Center* (1986). Wrote initial grant application for supported employment program now operated by Harmarville and the Pennsylvania Office of Vocational Rehabilitation. Currently, the program is serving severely disabled persons, while training them with new work skills in highly supervised environments.
- Schell, J.W. *Tri-State Area School Study Council* (1986). Wrote the Long-range Plan for the Fayette County AVTS and met with the school's Operating Committee to assure implementation.
- Schell, J.W. *Tennessee Vocational Association* (1986). Workshops were provided for Tennessee vocational educators on techniques and procedures for local evaluation of secondary, postsecondary, and adult vocational education programs. The sessions were taught at Middle Tennessee State University.
- Schell, J.W. *City of Pittsburgh* (1985-1986). Conducted process evaluations for the City of Pittsburgh JTPA Service Delivery Area. All adult job training programs were evaluated for their utilization of appropriate instructional, management, client service techniques, and methods.
- Schell, J.W. *Pennsylvania Office of Vocational Rehabilitation* (1984-1985). In cooperation with the Office of Vocational Rehabilitation (OVR) and the Allegheny Campus of the Allegheny County Community College, established the Institute for Training Handicapped Persons in Advanced Technology. The first area of training was computer programming. The program was sponsored by OVR and the Pittsburgh business community. Among the corporations supporting the Institute were Westinghouse, ALCOA, Pittsburgh National Bank, Mellon Bank, Small Manufacture's Association, Allegheny International, and National Steel.
- Schell, J.W. *Educational Management Corporation (EMC)* (1984). Training and technical assistance consultant for EMC instructors as they wrote and implemented competency-based curricula in their schools. National training was provided on a regional basis in Pittsburgh, PA, Dallas, and Houston, TX.
- Schell, J.W. *Instructional Materials Laboratory*, University of Missouri (1983-1984). Validated suggested state curricula for special needs vocational students. This process included curricula review by a panel of experts, curricula revisions, field testing, and final publication of revised materials.
- Schell, J.W. *Instructional Materials Laboratory*, University of Missouri (1984). Wrote Report on the Status and Trends of Male and Female Participation in Missouri Vocational Education Programs. Separate reports for Secondary, Postsecondary, and Adult populations were created. The reports presented past, current, and projected enrollments, analyzed the data, and presented conclusions about future enrollment trends of males and females in Missouri vocational education programs.

Schell, J.W. *Sherwood & Associates* (1982-1985). Designed, created, and marketed The Computer Assisted Program Evaluation (CAPE) computer software. CAPE is used by JTPA Service Delivery Areas to evaluate the educational aspects of their job training programs. CAPE was written in BASIC computer language with IBM and Apple versions available. CAPE was marketed nationally by the M-Davis Management Corporation of Cleveland, OH and Reno, NV.

Schell, J.W. *American Vocational Association* (1982). Coauthor of a chapter in the AVA publication: *Building A Partnership: Vocational Education and the Private Sector*. Taught national workshops using the chapter as reference. The chapter and workshops centered on innovative program designs for integrating JTPA funded programs, vocational education, and private sector initiatives. The workshops were presented in Las Vegas, NV; Dallas, TX; and Washington, DC.

#### *ACADEMIC SERVICE*

Senator (2000 to 2002). Faculty Senate, College of Education, the University of Georgia.

Member (2000 to 2001). Faculty Senate Steering Committee, College of Education, the University of Georgia.

Member (1994 to 1997), Program Committee, QUIG Conference, College of Education, the University of Georgia.

Member (1994 to 1997), American Vocational Association, Technology Education Division, Research Committee.

Membership Chairman (1992-1994), National Association of Industrial-Technical Teacher Educators.

Member (1992-), Research Committee, National Association of Industrial-Technical Teacher Educators.

Member (1992-1994), Executive Board, National Association of Industrial-Technical Teacher Educators.

Chairman (1992), Technology Committee, Department of Workforce Education, The University of Georgia, Athens, GA.

Chairman (1992), Facilities Subcommittee, Technology Committee, Department of Occupational Studies, The University of Georgia, Athens, GA.

Member (1992-1994), Academic Affairs Committee, Department of Occupational Studies, The University of Georgia, Athens, GA.

Chairman (1988-90), Technology Committee, School of Education, University of Pittsburgh, Pittsburgh, PA.

Member (1989-90), Personnel Development Committee, Pennsylvania Department of Education, Harrisburg, PA.

Liaison to Interactive Learning Forum (1989-90), Carnegie-Mellon University, Pittsburgh, PA.