**Leslie A. Cordie, PhD, MBA, BSN**

**Curriculum Vita 2019**

Department of Educational Foundations, Leadership, and Technology

College of Education, Auburn University

<https://aub.ie/LeslieCordie>

**Education/Professional Summary**

Education

|  |  |  |  |
| --- | --- | --- | --- |
| **Institution** | **Date** | **Degree** | **Major** |
|  |  |  |  |
| Colorado State University | 2006 | Ph.D. | Education and Human Resource Studies |
|  |  |  |  |
| The University of Texas at Austin | 1991 | M.BA | Management |
|  |  |  |  |
| University of Wisconsin – Milwaukee  | 1986 | B.S. | Nursing |

Professional Experience

*Edited – focus on faculty/academic positions*

|  |  |  |
| --- | --- | --- |
| **Date** | **Department/Institution** | **Rank/Title** |
| Aug 2015 – Present  | Educational Foundations, Leadership, and TechnologyAuburn University | Assistant Professor |
| Aug 2014 – July 2015 | Educational Foundations, Leadership, and TechnologyAuburn University | Clinical Assistant Professor |
| Aug 2010 – July 2014 | Educational Foundations, Leadership, and TechnologyAuburn University | Affiliate/Adjunct Graduate Professor |
| Feb 2012 – July 2014 | College of AgricultureAuburn University | Distance Learning Coordinator |
|  |  |  |
| July 2010 – Feb 2012  | Air UniversityUnited States Air ForceMaxwell Air Force Base | Curriculum Policy Coordinator |
|  |  |
| July 2008 – July 2010  | University OutreachAuburn University | Distance Learning Specialist |
|  |  |  |
|  |  |  |
|  |  |  |
| Jan 2007 – July 2008 | Technical Comm and Media ProductionMetropolitan State College of DenverDenver, CO | Adjunct Faculty |
|  |  |  |
| Aug 2004 – Jan 2007 | Mesa State CollegeGrand Junction, CO | Distance Learning Consultant |
|  |  |  |
| Aug 2005 – July 2006 | Technical Comm and Media ProductionAcademic Faculty CenterMetropolitan State College of DenverDenver, CO | Dual Position- Faculty &Online Faculty Liaison |
|  |  |  |
| Aug 2003 – Dec 2003 | School of EducationColorado State University | Instructor |
|  |  |  |
| Aug 2002 – July 2005 | Applied CommunicationsUniversity of DenverDenver, CO | Adjunct Faculty |
|  |  |  |
| Jan 1993 – Dec 1999 | Business and ManagementUniversity of Maryland Asian DivisionUniversity College | Faculty/Lecturer |

**Percentage Breakdown of Allocation of Time**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Teaching** | **Research** | **Outreach** | **Service** |
| **Aug 2015 – Present****Assistant Professor** | **60** | **25** | **5** | **10** |
| Aug 2014 – July 2015Assistant Clinical Professor | 80 | 10 | 5 | 5 |

**Honors and Awards**

**Teaching Awards**

* ePortfolio Auburn University Faculty Award - May, 2018
* The Adult Education Program received the *Curriculum Innovation Award*, Commission of Professors in Adult Education (CPAE) – November, 2013

**Professional Awards**

* Director’s Appreciation Award - Commission of Distance Learning and Technology (CDLT) - American Association for Adult and Continuing Education (AAACE) - November, 2017
* ePortfolio Auburn University Faculty Cohort Award - Finalist – May, 2017
* Elected as Director-at-Large 2017 – 2019, American Association for Adult and Continuing Education (AAACE)
* President’s Appreciation Award – American Association for Adult and Continuing Education (AAACE), November, 2016

**Honors – Award Nominations, Invited /Elected /Appointed Positions**

* Selected as a Course 20 Mentor – National Training Institute (NTI) – Advanced Studies Program – July, 2019
* Nominated for the Outstanding Service Medallion for the American Association of Adult and Continuing Education (AAACE) – June, 2019
* Selected as AAC&U (American Association of Colleges & Universities) Webinar Participant based on contributions to the field on ePortfolio – May, 2019
* Nominated by the Educational Foundations, Leadership and Technology (EFLT) Department for the College of Education’s Graduate Teaching Award – April, 2019
* Invited as Affiliate Faculty – Office of University Writing, Auburn University– 2018
* Nominated for Commission of Professors of Adult Education (CPAE) – Early Career Award – 2018 (Assistant Professor)
* Nominated by the Educational Foundations, Leadership and Technology (EFLT) Department for the College of Education’s Early Career Award – April, 2018
* Highlighted as Notable Alumni – School of Education, Colorado State University - 2016
* Appointed as Director of the Commission of Affiliated Organizations, American Association for Adult and Continuing Education (AAACE), 2016
* Nominated for Commission of Professors of Adult Education (CPAE) – Early Career Award – 2014 (Clinical Assistant Professor)
* Nomination for Outstanding Online Program – Graduate Certificate in Extension Educators; OLC – Online Learning Consortium (2015)
* National Training Institute (NTI) – Invited Professional Educator – 2015, 2016, 2017, 2018, 2019
* National Training Institute (NTI) – Visiting Scholar - 2014

**Scholarly Contributions**

1. **Teaching**
	1. **Actual Courses Taught as Faculty/Enrollments (past 3 years)**

*In the Department of Educational Foundations, Leadership, and Technology, five (5) Courses/year is a normal load. Courses ending in “6” are graduate distance learning sections for the ADED program and are FULLY online, not blended or hybrid. Most of the ADED courses are offered in the face to face (F2F) format utilize videoconferencing (Zoom).*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Semester** | **Course #** | **Course Name/Format** | **Lecture/****Lab Hours** | **Enrollment** |
| Fall 2019 | ADED 7640  | Workforce Education | 3 | 20 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 12 |
|  | ADED 7920/6 | Internship | Variable | 3 |
| Summer 2019 | ADED 7056 | Methods of Teaching in Adult Education (distance) | 3 | 10 |
|  | ADED 7606 | Nature of Adult Education (distance) | 3 | 15 |
|  | ADED 7920/6 | Internship | Variable | 2 |
| Spring 2019 | ADED 7010 | Learning Resources in Area of Specialization (blended) | 3 | 6 |
|  | ADED 4013  | Learning Resources in Area of Specialization (distance / undergraduate) | 3 | 20 |
| Fall 2018 | ADED 7640  | Workforce Education | 3 | 18 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 14 |
| Summer 2018 | ADED 7056 | Methods of Teaching in Adult Education (distance) | 3 | 18 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 14 |
| Spring 2018 | ADED 7010 | Learning Resources in Area of Specialization (blended) | 3 | 21 |
|  | ADED 7656  | Teaching the Disadvantaged Adult (distance) | 3 | 23 |
|  | ADED 8980  | Field Project | Variable | 1 |
| Fall 2017 | ADED 7640  | Workforce Education | 3 | 21 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 21 |
| Summer 2017 | ADED 7056 | Methods of Teaching in Adult Education (distance) | 3 | 19 |
|  | ADED 7606 | Nature of Adult Education (distance) | 3 | 19 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 20 |
|  | ADED 8980  | Field Project | Variable | 1 |
|  | ADED 7910  | Practicum | Variable  | 1 |
| Spring 2017 | ADED 4010 | Learning Resources in Area of Specialization (undergraduate) | 3 | 9 |
|  | ADED 7656  | Teaching the Disadvantaged Adult (distance) | 3 | 27 |
|  | ADED 7910  | Practicum | Variable  | 2 |
| Fall 2016 | ADED 7056 | Methods of Teaching in Adult Education (Distance) | 3 | 19 |
|  | ADED 7640  | Workforce Education | 3 | 30 |
|  | ADED 7646  | Workforce Education (distance) | 3 | 12 |
|  | ADED 7910  | Practicum | Variable  | 3 |

**List of Courses Taught at Auburn University (2010 – Present)**

ADED 4010/3 Learning Resources in Areas of Specialization (both F2F and Distance)

ADED 7010 Learning Resources in Areas of Specialization (Blended/Hybrid)

ADED 7056 Methods of Teaching in Adult Education (Distance)

ADED 7600/6 Nature of Adult Education (both F2F and Distance)

ADED 7640/6 Workforce Education (both F2F and Distance)

ADED 7650/6 Teaching the Disadvantaged Adult (both F2F and Distance)

ADED 7910/6 Practicum in Adult Education (both F2F and Distance)

ADED 7920/6 Internship in Adult Education (both F2F and Distance)

ADED 7970 Special Topics in Adult Education

(Now ADED 7690 - Meeting the Needs of the Adult Learner)

ADED 8980 Field Project in Adult Education

**TOTAL = 16 Courses**

\*Key - F2F = face-to-face; Distance = Completely Online

* 1. **Graduate Students Whose Work Has Been Completed**

**PhD Committees – Member of 42 committees since 2015**

**EDS – Chair of 4 committees; Member of 9 committees since 2015 (Total 13 Committees)**

**MED/MS – Chair of 13 committees; Member of 59 committees since 2015 (Total 71)**

* 1. **Graduate Students on Whose Committee Presently Serving**

**PhD Chair (2); PhD Advisor (7);** PhD Committees (24); EDS Chair (3); Masters Chair (10)

* 1. **Courses and Curricula Developed**

*\*= Cross-listed in multiple areas within the following section*

1. **Distance Education**
	1. Created new graduate orientation (2018) for students in the ADED program (team development)
		1. **Cordie** created module on Canvas orientation and instructions
		2. **Cordie** developed instructional materials for Zoom Videoconferencing
		3. Team creation of SharePoint site for resources for all ADED students
	2. Developed proposal for online PhD program in ADED (team development)
	3. Led ADED team development and approval of ADED Minor in Adult Education (2015 - present)\*
		1. **Cordie** guided syllabi development and curriculum approval process in CIM and through University committees for all 5 courses in the Minor to be converted to distance format
		2. **Cordie** developed fully online course – ADED 4013 Learning Resources for SP 2019; course enrollment capped at 20; highest level of enrollment in the ADED minor since inception
		3. **Cordie** created syllabus and course outline for online course – ADED 4643 – Workforce Education
	4. **Designed** online student orientation specifically for ADED Distance Students to review Canvas LMS (2015); utilized Captivate® software for online tutorial for click and learn; see <http://www.auburn.edu/academic/education/eflt/aded/canvas/>; mentored English PhD student in process of development and creation of site\*
	5. **Initiated** and co-developed additional courses at the graduate level for the ADED program (3 graduate level courses)
		1. ADED 7970/6 Adult Education in Extension
		2. ADED 7980/6 Learning Styles in Adult Education
		3. ADED 7690/6 Meeting the Needs of the Adult Learner\*
	6. **Developed and created new course** curriculum for ADED graduate program; course titled ADED 7990/6 Meeting the Needs of Learners in Adult Education Settings; mentored visually-impaired doctoral student (2014 - 2015)\*
	7. Provided live Videoconferencing (Zoom) and recorded video of F2F sessions with guest speaker/experts in the field; remote/distance students invited to participate synchronously; session recordings made available for review asynchronously and as supplemental material for multiple, online courses (ADED 7600/6; ADED 7640/6; ADED 7650/6)\*
	8. Established the use of mobile devices and applications to allow remote students to participate in courses – including lectures, discussions, and class activities; activities were revised in order to develop break-out rooms and/or application from a remote environment to incorporate **active learning for students at a distance**
	9. **Produced distance learning version of ADED 7050** (ADED 7056) Teaching Methods in Adult Education to incorporate practical application of asynchronous learning and presentations; created online student instructions and tutorials\*
	10. Designed fully online courses for ADED 4010/3, ADED 7640/6 and ADED 7650/6, which included complete LMS course site utilizing interactive tools, such as chat, discussion boards, and peer review, along with **UDL – Universal Design for Learning concepts** (accessibility features such as closed captioning and transcripts)\*
2. **Syllabi and Course Content Design and Revision**
	1. Team development and implementation of ADED Minor in Adult Education (2014 - present)\*
	2. Development and revision of curriculum for ADED 4010/3 Learning Resources course to focus on 21st century learning skills and technologies for the workforce\*
	3. Co-created Masters of Agricultural Leadership collaborative program with ADED program, College of Agriculture and the Career & Technical Education Program; approved by UCC and ACHE in 2014
	4. Designed curriculum for ADED 7010 Learning Resources; created a new hybrid course (full enrollment first offering); incorporation of multi-disciplinary field experiences, including virtual reality, mobile learning, and wearable technologies\*
	5. Led revision of the Adult Educator Certificate program to include alternate new course – ADED 7670/6 Adult Education in Extension (2015)\*
	6. Creation of Advisory Board for the ADED programs with Program Coordinator and ADED Team (2017)\*
3. **Integrate Technology as an Instructional Tool**
4. Integration of ePortfolio into the ADED curriculum (3 Graduate Courses; one undergraduate course) (2014 – Present)\*
5. Development and revision of curriculum for ADED 4010/3 Learning Resources course to focus on 21st century learning skills and technologies (2016 – Present)\*
	1. Designed curriculum for ADED 7010 Learning Resources; created a new hybrid course (full enrollment first offering);
	2. Incorporation of multi-disciplinary field experiences\*
6. Established assignments for online presentations in distance education courses; developed student tutorials and instructions to allow for remote and distance students to create assignments as if they were in a F2F setting\*
7. Held virtual office hours utilizing Zoom; recorded sessions for distance students to provide learning flexibility, engagement and access for all learners
8. Created fully interactive and mobile ready Canvas courses for all materials for any course, whether F2F or distance\*
9. Originated field experience for ADED 7640/6 Workforce Education to KIA Motors on workforce development and manufacturing technologies (2014 – present)
10. Established field experiences for ADED 7010 Learning Resources to VCOM (medical college) for simulation learning and School of KINE for wearable technologies

	1. **Grants Received Related to Teaching**

**TOTAL = $32,750***in internal grants related to teaching.*

*$ = Cross referenced* ***B. Research/Creative Work, Grants and Contracts*** *– Funded Internal*

$Affiliate Faculty Research Stipend **($6000).** **PI.** Sponsorship by the Office of University Writing. August, 2018.

$Online Learning Consortium (OLC) – Mastery Series. **($750).** **PI.** Professional Development Certification. Sponsorship by Auburn Online. January – March, 2018.

$Development of On-Demand Instructional Modules and Toolkits to Increase Professional ePortfolio Engagement in the Harrison School of Pharmacy. **($13,000).** **CO-PI**. Auburn University – Office of University Writing. Submitted January 29, 2016/Accepted February 2016.

$ePortfolios to Support Experiential Learning and Assessment in Internship Courses **($11,000). PI**. Auburn University – Office of University Writing. Submitted April 3, 2014/Accepted May 6, 2014.

$Blended Learning Meta-Analysis Research. National Advisory Council Grant (NAC**). ($2,000).** **PI.** Auburn University College of Education. Submitted March 31, 2014/Accepted May, 5, 2015

* 1. **Publications Pertaining to Teaching**

**TOTAL = 17 Publications** *related to Teaching*

*$ = Cross referenced under*  ***Research/Creative Work***

*\* = Former or Current Student*

**Refereed Articles (6)**

$**Cordie, L**., Sailors, J., Barlow, B., & Kush, J. (2019). Constructing a professional identity: Connecting college and career through ePortfolios. *International Journal of ePortfolio, 9*(1), 17-27.<http://theijep.com/pdf/IJEP319.pdf> **[Cordie 40%]**

$\*Lin, X., *\**Huang, M., & **Cordie, L**. (2018). An exploratory study: Using Danmaku in online video-based lectures. *Educational Media International, 55*(3), 273-286. <https://doi.org/10.1080/09523987.2018.1512447> **[Cordie 33%]**

$\*Lin, X., **Cordie, L. A.,** Witte, M. (2018). Mentoring a learning community: A student research empowerment program for Adult Education graduate students. *International Forum of Teaching and Studies, 14*(1), 26-32. <http://scholarspress.us/journals/IFST/journal_IFST.php> **[Cordie 33%]**

**$Cordie, L.,** & *\**Lin, X. (2018). The E‐Revolution in higher education: E‐Learning and E‐Leaders. *Journal of Leadership Studies, 12*(3), 76-78. <https://doi.org/10.1002/jls.21602> **[Cordie 50%]**

$\*Chrabascz**,** J., **Cordie, L**., & Wooten, M. (2018). Academic performance

 indicators for student athletes. *Journal of Global Education and Research (JGER*), *2*(1), 68-83. <https://doi.org/10.5038/2375-9615.1.2.1013> **[Cordie 33%]**

$Yohon, T., Zimmerman, D., & **Keeler, L.** **(CORDIE)** (2004). An exploratory study of adoption of course management software and accompanying instructional changes by faculty in the liberal arts and sciences. *Electronic Journal of e-Learning (EJEL),* *2* (2), 2, 313-320. **[Cordie 33%]**

**Refereed Articles in Press (2)**

$**Cordie, L**., *\**Lin, X., *\**Fowler, D., and Wooten, M. (2019, September). Blended learning research: Components critical to student learning from a meta-analysis. *eLearn Magazine.* <https://elearnmag.acm.org/special-issue-2019.cfm> **[Cordie 30%]**

$**Cordie, L**., *\**Lin, X., *\**Brecke, T., and Wooten, M. (2019, December). Co-Teaching in Higher Education: Mentoring as Faculty Development. *International Journal of Teaching and Learning in Higher Education (IJTLHE),* *32*(1) <http://www.isetl.org/ijtlhe/> **[Cordie 30%]**

**Refereed Book Chapters (3)**

*\*\*Note - Within the Profession of Adult Education, book chapters that are peer-reviewed go through similar processes for acceptance, revision, and publication as refereed journal articles.\*\**

**$Cordie, L**., *\**Lin, X., & Whitton, N. (2017). Utilizing online educational games to enhance adult learning. In V. Wang (Ed.), *Handbook of Research on Program Development and Assessment Methodologies in K-20 Education*. IGI Global: Hershey, PA. **[Cordie 40%]**

$**Cordie, L.,** *\**Lin, X., & Witte, J. E. (2016). The transformation of higher education: Successfully leading adaptation through the e-Learning landscape. In V. Wang (Ed.), *Theory and Practice of Adult and Higher Education.* IAP - Information Age Publishing: Charlotte, NC. **[Cordie 40%]**

**$Cordie, L**., Witte, M., & Witte, J. (2016). Using blended learning and emerging technologies

to transform the adult learning experience. In V. Wang (Ed.), *Handbook of Research on Learning Outcomes and Learning Opportunities in the Digital Age.* Hershey, PA: IGI Global. **[Cordie 34%]**

**Refereed Proceedings (6)**

**$Cordie, L.** & Wooten, M. (2018). Next generation learning - Chuoagogy and technologies to transform lifelong learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen,…O. Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1378-1381). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE).  <https://www.learntechlib.org/primary/p/184354/>.

**$Cordie, L**., & Wooten, M. (2017). Effective peer reviews: Using ePortfolios to promote peer assessment, develop critical thinking, and foster collaborative learning in the sciences. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 176). <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

**$\***Lin, X., *\**Huang, M., & **Cordie, L**. (2017). An exploratory study: Using Danmaku in online video based lectures. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 175). Retrieved from <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

$Teel, J., & **Cordie, L.** (2017). Digital technologies in the synchronous classroom: Utilizing video conferencing to create effective blended learning. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 189). <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

**$Cordie, L.** (2016). Facilitating interaction: Best practices for utilizing videoconferencing in a blended learning environment. In *Proceedings of Global Learn 2016* (pp. 38-45). Association for the Advancement of Computing in Education (AACE). <https://www.editlib.org/p/172708>

**$Cordie, L.** (2013). Engaging faculty in course design: Strategies for developing online courses. In J. Herrington, A. Couros & V. Irvine (Eds.), Proceedings of EdMedia: World Conference on Educational Media and Technology 2013 (p. 873). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/112063>

* 1. **Other Contributions to Teaching**
* Appointed as Affiliate Faculty with the Office of University Writing (March, 2018 – Present)
	+ Ongoing research and faculty development related to ePortfolio and high impact practices
	+ Invited webinar presenter on ePortfolio with the American Associations of Colleges & Universities (AACU) (May, 2019)
	+ Invited webinar presenter on ePortfolio for the Commission of Graduate Students with AAACE (April, 2019)
* Development of PhD Cohort for all Cordie PhD Advisees
	+ Established Canvas course with materials, resources, and peer collaborations
	+ Created regular cohort meetings and collaborative discussions for graduate student and professional development
	+ Established PhD guidelines for mentoring and advising of graduate students
* Designed ePortfolio to model for students in ADED program; see <https://aub.ie/LeslieCordie>
* Invited Consultant to the Department of Biological Sciences, Auburn University (2015 – Present)
	+ Provided expertise for development of online courses using CANVAS LMS
		- BIOL3003 Genetics
		- BIOL4103 Cell Biology
	+ Shared expertise for incorporation and assessment of ePortfolio
		- BIOL3000 Genetics (Honors)
		- BIOL5760/6760 Mammalogy
		- BIOL5160 Field Biology and Ecology
	+ Served as Visiting Resource Faculty in Study Abroad course (2016)
		- BIOL5160 Field Biology and Ecology – South Africa
* Invited Consultant to School of Forestry and Wildlife – Natural Resources (2017 - 2018)
	+ Provided expertise in online / adult learning and development of certificate programs
	+ Created collaborative initiatives related to workforce development
* Professional development - Certification
	+ Attended Online Learning Consortium (OLC) – Mastery Series (2018)
* Invited Consultant to the Adult and Career Education Faculty at Valdosta State University (2017)
	+ Provided expertise on online videoconferencing and lecture capture for field assignments
	1. **Statement of Candidate’s Teaching Philosophy**

Learning involves an interdisciplinary approach. Post-secondary education is transforming rapidly, and technology is creating a paradigm shift in education. Educators are faced with the challenge of responding to rapid changes in technologies and the responsibility of growing the skills of students. A new set of leadership and development skills are required to address the changes in education and to meet the needs of the adult learner.

Based on a humanistic philosophy, I see the mission of the educator as transforming both the individual and society. Individual growth and development take place within the sphere of learning. Education supports all industry and life as we know it. Society and the workplace are constantly evolving and, thus, demands for different competencies and skills are also every changing. Education provides the tools needed to cope with these changes, with the teacher as a facilitator of learning.

I have enormous respect for adult learners. Most of them are working long hours and making the best with limited resources. Therefore, I always work to maximize their exposure to current knowledge through online and flexible learning experiences such as guest lectures, cases studies, and the use of technologies. I learned the value of this approach during my earliest instructional experience as part of the initial implementation of the University of Maryland Asian Division (UMAD) Distance Education Program. At UMAD, we initiated curriculum in undergraduate business courses to mainly military students in remote overseas locations, where college courses were not available. When I joined Auburn University, I was excited to see that this humanistic vision of access was a core component within the Adult Education Program here at AU, where I have been given the opportunity to continue developing online and videoconferencing learning environments for the military and other remote, adult learners.

I bring numerous educational experiences to the teaching and development profession. One of my favorite roles, though, has been working in faculty development. I love to work with other faculty and share the vital tips and tricks for enhancing learning in their courses, thereby bringing increased value to the learner and building my relationships with other faculty and enhancing personal growth.

I did not start my career in academia, but I have enjoyed and thrived being involved in some form of education or instruction throughout my career. I look forward to my continued role in higher education and increasing access to a diverse population of learners.

**Scholarly Contributions**

1. **Research / Creative Work**

*$ = Cross referenced under* ***Publications Pertaining to Teaching***

*\* = Former or Current Student*

* 1. **Books and Book Series**
	2. **Article-Length Publications**

***Referred Book Chapters (5 Total)***

*\*\*Note - Within the Profession of Adult Education, book chapters that are peer-reviewed go through similar processes for acceptance, revision, and publication as refereed journal articles.\*\**

**Cordie, L.** (2017). Professional associations. In A. Knox, S. Conceicao, & L. Martin (Eds.), *Mapping the Field of Adult and Continuing Education: An International Compendium.* Stylus Publishing: Herndon, VA. <http://catalog.lib.auburn.edu/vufind/Record/4855803>

**[Cordie 100%]**

Witte, M., Teel, J., **Cordie, L**. & Witte, J. (2017). Building capacity through student leadership development and practices. In V. Wang (Ed.), *Encyclopedia of Strategic Leadership and Management.* IGI Global Publishing: Hershey, PA. **[Cordie 25%]**

**$Cordie, L**., \*Lin, X., & Whitton, N. (2017). Utilizing online educational games to enhance adult learning. In V. Wang (Ed.), *Handbook of Research on Program Development and Assessment Methodologies in K-20 Education*. IGI Global Publishing: Hershey, PA. **[Cordie 40%]**

**Cordie, L.,** \*Lin, X., & Witte, J. E. (2016). The transformation of higher education: Successfully leading adaptation through the e-Learning landscape. In V. Wang (Ed.), *Theory and Practice of Adult and Higher Education.* IAP - Information Age Publishing: Charlotte, NC. **[Cordie 40%]**

**$Cordie, L**., Witte, M., & Witte, J. (2016). Using blended learning and emerging technologies

to transform the adult learning experience. In V. Wang (Ed.), *Handbook of Research on Learning Outcomes and Learning Opportunities in the Digital Age.* Hershey, PA: IGI Global. **[Cordie 34%]**

***Refereed Articles (8 total)***

**Cordie, L.** (2019). The public land grant institution: The engaged university. *Adult Learning, 30*(3), 99-100. <https://doi.org/10.1177/1045159519853805> **[Cordie 100%] (INVITED)**

$**Cordie, L**., Sailors, J., Barlow, B., & Kush, J. (2019). Constructing a professional identity: Connecting college and career through ePortfolios. *International Journal of ePortfolio, 9*(1), 17-27. <http://theijep.com/pdf/IJEP319.pdf> **[Cordie 40%]**

Rhodes, C. M., **Cordie, L**., & Wooten, M. (2019). An Examination of the social capital of adults in the United States: Results from PIAAC. *International Journal of Learning, Teaching, and Educational Research, 18*(2), 1-12*.* <https://doi.org/10.26803/ijlter.18.2.1>

**[Cordie 33%]**

$\*Lin, X., *\**Huang, M., & **Cordie, L**. (2018). An exploratory study: Using Danmaku in online video-based lectures. *Educational Media International, 55*(3), 273-286. <https://doi.org/10.1080/09523987.2018.1512447> **[Cordie 33%]**

$\*Lin, X., **Cordie, L.,** & Witte, M. (2018). Mentoring a learning community: A student research empowerment program for Adult Education graduate students. *International Forum of Teaching and Studies, 14*(1), 26-32. <http://scholarspress.us/journals/IFST/journal_IFST.php> **[Cordie 33%]**

**$Cordie, L.,** & *\**Lin, X. (2018). The E‐Revolution in higher education: E‐Learning and E‐Leaders. *Journal of Leadership Studies, 12*(3), 76-78. <https://doi.org/10.1002/jls.21602> **[Cordie 50%]**

$\*Chrabascz**,** J., **Cordie, L**., & Wooten, M. (2018). Academic performance

 indicators for student athletes. *Journal of Global Education and Research (JGER*), *1*(2), 68-83. . <https://doi.org/10.5038/2375-9615.1.2.1013> **[Cordie 33%]**

$Yohon, T., Zimmerman, D., & **Keeler, L.** **(CORDIE)** (2004). An exploratory study of adoption of course management software and accompanying instructional changes by faculty in the liberal arts and sciences. *Electronic Journal of e-Learning (EJEL),* *2* (2), 2, 313-320. **[Cordie 33%]**

***Refereed Articles in Press (2 total)***

$**Cordie, L**., *\**Lin, X., *\**Fowler, D., and Wooten, M. (2019, September). Blended learning research: Components critical to student learning from a meta-analysis. *eLearn Magazine.* <https://elearnmag.acm.org/special-issue-2019.cfm> **[Cordie 30%]**

$**Cordie, L**., *\**Lin, X., *\**Brecke, T., and Wooten, M. (2019, December). Co-Teaching in Higher Education: Mentoring as Faculty Development. *International Journal of Teaching and Learning in Higher Education (IJTLHE),* *32*(1) <http://www.isetl.org/ijtlhe/> **[Cordie 30%]**

***Refereed Proceedings (8 total)***

**$Cordie, L.,** Rhodes, R., & Wooten, M. (2018). An analysis of professional development and its relationship to workforce traits: Utilizing the PIAAC to understand the importance of lifelong learning. US 2018 PIAAC Conference Research Papers. <http://piaacgateway.com/us-piaac-conference-2018/>

Rhodes, R., **Cordie, L.,** & Wooten, M. (2018). An examination of social capital among US adults: Patterns that facilitate social well-being as measured by PIAAC. US 2018 PIAAC Conference Research Papers. <http://piaacgateway.com/us-piaac-conference-2018/>

**$Cordie, L.** & Wooten, M. (2018). Next generation learning - Chuoagogy and technologies to transform lifelong learning. In T. Bastiaens, J. Van Braak, M. Brown, L. Cantoni, M. Castro, R. Christensen,… Zawacki-Richter (Eds.), *Proceedings of EdMedia: World Conference on Educational Media and Technology* (pp. 1378-1381). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE). Retrieved from <https://www.learntechlib.org/primary/p/184354/>.

**$Cordie, L**., & Wooten, M. (2017). Effective peer reviews: Using ePortfolios to promote peer assessment, develop critical thinking, and foster collaborative learning in the sciences. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 176). <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

**$\***Lin, X., *\**Huang, M., & **Cordie, L**. (2017). An exploratory study: Using Danmaku in online video based lectures. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 175). Retrieved from <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

$Teel, J., & **Cordie, L.** (2017). Digital technologies in the synchronous classroom: Utilizing video conferencing to create effective blended learning. In *Global Conference on Education and Research (GLOCER 2017) Conference Proceedings* (p. 189). <http://glocer.anahei.org/wp-content/uploads/GLOCER_2017_Conference_Proceedings.pdf>

**$Cordie, L.** (2016). Facilitating interaction: Best practices for utilizing videoconferencing in a blended learning environment. In *Proceedings of Global Learn 2016* (pp. 38-45). Association for the Advancement of Computing in Education (AACE). <https://www.editlib.org/p/172708>

**$Cordie, L.** (2013). Engaging faculty in course design: Strategies for developing online courses. In J. Herrington, A. Couros & V. Irvine (Eds.), Proceedings of EdMedia: World Conference on Educational Media and Technology 2013 (p. 873). Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/p/112063>

***Non-Refereed Publications (9 total)***

AAC&U. (2019, May). Webinar - ePortfolio Research and Practice: New Findings from the International Journal of ePortfolio. <https://www.aacu.org/webinar/eportfolio19>

AAACE. (2019, April). Webinar - Career Development: What's in your ePortfolio. <https://youtu.be/NjK8qLSUORo>

Knox, A. B., & **Cordie, L.** (2018). Mapping the Field of Adult & Continuing Education: An Update on the International Compendium. AAACE Newsletter <https://mailchi.mp/07c6ee876d70/aaace-newsletter-december-2018>

**Cordie, L.** (2018, Fall). AAACE Partnerships. CPAE Newsletter

<https://cdn.ymaws.com/www.aaace.org/resource/resmgr/cpaeuse/cpae-fall2018.pdf>

**Cordie, L.** (2018, July). Course 71: Advanced Seminar Course -. *National Training Institute* (NTI), Ann Arbor, MI. (Cordie 100% - full course development)

**Cordie, L.** (2017, July). Course 65: Advanced Seminar Course - Contemporary Adult Learning Principles Module. *National Training Institute* (NTI), Ann Arbor, MI.

\*Fielder, L., \*Popoola, S., \*Freeman-Horn, L., & **Cordie, L**. (2017, December). Reflections on voices in history. AAACE Newsletter <https://aaace.site-ym.com/news/news.asp?id=379117>

**Cordie, L.** (2016, December). Meet our members. AAACE Newsletter [https://aaace.site-ym.com/news/323027/Meet-Our-Members---Leslie-A.-Cordie-BSN-MBA.-PhD.htmhttp://](https://aaace.site-ym.com/news/323027/Meet-Our-Members---Leslie-A.-Cordie-BSN-MBA.-PhD.htmhttp%3A//)

**Cordie, L**. (2016, December). Partnerships – Commission of Affiliate Organizations. AAACE Newsletter [https://aaace.site-ym.com/news/322431/PartnershipsCommission-of-Affiliate-Organizations.htmhttp://](https://aaace.site-ym.com/news/322431/PartnershipsCommission-of-Affiliate-Organizations.htmhttp%3A//)

***Articles under Review (2 total)***

**Cordie, L**., Rhodes, R., & Wooten, M. (Submission July, 2019).Professional development and lifelong learning: Analyzing problem solving skills in the US workforce using PIAAC. *Journal of Continuing Education and Professional Development* <http://jcepd.uscip.us>

**[Cordie 34%]**

**Cordie, L.,** & \*Adelino, L.(Submission July, 2019). Authentic professional learning: Creating faculty development experiences through an assessment institute. *Journal of Transformative Education (JTED*) <https://journals.sagepub.com/home/jtd> **[Cordie 50%]**

***Publications in Development (4 total)***

**Cordie, L.** Digital literacy: Digital citizenship. *Dialogues in Social Justice: An Adult Education Journal*<https://journals.uncc.edu/dsj>

\*Lin, X., & **Cordie, L**. Factors that influence older adult learners’ participation in universities for elderly. *International Review of Education - Journal of Lifelong Learning* [https://www.springer.com/education+&+language/journal/11159/PSE?detailsPage=aboutThis](https://www.springer.com/education%2B%26%2Blanguage/journal/11159/PSE?detailsPage=aboutThis)

**Cordie, L.,** & Cagney Graham, A. Professional identity in the faculty. *Learning Communities Journal* <http://celt.muohio.edu/lcj/>

**Cordie, L**., & Murray, K. Reflection on communities of practice (COP). *Adult Learning Journal* <https://journals.sagepub.com/home/alx>

* 1. **Papers or Lectures**

***Refereed Papers and Presentations at Professional Meetings***

*International*

**Cordie, L**., Sailors, J., Barlow, B., & Kush, J. (2018). *Constructing a professional identity: Connecting college and career through ePortfolios*. International Writing Across the Curriculum Conference (IWAC), Auburn, AL - June, 2018; <https://wac.colostate.edu/resources/wac/proceedings/iwac2018/>

**Cordie, L.,** & Cagney Graham, A. (2017). *Developing Talented Faculty through Fulbright*

*Programmes: Creating Engagement and Commitment to International Scholarly Partnerships and Research Collaborations.* European Educational Research Association (ECER 2017) - August, 2017; <http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/41314/>

\*Lin, X., \*Huang, M., & **Cordie, L**. (2017). *An Exploratory Study: Using Danmaku in Online*

*Video-based Lectures.* Global Conference on Education and Research (GLOCER 2017) – May, 2017*;* <http://glocer.anahei.org/wp-content/uploads/Final-program_5_8_-1.pdf>

**Cordie, L., \***Duffy, A., Sailor, J. & Sanderson, B. (2016). *A Catalyst for Faculty Learning:*

*Strategies and Challenges in Using a Common Rubric for Implementing and Assessing ePortfolios.* International Writing Across the Curriculum Conference (IWAC). Ann Arbor, MI – June, 2016; <http://lsa.umich.edu/content/dam/sweetland-assets/iwac2016/A10_Cordie_CatalystForFacultyLearning.pdf>

**Cordie, L.** (2016). *Creating Global Partnerships: Strategies for Non-profit Organizations’*

*Systematic and Sustainable Initiatives for Adult and Continuing Education Associations.* 48th European University Continuing Education Network (eucen) Conference, Dublin, Ireland – June, 2016; <https://dublin2016doteucendoteu.files.wordpress.com/2016/06/cordie_partners-presentation.pdf>

**Cordie, L**. & \*Brecke, T. (2016). *Co-teaching as a Mentoring: Encouraging Collaboration and*

*Faculty Development for Diverse Populations.* International Mentoring Conference (IMA) – Auburn University, AL - April, 2016.

**Cordie, L.** (2016). *Facilitating Interaction: Best Practices for Utilizing Videoconferencing in a*

*Blended Learning Environment.* Global Learn 2016 (Association for the Advancement of Computing in Education - AACE) – Limerick, Ireland - April, 2016; <https://www.editlib.org/p/172708>

*National*

Barlow, B., Kush, J., & **Cordie, L.** (2019). *Coupling Ecosystem Restoration and Natural Resource Enterprises: Inspiring Family Forest Landowners to Nurture Healthy, Wealthy Forest Systems.* 2019 ESA/USSEE Joint Meeting in Louisville, KY. August 14, 2019 <https://esa.org/louisville/>

Basgier, C., **Cordie, L.,** Marshall, M., and Wright, A. (2019). *High Impact Faculty Development in the Academy for Writing*. 2019 HIPs in the States Conference, Bowling Green, KY, February 20-22, 2019 <https://www.wku.edu/hips/>

**Cordie, L**. (2018). *Engaging Students in Peer Review: Feedback as a Best Practice in Adult Learning*. American Association for Adult and Continuing Education (AAACE) Conference 2018 – Myrtle Beach, SC – October, 2018; <https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf>

**Cordie, L**. (2018). *Developing an Online Community of Practice: Deepening Knowledge through Social Learning.* American Association for Adult and Continuing Education (AAACE) Conference 2018 – Myrtle Beach, SC – October, 2018; <https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf>

Wooten, M., & **Cordie, L** (2017).  *Digital Literacy: Understanding Universal Design in*

*Creating Lifelong Learning Experiences*. American Association for Adult and Continuing Education (AAACE) Conference 2017 – Memphis, TN – October, 2017; <https://proposalspace.com/p/12704/s>

**Cordie, L.,** & \*Lin, X. (2017).  *The Student Research Empowerment Program (SREP): A*

*Mentoring Learning Community for Graduate Students*. American Association for Adult and Continuing Education (AAACE) Conference 2017 – Memphis, TN – October, 2017; <https://proposalspace.com/p/12862/s>

\*Presley, R., Witte, J., & **Cordie, L.** (2017, June). *Leveraging Your LMS, Collaboration, and Capture Technologies*. National Extension Technology Community (NETC) Conference, Savannah, GA.

**Cordie, L.** & Wooten, M. (2016). *Chuoagogy: Time to Stand Up and Be Recognized?* American

Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10133/s>

\*Lin, Xi, Witte, J., & **Cordie, L**. (2016). *Successfully Leading through the e-Learning*

*Landscapes.* American Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10054/s>

Witte, M., Witte, J., **Cordie, L**., & Teel, J. (2016). *Developing Student Leadership Capacity*.

American Association for Adult and Continuing Education (AAACE) Conference 2016 – Albuquerque, NM – November, 2016; <https://proposalspace.com/p/10109/s>

\*Fowler, D. & **Cordie, L.** (2015). *Blended Learning Teaching Technologies: Analysis of the*

*Literature using Meta-Analysis and Narrative Synthesis.* American Association for Adult and Continuing Education (AAACE) Conference 2015 – Oklahoma City, OK – November, 2015; <http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2015_aaace_final_onsite_prog.pdf>

**Cordie, L**., Witte, M. & Witte, J. (2015). *Using Advisory Committees to Support Adult*

*Education Programs.* American Association for Adult and Continuing Education (AAACE) Conference 2015 – Oklahoma City, OK – November, 2015; <http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2015_aaace_final_onsite_prog.pdf>

**Cordie, L**., Witte, M. & Witte, J. (2014). *Blended Learning ~ Using Emerging Technologies to*

 *Enhance the Adult Learning Experience.* American Association for Adult and Continuing Education (AAACE) Conference 2014 - Charleston, SC - November, 2014; <http://c.ymcdn.com/sites/www.aaace.org/resource/resmgr/Learn/Conference/History/2014_Conference_Program_-_Op.pdf>

***Presentations – Invited***

*International*

Graham Cagney, A., Conway, P., **Cordie, L.,** & Potter, J. (22 February, 2019). *Exploring Dimensions of Educational Leadership in Times of Change.* Higher Education Seminar Series. Waterford Institute of Technology, Waterford, Ireland. **Invited Keynote Speaker**. [https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800#](https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800)

Roumell, E., **& Cordie, L. (28 March, 2019).** *Imagine NUI Galway –Evolve Our Offering***.** Online Discussion Forum on Employability and Workforce Issues in the Global Arena. National University of Ireland, Galway. **Invited Guest Blogger**. <http://www.nuigalway.ie/imagine/?bblinkid=147542602&bbemailid=12658001&bbejrid=982311076>

**Cordie, L.** (2017, October). Interviewed for the Adult Education Interview Series Archives available at <https://www.ahea.org/adult-education-interview-series/>

Ryan, A., **Cordie, L.,** Waters, M., von Mitschke-Collande, P., & Murphy, E**.** (2016, June). *Plenary Session II: The Social Dimension in Higher Education;* International Panel Invitation -48th European University Continuing Education Network (eucen) Conference, Dublin, Ireland. <https://dublin2016.eucen.eu/programme/>

*National*

**Cordie, L.** (2019, October). Creating a Lifelong Learning ePortfolio. Invited Guest Speaker by the Commission for Graduate Students, AAACE – American Association of Adult and Continuing Education. St. Louis, MO: October 10, 2019. <https://www.aaace.org/page/2019SOE>

**Cordie, L. (2019).** AAACE Partnership Collaboration. AAACE – American Association of Adult and Continuing Education. October 9, 2019. <https://www.aaace.org/page/2019SOE>

Britland, J., **Cordie, L**, Peecksen, S, &Pitts, W. (2019, May). *ePortfolio Research and Practice: New Findings from the International Journal of ePortfolio.* Webinar. Sponsored by AAC&U <https://www.aacu.org/webinar/eportfolio19>

**Cordie, L.** (2019, April). *Developing a Professional Identity in the Field of Adult Learning.* Webinar. Sponsored by Commission for Graduate Students, AAACE – American Association of Adult and Continuing Education. <https://www.aaace.org/events/EventDetails.aspx?id=1010299&group>=

**Cordie, L. (2019).** AAACE Partnership Collaboration. AAACE – American Association of Adult and Continuing Education. Myrtle Beach, SC: October 5, 2018.<https://cdn.ymaws.com/www.aaace.org/resource/resmgr/2018_conference/aaace_program_10_2_18.pdf>

**Cordie, L**. & \*Freeman-Horn, L. (2017, October). CDLT Pre-Conference Symposium on Social Media. Workshop Facilitator – *Digital Andragogy: Lifelong Learning with E-Portfolio and Other Social Media Tools.* AAACE 2017 <http://www.aaace.org/news/news.asp?id=353182>

*Local*

**Cordie, L**. (2019, April) Professional Associations: Development of your Career. Interviewed by the Student Research Empowerment Group (SREP) for AU Adult Education. See [https://aub.ie/SREP6](https://aub.ie/SREP6%22%20%5Ct%20%22_blank)

Relihan, C., **Cordie, L.,** Deloughery, C., & Caro, J. (2018, March). *Women in Leadership.* Army ROTC 2nd Annual Panel Discussion. Auburn, AL.

**Cordie, L**, & Wooten, M. (2017, December). Developing an Online Professional Presence with ePortfolio. Webinar. Sponsored by CDLT – Commission for Distance Learning & Technology, AAACE – American Association of Adult and Continuing Education. <http://www.aaace.org/page/WebinarLibrary>

\*Lin, X., Wang, C., & **Cordie, L.** (2017, April). *Achievement Goal Orientations and Self-Regulated Learning Strategies of Adult and Traditional Learners.* 2017 This is Research: Student Symposium. Auburn, AL.

Witte, J., Witte, M., and **Cordie, L**. (2017, April). Train-the-Trainer Workshop for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

**Cordie, L**., & Wooten, M. (2017, January). Conversations in the Celebration of Teaching – Poster Presentation, Auburn University; *Experiences with Reflective Writing in a Study Abroad Course.* <http://wp.auburn.edu/cct/>

Witte, J., Witte, M., and **Cordie, L**. (2016, October). Advanced Train-the-Trainer Workshop for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

Witte, J., Witte, M., and **Cordie, L.** (2016, April). Train-the-Trainer Workshop for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

**Cordie, L.** (2016, January). Conversations in the Celebration of Teaching – Poster Presentation. Auburn University; *Graduate Student Professional Development: Advancing Andragogy using ePortfolio in Adult Education.* <http://wp.auburn.edu/cct/>

**Cordie, L**. (2015, October). Professional Development for AU Advisors – Active Listening; Sponsored by the Auburn University Advisors Caucus. <https://auburn.hosted.panopto.com/Panopto/Pages/Viewer.aspx?id=083284ab-28f8-4dd4-8b55-c2ccf58bca8d>

Witte, J., Witte, M., and **Cordie, L**. (2015, October). Advanced Train-the-Trainer Workshop for State of Alabama Government Employees, sponsored by Center for Governmental Services. Auburn University, AL.

* 1. **Exhibitions: N/A**
	2. **Performances: N/A**
	3. **Patents and Inventions: N/A**
	4. **Other Research/Creative Contributions**
* AAACE Virtual Forums. (2019). Facilitating a series of five forums with experts in the field of adult learning; see <https://www.aaace.org/general/custom.asp?page=CompediumVirtualForums>
* AAACE Virtual Forums. (2018). Facilitated a series of four forums with experts in the field of adult learning; see <https://www.aaace.org/general/custom.asp?page=CompediumVirtualForums>
* **Cordie, L.** (2014 – 2019). Professional Educator. National Training Institute (NTI) as part of the National Joint Apprenticeship Training Committee. University of Michigan, Ann Arbor, Michigan. <http://nti.njatc.org/?page_id=8>

1. **Grants and Contracts**

**Submitted Proposal**

* Coupling Ecosystem Restoration and Natural Resource Enterprises: Inspiring Family Forest Landowners to Nurture Healthy, Wealthy Forest Systems. **(~$500,000).** **CO-PI.** Cordie, L., Maggard, A., and Barlow, B. USDA AFRI. Re-Submitted August, 2019.

**Funded Proposals – TOTAL = $111,512**

***External (Total = $68,262)***

* Selected for Conference Research Presentation on PIAAC Databases for Interdisciplinary Research. Washington, DC. December 5-7, 2018. **Per Diem Sponsorship** ($1,000).
* Selected for Workshop on Using US PIAAC Databases for Interdisciplinary Research. Georgia State University, Atlanta, GA. October 2-4, 2017. **Per Diem Sponsorship** ($1,000).
* NAPA (National Asphalt Pavement Association) Education and Training Program and Module Development for Life-Cycle Cost Analysis and Asphalt Pavement Innovations ($100,000). **Collaborator** ($10,000) Adult Education Expert and Curriculum Developer. Submitted August 22, 2014/Accepted September 2014/Completion December 2016.
* USDA Rural Business Enterprise Grant. **PI.** A Feasibility Study on Using Virtual Technologies for Workforce Education and Rural Development in Alabama. October, 2012. $31,162**.**
* IBSS Certified Biomass Procurement Specialist Program ($3,000,000). **Collaborator** – Instruction Design/Production Director. June, 2012. Budget $25,000.

***Internal (Total = $43,250)***

*$Cross referenced under Teaching), Grants and Contracts – Funded*

**University**

* $Affiliate Faculty Research Stipend ($6000). **PI.** Sponsorship by the Office of University Writing. August, 2018.
* $Online Learning Consortium (OLC) – Mastery Series. ($750). **PI.** Professional Development Certification. Sponsorship by Auburn Online. January – March, 2018.
* $Development of On-Demand Instructional Modules and Toolkits to Increase Professional ePortfolio Engagement in the Harrison School of Pharmacy. ($13,000). **CO-PI**. Cordie, L., and Stamm, P. Auburn University – Office of University Writing. Submitted January 29, 2016/Accepted February 2016.
* $ePortfolios to Support Experiential Learning and Assessment in Internship Courses ($11,000). **PI**. Auburn University – Office of University Writing. Submitted April 3, 2014/Accepted May 6, 2014.

**College of Education**

* Blended Learning Meta-Analysis Research. National Advisory Council Grant ($2,000). **PI.** Auburn University College of Education. Submitted March 31, 2014/Accepted May, 5, 2015.

**EFLT Department**

* Graham Cagney, A., Conway, P., **Cordie, L.,** & Potter, J. (22 February, 2019). *Exploring Dimensions of Educational Leadership in Times of Change.* Waterford Institute of Technology, Waterford, Ireland. [https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800#](https://www.eventbrite.com/e/exploring-dimensions-of-educational-leadership-in-times-of-continuous-change-tickets-54749356800) - ($2,500).
* **Cordie, L.,** & Cagney Graham, A. (2017). *Developing Talented Faculty through Fulbright Programmes: Creating Engagement and Commitment to International Scholarly Partnerships and Research Collaborations.* European Educational Research Association – ECER 2017; August, 2017; <http://www.eera-ecer.de/ecer-programmes/conference/22/contribution/41314/> - ($5,000).
* **Cordie, L.** (2016). *Creating Global Partnerships: Strategies for Non-profit Organizations’ Systematic and Sustainable Initiatives for Adult and Continuing Education Associations.* 48th European University Continuing Education Network (eucen) Conference, Dublin. ($3,000).

 **Not Funded Proposals**

* + Digital Literacy in the Alabama Blackbelt. ($30,000). **PI**. Dollar General Grants. Submitted February, 2019.
	+ Understanding Markets and Workforce Development Opportunities for Sustainably Harvested Non-timber Forest Products. ($25,000). **CO-PI.** Maggard, A., Cordie, L., Kush, J., and Barlow, B. National Forest Foundation. Submitted December, 2018.
	+ Elevating STEM with The Addition of Health Education for Children. ($300). **Faculty Associate.** National Science Foundations. Submitted November, 2018.
	+ Collaborative Research: Strategies: Engaging Students in Learning STEM through Virtual Reality: An ITEST Summer Academy.($880,043). **CO-PI**. C. Wang, PI. NSF. RE-Submitted August, 2018.
	+ Coupling Ecosystem Restoration and Natural Resource Enterprises: Inspiring Family Forest Landowners to Nurture Healthy, Wealthy Forest Systems. ($493,302). **CO-PI.** Cordie, L., Maggard, A., Kush, J., and Barlow, B. USDA AFRI. Submitted August, 2018.
	+ Chuogogy: Developing Critical Thinking in Higher Education. ($5000). **PI.** AU Faculty Internationalization Grant. Submitted December, 2018.
	+ Non-Timber Forest Products. ($42,192). **CO-PI**. Barlow, B., Kush, J., Maggard, A., and Cordie, L. Dupont. Submitted June, 2018.
	+ Blackbelt Workshop Series ($39,291). **CO-PI**. Cordie, L., Maggard, A., Kush, J., and Barlow, B. DuPont. Submitted June, 2018.
	+ Teaching and Learning in the 21st Century: Exploring Faculty Learning Communities (FLCs) as Professional Development in Higher Education ($5000). **PI.** AU College of Education Seed Grant. Submitted April, 2018.
	+ Healthy Wealthy Forests. ($750,000). **CO-PI.** Barlow, B., Maggard, A., Seals, C., Cordie, L., Kennedy, D., Kush, J., & Herman, S. PAIRS AU Research Grant. Submitted March, 2018.
	+ Examining the Impact on Faculty of a Multi-faceted Approach for Enhancing Teaching and Learning. Spencer Grant. ($1,000,000). **CO-PI**. Marshall, M., Wright, A., and Cordie, L. Submitted October, 2017.
	+ Collaborative Research: Strategies: Engaging Students in Learning STEM through Virtual Reality: An ITEST Summer Academy ($903,531). NSF Grant. **CO-PI.** C. Wang, PI. Submitted September 5, 2017.
	+ Increasing Engagement in Learning STEM through Gaming in Black Belt Area ($1,400,000). IES Grant. **CO-PI**. C. Wang, PI.Submitted August 17, 2017.
	+ Connecting Students with Online Supplemental Science Curriculum in the Black Belt Area. ($1,400,000). **CO-PI.** C. Wang, PI.Institute of Education Sciences (84.305A). Submitted August, 2016.
	+ Co-Assessment and Peer Review: Designing Effective ePortfolio Learning Activities to Enhance Student Collaboration and Reflection in a Science-based Field Course. ($5,000). **PI.** College of Education Seed Grant. Submitted April, 2016.
	+ Course Re-Design. ($5,000). **PI.** Biggio Center.Submitted March, 2015.
	+ Blended Learning: Understanding and Utilizing Emerging Technologies to Transform the Learning Experience in Adult Education. ($7,746). **CO-PI.** Cordie, L., and Witte, J. College of Education Seed Grant. Submitted July, 2014.
1. **Description of Research Program**

My research interests can be divided into two broad but interrelated areas.

*Research Focus 1:* Understanding and better optimizing the learning environment of adult and non-traditional students

No matter the level of formal education obtained or the life situation, most people have both the need and desire to constantly acquire new information throughout their lives. This information may be required for innumerable reasons including employment, family, legal, health, and/or personal interests. In my research, I focus on acquiring the data needed to adapt teaching and learning strategies for the diverse adult learner utilizing educational technologies and lifelong learning theories.

 Projects related to Research Focus 1:

* Association with a Fulbright Scholar in Ireland on faculty learning communities and collaborative research;
* Currently working as Affiliate Faculty with AU Office of University Writing, with a focus on research related to high-impact teaching/ learning practices and faculty development.
* Submitted a Fulbright Scholar Project for collaboration with Clarence Fitzroy Bryant College, Federation of St. Kitts/Nevis on September 16, 2019

*Research Focus 2*: Development of models and best practices for the integration of technology into the educational experience

Adoption of technology by educators and information providers is essential to adapt to a new generation of learners who are increasingly engaged by the internet, video games, and mobile applications and demand learning whenever and wherever they want. Numerous studies have demonstrated poor performance of students, a poorly educated workforce, and the overall weakened competitiveness of the USA. Thus, there is a great need to utilize technology to better educate and prepare students in both content and critical-thinking and problem-solving skills. This includes development of educators in how to create and assess technology-based activities that are built on established learning theories and promote critical thinking skills for the workforce.

 Projects related to Research Focus 2:

* Collaboration with a colleague utilizing the PIAAC database; research related to the use of technology and its relation to problem-solving skills in adults; research papers were developed and presented at a National meeting in Washington DC (December, 2018).
* Research to expand this project is on-going. Data analysis is currently underway that broadens this research to have an international aspect. Research to be presented at AEGT 2020 Conference.

**Scholarly Contributions**

1. **Outreach**

Due to my background in Adult Education and course design, I am frequently involved in both informal and formal activities that provide assistance to the broader Auburn community and beyond. These types of activities are best identified under the category of Outreach. Many of these interactions are one-off or limited consultations providing assistance with online course development, curriculum design, ePortfolio, learning technologies, professional training approaches, or similar projects. As examples of my Outreach efforts, I would like to highlight two projects: (1) My multi-year work as an instructional team member with the Electrical Training Alliance program; and (2) My international Outreach effort involving Irish academic institutions.

**Electrical Training Alliance (Outreach Area 1)**

* 1. **Commentary**

My main outreach agenda focuses on my involvement with the Electrical Training Alliance and it educational component, the National Training Institute (NTI). This institute is the center for the International Brotherhood of Electrical Workers (IBEW) and the National Electrical Contractors Association (NECA) instructor training, both national organizations. Although this is a National training initiative, we work with a select group of colleagues in the adult education field during the year on curriculum and to develop connections from research to industry in the discipline. I have focused on teaching the Second Year Students, which has adult education courses with an emphasis on instructional design and the principles of blended learning, including the use of educational technologies. The coursework continues to develop both instructional and technical skills over the span of four years for the participants who work in the electrical field and train others in the industry. It is especially important for Auburn University to be represented as a land grant institution to these organizations at the federal and policy levels, and be held as an expert in workforce training and development.

In my first year (2014), I was an invited Visiting Scholar. I have been consistently asked to return as a full Scholar the past 5 years. In addition, last year, I was also invited to be the Lead Developer and Instructor on a brand new course (Course 71 – Evidence Based Practices (EBP) in Training). I developed the EBP curriculum that will provide an additional course in the Advanced Training series, which focuses on the blended learning environment, a critical area for my research and practice. This past summer, I was also chosen as a Lead Mentor in the Advanced Studies Program.

* + 1. **Description of Program**

*The NTI* program is held face to face for a 10-day period each summer and participants follow a four-year progression to course completion. Past graduates may also return for additional technical upgrade training and advanced instructional courses throughout the year in an online format. This program produces approximately 100 graduates per year as adult learning instructors for the electrical industry.

Approximately 40 professional faculty members from the field of adult and continuing education are invited and selected to participate as Professional Educators for NTI. The faulty members represent select universities throughout the United States and Canada in the adult and continuing education field. I am one of the selected Professional Educators and now a Lead Instructor for a new Advanced Studies Course. I also became a lead mentor for Course 20 in the Advanced Studies Program.

The Electrical Training Alliance is a nonprofit organization founded in 1941 by the National Electrical Contractors Association (NECA) and the International Brotherhood of Electrical Workers (IBEW). The organization is committed to developing and standardizing education in the electrical industry to properly and effectively train and certify members of NECA and the IBEW; thereby, providing the electrical construction industry with the most highly trained and skilled workforce possible. Since its inception, more than 350,000 apprentices have completed the NTI training programs. The outreach of this program vastly affects the quality and sustainability of the electrical field, along with providing an impact on the United States workforce and economy.

* + 1. **Mission**

These programs are compatible with the mission of the university and departmental mission to provide assistance and expertise beyond the campus boundaries. This outreach focuses on improving the quality of life in terms of upskilling or reskilling the electrical workforce at local, regional and national levels. By improving the skills of these electrical workers, we hope to improve the electrical profession and to improve the economic stability of the workforce at the local, regional and national levels. Our presence as adult educator experts enhances the Adult Education program at Auburn University as a leader in the discipline.

* + 1. **Scholarship**

After I had completed my second year with the NTI institute, I was asked by the program director to work with a select group of professors from across the country to develop a new graduate course for the program, Course 65. The participants’ educational levels range from high school graduates to master’s level students. My scholarship contribution will be evidenced (and has been evidenced) through course enrollment and training in support of the overall goals and purpose of the institution, NTI. For instance, the new course doubled in demand in the first year; and as such I was asked to create another new advanced studies course on Evidenced-Based Practices, Course 71.

These new courses are an advanced program of study for graduates of the 4 year program. As such, the advanced program created ‘graduate’ work and certification as an Electrical Training Alliance Instructor Expert. The advanced course work continues to develop both instructional and technical skills capitalizing on the four years within the institution and an equal or greater amount of time involved in educational activities within their own training centers. My participation in this training is directly related to my teaching and long-term research interests. The students are adult learners and this program allows me to develop educational materials that reflect my expertise. The program serves as a testing ground for the models that I am researching related to blended learning. Information that I gather during the NTI courses are being using as the basis for several of my scholarly publications.

* + 1. **Impact**

The new advanced course, Evidenced-Based Practices, Course 71, will affect approximately 20 participants per training session face-to-face during a one week period and for several months online after the on-campus session. These individuals represent the core of unionized labor training directors and instructors within the IBEW union. More globally, the training provided in all of the NTI courses allows the students to themselves become more effective trainers, thus bringing increased knowledge, efficiency, and safety to international workplaces. It allows for professional development and continuing education, key to the outreach mission of a land grant and to the overall core of the Adult Education field.

* 1. **Activities and Products**
		+ 1. **Instructional Activities**
* Develop and teach Course 71 in the Advanced Studies program (Course Lead)
* Developed core module in Course 65 on Blended Learning; this section of the course took over 15 hours of development time and constitutes a timeframe of 8 hours of instruction the class
* Teach Course 20 in the program – Instructional and Technology focus; this a full week of classes (approximately 40 hours of face-to-face instruction)
* Provide for follow-up review on curricula with Course Lead during the year
* Collaborate with other faculty on instruction during the week long course
* Evaluate students during the course and prepare them for next level
* Lead Mentor for Advanced Studies Program
	+ - 1. **Technical Assistance**

As a full scholar, I am regularly scheduled to provide instruction and guidance to other instructors for Course 20, the second year of the training program. The syllabi include instructional design, learning theories, parts of instruction, developing instruction, lesson planning, and technology-enhanced instruction.

* Develop and update curriculum with an educational technology focus; as needed
* Creating online learning for advanced course (Course 71) that includes extended use of the LMS; ongoing
* Develop online learning community for NTI Instructor Experts; ongoing
	+ - 1. **Outreach Publications**
* Course materials for NTI Course 20 – Instructional Design and Technology
* Course materials for NTI Course 65 – Contemporary Adult Learning Section
* Course materials for new advanced Course 71 – Evidenced Based Practices (Lead Instructor)
	+ - 1. **Electronic Products**
* Develop curriculum in NTI LMS (Course 71)
	+ - 1. **Other Outreach Products**
* Video for IBEW 2150 – Membership Recruitment
	+ - 1. **Copyrights, patents, and inventions – NA**
			2. **Contracts, Grants, and Gifts**
* Contract – Course 65 (2017) - $1000
* Contract - New Advance Course Development (2018) - $ 6000

**International Collaborations - Country of Ireland (Outreach Area 2)**

1. **Commentary**

My Outreach efforts with the country of Ireland are an outgrowth from my service activities as the Director at Large board position for the American Association of Adult and Continuing Education (AAACE). As the Partnership Director, I am responsible for the creation of collaborative of partnerships for the association across the globe. In networking and building connections across the field of adult learning, I have developed professional relationships with numerous institutions and key experts in the interdisciplinary field of adult learning. Because of my contacts in Ireland, AU Global Outreach asked me to collaborate on their efforts to develop international opportunities for AU students. I am currently participating in this effort and working to connect AU with institutions and companies in Ireland for both long and short-term opportunities, including internships and study abroad. Although I am working with several Irish institutions, the National University of Ireland is moving quickly to provide several opportunities in the coming year for professional development in education.

In addition, the University College Cork project was initiated in 2018 in collaboration with members of the division of Adult Continuing Education (ACE). The director, Dr Séamus Ó Tuama, contacted me with a request to assist in increasing development of their Distance Learning programs. ACE is interested in both providing the Irish adult learner community with a wider range of subject matters and in creation of Certificate-granting programs. Having experience assisting with the development of Certificate curricula here at AU, I will be providing input to ACE over the next several years, including development of a digital badging program.

1. **Description of Program**

National University Ireland (NUI) Galway – Centre for Adult Learning and Professional Development – see <http://www.nuigalway.ie/adult-learning/>

I am collaborating with this Centre that offers an extensive range of Professional, Part-time and Evening courses. The opportunities for the adult learner include upskilling for employment or for personal development. I have had several meetings with key experts at NUI, and am working closely with the Director of the Centre to connect Global Outreach and solidify a summer program in 2020 for several programs.

University College Cork (UCC) – Adult Continuing Education (ACE) - see <https://www.ucc.ie/en/ace/>

The Adult Continuing Education’s (ACE) purpose is to provide opportunities in lifelong learning for all adults irrespective of age and previous educational achievements. Part of the University of College Cork, this vibrant part of the college has served the community for over 70 years. I have collaborated with the Director on several publications and hope to work on future initiatives related to online learning programs and credentials.

1. **Mission**

These programs are compatible with the mission of the university and departmental mission to provide assistance and expertise beyond the campus boundaries. This outreach focuses on improving the quality of life in terms of upskilling or reskilling the global workforce in a variety of ways. Our presence as adult educator experts enhances the Adult Education program at Auburn University as a leader in the discipline.

1. **Scholarship**

Based on my experiences, publications, and position with AAACE and AU, I have continued to develop my expertise in the field of adult education which can be evidenced by my International presentations. For example, I was invited to participate as a keynote speaker at a higher education event in Waterford, Ireland, in February, 2019. In addition, I was asked participate in an online discussion event with NUI in March, 2019, where I shared in the theory and research on workforce education and communities of practice. I am also serving as a consultant to several European associations on developing a digital badge in lifelong learning. And lastly, I have been invited to participate in on a panel for a conference panel between two higher education associations from Ireland and the UK in December.

My participation in these events are directly related to my teaching and long-term research interests in the adult education and blended learning. Information from these opportunities are being using as the basis for several of my scholarly publications.

1. **Impact**

Both of these initiatives focus on professional development and continuing education of the adult learner, both personally and in the workforce, which are key to the outreach mission of a land grant and to the overall core of the Adult Education field.

1. **Activities and Products**

 **National University of Ireland (NUI) – Galway**

* Developed contacts with Director of Outreach at NUI
* Traveled to NUI for face-to-face meetings with representatives from the Departments of Business, Community Outreach, and International Programs during February 2019.
* Reported to the AU Office of Global Outreach and provide any necessary assistance in establishing internship connections.
* Set up face-to-face meeting May, 2019, with Global Outreach and NUI
* Shared NUI programs with Alabama Education Association and other organizations
* Plan for Summer 2020 program in Ireland - TBD

**University College Cork**

* Facilitated discussions with ACE faculty regarding intended outcomes, needs analysis and potential design strategies. Used ZOOM to conduct meetings.
* Traveled to ACE for face-to-face meetings (Invited) during February 2019. Developed presentation / recommendations based on initial discussion.
* Meeting with ACE Director scheduled for October, 2019. Planning underway for 2 week on-site visit during 2020 to provide hands-on training and assistance with online curriculum.

**Scholarly Contributions**

1. **Service**
	1. **University/School/Department Service**

**University Service**

* Affiliate Faculty - Office of University Writing (2018 - Present)
* Member - ePortfolio Steering Committee (Fall 2015 – Present);
	+ Chair -- ePortfolio Technology Sub-Committee (Fall 2017)
	+ IWAC Conference Planning Committee (2016-2017)
	+ Director-at-Large (2015-Present)
* Member - University Scholarship Committee (Fall 2018 – Present)
* Member – Senate Retention Committee (Fall 2019 – Present)
* Consultant - School of Forestry and Wildlife – Faculty Development for Online Certificate Program (2017-2018)
* Consultant COSAM Biological Sciences – Faculty Development for ePortfolio / Online Peer Review (2015 – Present)
* Member - ePortfolio Assessment and Faculty Development Study (2016)
* Conducted Professional Development for AU Advisors (October, 2015)
* Internship Mentor – English Doctoral Student (SP 2015)

**School Service - College of Education**

* Member – Technology Committee – (2015 – present)
* Member – ADED ePortfolio Cohort (2014 – Present)

**Department of Educational Foundations, Leadership and Technology** (EFLT)

* Peer Reviewer – ADED 7050 Course (2019)
* Member – ADED Faculty Search Committee (2018 – 2019)
* Member – Clinical Promotion Guidelines Committee (2015- 2019)
* Member - Diversity and Inclusion Sub-Committee Student Retention (2017 - Present)
* HIED Faculty Search Committee (2017 – 2018)
* Peer Reviewer for HIED Course – Associate Professor (2017)
* Advisor - SREP Student Research Empowerment Group (2017 – Present)
* Member - ADED Advisory Board (2017 – Present)
* Mentored ADED Adjunct Faculty, including visually impaired instructor (2014 - Present)
	1. **Professional Service**

**Offices Held**

* 1. American Association for Adult and Continuing Education (AAACE)
* Director-at-Large – 2017 – 2019 (elected) <http://www.aaace.org/?page=LeslieCordieBio>
* Director, Commission of Affiliated Organizations (2016) (appointed)
* Conference Proposal Chair, 2015 and 2016
* International Partner Liaison (2015 – Present)
* Virtual Forums Webinar Series Facilitator (2018 – Present)

As a member of the AAACE Board, I have coordinated over fifteen (15) official Memorandums of Agreement (MOU) for the organization. These MOUs have developed the credibility and stability of the organization not only in the United States but also across the globe. See <https://www.aaace.org/page/Partners>

* 1. GLOCER – Global Conference on Education and Research
		+ Adult Education Track Chair – Invited Leader for Conference Proposal Reviews in 2017
		+ International Scientific Committee Member for Conference

**Professional Committees**

* Member – Conference Planning Committee, American Association for Adult and Continuing Education (AAACE) --2014, 2015, 2016, 2017
	+ Sub-Committee Chair – Connections Central – 2014
* Member – AAACE Governance Task Force – 2018 - 2019
* Proposal Reviewer, American Association for Adult and Continuing Education (AAACE) – 2014, 2015, 2016, 2017, 2018, 2019
* Member – AEGT 2020 Conference Planning Committee – 2018 - Present
* Member – Commission of Professors of Adult Education (CPAE)
* Member – Commission of Distance Learning and Technologies (CDLT)
* Member - European University Continuing Education Network (eucen)

**Membership in Professional Associations and Societies**

* American Association for Adult and Continuing Education (AAACE)
* Commission of Professors of Adult Education (CPAE)
* Canadian Association for the Study of Adult Education (CASAE)
* Association for Continuing Higher Education (ACHE)
* University Professional Continuing Education Association (UPCEA)
* National Association for Media Literacy Education (NAMLE)

**Editorial Work**

* AAACE Conference Proposal Chair – 2015, 2016
* AAACE Newsletter – Partner Editor (2016 – Present)
* AAACE Web Site Development ­­­­(2016 – Present)
* Conference Proposal Reviewer
	+ AAACE 2014, 2015, 2016, 2017, 2019
	+ IWAC (International Writing Across the Curriculum) 2015
	+ GLOCER 2017, 2018
	+ EdMedia 2016
* Editorial Review Boards (2)
	+ Journal of Global Learning and Research 2017 - 2018
	+ Journal of Interdisciplinary Studies in Education – 2019 - Present
* Refereed Journal Reviewer
	+ Ad hoc – Adult Learning Journal - 2016, 2018, 2019
	+ Ad hoc – Teaching & Learning Inquiry Journal – 2018, 2019
	+ Ad hoc – IEEE Access - 2019
* Book Chapter Reviews (multiple)
	+ Reviewer for Editor: Victor C. X. Wang. IGI Publishing. (2015-2018)

**Additional Information Regarding Editorial Service**

While I have only recently been appointed to a position with “editor” in the title, I feel it is important to point out that my Professional service at an International level as AAACE Conference Proposal Chair during 2015 and 2016 involved editor level duties. As Conference Proposal Chair, I oversaw the submission, review, and final decisions of **over 800 abstracts** (during 2015 and 2016).In addition to my own reviewing of 50+ submissions, I supervised 25 reviewers and handled all communications between the authors and the conference.