

CASEY MEDLOCK PAUL

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EDUCATION

Doctor of Philosophy in Curriculum and Instruction, May

2018 North Carolina State University, Raleigh, NC

Concentration: Educational Technology and Literacy

GPA: 4.0

Master of Arts, May 2012

The University of Alabama, Tuscaloosa, AL

Major: Second Language Acquisition and Teaching, Spanish (6-12)

GPA: 3.9

Bachelor of Arts, May 2010

Samford University, Birmingham, AL

Majors: Spanish and English

GPA: 3.9

RELEVANT EXPERIENCE

Training Instructor and Learning Specialist

February 2020 – present (40 hours per week)

National Security Agency, Ft. Meade, MD

- Training instructor and learning specialist
- Analyzed data to identify and fill training gaps
- Served as lead to online learning initiative during beginning of pandemic
- Employed adult learning theory and evidence-based practices to enhance existing courses and curricula
- Served as instructional design lead for curricula and course development
- provided professional development training for NCS employees
- trained coworkers on LMS (Blackboard) and troubleshoot issues
- Complied with section 508 accessibility standards and copyright law

Adult and Online Learning Specialist

February 2019 - February 2020 (40 hours per week)

Justice Research and Statistics Association, Washington, DC

- Project manager for the online learning program
- Developed and coordinated professional learning network
- Disseminated research findings through courses, briefs, and infographics
- Served as conference coordinator for the first annual Center for Victim Research virtual conference, which involved the coordination of outside vendors, subject matter experts, developing online LMS platform, and webinar and video production
- Analyzed data regarding learning and conference success

- Mapped curriculum and designed online courses for professional learning network
- Consulted with federal grant projects to develop engaging, effective training assistance
- Complied with Section 508 accessibility standards

Instructional Design Specialist

August 2018 – May 2019 (40 hours per week)

Meredith College, Raleigh, NC

- Project manager for ePortfolios and rubric assistance
- Troubleshooted courses within Learning Management System (Brightspace)
- Consulted with Subject Matter Experts to design in-person and online learning modules and activities utilizing educational technology and research-based methods
- Designed, managed, and edited electronic information to create high-quality e-modules with Articulate Storyline
- Complied with Section 508 accessibility standards

Instructor, ECI 546: *New Literacies and Media*

Fall 2018 (10 hours per week)

North Carolina State University, Raleigh, NC

- Employed prior redesign to engage graduate students in collaborative, online, asynchronous learning

Instructor, ECI 541: *Reading in the Content Areas*

Fall 2018 – Spring 2019 (10 hours per week)

North Carolina State University, Raleigh, NC

- Redesigned course to reflect online, asynchronous educational best practices
- Utilized measurable outcomes for collaborative learning activities in the LMS Moodle for master's level in-service teachers

Co-Instructor, ECI 546: *New Literacies and Media*

Fall 2017 (10 hours per week)

North Carolina State University, Raleigh, NC

- Developed curriculum and training needs for in-service teachers
- Analyzed curriculum and instruction to address performance gaps
- Designed, administered, and evaluated performance assessments
- Experimented with new learning techniques and technologies to improve online learning
- Examined effectiveness of online course delivery and design through surveys
- Troubleshooted course within Learning Management System (Moodle)

Instructor, ECI 451: *Reading Across the Disciplines* (16 hours per week)

Fall 2016 (10 hours per week)

North Carolina State University, Raleigh, NC

- Responsible for course development, design of measurable outcomes, learning activities, and student assessments for a 100% online asynchronous learning environment
- Conducted survey research through Google Forms to assess course
- Troubleshooted and maintained course within LMS (Moodle)

Teaching Assistant, ECI 546: *New Literacies and Media* (16 hours per week)

Fall 2015-Fall 2016 (10 hours per week)

North Carolina State University, Raleigh, NC

- Curated content for online course
- Updated and redesigned course within Learning Management System (Moodle)

Research Assistant

August 2015 – May 2018 (20 hours per week)

North Carolina State University, Raleigh, NC

- Designed and conducted numerous qualitative, quantitative, and mixed methods research projects, including survey research, with varying participants, including teachers and students in China
- Conducted qualitative research on a Massive Open Online Course (MOOC) for Disciplinary Literacy
- Developed 16 training and professional development workshops for students and teachers
- Created and delivered conference presentations
- Developed survey instruments and delivered them via Qualtrics
- Researched latest trends in education by reading current literature, research, and participating in professional conferences
- Consulted with faculty as an online instructional designer
- Developed various IRB protocols

Spanish teacher

August 2014 – July 2015 (40 hours per week)

Helena High School, Helena, AL

Spanish I, III, and IV; Grades 9-12

- Responsible for curriculum development, design of measurable outcomes, and learning activities
- Analyzed instructional methods to address performance gaps
- Designed and implemented department-wide assessment initiative
- Examined effectiveness of face-to-face course delivery and design
- Served as technology integrator colleague for teachers

Spanish teacher

August 2012 – July 2014 (40 hours per week)

Northridge High School, Tuscaloosa, AL
Spanish II, III, IV, and AP; Grades 9-12

- Developed curriculum for Spanish III, IV, and AP courses
- Evaluate and grade students' work to ensure student retention
- Served as faculty leader for Spanish Club and Spanish Honor Society

SELECTED PUBLICATIONS

Spires, H.A., Paul, C.M., & Yuan, C. (2019). Project-based inquiry: Professional development with Chinese EFL elementary teachers. In Tonya Huber & Philip S. Roberson (Eds.), *Inquiries into literacy learning and intercultural competency in a world of border tensions*. In Bogum Yoon (Series Ed.), *Research in second language learning* (Vol. 13). Charlotte, NC: Information Age Publishing.

Paul, C.M., & Liu, H.J. (2018). Technology and innovation in China's EFL classrooms. In H.A. Spire (Ed.) *Digital transformation and innovation in Chinese education* (pp. 163-175). Hershey, PA: IGI Global.

Paul, C.M. (2017). Disciplinary literacy through close reading: An analysis of history, science, and math teachers' strategies. *Literacy*. Early view available at <http://onlinelibrary.wiley.com/doi/10.1111/lit.12127/full>.

Spires, H.A., Medlock, C., Kerkhoff, S.N. (2017). Digital literacy for the 21st century. In M. Khosrow-Pour (Ed.) *Encyclopedia of information science and technology* (4th ed., pp. 2235-2242). Hershey, PA: IGI Global.

Paul, C.M. (2017). Content area reading and disciplinary literacy: Embracing the 'and.' *ALER Yearbook*, 39, 99-108. Available at http://c.ymcdn.com/sites/www.aleronline.org/resource/resmgr/yearbooks/ALER_Yearbook_Volume_39_Publ.pdf.

Paul, C.M. (2017). Disciplinary literacy through close reading: An analysis of history, science, and math teachers' strategies. *Literacy*. Early view available at <http://onlinelibrary.wiley.com/doi/10.1111/lit.12127/full>.

Paul, C.M. (2016). Integrating critical literacy in the middle school classroom. *Middle Grades Review*, 2(5).

SELECTED PRESENTATIONS

Spires, H.A., & Paul, C.M. (2017, October). *Pondering technology and media in pre-school and kindergarten*. Workshop conducted at White Memorial Pre-School, Raleigh, NC.

Paul, C.M., & Fortune, N. (2017, August). *All teachers teach English: Supporting English language learners across the content areas*. Workshop conducted at New Literacies Institute at Suzhou North America High School, Suzhou, China.

Spires, H.A., & Paul, C.M. (2016, December). MOOCs, disciplinary literacy and inquiry: Supporting transformative teaching and learning. In K. Silvestri (Chair), *Open educational research: Investigations of literacy practices modified across path, place, time, and pace*. Symposium conducted at the Literacy Research Association Conference, Nashville, TN.

Paul, C. M. (2016, March). *Are MOOCs for educators effective? An analysis of learning outcomes from a MOOC-Ed on disciplinary literacy*. Paper presented at NC State Scholar-Practitioner Symposium, Raleigh, NC.

TECHNICAL SKILLS

MS Word, Excel, Powerpoint, Stata, Articulate Storyline, Adobe Captivate, Qualtrics, Moodle, Intrepid, Brightspace, Canvas, Blackboard, HTML, CSS, A-frame, Scorm, Web 2.0 educational tools

LANGUAGES

Fluent in reading, writing, listening, and speaking of Spanish and English

TEACHER CERTIFICATION

State of Maryland

P-12 Spanish, 4-12 English Language Arts

