

STUART SEPP

M.ED., M.C.D.ART.DES.

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WWW.STOOSEPP.COM/TEACHING

EDUCATION

- PhD (A.B.D.)
2019 *University of Wollongong, School of Education, Wollongong, NSW, Australia*
Meaningful Hand Gestures for Learning with ICT
Areas of Concentration: Cognitive Load Theory, Embodied Cognition, Cognitive Function of Gestures, ICT in Secondary Education
- M.C.D.Art.Des.
2013 *University of New South Wales, Sydney, NSW, Australia*
Cross Disciplinary Art and Design
Area of Concentration: User Interface and Interaction Design for web and mobile
- M.Ed.
2007 *Western Washington University, Bellingham, WA, USA*
Continuing and College Education
Areas of Concentration: Instructional Technology, Learning Design and Online Education
- B.A.
2002 *Western Washington University, Bellingham, WA, USA*
Areas of Concentration: East Asian Culture and History, Video Production and Design

PUBLICATIONS

ORCID ID:

<https://orcid.org/0000-0002-0509-4603>

- Sepp, S., Agostinho, S., Tindall-Ford, S., & Paas, F. (in press). Gesture-based Learning with ICT: Recent developments, opportunities and considerations. In J. Sweller, S. Tindall-Ford & S. Agostinho (Eds.), *Advances in Cognitive Load Theory: Rethinking teaching*. Routledge.
- Sepp, S., Agostinho, S., Tindall-Ford, S., & Paas, F. (2019) *Capturing Movement: The Development of an ICT Tool for Touch-based Gesture Research*. Manuscript in preparation.
- Sepp, S., Howard, S. J., Tindall-Ford, S., Agostinho, S., & Paas, F. (2019). Cognitive Load Theory and Human Movement: Towards an Integrated Model of Working Memory. *Educational Psychology Review*, 27(3), 1–25. <http://doi.org/10.1007/s10648-019-09461-9>
- Sepp, S., Howard, S. J., Tindall-Ford, S., Agostinho, S., & Paas, F. (in press). Working Memory: Models and applications. *Oxford Encyclopaedia of Educational Psychology*. Oxford University Press.

CURRENT POSITIONS

- 2019 – PRESENT **Manager, Learning Design:** University of British Columbia, Faculty of Education
- 2018 – PRESENT **Adjunct Instructor:** Western Washington University, Design Dept.

2009 – PRESENT **Mobile / Web Designer and Developer, Trainer:** Freelance

PREVIOUS POSITIONS

2018 – 2019 **Learning Designer:** University of British Columbia, Faculty of Education
2017 - 2018 **Research Assistant: Online Pedagogies :** University of Wollongong
Research Assistant: Learning Analytics: University of Wollongong
2016 - 2017 **Educational Design Consultant:** University of Wollongong
Casual Academic: University of Wollongong
2015 - 2016 **Instructional Development Consultant:** British Columbia Institute of Technology
2013 - 2015 **Director of eLearning, Adjunct Instructor:** Bellingham Technical College
2011 - 2013 **eLearning Coordinator, Adjunct Instructor:** Northwest Indian College
2010 – 2011 **IT Prof Dev and Educational Design Officer:** University of Wollongong
2008 - 2009 **Instructional Technologist:** Seattle University School of Law
2008 **Educational Technology Assistant:** University of Wollongong
2007 **Learning Designer:** Western Washington University

TEACHING

WESTERN WASHINGTON UNIVERSITY

FALL 2018 **DSGN397B:** Principles of Interaction Design (3 credit subject)
Overview of the principles of interaction design with an emphasis on issues and topics related to the development of interaction design, human centered design, and current industry practices.

UNIVERSITY OF WOLLONGONG

AUTUMN 2017 **EDGI900:** Introduction to Technology in Education (6 credit subject)
This subject provides a basic introduction to the strand: Information and Communication Technologies in Learning. It is an overview of issues and topics that will be further elaborated upon in subsequent subjects; specifically it introduces students to current issues and trends, learning theory, instructional design, and research and evaluation. The subject explores the concept of educational technology and the ways in which the educational enterprise is affected by it. The subject considers the theoretical and practical skills used in designing, developing, and evaluating teaching and learning environments using a variety of instructional systems.

SPRING 2016 **EDGI901:** Emerging Issues in Educational Technology (6 credit subject)
This subject provides an opportunity to engage critically with emerging issues and new debates in educational technology. This subject will build on the foundation in educational technology gained through the introductory level subject EDGI900, enabling extended exploration of current questions, discussions and controversies in this continuously evolving field.

AUTUMN 2016

EDFE101: Education Foundations 1: Learning and Development (6 credit subject)

This subject will introduce students to the physical, social, emotional and cognitive development of children. The aim of the subject is to provide a sound theoretical foundation for further studies in education and psychology. While the focus is on children's holistic development, the major focus is on concepts and theories related to children's cognitive development and learning from birth to 18 years. This course will require students to critically engage with the theoretical perspectives presented in order to inform their development as prospective teachers.

BELLINGHAM TECHNICAL COLLEGE

WINTER 2015

FALL 2014

SPRING 2014

EDUC281: eLearning For Educators (3 credit subject)

This course offers an exploration of current alluring trends, facilitation methods and tools with an emphasis on learner-centred instruction. Participants will discuss learning opportunities through hybrid, online, and self-paced models and explore issues related to course design, Open Educational Resources (OER) and social media.

FALL 2014

WINTER 2014

EDUC207: Teaching and Facilitating Learning I (3 credit subject)

As an introduction to technical teaching, college instructors begin or expand their training as a skilled educator, with emphasis on student-centred learning. Focus is on four primary modes of instruction: lecture, discussion, demonstration, small group work through a lens by which instructors act as facilitators of learning in their classrooms and labs.

WINTER 2014

EDUC211: Planning for Instruction (3 credit subject)

Instructor learners plan for the delivery of instruction by identifying, sourcing and creating instructional materials appropriate for students of diverse backgrounds and learning styles. Instructors learn the basics of instructional design practice, including needs assessments, outcomes formulation and course design and evaluation.

SPRING 2014

EDUC209: Teaching and Facilitating Learning II (3 credit subject)

This course guides instructor learners through the advanced methods involved in student-centred learning, focusing on case studies, role-playing, self-motivation, students as creators and contributors and the building of learning communities in the classroom.

SPRING 2013

EDUC216: Assessment for Learning (3 credit subject)

In this course, college instructor learners will demonstrate assessment literacy and will design and develop assessments to be integrated into the learning process, including performance-based and portfolio assessments. Alignment of formative assessments, summative assessments and course and unit outcomes are heavily emphasized.

NORTHWEST INDIAN COLLEGE

SUMMER 2011

FALL 2011

WINTER 2012

SPRING 2012

CMPS101: Introduction to Computers (3 credit subject)

Computer lab course providing an introduction to MS Windows, MS Word (word processing application), MS Excel (spreadsheet application), the internet and e-mail. Review of basic computer components, disk handling, keyboard operation and copying files.

WESTERN WASHINGTON UNIVERSITY

2002 - 2003,
2009 - 2010

COMM442: Video Production Workshop (2 credit subject)

Course includes practical application of techniques used in video production, including basic shot framing, storyboarding, non-linear editing, pacing and sound design. Advanced topics include video production and basic animation techniques.

2006 - 2007

IT344: Basic Instructional Technology Skills (1 credit subject)

Allows the student to prepare a portfolio that demonstrates the instructional technology skills which are required for admission to IT 442, 443 or 444.

PRESENTATIONS & TALKS

MAY 2019

Canadian Network for Innovation in Education Annual Conference, UBC

- Rethinking Online Discourse in an Online Learning Environment

NOV 2018

Learning Analytics Visual Analytics Group, UBC

- Human Movement, Cognition and Learning Analytics: A Novel Instrument for Data Collection

JULY 2018

Emerging Media Lab Community of Practice, UBC

- Human Movement, Cognition and Learning: Implications for VR Research and Practice

JUNE 2018

Guest Lecturer - VR Summer Institute 2018, UBC

- Considerations for creating or choosing VR content

NOV 2017

International Cognitive Load Theory Conference 2017: Wollongong, NSW

- Meaningful Hand Gestures for Learning with ICT
- A Novel Instrument for data collection in Gesture-based research

DEC 2016

Createworld 2016: Brisbane, QLD, Australia

- Cloud-based Data Collection for Academic Research
- Meaningful Interactions for 3D-Touch on iOS

MARCH 2015

WA State Higher Education Technology Conference 2015: Spokane, WA, USA

- Canvas LMS: Accessibility Case Support

COMMITTEE WORK

Canvas API User Community, UBC: Founder & Co-chair 2018 - present
10th Annual Cognitive Load Theory Conference: Planning Committee 2017
BTC Alternatives to Textbooks Committee: Chair 2015
BTC Instructional Technology Committee: Co-Chair 2014 - 2015
WA SBCTC: Online Student Success Working Group: Chair 2013 - 2015
BTC Accessibility Team: 2013 - 2015
BTC Instruction Council: 2013 - 2015
eLearning Council of Washington State: Voting Member 2013 - 2015

PROFESSIONAL AFFILIATIONS & CERTIFICATIONS

Member: Society of Learning Analytics Research (SoLAR)

Member: International Cognitive Load Theory Association

Member: Australian Society for Computers in Learning in Tertiary Education

Associate Fellow: Wollongong Academy of Tertiary Teaching & Learning

Certified Instructor: I.S.W. (Instructional Skills Workshop)