CURRICULUM VITAE

AYESHA SADAF
Learning, Design & Technology
Department of Educational Leadership
University of North Carolina at Charlotte
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EDUCATION AND PROFESSIONAL CREDENTIALS

Ph.D.	2013	Purdue University	Learning Design & Technology
M.S.	2005	Purdue University	Computer Graphics Technology
M.S.	1994	Punjab University (Pakistan)	Applied Arts
B.S.	1992	College of Home-Economics (Pakistan)	Home-Economics

PROFESSIONAL EXPERIENCE

2021-Present   **Associate Professor**, Learning, Design & Technology
College of Education, University of North Carolina at Charlotte

Develop and teach courses in Learning, Design and Technology graduate program in asynchronously online format. Maintain an active research agenda and scholarly publications. Participate in professional, university, college, and program related service

2022-Present   **Program Director, Post-Master's Certificate in University and College Teaching**
College of Education, University of North Carolina at Charlotte

Serve as Program Director of the Post Masters Certificate in University and College Teaching. Advise students as they progress through the program. Manage program data and assessments including development of goals for the program and curriculum revisions.

2021-Present   **Program Coordinator,** Learning, Design and Technology, Ed.D. Educational Leadership
Program Coordinator, Learning, Design and Technology, Ph.D. Curriculum & Instructions
College of Education, University of North Carolina at Charlotte

Serve as the program coordinator of the Learning Design and Technology concentration of EdD in Educational Leadership program. Coordinate admissions, recruitment, advise graduate students, and chair dissertation committees.

2016-2021   **Assistant Professor**, Learning, Design & Technology
College of Education, University of North Carolina at Charlotte

Develop and teach courses in Instructional Systems Technology graduate program in asynchronously online format. Advise instructional technology graduate students. Maintain an active research agenda and scholarly publications. Participate in professional, university, college, school, and program related service.

2013-2016   **Program Director,** MA Curriculum and Educational Technology
Teachers College, Ball State University

Served as Program Director of the Curriculum and Educational Technology Masters and Certificate program chairing admissions, recruitment, and evaluations for the instructional technology program. Advised students as they progressed through the program. Managed program data and assessments including development of goals for the program, overseeing

curriculum revisions, and hiring adjunct faculty. Served as a member of the program and department advisory groups in preparation for accreditation reviews.

2013-2016   **Assistant Professor**, Educational Technology
Teachers College, Ball State University

Developed and taught courses in Instructional Technology graduate program in online format. Serve on dissertation, thesis, design and development research project committees. Advised educational technology graduate students. Maintained active research agenda and scholarly publications. Participated in professional, university, college, school, and programmatic related service.

2011-2013   **Instructor/Co-Instructor**
College of Education, Purdue University

Co-designed and developed course content in Blackboard and created weekly online modules. Developed and moderated online discussions in Blackboard, facilitated in class discussions and activities, and assisted students with their in-class project sessions and their team projects. Developed assessments and evaluated student work.

2007-2011   **Research Assistant**, Learning Design and Technology
College of Education, Purdue University

Developed research instruments, collected data, performed quantitative data analysis using SPSS and qualitative data analysis using NVivo, wrote manuscripts and presented research findings at conferences.

2008-2009   **Teaching Assistant**, Learning Design & Technology
College of Education, Purdue University

Taught EDCI 270: Introduction to Educational Technology and Computing (4 semesters). Facilitated undergraduate lab sessions. Developed teaching materials and evaluated student work. Met and guided students on technology integration projects and supervised student teams working on Web 2.0 technology integration projects.

2005-2006   **Webmaster**, Office of Information Technology
College of Education, Purdue University

Designed and developed cohesive College of Education web presence. Offered training workshops for COE faculty, staff, and students on the use of technology.

2005   **Senior Instructional Technologist**
Information Technology at Purdue, Purdue University

Worked with Purdue faculty to design and develop web-based projects, facilitated workshops on Dreamweaver, Flash Mx, and Adobe Photoshop, and developed instructional user manuals for technology training.

2003-2005   **Teaching Assistant**, Computer Graphics Technology
College of Technology, Purdue University

Taught CGT141/CPT141: Internet Foundations, Technologies, and Development (6 semesters). Facilitated undergraduate lab sessions to teach HTML, Java Script, CSS, PHP, ASP, web design, and usability. Developed teaching materials and evaluated student work. Course focused on web design, development and usability.

1999-2002   **First Grade Master Teacher**
             Juniors Campus, Lahore, Pakistan.

             Taught all subject areas including math, science, English, technology, and arts. Supervised and advised teaching assistants in the classroom.

1997-1999   **Elementary/Middle school Art Teacher**
             Defense Public School, Lahore, Pakistan

             Art Teacher for all ten grades in Art including creative drawing, painting and crafts. Organized Art exhibitions of students' art work and responsible for school interior and exterior design and decorations.

TEACHING/CURRICULUM DEVELOPMENT

Courses taught

University of North Carolina Charlotte, Charlotte, NC
    ELDT 6102/8102: Research in Learning, Design and Technology (Fall 2022, Fall 2024)
    ELDT 6491: Internship in Learning, Design and Technology (Summer 2022-2025)
    ELDT 6100/8100: Foundations of Learning, Design and Technology (Fall 2016, 2017, Spring 2020)
    ELDT 6101: Learning Principles in Learning, Design and Technology (Fall 2018, 2019)
    ELDT 6110/8110: Instructional Design (Spring 2017-2023, Fall 2018-2024)
    ELDT 6120/8120: Trends in Learning, Design and Technology (Summer 2017-2025)
    ELDT 6121/8121: Advanced Instructional Design (Fall 2016-2017, Spring 2021-2025)
    ADMN 8695: Adv Seminar in Teaching and Learning (Fall 2022, Spring 2023 and 2025)

Ball State University, Muncie, IN
    EDTE 660: Instructional Design and Technology (Summer 2014-2016, Fall 2013-2015)
    EDTE 665: Visual and Digital Literacy (Summer 2014-2016, Spring 2014-2016)
    EDTE 670: Technology, Policy, and Pedagogy (Summer 2014-2016, Spring 2014-2016)

Purdue University, West Lafayette, IN
    EDCI 566: Educational Applications of Hypermedia (Spring 2013)
    EDCI 672: Advanced Practices in Learning Systems Design (Fall 2012)
    EDCI 513: Foundations of Learning Design and Technology (Fall 2011)
    EDCI 674: Advanced Instructional Design Theory (Fall 2011)
    EDCI 615: Qualitative Research Methods in Education (Summer 2011)
    EDCI 627: Problem-Based Learning in Science and Math Classroom (Summer 2011)

K-12 Teaching, Lahore, Pakistan
    First Grade Master Teacher, Juniors Campus, Lahore, Pakistan (1999-2002)
    Elementary/Middle School Art Teacher, Defense Public School, Lahore, Pakistan (1997-1999)

Course and curriculum development

UNC Charlotte
    Updated Syllabus and designed courses:
    ● ELDT 6120/8120: Trends in Learning, Design and Technology
    ● ELDT 6121/8121: Advanced Instructional Design
    ● ELDT 6102/8102: Research in Learning, Design and Technology
    ● ELDT 6100/8100: Foundations of Instructional Systems Technology
    ● ELDT 6101: Learning Principles in Instructional Systems Technology

Designed and received Quality Matters Certification on two courses: EIST 6100 and 6121

Ball State University
   Updated Syllabus and designed three courses:
   - EDTE 670: Technology, Policy, and Pedagogy
   - EDTE 665: Visual and Digital Literacy
   - EDTE 660: Instructional Design and Technology

Advising/Student-Directed Scholarship

UNC Charlotte

Chair, Dissertation
   - Johnson, Alisha. (Expected to graduate, May, 2026)
   - Sanchez, Krista. (Expected to graduate, May, 2026)
   - Tsai, Miffy. (Expected to graduate, May, 2026)
   - Flynn, Brian. (Expected to graduate, May, 2026)
   - Bishop, Jasmine. (Graduated, May, 2025)
   - Mori, Chikako. (Graduated, May, 2025)
   - Hubbard, Zackary. (Graduated, May 2024)
   - Ingram, Karen. (Graduated, May 2024)
   - Green, Katrina. (Graduated, May 2023)

Member, Dissertation Committee
   - Casey, Breana. (Expected to graduate, May, 2026)
   - Qasserras, Lahcen. (Graduated, May, 2025)
   - *She, Liane.* (Graduated, May 2023).
   - *Scott, Rosalba.* (Graduated, May 2022)

Chair, Qualifying Exam/Portfolio Committee
   - Johnson, Alisha. (Completed, Sep, 2024)
   - Sanchez, Krista. (Completed, Sep, 2024)
   - Tsai, Miffy. (Completed, Sep, 2024)
   - Flyn, Brian. (Completed, Sep, 2024)
   - Casey, Breana. (Completed, Sep, 2024)
   - Bishop, Jasmine. (Completed, Sep, 2023)
   - Mori, Chikako. (Completed, Sep, 2023)
   - Simmons, Dwayne. (Completed, Sep, 2023)
   - Ingram, Karen. (Completed, Sep, 2022)
   - Green, Katrina. (Completed, Oct, 2021)

Member, Qualifying Exam Committee
   - Qasserras, Lahcen. (Completed, Fall 2024)
   - Ramsey, Heather. (Completed, Oct, 2021)
   - She, Liane. (Completed, Oct, 2021)
   - Bradley-Volz, K. (Completed, summer/fall 2018)
   - Hubbard, Zackary. (Completed, summer/fall 2018).

Ball State University (Some of the service continued after joining UNCC)

Chair, Dissertation
   - Fallata, Soha. (Graduated, May 2016)

Member, Dissertation Committee
   - Rodgers, Kerry. (Graduated, May 2019)

- Johnson, B. L. (Graduated, May 2018)
- Ludwig, S. N. (Graduated, May 2017)
- Martinez, J. I. (Graduated, May 2017)
- Hotmire, B. J. (Graduated, May 2015)

RESEARCH

Publications (*data-driven)

Book Chapters

***Sadaf, A.**, & Olesova, L. (2024). Strategies to promote cognitive presence in online courses: A 20-year systematic review of empirical research. In M. Cleveland-Innes, S. Stenbom, & R. Garrison (Eds.), *The Design of Digital Learning Environments: Online and Blended Applications of the Community of Inquiry* (pp.234-255). New York: Routledge.

Martin. F., & **Sadaf, A**. (2023). Effective online teaching strategies. In S. Wa-Mbaleka, K. Thompson, & L. Casimiro (Eds). *The SAGE Handbook of Online Higher Education* (pp. 292-310)*.* Thousand Oaks.

*Richardson, J. C., **Sadaf, A**., & Ertmer, P. A. (2012). Relationship between types of question prompts and critical thinking in online discussions. In Z. Akyol & D. R. Garrison (Eds.) *Educational Communities of Inquiry: Theoretical Framework, Research and Practice* (pp. 197-222). Hershey, PA: IGI Global.

Articles in refereed journals

*Castellanos-Reyes, D., Olesova, L., & **Sadaf, A**. (2025). Transforming online learning research: Leveraging GPT large language models for automated content analysis of cognitive presence. *The Internet and Higher Education.65,* 101001. https://doi.org/10.1016/j.iheduc.2025.101001

***Sadaf, A**., Olesova, L., & Choi, H. (2024). Empowering learning networks: Insights from social network analysis in inquiry-based discussions. *Online Learning Journal, 28 (4), 178–205. DOI: 10.24059/olj.v28i4.4635*

ᐟOlesova, L., & **Sadaf, A**. (2024). Exploring differences between students' interactions, online presence, and cognitive presence. *Distance Education*, *45*(2), 297–314, DOI: 10.1080/01587919.2024.2338726

***Sadaf, A**., Kim, S.Y., & Herrera, L. (2023). The impact of case-based discussion design on students' perceived cognitive presence and learning in online courses. *Distance Learning, 19*(4), 51-68.

*Martin. F., Oyarzun, B., & **Sadaf, A**. (2023). Higher education instructors' perception of inclusive and equitable online teaching strategies. *Online Learning Journal, 27*(4), 144-170.

***Sadaf, A**., Kim, S.Y., & Olesova, L. (2022). Relationship between metacognition and online community of inquiry in an online case-based course. *Online Learning Journal, 26*(4), 79-93. doi: https://doi.org/10.24059/olj.v26i4.3474

Sadaf, A., Olesova, L., Cleveland-Innes, M., Ostashewski, N., & Shea, P. (2022). Advances in cognitive presence: Introduction to OLJ special issue. *Online Learning Journal, 26*(1), 1-5.

***Sadaf, A**., Kim, S.Y, & Wang, Y. (2021). A comparison of cognitive presence, learning, satisfaction, and achievement in case-based and non-case-based discussions. *American Journal of Distance Education, 35*(3), 214-227. doi: https://doi.org/10.1080/08923647.2021.1888667

***Sadaf, A**., Wu, T., & Martin, F. (2021). Cognitive presence in online learning: A systematic review of

empirical research from 2000 to 2019. *Computers and Education Open,* 2. doi: https://doi.org/10.1016/j.caeo.2021.100050

* Merchant, Z., **Sadaf, A**., Olesova, L. & Wu. T. (2021). A systematic review of research questions in mixed methods studies in instructional design. *Pedagogical Research, 6*(4).

***Sadaf, A**., & Olesova., L. (2020). Using evidence-based learning analytics to explore the relationship between student interactions and questions in online case-based discussions. *European Journal of Distance Education, 23*(1), 46-60. doi: https://doi.org/10.2478/eurodl-2020-0004

***Sadaf, A**., & Gezer, T. (2020). Exploring factors that influence in-service teachers' intentions to integrate digital literacy into k-12 classrooms. *Journal of Digital Learning in Teacher Education*, *36*(2), 124-145. doi: https://doi.org/10.1080/21532974.2020.1719244.

*Martin. F., Wang, C., & **Sadaf, A**. (2020). Instructor perception of helpfulness of facilitation strategies in online courses. *Online Learning Journal, 24*(1), 28-49.

***Sadaf, A**., Martin, F., & Ahlgrim-Delzell, L. (2019). Student perceptions of the impact of quality matters-certified online courses on their learning and engagement. *Online Learning Journal, 23*(4), 214-233. doi: https://doi.org/10.24059/olj.v23i4.2009

***Sadaf, A**. (2019). Exploring teachers' value beliefs of integrating digital literacy in K-12 classrooms. *International Journal of Digital Literacy and Digital Competence*. *10*(2), 1-14.

*Martin, F., Wang, C., & **Sadaf, A**. (2018). Student perception of helpfulness of facilitation strategies that enhance instructor presence, connectedness, engagement and learning in online courses. *The Internet and Higher Education*, *37*, 52-65.
Best Application Paper Award – 2020 AECT Division of Distance Learning
2017-2018 Excellence in Research – Cato College of Education UNC Charlotte

*Romero-Hall, E., Aldemir, T., Colorado-Resa, J., Dickson-Deane, C., Watson, G. S., & **Sadaf, A**. (2018). Undisclosed stories of instructional design female scholars in academia. *Women's Studies International Forum*. *71*, 19-28.

***Sadaf, A**., & Olesova, L. (2017). Enhancing cognitive presence in online case discussions with questions based on the practical inquiry model. *American Journal of Distance Education*. *31*(1), 56-69.
Best Quantitative Paper Award – 2019 AECT Division of Distance Learning
Effective Practice Award – 2016 Online Learning Consortium
Best Practice Award – 2015 AECT Division of Distance Learning

***Sadaf, A**., & Johnson, B. L. (2017). Teachers' beliefs about integrating digital literacy into classroom practice: An investigation based on the theory of planned behavior. *Journal of Digital Learning in Teacher Education*. *33*(4), 129-137.

***Sadaf, A**., Newby, T. J., & Ertmer, P. A. (2016). An investigation of the factors that influence preservice teachers' intentions and actual integration of Web 2.0 Technologies. *Educational Technology Research and Development*. *64*(1), 37-64.

***Sadaf, A**., Newby, T. J., & Ertmer, P. A. (2012). Exploring pre-service teachers' beliefs about using Web 2.0 technologies in K-12 classrooms. *Computers & Education, 59*, 937–945.

***Sadaf, A**., Newby, T. J., & Ertmer, P. A. (2012). Investigating factors that predict pre-service teachers' intentions to use Web 2.0 technologies using decomposed theory of planned behavior. *Journal of Research on Technology in Education, 45*(2), 171-196.

*Ertmer, P.A., **Sadaf, A**., & Ertmer, D. J. (2011). Student-content interactions in online courses: The role of question prompts in facilitating higher-level engagement with course content. *Journal of Computing in Higher Education.* 157-186.
Best Quantitative Paper Award – 2013 AECT Division of Distance Learning

*Ertmer, P. A., **Sadaf, A**., & Ertmer, D. J. (2011). Designing effective question prompts to facilitate critical thinking in online discussions. *Design Principles and Practices: An International Journal*, *5*(4), 1-28.

*Ertmer, P. A., Strobel, J., Chen, X., Cheng, X., Kim, H., Olesova, L., **Sadaf, A**., & Tomory, A. J. (2010). Expressions of critical thinking in role-playing simulations: Comparisons across roles. *Journal of Computing in Higher Education, 22*(2), 73-94.

*Ertmer, P. A., Richardson, J.C., Lehman, J., Newby, T.J., Cheng, X., Mong, C.J., & **Sadaf, A**. (2010). Peer feedback in a large undergraduate blended course: Perceptions of value and learning. *Journal of Educational Computing Research, 43*(1), 67-88.

Conference Proceedings

Olesova, L., **Sadaf, A**., Liao, D., Boicu, M., Foxwell, H. J., & Rytikova, L., (2024, October). Understanding the Influence of the Program of Study and Age on Shared Metacognition within the Community of Inquiry in STEM Education. *21st International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2024* (pp. 249-256). Zagreb, Croatia.

*Olesova, L., **Sadaf, A**., Rytikova, I., Boicu, M., & Foxwell, H.J. (2024, March). Examining differences of metacognition between STEM and non-STEM students in engineering education. *The ASEE (American Society for Engineering Education) Southeastern Section Annual Conference Proceedings*. Marietta, GA.

***Sadaf, A**., Kim, Y. S., & Koehler, A. (2023). Relationship between teaching presence and shared-metacognition in online case-based courses. *20th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2023* (pp. 77-83). Madeira Island, Portugal.

*Olesova, L., & **Sadaf, A**. (2023). Online presence, metacognition, and course design within the community of inquiry. *20th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2023* (pp. 60-66). Madeira Island, Portugal.

*Olesova, L., & **Sadaf, A**. (2023). Exploring undergraduate students' perceptions of online presence and metacognition in asynchronous online courses. In *American Educational Research Association (AERA) Annual Meeting Online Paper Repository*. Chicago, IL. https://doi.org/10.3102/2010797
Best Conference Proposal Award – 2023 AERA Online Teaching & Learning SIG

*Olesova, L., **Sadaf, A**., Kumar, S., Martin, F., Ritzhaupt, A.D., Bonk, C.J., Lowenthal, P., Snelson, C., Westine, C., & Sun, T. (2022). Reviews of research on online learners. 45th Annual *Proceedings of* 2022 *Association for Educational Communications and Technology Annual Conference* (pp. 250-258). Las Vegas, NV. http://doi.org/10.13140/RG.2.2.20697.39523

*Olesova, L., **Sadaf, A**., Kumar, S., Ozogul, G., Zhu, M., Moore, R.L., Miller, C., & Phillips, T.M. (2022). Cognitive presence in online courses: design and facilitation of collaborative learning. 45th Annual *Proceedings of 2022 Association for Educational Communications and Technology Annual Conference* (pp. 684-693). Las Vegas, NV. http://doi.org/10.13140/RG.2.2.25730.56008

***Sadaf, A**., & Olesova, L. (2022). A systematic review of strategies to develop students' cognitive presence in online courses. *8th International Conference on Higher Education Advances (HEAd'22) 2022* (pp. 65-73). Valencia, Spain.

*Sadaf, A**., & Kim, S. (2019). Examining the impact of online case-based discussions on students perceived cognitive presence, learning and satisfaction. *16th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2019* (pp. 421-424). Cagliari, Italy.

*Sadaf, A**., & Olesova, L. (2015). Designing question prompts using practical inquiry model to facilitate cognitive presence in online case discussions. *Proceedings of Association for Educational Communications and Technology Annual Conference 2015* (pp. 146-152). Indianapolis, IN.

*Sadaf, A**. (2014). Moving from Intentions to Practice: An investigation of Pre-Service Teachers' Web 2.0 Technology Integration. In M. Searson & M. Ochoa (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2014* (pp. 1450-1455). Jacksonville, FL.

*Sadaf, A**., & Newby, T.J. (2013). An empirical investigation of the factors that influence preservice teachers' intentions and integration of Web 2.0 technologies. *Proceedings of Association for Educational Communications and Technology Annual Conference 2013* (pp. 188-194). Anaheim, CA.

*Sadaf, A**., Newby, T. J., & Ertmer, P. A. (2011). Factors affecting pre-service teachers' intentions to use Web 2.0 technologies to supplement student learning in K-12 classrooms. *Association for Educational Communications and Technology Annual Conference 2011* (pp. 216-223). Jacksonville, FL.

*Sadaf, A**., Richardson, J. C., & Ertmer, P. A., (2011). Relationship between question prompts and critical thinking in online discussions. *Proceedings of Association for Educational Communications and Technology Annual Conference* 2011 (pp. 209-215). Jacksonville, FL.

*Lehman, J., Richardson, J. C., Ertmer, P.A., Newby, T.J., Cheng, X., Mong, C. & **Sadaf, A**. (2009). Using asynchronous online discussions in blended courses: Comparing impacts across courses in three content areas. *Association for Educational Communications and Technology annual conference*: Louisville, KY.

Other Publications

Sadaf, A., & Dousay, T. (2013). 2012 AECT International Convention Committee, Division and Society Reports: Graduate Student Assembly. *TechTrends*.

Sadaf, A. (2012). My path to becoming a professional. *TechTrends, 56*(1), *7-8.*

Asino, T. I., & **Sadaf, A**. (2012). 2011 AECT International Convention Committee, Division and Society Reports: Graduate Student Assembly. *TechTrends, 56*(2), 39.

Leftwich, A.T., York, C.S., **Sadaf, A**., Newby, T.J., & Mong, C. (2010). *TaskStream: Advancing Educational Excellence* (4th ed.). Pearson Education, Inc., Upper Saddle River, NJ.

Leftwich, A. T., York, C. S., **Sadaf, A**., & Newby, T.J. (2008). *TaskStream: Advancing Educational Excellence* (3rded.). Pearson Education, Inc., Upper Saddle River, NJ.

Sadaf, A., Miller, S.G., Birchman, J. B., & Glotzbach, R.J. (2005). *Homepage Usability Issues of Business-to-Consumer (B2C) E-commerce Websites: An Explorative analysis*. Unpublished thesis manuscript, Purdue University, West Lafayette, Indiana.

Conference Presentations (*data-driven; #refereed)

National/International Presentations

*# **Sadaf, A**., Maxwell, D., Holz, H. (2025, October). Investigating Pre-Service Teachers' AI Literacies, Competencies, and Perceptions to Integrate AI in their Future Classrooms. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., Ren, K., Mcdonald, J., Saelus, D., Bong, J. (2025, October). Systematic Review of Faculty Use of Generative AI to Improve Student Learning in Higher Education.Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Kim, S.Y. (2022, October). Relationship between metacognition and presences in online case-based instruction. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Kim, S.Y. (2022, October). Relationship between metacognition and presences in online case-based instruction. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Kim, S.Y. (2022, October). Relationship between metacognition and presences in online case-based instruction. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Kim, S.Y. (2022, October). Relationship between metacognition and presences in online case-based instruction. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Zhang, (2025, April). *Enhancing Shared-Metacognition in Online Courses: The Role of Teaching Presence.* Paper presented at the AERA 2025, Denver, CO.

*# Olesova, L. & **Sadaf, A**. (2025, April). *Examining Differences between Shared Metacognition and Community of Inquiry in STEM Education*. Paper presented at the AERA 2025, Denver, CO.

*# Olesova, L. & **Sadaf, A**. (2025, April). *Exploring Relationships between Undergraduate Students Metacognition, Presence, and Engagement in Online Community of Inquiry*. Paper presented at the AERA 2025, Denver, CO.

*# **Sadaf, A**., & Kim, S. (2024, October). *Relationship between students' metacognition, learning outcomes, and academic performance in online case-based instruction.* Paper presented at AECT 2024 Virtual Conference.

*# Olesova, L., Choi, H., Castellanos-Reyes, D., **Sadaf, A**., Gant, S., & Cabrales, L. (2024, October). *Examining student interaction patterns within practical inquiry model (PIM) through social network analysis.* Paper presented at AECT 2024 Virtual Conference.

*# Olesova, L., **Sadaf, A**., Liao, D., Boicu, M., Foxwell, H. J., & Rytikova, L., (2024, October). *Understanding the Influence of the Program of Study and Age on Shared Metacognition within the Community of Inquiry in STEM Education.* Paper to be presented at 21st International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2024. Zagreb, Croatia.

*# **Sadaf, A**., Koehler, A., & Kim, S. Y. (2024, April). *Exploring teaching presence as the determinant of shared-metacognition in online case-based courses.* Presentation at the AERA 2024, Philadelphia, PA

*# **Sadaf, A**., & Olesova, L. (2024, April). *Transforming STEM education through an inquiry-based collaborative approach: Examination of metacognition and cognitive presence*. Presentation at the AERA 2024, Philadelphia, PA

*# Olesova, L., **Sadaf, A**., & Choi, H. (2024, April). *Visualizing interaction patterns within practical inquiry model (PIM) through social network analysis*. Presentation at the AERA 2024, Philadelphia, PA

*# Olesova, L., **Sadaf, A**., Rytikova, L., Liao, D., Boicu, M., & Foxwell, H. J. (2024, April). *Examination of metacognition and cognitive presence in stem education*. Presentation at the AERA Annual Meeting, Philadelphia, PA

*# Olesova, L., **Sadaf, A**., Rytikova, I., Boicu, M., & Foxwell, H.J. (2024, March). *Examining differences of metacognition between STEM and non-STEM students in engineering education*. Presentation at the ASEE (American Society for Engineering Education) Southeastern Section Annual Conference. Marietta, GA.

*# **Sadaf, A**., Koehler, A. & Kim, S. (2023, October). *Relationship between teaching presence and shared-metacognition in online case-based courses*. Paper presented at *20th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA) 2023*. Madeira Island, Portugal.

*# Olesova, L., & **Sadaf, A**. (2023, October). Online presence, metacognition, and course design within the community of inquiry. Paper presented at *20th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA)2023*. Madeira Island, Portugal.

*# Ingram, K. & **Sadaf, A**. (2023, October). High School Teachers' Perceptions of Effective Strategies For Student-Content Engagement in Blended Learning. Paper presented at AECT Conference, Orlando, FL.

*# Green, K., & **Sadaf, A**. (2023, October). Nurse's Experiences in a Blended Learning Course for Preceptor Development. Paper presented at AECT Conference, Orlando, FL.

*# **Sadaf, A**., Koehler, A. & Kim, S. (2023, April). Student perceptions of teaching presence in determining their cognitive presence, self-regulation, and co-regulation in online case-based instruction. Paper presented at AERA, Chicago, IL.

*# Olesova, L., & **Sadaf, A**. (2023, April). Exploring undergraduate students' perceptions of online presence and metacognition in asynchronous online courses. Paper presented at AERA, Chicago, IL. *2023 AERA SIG-Online Teaching and Learning Best Paper Award*

*# Martin. F., Oyarzun, B., & **Sadaf, A**. (2023, April). Higher education instructors' perception of inclusive and equitable online teaching strategies. Paper presented at AERA, Chicago, IL.

*# **Sadaf, A**., & Kim, S.Y. (2022, October). Relationship between metacognition and presences in online case-based instruction. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., Kim, S.Y., & Olesova, L. (2022, October). Design elements of online case-based discussions that enhance cognitive presence and learning. Paper presented at AECT Conference, Las Vegas, NV.

*# **Sadaf, A**., & Olesova, L. (2022, June). A systematic review of strategies to develop students' cognitive presence in online courses. Paper presented at *8th International Conference on Higher Education Advances (HEAd'22),* Valencia, Spain.

*# **Sadaf, A**., & Kim, S.Y. (2022, April). Exploring the relationship between metacognition and online community of inquiry in an online case-based course. Paper presented at AERA, San Diego, CA.

*# **Sadaf, A**., Kim, S.Y., & Olesova, L. (2022, April). Student perception of case-based discussion design in fostering cognitive presence and learning in online courses. Paper presented at AERA, San Diego, CA.

*# **Sadaf, A**., Wu, T., & Martin, F. (2021, Nov). Strategies to promote cognitive presence in online courses: A systematic review. Paper presented at AECT, Chicago, IL.

*# **Sadaf, A**., Haag, E., & Kim, S.Y. (2021, Oct). The Impact of Case-Based Discussion Design on Cognitive Presence and Learning in Online Courses. Paper presented at OLC, Washington, DC.

*# Olesova, L., & **Sadaf, A**. (2021, October). Applying Learning Analytics to Inform Online Practices: Interaction and Presence in Case-Based Discussions. Paper presented at OLC, Washington, DC.

*# **Sadaf, A**., Wu, T., & Martin, F. (2021, Oct). Cognitive Presence in Online Learning: A Systematic Review of Empirical Research From 2000 To 2019. Paper presented at OLC, Washington, DC.

*# **Sadaf, A**., Wu, T., & Martin, F. (2021, April). Cognitive presence in online learning: A systematic review of empirical research published in journals from 2000 to 2019. Paper presented at AERA 2021 Virtual Conference.

*# **Sadaf, A**., Kim, S.Y., & Wang, Y. (2020, November). A comparison of students perceived and actual cognitive presence among case-based and non-case-based online discussions. Paper presented at AECT 2020 Virtual Conference.

*# Olesova, L., & **Sadaf, A**. (2020, November). Examination of students' interactions and online presence in case-based discussions. Paper presented at AECT 2020 Virtual Conference.

*# **Sadaf, A**., Martin, F., Wu, T., & Pouraskari, N. (2020, November). A systematic review of research on cognitive presence in online learning published in journals from 2000 to 2019. Paper presented at AECT 2020 Virtual Conference.

*# Rogers, K., & **Sadaf, A**. (2020, November). Reconsidering 'relationship' in teacher education: an exploratory mixed methods study. Paper presented at AECT 2020 Virtual Conference.

*# **Sadaf, A**., Kim, S.Y., & Wang, Y. (2020, April). *Examining the Impact of Online Case-Based Discussions on Students' Cognitive Presence, Perceived Learning, and Satisfaction*. AERA Annual Meeting San Francisco, CA http://tinyurl.com/wh3t2el (Conference Canceled).

*# Olesova, L., & **Sadaf, A**. (2020, April). *Exploring Differences Between Student-Student Interaction and Online Presence in Case-Based Discussions*. AERA Annual Meeting San Francisco, CA http://tinyurl.com/wff4fsy (Conference Canceled).

*Wang, Y., **Sadaf, A**., & Kim, S. Y. (March, 2020). Students' cognitive presence, learning outcomes, and satisfaction in online courses: The role of case-based discussions. Paper presented at the Cato College of Education Research Symposium, UNC Charlotte, NC.

*#**Sadaf, A**., & Kim, S. (2019, November). Examining the impact of online case-based discussions on students perceived cognitive presence, learning and satisfaction. Paper presented at 16th International Conference on Cognition and Exploratory Learning in the Digital Age (CELDA), Cagliari, Italy.

*# Martin. F., Wang, C., & **Sadaf, A**. (2019, October). Instructor perception of helpfulness of facilitation strategies in online courses. Paper presented at the AECT Conference, Las Vegas, NV.

*# Merchant, Z., **Sadaf, A**., Olesova, L., Wu, T. (2019, October). Systematic literature review of instructional design studies using mixed research methods. Paper presented at AECT Conference, Las Vegas, NV.

*#**Sadaf, A**., & Wu, T. (2019, October). Enhancing cognitive presence in online courses: Role of case-based discussions and initial question prompts. Paper presented at 50th Annual Conference of the International Society for Exploring Teaching and Learning (ISETL), Charlotte, NC.

*# **Sadaf, A**., Martin. F., & Ahlgrim-Delzell, L. (2019, April). Student Perceptions of the impact of "Quality Matters" Certified Online Courses on their Learning and Engagement. Paper presented at AERA, Toronto, Canada.

*# **Sadaf, A**., & Gezer, T. (2019, April). Exploring Factors that Influence In-Service Teachers' Intentions to Integrate Digital Literacy into K-12 Classrooms. Paper presented at AERA Conference, Toronto, Canada.

*# **Sadaf, A**., Martin. F., & Ahlgrim-Delzell, L. (2018, October). Student Perceptions of the impact of "Quality Matters" Certified Online Courses on their Learning and Engagement. Paper presented at AECT Conference, Kansas City, MO.

*# **Sadaf, A**. (2018, October). From intentions to practice: Exploring preservice teachers use of Web 2.0 tools for 21st century skills. Paper presented at AECT Conference, Kansas City, MO.

*# **Sadaf, A**. (2018, October). Teacher Value Beliefs of Integrating Digital Literacy in K-12 Classrooms. Paper presented at AECT Conference, Kansas City, MO.

*# **Sadaf, A**., & Olesova, L. (2018, April). Exploring the relationship between interaction and questions in online case-based discussions through evidence-based learning analytics. Paper presented at AERA Conference, New York, NY.

Sadaf, A., Bolliger, D., Martin, F., & Shephard, C. (2017, November). Student Engagement in Online Learning. Panel presentation at AECT Conference, Jacksonville, FL.

*# **Sadaf, A**., & Olesova, L. (2017, November). An examination of interaction in online case-based discussions through evidence-based learning analytics. Paper presented at Online Learning Consortium Accelerate (OLC), Orlando, FL.

*# Martin. F., Wang, C., & **Sadaf, A**. (2017, November). Student Perception of Facilitation Strategies that enhance Instructor Presence, Connectedness, Engagement and Learning in Online Courses. Paper presented at AECT Conference, Jacksonville, FL.

*# Olesova, L. & **Sadaf, A**. (2017, November). Using learning analytics to examine the relationship between questions and interaction in online case discussions. Paper presented at AECT Conference, Jacksonville, FL

*# **Sadaf, A**., & Olesova, L. (2016, November). Enhancing Cognitive Presence in Online Case Discussions with Questions Based on the Practical Inquiry Model. Paper presented at OLC, Orlando, FL.

*# **Sadaf, A**. (2016, October). Investigating teachers' intentions to integrate digital literacy in K-12 Classroom. Paper presented at AECT, Las Vegas, NV.

Sadaf, A. (2016, October). Teaching digital literacy: A literature review. Paper presented at AECT, Las Vegas, NV.

Bolliger, D., Kumar, K., Martin, F., & **Sadaf, A**. (2016, October). Engagement Matters: Ways to Enhance Interaction and Engagement in Online Learning. Paper presented at AECT, Las Vegas, NV.

*# **Sadaf, A**., & Olesova, L. (2016, March). Impact of Question Prompts Designed with Practical Inquiry Model on Cognitive Presence in Case-Based Discussions. Paper presented at AERA, Washington, DC.

*# **Sadaf, A**., & Johnson. B. L. (2016, March). Exploring Teachers' Beliefs About Integrating Digital Literacy in K-12 Classroom Using the Theory of Planned Behavior. Paper presented at AERA, Washington, DC.

*# **Sadaf, A**., & Fallata, S. M. (2015, November). Exploring teachers' pedagogical beliefs of integrating digital literacy across curriculum. Paper presented at AECT, Indianapolis, IN.

*# **Sadaf, A**., & Olesova, L. (2015, November). Designing question prompts using Practical Inquiry Model (PIM) to enhance students' cognitive presence in online discussions. Paper presented at AECT, Indianapolis, IN.

*# **Sadaf, A**., & Olesova, L. (2015, October). Designing question prompts using Practical Inquiry Model (PIM) to enhance students' cognitive presence in online case-discussions. Paper presented at OLC, Orlando, FL.

*# **Sadaf, A**., & Newby, T.J. (2015, April). Exploring pre-service teachers' intention-behavior relationship of using Web 2.0 tools: A mixed methods study. Paper presented at AERA, Chicago, IL.

*# **Sadaf, A**. & Newby, T.J. (2014, March). Moving from intentions to practice: Exploring pre-service teachers' Web 2.0 tool integration. Paper presented at SITE, Jacksonville, FL.

*# **Sadaf, A**., & Newby, T.J. (2013, April). An empirical investigation of the factors that influence preservice teachers' intentions and integration of Web 2.0 technologies. Paper presented at AECT, Anaheim, CA. *AECT Featured Research Paper*

*# **Sadaf, A**., & Newby, T.J. (2013, April). Transforming intentions into actions: Factors that influence pre-service teachers' use of Web 2.0 Technologies in K-12 classrooms. Paper presented at AERA, San Francisco, CA.

*# **Sadaf, A**., & Newby, T.J. (2012, November). Pre-service Teachers' Beliefs about Using Web 2.0 Technologies: An explorative study. Paper presented at AECT, Louisville, KY.

*# **Sadaf, A**., Newby, T.J., & Ertmer, P. A. (2011, November). Factors affecting pre-service teachers' intentions to use Web 2.0 technologies to supplement student learning in k-12 classrooms. Paper presented at AECT, Jacksonville, FL.

*# **Sadaf, A**., Ertmer, P. A., & Richardson, J.C. (2011, November). Relationship between question prompts and critical thinking in online discussions. Paper presented at AECT, Jacksonville, FL.

*# **Sadaf, A**., Newby, T.J, & Ertmer, P. A. (2011, April). Investigating pre-service teachers' views and intentions to use Web 2.0 tools using decomposed theory of planned behavior. Paper presented at American Annual Conference of Educational Research Association (AERA), New Orleans, Louisiana.

*# **Sadaf, A**., Ertmer, P. A., & Richardson, J.C. (2011, April). The impact of initial question prompts on critical thinking in online discussions. Paper presented at AERA, New Orleans, Louisiana.

*# Ertmer, P. A., **Sadaf, A**., & Ertmer, D. (2011, February). Designing effective question prompts to facilitate critical thinking in online discussions. Paper presented at the 5th International Conference on Design Principles and Practices. Rome, Italy.

*[#] **Sadaf, A**., Richardson, J.C., & Ertmer, P. A. (2010, October). The influence of verbal structure of questions on critical thinking in online discussions. Paper presented at AECT, Anaheim, CA.

*[#] Richardson, J.C., Ertmer, P.A., Lehman, J.D., **Sadaf, A**., & Mong, C.J. (May 2010). Impact of peer feedback in online discussions on students' motivations and learning strategies. Paper presented at AERA, Denver, CO.

*[#] Ertmer, P., Strobel, J., **Sadaf, A**., Chen, X., Cheng, X., Kim, H., Olesova, L., A., & Tomory, A. J. (May 2010). Critical thinking in nursing simulations: Comparisons across roles. Paper presented at AERA, Denver, CO.

[#] Ertmer, P., Chen, X., Kim, H., Olesova, L. & **Sadaf, A**. (2010, May). Preparing students to be skilled instructional technology researchers. Paper presented in Denver, CO.

*[#] Lehman, J., Richardson, J.C., Ertmer, P.A., Newby, T.J, Cheng, X., Mong, C. & **Sadaf, A**. (2009, October). Using asynchronous online discussions in blended courses: Comparing across courses in three content areas. Paper presented in Louisville, KY.

*[#] Kim, M.C., Ertmer, P.A., Tomory, A., Fang, J., Freemyer, S., **Sadaf, A**., & Koca, F. (2009, October). Classroom-based scaffolding for chemistry learning: What critical factors influence rural middle school students' inquiry? Paper presented in Louisville, KY.
AECT Featured Research Paper

*[#] Fang, J., Freemyer, S., **Sadaf, A**., Kim, M.C., & Ertmer, P.A. (2009, October). Guidelines for designing inquiry-based simulations: An examination of the ongoing development of a chemistry simulation for middle and high school students. Paper presented in Louisville, KY.

*[#] Richardson, J.C., Ertmer, P.A., Newby, T. Lehman, J.D., **Sadaf, A**., Yang, D., Cheng, X., & Gedik, N. T. (2009, April). Students' perceptions of various instructional strategies in online discussions. Paper presented in San Diego, CA.

*[#] Watson, W. R., **Sadaf, A**., & Reyes, L. (2008, November). Redesign of an Educational Video Game into a Case-based Simulation based on Formative Evaluation Results. Paper presented in Orlando, FL.

*[#] Richardson, J.C., Ertmer, P.A., Newby, T.J., Lehman, J.D., **Sadaf, A**., Yang, D., & Cheng, X. (2008, November). Online discussion question formats impact on students' perceived and actual learning. The 14th Annual Sloan-C International Conference on Asynchronous Learning Networks: Orlando, FL.

State/Regional Presentations

Sadaf, A., Ren, K., Mcdonald, J., Saelus, D., Bong, J. (June, 2025). Systematic Review of Research on Generative Artificial Intelligence in Higher Education. 2025 UNC System Learning and Technology Symposium, UNC, Raleigh NC.

Sadaf, A. & Ren, Katherine (May, 2025). Generative AI in Higher Ed: Unveiling Trends from Systematic Reviews on Faculty Practices to Enhance Student Learning. UNC System Quality Matters Council Annual Summit, UNC Charlotte, NC.

Sadaf, A., Ren, K., Mcdonald, J., & Saelus, D. (June, 2025). Systematic Review of Research on Generative Artificial Intelligence in Higher Education. 2025 UNC System Learning and Technology Symposium, UNC, Raleigh NC.

Sadaf, A., & Zhang, (June, 2025). Developing Students' Shared-Metacognition in Online Courses: The Importance of Course Design, Feedback, and Facilitation. 2025 UNC System Learning and Technology Symposium, UNC, Raleigh NC.

Sadaf, A., Holz, H., & Qasseras, L. (2024). Investigating U.S. and German pre-service teachers' beliefs about using artificial intelligence in classroom practice. 29th Annual German-American Faculty Symposium at UNC Charlotte, NC.

Sadaf, A. & Oyarzun, B. A. (January 2020). Delivering Quality Matters Standards in Online Courses to Enhance Student Learning: Pedagogical Strategies and Digital Tools. UNC System Quality Matters Council Annual Summit, Charlotte, NC.

Oyarzun, B. A., **Sadaf, A**., Park. E. & Martin, F., (January 2020). Impact of Quality Matters Program Certification Process to Increase Student Learning and Engagement in the Learning, Design and Technology Program at UNC Charlotte. UNC System Quality Matters Council Annual Summit, Charlotte, NC.

*Martin, F., Oyarzun, B. A., **Sadaf, A**., & Park. E. (March 2019). Quality Matters Program Level Certification and Student perception on the impact of QM Certified Courses towards their learning and engagement in the IST Program. Digital Learning Initiative 2019, UNC, Raleigh NC.

Sadaf, A. & Oyarzun, B. A. (March 2019). Digital Citizenship in K-12 schools. NCTIES conference, Raleigh, NC.

*[#] Martin, F., Wang, C., & **Sadaf, A**. (February 2017). Being There: Student perception of instructor facilitation strategies in online learning. Paper presented at the North Carolina Association for Research in Education.

[#] Richardson, T., & **Sadaf, A**. (February 2016). Considerations for Teaching Digital Literacy in The Higher Education Classroom. Poster presented at 2016 Annual Conference on Higher Education Pedagogy, Blacksburg, VA.

*[#] **Sadaf, A**., Newby, T.J., & Ertmer, P.A. (March 2011). Pre-service teachers' intentions to use Web 2.0 technologies in k-12 classrooms. 5th Annual Graduate Education Research Symposium, West Lafayette, IN.

*[#] **Sadaf, A**., Richardson, J.C., & Ertmer, P.A. (March 2010). Critical thinking in online discussion: Role of initial question prompts. 4th Annual Graduate Education Research Symposium, West Lafayette, IN. *Outstanding Research Poster award*

*[#] **Sadaf, A**., Fang, J., Freemyer, S., Kim, M.C., & Ertmer, P.A. (March 2009). Guidelines for designing inquiry-based simulations: An examination of a chemistry simulation for middle school students. 3rd Annual Graduate Education Research Symposium, West Lafayette, IN.

*[#] Kim, M.C., Ertmer, P., Tomory, A., Huang, Y., Yu, J., Jun, F., Freemyer, S., & **Sadaf, A**. (February 2008). Simulations for science inquiry: Examples, lessons, and implications. Hoosier Association of Science Teachers, Inc. (HASTI) 39th Annual Conference, Indianapolis, IN.

Special invited or keynote lectures

Sadaf, A. (2023, March). Transforming Digital Learning in Higher Education. Invited keynote address at the 3rd iiScience International Conference, Faisalabad, Pakistan.

Sadaf, A. (February, 2023). Student Perceptions of the Impact of QM-Certified Online Courses on Their Learning and Engagement. Invited speaker at the 2023 Quality Matters Research Online Conference.

Grants

External Grants

Troutman-Jordan, M.L., Davis, B., **Sadaf, A.,** [Co-Principal Investigator] Fenwick, A., Fakhro, D., Stylianou, A., Zhou, L., Wang (2025-2027). Talking and Listening to Knowledge, Empathy, and Resilience in Stories TALKERS. National Institute on Aging (NIA). $415,920.00. UNDER REVIEW

Troutman-Jordan, M.L., Davis, B., **Sadaf, A.,** [Co-Principal Investigator] Fenwick, A., Fakhro, D., Stylianou, A., Zhou, L., Wang (2025-2030). Digitally Accessible Intervention Support for Individuals (DAISI). Agency for Healthcare Research and Quality (AHRQ). $998,400.00. UNDER REVIEW

Sadaf, A. [Principal Investigator] & Kim, S, Y, (2020-2022). Promoting online learning across disciplines: Exploring the predictive effects of students' perceived online presence on their metacognition and learning, *Spencer Grant*, Spencer Foundation: $50,000. NOT FUNDED

Janies, D. A., Binns, I., Dou, W., Machado, D. J., Lambert, R. G., **Sadaf, A**., Shaikh, S. S. [Co-Principal Investigator] (2021-2026). Mitigation of the Effects of Misinformation in Health with Nature of Science Instruction Enhanced with Bioinformatics and Data Science Tools. *NIH Science Education Partnership Award*. National Institute of Health (NIH): $1,343,945.00. NOT FUNDED

Sadaf, A. [Principal Investigator] (2020-2022). Instructor Pedagogical Practices of Online Course Design and Delivery Using Quality Matters (QM) Standards to Promote Student Learning Across Disciplines, *Spencer Grant*, Spencer Foundation: $50,000. NOT FUNDED

Roof, D.J., Gerstein,L.H., & **Sadaf, A**. [Co-Principal Investigator] (2015-2018). Science Education Quality in Pakistan and the U.S.: A Comparative Study, United States Science and Technology Cooperation Program: $500,000. NOT FUNDED

State/local grants and contracts

Sadaf, A. [Principal Investigator] (2025-2026). Enhancing Online Learning Across Disciplines: The Influence of Students Perceived Online Presence on their Shared-Metacognition and Learning. *Faculty Research Grant,* University of North Carolina Charlotte: $6,000. NOT FUNDED.

Sadaf, A. [Principal Investigator] (2024-2025). Systematic Review of Faculty Use of Generative AI to Improve Student Learning in Higher Education. *Scholarship of Teaching and Learning Grant*, SoTL, University of North Carolina Charlotte: $7,250. NOT FUNDED

Bong, J., Oyarzun, B., **Sadaf, A**., & Maxwell, D. [Co-Principal Investigator] (2024–2025). Institute for inclusive teaching and learning with AI tools: Discussion, practice, and research. *Inclusive Excellence Grant*, University of North Carolina at Charlotte. Submitted: $9,825.00 (The grant program has been canceled due to the policy change.)

Sadaf, A. [Principal Investigator] & Zhang, S. (2022-2023). Exploring the relationship between teaching presence and shared metacognition to enhance the quality of online learning across disciplines. *Scholarship of Teaching and Learning Grant,* SoTL, University of North Carolina Charlotte: $10,000. FUNDED

Sadaf, A. [Principal Investigator] (2021-2022). Using case-based instruction to enhance students' reflective thinking in online courses. *Scholarship of Teaching and Learning Grant,* SoTL, University of North Carolina Charlotte: $9,000. NOT FUNDED

Sadaf, A. [Principal Investigator] & Martin, F. (2019-2020). Meta-Cognitive and Cognitive Strategies for Online Learning: Perspective of Expert Online Instructors, *Faculty Research Grant*, University of North Carolina Charlotte: $16,000. NOT FUNDED

Sadaf, A., [Principal Investigator] & Kim, S. (2018-2020). <mark>Examining the Impact of Case-Based Discussions on Student's Cognitive Presence and Learning Outcomes in Online Courses</mark>. *Scholarship of Teaching and Learning Grant,* SOTL, University of North Carolina Charlotte: $13,450. FUNDED

Sadaf, A. [Principal Investigator] (2017-2018). Factors Influencing In-Service Teachers' Integration of Digital Literacy*, Faculty Research Grant,* University of North Carolina Charlotte: $6,000. FUNDED

Martin, F., **Sadaf, A**., & Ahlgrim-Delzell, L. [Co-Principal Investigator] (2017-2018). Student Perception of "Quality Matters" Certified Online Courses. *Scholarship of Teaching and Learning Grant,* SoTL, University of North Carolina Charlotte: $8,000. FUNDED

Sadaf, A. [Principal Investigator] (2016-2017). *Quality Matters Course Design Grant,* Distance Education, University of North Carolina Charlotte: $7000. FUNDED

Sadaf, A. [Principal Investigator] (2015-2016). Teachers' Intentions and Actual Integration of Digital Literacies into their Classrooms: An application of the Theory of Planned Behavior. *ASPiRE Junior Faculty Research Grant*, Ball State University: $14,000. FUNDED

Sadaf, A. [Principal Investigator] (2014-2015). Designing questions prompts to facilitate cognitive presence in online discussions. *Scholarship of Teaching and Learning Grant,* SoTL, Ball State University: $500. FUNDED

Sadaf, A. [Principal Investigator] (2013-2014). Moving from intentions to practice: Exploring preservice teachers' Web 2.0 integration. *ASPiRE New Faculty Startup Grant*, Ball State University: $1,500. FUNDED

SERVICE/ OUTREACH/ ENGAGEMENT

Service to the University

UNC Charlotte

To the University

2025 - 2026	Alternate college representative, Faculty Employment Status Committee
2023 - 2025	Member, Information Technology Advisory Committee
2021 - 2023	Member, Teaching Excellence Award Selection Committee
2021 - 2022	Reviewer, Faculty Research Grants (FRG) Committee
2019 - 2023	Alternate college representative, Information Technology Advisory Committee
2018 - 2019	Alternate college representative, Technology Portfolio Committee
2018 - 2019	Alternate college representative, Faculty Advisory Library & Technology committee

To the College

To the College of Education, UNC Charlotte

2020 - 2024	Member, COE Staff Award Committee
2022 - 2024	Alternate college representative, Faculty Welfare Committee
2021 - 2023	Alternate college representative, University Faculty Council
2019 - 2021	College representative, University Faculty Council
2020 - 2021	Communications Director, Diversity Committee
2020 - 2021	Member, COE Research Award Committee
2019 - 2020	Member, Diversity Committee
2019 - 2020	Member, COE Research Award Committee
2016 - 2018	Member, Internationalization Committee

To the Department

To the Department of Educational Leadership, UNC Charlotte
2022   Member, LDT Faculty Search Committee
2022 - 2025 Member, Department Review Committee
2020 - 2021 Chair, Phill Morrison Award Committee
2020 - 2021 Chair, Testerman Award Committee
2020 Summer EDLD Faculty Mentor, Online Courses for Fall Readiness
2019 - 2020 Member, Phill Morrison Award Committee
2019 - 2020 Member, Testerman Award Committee
2017 - 2019 Chair, Legacy for Leadership Award Committee
2016 - 2017 Member, Legacy for Leadership Award Committee

Ball State University

To the Department of Educational Studies, Ball State University
2013-2016 Program Director, Curriculum & Educational Technology,
2013-2016 Program Manager, Educational Technology
2015-2016 Secretary, Graduate Programs Committee
2015-2016 Member, Salary Committee
2014-2016 Member, Curriculum Committee
2014-2015 Member, Graduate Programs Committee

Service to the Profession

Editorial service

2025   Guest Editor - Special Issue in Technology, Knowledge, and Learning
2022 - Present Senior Assistant Editor, Online Learning Journal
2013 - Present Editorial Board Member, Journal of Research on Technology in Education
2021 - 2022 Guest Editor - Special issue on Advances in Cognitive Presence in Online Learning Journal
2017 - Present Manuscript Reviewer, American Journal of Distance Education
2017   Conference Proposals Reviewer, Technological Innovation in Digital Education (TIDE)
2017   Textbook Chapter Reviewer, Design standards for distance education
2012 - Present Manuscript Reviewer, Computers and Education
2010 -   Manuscript Reviewer, Design Principles and Practices: An International Journal
2009 - Present Conference Proposals Reviewer, Association for Educational Communications and Technology (AECT)
2008 - Present Conference Proposals Reviewer, American Educational Research Association: Division C: Learning and Instruction and SIG: Instructional Technology

Professional leadership positions

2025 - 2026 Program Chair, SIG - Technology, Instruction, Cognition and Learning, AERA
2024 - 2025 Communications Chair, SIG - Technology, Instruction, Cognition and Learning, AERA
2021 - 2022 Past-President, Division of Distance Learning, AECT
2020 - 2021 President, Division of Distance Learning, AECT
2019 - 2020 President-Elect and Conference Planner, Division of Distance Learning, AECT
2018 - 2019 Coordinator, Crystal Award for the Division of Distance Learning, AECT
2017   Member, Distinguished Service Award Selection Committee, AECT
2015   Member, AECT Presidential Candidates Nominating Committee
2014 - 2017 Communications Officer, Division of Distance Learning, AECT
2013   Member, AECT Presidential Candidates Nominating Committee
2013 - 2014 Past-President, Graduate Student Assembly, AECT
2012 - 2013 President, Graduate Student Assembly, AECT
2011- 2012 President Elect, Graduate Student Assembly, AECT

Service to the Community and Practitioners

Community leadership positions

2019-2021	Vice President of Online Services, International Society for Performance Improvement, Charlotte Chapter
2018-2021	Quality Matters Faculty Fellow, Center of Teaching and Learning, UNC Charlotte
2020 Summer	Faculty Mentor, 2020 Accelerated Summer Development Program, Center of Teaching and Learning (CTL), UNC Charlotte
2019 June	Member, Search Committee for Instructional Designer, CTL, UNC Charlotte
2018-2019	Faculty advisor, Online Course Facilitation, CTL, UNC Charlotte
2017-2018	Member, Program Steering Committee, Technological Innovation in Digital Education (TIDE) Symposium, University of North Carolina

Workshops and presentations

Sadaf, A. (May, 2024). Interactive Tools for Synchronous and Asynchronous Learning Online. 14th Annual Rowan-Cabarrus Community College Summer Institute, NC.

Sadaf, A. (February, 2023). Student Perceptions of the Impact of QM-Certified Online Courses on Their Learning and Engagement. 2023 Quality Matters Research Online Conference.

Sadaf, A. (May, 2023). Interactive Tools for Synchronous and Asynchronous Learning Online. 13th Annual Rowan-Cabarrus Community College Summer Institute, NC.

Sadaf, A. (May, 2023). Creating Engaged, Synchronous Online Environments. 13th Annual Rowan-Cabarrus Community College Summer Institute, NC.

Sadaf, A. (October, 2021). *Strategies to Promote Learner Interaction in Online Courses*. Professional development workshop for university faculty, CTL at UNC Charlotte.

Sadaf, A., & Oyarzun, B. A. (October, 2021). *Online Learning Best Practices*. Professional development workshop for STEM Teaching and Learning Academy at UNC Charlotte.

Sadaf, A. (April, 2021). Humanizing your online course. Professional development workshop for university faculty, CTL at UNC Charlotte.

Sadaf, A. (November, 2020). *Digital Footprints*. Al-Huda Islamic school, Toronto, Canada

Sadaf, A. (April, 2020). *Quality Matters: Online Learning Activities and Learner Interaction.* Professional development workshop for college of education faculty and students at UNC Charlotte.

Sadaf, A. (April, 2020). *Quality Matters: Online Technology Tools to Support Student Learning*. Professional development workshop for college of education faculty and students at UNC Charlotte.

Oyarzun, B. A. Martin, F. & Sadaf, A. (March, 2020). *Creating Engaged, Synchronous Online Environments*. Professional development workshop for University faculty, CTL at UNC Charlotte.

Oyarzun, B. A. Martin, F. & Sadaf, A. (March, 2020). *Creating Engaged, Synchronous Online Environments*. Professional development workshop for College of Education faculty and students at UNC Charlotte.

Sadaf, A. (November, 2019). *Quality Matters: Delivering Quality Online Courses for Student Success*. Professional development workshop for college of education faculty and students at UNC Charlotte.

Sadaf, A. (October, 2019). *Quality Matters: Designing Quality Online Courses for Student Success*. Professional development workshop for college of education faculty and students at UNC Charlotte.

Sadaf, A. (April, 2019). *Digital Footprints*. Al-Huda Islamic school, Toronto, Canada

Sadaf, A. & Oyarzun, B. A. (March 2018). *Digital Citizenship*. NCTIES conference, Raleigh, NC.

Oyarzun, B. A. & Sadaf, A. (March 2019). *Personalized Learning*. Workshop for Pre-service teachers from UNCW at UNC Charlotte, NC.

Sadaf, A. & Oyarzun, B. A. (March 2018). *Adult Learning*. NCTIES conference, Raleigh, NC.

Sadaf, A. (October, 2018). *Emerging trends in online learning*. Invited speaker in Dr. Ryan Miller's class ADMN 8175: Nontraditional Approaches to Higher Education. UNC Charlotte.

Sadaf, A. & Oyarzun, B. A. (November 2017). *Digital Footprints*. Lake Norman charter school, Huntersville, NC.

Sadaf, A. (February 2017). *Enhancing Cognitive Presence in Online Case Discussions with Question Based on the Practical Inquiry Model*. George Mason University, Fairfax, VA.

Sadaf, A. & Oyarzun, B. A. (March 2017). *Digital Literacy in K-12 schools*. NCTIES conference, Raleigh, NC.

Sadaf, A., & Olesova, L. (November 2016). *Designing Effective Questions Prompts for Online Case-Based Discussions*. Online Learning Consortium Accelerate (OLC), Orlando, FL.

Merchant, Z., & Sadaf, A. (October 2011). *D&D Looking Ahead to the AECT 2011 Conference: GSA activities and sessions*. Invited speaker at online webinar by AECT Design & Development division.

Sadaf, A. (October 2011). *How to get the best out of AECT 2011 Conference*. Invited speaker at Fall 2011 Purdue Association for Educational Technology (PAET) Talks. Purdue University.

Rahatzad, J., El-Atwani, K., & Sadaf, A. (Fall 2011*). Tips for Work-Life Balance: Surviving Graduate Student Life*. Invited speaker at Graduate Student Education Council panel discussion. Purdue University

Sadaf, A. (Fall 2011). *Cascade Content Management System*. Office of Information technology. Training Workshop for faculty and staff in the College of Education. Purdue University, West Lafayette, IN.

Chen, X., Harris, C., Mong, C., Sadaf, A. (Spring, 2011). *Preparing for prelim exams*. Invited speaker at the Spring 2011 PAET Talks. Purdue University.

Sadaf, A. (Fall, 2010). *Writing conference proposals*. Invited speaker at the Fall 2010 PAET Talk, Purdue University.

Richardson, J., Chen, X., Olesova, L., & Sadaf, A. (Fall 2010). *How to get the most out of your conference experience*. Invited speaker at the Fall 2010 PAET Talks, Purdue University.

Sadaf, A. (Fall 2010). *Creating Web Sites with Google Sites*. Workshop for (n=20) in-service teachers in EDCI 627: Problem-based Learning in the Science and Math Classroom. Purdue University, West Lafayette, IN.

Sadaf, A. (Summer 2010). *Web 2.0 tools and social networking in education*. Presented to 35 in-services teachers in EDCI 55300: Leadership Development in Career and Technical Education. Purdue University.

Sadaf, A. (2009). *Using Adobe Connect, Blackboard, and Google Docs*. Training workshop for Purdue High School Financial Planning Program with high school in-service teachers (n=8) participating in online professional learning community. Purdue University, West Lafayette, IN.

Sadaf, A., & Yang, D. (Spring 2008). *Introduction to NVivo 8*. Training Workshop for faculty and graduate students in the College of Education. Purdue University, West Lafayette, IN.

HONORS AND AWARDS

2024	Catalyst Award for Student Success, Anthology Together Conference
2023	Invite Keynote speaker at the 3rd iiScience International Conference, Faisalabad, Pakistan
2023	Invite speaker at 2023 Quality Matters Research Online Conference
2023	Catalyst Award for Student Success, Anthology Together Conference
2023	Best Paper Award, AERA SIG-Online Teaching and Learning
2022	Outstanding Service Award, AECT Division of Distance Learning
2022	Distance Education Best Practice Award, AECT Division of Distance Learning
2020	Best Application Journal Article (1st place), AECT Division of Distance Learning
2019	Best Quantitative Journal Article (2nd place), AECT Division of Distance Learning
2019-2020	Faculty Teaching Fellow, Cato College of Education UNC Charlotte
2018-2021	Quality Matters Associate Faculty Fellow, Center of Teaching & Learning, UNC Charlotte
2019 summer	Catalyst Faculty Fellow, Research and Economic Development, UNC Charlotte
2017-2018	Excellence in Research Award, Cato College of Education UNC Charlotte
2017	Outstanding Service Award, AECT Division of Distance Learning
2016	Effective Practice Award, Online Learning Consortium
2015	Distance Education Best Practice Award, AECT Division of Distance Learning
2015	New Faculty Mentoring Program Participant, AERA Division C
2013	Best Quantitative Journal Article (1st place), AECT Division of Distance Learning
2012	Presidential Service Award, AECT
2012	Mentor Endowment Scholarship, AECT
2011	Strohbehn Internship, AECT
2011	National Science Foundation (NSF) funded Early Career Symposium participant, AECT Research and Theory Division
2011	Bilsland Dissertation Fellowship Award, College of Education, Purdue University
2011	Purdue Graduate Student Government Travel Grant, Purdue University
2010	Outstanding Research Poster Award, 4th Annual Graduate Student Educational Research Symposium, College of Education, Purdue University

PROFESSIONAL MEMBERSHIPS

2017 - 2022	International Society for Performance Improvement (ISPI), Charlotte Chapter
2014 - 2020	Online Learning Consortium (OLC)
2009 - Present	American Education Research Association (AERA)
2007 - Present	Association for Educational Technology and Communications (AECT)