Lisa C. Yamagata-Lynch

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Education

1996-2001	Ph.D., Indiana University, Bloomington, IN
	Double Major in: Educational Psychology with Learning, Cognition, and Instruction Concentration and Instructional Systems Technology
	Minor: Library Information Science
	Dissertation: Using Activity Theory for the Sociocultural Case Analyses of a Teacher Professional Development Program Involving Technology Integration
1994-1996	M.S., Indiana University, Bloomington, IN
	Major in: Instructional Systems Technology
1990-1994	B.A., 聖心女子大学（University of the Sacred Heart), Tokyo Japan
	Major in: 教育学科心理学専攻認知心理学専門（Psychology with specialization in Cognitive Psychology)
	Thesis: 学習過程の探索方式における記憶の寄与に関する階層定期分析 (Experimental Comparison of Methods of Search in a Learning Hierarchy)

Professional Experiences

2017-Present	Professor Educational Psychology and Counseling Department (EPC)
2011-2017	Associate Professor, EPC Department University of Tennessee (UT), Knoxville, Tennessee
2008-2011	Associate Professor, Educational Technology, Research, and Assessment (ETRA) Department, Northern Illinois University (NIU), DeKalb, Illinois

2004-2008	Assistant Professor, ETRA Department, Northern Illinois University, DeKalb, Illinois
2001-2004	Assistant Professor, Department of Teaching and Learning (T&L), University of Utah (U of U), Salt Lake City, Utah

Guest Lecturer Appointments in Japan

2011-2012	Department of Value and Decision Science (VALDES), 東京工業大学（Tokyo Institute of Technology), Tokyo Japan
2003	College of Education, 信州大学（Shinshu University), Nagano, Japan

Institutional Leadership Appointments

2017-Present	UT EPC Department Associate Head
2017-Present	UT EPC Department Director of Graduate Studies
2017-Present	UT EPC Department Learning Environments and Educational Studies Ph.D. Program Coordinator
2013-2014	UT Chancellor's Administrative Intern for Implementing Summer Term Task Force Recommendations
2011-Present	UT EPC Department Instructional Technology Online Program Coordinator
2008-2011	NIU ETRA Department Instructional Technology Program Coordinator
2005-2008	NIU ETRA Department Coordinator of Teacher Preparation Technology Integration Courses

Faculty Performance Review Experiences

2008-2011	NIU ETRA Department Departmental Personnel Committee
2005-2007	

Program Assessment and Accreditation Experience

2010-2011	NIU ETRA Department Instructional Technology Master's Program Assessment Report Author
2007-2008	NIU ETRA Department NCATE Technology Specialist Certification Program SPA Report Author

Diversity and Inclusion Initiatives

2017-Present   UT Commission for Women Co-Chair

2015-Present   UT Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE)

Honors

Leadership

2017-2018	Selected participant for the UTK Leadership Program
2016-2017	UT Office of Information Technology Faculty Fellow
2014	Participant for the American Council on Education (ACE) Leadership Academy for Department Chairs
2013-2014	Selected participant for the UT College of Education, Health and Human Sciences Leadership Development Institute
2008-2009	Selected Participant for the NIU Provost Leadership Initiative
1997	Selected Participant for the Preparing Future Faculty Program, Counseling and Educational Psychology Department, Indiana University

Research

2016	Research Fellow for the Research and Education Center for Lifespan Development, Shirayuri University, Tokyo Japan（白百合女子大学生涯発達研究教育センター）
2007	Selected Participant for the National Science Foundation/AECT Research and Theory Division Research Symposium
2007	Nominated for the Kappa Delta Pi/AERA Division K Early Career Research Award
2006	Selected Participant for the International Conference of the Learning Sciences Early Career/Junior Researcher Consortium
2000	Selected Student Intern for the Center for Innovative Learning Technologies (CILT) Annual Conference

Teaching

2017	Nominated for the Chancellor's Honor in Excellence in Advising

2017	Nominated for the UT L.R. Hesler Award for Excellence in Teaching and Service
2016	Nominated for the Chancellor's Honor in Excellence in Teaching
2014	UT Office of Information Technology 2014 Faculty Spotlight for Online Teaching
	https://www.youtube.com/watch?v=5BOvwOMyo_U
2012	Selected participant for the UT Summer Teaching Institute

Awards

Research

2012	Association for Educational Communication and Technology (AECT) Research and Theory Division Annual Book Award
2002	Instructional Systems Technology Department Dissertation of the Year Award, Indiana University
2001	Frieda Alice Renfro Dissertation Fellowship, Counseling and Educational Psychology Department, Indiana University
2000	L. C. Larson Travel Award, Instructional Systems Technology Department, Indiana University

Teaching

2017	AECT Division of Distance Learning Best Practice Award

Professional Service

2011	AECT Research and Theory Division Annual Service Award

Scholarship

1990-1994	Sacred Heart Society Scholarship, University of the Sacred Heart

Graduate Research and Teaching Positions

2000-2001	Research Assistant, Inquiry Learning Forum (ILF)
	Indiana University, Bloomington, Indiana

1998-2000	Research Assistant/Teaching Assistant, Teacher Institute for Curriculum Knowledge of Technology (TICKIT)
	Indiana University, Bloomington, Indiana
1997-1998	Associate Instructor, Introduction to Educational Psychology, Counseling and Educational Psychology Department, Indiana University, Bloomington, Indiana
1996-1997	Research Assistant, Center for Innovative Practices for Young Children Indiana University, Bloomington, Indiana
1995-1996	Project Associate, National Clearinghouse of U.S-Japan Studies Indiana University, Bloomington, Indiana

Bilingual Services in K-12 and Corporate Setting

1996	Instructional Design Intern, Motorola University Japan, Nippon Motorola, Tokyo, Japan
1993	Bilingual Assistant for Peter Jennings during the Tokyo G7 Summit for ABC News Bureau Tokyo Office
1993-1994	Project Manager, Youth Bowl Japan, Tokyo, Japan
1993-1994	Technology Workshop Instructor, Soft Tech and Services, Tokyo Japan
1990-1994	English Instructor, Terakoya Izumi (alternative school), Tokyo, Japan
1992-1993	Bilingual Administrative Assistant Junior School Office, International School of the Sacred Heart Tokyo, Japan
1992-1993	Desktop Publishing Assistant, Enclair Inc. (English to Japanese Translation business)

Research and Scholarly Publications

Peer Reviewed Articles in Scholarly Journals

Do, J., & Yamagata-Lynch, L. C. (in press). Designing and developing cell phone applications for qualitative research. *Qualitative Inquiry*.

➔Collaborative work with current student

Yamagata-Lynch, L. C., Deshpande, D., R., Do, J., Garty, E., Mastrogiovanni, J. M., & Teauge, S. J. (in press). Net Neutrality and Implications to Online Learning.

➔Collaborative work with current students. International Review of Research in Open and Distance Learning.

Yamagata-Lynch, L. C., Do, J., Deshpande, D., R., Skutnik, A. L., Murphy, B., & Garty, E. (2017). Narrative inquiry with activity systems: A story about net neutrality. *International Journal of Qualitative Methods*. *16*(1), 1-11.

➔Collaborative work with current students.

Howard, C. D., Staples, C., Dubreil, S, & Yamagata-Lynch, L. C. (2016). Engaging the design process as a means for French language learning: The app farm design. *International Journal of Designs for Learning. 7(3)*, 42-61*.*

➔Collaborative work with colleagues and junior faculty.

Yamagata-Lynch, L. C., Skutnik, A. L., Garty, E., & Do, J. (2016). Interactionist qualitative research as a semiotic mediated activity. *SAGE Open 6*(3), 1-14. doi:10.1177/2158244016666889

➔ Collaborative work with current students

York, C. S., Yamagata-Lynch, L. C., & Smaldino, E. S. (2016). Adult reflection in a graduate-level online distance education course. *Reflective Practice*, 17(1), 40-58. doi:10.1080/14623943.2015.1123686

Yamagata-Lynch, L. C., & Paulus, T. M. (2015). Enacting collective design intentions in an online graduate level introductory instructional technology course. *International Journal of Designs for Learning*, 6(1), 26-53.

Yamagata-Lynch, L. C., Do, J., Skutnik, A. L., Thompson, D. J., Stephens, A. F., & Tays, C. A. (2015). Design lessons about participatory self-directed online learning in a graduate level instructional technology course. *Open Learning*, 30(2) pp. 1-12. doi:10.1080/02680513.2015.1071244

➔ Collaborative work with current students.

Smaldino, S. & Yamagata-Lynch, L. C. (2015). The course-in-a-box: Design issues. *TechTrends*, *59*(4) 71-77. doi: 10.107/s11528-015-0873-7

Yamagata-Lynch, L. C., Cowan, J., & Luetkehans, L. M. (2015). Transforming disruptive technology into sustainable technology: Understanding the front-end design of an online program at a brick-and-mortar university. *The Internet and Higher Education*, *26*. 10-18. doi:10.1016/j.iheduc.2015.03.002

Yamagata-Lynch, L. C. & Luetkehans, L. M. (2014). Longitudinal design case of a university preservice technology integration curriculum. *International Journal of Designs for Learning*, *5*(1), 25-42.

Yamagata-Lynch, L. C. (2014). Blending Online Asynchronous and Synchronous Learning. *The International Review of Research in Open and Distance Learning*, *15*(2), 189-212.

Ryder, L., Yamagata-Lynch, L. C. (2014). Understanding tensions: Activity systems analysis of cross-continental collaboration. *CALICO Journal, 31*(2), 62-81. doi: 10.1558/cj.v31i2.201-220

➔ Collaborative work with a former student

Yamagata-Lynch, L. C., Click, A., & Smaldino, S. (2013). Activity systems as a framework for scaffolding participant reflections about distance education in an online instructional technology course. *Reflective Practice, 14*(4), 536-555. doi:10.1080/14623943.2013.809336

➔ Collaborative work with a former student and a colleague.

Fortney, K. & Yamagata-Lynch, L. C. (2013). How instructional designers solve workplace problems: A field study. *Performance Improvement Quarterly*, *25*(4), 91-109. doi: 10.1002/piq.21130

➔ Collaborative work with a former student.

Yamagata-Lynch, L. C., & Haudenschild, M. (2009). Using activity systems analysis to identify inner contradictions in teacher professional development. *Teaching and Teacher Education*, *25*(3), 507-517. doi:10.1016/j.tate.2008.09.014

➔ Collaborative work with a former student.

Yamagata-Lynch, L. C., & Haudenschild, M. (2008). Teacher perception of barriers and aids of professional growth in professional development. *School-University Partnerships*, *2*(2), 90-106.

➔ Collaborative work with a former student.

Yamagata-Lynch, L., C. (2007). Confronting analytical dilemmas for understanding complex human interactions in design-based research from a Cultural-Historical Activity Theory (CHAT) framework. *The Journal of the Learning Sciences, 16*(4), 451-484. doi: 10.1080/10508400701524777

Yamagata-Lynch, L. C., & Smaldino, S. (2007). Using activity theory to evaluate and improve K-12 school and university partnerships. *Evaluation and Program Planning, 30*(4), 364-380. doi: 10.1016/j.evalprogplan.2007.08.003

➔ This article was reprinted in L. Moller, J. B. Huett, & D. M. Harvey. (2009). *Learning and instructional technologies for the 21st century: Vision of the future*. pp. 175-203. Springer, New York.

Yamagata-Lynch, L. C. (2005). Essay review of Zhao (2003) What should teachers know about technology? Perspectives and practices. Invited peer reviewed book review in *Teaching and Teacher Education, 21*(5), 579-584. doi:10.1016/j.tate.2005.03.010

Barnett, M., Yamagata-Lynch, L., Keating, T., Barab, S. A., & Hay, K. E. (2005). Using virtual reality computer models to support student understanding of astronomical concepts. *Journal of Computers in Mathematics and Science Teaching, 24*(4), 333-356.

Ehman, L. H., Bonk, C. J., & Yamagata-Lynch, L. C. (2005). A model of teacher professional development to support technology integration. *Association for the Advancement of Computing In Education Journal, 13*(3), 251-272.

Yamagata-Lynch, L. C. (2003). Using activity theory as an analytical lens for examining technology professional development in schools. *Mind, Culture, and Activity, 10*(2), 100-119. doi: 10.1207/S1532-7884MCA1002_2

Yamagata-Lynch, L. C. (2003). How a technology professional development program fit into the work lives of teachers. *Teaching and Teacher Education, 19*(6), 591-607. doi:10.1016/S0742-051X(03)00056-8

Barab, S., A., Barnett, M., Yamagata-Lynch, L. C., Squire, K., & Keating, T. (2002). Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course. *Mind, Culture, and Activity, 9*(2), 76-107. doi: 10.1207/S15327884MCA0902_02

Bonk, C. J., Ehman, L., Hixon, E., & Yamagata-Lynch, L. (2002). The pedagogical TICKIT: Teacher Institute for Curriculum Knowledge about the Integration of Technology. *Journal of Technology and Teacher Education, 10*(2), 205-233.

Barab, S. A., Hay, K. E., & Yamagata-Lynch, L. C. (2001). Constructing networks of activity: An in-situ research methodology. *The Journal of the Learning Sciences, 10*(1/2), 63-112. doi: 10.1207/S15327809JLS10-1-2_5

Barab, S. A., Hay, K. E., Squire, K., Barnett, M., Schmidt, R., Karrigan, K., Yamagata-Lynch, L. C., & Johnson, C. (2000). Virtual solar system project: Learning through a technology-rich, inquiry-based, participatory learning environment. *Journal of Science Education and Technology, 9*(1), 7-25. doi: 10.1023/A:1009416822783

Cole, D., Sugioka, H., & Yamagata-Lynch, L. C. (1999). Supportive classroom environments for creativity in higher education. *Journal of Creative Behavior, 33*(4), 277-293. doi: 10.1002/j.2162-6057.1999.tb01407.x

➔The author listing to this article is presented in alphabetical order. We took equal ownership in the research and writing.

Peer Reviewed Article and Book Chapter Under Review

Medley, R. A., Nolley, C., Labriola, T., Brown, Y., Polowy, M., Lloyd, V., York, C. S., & Yamagata-Lynch, L., C. (under review). Evolutional and technological influences in design: A longitudinal examination of PRIDE design case.

➔Collaborative work with former student and colleagues.

Stephens, C. A., Brawner, S., Donaldson, J., Yamagata-Lynch, L. (under review). Leadership Attainment of 14 Women in Agriculture: A Qualitative Study.

➔Collaborative work with student and colleagues.

Book Publication

Yamagata-Lynch, L. C. (2010). Activity systems analysis methods for understanding complex learning environments. New York, NY: Springer.

Peer Reviewed Book Chapter

Yamagata-Lynch, L. C. (2014). Understanding and examining design activities with Cultural Historical Activity Theory. In B. Hokanson & A. Gibbons (Eds). *Design in educational technology: Design thinking, design process, and the design studio* (pp. 89-106). New York, NY: Springer.

Invited Book Chapters

Harness, M., & Yamagata-Lynch, L. C. (2016). Systemic tensions in American teacher unions: An activity systems analysis of teacher unions and their role in society. In D. Gedera, & P. Williams (Eds). *Activity theory in education: Research and practice* (pp. 71-85). Rotterdam, The Netherlands: Sense Publishers.

➔ Collaborative work with a former student.

Yamagata-Lynch, L. C., & Smaldino, S. (2009). Using activity theory to evaluate and improve K-12 School and university partnerships. In L. Moller, J. B. Huett, & D. M. Harvey (Eds). *Learning and instructional technologies for the 21st century: Vision of the future* (pp. 175-203). New York, NY: Springer

➔ This book chapter was originally published in 2007 as a peer-reviewed journal article in *Evaluation and Program Planning*Yamagata-Lynch, L. C., & Smaldino, S. (2006). Critical support framework for K-12 school and university technology partnerships. In S. Tettegah and R. Hunter (Eds). *Education and technology: Issues in applications, policy, and administration* (pp. 29-42). New York, NY: Elsevier Inc.

Encyclopedia Entry Published by Invitation in a Book

Yamagata-Lynch, L. (2013). Cultural historical activity theory. In R. Richey (Ed.) *Encyclopedia of terminology of educational communications and technology* (pp 69-71). New York, NY: Springer.

Peer Reviewed Conference Proceedings

Yamagata-Lynch, L. C. (2002). *Dilemmas of diagramming activity systems that unfolds over time*. Paper presented at the Bi-annual Meeting of International Conference of the Learning Sciences, Seattle, WA.

Yamagata-Lynch, L. C. (2001). *Community of practice: What is it, and how can we use this metaphor for teacher professional development?* Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Atlanta, GA. (ERIC Document Reproduction Service No. ED470198)

Peer Reviewed Conference Presentations

Skutnik, A. L., & Yamagata-Lynch, L. C. (2017). *Digital syllabuses as tools for course design in Engineering*. Paper presented at the Annual Conferences of the Jean Piaget Society, San Francisco, CA.

Yamagata-Lynch, L. C., Despande, D. R., Do., J., Garty E., Mastrogiovanni, J. M., & Teauge, S., J. (2017). *Net neutrality and its implications to online learning*. Paper presented at the Annual Conferences of the Jean Piaget Society, San Francisco, CA.

York, C., Yamagata-Lynch, L. C., & Smaldino, S. (2016). *Adult reflection in a graduate-level online distance education*. Paper presented at the Annual Convention of the Association of Educational Communication and Technology, Las Vegas, NV.

Howard, C. D., Dubriel, S., Staples, C., & Yamagata-Lynch, L., C. (2016). *Eliciting precedent in Instructional Design: The case of Bonne Chance*. Paper presented at the Annual Convention of the Association of Educational Communication and Technology, Las Vegas, NV.

Yamagata-Lynch, L. C., Skutnik, A. L., & Do, J. (2016). *A relational and transactional approach in understanding human psychology with semiotic mediated action*. The 31st International Congress of Psychology, Yokohama, Japan.

Yamagata-Lynch, L. C., Do, J., Deshpande, D. R., & Skutnik, A. L. (2016). *Narrative storytelling with activity systems analysis*. Paper presented at the Annual Meeting of American Educational Research Association, Washington, DC.

Yamagata-Lynch, L. C., Deshpande, D. R., Do, J., & Skutnik, A. L. (2016). *Net neutrality and implications to instructional technology*. Paper presented at the Annual Meeting of American Educational Research Association, Washington, DC.

Do, J., & Yamagata-Lynch, L. C. (2015). An instructor/designer's lessons from designing a mobile app for engaging undergraduate students in reflective learning practice. Paper presented at the Annual Convention of the Association of Educational Communication and Technology, Indianapolis, IN.

Yamagata-Lynch, L. C., Garty, E., & Do, J. (2015). *Making ethical design issues real in an online instructional technology course through community engagement activities*. Paper presented at the Annual Convention of the Association of Educational Communication and Technology, Indianapolis, IN.

Do, J., & Yamagata-Lynch, L. C. (2015). Developing and using cell phone application for qualitative research. Paper presented at the 11 International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Yamagata-Lynch, L. C., Do, J., Deshpande, D. R., & Skutnik, A. L. (2015). *Qualitative data interpretation and storytelling with activity systems analysis*. Paper presented at the 11 International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Yamagata-Lynch, L. C., Skutnik, A. L., & Do, J. (2015). *Addressing epistemological and methodological tensions in qualitative inquiry with mediated action*. Paper presented at the 11 International Congress of Qualitative Inquiry, Urbana-Champaign, IL.

Yamagata-Lynch, L. C. (2014). *Blending online synchronous and asynchronous learning*. Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Jacksonville, FL.

Yamagata-Lynch, L. C. (2013). *Activity systems analysis as a guiding framework for identifying design cases.* Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Anaheim, CA.

Yamagata-Lynch, L. C. (2013). *The changing nature of online course design expectations.* Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Anaheim, CA.

Yamagata-Lynch, L. C. (2013). *Unit of analysis in Cultural Historical Activity Theoretical Research: Can we talk about the methodological dilemmas?* Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA.

Larson, M., Yamagata-Lynch, L. C., & Paulus, T. (2012). *A design education dilemma: Distinguishing between learning outcomes at the Master's and Doctoral Levels*. Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Louisville, KY.

Luetkehans, L. M., Cowan, J., Draper, D., Hung, W., Hsu, P., Mayall, H., Omale, N., & Yamagata-Lynch, L. C. (2012). *The evolution of an "honor roll" online Master's program in IT: Critical decisions and outcomes.* Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Louisville, KY.

Smaldino, S., & Yamagata-Lynch, L. C. (2012). *Course-in-a-box: Design issues*. Paper presented at the Annual Convention of the Association for Educational Communication and Technology, Louisville, KY.

Yamagata-Lynch, L. C. (2012). *Understanding design activities with Cultural Historical Activity Theory*. Paper presented at the Research Symposium Meeting of the Association for Educational Communication and Technology, Louisville, KY.

Yamagata-Lynch, L. C. & Boling, E. (2011). *Exploring missing conversations in Instructional Technology about theory, research, methods, and practice*. Paper presented at the Annual Meeting of American Educational Research Association, Jacksonville, FL.

Cowan, J. & Yamagata-Lynch, L. C. (2011). *An activity and social network analysis of integrating technology into English language learner geology instruction.* Paper presented at the Annual Meeting of American Educational Research Association, Jacksonville, FL.

Yamagata-Lynch, L. C. & Cowan, J. (2011). Activity systems analysis and social network analysis: What are the potentials benefits to CHAT scholars using both analyses in mixed methods research? Paper presented at the International Society for Cultural and Activity Research Congress, Rome, Italy.

Yamagata-Lynch, L. C. (2011). *Methodological issues to consider when conducting CHAT educational research with activity* systems analysis. Paper. Paper presented at the International Society for Cultural and Activity Research Congress, Rome, Italy.

Yamagata-Lynch, L. C. & Cowan, J. (2011). Exploring the potential benefits to social network research by integrating qualitative activity systems analysis. Paper presented at Sunbelt XXXI, St. Pete, FL.

Yamagata-Lynch, L. C., & Cowan, J. (2011). *Using activity systems analysis to document and reflect on design tensions of an online degree program*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Yamagata-Lynch, L. C. (2010). *Activity systems analysis in various studies: A guide for starting future investigations*. Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Anaheim, CA.

Yamagata-Lynch, L. C., & Cowan, J. (2010). *Tracing changes in teacher design, development, and implementation of virtual field trips and standards-based lessons*. Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Anaheim, CA.

Yamagata-Lynch, L. C. (2010). *What we can learn from activity theoretical research critics.* Paper presented at the Annual Meeting of American Educational Research Association, Denver, CO.

McGraw, J., & Yamagata-Lynch, L. C. (2009). *Using activity systems analysis to evaluate the implementation of science curriculum in multiple Illinois schools*. Annual meeting of the Association for Educational Communication and Technology, Louisville, KY.

Yamagata-Lynch, L. C., & Smaldino, S. (2009). *Developing data collection instruments with the activity systems model*. Annual meeting of the Association for Educational Communication and Technology, Louisville, KY.

Boling, E., & Yamagata-Lynch, L. C. (2008). *Activity systems analysis as a tool for instructional design*. Paper presented at the Annual Meeting of Association of Educational Communication and Technology, Orlando, FL.

Click, A., Smaldino, S., & Yamagata-Lynch, L. C. (2008). *Designing for student engagement in Second Life.* Annual Meeting of Association for Educational Communication and Technology, Orlando, FL.

Yamagata-Lynch, L. C., Click, A., & Smaldino, S. (2008). *Using activity systems analysis to trace changes in student reflections in Second Life Courses.* Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Orlando, FL.

Yamagata-Lynch, L. C., & Pamental. M. P. (2008). *Using activity systems to scaffold student moral decision making*. Paper presented at the Annual Meeting of the American Educational Research Association, New York, NY.

Yamagata-Lynch, L. C., Pamental, M., & Smaldino, S. (2007). Activity systems analysis as a conceptual tool for organizing complicated activities. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.

Yamagata-Lynch, L. C., & Smaldino, S. (2007). *Using activity theory to foster dialogue in K-12 university partnerships*. Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.

Pamental, M., & Yamagata-Lynch, L. C. (2007). *A transactional approach to moral education.* Paper presented at the Annual Meeting of American Educational Research Association, Chicago, IL.

Yamagata-Lynch, L. C., & Smaldino, S. (2006). *Merging theory and practice in K-12 school and university partnerships with activity theory*. Paper presented at the Inaugural Research Symposium Meeting of the Association for Educational Communication and Technology, Bloomington, IN.

Luetkehans, L., Bell, S., Bell, D., Yamagata-Lynch, L. (2006). *Uniquely gathered, uniquely guided: The Wright PDS*. Paper presented at the Professional Development Schools National Conference, Orlando, FL.

Yamagata-Lynch, L. C., & Haudenschild, M. (2006). *Using activity theory to identify contradictions and tensions in teacher professional development*. Paper presented at the Annual Meeting of American Educational Research Association, San Francisco, CA. (ERIC Document Reproduction Service No. ED491495)

Yamagata-Lynch, L. C., & Haudenschild, M. (2005). *Investigation of enabling and disabling social structures of teacher professional development*. Paper presented at the Annual Meeting of American Educational Research Association, Montreal, Canada. (ERIC Document Reproduction Service No. ED489894)

Yamagata-Lynch, L. C., & Smaldino, S. (2005). *Building consensus on university and K-12 partnership goals using activity theory.* Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Orlando, FL.

Yamagata-Lynch, L. C., & Wiley, D. (2002). *Implications of Sociocultural theory for research in instructional technology*. Paper presented at the Annual Meeting of Association for Educational Communication and Technology, Dallas, TX.

Ehman, L., Bonk, C. J., Yamagata-Lynch, L. C., & Keller, J. (2002). *Finally, a model reflecting three years of in-school teacher professional development related to technology integration*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Yamagata-Lynch, L. C. (2002). *Using activity theory as an analytical lens for examining technology professional development in schools*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Yamagata-Lynch, L. C. (2002). *Fitness of a technology professional development before, during, and after the program*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Bonk, C. J., Ehman, L., Hixon, E., & Yamagata-Lynch, L. C. (2001). *The pedagogical TICKIT: Teacher Institute for Curriculum Knowledge about the Integration of Technology*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, WA.

Barab, S. A., Hay, K. E., Squire, K., Barnett, G. M., & Yamagata-Lynch, L. C. (2000). *Virtual solar system project: Learning through a technology-rich inquiry-based, participatory learning environment*. Paper presented at the Annual Meeting of American Educational Research Association, New Orleans, LA.

Barab, S. A., Barnett, G. M., Yamagata-Lynch, L. C., Squire, K., & Keating, T. (1999). *Using activity theory to understand the contradictions characterizing a technology-rich introductory astronomy course*. Paper presented at the Annual Meeting of American Educational Research Association, Montreal, Canada.

Barab, S. A., Hay, K. E., & Yamagata-Lynch, L. C. (1999). *Constructing networks of activity: An in-situ research methodology*. Paper presented at the Annual Meeting of American Educational Research Association, Montreal, Canada. (ERIC Document Reproduction Service No. ED432597).

Cole, D., Sugioka, H., & Yamagata-Lynch, L. C. (1998). *Supportive classroom environments for creativity in higher education*. Paper presented at the Annual Meeting of American Educational Research Association, San Diego, CA.

Peer Reviewed Workshop at a Conference

Yamagata-Lynch, L. C., & Smaldino, S. (2007). *Using activity systems analysis to examine qualitative datasets*. Workshop facilitated at the Annual Meeting of American Educational Research Association, Anaheim, CA.

Regional and Non-Peer Reviewed Conference Presentation

Yamagata-Lynch, L. C. (2009). *Using activity systems analysis for monitoring teacher action research*. Annual meeting of the Geological Society of America North-Central Section, Rockford, IL.

Yamagata-Lynch, L. C. (2008). Potential use of activity systems analysis in instructional design. Paper presented at the Chicago International Society of the Performance Improvement Cracker Barrel, Schaumberg, IL.

Invited Presentations at Conferences

Luetkehans, L. M., & Yamagata-Lynch, L. C. (2014). *Teacher Education Division Panel, Research in technology and teacher education: A world café*. Presented at Annual Meeting of the Association for Educational Communication and Technology, Jacksonville, FL.

Yamagata-Lynch, L. C. (2014). *Teacher Education Division Panel, The landscape of teacher education: Preparing teachers for virtual learning environments*. Presented at Annual Meeting of the Association for Educational Communication and Technology, Jacksonville, FL.

Johnson, T., Yamagata-Lynch, L., Ifenthaler, D., Smaldino, S., Schuch, D., Gibbons, A., Shute, V., Luetkehans, L., Hooper, S., Pirnay-Dummer, P., & Murowski, M. (2009). *Interconnecting research to practice: Is there any real benefit or is it mostly bother?* Presidential Panel Discussion at the Annual meeting of the Association for Educational Communication and Technology, Louisville, KY.

Yamagata-Lynch, L. C. (2006). *Making contributions to educational research with activity theoretical research.* Invited paper for the AECT Research and Theory Division and Design and Development Division titled: Emerging Methods: Activity Theory in Instructional Technology, Presented at Annual Meeting of the Association for Educational Communication and Technology, Dallas, TX.

Yamagata-Lynch, L. C. (2006). Paper discussant for *Transforming curricula and sustaining reforms session*. Bi-annual Meeting of International Conference of the Learning Sciences, Bloomington, IN.

Yamagata-Lynch, L. C. (2005). *Founders' session response panel discussant coordinator*. Professors of Instructional Design and Technology Annual Meeting Estes Park, CO.

Invited Presentation at US Institutions

Yamagata-Lynch, L. C. (2011). *Activity systems analysis in design research*. Invited seminar lecture at Florida State University, Tallahassee, Florida.

Yamagata-Lynch, L. C. (2001). *Introducing Sociocultural Theory to instructional designers*. Invited Lecture at Utah State University, Logan, Utah

Invited Lectures at Overseas Institutions

Yamagata-Lynch, L. C. (2016). *アメリカの大学院生活 (Graduate student life in American Graduate Schools)*. Invited lecture at the Psychology Department, University of the Sacred Heart, Tokyo, Japan.

Yamagata-Lynch, L. C. (2013). *Message to my 後輩 (Underclassmen)* Invited lecture at the Psychology Department, University of the Sacred Heart, Tokyo, Japan.

Yamagata-Lynch, L. C. (2012). *アメリカの大学にての女性教授職 (Women's status in US universities as professors).* Invited lecture at the Psychology Department, University of the Sacred Heart, Tokyo, Japan.

Yamagata-Lynch, L. C. (2011). *Cultural Historical Activity Theory（人間活動理論）.* Invited lecture at the Psychology Department, University of the Sacred Heart, Tokyo, Japan.

Yamagata-Lynch, L. C. (2009). *Activity systems analysis: Examples and implications for future research*. Invited lecture at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

Yamagata-Lynch, L. C. (2009). *Social media tools and reconceptualizing information and its value*. Invited lecture at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

Yamagata-Lynch, L. C. (2009). *The status of female faculty and tenure in American universities*. Invited lecture at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

Yamagata-Lynch, L. C. (2009). *Studying at a graduate school in the US and teaching at a US university*. Invited lecture at the Psychology Department, University of the Sacred Heart, Tokyo, Japan.

Yamagata-Lynch, L. C. (2009). *Vygotsky and Sociocultural theory*. Invited lecture at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

Yamagata-Lynch, L. C. (2008). *Using activity systems analysis for understanding complex human learning situations*. Invited Lecture at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

Invited Online Keynote Address

Yamagata-Lynch, L. C. (2011). *Activity systems analysis methods*. Invited Skype Keynote, Center for Research on Activity, Development, and Learning (CRADLE), University of Helsinki, Finland.

Grants

Funded External Research Grants

Perry, E. & Yamagata-Lynch, L. C. (2007). Enhancing Diversity Track 2: Intensive Field Experience in Northern Illinois and Central Mexico for Middle and High School Teachers Serving Large Hispanic Populations. National Science Foundation Opportunities for Enhancing Diversity in the Geosciences (OEDG) Track 2: Program Full-Scale Projects for $ 1,030,479. (co-PI).

Strauss, E., Lord, C., Barnett, G., & Hall, T. (2006). *Urban Ecology Course Materials Created with a Universal Design for Learning Framework*. National Science Foundation, Instructional Materials Development Program for $2.1 million dollars (Sub-contractor, budgeted for $145,000)

Funded Internal Research Grants

Yamagata-Lynch, L. C. (2006). *Developing new research methods using activity systems analysis for K-12 school and university partnership research.* Northern Illinois University 2006 ETRA Department: Institute of Learning Transfer Support for $5,000 (Principal Investigator).

Yamagata-Lynch, L. C., & Pamental, M. (2006). *Using activity systems to scaffold student moral decision making*. Northern Illinois University 2005 Research and Artistry Grant for $4,500 (Principal Investigator).

Yamagata-Lynch, L. C. (2005). Developing frameworks and activities for supporting university and K-12 school partnerships to prepare and sustain highly qualified teachers. Northern Illinois University 2005 Research and Artistry Grant for $4,750 (Principal Investigator).

Yamagata-Lynch, L. C. (2005). Investigation of enabling and disabling social structures of teacher professional development. Northern Illinois University College of Education Scholarship Support Grant for $1,860 (Principal Investigator).

Yamagata-Lynch, L. C. (2002). Investigation of enabling and disabling social structures of teacher professional development. University of Utah University Research Committee Faculty Research and Creative Grant for $5,968 (Principal Investigator).

Teaching

University of Tennessee Undergraduate Course

Manga and Graphic Novels

University of Tennessee Graduate Courses

Computer Applications in Education

Cultural Historical Activity Theory and Methods

Design Thinking and Theory

Introduction to Qualitative Research in Education

Online Learning Environments

➔100% online

Proseminar 1: Instructional Technology as a Profession

➔100% online

Professional Ethics in Instructional Technology

➔100% online

➔This course was selected by the City of Cleveland as a partner project for the 2014-2015 UT Smart Communities Initiative

Seminar in Learning Environments and Educational Studies

Digital Tools in Qualitative Research

➔100% online

Northern Illinois University Undergraduate Courses

Computers in Education

Integrating Technology into the Elementary Classroom

Field Experience for Integrating Technology in the Elementary Classroom

➔100% online

Northern Illinois University Graduate Courses

Proseminar in Instructional Technology

➔Varied formats, 50% online and 80% online

Instructional Media and Technology

Technology and Assessment for Elementary Education

Theories of Computer Based Instruction

Doctoral Seminar: Instructional Technology Theory

Doctoral Seminar: Instructional Technology Problems

Research Seminar: Activity Systems Analysis Methods

University of Utah Undergraduate Courses

Educational Applications of Technology

Educational Applications of Technology for Grades 6-12

University of Utah Graduate Courses

Human Computer Interaction

Introduction to Research in Teaching and Learning

Critical Perspectives in Computers in Education

Teacher Research

Seminar in Learning and Instruction: Topic: Conducting Sociocultural Research on Technological Cultural Artifacts

Design of School Based Research

Sociocultural Theory

Courses Taught at Foreign Institution

2012   *人間活動理論にてデザインを見つめる (Understanding design with activity systems analysis)*. Invited four-week course taught in Japanese at the Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

2011   Understanding digital humanities with activity systems analysis. Invited four-week course instructor taught in English and Japanese at Department of Value and Decision Science (VALDES), Tokyo Institute of Technology, Tokyo, Japan.

2003   Comparative studies of US and Japanese educational systems

Taught in Japanese at Shinshu University Summer Program, Nagano, Japan

Funded Internal Teaching Grants

Yamagata-Lynch, L. C. (2006) *Assessing effectiveness and curriculum development of ETT 401A/401B course work*. Northern Illinois University College of Education Instructional Development Grant for $4,000.

Yamagata-Lynch, L. C. (2003). *International faculty professional development grant,* University of Utah Faculty Professional Development Grants Committee for $1,500 in support of teaching at Shinshu University.

Service to Department, College, and University

2017-Present	UT Provost's Office Work Life Balance Working Group
2017-Present	UT Provost's Office Underrepresented Faculty Mentoring Working Group
2017	UT OIT e-Learning Specialist Search Committee Member
2016-2017	UT Commission for Women Status of Women Subcommittee
2016-Present	UT Commission for Women
2016	UT Assistant Director of International Support Services Search Committee Member
2015-2016	UT EPC Adult Education/Adult Learning Assistant and Associate Professor Search Committee Chair
2015-2016	UT EPC Strategic Planning Leadership Team
2014-2015	UT EPC IT Assistant Professor Search Committee Chair
2014	UT Self-Serve Online Training RFP Review Team
2014-Present	UT Summer Advisory Committee
2013-2015	UT Quality Enhancement Plan Team, Writing Sub-Team, Definition Committee
2013-Present	UT Math Camp Task Force
2013-2014	UT Summer School Coordinator Search Committee Chair
2013	UT Director of Online Learning Search Committee Member
2012-2013	UT Online Task Force
2012-Present	UT Japanese Animation Research Society Faculty Advisor
2011-Present	UT CEHHS Technology Committee
2010-2011	NIU Strategic Plan for Enrollment Management Task Force
2010-2011	NIU Distributed Learning Task Force

2010-2011	NIU College of Education Curriculum Committee
2010-2011	NIU ETRA Department Curriculum Committee
2010	NIU ETRA Department Doctoral Candidacy Exam Coordinator
2009-2011	NIU University Council Elected Member
2008-2011	NIU ETRA Department IRB Administrative Department Reviewer
2008-2011	NIU Faculty Senate Representative
2007-2008	NIU STEM Professions Task Force, Members were selected by the Vice Provost
2007-2009	NIU ETRA Admission, Retention, and Professional Standards Committee
2007-2008	NIU University Committee on Initial Teacher Certification (CITCI)
2006-2007	NIU College of Education Research Council
2005-2007	NIU College of Education Elementary Education MAT Program Development Committee
2004-2011	NIU Consultant to the Partnership Office
2004-2011	NIU College of Education Elementary Education Program Faculty Committee
2003-2004	U of U Elected Chair of College of Education Council Executive Committee
2003-2004	U of U Chair of Department of Teaching and Learning Undergraduate Technology Course Redesign Team
2002-2003	U of U Department of Teaching and Learning Graduate Curriculum Committee, Member
2001-2002	U of U Department of Teaching and Learning Technology Committee, Member

Services in Support of Junior Faculty

2009	NIU New Faculty Orientation Selected Host
2009	NIU College of Education First Year Faculty Initiative guest speaker on Tenure and Promotion
2009-2011	NIU ETRA Department Faculty Mentor for Dr. John Cowan
2008	Tenure and Promotion Material Reviewer for Old Dominion University

Invited Lectures

2016	*Engaging Engagement Online.* Invited Speaker for Tennessee Tech University, i3@TTTU The Academy of Online Teaching and Learning Expert Talk

2015	*Service learning at UT.* Presented to College of Education, Health, & Human Sciences Board of Visitors, UT.
2014	Synchronous and Asynchronous Online Teaching: Strategies for Teaching Online Teaching online. Guest speaker for the UT Summer Teaching Institute.
2013	*On research agenda.* Presented as a course lecture in LEEDS Seminar.
2012	*Qualitative research overview*. Presented as a course lecture in Foundation of Counselor Education, UT.
2006	Building consensus on university and K-12 partnership goals using activity theory. Presented at the ETRA Brownbag, NIU.
2006	Using activity theory to identify contradictions and tensions in teacher professional development. Presented at the ETRA Retreat, NIU.
2005	*Using activity theory as an analytical lens for examining technology professional development in schools*. Presented via videoconference as a course lecture in Thinking and Learning in Social Contexts, Indiana University.
2005	*Student teaching seminar—Technology integration*. Presented as a lecture for Student Teaching Seminar, NIU.
2005	*Action research.* Presented at the ETRA Retreat, NIU.
2005	*Establishing productive group activities with technology*. Presented at the Spring 2005 Teaching Assistant Orientation, NIU.
2002	*Issues surrounding curriculum technology integration*. Presented as a course lecture in Introduction to Teaching, U of U.
2002	*Using Inspiration software in your teaching*. Presented as a course lecture in Student Teaching Seminar/Action Research in Teaching, U of U.

Service to Professional Organizations

2016	AECT Design & Development Division Webinar Panel Member for "Preparing for an Academic Job Search"
2016-Present	ISCAR 2017 International Scientific Program Committee
2009-2011	AERA Cultural Historical Research-SIG Awards Committee Chair
2011-2012	Communications Officer for the AERA SIG Design and Technology
2010-2011	Past-President for the AECT Research and Theory Division
2009-2010	President for the AECT Research and Theory Division

2008-2009	President Elect and Annual Conference Program Organizer for the AECT Research and Theory Division (Elected Position)
2007-2008	Co-Chair for the AECT 2008 Research Symposium
2007-2009	AERA Cultural Historical Research-SIG Awards Committee Elected Member

Memberships to Professional Organizations

American Educational Research Association (AERA)

Association of Educational Communications and Technology (AECT)

International Society of Learning Sciences (ISLS)

The International Society of Cultural-Historical Activity Research (ISCAR)

Journal Editorial Memberships

2011-Present	The Journal of Educational Research, Consulting Editor
2009-Present	TechTrends, Editorial Advisory Board
2005-2009	TechTrends, Editorial Review Board
2003-Present	Educational Technology Research & Development, Consulting Editor for the Research Section

Other Reviews

Journal Manuscript Review Assignments

2016	Computers and Education
2016	Journal of Computing in Higher Education
2015	The Internet and Higher Education
2015	Reflective Practice
2014-Present	International Journal of Designs for Learning
2014-Present	The International Review of Research in Open and Distance Learning
2011-Present	The Journal of Educational Research
2010-Present	Educational Technology Research & Development, Development Section
2009-Present	Mind, Culture, and Activity
2008-2011	Teaching and Teacher Education

2007	Cities and the Environment
2007	Evaluation and Program Planning
2006-2008	School University Partnership
2005-2011	TechTrends
2005-2011	The Journal of the Learning Sciences
2005-2007	AERA Educational Researcher
2001-Present	Educational Technology Research & Development, Research Section

Dissertation External Review

2014	Australian National University

Federal and International Grant Proposal Review Assignments

2014	National Science Foundation, Washington, D.C.
2011	National Science Foundation, Washington, D.C.
2008	Social Sciences and Humanities Research Council of Canada
2004	National Science Foundation, Washington D.C
2002	Office of Educational Research and Improvement, U.S. Department of Education, Washington D.C., Small Business Innovation Research (SBIR) Grant Program

Publisher Requested Book Proposal Review Assignments

2017	SAGE Publications, Book Proposal Review
2016	SAGE Publications, Book Proposal Review
2008	Pearson Allyn and Bacon, Book Proposal Review
2006	Routledge Taylor & Francis Group Ltd, Oxford UK, Research Methodology, Book Reviewer Prior to Publication
2005	Routledge Taylor & Francis Group Ltd, Oxford UK, Research Methodology Book Proposal Reviewer
2004	Sage Publication, Thousand Oaks, California, Mixed Methodology Book proposal Reviewer
2004	Cambridge University Press, New York, Sociocultural Theory Handbook Proposal Reviewer

2003	Wadsworth Publishing, Belmont California, Educational Technology Textbook Proposal Reviewer
2001	Houghton Mifflin Company, Boston, Massachusetts, Textbook Reviewer for "Psychology Applied To Teaching" 10th Edition

Consulting

Corporate and Publishers

2002	EOS Publishing, Columbus, Ohio, Teacher Professional Development Online Curriculum Design Consultant
1999	Stratigent Co., Indianapolis, Indiana, Instructional Design Consultant
1999	Bell & Howell Information and Learning, Ann Arbor, Michigan Course Pack Curriculum Developer for Introductory Educational Psychology
1999	Houghton Mifflin Company, Boston, Massachusetts, Curriculum Developer of Accompanying Website for "Psychology Applied To Teaching" 9th Edition

Service to Local Community

2015	Supervised report preparation for Garty, E., Yamagata-Lynch, L. C., & IT595 Summer 2015 Participants (2015). *Ethical needs for collecting citizen input for future planning in Cleveland, TN*. Knoxville, TN: University of Tennessee Smart Communities Initiative.
2014-2015	Smart Communities Initiative Faculty Leader Team member for working with City of Cleveland TN
2014	Toyota Tsusho Lunch and Learn, ことわざで日本企業文化を考える－Understanding Japanese Corporate Culture through Proverbs
2011	LEARN IT 2011 Hand-to-Hand Learning (Professional development session hosted by the NIU ETRA Department for Illinois teachers in collaboration with Dr. Sharon Smaldino)
2010	LEARN IT 2.0 Social Networking in the Classroom (Professional development session hosted by the NIU ETRA Department for Illinois teachers)
2008	DeKalb School District and Northern Illinois University High School Partnership School Workshop Participant
2005-2008	Technology Faculty Liaison to the DeKalb School District, Malta Elementary School, Malta Illinois

2002   Standards Reviewer for the Utah Basic Skills Competency Test Standard Setting, State Office of Education, Salt Lake City, Utah