

M. Brooke Robertshaw, PhD

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Skills

- Survey design, development, deployment, and analysis experience
- Program Evaluation
- Report writing
- Expertise statistics in social and behavioral sciences
- Expertise in mixed-methods research and evaluation
- Experience with working with and facilitating evaluation, research and assessment activities in groups
- Expertise working across cultures and languages
- Experience with IPEDS and other national databases
- Experience with COGNOS
- Ability to perform qualitative and quantitative data collection and analysis in virtual environments

Education

2013: **Doctor of Philosophy**, Instructional Technology & Learning Sciences, Utah State University, Logan, UT USA

Dissertation research: Use of mixed methods to develop close-ended answers to assess in-service K-12 teachers' technological pedagogical content knowledge (TPACK)

1998: **Masters of Education**, Computer Based Education, University of Georgia, Athens, GA, USA

1995: **Bachelor of Arts**, Early Childhood Education, Oglethorpe University, Atlanta, GA, USA

Relevant Professional Experience

December 2015 - Present

Assessment Librarian & Assistant Professor

Oregon State University Libraries and Press, Oregon State University, Corvallis, OR, USA

Responsibilities:

- Working as a member of the Library Administration Management and Planning team to help make library wide administrative decisions.
- Conducting and consulting on assessment in informal and formal learning environments
- Collecting and managing longitudinal data for the annual Integrated Postsecondary Education Data System (IPEDS) and Association for College and Research Libraries (ACRL) data surveys
- Designing (including validating), and deploying library satisfaction surveys; analyzing data from and writing reports about library satisfaction surveys;

- Connecting student success data to library services data to help to understand the library impact on pertinent student outcomes
- Understanding and how data collected across the library fits with library and university strategic goals in order to be able to best answer assessment questions from library and university administration
- Consulting with students, faculty and staff on quantitative methods in social and behavioral sciences
- Conducting and publishing research

January 2014-November 2015

Assessment & Data Analyst

Office of Institutional Assessment, Purdue University, West Lafayette, IN, USA

Responsibilities:

- Analyzing quantitative student data to understand how different student success initiatives impact student outcomes
- Conducting course level assessments - utilizing quantitative, qualitative and mixed methodologies- to help faculty understand impacts of different course interventions
- Working with faculty to understand the impact of learning space type on their teaching and student learning
- Conducting assessments of the impact of different learning technologies on student performance, including working with Purdue's learning technology unit to assess a university wide pilot of the Canvas Learning Management System
- Consulting with faculty and staff on quantitative methods in the social and behavioral sciences.

July 2011-June 2012

Intern

Office of Methodological and Data Services, College of Education and Human Services, Utah State University, Logan, UT, USA

Responsibilities

- Meeting with faculty and graduate students in Utah State University's College of Education to help to determine appropriate statistical methods for research projects including grant proposals, grants in progress, dissertations, and masters theses
- Instructing faculty and students in statistical methods and the use of the SPSS and R statistical packages
- Long-term mentoring graduate students in statistical methods and the use of SPSS.

January 2007 – June 2011

Research Associate, Digital Libraries Go to School Project

Department of Instructional Technology & Learning Sciences, College of Education and Human Services, Utah State University, Logan, UT, USA

Responsibilities

- Worked as a part of a research group to conduct evaluation research on a K-12 teacher technology professional development workshop that was designed to help teachers incorporate open educational resources and problem-based learning into their classrooms

- As a part of this team I collaborated on research design, instrument design, implementation, analysis and reporting of findings on our research.
- Responsible for teaching technology used in our professional development workshops to pre-service teachers in the College of Education.
- Conducting solo research on the technological pedagogical content knowledge framework prior to my dissertation and for my dissertation.

Relevant Journal Publications

Robertshaw, M. B. & Asher, A. (2019, Summer). Unethical Numbers? A meta-analysis of library impact studies. *Library Trends*.

McDavid, M.L., Parker, L., Burgess, W., Robertshaw, M.B., Doan, T. (2018). The combined effect of learning space and faculty self-efficacy to use student centered practices on teaching experience and student engagement. *Journal of Learning Spaces*, 7(1).

*Durán, L., Innocenti, M.R., Robertshaw, M.B., Shea, K. (2013). Exploring the fidelity of the bilingual early language assessment (BELA): A pilot exploration to move beyond face validity. *NHSA Dialog: A Research-to-Practice Journal for the Early Childhood Field*.

*Durán, L, Robertshaw, M.B. & Gorman, B. (2013). Implementing ‘Read it again!’ with bilingual preschoolers in Migrant Head Start. *Journal of Early Intervention*.

*Denotes contribution was as quantitative methodologist.

Relevant Technical Reports

Robertshaw, M.B. (2019, May). *A pilot to examine the financial impacts on students of the 1-week and 1-day laptop lending program at Oregon State University Libraries and Press (OSULP)*. Corvallis, OR, USA: Oregon State University.

Robertshaw, M.B. (2017, January). *Oregon State University Libraries & Press workplace climate survey results*. Corvallis, OR, USA: Oregon State University.

Robertshaw, M. B. (2015, May). *Canvas pilot assessment*. West Lafayette, IN, USA: Purdue University.

Robertshaw, M.B. (2015, January). *Analysis of CAAP, CLA+ & CCTST results data*. West Lafayette, IN, USA: Purdue University.

Robertshaw, M.B. (2014, July). *CoursEval trend analysis: A longitudinal look at impact of course transformation on course ratings*. West Lafayette, IN, USA: Purdue University.

Robertshaw, M. B. (2014, May). *Two parts: Online versus face-to-face comparisons of differences in final grade and the relationship between DFW rates, course design elements and student perceptions*. West Lafayette, IN, USA: Purdue University.

Robertshaw, M. B. & Richards, K.A.R. (2014, March). *Gender, International Student Status, Under Represented Minority Status, Ethnicity and IMPACT*. West Lafayette, IN, USA: Purdue University.

Relevant Invited Presentations

Robertshaw, M.B. & Dello Stritto, M.E. (2018, October). *Effect Sizes*. Research in Action Podcast, Oregon State University E-Campus Research Team.

Robertshaw, M.B. (2017, May). *Shiny Happy Assessment*. Presentation at the Information Literacy Advisory Group of Oregon Annual Meeting. Vancouver, WA.

Relevant International Conference Presentations

Robertshaw, M. B. & Asher, A. (2019, June). Unethical Numbers? *A meta-analysis of library impact studies*. Paper presented at the Evidence Based Library Information & Practice Conference, Glasgow, Scotland.

Robertshaw, M. B. & Asher, A. (2018, December). Unethical Numbers? *A meta-analysis of library impact studies*. Paper presented at the Library Assessment Conference, Houston, TX, USA.

Goben, A., Briney, K., & Robertshaw, M.B. (2018, June). *Libraries and learning analytics: Identifying the issues*. Program to be presented at the American Library Association Annual Conference, New Orleans, LA, USA.

Robertshaw, M.B., & Gillam, R.B. (2010, March). *Examining the validity of the TPACK framework from the ground up: Viewing technology integration through teachers' eyes*. Paper presented at the Society for Information Technology and Teacher Education Conference, San Diego, CA.

Relevant Regional Presentations

Robertshaw, M.B., Nielsen, B., Dahlgreen, M.K. (2017, April). *Data-driven thriving: Using info you already collect to improve and advocate for your library*. Presentation at Oregon Library Association 2017 Conference, Salem, Ore., USA.

Relevant Teaching

Spring 2016-Present

Instructor & Developer

SPSS Basics Workshop

Oregon State University Libraries Graduate Workshop Series

1-hour workshop developed as a part of Oregon State University Library's graduate student workshop series. Delivered quarterly. Workshop covers: working with files, setting up data, transforming data, running descriptives, chi-square and correlation.

Spring 2016-Present

Instructor & Developer

SPSS Intermediate

Oregon State University Libraries Graduate Workshop Series

1-hour workshop developed as a part of Oregon State University Library's graduate student workshop series. Delivered quarterly. Workshop covers: ANOVA, T-tests, graphs & charts, linear regression.

Spring 2018

Instructor

SED 612: Quantitative Research Design and Critical Analysis

Required basic quantitative methods course for masters and PhD students in the College of Education, Oregon State University.