

M. Brooke Robertshaw, PhD

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541-870-6136

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

Professional Experience

November 2020 – Present

Institutional Research Analyst

Ohio Wesleyan University, Delaware, OH, USA

December 2015 – 30 June 2020

Assessment Librarian & Assistant Professor

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

January 2014-November 2015

Assessment & Data Analyst

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

July 2011-June 2012

Intern

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

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

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. (2020, July). *Finding my voice: A quant explores breaking down white colonial power structures*. Presentation for Mirna Valerio’s Anti-Racism workshop

Robertshaw, M.B. (2019, April). *Emancipating quantitative methods from the status- white, colonial, patriarchal, heteronormative, racist, classist – quo*. Webinar for Psi Chi: The honors society for psychology.

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. (2020, May). *Unethical numbers? Why do a meta-analysis and what is it good for?* Invited doctoral seminar, Oregon State University.

Robertshaw, M.B. (2020, January). *What is quantitative data good for? Throwing great big noisy fusses about white colonial power structures. (*An ode to Ramona Quimby)*. Webinar for the Oregon chapter of the Association of College and Research Libraries.

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-Spring 2020

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-Spring 2020

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.