

SCOTT A. SANDER

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EDUCATION

Miami University, Oxford, OH

Ph.D. in Educational Leadership

2014

Research Interests: Science Education, Teacher Preparation

Dissertation: *Exploring Preservice Science Teachers' Interpretations of Curricular Experiences while Learning to Teach in an Inquiry-Oriented Way: A Phenomenology*

Additional Credentials: Completed Certificate of College Teaching

Miami University, Oxford, OH

Master of Arts in Teaching, Secondary Education

2001

Biological Sciences / General Science

Miami University, Oxford, OH

B.S. in Health and Sports Studies

1997

Major: Exercise Science

TEACHING EXPERIENCE

Miami University, Oxford, OH

Clinical Faculty, Science Education

Fall 2014 - current

Miami University, Oxford, OH

Adjunct Instructor – Physical Science

Fall 2013

Miami University, Oxford, OH

Adjunct Instructor – Adolescent/Young Adult Science Methods

Spring 2013

Preble Shawnee High School, Camden, OH

Science Teacher – Physical Science

2001-2011

Master Teacher, State of Ohio; Department Chair; Class Advisor;
Basketball and Tennis Coach

RELATED EXPERIENCE

Miami University, Oxford, OH

Program Coordinator, iDiscovery

2013 – 2014

Provide informative feedback and assist in evaluation of 43 PDC facilitators; Collaborate in the preparation of *iDiscovery* funding proposals and reports

Graduate Assistant, iDiscovery

2011 – 2013

Monitor Professional Development Community (PDC) seminars consisting of 624 teacher participants located across the state of Ohio

PUBLICATIONS

Sander, S. (2013). Exploring the Impact of Virtual Classroom Technology on Learning to Teach. Narrative discussing work with preservice teachers and TeachLivE™. Published as conference proceedings from First National TLE TeachLivE™ conference.

BOOK CHAPTERS

Sander, S. (2013). A Window Toward Expanded Experiences: Exposing Today's Limited Menu of Classroom Offerings and Asking for More Variety. In Poetter's (Ed.) *Curriculum Windows to Tomorrow: What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today*. Charlotte, NC: Information Age Publishing, Inc.

Hayes, S., Sander, S., & Lewellen, B. (2013). Beyond Project Versus Process: Searching for Progress in Education. In Poetter's (Ed.) *Curriculum Windows to Tomorrow: What Curriculum Theorists of the 1960s Can Teach Us about Schools and Society Today*. Charlotte, NC: Information Age Publishing, Inc.

CONFERENCE PRESENTATIONS

Exploring the Impact of Virtual Classroom Technology on Learning to Teach. Poster presentation at Mid-Atlantic Regional Meeting of the Association of Science Teacher Education (MA-ASTE), Daniels, West Virginia: September 2013.

Exploring the Impact of Virtual Classroom Technology on Learning to Teach. Presentation at the 1st Annual TeachLivE™ Conference, Orlando, Florida: May 2013.

Curriculum Windows to Tomorrow: Curriculum Theorists of the 1960s Lessons for Today's Schools and Society. Book chapter presented at Bergamo (JCT) Curriculum Conference, Dayton, Ohio: October 2012 (with Schubert, W., Poetter, T., and co-authors).

Equity, Social Justice, and Mathematics/Science Education. Panel presentation at Rouge Forum, Oxford, Ohio: June 2012 (with Edwards, T. & Wilms, C.).

Doctoral Students Explore the Limits of "Play" in Their Own Curriculum "Fantasy Factory." Presentation at the 12th Annual Curriculum & Pedagogy Group Meeting, Akron, Ohio: October 2011 (with class team from summer seminar on curriculum theory).

Exploring the Impact of Virtual Classroom Technology on Learning to Teach. Presentation at the 33rd Annual International Lilly Conference on College Teaching, Oxford, Ohio: November 2013.

Exploring the Impact of Virtual Classroom Technology on Learning to Teach. Presentation at the Association of Science Teacher Education International Meeting, San Antonio, Texas: January 2014.