

## ELSA-SOFIA MOROTE, Ed. D.'s CV

### EXECUTIVE SUMMARY

—My prerequisites for organization culture: it must embrace progress and be fearless of innovation, offer challenges, reward performance, and place high value on human capital.

Dr. Elsa-Sofia Morote  
Department of Educational Administration, Leadership and Technology  
Academic Rank: Full Professor  
Dowling College, New York

Elsa-Sofia Morote has been a Professor in the Department of Educational Administration, Leadership and Technology at Dowling College since 2003. She is teaching quantitative methods, research methods, research technology, instructional technology course among others in the doctoral program, advanced certificate program and master's program.

Dr. Morote attended the University of Lima (BS. Engr., 1988), the Teaching Center for Research and Economics in Mexico (MPA, 1992), Carnegie Mellon University (MS, 1996), and the University of Pittsburgh (EdD, 2001). She did a postdoctoral work at Massachusetts Institute of Technology (MIT) (2001-2003). She is an international scholar and has received several awards in each country she has lived in, including: best engineering thesis (NSF-Peru); top student in the Master's program (CIDE-Mexico); student honoree in the doctoral program (University of Pittsburgh –USA), and best research paper at a conference (IBEC – India).

She was a professor in the Graduate School of Business (1993-1997) at the Monterrey Institute of Technology, where she received an award for best development of curriculum materials for entrepreneurial programs as well as several teaching awards. In the United States, she has worked at the Massachusetts Institute of Technology as a senior postdoctoral fellow (2001-2003) as part of the Research Learning and Teaching Effectively (RELATE) project, which focused on the improvement of learning and pedagogy in interactive environments.

At Dowling College, Dr. Morote initiated the doctoral mentorship program, in which Dowling Ed.D. alumni and faculty serve as mentors to doctoral students and collaborate on research papers. The program has proven enormously successful. This mentorship program is part of the Advanced Research Methods Class Dr. Morote teaches at Dowling College. Dr. Morote is considered by her students to be an outstanding professor, and a role model.

She was Chair of the Department of Educational Administration, Leadership, and Technology (2009-2011). She was able to establish a collegial environment, where all members (faculty and adjunct faculty) felt valued and they have ownership in the program. In her tenure as Chair she developed the Masters in Educational Technology Leadership and made international agreements with prestigious organizations such as the Organization of American States (OAS). The OAS publicized Dowling's program in 37 independent states in the Americas and provided scholarships for international students. She motivated Dowling administrators to match those scholarships for national students. As a result, the first *global* cohort for the advanced Certificate in Computers in Education begun and it was a success.

With several marketing strategies she was able to increase enrollments during her tenure while graduation enrollments were decreasing due to the economy crises in the United States, e.g., in New York, graduate enrollments in education decreased 7.5% from 2009 to 2011. However, in her department, enrollments increased or were maintained their programs. For example, the Advanced Certificate in Technology

enrollments increased 33%, and online courses in the Leadership certificates increased 30% of the enrollments from 2008 to 2011.

At the School and College level, she actively participated as a chair of the Diversity Strand, coordinating the document prepared for the National Council for Accreditation of Teacher Education (NCATE) accreditation that the school received in 2004 and 2008. Her commitment with diversity is demonstrated in the stats of the department she led, where minority students in the doctoral program increased from the already high 24% (versus Long Island Region minority population 20%) in 2008 to 35% in 2011.

In addition, Dr. Morote served as a chair of the technology task force team. Under her leadership, in 2011, The Technology Strategic Plan for the School of Education was developed with participation of all faculty, administrators, and external experts. In 2012, Dr. Morote founded the Institute of International Studies and Diversity, and currently is working towards training teachers to infuse multicultural aspects in their curricula, and international comparative studies in education.

Dr. Morote is continuing her research and participates in peer review conferences and journals while at Dowling College. Teaching, motivating, and researching are her passions. In doing these things she implements her core beliefs that: *—I always want more but appreciate everything I have and I live my life by the four agreements: 1) Stand by my word; 2) Don't take things personally; 3) Don't make assumptions; and 4) Always do my best.*"

Dr. Elsa-Sofia Morote academic accomplishments as of November, 2012

Service Related		International and National Exposure		Publications	
Dissertation Chair	35	Invited Talks	32	Peer Review Journals	28
Dissertation Designer	33	Conference Presentations	140	Educational Databases	6
Dissertation Reader	40	Newspapers Magazines radio interviews	4	Conference Proceedings (peer reviewed)	50
Successful Mentored Publications	79	TV exclusive Interviews	4	Patents	1
Consulting Activities	5	Honors & Recognitions	20	Dissertations, Thesis	3
Grants Received	5	Book Chapters	3	Working papers, Reports	5
		Books	2		

You can access detail information of these accomplishments at Dr. Elsa-Sofia Morote's interactive Portfolio on her website: <http://www.internationalprofessor.com> (click on "portfolio")

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## EDUCATION AND ACADEMIC TRAINING

### **Doctorate**

Doctor of Education Ed.D.- May, 2001

University of Pittsburgh, Pittsburgh, PA

Majored in Administration and Policy Studies, concentration in Higher Education Administration

Dissertation: "Relationship among Higher Education, Economic Growth and Employment in Latin American Leading Emerging Markets"

(Honors) *Annual Awards for Academic Excellence, University of Pittsburgh 1998-2001*

### **Masters**

M.S. - May, 1996

Carnegie Mellon University, Graduate School of Industrial Administration, Pittsburgh, PA

MS Computational Finance, Interdisciplinary Program in Finance, Mathematics, Statistics and Computer Science

M.P.A. - June, 1992

Teaching Center of Research and Economics (CIDE), Mexico D.F., Mexico

Public Administration - Strategic Management

Thesis: "Strategic Management Goal Analysis: A Practical Case Inside of a Clothing Factory"

Honors: *Top Student in Master Program, 1992*

### **Bachelors**

B.S. -Engr December, 1988

Industrial Engineering [Titulo de Ingeniero Industrial], University of Lima, Lima, Peru,

Thesis: "Project Evaluation for a Clothing Factory"

Honors: Awarded the Best Engineering Thesis in the Country by CONACYT (NSF), Lima, Peru, 1989

### **Postdoctoral Education**

Senior Postdoctoral Fellow (July, 2001 – August, 2003)

Massachusetts Institute of Technology, Cambridge, MA

Instructional Technology and Quantitative Methods: Worked in researching in education and instructional technology utilizing advanced statistical analysis. Research ways to improve and measure the impact of the Educational Software (Cybertutor) in education learning and teaching.

### **Certificates and Others:**

- Advanced Certificate in Computers in Education, Dowling College (projected May 2012)
- Advanced Study in Latin American Social and Public Policy, University of Pittsburgh, Pittsburgh, PA, 2001
- International Trade, Monterrey Institute of Technology and Higher Education (ITESM), Mexico, 1995
- Finished all the required courses from Ph.D. Program in Business Administration with specialty in Finance, 1997 (ITESM)
- Project Evaluation and Development, Iberoamerican University, Mexico, 1991

## ACADEMIC HONORS, AWARDS, AND RECOGNITIONS

- Featured Speaker, Status of the technology and infrastructure of Latin America and the analysis of its skilled labor force. Latin American Trade Forum, Briarcliffe College, New York, November 30, 2012
- Key Speaker, Uses of Social Media in Education and TICs. Universidad Nacional Mayor de San Marcos, Lima, Peru, August 2011
- Honorable Speaker to introduce former Peruvian President Alejandro Toledo in his political party presentation of his candidacy to the presidency in New York and also named Ceremony Masters in the event as recognition of her professional quality, October 10, 2010.
- Honorable Speaker to introduce former Peruvian President Alejandro Toledo in his speech —“El Peru en El Mundo, Juntos Si Podemos,” The event organized for the Juntos x Peru non-profit organization. Long Island, New York, July 27, 2010
- Contribution to Technology Education in Latino America, Lima, Peru, ADECAEM August 2009.
- Best Case Study, IBEC, International Business and Economic Conference, India, January 2009
- Contribution to Education, Dowling College’s Center for Minority Teacher Development and Training – “Yes We Can” Celebrating Latinos in Education, Long Island, NY, 2008
- Marquis’ Who is Who in America (since 2001-)
- Marquis’ Who is Who in American Education (since 2003 - )
- Annual Awards for Academic Excellence, University of Pittsburgh 1998-2001
- Latin American Social and Public Policy Mine Safety Appliances Co. Charitable Foundation Fellow Center for Latin American Studies 2000-2001
- Alcoa Latin American and Social Public Policy Fellowship 1999-2000
- School of Education Paul Masoner International Fellowship 1999
- Alumni Award Scholarship, School of Education, University of Pittsburgh, 1997-1998
- “Best Proposal for Teaching Materials” Award, ITESM, Mexico 1997
- Special recognition as an Outstanding Professor given by entrepreneurial courses students, Mexico, 1997
- “Teaching Award” based on performance, ITESM, Mexico 1997
- “Top Student in the Masters Program” Award, CIDE, Mexico 1992
- “Student of the Year” Award, Contigo Peru Association, Mexico 1991
- “Best Engineering Thesis in the Country” Award, National Council of Sciences and Technology, Peru 1990

## TEACHING EXPERIENCE

***(09/03 – Today) Dowling College, Department of Educational Administration, Leadership, and Technology (Full Professor)***

### **Courses Taught at Dowling**

#### **Doctoral Courses**

EDE 9800 Basic Research using Technology	EDE 9801 Survey Research	EDE 9804 Advanced Research Methods
EDE 9860 Dissertation Development Seminar	EDE 9802 Experimental Research Methods	EDE 9810 Organization Theory I
EDE 9861 Individual Dissertation Advisement	EDE 9803 Quantitative Methods I	EDE 9851 Professional Seminar II – Curriculum Theory and Development
EDE 9862 Individual Dissertation Advisement	EDE 9863 Individual Dissertation Advisement	

#### **Post-Master's Courses and Professional Development (Teaching on blended and online formats)**

EDE 5611 Computer Awareness for Teachers	EDE 6621 Integrating Technology into Curriculum	EDE 6698 Seminar in Educational Technology
EDE 6612 Software Evaluation	EDE 6625 Educational Web-based Design I	EDE 7669 Educational Technology Practicum

#### **Dissertations Advisement**

As November 2012, I have chaired 35 dissertations, designed 33 dissertations and serve as a reader of 40 dissertations.

#### **Doctoral Mentorship Program**

In the summer of 2005, I invited doctoral alumni to share their SPSS dissertation database with EDE 9804 Students, Advanced Research Methods. Students prepared their research papers using the information provided by alumni mentors and faculty member mentors. The program has grown tremendously since then. The papers produced were presented to international/national conferences.

*(01/93-06/97) Monterrey Institute of Technology and Higher Education (ITESM) Mexico City, Mexico (Full-time tenured professor)*

#### **Full-time Professor, Graduate School of Business (08/96 - 06/97)**

#### **Courses taught:**

- Project Evaluation--Graduate course in project development and financial evaluation.
- Financial Portfolio Evaluation--Graduate course with emphasis on creating and evaluating a financial portfolio in real time using Financial Analysis Trading System.

- Entrepreneurial Development--Course with emphasis on small business development and spirit of entrepreneurship.

**Cyber-Classroom:** Actively involved in preparing teaching materials for twenty-first century classrooms (i.e. using distance education, computer and other teaching aids). The professors in these classrooms were trained to manage advanced technology for teaching.

**Awards:**

- Best proposal for teaching materials, and course reader for entrepreneurial courses.
- Special Recognition as an Outstanding Professor given by the entrepreneurial course students.

**Consulting Activities:** Conducted financial studies for several financial institutions related to project and investment alternatives. Evaluated complex financial transactions from risk and return perspectives; presented findings and made recommendations to management. Provided training relevant to international finance markets officials.

**Full time Professor, Division of Management, Entrepreneurship Department (01/93 - 08/96)**

**Courses taught:**

- Entrepreneurial Development.
- Organization. Course in organization including case analysis for graduate students.
- Perspectives in Business. Course about the different approaches and theories of business administration.
- Finance Workshop. Finance evaluation in project development.

**Award:** Teaching award

**Consulting Activities:** Provided assistance to small and medium-sized companies on issues such as project analysis (e.g. benefit/cost analysis, financial statements for new business proposals), legal procedures, patents, exporting, marketing and production.

**Administrative Activities:** Organized international and national conferences on Entrepreneurship. Organized national student presentations of their start-up businesses.

**Part-Time Teaching**

**Global Entrepreneurship Association**

- Workshop (August, 2012). Quality Control and Kaizen for Entrepreneurs. Graduate Level.

**Universidad Nacional Mayor de San Marcos, Facultad de Ingenieria Industrial, Lima, Peru**

- Course (August , 2006). “El Valor de La Tecnologia En La Educacion Universitaria”- Graduate Level
- Course (August, 2011). Uses of Technology to Teach Engineering. – Graduate Level

**Bridgehampton School District, Long Island, New York (September – December 2007)**

- Course for Teachers: “Weaving the web into teaching and learning.” Graduate Level.

**Graduate School of Business, ESAN (January 2006)**

- Course. Personal Development and Growth.

**Carnegie Mellon University, Graduate School of Industrial Administration, Pittsburgh, PA**

**Instructor (May-July 1996).** Financial Data Analysis. Graduate course with emphasis on use of Reuters: built real-time calculators as swap price calculator; implied volatility calculator using Black Scholes options pricing formula; volatilities of future interest rate.

**Cyber-Classroom:** Taught course using distance education technology.

**Achievement:** Prepared a course reader. Translated the theoretical and empirical aspects of computational finance into a practical training guide for universities and corporations.

RESEARCH EXPERIENCE

**(07/01-08/03) Massachusetts Institute of Technology (MIT), Cambridge, MA – Senior Post Doctoral Fellow**

**Senior Post-Doctoral Fellow.** Research Laboratory of Electronics –RELATE (Research in Learning, Assessing, and Tutoring Effectively)

RELATE Group is directed by Prof. David Pritchard, who, having mentored four Nobel prize winners, is known as one of the world’s leading mentors. I collaborated with him on CyberTutor, a sophisticated interactive Web-based tutor designed to improve learning experience for teachers and students. I was responsible for research in education and instructional technology based on statistical analysis as well as ways to improve and measure the impact of the CyberTutor in education effectiveness. My work also included:

- Co-responsible for some facets of research including proposal writing, funding, research design, management, execution, statistical analysis and synthesis, and report writing;
- Conducted statistical analysis using SPSS, UNIX, ACCESS, and SQL; and
- Made presentations at local and national academic conferences

**Major Research:**

- Effectiveness of Course Elements: The Value of Using Technology in Education. This research was especially stimulating. Consistent with my belief that using technology in teaching can improve students’ understanding of the subject, we found that students who elected to do more electronic homework significantly improved their scores on the assessment instruments relative to their performance on these instruments before using CyberTutor. This research is particularly important because it suggests that efforts to improve instruction should concentrate on improving instructional formats.
- Electronic homework As Part of the Performance Assessment Algorithm. Electronic homework that combines assessment and tutoring as a performance assessment instrument is both reliable and valid. This study presented several assessment algorithms with a maximum reliability of 99.9 %. It showed that an electronic homework tutor has about an order of magnitude less variance per unit time than

paper-testing assessments (i.e. a 3-hour final exam and 12 weekly tests together). In addition, its high validity allows using CyberTutor for predicting subsequent exam results.

- Relationship Between Conceptual Learning and Quantitative Learning. Physics education research shows that conceptual understanding is not *necessary* for students to do well on standard quantitative problems in introductory physics. This study addressed a related question: is conceptual understanding *sufficient* or *helpful* for students to do well in quantitative problems? Our results showed little inductive influence upon the quantitative from doing the conceptual first, but suggested that working on the quantitative problem first helps students with the subsequent conceptual one.
- A Correlation Analysis of the Students' Response Variables from Online Tutoring System. We examined the correlation of 12 background variables determined from a student survey with assessment instruments including paper-testing instruments (e.g. final exam and weekly tests) and an electronic assessment from the results of a Web-based homework tutorial. On this basis we suggested that the use of un-timed Web-based tutorials can make an important contribution to assess student performance, without bias due to students' background differences.

**(11/97-05/01) University of Pittsburgh, Pittsburgh, PA. Research Fellow.**

Research Fellow. Latin American Social and Public Policy (09/99- 04/01)

- Coordinated the Annual Graduate Student Conference of Latin American Social and Public Policy.
- Cuban and Andean Research Groups' coordinator.
- Conducted research focused on economic development and higher education.

Graduate Student Assistant (GSA) (01/98-08/99) to:

- Director of the Center for Latin American Studies (08/98-08/99)
- University of Pittsburgh International Business Center (11/97-07/98)
- Global Information Networks in Education in the International Studies in Education (01/98-05/98)

ADMINISTRATIVE EXPERIENCE

**(09/12 – Today) Founding Director, Institute of International Studies and Diversity (IISD).**

Promote research in international comparative studies, design cultural sensitive training for k-12 educators, higher education and health industry.

**(09/09 –08/11) Chair, Department of Educational Administration, Leadership and Technology.**

As a department chair, I was charged with looking at the big picture: looking at the department as a whole and at the department's relationship to the college. But I was also charged with managing the day-to-day operation of the department. There is much to balance as chair: the small tasks with the large vision, and also the job of being the chair with the continuing jobs of being a teacher and scholar, activities such as:

- Department governance and office management (shared governance, management of staff, administrative tasks). Taking time for the department to consider what its goals are, and if those

goals are being met (an ongoing concern, with some formal attention every year). A strategic plan was presented during my tenure and posted on the web as well as in the offices. The faculty participated on several committees to reach specific goals.

- Curriculum and program development (instruction, research, service, planning, scheduling, department assessment, accreditation and program review, graduate dissertations).
- Faculty (recruitment, hiring, promotion, tenure, retention, evaluation, scheduling, discipline, and conflict mediation).
- Students (recruitment, retention, student organizations, and learning outcomes)
- Financial Management

Achievements during my tenure:

- Agreement with International Organization – in 2010 the agreement with the Organization of American States was signed. Under this agreement Dowling received international students to pursue the Certificate in Computers in Education.
- Increased enrollments for the Certificate in Instructional Technology courses 33% and online courses in Leadership certificates begun and 30% of the population of those courses are not taken it online.
- New marketing strategies for our programs using social media such as Linked, Facebook and Twitter.
- Strategic plan for the department
- Developed a new Master's program, Masters in Educational Technology Leadership.
- Coordinated and edited the department newsletter that has helped to connect with our students, alumni and prospective students. Now it is published once a year.
- Promoted workshops for doctoral students supporting their work with their dissertation were implemented: IRB, writing style, uses of APA. Workshops were successful - doctoral graduation rate went from 78% to 87% at the third year.
- Hosted new meeting to connect with the community (Suffolk Women Leadership).
- Committed to diversity (24% of our courses are diverse students (2008) to 30% in 2011, higher than 20% average of the Long Island)

***6/92 - 12/92 Mexican Department of Labor, Mexico City, Mexico. Division Head***

**Division Head, Programming, Budget and Evaluation.** Analyzed, designed and developed a budget to support unemployment reduction program.

***01/89 - 01/90 Novi Creations, Lima, Peru. Business Manager***

**Business Manager.** Conducted marketing research, designed programs to increase productivity and developed market strategies at women's clothing factory.

***01/88 - 12/88 Southern Peru Copper Corporation, Toquepala, Peru. Management Trainee.***

**Management Trainee.** Market research; analyzed information system at retail store servicing local mining community.

## RELEVANT PUBLICATIONS, PATENTS AND OTHERS

### **Patent**

Case MIT Case 9637 *Computer Implemented Tutoring System*. Filled on December 19, 2002. Serial 10/325,800

Elsa-Sofia Morote's Contribution: Computer Algorithm for evaluating students' performance.

<http://www.freepatentsonline.com/y2004/0018479.html> -United States Patent 20040018479

**Inventors:** Pritchard, David E. (Cambridge, MA, US), Pritchard, Alexander A. (New York, NY, US) Morton, Adam (Malden, MA, US), Kokorowski, David A. (Somerville, MA, US) and Morote, Elsa-Sofia (Holstville, NY, US)

### **Dissertations & Thesis**

Morote, E-S. (2001). *Relationship Among Higher Education, Economic Growth and Employment in Latin American Leading Emerging Markets* (Dissertation). University of Pittsburgh.

Morote, E-S. (1992). *Strategic Management Goal Analysis: a practical case inside of a clothing factory, graduate thesis for the Master's degree*. CIDE, Mexico City, Mexico (Thesis)

Morote, E-S. (1989). *Project Evaluation for a Clothing Factory*. University of Lima, Lima, Peru (Thesis) [Awarded the Best Engineering thesis of the country by CONACYT, Lima, Peru]

### **Book and Book Chapters**

#### **Book**

Morote, F., Morote, E-S., & Bowens (2012). *The Final War, Avoiding It through a New Harmonic Society*. Vive Feliz Editors. ISBN-10: 0985371412. Library of Congress Number 2012909029.

Morote, F., Morote, E-S., & Bowens (2012). *La Guerra Final: Como Evitarla Con Una Sociedad Armonica Nueva*. Vive Feliz Editors. ISBN 985371420 / 9780985371425 (Translated by Dr. Elsa-Sofia Morote)

#### **Book Chapters**

Morote, E-S (2013 in contract). *Technological Challenges for Leaders in a Global Economy*. In Manley, R., & Bernato R. *Moral Leaders for a Global Economy*. North America Business Press.

Smith, M. & Morote, E-S. (2011). *Perceptions of parenting practices of incarcerated fathers who have received parent training and those who have not in a federal prison in a northeastern urban community in the USA*. In M. Pieri, A. Pepe, and L. Addimando (Eds.) (pp. 105-108). *Home, School and Community: A partnership for a Happy life? Milano, Italy: I libri di Emil*. ISBN 978-88-96026-74-8

Morote, E-S., & Yeager, J. L. (2000). *Higher Education: The Social, Political and Economics' Driver of Mexico's Future*.(pp. 199-244). In M. McMullen, J. Mauch and B. Donnorummo (Eds). *The Emerging Markets and Higher Education*. New York and London: Routledge Falmer



### **Journals Articles Published (Last five years)**

- Calero, F., Dalley, C., Fernandez, N., Morote, E-S., & Tatum, S. (2013). A Model of Academic Self-Concept for High School Hispanic Students in New York . *Journal of Latinos in Education* (accepted)
- Green, T., Hunter, T., Steele, G., Morote, E-S., & Tatum, S. (2013). Do Teachers' Certification Influence Their Level of Multicultural Awareness And Knowledge In Multicultural Education? *Journal of Multiculturalism in Education (in print)*
- Brown, B., Dacek, J., Simonee, S., Lowry, A., Morote, E-S., & Inserra, A. (2013). Testing or Learning: Teachers' Perceptions on School Practices. *Journal of Modern Education Review (in print)*
- Lilla, D., Catapano, M., Darby, M., Brachio, B. & Morote, E.S. (2012). Is There a Connection between Knowledge of Technology and Standardized Tests? In P. Resta (Ed.), *Long Island Education Review (in print)*.
- Martinez, E., Bilges, D., Shabazz, S., Miller, R., & Morote, E-S. (2012). To Work or not to Work: Student Employment, Resiliency, and Institutional Engagement of Low-Income First Generation College Students *Journal of Student Financial Aid (in print)*
- Sigerson, T. Ames, K., Levey, E., Murphy, M., Morote, E-S., & Inserra, A. (2012). Principal Autonomy: How it Relates to Academic Achievement and Superintendent Leadership Responsibilities. *Long Island Education Review (in print)*
- Karp, J., Inserra, A., Morote, E-S. (2012). Student trust in their teachers and how it influences their self-efficacy and achievement. *Long Island Education Review (in print)*
- Rosenberg, S., Heilmer, R., & Morote, E-S. (2012, April). Predicting Career Advancement with Structural Equation Modelling. *Journal of Education + Training Vol 54, No 2.*
- Morote, E-S. & Roman, J. (2012). Emerging diversity integration: Latino youth entrepreneurship and their desired to pursuit educational goals in the United States. *Journal of Entrepreneurship Education. Vol 15. ISSN:1098-8394*
- Rosenberg, S. Heilmer, R., & Morote, E-S (2012, February). Basic Employability Skills: A Triangular Design Approach. *Journal of Education + Training. Vol 54 No. 1.*
- Beard, K, Greenfield, P., Morote, E-S., & Walter, R. (2011, May). Evaluating the Use of Mobile Technology in a Nursing Program: Lessons Learned Along the Way. *Nurse Educator*, May/June 2011 - Volume 36 - Issue 3 - pp 103-106.
- Gonzalez, R., Walter, R., & Morote, E-S. (2011). A Contrast of Ethical Attitudes and Practices Between Aviation Students and Schools With and Without an Ethics Course for Pilots. *Journal of Collegiate Aviation Review. Vol 19, 2. pp. 21-45.*
- Esposito, M., Impagliazzo, D., Podell, R., Morote, E-S., & Brachio, B. (2011). Do Perceived Levels Of Technology Training In High School And Computer Access In College Meet The Coursework Demands Of College Students? *Long Island Education Review – Vol. 10, Issue 2, fall, 2011* A research publication of SCOPE.

- Dupree, J. & Morote, E-S (2011). The connections between students self-motivation, their classification (*typical learners, academic intervention services learners, and gifted*), and gender in a standardized social studies test. *US-China Education Review* Vol.8, No. 3, 2011
- Morote, Elsa-Sofia (2010, June). The Impact of Human Development On The Gross Domestic Product In Latin American Emerging Markets. Organizacion de los Estados Americanos, *La Educ@cion, Revista Digital* (143). El Portal Educativo de las Américas – Departamento de Desarrollo Humano © OEA-OAS ISSN 0013-1059.
- Marsh, L., Morote, E-S., McCormick, J., & Franza, T. (2010, Fall) College Students' Attitude Towards the Frequency of Types of Technology Used For Online Learning. *Long Island Education Review*. Vol 9. Issue 2.
- Morote, E-S. & Tatum, S. (2010). Developing a valid and highly reliable multicultural awareness questionnaire for k-12 schools. *The Journal of Multiculturalism in Education*. Vol 5, N. 1.
- Beard, K., & Morote, E-S. (2010) Using Podcasts With Narrative Pedagogy: Are Learning Objectives Met? *Nursing Education Perspectives*: Vol. 31, No. 3, pp. 186-187.
- Bowens McCarthy, P., & Morote, E-S. (2009) *The Link between Investment in Early Childhood Preschools and High School Graduation Rates for African American Males in the United States of America*. *Contemporary Issues in Early Childhood*, 10(3)
- Morote, E-S and Pritchard, D. (2009) What course elements correlate with improvement on tests in introductory Newtonian mechanics? *American Journal of Physics*. Vol. 77, pp. 746-753
- Gonzalez, R., Wojtas G., Kelly, T., Rudiger, C., Morote, E-S. (2009). Perceptions of faculty interest in professional development activities in a higher education setting by gender and age. *Journal of Science Education*, Vol 10, 2009, Special Issue. ISSN 0124-5481
- Wittman, H. & Morote, E-S. (2009). International Journal of Case Method Research & Application (2008) Contrasting Factors that Influence the adoption, and conceptions of Hybrid Courses among Higher Education Faculty and Their Personal experience. *International Journal of Case Method Research & Application* (2009) XIX, 3 © 2007 WACRA®. All rights reserved ISSN 1554-7752
- Higuera, M. S., Higuera, M. F., & Morote, E-S. (2008). School Budgets Based on the Consumer Price Index: Do They Meet the Constitutional Requirements in New York State? *Long Island Education Review*, Spring 2008, Volume 7, Issue 2, page 10-13
- Tatum, S., & Morote, E-S. (2007). A Case Study of Teachers' Motivations and Frustrations To use Instructional Technology In The Classrooms Before and After a Stand Alone Course. *International Journal of Case Method Research & Application* (2007) XIX, 3 © 2007 WACRA®. All rights reserved ISSN 1554-7752

### **Latest Peer Reviewed Conference Proceedings (Last five years)**

- Lilla, D., Catapano, M., Darby, M., Brachio, B. & Morote, E.S. (2012). Is There a Connection between Knowledge of Technology and Standardized Tests?. In P. Resta (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2012* (pp. 4840-4846). Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/40373>.

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