David Dees

Associate Professor
FLA
ddees@kent.edu

Education

Ph.D., Cultural Foundations   **2000**

Kent State University

Teaching as Transactional Performance Artistry: A Hermeneutic and Phenomenological Investigation into the Aesthetic Qualities of Teacher/Student Transactions Through the Performing Arts Traditions of Theatre, Dance,and Music

M.A., Theatre   **1989**

University of Kentucky

B.S., Communications   **1987**

University of Kentucky

Higher Education Work Experience

Associate Professor   **8/2008 - present**

Kent State University

Assistant Professor   **8/2003 - 8/2008**

Kent State University

Assistant Professor   **8/2001 - 8/2003**

Gannon University

Publications

2009

Dees, D. M., Zavota, G., Emens, S., Harper, M., Kan, K., Niesz, T., Tu, T., Devine, M. A., Hovhannisyan, G. (2009). Shifting professional identities: Reflections on a faculty learning community experience. *The Learning Communities Journal 1*(2), pp. 49-73.

Publication: *Journal Articles, Refereed*

Toepfer, S. & **Dees, D. M.** (2008). Family matters: Family patterns of perceived social support and family intrusiveness of rural/Appalachian regional campus students. Association for Unversity Regional Campuses of Ohio Journal, 14, pp. 37-50. (Editor's Choice Award)

Publication: *Journal Articles, Refereed*

2008

Dees, D. M. (2008). A reflection on the scholarship of teaching and learning as democratic practice. International Journal for the Scholarship of Teaching and Learning, 2(2), pp. 1-3. Available at http://academics.georgiasouthern.edu/ijsotl/v2n2/personal_reflections/_Dees/index.htm

Publication: *Reviews*

2008

Dees, D.M., Freer, M., Zavota, G., Duncan, R. & Tu, T. (2007). Peer review of teaching: A transactional process. Thirty-Seventh Annual Conference of the International Society for Exploring Teaching and Learning Conference Proceedings, pp. 88-91.

Publication: *Conference Proceedings, Refereed*

2007

Dees, D.M., Ingram, A., Kovalik, C., Allen-Huffman, M., McClelland, A., & Justice, L. (2007). A transactional model of college teaching. International Journal of Teaching and Learning in Higher Education, 19(2), pp. 130-139. (Featured Article)

Publication: *Journal Articles, Refereed*

2007

Dees, D. M. & Heinfeldt, J. (2007). An aesthetic analysis of an educational, videoconferencing experience. Journal of College Teaching and Learning, 4(2), pp. 37-46.

Publication: *Journal Articles, Refereed*

2007

Dees, D.M., Ingram, A. & Allen-Huffman, M. (2006). A transactional approach to college teaching: A learning community creation. Thirty-Fifth Annual Conference of the International Society for Exploring Teaching and Learning Conference Proceedings, pp. 56-58

Publication: *Conference Proceedings, Refereed*

2006

Dees, D.M. (2006, June 28). "How do I deal with these new ideas?": The psychological acculturation of rural students. Journal of Research in Rural Education, 21(6). pp. 1-11.

Publication: *Journal Articles, Refereed*

2006

Dees, D.M. (2003). Foundations of education and acting theory?: You've got to be kidding! In G. Noblit (Ed.), The Future of Educational Studies (pp. 247-263). New York: Peter Lang.

Publication: *Book Chapters*

2003

Presentations

Dees, D. M. (2010)   *Strategies that invite your students' brains to class*, The University of Akron Wayne College Faculty, Wooster Inn, Wooster, Ohio

Type: *Consultations*

2010

Dees, D.M. (2010). *Strategies that invite your students' brains to class*. "Staying Connected" Faculty Workshop, Featured Guest Speaker, Walsh University, School of Business, North Canton, Ohio.

Type: *Consultations*

2010

Dees, D. M. (2010). *Strategies that invite your students' brains to class*, May Days Faculty Development Workshop, Featured Guest Speaker, Walsh University, North Canton, Ohio

Type: *Consultations*

2010

Dees, D.M. (2010). *Strategies that invite your students' brains to class*, Kent State University Salem Campus, Adjunct Faculty Workshop.

Type: *Local Invited*

2010

Dees, D.M. (2010). *Strategies that invite your students' brains to class*, Kent State University East Liverpool Campus, Adjunct Faculty Workshop.

Type: *Local Invited*

2010

Rehrey, G., **Dees, D.M**., & Metzler, E. (2009). *Faculty centered reflections: Student-centered learning*. Professional Workshop presented at International Society for the Scholarship of Teaching and Learning, October, Indiana University, Bloomington, Indiana.

Type: *International Refereed*

2009

Dees, D.M. (2009) *Five ways (at least) to invite your students' brains to class*. Presented at Twenty-Nineth International Lily Conference on College Teaching, November, Miami University, Oxford, Ohio. (Featured Presentation)

Type: *International Refereed*

2009

Rehrey, G., **Dees, D.M**., & Metzler, E. (2009). *Faculty centered reflections: Student-centered learning.* Professional Workshop presented at International Society for the Scholarship of Teaching and Learning, October, Indiana University, Bloomington, Indiana.

Type: *International Refereed*

2009

Dees, D.M. (2008). *Instruction v. learning: Are we doing what we believe in our classes?* Presented at the Thirty-Eighth Annual Conference of the International Society for Exploring Teaching and Learning, October, Las Vegas, Nevada.

Type: *International Refereed*

2008

Dees, D. M. (2008). *Creating taxonomies for student-centered learning: A reflective practice for teaching.* Presented at Twenty-Eighth International Lily Conference on College Teaching, November, Miami University, Oxford, Ohio. (Featured Presentation)

Type: *International Refereed*

2008

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Service

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Consulting, Faculty Professional Development Center   **2010 - present**

Dees, D. (Spring, 2010). Taxonomies for learning-centered teaching. College of Technology Faculty. Dees, D. (Spring, 2010). Inviting your students' brains to class, Cultural Foundations Program Area Faculty and Graduate Students. Dees, D. (Spring, 2010). Inviting your students' brains to class, English Department Graduate Students. Dees, D. (Spring, 2010). Deep learning: What does this look like in class?, Cultural Foundations Program Area Faculty and Graduate Students. Dees, D. (Spring, 2010). Learning Outcomes: What are these and how do I write them? English Department Faculty.

Type: *University*

Committee, Regional Campus Facutly Advisory Committee **2010 - present**

Type: *University*

Committee, Salem Campus Handbook Committee **2010 - 2010**

Type: *Campus*

Chair, Salem Campus Faculty Council **2010 - present**

Type: *Campus*

Consulting, Faculty Professional Development Center **2009 - 2009**

Created and conducted a series of faculty development workshops for the new Kent Core. These included: Dees, D. M., Holly, M.L., & Booth, S. (Fall, 2009). What is the learning paradigm? Dees, D. M., Holly, M.L., & Booth, S. (Fall, 2009). Learning outcomes: What are they?Dees, D. M., Holly, M.L., & Booth, S. (Fall, 2009). Learning outcomes: How do we develop and write them?Dees, D. M., Holly, M.L., & Booth, S. (Fall, 2009). Assessing learning outcomes: What else happened?Dees, D. M., Holly, M.L., & Booth, S. (Fall, 2009). Engaging environments for learning: What are the elements?

Type: *University*

Member, Faculty Senate **2008 - present**

Type: *University*

Co-chair, LER Core Committee **2008 - 2009**

Type: *University*

Consulting, Minerva Local Schools **2008 - 2009**

Understanding learning, place-based education & poverty: Keys to success in a rural school. A year long district-wide professional development project.

Type: *Regional*

Article Review, Journal of Research in Rural Education **2008 - present**

Type: *National*

Member, Undergraduate Council **2007 - 2008**

Type: *College*