

# George Hack, PhD, MEd

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## EDUCATION

Doctor of Philosophy: (Summer 2004)

University of Florida, Gainesville, Florida

Focus: Educational Technology/Instructional Design

Dissertation Title: *Effects of a Narrative Instructional Strategy on Knowledge Acquisition and Retention From a Nutrition Education Video*

Master of Education: (Summer 1991)

University of Florida, Gainesville, Florida

Major: Instruction and Curriculum

Bachelor of Arts: (Spring 1990)

University of Florida, Gainesville, Florida

Major: English            Minor: Education

## RELEVANT PROFESSIONAL EXPERIENCES

### **Clinical Associate Professor, Assistant Dean**

University of Florida College of Public Health and Health – Supervise instructional design and multimedia staff in the development and production of college courses for academic and professional programs. Assess appropriate faculty needs related to course development and maintenance as these intersect with instructional technologies, distributing work flow to address faculty needs, working one-on-one and in faculty groups to offer training and assistance in course development and delivery in the online and blended learning environments, identifying and assisting with assessment of student learning based on course modifications using online and classroom technologies, staying abreast of the evolving educational market, and making recommendations regarding instructional technology needs for the college. Oversee the development and implementation of a college-wide teaching excellence program. (October 2016 – Present)

### **Clinical Assistant Professor , Instructional Designer**

University of Florida College of Public Health and Health Professions – Coordinate curricular design for the college’s blended learning initiative as well as serve as a critical resource person with whom faculty and staff will work in designing courses for a blended course environment. Core responsibilities include ongoing identification and assessment of available online tools and technologies to ensure curricular structures and delivery strategies are consistent with the evolving educational market, template development and maintenance (for curricular content conversion), evaluation of the success of course delivery strategies on student and faculty outcomes, and direct support to faculty and staff. This support includes provision of training and direct assistance in converting course content from a traditional classroom structure to a blended model, such as course content modification to facilitate student learning, use of media embedded within and/or complementary to the relevant platform, and use of instructional links and assessment tools. Serve on university, health science center, and college committees and task forces related to instruction, educational technologies, and faculty development. Advise and conduct research related to the scholarship of teaching.

(January 2014 – October 2016)

### **Assistant Director and Lecturer, Instruction and Information Systems**

University of Florida Health Science Center (HSC) Libraries – Coordinated instruction in the areas of informatics, bioinformatics, bibliographic skills, and information management for students, faculty, and staff in the six colleges of the Health Science Center. Conducted seminars and workshops for faculty on curriculum development, instructional design, message design, and the utilization of educational technologies. Coordinated the marketing and educational components of the NIH grant (VIVO) in conjunction with Cornell University, developing strategies for technology adoption. Conducted research in the areas of information seeking behaviors, information portal interfaces, library patron perceptions of service, and technology adoption. Supervised all activities related to IT in the HSC Library, including information security, networking, hardware and software solutions, web design, web solutions, and coordination of IT support for business solutions. Designed distance and face-to-face instructional modules and tutorials. Participated in HSC committees and task forces in an ongoing capacity.

(March 2004 – July 2010)

### **Instructor, Educational Technology**

University of Florida College of Education, School of Teaching and Learning – Served as lead instructor each semester for EME2040 *Introduction to Educational Technology*, supervising lab instructors and responsible for eight sections per semester. Completely redesigned this

course to meet NETS standards for pre-service and in-service teachers. Also taught this course online during Summer sessions, developing videos and interactive tutorials, using MOODLE as well as WebCT course management systems. Served as lab instructor for EME6245 *Educational Video Production*, a graduate course intended for in-service teachers. Designed and taught ECIT510 *Instructional Design and Development*, a graduate course for the University of North Virginia distance learning program.

(Fall 2002 – Summer 2004)

### **Program Coordinator and Assistant In, Family Youth and Community Sciences**

University of Florida IFAS Extension Programs – Served as faculty member in a large department composed of multiple disciplines. This included coordinating large extension programs in 45 of Florida's 67 counties, writing grants, and conducting training for Extension Faculty. Supervised the educational activities of over 100 paraprofessionals and 18 faculty. Managed the budgeting, reports, payroll, billing, and human resource activities of two multi-million dollar education programs. Worked in collaboration with Assistant Deans and faculty on the development of extension programs, curricula, and educational materials. Conducted program reviews of multiple educational programs throughout the State of Florida.

(Fall 1997 – Summer 2002)

### **Instructional Designer**

Job Start Program – Served as lead designer of a comprehensive curriculum delivered to the University of Florida and used to secure 2 million in external funding. Designed an eight module course that provided instruction on locating, acquiring, and maintaining employment as well as other employability development skills.

(Fall 1996 – Fall 1997)

### **Director of Education and Training**

Wackenhut Educational Services – Directed both academic and vocational education at a Department of Labor residential training facility for at-risk youth. Supervised thirty two instructors in secondary academic as well as licensed vocational programs such as Nursing, Tile Setting, Electronics, and Auto Mechanics. Exceeded federal standards for academic achievement and completion of vocational certification among participants. Created and supervised a technology lab that targeted low achievers as well as students with special needs.

(Spring 1994 – Fall 1996)

### **Director of INSIGHT**

INSIGHT Undergraduate Program – Directed a freshman collegiate program through Trinity International University and in partnership with the U.S. Center for World Missions for students to acquire 36 semester hours of college credit in Humanities, Sociology, Anthropology,

and World History while simultaneously preparing them for work abroad. In addition to undergraduate credits, students receive training in which they are prepared to work cross-culturally in foreign countries. Coordinated the activities of multiple instructors as well as assessment, recruitment, and practicum activities of students.

(Fall 2010 – Spring 2013)

## **FORMAL COURSES TAUGHT**

### **RSD 6900, College Classroom Teaching**

University of Florida

Course Description: A comprehensive preparation for teaching in the college classroom for advanced doctoral students preparing to become teaching faculty. Topics covered include establishing course goals and learning objectives, learning theory, designing teaching methods, integrating educational technology to maximize learning, designing valid assessment activities, and leveraging student characteristics to create a community of learning.

### **PHC 6700, Behavioral and Social Research Methods**

University of Florida

Course Description: An overview of research design, methods, and ethics for graduate students in public health, with an emphasis in the social and behavioral sciences. The overarching *aims* for the course are to provide students with: (1) an overview of the types of research methods available; (2) the opportunity to design, conduct, and evaluate research projects; and (3) an understanding of key ethical, cultural, and political issues related to the conduct of research.

### **EME 2040, Introduction to Educational Technology**

University of Florida

Course Description: An introduction to the practical application of technology and computing in the classroom. Topics covered include pedagogy, the internet, multi-media presentations, database development and application, spreadsheet applications, interactive web applications, and the use of technology in evaluation.

### **EME 6245, Educational TV and Video Production**

University of Florida

Course Description: An in-depth study in the production and use of video in formal educational settings. Students are taught the pedagogical principles affecting the use of video in instruction as well as the perceptual and cognitive theories that guide

production. A requirement of the course is to produce an educational video that meets the determined standards.

**ECIT 510, Instructional Design**

University of North Virginia

Course Description: This graduate course covers basic theories and models of instructional design and development for a variety of learning environments. Learners will study the theory and experience the process through the design and development of instructional projects.

**IDS 110, Ancient Worlds**

Trinity International University

Course Description: This course investigates the beginnings of humanity and traces the development of human civilization from the early beginnings to 400 B.C. Its main foci are understanding the concepts of worldview and preliminary issues of philosophy, investigating the history of ancient civilizations, including a survey of ancient religions.

**IDS 111, Classical World**

Trinity International University

Course Description: This course investigates the Mediterranean world from 400 B.C. to 400 A.D. Its main foci are studying Judaism, Greco-Roman culture and literature, and the rise and spread of Christianity.

**IDS 112, Medieval and Expanding World**

Trinity International University

Course Description: This course investigates aspects of world history from 400 to 1800. Its main foci are studying the rise of European civilization from medieval Christendom to the French Revolution, social changes, and the rise and spread of Islamic faith and culture.

**IDS 113, Modern World**

Trinity International University

Course Description: This course investigates aspects of world history from 1800 to present. Its main foci are studying anthropology, intercultural studies, as well as philosophical, ethical, major developments, and social challenges.

**GRANTS AND EXTERNALLY FUNDED PROJECTS**

**Family Nutrition Program** – (1997 – 2002) Funded for 12 million

Grantor: Food and Nutrition Service; US Department of Agriculture

Activity: Nutrition education conducted in low income settings and schools through

Paraprofessionals and County Extension Faculty.

**Expanded Food and Nutrition Education Program** – Funded for 1.9 million annually

Funded By: US Department of Agriculture

Activity: In-depth nutrition education to mothers receiving assistance through WIC and other federal programs. Conducted in 12 key counties in the State of Florida using County Extension Faculty and Paraprofessionals.

**VIVO National Network of Researchers** – (2009 – 2011) Co-author; Funded for 12.2 million

Grantor: National Institute of Health

Activity: Cost shared for 20 percent of time to coordinate the technology adoption and educational components of the project to develop an online network for finding researchers at multiple academic institutions.

## **SELECTED PUBLICATIONS, PAPERS, AND PRESENTATIONS**

Hack G.O. (2016). An instruction design model for blended higher education instruction. *Journal of Learning and Teaching in the Digital Age*, 1:2. Retrieved from <http://joltida.org/index.php/joltida/article/view/14/66>

Hack G.O. (2014). An instruction design model for blended higher education instruction. Invited paper and presentation for Online Consortium Annual Conference, Orlando, FL, 30 October 2014

Hack G.O. (2004). Jerome Bruner. In A. Kovalchick and K. Dawson (Eds.), *Educational Technology, An Encyclopedia* (pp. 73-75). Santa Barbara, CA: ABC-CLIO.

Hack G.O. (2004). Effects of a Narrative Instructional Strategy on Knowledge Acquisition and Retention from a Nutrition Education Video. (Doctoral Dissertation, University of Florida, 2004). *Dissertation Abstracts International*, 65 (08).

Tennant M.R., Buhler A.G., Ferree N., Francis B.W., Hsu P.P., Jesano R., Layton B., Schaefer N., Sherwill P., Cataldo T.T., Hack G.O. (2004). Partnerships in instruction: teaching dogs old and new, local and distant. *In "Beyond Bibliographic Instruction: Teaching Old Dogs New Tricks: Proceedings of the Contributed Paper Session, Biomedical and Life Sciences Division, Special*

Libraries Association, 95<sup>th</sup> Annual Conference". Available at  
<http://www.sla.org/division/dbio/nashville/Tennant.htm>

Botero C., Hack G.O., Tennant M.R. [poster presenter] "Learning from users to create intuitive resources: not seeing the forest for the trees", International Congress on Medical Librarianship, Brisbane, Australia, 3 Sept. 2009

Tennant M.R. [co-presenter], Buhler A.G., Ferree N. [co-presenter], Francis B.W., Hsu P.P., Jesano R., Layton B., Schaefer N., Sherwill P., Cataldo T.T., Hack G.O.  
"Partnerships in instruction: teaching dogs old and new, local and distant", Special Libraries Association Annual Conference, Nashville, TN, 8 June 2004