

Professional goals

- General interest: I strive to work in an environment where a creative and dedicated input is required and where a concrete contribution to human development and self-reliance is valued
- I am particularly interested in organizing and designing courses, seminars and workshops that aim at making a difference and promoting change in the field of education. Furthermore, as I have seen the difference a dedicated instructor can make in online learning, my interest is in teaching (and learning) online. Specific themes of interest are curriculum development instructional media, performance improvement, communication and motivation, student support, management and leadership and distance education and e-learning issues. Other areas of interests are project development and evaluation.

Career Highlights and Employment

2004 –

Director of Training/Consultant in Performance Improvement
Learning Development Institute

2004 –

Adjunct Professor
Nova Southeastern University (USA)

2004-

Part-time (adjunct) Professor
George Washington University (USA)

2001 -2003

Director of Research – Instructional Technology and Distance Education Program Professor – Applied Research
Nova Southeastern University
Florida, USA.

2000- 2003

Program Professor - Trends and Issues in Instructional Technology and Distance Education

Nova Southeastern University
Florida, USA.

1991 - 1999

Independent Consultant

Director: Visser Associates - Learning Systems Consultants

- Independent consultant in education and training. Activities as a consultant include writing proposals for courses and projects, design and development of instructional materials for training courses including video and CD-ROM, testing of educational materials and evaluation of projects and courses.
- Organizations for which consultancies have been carried out include: Universidad de Guadalajara (Mexico) WHO, Central America; Universidad Central de Mexico, Mexico; University of London, UK; NUFFIC, the Netherlands; Fontys Universities of Professional Education, The Netherlands; Pedagogisch Technische Hogeschool (PTH) University, The Netherlands; Consultants in Business and Education (CBE), The Netherlands and Mozambique; UNIMEDIA, SEMA Group, France; Universite de Lyon, France; International Labor Organization (ILO), Zimbabwe; Tengenenge Company, Zimbabwe; UNICEF, Mozambique

1986-2000

Instructional Designer and Trainer

International Trade Center, UNCTAD/GATT

- Developer of instructional materials in business communication and management.
- Trainer in instructor-assisted courses, seminars and workshops. Trainer in negotiation skills for nine directors of State Enterprises (Mozambican Minister of Trade.)

1985 – 1977

Instructor and Section Head

Eduardo Mondlane University Mozambique

- Head of the English Language Section (involving eight lecturers). Coordinator of the Interdisciplinary Council and Delegate to the National Council for the Development of Instructional Materials. Student Counselor.
- Instructional materials developer for BA courses, for Scientific English courses, and for pre-university admission courses.
- Instructor in the BA program with responsibility for English as a Second Language (ESL) courses and English literature courses.
- Instructor of Scientific English in the Faculties of Agronomy and Veterinary Sciences.

1976 – 1974

Manager

VANDEVISCH Office equipment The Netherlands

- Overall responsibility for the running of the enterprise, involving 23 staff. Acting director during extended absence of director.

1974 – 1971

Instructor

UNESCO project Botswana

- Instructor in Teacher Training Courses.

Education

1998 – 1995 University of Twente The Netherlands

Ph.D. in Educational Science and Technology

Research in the field of motivation.

- The doctoral research study consisted of a multiple case study, which took place in MA courses in Distance Education of the University of London, aimed at addressing the problem of high drop-out and non-completion in distance education. It was argued that traditional student support, which often mainly focuses on instructional guidance, should be enhanced to include motivational guidance as well. The study showed that increasing and intensifying the communication between instructor and learner and vice versa in the affective domain helps learners to stay motivated. The results of the study indicated that the motivational interventions greatly improved the completion rates in the courses involved (up from 37% to 78%), while also increasing the self-confidence of the learners. The dissertation is has been translated into Spanish

1995 – 1992 University of London United Kingdom

Master's in Distance Education

- Research on the role of motivation in instructionally designed distance education courses.

1991 – 1980 Open University /Cambridge University

Diploma courses

- Courses in: Management; Business and Finance; Marketing; Sociology; Philosophy; Development and Technology; English Literature, Literary Appreciation.

1974 – 1970 Leidse Onderwijs Instellingen The Netherlands

Teacher Training Courses in English (BA equivalent)

- Teacher Training Courses leading to qualifications as an English teacher at secondary level.

International and intercultural experience

I am actively involved in international educational development. As a consultant for the University of London I designed courses and taught online. I am currently a part time (adjunct) professor for George Washington University. I am on the Editorial Board of the Quarterly Review of Distance Education (USA), and responsible for the International Section. I am also an adviser for the International Board of Standards for Training and Instruction (IBSTPI).

I have given guest lectures in several languages, presented papers and designed, developed and offered workshops. I have over 20 years of work experience in a variety of different international and intercultural settings, spanning four continents and over 30 countries. Throughout my career I have participated in international events including consultancies, workshops, guest lectures, seminars, conference presentations etc. Furthermore have I been invited to be a panelist on a number of occasions.

Languages

I speak Dutch as my native language. I am fluent in English and Portuguese. My proficiency in French is rated as very good, and I have a good command of Spanish.

Computer skills

I am proficient in all aspects of Microsoft Office Suite, Embanet, WebCT, BlackBoard, Inspiration Flowcharting Software, PlaceWare and a variety of instructional programs.

Publications and presentations

Select publications:

Visser, L., Y.L. Visser, R. Amirault, and M. Simonson (2011) Trends and Issues in Distance Education: International Perspectives (2nd edition). 2011, Information Age Publishers (in print)

Visser, L. (2009). Motivational Communication. In: Handbook of Improving Performance in the Workplace. (R. Watkins and D. Leigh, eds.). ISPI & Pfeiffer-Publishers.

Visser, L. (2009). The Role of Interviewing in the Learning Process. *Distance Learning...A Magazine for Leaders* (5)3.

Visser, L. (2006). Obstacles and Opportunities in distance education. In: Finding your online voice-Stories told by experienced online educators (M. Spector, ed.). Mahwah, N.J. Lawrence Erlbaum Ass.

Visser, L and M. Visser (2005) ...But first there are the communication skills. *Distance Learning...A Magazine for Leaders* (2)4, 24-29

Visser, L. and C. Schlosser (2005). *The History of Distance Education: An International Perspective*. September, 2005 (Information Age Publishing)

Visser, Y.L., Visser, L. M. Simonson, and R. Amirault (2005). *Trends and Issues in Distance Education: International Perspectives*. Connecticut (USA): Information Age Publishing. (Shared Book Award 2005, AECT)

Visser, L., Visser Y.L. and C. Schlosser (2003). Critical Thinking in Distance Education and Traditional Education. *Quarterly Review of Distance Education* (4) 4, 401-409

Visser, L., Plomp, Tj. Amirault, R. & W.J.A.M. Kuiper (2002). Motivating students at a distance: The case of an international audience. *Educational Technology Research and Development* (in print)

L. Visser & J. Visser (2002). Staying motivated online. In G. Piskurich (Ed.), *Preparing learners for e-learning*. San Francisco: Jossey Bass. In print.

Visser, L. (2000). The role of the institute in helping the distance learner to be successful and the role of the learner in helping the institute to be successful. EADL documents.

Visser, L. & Visser, Y. (2000). Perceived and actual student support needs in Distance education. *Quarterly review of distance education*.(1) 2, 109-117

Visser, L. (1999). Leren en Motivatie in Afstandsonderwijs (*Learning and*

Motivation in Distance Education). Nederlands Tijdschrift voor Fysiotherapie: Special issue on Learning.

Visser, L. (1994). *Training of Trainers: Using a Distance Education Component in Marketing Courses*. International Labor Organization (ILO).

Visser, L. (1989). *Improve Your English: A Practical Guide for Import and Export Techniques*. International Trade Center/GATT/UNCTAD.

Select presentations:

Visser, L. (2010). *Performance Improvement*. Presentation for the Universidad de Guadalajara (Mexico).

Visser, L. (2006). *The Need for Sustainability Responses and Responsibilities*. Paper presented at the Regional Conference of Human Resource Development, organized by the Pan American Health Organization.

Visser, L. (2005). *The Role of Motivation and Communication in Distance Learning*. Keynote address for the conference on Strengthening of Medical Laboratory Services in the Caribbean, conference organized by the Caribbean Epidemiology Centre (CAREC/WHO).

Visser, L. (2004). *The Beauty of Simplicity*. Keynote address for the conference on Distance Learning and the Knowledge Society organized by the Association Francophone pour le Savoir of the University of Quebec.

Visser, L., Visser, Y.L., (2002). *Critical Thinking in Distance Education*. Paper presented at the annual conference of the Association for Educational Communications and Technology, Chicago, 2002.

Visser, L. & Visser, R.M. (2001). *Motivation and Communication in Distance Education - Do we get the message?* Paper presented at the annual conference of the Association for Educational Communications and Technology, Atlanta, 2001.

Visser, L. (2001). *Applying motivational communication in distance education support*. International Council for Distance Learning: Dusseldorf: 2001

Visser, L. & Visser Y. (2001). *Using Formative Evaluation to Inform the Flexible Design of a Student Support System*. Association for Educational Communications and Technology, Denver, 2000.

Visser, L. (2000). *La motivacion en el sistema de educación a distancia*. IX Encuentro Internacional de Educación a Distancia. Mexico 27-30 Noviembre: 2000

Visser, L. (2000). *The role of motivation in distance education*. CREAD: Caracas, 2000

Visser, L. (2000). *The role of the tutor in helping students to be successful and the role of students in helping the institute to be successful*. European Association for Distance Learning,: Amsterdam: 2000

Visser, L. & Visser, Y. (2000) *Integrated Cognitive and Affective Student Support Systems in Distance Education*. Association for Educational Communications and Technology Long Beach: 2000.

Visser, L. & Plomp, T. (2000). *Student and Tutor Expectations in Distance Education Support*. New Orleans: American Educational Research Association.

Visser, L. & Visser, Y. (1999). *The Design and Development of Motivational Communication in Distance Education Support*. New Orleans: American Educational Research Association.

Visser, L., Plomp, T. & Kuiper, W. (1999). *Developmental Research Applied to Improving Motivation in Distance Education*. Association for Educational Communications and Technology.

Visser, L. (1997). *On-line Interactive Programs for Technical Vocational Training*. Open Classroom II Conference (Greece).

Visser, L. (1997). *Personalized Learning for a Changing Society*. Open Classroom II Conference (Greece).

Visser, L. (1997). *Systematic Motivational Support in Distance Education*. International Council of Distance Education (ICDE) Conference.

Professional memberships

- American Educational Research Association (AERA)
- Association for Educational Communications and Technology (AECT)
- International Council for Distance Education (ICDE)
- International Society for Performance Improvement (ISPI)

References

Prof. Dr. Tjeerd Plomp

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