

DAMIAN J. BEBELL

Damian Bebell is an Assistant Research Professor at Boston College's Lynch School of Education. Dr. Bebell is also a Senior Research Associate at the Technology and Assessment Study Collaborative (inTASC) housed at Boston College's Center for the Study of Testing, Evaluation and Educational Policy (CSTEPP) where he has been employed since 1997. Dr. Bebell is actively involved in the study of the psychometric qualities of educational technology measurement tools. In particular, he has focused his research on the quantification of teachers' and students' use of technology using a variety of instruments and methodologies. Applying these measures, Dr. Bebell has investigated the impacts of educational technology on students, teachers and schools in numerous research studies and evaluations.

Currently, Dr. Bebell is the coordinator and principal investigator of the Technology Promoting Student Excellence research in New Hampshire public schools where 1:1 computers have been provided to middle school students. He is also examining the emergence of 1:1 computing through collaborative research with Wellesley (MA) Public Schools and Andover (MA) Public Schools. Dr. Bebell is also currently leading a large-scale study examining the relationship between students' various uses of technology and their performance on achievement measures.

At the Technology and Assessment Study Collaborative, Dr. Bebell has also participated in a variety of research addressing the intersection of educational technology, assessment and student learning. Specifically, he has contributed to studies of computer enabled assessment strategies, effects of technology on teaching and learning, and investigations of educational technology support.

Dr. Bebell received his Ph.D. in Education Research, Measurement and Evaluation from Boston College in 2003. His dissertation examined the variables that contribute or inhibit a teacher's use of technology via an analysis of over 4,000 classroom teachers. Dr. Bebell received his M.Ed. in Education Research, Measurement and Evaluation from Boston College in 1999. While pursuing his graduate degrees, he worked as a research associate at the Center for the Study of Testing, Evaluation, and Educational Policy on various large-scale and small-scale research projects. These included quantitative and qualitative research studies ranging from psychometric investigations of state mandated testing programs to children's affective responses to educational reform.

Dr. Bebell currently holds an adjunct faculty position at Boston College's Lynch School of Education and at the University of Massachusetts, Lowell. At both institutions, Dr. Bebell teaches graduate level courses on research design and methodology in the social sciences.

Dr. Bebell has done consulting on topics such as classroom assessment, school-level evaluation, standards, teacher training, technology use and integration, and the purpose of school. Dr. Bebell has also served as a consultant on a variety of educational accountability and educational technology projects providing technical and methodological services. In addition, he has designed and performed several program evaluations across the field of education involving technology related issues.

Dr. Bebell received his B.A. from the Edinboro University of Pennsylvania where he studied experimental psychology, statistics, philosophy of science and biology. Dr. Bebell's undergraduate experience yielded three publications in the field of ornithology, numerous conference presentations and three years of research experience both in experimental psychology laboratories and biological fieldwork.