

# MAURICEBOOTHEJR

[maurice.boothe.jr@gmail.com](mailto:maurice.boothe.jr@gmail.com) • 608-574-8974 • New York, NY → Minneapolis, MN  
[www.mauriceboothe.com](http://www.mauriceboothe.com) • [linkedin.com/in/boothemjr](https://www.linkedin.com/in/boothemjr)

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## PROFESSIONAL SUMMARY

Instructional designer and educational technologist with experience designing and supporting online and blended learning in higher education. Collaborates with faculty to apply learning science principles to course development and implement learning technologies that enhance engagement, accessibility, and student learning.

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## CORE FOCUS AREAS

Instructional Design & Course Development • Learning Management Systems (Canvas, D2L/Brightspace)  
Interactive Learning Content Creation (Articulate Storyline) • Faculty Consultation & Design Iteration  
Learning Science, Playful Pedagogy, Flipped Learning & Active Strategies • Accessibility & Quality Standards

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## PROFESSIONAL EXPERIENCE

**Instructional Support, Technology & Innovation | New York University - Meyers** **New York, NY**  
*Instructional Technologist* December 2021 - Present

- Collaborate with 70+ faculty to enable scalable adoption of instructional technologies by designing and evaluating course materials with shared templates, guidelines, and consultation models.
- Design and maintain online and blended course environments in the learning management system, implementing shared templates, accessibility guidelines, and design standards across multiple programs.
- Partner with school leadership to facilitate a school-wide undergraduate curriculum redesign grounded in Universal Design for Learning (UDL) and aligned with CCNE reaccreditation requirements.
- Standardize processes and workflows to replace ad hoc support models, enabling distributed ownership and effective collaboration across a growing team of designers, students, and interns.
- Advise faculty and program leaders on instructional design best practices and educational technologies to advance curriculum development, learner engagement, and instructional quality.

**Educational Communication and Technology | New York University - Steinhardt** **New York, NY**  
*Adjunct Faculty - EDCT-GE 2500: Games and Play in Education* Spring 2024 - Present

- Design and teach a graduate-level course grounded in playful pedagogy, experiential learning, and gamified approaches as a lens for examining learning, design, and educational technology.
- Facilitate classroom co-design of grading policies and technology guidelines, implementing alternative grading practices and flexible deliverable formats while addressing considerations such as AI use in teaching and learning.

*Instructional Designer, Curriculum Designer* June 2020 - May 2021

- Led a multidisciplinary team of technologists and designers to rapidly redesign and transition instruction to online delivery during the pandemic, maintaining instructional continuity and learner engagement.
- Designed and iterated technology-enabled curricula and online course experiences in partnership with remote instructors for multi-site ecosystems serving learners in refugee and community-based contexts.

**Turner College & Career High School** **Pearland, TX**  
*Spanish Teacher, Computer Science Teacher, Club Sponsor* August 2015 - August 2019

- Taught Spanish I, Spanish II, and Pre-AP Computer Science while serving as club sponsor to guide and inspire students across language learning, computing, and extra-curricular contexts.
  - Designed and delivered curriculum contributing to a department-wide, progressive research-backed approach that served as a model for instructional innovation within the district.
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## PROFESSIONAL LEADERSHIP & SERVICE

### Instructional Technologists Committee (ITC) - *Co-Chair* 2024 - Present

- Co-lead university-wide governance and coordination body convening instructional technologists, institutional partners, and NYU IT to align priorities and advance shared technology initiatives.
- Advocate for school-based instructional technology needs and facilitate university-wide coordination to support informed decision-making and the adoption of practical, scalable solutions.
- Contribute to the development and dissemination of best practices, standards, and support models for technology-enhanced and online instruction, including the coordination of pilots and shared resources related to emerging instructional technologies.

### Society of Learning Analytics and Research (SoLAR) - *Student Executive Board Member* 2024 - Present

- Shape SoLAR's strategic direction by advancing learning analytics initiatives, fostering community engagement, and promoting ethical and inclusive practices while advocating for student members.
- Co-lead task force work to refine the definition and scope of learning analytics, synthesizing global community input while navigating recent generative AI developments.

### Community Navigation Network in ECT (CoCONNECT) - *Co-Founder* 2022 - 2025

- Directed educational technology programming of meetups, mixers, panels, conferences, and mentorship, to foster collaboration and professional growth among students, alumni, and industry professionals.

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## EDUCATION

**New York University - Steinhardt** **New York, NY**  
*Doctor of Philosophy (PhD) Student - Educational Communication & Technology* Expected May 2028  
*Master of Arts (MA) - Learning Technology Experience Design, Games for Learning* May 2021

**University of Indiana - Bloomington** **Bloomington, IN**  
*Masters Certificate - Learning Sciences, Media, and Technology* August 2019

**University of Wisconsin - Madison** **Madison, WI**  
*Bachelor of Arts (BA) - Spanish Education, Computer Science* May 2015

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## SELECT PUBLICATIONS

- Boothe, M., Gopalakrishnan, M., Huynh, M., Wang, Y., & Ochoa, X. (2024). Game-Based Learning Analytics: Insights from an Integrated Design Process. In J. L. Plass & X. Ochoa (Eds.), *Serious Games* (Vol. 15259, pp. 108–123). Springer Nature Switzerland. [https://doi.org/10.1007/978-3-031-74138-8\\_9](https://doi.org/10.1007/978-3-031-74138-8_9)
- Boothe, M., Yu, C., Lewis, A., & Ochoa, X. (2022). Towards a Pragmatic and Theory-Driven Framework for Multimodal Collaboration Feedback. *LAK22: 12th International Learning Analytics and Knowledge Conference*, 507–513. <https://doi.org/10.1145/3506860.3506898>
- Wise, A. F., Sarmiento, J. P., & Boothe, M., Jr. (2021). Subversive Learning Analytics. *LAK21: 11th International Learning Analytics and Knowledge Conference*, 639–645. <https://doi.org/10.1145/3448139.3448210>

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## AWARDS & CERTIFICATIONS

**Awards:** Gates Millennium Scholar • Samuel Eshborn Service Award + Leadership & Service Award (NYU) Chancellor's Scholar + Leadership Certificate (UW-Madison) • Best Short Paper (LAK21)  
**Certifications:** New York State Teaching License (Spanish, 7-12)