

# Dr JORGE REYNA

## Senior Learning Designer

I want to contribute to the improvement of health outcomes for Aboriginal and Torres Strait Islander communities



## CONTACT INFORMATION



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## EDUCATION

### PhD in Science Education

University of Technology Sydney (Sep 2016 - Dec 2019)  
Thesis by compilation, achieved 11 publications

### Digital Media

TAFE Randwick (2007) Certificate  
IV (Distinction)

### Small Business Management

Mission Australia (2006) Certificate  
IV (Distinction)

### Master of Science (Research) Veterinary Science

University of Sydney (2002-2005)

### Bachelor of Animal Science (Honours)

National Agrarian University La Molina  
Lima - Peru (1988-1993)

### High School Education

San Luis Maristas Barranco  
Lima - Peru

## KEY SKILLS SUMMARY

- Twelve years of experience designing, implementing and evaluating blended learning in higher education, including Science, Medical and Health education.
- Substantial experience across three Australian universities in curriculum development, implementation, evaluation and research.
- Experience working in the healthcare industry, developing Continuous Professional Development (CPD) modules (NPS MedicineWise and RANZCO).

- Solid understanding of the 2020 AIATSIS Code of Ethics for Aboriginal and Torres Strait Islander Research and Critical Indigenous Research Methodologies (CIRM).
- Strong focus on educational research, including survey design and validation, quantitative (SPSS), qualitative (NVivo) and mixed-methods approaches.
- Proven research track with 17 journal papers, 28 peer-reviewed conference papers, 20 industry magazine publications, a book chapter and 18 blog posts.
- Strong focus on academic leadership and service by working with subject coordinators at different levels (Faculty, program, course) in Science, Education, Psychology, and Social Sciences.
- Experienced lecturer teaching principle of digital media, website creation, video script and production, animations, and e-learning authoring tools
- Strong experience as a facilitator in academic development areas such as blended learning, flipped learning, digital media assessments, writing higher-order MCQs, rubric design, assessment policy implementation, and so on.
- Solid understanding of pedagogical, instructional, and adult learning approaches, including complex learning designs that consider cognitive load theory, multimedia learning principles, and engaging students as partners.
- I have a high level of self-regulation skills and motivation, willingness to succeed, and strong professional ethics.

## **EMPLOYMENT HISTORY**

### **FEB 2020 – Up to now**

The Royal Australia and New Zealand College of Ophthalmologist (RANZCO)

Position: Senior Education and Learning Designer

Duties:

- Contribute to the redevelopment of the RANZCO Curriculum and training frameworks.
- In consultation with subject matter experts, design, develop, deploy, and evaluate online learning courses to upskill trainees and fellows in ophthalmic (foundational, clinical, pathology, pharmacology) and graduate attributes (communication skills, cultural awareness, working in groups).
- Develop the EyeSi Virtual reality curriculum and online related material (modules and learning resources).  
Develop and implement new teaching methods to reflect changes in educational research (e.g. flipped learning, virtual and augmented reality, students as partners, work-integrated learning, cultural awareness, etc.).
- Engaging in evaluation and research to inform the improvement of the deployment of educational technology.
- Carry out administrative tasks related to the position.

### **March 2015 – Feb 2020**

Faculty of Science, University of Technology Sydney

Position: Lecturer in Higher Education, Learning Design

Learning.Futures Fellow

Duties:

- Providing specialist support to Faculty academic staff in critical areas of teaching and learning professional development, particularly the development of high-quality teaching skills, and design and implementation of assessment and feedback, course and curriculum learning activities.
- Lecturer in digital media to communicate Science including digital media principles, storyboarding for digital media, principles of visual design, web design, and video production.
- Working effectively with staff at all levels to raise expertise through the promotion of principles of best practice teaching and learning within the contexts of Science and the UTS Model of Learning.
- Working collaboratively as part of a course team with Faculty academic staff, IML academic developers and others to develop online learning and other innovative strategies that support the UTS aim of enabling students to experience a seamless blend of online learning and face-to-face learning experiences in new on-campus spaces.
- Developing high-quality resource materials to support professional development in effective curriculum and assessment design and implementation.
- Providing advice, guidance, and support for teaching staff to enable them to make effective use of the University's learning management system and other University-supported learning technologies to facilitate student learning.
- Maintaining a high level of knowledge of current developments in teaching and learning in the tertiary sector, particularly in the field of Science.

### **June 2014 – February 2015**

Learning & Teaching Centre (LTC), Macquarie University

Position: Educational Designer

Duties:

- Design and assist with the production of educational activities and resource materials for learning and teaching based on the identified needs of the Faculty of Science.
- Provide support for the design, development, and implementation of professional development and support programs for teaching staff that contributes to the ongoing development of online teaching and learning.
- Work independently in Faculties and centrally at the LTC to support MQ staff in the use of educational technologies.
- Contribute to the planning and development of programs and processes around the support of educational technologies.
- Work with academic staff to provide advice and support during the design, development, and implementation of web-based resources, units, and programs of study.
- Work with the LTC on approved projects using an agreed set of resources and within a set timeframe.

- Work with the LTC training programs to up-skill Academic Convenors or Administrators involved in using online or technology-enabled programs and units.
- Using LTC guidelines and templates to monitor QA/QE of flexible learning resources at a Faculty level.
- Deal with administrative-level help requests relative to online units, i.e. OneHelp.

### May 2013 – May 2014

School of Social Science and Psychology, University of Western Sydney

Position: Blended Learning Advisor

Duties:

- In collaboration with the Office of the Pro-Vice-Chancellor (Education), support academics in the increased, enhanced, and appropriate use of ICTs in the design of student-centred learning experiences informed by evidence-based strategies and resources.
- Sound pedagogical teaching/learning strategies to guide course and program design. Formative and summative assessment strategies that reflect the diversity of learners and educational objectives of the course or program. Learning objects and generic tools. Best practice in the use of existing and new educational technologies.
- In collaboration with Information Technology Services and the Teaching Development Unit (particularly Educational Designers, Discipline Librarians and Learning Advisors), and where appropriate Student Learning Unit, Student Services, International Student Support, Careers and Cooperative Education enhance the integration of vUWS e-learning platform and other appropriate enterprise resources and services into course and program design to enhance student learning.
- In collaboration with representatives from Teaching Development Unit (particularly Educational Designers) and the Office of the Pro-Vice-Chancellor (Education), ensure the planning, implementation, management, and evaluation of academic staff development initiatives that address the needs of the Education Committee/Academic Senate to help meet the objective of increased uptake and appropriate use of ICTs in courses and programs to support the student learning experience.
- Participating in the cyclical performance management planning and review process and meeting agreed-upon operational objectives set for the performance period.

### April 2011 – April 2013

NPS MedicineWise

Position: Educational Designer

Duties:

- Develop, design, and manage online learning resources and material for various audiences, including health professionals, students, new prescribers, and NPS staff.
- Liaise with health profession schools, professional organisations, and technical experts to assist with the development of relevant and appropriate learning materials.

- Provide advice to NPS teams on course evaluation and usability and identify opportunities for improvement.
- Use educational technology where appropriate to support online learning.
- Assist the manager in formulating the team's approach and strategy to online learning resources, and best practice to improve educational delivery outcomes.
- Provide technical support and assistance to users of online learning resources.
- Design and delivery of eLearning @ NPS online newsletter.

### Jan 2009 – March 2011

University of Western Sydney, College of Arts – School of Education

Position: e-Learning Officer

Duties:

- Provide technical development expertise from concept to completion in use and repurposing of e- media resources in multiple formats (e.g., video, audio, CD, web, DVD).
- Facilitate workshops for academics in the areas of e-learning systems (Blackboard), online lectures (Lectopia), software and applications, Web 2.0 tools, learning design, and educational technology. Develop, design, and evaluate e-learning initiatives.
- Maintain and update the School web page.
- Design and delivery of EdNews, School of Education E-newsletter.

### Jan 2005 – January 2009

Digital Media Productions ([www.jorge-reyna.com](http://www.jorge-reyna.com))

Freelance in Digital Media covering web design and Search Engine Optimisation, Digital Photography, Graphic Design, Audio/Video editing, Multimedia and DVD authoring for a wide range of business and projects.

## PUBLICATIONS

### EDUCATIONAL TECHNOLOGY

#### Book Chapter (1)

**Reyna, J.** (2012). [Google Docs in higher education](#). In Yang and Wang (Ed.), Cases on formal, non-formal, and informal online learning: opportunities and practices. IGI Global, Disseminator of Knowledge.

#### Peer-Reviewed Journal Papers (17)

**Reyna, J.** (2021). *In Press*: Incorporating Indigenous Voices in Learning Design: A Framework for Medical and Health Sciences Education. SITE–Society for Information Technology and Teacher Education. *Association for the Advancement of Computing in Education (AACE), Las Vegas.*

**Reyna, J.** (2021). *In Press*: In-Service Teachers Professional Development to Engage Aboriginal and Torres Strait Islander Secondary Students in STEM Disciplines using Digital Media Projects. SITE–Society for Information Technology and Teacher Education. *Association for the Advancement of Computing in Education (AACE), Las Vegas.*

**Reyna, J., & Hanham, J. (2021).** *In Press: Twelve Tips for Implementing Learner-Generated Digital Media (LGDM) Assignments in Medical Education.* MedEdPublish.

**Reyna, J., Hanham, J. & Todd, B. (2021).** Flipping the Classroom in First-Year Science Students using H5P Modules. *Journal of Computers in Mathematics and Science Teaching*, 40(1), 51-63. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/217509/>.

**Reyna, J. (2021).** Digital media assignments in undergraduate science education: an evidence-based approach. *Research in Learning Technology*, 29. <https://doi.org/10.25304/rlt.v29.2573>

**Reyna, J., & Meier, P. (2020).** Co-creation of knowledge using mobile technologies and digital media as pedagogical devices in undergraduate STEM education. *Research in Learning Technology*, 28. <https://doi.org/10.25304/rlt.v28.2356>

**Reyna J. (2020).** 'Twelve Tips for COVID-19 friendly learning design in medical education', *MedEdPublish*, 9, [1], 103, <https://doi.org/10.15694/mep.2020.000103.1>

**Reyna, J., Hanham, J., Vlachopoulos, P., & Meier, P. (2019).** Using factor analysis to validate a questionnaire to explore self-regulation in learner-generated digital media (LGDM) assignments in science education. *Australasian Journal of Educational Technology*, 35(5), 128-152. <https://doi.org/10.14742/ajet.4514>

**Reyna, J., and Meier, PC (2018).** Learner-Generated Digital Media (LGDM) as an Assessment Tool in Tertiary Science Education: A Review of Literature. *IAFOR Journal of Education*, 6 (3) <https://doi.org/10.22492/ije.6.3.06>

**Reyna, J., and Meier, PC (2018).** Using the Learner-Generated Digital Media (LGDM) Framework in Tertiary Science Education: A Pilot Study. *Educ. Sci.* 2018, 8(3), 106, 23p. <https://doi.org/10.3390/educsci8030106>

**Reyna, J., Hanham, J., & Meier, P. C. (2018).** A framework for digital media literacies for teaching and learning in higher education. *E-Learning and Digital Media*, Vol 15(4), 176-190. <https://doi.org/10.1177/2042753018784952>

**Reyna, J., Meier, P (2018).** A Practical Model for Implementing Digital Media Assessments in Tertiary Science Education. *American Journal of Educational Research*, 6(1):27-31. <https://doi:10.12691/education-6-1>

**Reyna, J., Hanham, J., Meier, P (2018).** A taxonomy of digital media types for Learner-Generated Digital Media assignments. *E-learning & Digital Media*, Vol. 14(6) 309–322. <https://doi.org/10.1177/2042753017752973>

**Reyna, J., Hanham, J., Meier, P (2018).** The Internet Explosion, Digital Media Principles and Implications to Communicate Effectively in the Digital Space. *E-learning & Digital Media*, Vol 15, Issue 1, pp. 36 – 52. <https://doi.org/10.1177/2042753018754361>

**Reyna, J., & Meier, P (2016).** Learning to Surf: Explaining the Flipped Classroom (FC) to Science Students Using an Analogy. *American Journal of Educational Research*, 4(17). <http://pubs.sciepub.com/education/4/17/4/index.html>

**Reyna, J., Meier, P., Geronimo, F., & Rodgers, K. (2016).** Implementing Digital Media Presentations as Assessment Tools for Pharmacology Students. *American Journal of Educational Research*, 4(14), 983- 991. <http://pubs.sciepub.com/education/4/14/1/index.html>

**Reyna, J. (2016).** Bringing Knowledge to Life: Implementing E-learning Across the School of Education: A Case Study. *International Journal on E-Learning*, 15(1), 101-120. Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/p/41947/>

### Peer-reviewed Conference Papers (28)

**Reyna, J. (2020).** Learning.Futures Implementation at the Faculty of Science: A Personal Narrative. In *Proceedings of EdMedia + Innovate learning* (pp. 1084-1089). Online, The Netherlands: Association for the Advancement of Computing in Education (AACE).

**Reyna, J., Hanham, J. & Todd, B. (2020).** Flipping the Classroom in First-Year Science Students using H5P Modules. In *Proceedings of EdMedia + Innovate learning* (pp. 1077-1083). Online, The Netherlands: Association for the Advancement of Computing in Education (AACE).

**Reyna, J., Todd, B. & Hanham, J. (2020).** A Practical Framework to Design Educational Webinars in the Age of COVID-19. In *Proceedings of EdMedia + Innovate learning* (pp. 265-271). Online, The Netherlands: Association for the Advancement of Computing in Education (AACE).

**Reyna, J. (2019).** Surfing the Open Oceans of Flipped Learning: A Comprehensive Student-Centred Model to Implement Flipped Classrooms. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 2018-2028). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/primary/p/207925/>.

**Reyna, J. (2019).** A Model to Explore Learning Processes in Learner-Generated Digital Media (LGDM) Assignments. *Exploring New Frontiers in Education. The 13th annual International Technology, Education and Development Conference, INTED2019, Valencia (Spain), March 11th-13th.* <https://doi.org/10.21125/inted.2019.0015>

**Reyna, J & Meier, P (2019).** Self-Regulation Processes in Learner-Generated Digital Media (LGDM) Assignments. *Exploring New Frontiers in Education. The 13th annual International Technology, Education and Development Conference, INTED2019, Valencia (Spain), March 11th-13th.* <https://doi.org/10.21125/inted.2019.0016>

**Reyna, J., Hanham, J. & Meier, P. (2018).** A Methodological Approach to Evaluate the Effectiveness of Learner-Generated Digital Media (LGDM) Assignments in Science Education. (pp. 303-314). Amsterdam, Netherlands: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/184211/>.

**Reyna, J. (2018).** The Potential of 360-Degree Videos for Teaching, Learning and Research. *Rethinking Learning in a Connected Age. The 12th annual International Technology, Education and Development Conference, INTED2018, Valencia (Spain), March 5th-7th.* <https://doi.org/10.21125/inted.2018.0247>

**Reyna, J.** (2018). Theoretical Considerations to Design Learner-Generated Digital Media (LGDM) Assignments in Higher Education. Rethinking Learning in a Connected Age. The 12th annual International Technology, Education and Development Conference, INTED2018, Valencia (Spain), March 5th-7th. <https://doi.org/10.21125/inted.2018.0021>

**Reyna, J.,** Hanham, J., Meier, P., Geronimo, F (2017). Exploring Self-Regulation in Learner-Generated Digital Media (LGDM) Assignments in First Year Science Students. Australian Association for Research in Education (AARE) Conference. Canberra, ACT. Nov 26th – 30th.

**Reyna, J.** (2017). The Importance of Visual Design and Aesthetics in the Design of Online Learning Courseware. Australian Association for Research in Education (AARE) Conference. Canberra, ACT. Nov 26th – 30th.

Davila, Y., Huber, E., **Reyna, J.** & Meier, P. (2017). Improving the undergraduate Science experience through an evidence-based framework for design, implementation and evaluation of flipped learning. In H. Partridge, K. Davis, & J. Thomas. (Eds.), Me, Us, IT! Proceedings ASCILITE2017: 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education (pp. 57-62).

**Reyna, J.** (2017). The Nightmare is Over: A Simple Guide to Design Effective Subject Outlines. In J. Johnston (Ed.), Proceedings of EdMedia 2017 (pp. 528-536). Washington, DC: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/primary/p/178358/>.

**Reyna, J.** & An, S. (2017). Student's Experience in Online Intensive Mode (IM) Units at The Faculty of Business and Economics. In J. Johnston (Ed.), Proceedings of EdMedia 2017 (pp. 1302-1310). Washington, DC: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/178351/>.

**Reyna, J.,** Horgan, F., Ramp, D., & Meier, P (2017). Using Learner-Generated Digital Media (LGDM) as an Assessment Tool in Geological Sciences. The 11th annual International Technology, Education and Development Conference, INTED2017, Valencia (Spain), March 6th-8th. <https://doi.org/10.21125/inted.2017.0116>

**Reyna, J.** (2017) Surfing the Waves of Self-Regulated Learning to Evaluate Flipped Classrooms (FC). The 11th annual International Technology, Education and Development Conference, INTED2017, Valencia (Spain), March 6th-8th. <https://doi.org/10.21125/inted.2017.2114>

**Reyna, J.,** Davila, Y.C. & Meier, P. (2016). Enhancing the Flipped Classroom Experience with the Aid of Inclusive Design. In Proceedings of EdMedia 2016--World Conference on Educational Media and Technology (pp. 1795-1807). Vancouver, BC, Canada: Association for the Advancement of Computing in Education (AACE).

**Reyna, J.,** Davila, Y & Huber, E (2015). Designing your Flipped Classroom: An Evidence-Based Framework to Guide the Flipped Teacher and the Flipped Learner. Proceedings of the 12th Annual Conference of the International Society for Scholarship and Teaching and Learning. ISSOTL. 27-30 October, Melbourne, Australia.



**Reyna, J.** (2015). Exploring a Framework to Design Desktop Recording Lectures (DRLs). In S. Carliner, C. Fulford & N. Ostashewski (Eds.), Proceedings of EdMedia 2015--World Conference on Educational Media and Technology (pp. 1302-1311). Montreal, Quebec, Canada: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/primary/p/151408/>.

**Reyna, J.,** Khanal, S., & Morgan, T (2013). Using online learning modules to fight against antibiotic resistance in Australia. In H. Carter, M. Gosper and J. Hedberg (Eds.), Electric Dreams. Proceedings ASCILITE 2013, Sydney. (pp.756-765).  
<http://ascilite.org/conferences/sydney13/program/papers/Reyna.pdf>

**Reyna, J.,** & Khanal, S (2012). NPC: an online model to improve prescribing skills of healthcare professionals in Australia. In M. Brown, M. Hartnett & T. Stewart (Eds.), Future challenges, sustainable futures. Proceedings ascilite Wellington 2012. (pp.765-774).  
[http://www.ascilite.org/conferences/Wellington12/2012/images/custom/reyna%2C\\_jorge\\_-\\_npc\\_an\\_online.pdf](http://www.ascilite.org/conferences/Wellington12/2012/images/custom/reyna%2C_jorge_-_npc_an_online.pdf)

**Reyna, J.** (2011). Digital Teaching and Learning Ecosystem (DTLE): A Theoretical Approach for Online Learning Environments. In Proceedings of ASCILITE - Australian Society for Computers in Learning in Tertiary Education Annual Conference 2011 (pp. 1083-1088). Australasian Society for Computers in Learning in Tertiary Education. <https://www.learntechlib.org/p/43659/>.

**Reyna, J.,** Sturges, M & Orlando, J. (2011). iPad: Teaching and Learning in the Digital Age. World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (ELearn) 2011:1

Sturges, M. & **Reyna, J.** (2010). Use of Vimeo on-line video sharing services as a reflective tool in higher educational settings: Apreliminary report. In Proceedings of ASCILITE - Australian Society for Computers in Learning in Tertiary Education Annual Conference 2010 (pp. 936-943). Australasian Society for Computers in Learning in Tertiary Education.  
<https://www.learntechlib.org/p/45496/>.

**Reyna, J.,** Orlando, J. & Morgan, G. (2010). Developing a Digital Media Teaching Repository – Technical Considerations. In J. Sanchez & K. Zhang (Eds.), Proceedings of E-Learn 2010--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (pp. 1434- 1441). Orlando, Florida, USA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/35755/>.

**Reyna, J.** (2010). Google Docs in Higher Education Settings: A Preliminary Report. In J. Herrington & C. Montgomerie (Eds.), Proceedings of ED-MEDIA 2010--World Conference on Educational Multimedia, Hypermedia & Telecommunications (pp. 1566-1572). Toronto, Canada: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/primary/p/34846/>.

**Reyna, J.,** Orlando, J. & Morgan, G. (2010). Developing a Digital Media Teaching Repository – Technical Considerations. In J. Sanchez & K. Zhang (Eds.), Proceedings of E-Learn 2010--World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education (pp. 1434- 1441). Orlando, Florida, USA: Association for the Advancement of Computing in Education (AACE). <https://www.learntechlib.org/primary/p/35755/>.

**Reyna, J.** (2010). Google Docs in Higher Education Settings: A Preliminary Report. In J. Herrington & C. Montgomerie (Eds.), Proceedings of ED-MEDIA 2010--World Conference on Educational Multimedia, Hypermedia & Telecommunications (pp. 1566-1572). Toronto, Canada: Association for the Advancement of Computing in Education (AACE).  
<https://www.learntechlib.org/primary/p/34846/>.

## Magazine articles (5)

**Reyna, J.** (2020). Top Tips to Avoid Zoomitis in the Age of COVID-19. Training & Development magazine, Vol. 47 (3), published by the Australian Institute of Training and Development.

**Reyna, J.** (2019). Visual Design: A Form of Science or Art for Learning in the Digital Age? In: Learning Science vs Art. Training and Development, Vol 46(4), 17-19.

**Reyna, J.** (2018). Learners as Co-Creators of Knowledge Using Digital Media. In: Curation vs Creation. Training & Development magazine, March 2018 Vol 45 No 1, published by the Australian Institute of Training and Development.

**Reyna, J.** (2015). Active Learning and Flipped Classrooms. Training & Development magazine October 2015 Vol 42 No 5, published by the Australian Institute of Training & Development.

**Reyna, J.** (2013). The importance of visual design and aesthetics in e-learning. Training & Development Magazine October 2013 Vol 40 No 5, published by the Australian Institute of Training and Development.

**Reyna, J.** (2012). From Flash to HTML5: The E-learning Evolution. Training & Development Magazine. October issue. Australian Institute of Training and Development.

## Posters (8)

**Reyna, J., Hanham, J., Meier, P.** (2017). Learning workflow using learner-generated digital media (LGDM) assignments. In H. Partridge, K. Davis, & J. Thomas. (Eds.) Me, Us, IT! Proceedings ASCILITE2017: 34th International Conference on Innovation, Practice and Research in the Use of Educational Technologies in Tertiary Education (pp. 57-62).

**Reyna, J., Meier, P., Hanham, J., Vachopoulos, P & Rodgers, K.** (2017). Learner-Generated Digital Media (LGDM) Framework. Poster presented at the 11th annual International Technology, Education and Development Conference, INTED2017, Valencia (Spain), March 6th-8th.

**Reyna, J.** (2015). iReflect: Mobile Reflection for Learning. EdMedia 2015: World Conference on Educational Media and Technology. Montreal, Quebec.

**Reyna, J & Markowskei, A (2015).** Using Mobile Applications for Paperless Assignments in Mathematics: A Pilot Study. EdMedia 2015: World Conference on Educational Media and Technology. Montreal, Quebec.

**Reyna, J., & Beer, T (2012).** Affordability of Web 2.0 tools in healthcare settings. In: Building a medicinewise community, proceedings of the National Medicines Symposium 2012. Sydney, Australia.

**Reyna, J., Khanal., Koo, M & Zuo, Y (2012).** A successful online model to improve prescribing education for healthcare students. In: Building a medicinewise community, proceedings of the National Medicines Symposium 2012. Sydney, Australia.

**Reyna, J. (2009).** Developing quality e-learning sites: A designer approach. In Same places, different spaces. Proceedings ASCILITE, Auckland 2009.  
<http://www.ascilite.org.au/conferences/auckland09/procs/reyna-1-poster.pdf>

**Reyna, J. & Stanford, C (2009).** Use of slidecasts in higher education settings: A pilot project. In Same places, different spaces. Proceedings ascilite Auckland 2009.  
<http://www.ascilite.org.au/conferences/auckland09/procs/reyna-2-poster.pdf>

## Blog entries (11)

**Reyna, J. (2018).** [Business as Usual: A Successful Experience Implementing Learner-Generated Digital Media Assignments at the Faculty of Science](#). LinkedIn post, Oct 20th.

**Reyna, J. (2017).** [Don't Panic! Tips to Design Effective Summer Subjects](#). Online portfolio, Jul 24th.

**Reyna, J. (2016).** [Making the Difference: Learner-Generated Digital Media as an Assessment Tool for Science Students](#). Futures, The UTS Learning and Teaching Blog, Dec 2016.

**Reyna, J. (2015).** [Paperless Assignments for Maths: Results of A Pilot Study](#). Teche: Macquarie University Learning & Teaching Blog, March 4th.

**Reyna, J. (2014).** [Solving the Problem: Paperless Assignments in Maths](#). Teche: Macquarie University Learning & Teaching Blog, Sep 12th.

**Reyna, J. (2014).** [Using Google Drive for Collaboration](#). Teche: Macquarie University Learning & Teaching Blog, Aug 27th.

**Reyna, J. (2014).** [Intensive Mode Delivery: Where to Start?](#) Teche: Macquarie University Learning & Teaching Blog, Aug 22nd.

**Reyna, J.** (2014). [Photography as a Reflective Tool in Science Education](#). Teche: Macquarie University Learning & Teaching Blog, Aug 13th.

**Reyna, J.** (2014). [So, You're Thinking about Teaching with Tablets?](#) Teche: Macquarie University Learning & Teaching Blog, Aug 8th.

**Reyna, J.** (2010). [The iPad: Enhancing Learning and Teaching in the Digital Age](#). 21st Century Learning Blog. School of Education, Western Sydney University.

**Reyna, J.** (2010). [Ubiquitous Devices, Ubiquitous Learning, and Ubiquitous Education](#). 21st Century Learning Blog - School of Education, Western Sydney University.

## VETERINARY SCIENCE

### Master's thesis

**Reyna, J.** (2005). Time of Ovulation in Merino ewes by trans-rectal ultrasound. The University of Sydney.

**Reyna, J.** (1993). Oestrous synchronisation in the guinea pig (*Cavia porcellus*) using Medroxi Progesterone Acetate injections. National Agrarian University La Molina - UNALM, Lima- Peru.

### Conference papers

**Reyna, J., Thomson, P.J., Evans, G., and Maxwell, W.M.C.** (2005). Time of Ovulation in Merino Ewes in Synchronised Oestrus During the Non-breeding and Breeding Seasons Determined by Transrectal Ultrasound. Centre for Advanced Technologies in Animal Genetics and Reproduction, Faculty of Veterinary Science, University of Sydney.

### Journal Articles

**Reyna, J., Thomson, P.J., Evans, G., and Maxwell, W.M.C.** (2005). Synchronisation of Ovulation in Merino Ewes with GnRH in the Breeding and Non-breeding Season. *Reproduction Fertility and Development*, Vol 17, No 1.

**Reyna, J., Thomson, P.J., Evans, G., and Maxwell, W.M.C.** (2006). Synchronisation of Ovulation and follicular dynamics in Merino Ewes treated with GnRh in the Breeding and Non-Breeding Seasons". *Reprod Dom Anim* 42, 410-417 (2007).

### Industry Magazine Articles

**Reyna, J.** (2017). Ovarian Follicular Waves in Alpacas and Implications for Embryo Transfer Programs. *Alpaca Culture*, March Issue. The USA.

**Reyna, J.** (2005). Alpaca Breeding in Peru and Perspectives for the Future. *Alpacas Australia*.

- Reyna, J.** (2005). The Origin and Evolution of the South American Camelids. Alpacas Aust.
- Reyna, J.** (2005). Artificial Insemination in Alpacas. Alpacas New Zealand.
- Reyna, J.** (2006). Alpacas en Australia. Agronoticias (Peru), Ed No. 305 (In Spanish).
- Reyna, J.** (2006). Inseminacion Artificial en Alpacas. "El Comercio", November 2005 (In Spanish).
- Reyna, J.** (2006). Alpaca Female Reproductive Physiology. The Camelid Quarterly.
- Reyna, J.** (2006) TRUSA: a practical guide to exploration and visualisation of ovarian structures in alpacas by transrectal ultrasound. The Camelid Quarterly (Canada), Vol 5, No2, June.
- Reyna, J.** (2006). Facts about embryo transfer in alpacas. The Camelid Quarterly (Canada), Vol 5, No 3. 49-56.
- Reyna, J.** (2006). Embryo transfer in alpacas glossary. World Alpacas (UK). October Autumn Issue. 54- 55.
- Reyna, J.** (2006). Herdevaluation: Is Your Farm Ready for an ETProgram. The Camelid Quarterly (Canada). Vol 5, No 3. 47-48.
- Reyna, J.** (2006). Embryo Transfer in South American Camelids. The Camelid Quarterly ( Canada), Vol 5, No 4. 79-93.

## **AWARDS AND PRIZES**

### **Clute International Academic Conference in Education, Dublin – Ireland (2019)**

Best paper in STEM Education:

Creating Interactive Modules to Flip the Classroom using H5P Open Source Authoring Tool

### **Australasian Society for Computers in Learning in Tertiary Education (2017)**

Best concise paper:

Improving the undergraduate Science experience through an evidence-based framework for design, implementation and evaluation of flipped learning

### **UTS Teaching & Learning Citation (2017)**

For using learner-generated digital media (LGDM) to engage science students in authentic learning

### **EdMedia + Innovate Conference (2016)**

American Association for Computers in Education (AACE)

Best full paper:

Enhancing the Flipped Classroom Experience with the Aid of Inclusive Design

### **Postgraduate Scholarship (2016)**

Faculty of Science, University of Technology Sydney

### **Macquarie University VC Award (2015)**

Programs that Enhance Learning

### **RIRDC Postgraduate Scholarship (2005)**

Rural Industries Research and Development Corporation, Australian Government

### **Loxton's Postgraduate Scholarship (2002-2004)**

Faculty of Veterinary Science, University of Sydney

## **TEACHING AND LEARNING GRANTS**

### **UTS VC Learning & Teaching Grant (2019)**

Group work and collaboration in digital media projects - University of Technology Sydney

**Reyna, J.**

### **UTS VC Learning & Teaching Grant (2018)**

Co-creating interactive resources with undergraduate science students to promote student engagement in large lecture classes - University of Technology Sydney

McGrath, K., Singh, K., & **Reyna, J.**

### **UTS VC Learning & Teaching Grant (2017)**

Students as co-creators of knowledge using Learner-Generated Digital Media in undergraduate Science - University of Technology Sydney

De la Hunty, M & **Reyna, J.**

### **UTS VC Learning & Teaching Grant (2016)**

The Flipped Teacher & Flipped Learner Framework at the Faculty of Science University of Technology Sydney

Davila, Y & **Reyna, J.**

### **Enhancement Program Grant (2015)**

Macquarie University, Learning and Teaching Centre

Harvey, M & **Reyna, J.**

## **HOBBIES AND INTERESTS**

Digital photography, surfing, swimming, camping, travelling and meeting new people from diverse backgrounds.

## **REFERENCES**

Available on request.