

Dakota J. Thomas-Wilhelm

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SKILLS

Clifton Strengths Assessment: achiever, input, discipline, woo, communication

Predictive Index: Promoter (self = 36, self-concept = 53, synthesis = 92)

Real Colors: Green (39), Gold (28), Orange (27), Blue (26)

- advanced experience: Articulate Rise, Articulate Storyline Vyond, Microsoft 365, Google Suite, Zoom, Skype, R Studio, GoReact, Audacity, Canva, Qualtrics
- intermediate knowledge: Adobe Audition, Adobe InDesign, Adobe Photoshop, Adobe Lightroom, Panopto, HTML Coding, Adobe Audition, Adobe InDesign, Adobe Photoshop, Adobe Lightroom
- working knowledge: Adobe Captivate, Adobe XD, Adobe Illustrate
- LMS experience: Canvas, Adobe Captivate Prime Design2Learn, Moodle
- 8 years of experience with instructional design/adult learning principles (course/curriculum development and needs-assessment based on ADDIE method)
- 8 years of project management experience
- 8 years of experience in assessment and evaluation
- 3 year of budgeting and reviewing contracts
- excellent public speaking, verbal, and written communication
- strong history of collaboration, working with various stakeholders
- highly skilled at cross-cultural communication and conflict management
- strong creative and critical thinking skills
- strong ability to meet deadlines with task prioritization in a fast-paced, fluctuating environment
- self-starter with a strong work ethic

EXPERIENCE

Training & Development Team Lead, Provider Assistance & Training Hub

November 2022 – Present

School of Social Work at University of Illinois Urbana-Champaign | *Urbana, IL*

Supervisors: Donald Adams (da89@illinois.edu) & Judy Howard (jahoward@illinois.edu)

SUPERVISION & PROJECT MANAGEMENT EXPERIENCE

- supervised, mentored, and supported the Training and Development Team members
- supervised the day-to-day activities of the Curriculum Specialists and Instructional Designer in conjunction with the Workforce Development Coordinator
- coordinated and monitored team members' project assignments
- collaborated with Training & Development Team members, Subject Matter Experts (SMEs), and training facilitators to determine learning needs and analyze learning gaps, and to assist in the development of learning paths

INSTRUCTIONAL DESIGN & CURRICULUM DEVELOPMENT

- facilitated content development processes
- lead writing of curriculum and scripts in collaboration with workgroups and provided narration for trainings
- ensured accuracy and consistency of curriculum by providing guidance to workgroup teams and providing ongoing feedback on draft content
- designed developed, and implemented innovative and impactful curricula using advanced learning theory and technologies to enhance participant engagement, learning, and retention
- designed core professional skills solutions based on learning paths and level-specific competencies, across service lines
- reviewed and enhanced existing content to ensure level appropriateness and consistency with learning objectives
- advised on best practices for content creation and execution using innovative organizational development and/or adult learning techniques, principles, theory, and online learning technologies
- identified and recommended course content to meet field needs

MESSAGING COMMUNICATION

- ensured messaging quality and consistency in the field
- liaised with Assistant Director of Clinical Services, Field Service Coordinator, MAP Coordinator, SOC Coordinator, CQR Coordinator, and Data Coordinator to guide messaging and promote message consistency across programs.
- collaborated with Assistant Director of Training, Development, and Operations and the Evaluation Team to evaluate and revise trainings.

Learning & Development Specialist, Provider Assistance & Training Hub
School of Social Work at University of Illinois Urbana-Champaign | *Urbana, IL*
Supervisors: Donald Adams (da89@illinois.edu) & Carrie Welter (cwelter@123mail.org)

December 2020 – November 2022

PROJECT MANAGEMENT EXPERIENCE

- managed projects and led workgroups in the design, development, and implementation of impactful curricula using advanced adult learning theory and technologies to enhance learner engagement, development, and retention
- assigned and managed workgroup member tasks through the implementation of collaborative programs such as Box, Microsoft Teams, and Asana
- resolved conflict, as needed, between subject matter experts and administration to flesh out content development
- presented projects for administrative review in order to receive feedback to implement prior to curricular launch
- drafted standard operating procedures (SOPs) for project management and workgroup processes

INSTRUCTIONAL DESIGN & CURRICULUM DEVELOPMENT

- conducted needs assessments
- designed and developed learning solutions in a variety of formats for instructor-led, hybrid, and self-directed instruction
- authored self-directed courses in Articulate Storyline 360 and Articulate Rise
- authored instructor-led courses using Microsoft PowerPoint, Vyond, and other instructional technologies
- reviewed and enhanced existing content to ensure appropriateness and consistency with learning objectives
- researched educational best practices, instructional resources, instructional technologies, and multimedia hardware/software to support teaching and learning
- utilized innovative organization development and/or adult learning techniques and principles
- drove the strategy around the design of learning content and experiences that leverage technology to meet the needs of a diverse set of learning styles
- implemented instructional technology for effective and efficient training delivery theory and online learning technologies
- collaborated with content teams, clinical staff, and subject matter experts to build, review, and revise content as needed to adapt to the emerging needs of the field
- identified, located, and curated resources to inform and support course content to meet field needs
- adapted curricula to meet the needs of professional providers in the field

TRANSFER OF TRAINING

- planned and conducted training of trainers and facilitators to prepare trainers to deliver newly developed curricula
- assisted with training facilitator preparedness and effectiveness, and onsite learning facilitation
- provided trainer/facilitator feedback and coaching to improve the delivery of content
- developed trainer and training evaluations, analysis, and reports

Instructional Track Faculty, English as a Second Language Programs
University of Iowa | *Iowa City, IA*

August 2015 – December 2020

Supervisors: Melissa Meisterheim (melissa-meisterheim@uiowa.edu) & Maureen Burke (maureen-burke@uiowa.edu)

INSTRUCTIONAL DESIGN / PROJECT MANAGEMENT EXPERIENCE

- designed, delivered, and managed 49 university-level ESL courses (approx. 590 students) for hybrid, face-to-face, and distance learning, from creation to completion with limited supervision across several skills, programs, and proficiency levels
- selected appropriate delivery methods dependent on modality of courses (see above) and used technology (listed above) in an education setting (presentations, distance teaching/learning, supplement face-to-face teaching) to reliably track student participation, understanding, and progress
- recorded and edited audio and video in the production of interdisciplinary course content (podcasts, pre-recorded lectures, and assessment material)
- regularly developed methods to collect and analyze student feedback to evaluate and improve teaching methods
- regularly received “exceeds expectations” on supervisor evaluations and analyzed feedback to improve teaching methods and professional development

ADMINISTRATIVE / SUPERVISORY EXPERIENCE

- coordinated all ESL Grammar courses (total of 34 sections enrolling 439 students, overseeing 11 full-time lecturers and 4 teaching assistants) to maintain the highest level of academic standards and professional development, to assist program director in choosing and piloting course materials, to oversee the creation of shared quizzes (online delivery) and exam (face-to-face delivery), and to act as a liaison between instructors and program directors
- coordinated the creation of a shared final exam for ESL Grammar courses (total of 11 sections in fall 2017 enrolling 176 students, taught by 7 full-time faculty and 1 teaching assistant)

- coordinated the collaboration, creation, and administration of shared quizzes and exams for Intensive English courses (total of 44 sections, enrolling approx. 400 students, taught by 44 full-time faculty)
- reviewed and designed program curricula and student learning outcomes based on an assessment of student needs both as instructor coordinator (described above) and as a member of the Curriculum Committee
- improved efficiencies by converting paper forms and hand tabulated data to online formats and the streamlining of forms from multiple programs to a single online form using Qualtrics for easier distribution and data tabulation as a member of the Program Support Committee
- established and implemented the use of Microsoft SharePoint, Teams, and OneDrive for shared online collaboration for a variety of different projects as a member of the Program Support Committee
- selected by ESL Programs director to serve on Faculty Assembly, reading, reviewing, and approving collegiate policies and practices
- attended various university and departmental workshops and seminars on diversity, equity, and inclusion efforts on campus, focusing on international and LGBTQ+ students and faculty

EDUCATION

Doctor of Philosophy, English Philology – Linguistics

December 2020

Universitat Autònoma de Barcelona | *Barcelona, Spain*

Specialization: Generative Second Language Acquisition

Dissertation: It's Definitely Atomic: The Acquisition of Atomicity and (In)Definiteness by Speakers of Mandarin in an Instructed Second Language Acquisition Context

Dissertation Supervisor: Elisabet Pladevall Ballester

Visiting Researcher: University of Illinois at Urbana-Champaign (Spring 2018)

Master of the Arts, Theoretical & Applied Linguistics

June 2015

Universitat Pompeu Fabra | *Barcelona, Spain*

Specialization: Language Acquisition & Language Learning

Thesis: This Counts for Something! Understanding the Use of (Un)Countable Nouns in the Case of Higher Education EFL Learners

Thesis Supervisor: Carmen Pérez-Vidal

Committee: Enric Vallduví Botet, Cristina Sanz, Llorenç Colomé

Bachelor of the Arts, Linguistics & Spanish

May 2014

University of Iowa | *Iowa City, IA*

Focus: Teaching English as a Second Language

Study Abroad: Universidad de Valladolid, Valladolid, Spain (Summer 2012)

Practicum: Tutoring English as a Second Language Writing (Spring 2014)