

ANDREA DE SOUZA FONSECA

Portfolio: <https://andreafonseca.net> Email: andrea.fonseca@spartans.ut.edu

Linkedin: <https://www.linkedin.com/in/andrea-fonseca-492069ba/>

OBJECTIVE

Looking for an Instructional Design position where I can design instruction experiences, implement online courses, facilitate the learning process and create knowledge acquisition solutions.

EDUCATIONAL BACKGROUND

Instructional Design and Technology Master's Degree (Concluded in May 2019)

The University of Tampa, Tampa, FL – United States

Psychopedagogy Postgraduate Degree (Concluded in 2005)

Universidade de Guarulhos, São Paulo – Brazil

Pedagogy Bachelor Degree (Concluded in 1999)

Pontificia Universidade Católica, São Paulo – Brazil

Early Childhood Education Diploma (Graduated in 1993)

Colégio Nossa Senhora de Sion, São Paulo – Brazil

SKILLS

Languages: Proficient in English and Portuguese.

Personal: ability to multitask, excellent communication with internal and external clients, quick-witted and smart problem solving.

RELEVANT INSTRUCTIONAL DESIGN SKILLS AND KNOWLEDGE

- Skilled to create and design instructional materials
- Creative to develop learning content using a variety of technology
- Committed to implement the instructions in a timely manner
- Attentive to the research process
- Proficient in: Learning Management Systems (LMS), Camtasia, Powtoon, Piktochart, Teachable, Articulate 360 and Rise, Microsoft Office and Wix Website.

PROFESSIONAL EXPERIENCE AS IDT

Instructional Designer

SCS Engineers – Tampa, FL – From July/2019 to March/2020

Designing and developing an online supervisor training course for SCS Engineers.

Instructional Design Intern

The University of Tampa – Tampa, FL - From February/2019 to May/2019

Working closely with a faculty member to revise, develop, transfer and improve website learning content (Eras) into online course modules (Rise/Articulate), providing better interactivity and engaging the audience more.

VOLUNTEER WORK

Make-A-Wish Brasil – From February /2020 - Present

PUBLICATION

Ensmann, S., Ward, A., Fonseca, A. et al. A Case Study for the 10-Step Approach to Program Evaluation. TechTrends 64, 329–342 (2020). <https://doi.org/10.1007/s11528-019-00473-4>

Use of Chyung's 10-step evaluation approach to identify, plan and implement a client-based program evaluation. This manuscript has been accepted for publication in TechTrends in January 2020.

<https://link.springer.com/article/10.1007/s11528-019-00473-4>

PROFESSIONAL BACKGROUND

Pre-school and Literacy teacher

Teaching 2 to 6-year-old children how to read and write.

Colégio Pueri Domus - São Paulo/Brazil – From 2004 to 2010

Teaching with focus on literacy, but not letting other areas of knowledge aside. Helping in the overall development of the student, in the construction of identity, citizenship and autonomy in relation to school routine.

Bilingual teacher (3 to 6-year-old after school program)

Colégio Pueri Domus - São Paulo/Brazil - From 2004 to 2005

Responsible for accompanying and assisting students in the extra-curricular activities in a bilingual after school program.

Elementary School teacher (8 to 9-year-old children)

Colegio Alpha – São Paulo/Brazil – From 1999 to 2000

Worked with elementary school children, helping in the acquisition of student's autonomy and in their ability to think critically, responsibly and creatively.

PROFESSIONAL ORGANIZATIONS

Kappa Delta Pi – International Honor Society in Education

Instructional Design and Technology Master's Degree at The University of Tampa concluded with Honors (GPA 3.93)