Table of Contents

RECOMMENDATION LETTER, CHIEF ACADEMIC OFFICER, CLAYTON STATE UNIVERSITY.....II

RECOMMENDATION LETTER, DEAN, COLLEGE OF ARTS AND SCIENCES, CLAYTON STATE UNIVERSITY 1

RECOMMENDATION LETTER, DIRECTOR, CENTER FOR EXCELLENCE IN LEARNING AND TEACHING, CLAYTON STATE UNIVERSITY 2

RECOMMENDATION LETTER, DIRECTOR OF CURRICULUM & INSTRUCTION, USG ECORE 3

CURRICULUM VITAE 4

STATEMENT OF ONLINE TEACHING PHILOSOPHY 7

STUDENT FEEDBACK (EMAILS AND STUDENT EVALUATION OF INSTRUCTOR RESPONSES) 9

TEACHING PRACTICES 11

QUALITY MATTERS (QM) 16

To: Members of the Regents Excellence in Online Teaching Award Committee
From: Jill L. Lane, Interim Provost and Vice President for Academic Affairs
Date: October 24, 2021
Re: Support Letter for Dr. Antoinette Miller

Dear Members of the Award Committee,

I am pleased to recommend Dr. Antoinette Miller for the Excellence in Online Teaching Award. Dr. Miller's name and online teaching have become synonymous at Clayton State. Whenever there is a need for training or mentoring in online course development or delivery, Antoinette has become the "go to" person on our campus. For the past 10 years, she has taught for USG eCore, developed and taught her own online courses, and become a certified facilitator/trainer for Quality Matters (QM) Improving Your Online Course (IYOC) and Designing Your Online Course (DYOC). In addition, Dr. Miller serves as a Certified QM Peer Reviewer for Higher Education, K-12 Courses, and K-12 Publishers.

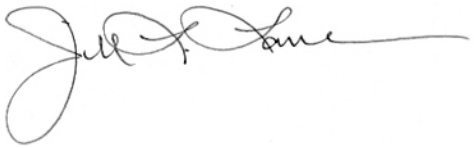
In her own courses, Dr. Miller employs various techniques such as discussions, videos, research-based activities, and attention getting strategies to keep students engaged. Her lessons are presented in a way that scaffolds students through the material as they strive to achieve mastery of the topic. She also understands that students can often become "lost" as they navigate through an online course and therefore, she provides easy to follow modules and directions to keep them on a clear path while progressing through the course. In all classes she strives to "push the D2L envelope" using prompts and course tools. When something is not provided within the D2L system, she works with the Center for Excellence in Learning and Teaching (CELT) to develop alternative ways to engage students and make better use of reporting tools to track student engagement.

Dr. Miller is an outstanding online educator, mentor, and department chair who leads and guides by example. In her work with eCore since 2011, she has taught courses and mentored 16 different faculty members across the University System of Georgia. In addition, her course, PSYC 4130: Introduction to Cognitive Psychology, was one of the first at Clayton State to become Quality Matters certified and it serves as a demo course so that others can learn the different techniques used to keep students engaged in their learning. As you know, since March 2020, the COVID-19 pandemic has caused many professors to move to remote learning as a method of instruction. During this time, the shift to online instruction became a challenge to some of our faculty since many had not used that delivery method in their courses. Training for faculty was essential and Antoinette took it upon herself to become a certified QM facilitator and step into the trainer role to assist the CELT with workshop delivery. This past year, she also took on the task of facilitating QM workshops for all our new faculty so they would have the

knowledge of how to teach online and some pre-developed online courses ready in case the pandemic forced a shift to remote instruction.

If you have had the opportunity to work with faculty, you know that acceptance of online learning by those who are used to teaching on campus can be difficult. The transition to online instruction requires role models who not only adhere to academic standards of quality in teaching, but also serve as a guide on the side for others. Dr. Miller exemplifies both qualities and Clayton State is fortunate to have Antoinette as part of its faculty. She is a true example of someone dedicated to student success and an inspiration to other faculty who strive each day to do the same. I can think of no one more worthy of the Excellence in Online Teaching award than Dr. Antoinette Miller.

Sincerely,



Jill L. Lane
Interim Provost and Vice President for Academic Affairs

College of Arts & Sciences

October 18, 2021

Reference: Support for the Regents Teaching Excellence Award for Online Teaching

Dear Members of the Committee,

I am writing this letter to support Dr. Antoinette Miller's nomination for the Regents Teaching Excellence Award for Online Teaching. Antoinette Miller joined the Department of Psychology faculty at Clayton State University in the fall term of 2001; she is now the chair of the Department of Psychology, is a superb administrator and teacher, and has displayed excellence in her service to the University and the USG.

Professor Miller is strongly committed to quality online teaching and learning. The majority of her course load over the past several years was offered in a fully online format, and all of her online classes are of the absolute highest quality. Professor Miller's instructor evaluations are phenomenal, and by all accounts, she is a very gifted online teacher. For example, her evaluation scores averaged an outstanding 4.65 (out of 5.0), and students praised her for her preparedness, feedback, and professionalism. Even in her seated courses, Professor Miller always taps into the best practices for online education to introduce course concepts and reinforce student learning. The impact of this dynamic approach is clearly evident in her evaluation data.

Dr. Miller is a detailed oriented faculty and chair who gets the job done in an outstanding manner. She has provided academic leadership to foster the highest possible level of excellence in teaching, research, and service activities within the College of Arts and Sciences. She has mentored 16 ECORE Psychology faculty and has served as Faculty Ambassador for on-demand mentoring and a faculty mentor for the ECORE Certification course. She has created the "How to Navigate Discussions" tutorial currently deployed in all PSYC 1101 sections.

Dr. Miller certainly has mastered the use of effective and innovative online teaching practices that result in student engagement, student satisfaction, and effectiveness in achieving desired learning outcomes. Beyond her teaching, Dr. Miller has numerous certifications, including multiple Quality Matters certifications as a facilitator for both online Improving Your Online Course (IYOC) and Designing Your Online Course (DYOC) workshops, Peer Reviewer for higher education courses, and Peer Reviewer for K-12 courses and publishers. Over the last several months, she has conducted several IYOC and DYOC workshops for more than 80 faculty from all four colleges.

Dr. Antoinette Miller is well on the way to establishing herself as an expert and pioneer in distance education. I wholeheartedly believe that she is the most deserving candidate for the 2021 Regent's Teaching Excellence Award for Online Teaching.

Please do not hesitate to contact me if you have any questions or need additional information.

Sincerely,

Nasser Momayezi, Dean
College of Arts and Sciences

CLAYTON STATE UNIVERSITY
Center for Excellence in Learning and Teaching

To: Selection Committee – Regents' Teaching Excellence Award for Online Teaching
Re: Support Letter for Dr. Antoinette Miller

Dear Selection Committee:

It is with pleasure that I write this letter supporting Dr. Antoinette Miller's portfolio for the Regents' Teaching Excellence Award for Online Teaching. Dr. Miller has been a consistent and invaluable asset to Clayton State's Center for Excellence in Learning and Teaching (CELT). Due to Dr. Miller's influence on campus, and outstanding work as an online educator, CELT has been able to extend the breadth and depth of our faculty development efforts which ultimately impact our students.

As some introduction, Dr. Miller has been very engaged with our effort to increase the use of the Quality Matters (QM) Rubric. Over the last three years, Dr. Miller has been certified as a QM Peer Reviewer, facilitator for the Quality Matters Improving Your Online Course (IYOC) and Designing Your Online Course (DYOC) workshops, and completed the QM Teaching Online Certificate. Additionally, she submitted her Introduction to Cognitive Psychology Course (PSYC 4130) to QM which was competitively selected as a QM demo course for their organizational workshops and trainings. Dr. Miller engages faculty broadly across campus as part of her QM efforts and has facilitated or co-facilitated four (4) IYOC and two (2) DYOC workshops over the course of this year, reaching a total of sixty-two (62) faculty who completed one or both workshops. Those workshops were both timely and relevant to our faculty, given the shift to online learning during the pandemic, and has created a groundswell of interest in broader online learning professional development. Furthermore, Dr. Miller developed an online course self-review tool for use by her departmental faculty. CELT has since adopted and promoted the review tool with other faculty as an entry point to other faculty development opportunities. Dr. Miller also piloted our use of the D2L Competencies tool, which has now spread to other academic programs as a means to collect much more reliable student performance data for online courses. That work has resulted in the creation of ad-hoc reports that other department chairs/faculty may utilize to view more granular student success data within their courses.

Dr. Miller has been a champion of online learning locally, at the USG System Level via eCore, and nationally through her QM efforts. As Director of CELT, I can confidently say that her work has impacted faculty on a scale that would have been unattainable by my department alone, due to her influence on campus and overall passion for our students and online education. Therefore, it is without reservation that I recommend her for the Regent's Excellence in Online Teaching Award.

Sincerely,

Justin Mays

Justin Mays
Director, Center for Excellence in Learning and Teaching

ecampus
UNIVERSITY SYSTEM OF GEORGIA

1601 MAPLE STREET, CARROLLTON, GA
30118 1-855-936-2567 | ECAMPUS.USG.EDU

19 October, 2021

Re: Dr. Antoinette Miller, Professor and Department Chair of Psychology

Dear Regents Online Teaching Award Committee Members,

I have been fortunate and grateful to work with Dr. Antoinette Miller during the decade that she has taught, mentored and served as subject matter expert for the USG eCore online collaborative program. I am writing this letter of enthusiastic support of Dr. Miller for the Regents Online Teaching Award. Dr. Miller has excelled in the role of an instructor of Introduction to Psychology, exhibiting such high levels of quality and innovation in online instruction that she has been the faculty mentor to sixteen new instructors of Introduction to Psychology for USG eCore over the years. Additionally Dr. Miller served as Faculty Ambassador for eCore Faculty Certification online cohorts.

Dr. Miller has been evaluated as "Highest Performing" via her End of Term Faculty Evaluations for instruction of the online USG eCore PSYC 1101- Introduction to Psychology course. The Assistant Dean of eCampus recently noted that Dr. Miller's student evaluation comments complimented her approachability, engagement and support in her online eCore courses. Dr. Miller's eCore students have rated her as "extremely effective" and highly committed to their success. Dr. Miller has been praised by her eCore students for her engagement in the online discussion boards and the effectualness and impact of her visual and creative Announcements in PSYC 1101. Dr. Miller utilizes different modalities and technologies to enhance the effectiveness of her online instruction to the diverse online learners in the University System of Georgia.

The eCore Instructional Designer for Psychology 1101 describes Dr. Miller as a "rock star" faculty subject matter expert. Dr. Miller developed a "How to Navigate Discussions" tutorial implemented in Psychology 1101 which has also been repurposed for other course subjects offered via USG eCore. Dr. Miller has contributed expertise in major revisions and other modifications of eCore PSYC 1101 and has also served as a faculty member of the Gateway2Completion Steering Committee for eCore representing PSYC 1101.

Dr. Miller' faculty mentees rated her as exemplary in her guidance, organization and support as a faculty mentor. Dr. Miller has also served as a presenter in eCore annual faculty meetings and numerous online faculty webinars for USG eCampus. Dr. Miller has shared expertise and best practices in authenticity in online teaching and learning, D2L Intelligent Agents and online student engagement. Her knowledge and acumen in online education have benefitted hundreds of USG faculty throughout many disciplines.

In conclusion, I highly recommend Dr. Antoinette Miller for the Regents Online Teaching Award. If you would like additional details regarding Dr. Miller and her significant contributions to USG online teaching and learning, kindly contact me at ctalley@ecampus.usg.edu.

Sincerely,

Christy Talley Smith

Christy Talley Smith, M.Ed. Director of Curriculum & Instruction, USG eCore

Curriculum Vitae

AntoinetteMiller@clayton.edu 678-466-4834

Education

- PhD, Northwestern University, Psychology, 1999
- MS, Northwestern University, Psychology, 1996
- BS, Duke University, Biology, 1994
- BA equiv.,Duke University, Classical Languages, 1994

Special Certifications and/or Designations

- eCore Certification, eCore, University System of Georgia
- Certified Facilitator, Online Improving Your Online Course (IYOC), Quality Matters.
- Certified Facilitator, Online Designing Your Online Course (DYOC), Quality Matters.
- Certified Peer Reviewer for Higher Education Courses, Quality Matters.
- Certified Peer Reviewer for K-12 Courses, Quality Matters.
- Certified Peer Reviewer for K-12 Publishers, Quality Matters.

Honors/Awards (selected)

- 2021 – Featured on Laker Learning Podcast (https://anchor.fm/lakerlearning/episodes/Antoinette-Miller-e16rc7o.)
- 2018 – Winner, University Professorship (Clayton State University)
- 2018 – Nominee, Regents Teaching Excellence Award, Department or Program, PACE (University System of Georgia)
- 2018 – Quality Matters Certified Course (PSYC 4130) – also a QM Demo Course (for five years)
- 2011 – Nominee, Regents Teaching Excellence Award (University System of Georgia)
- 2010 – Nominee, Regents Teaching Excellence Award (University System of Georgia)
- 2009 – Winner, Alice J. Smith Faculty Award, Clayton State University.

Teaching Experience at the University Level

- Faculty, eCore (2011 - Present).
- Professor of Psychology, Clayton State University, Morrow, GA (2012-Present)
- Associate Professor of Psychology, Clayton State University, Morrow, GA (2007 - 2012).
- Assistant Professor of Psychology, Clayton State University, Morrow, GA (2002-2007).
- Temporary Assistant Professor, Clayton State University, Morrow, GA (2001 - 2002).

Professional Development Workshops Facilitated/Co-Facilitated

Quality Matters Improving Your Online Course (Clayton State University) – 4 workshops

Quality Matters Designing Your Online Course (Clayton State University) – 2 workshops

Additional Professional Development Activities (selected)

- Applying the Quality Matters Rubric, Quality Matters
- Peer Reviewer Course, Quality Matters
- Teaching Online Certificate (7-workshop series), Quality Matters

Administrative Assignments

- 2019-present: Chair, Department of Psychology
- 2014- 2020: Director, Partnering Academics and Community Engagement (PACE, University's Quality Enhancement Plan)
- 2005- 2012: Coordinator, Department of Psychology

Online Courses Taught, 2018-2021

PSYC 1101 - Intro to General Psychology - A broad survey of the major topics in psychology including, but not limited to, research methodology, biological and social factors influencing behavior, development, learning, memory, personality, and abnormal psychology. Applicability of theories and research findings across contemporary cultures is considered.
Clayton State: 9 sections (Fall 2018, Spring 2019, Summer 2019, Fall 2019, Fall 2020, Spring 2021, Fall 2021)
ECORE: 13 sections (Fall 2018, Spring 2019, Fall 2019, Spring 2020, Summer 2020, Fall 2020 Spring 2021, Fall 2021)
PSYC 4999 - Directed Readings – Psychology - An in-depth examination of an area of student interest outside the usual focus of the psychology curriculum closely directed by a faculty member.
1 section (Spring 2020)
PSYC 4801 - Becoming a Psychology and Human Services Professional - designed for graduating seniors to give the student exposure to various professional opportunities with a degree in psychology and human services to aid the student in postbaccalaureate career exploration.
1 section (Summer 2021)
PSYC 4490 - Internship in Psych. - A directed and supervised internship or practicum. Students select an appropriate site, arrange an internship, prepare a learning agreement, work 150 hours (minimum) on-site and prepare a log and presentation for fellow internship students.
1 section (Summer 2021)
PSYC 4130 - Intro to Cognitive Psychology - An examination of the major theories and research findings in areas of human cognition such as information processing and problem-solving.
4 sections (Spring 2019, Summer 2019, Summer 2020, Fall 2020)
PSYC 4120 - Physiological Psychology - An introduction to the complex interrelationships between biological and mental processes with a particular emphasis on the impact of physiology (e.g., nervous and endocrine systems) on behavior.
2 sections (Fall 2018, Fall 2019)

Publications (selected)

Miller, K., Hill, C., **Miller, A. R.** (2019). Applying Performance Measures and Process Improvements in a Supply Chain: The Loch Dots Simulation. *Decision Sciences Journal of Innovative Education, 17*(4), 302-323. dsjie.org/DSJIEHome

Miller, A. R., Miller, K., Bailey, S., Fletcher, M., France-Harris, A. S., Klein, S., Vickery, M. (2019). Partnering Academics and Community Engagement: A Quality Enhancement Plan for a Diverse

and Non-Traditional University. *Journal of Community Engagement and Scholarship, 12*(1), 17-32. jces.ua.edu

Grange, C. M., **Miller, A. R.** (2018). Teaching Introduction to Psychology: Promoting Student Learning Using Digital Storytelling and Community Engagement. *International Journal of Teaching and Learning in Higher Education, 30*(1).

Miller, K. E., Hill, C., **Miller, A. R.** (2016). Bringing Lean Six Sigma to the Supply Chain Classroom: A Problem-Based Learning Case. *Decision Sciences Journal of Innovative Education 14(4),* 382-411.

Refereed Presentations (selected)

Miller, K., Hill, C., **Miller, A. R.** (2018, November). *A Pirate Looks at 300: Applying Modern Strategy and Supply Chain Concepts to the Golden Age of Blackbeard*. Presented at Decision Sciences Institute, Chicago, IL.

Miller, A. R., Daddona, M., Gause, N., Maddox, S., Werther, E. (2018, October). *It's not free food but... converting classes to open educational resources*. Presented at ISETL, Tempe, AZ.

Miller, A. R., Lane, J. L. (2018, October). *Serving up learning by serving – how to bring the community into your classroom*. Presented at ISETL, Tempe, AZ.

Miller, K., Hill, C., **Miller, A. R.** (2016, November). *Teaching Process Improvement in the Supply Chain: A Dots Simulation*. Presented at Decision Sciences Institute, Austin, TX.

Miller, K. E., Hill, C., **Miller, A. R.** (2014, November). *An Interrupted, Problem-Based Learning Case for Bringing Practitioner Lean Six Sigma to the Classroom*. Presented at Decision Sciences Institute, Tampa, FL.

Miller, A. R. (2013, October). *Who's in the classroom?- Reflections and Suggestions from a Whovian Academic*. Presented at ISETL, Orlando, FL.

Grants (selected)

2021 – "Affordable Learning Georgia Lumen Learning Waymaker Pilot", University System of Georgia ($2000)

2015 - "Complete College Georgia STEM Innovation Grant," University System of Georgia, ($25,000).

2015 - "Affordable Learning Georgia Textbook Transformation Round 3," University System of Georgia, ($29,800).

2005 - "University of Connecticut's Universal Design in Instruction Faculty Mini-Grant," ($500).

Service Activities *(selected)*

2011-2012: Chair, Faculty Senate

2012-2014: Chair, QEP Development Steering Committee

2014-2020: Director, Quality Enhancement Plan (PACE)

2018-2021: eCore Gateway2Completion Steering Team

2017-2018 : University System of Georgia Faculty Learning Community for Service Learning

2011-present: Faculty Mentor for eCore – ***mentored 16 PSYC 1101 instructors for eCore***

2014-2016: Faculty Ambassador for eCore

2017-2018: QEP Lead Evaluator, SACSCOC, one trip (Virginia)

Statement of Online Teaching Philosophy

When I first came to Clayton State in Fall Semester 2001, one of my first professional development workshops was in online course design and I remember thinking "this will never catch on." Little did I know. I then taught my very first entirely online course in Spring Semester 2003 (two classes, actually) for a very practical reason: I was on partial leave due to the birth of my eldest child, and this provided me the flexibility to continue teaching while caring for my newborn. I was also…terrible. I admit that freely. My course design was…not good. It was not transparent, and my students and I all survived that term, but I know in my heart that it was not the experience any of us ever wanted. And it should have put me off online teaching for good but…it did not.

In the nearly 20 years since that rocky term, my online teaching skills and my perspective of online instruction have both improved dramatically, very much due to the growth of the tools available to us and to the excellent instruction and training available via a number of outlets including Quality Matters (QM) and ECORE (the fully online Core Curriculum for the USG). Through my experiences with them and further work on my own courses here at Clayton State and in my subsequent activities in mentoring, training, and supporting my colleagues in their own online course design projects, my primary goals have been to do what I can (and help others do what THEY can) to create environments where the content is engaging, the learners are connected to that content, to each other, and to me, and that the overall experience is welcoming, engaging, and above all fruitful.

This may seem like a tall order, but the structure provided by QM principles have simplified the tasks involved in making these things happen. Having a course that is clearly and transparently designed, where the lines are clearly and brightly drawn between the objectives and skills, course materials, learner activities, and the assessments, combined with a navigable course that blazes a clear path for the learners from the beginning to end, certainly creates additional space for the instructor (me!) to focus on engaging with the learners and their own engagement with the content. Because my learners are not frustrated by a lack of information or purpose to their work in the course, and I am not frustrated by an influx of emails, questions, and (for lack of a better word) incorrect submission, we are all freer to enjoy and learn what we're there to learn.

And while all of this may make intuitive sense, it is also clearly supported by evidence-based principles such as those in QM. Those related to content alignment with objectives, assessment, and activities make pedagogical sense (how do you really know that or what learners are learning unless you're actually assessing what you *say* they should be learning, and how will they be able to learn successfully without the correct and connected materials and activities?). However, the potentially less tangible aspects of presence and communication strategies are also grounded in scientific principles. The concepts of *social* and *cognitive presence* are intertwined and described by Tina Stavredes in *Effective Online Teaching* as that which allows students to come to a level of comfort with each other and with the instructor such that the students can work together as a community of learners (social) and focused on the knowledge and perspectives shared by the learners (cognitive). Put together, students collaborate to construct and expand knowledge, and learn from each other as well as further

their own skills in sharing knowledge with others (explaining to others can be an incredibly powerful learning tool).

As the supporting materials in this portfolio will hopefully convey, any online course that I personally design, from first year to senior-level, incorporates a clearly aligned and navigable design and structure, rich and engaging materials and activities, and learning activities and assessments that are engaging, multidisciplinary, and in many cases collaborative. The class also typically incorporates a fair amount of scaffolding, both in the assessment and activities and my interactions with the students (lots and lots of formative and detailed feedback early on, and as the learners get the hang of things less and less is needed as they work toward mastery). My classes provide a wide array of activities for the students in the course and applications of the material that would not be obvious at first glance. For example, in my cognitive psychology course students may be asked to read and comment on a research study, OR complete a simulation of a cognitive psychology experiment where they collect 'data' that they then evaluate and interpret and apply to the chapter for the week, OR watch predefined clips from film or tv that they then need to explain using terms/concepts from the week's readings. This (hopefully) helps to avoid drudgery and demonstrates to students that the (admittedly sometimes…ok, potentially often dry and abstract) content in the course really does 'live' outside of the course.

Another aspect of my online courses, which are also all asynchronous, is that my 'voice' is apparent and clear throughout the course. Communication with my students is personable, personal, and detailed. I tend to write conversationally to my students via email and online announcements, and I use memes (always tied in some way to the topic) to attract their attention, provide them with a sense that their learning is not only drudgery, and to communicate my own love of the material we are learning. By clearly exhibiting my own enthusiasm and by making the course more 'fun', the students would hopefully feel more of a connection to me as instructor, and by extension to the course and its material.

These and other features of my online courses communicate clearly to the students an important aspect of who I am as a person and instructor, my dedication to their success and my commitment to their learning, and my belief that concepts in psychology are applicable to a wide range of other fields and settings.

These are also core reasons why I have also spent many years working with ECORE as a faculty member, mentor to 16 of my fellow psychology instructors across USG, and as a member of their Gateways2Completion steering team. It also is why in recent years as a Clayton State faculty member and Department Chair I have also been engaged in creating a culture of effective online course design through facilitating QM workshops for the University, supporting my department faculty in their own skill building and course design efforts, and making both peer and self-review of online courses (especially in the recent COVID-impacted years) a part of our regular annual review processes in the Department of Psychology.

Student Feedback (Emails and Student Evaluation of Instructor Responses)

Spring 2021

- I just wanted to say thank you for being so patient with me this semester and allowing me to get caught up after my serious injury. School was so hard to manage after my injury in so many aspects it was extremely stressful. The injury definitely took a huge toll on me, but I just thank you for being so patient with me. I hope you have a good summer! (PSYC 1101 ECORE)
- I'm graduating at the end of this month; and I'd like to take the time to thank you for all of your help that got me to this point. Although we never me in person; because of you I am able to say that I graduated high school within 3 years. Thank you so much for all that you did to help me. (PSYC 1101 CSU)

Fall 2020

- Professor Miller is awesome! She made psychology fun and exciting. She also provided us with all of the materials to succeed. Everything we needed was laid out and on schedule. Her setup was different than my other professors in D2L, and it was very all-inclusive. She let us know what to study for quizzes, when due dates were, and we could always email for questions. (PSYC 1101 CSU)
- I also wanted to say thank you for giving us such an amazing experience in our psychology class given the tough times. I am glad that I chose you as my professor and your class for my course contract! Stay safe and Happy Holidays!! (Honors Student in PSYC 1101 CSU)
- Dr. Miller was a great instructor, though the course was online, I truly felt as if I was being taught by her which is not something I have gotten out of an online course. She was always eager to help and offered a lending and understanding hand when I was in need. (PSYC 1101 ECORE)
- I absolutely loved this class. I almost never look forward to homework, but your discussions were fun and engaging. (PSYC 4120 CSU)

Spring 2020

- Dr. Miller was always interactive with the class and helped us make sure we were staying on top of things! (PSYC 1101 ECORE)
- she rocked! Give her a raise! (my favorite comment, PSYC 1101 ECORE)

Fall 2019

- Dr. Miller showed strong communication skills with her students. Her consistent conversations with her students allowed the online classroom to feel as if it was face-to-face. I also really enjoyed her encouraging reminders that we could finish this fall semester strong. (PSYC 1101 ECORE)
- One of the best teachers , who actually challenges your mind. Her classes are very detailed and as long as you are on task you'll be fine. (PSYC 4120 CSU)

Spring 2019

- It's solid organization and scheduling. There was never an issue of unclear deadlines. (PSYC 4130 CSU)
- I actually really enjoyed the discussions. I feel like they definitely helped my understanding of the material. (PSYC 4130 CSU)

Fall 2018

- I liked the class, and the discussions and lectures in class were really interesting and helped me further understand the content. (PSYC 1101 CSU)
- Truly loved the course and grateful on how responsive the instructor was. (PSYC 1101 ECORE)
- Greatly appreciated how the instructor was willing to reply back to emails late at night to accommodate those of us who aren't able to reach out during the day. (PSYC 1101 ECORE)
- She is very knowledgeable about her profession, her response to questions always lead me the correct source. I really benefited for her having me to do the research myself instead of giving me the answer outright. (PSYC 1101 ECORE)

CSU Student Evaluations of Instructor Averages

Term	Miller Avg	Department Avg	College Avg	CSU Avg
Fall 2018	4.86	4.49	4.64	4.62
Spring 2019	4.76	4.67	4.68	4.64
Fall 2019	4.74	4.66	4.62	4.61
Spring 2020	*Suspended due to COVID*			
Fall 2020	4.87	4.54	4.61	4.59
Spring 2021	4.83	4.62	4.66	4.61

ECORE End of Term (EoT) evaluation ratings

Semester	ECORE EoT Rating
Fall 2018	Generally meets or exceeds expectations
Spring 2019	Highest Performing
Fall 2019	Highest Performing
Spring 2020	Highest Performing
Summer 2020	Generally meets or exceeds expectations
Fall 2020	Generally meets or exceeds expectations
Summer 2021	Highest Performing

Teaching Practices

Rich, engaging, multidisciplinary and relevant Discussions to support social and cognitive presence

My courses always incorporate detailed, engaging Discussions that are typically multidisciplinary and scaffolded to the level of the course. Many of these incorporate examples that are concrete and available to students' experiences. For all Discussions, students are given explicit instructions on how and when to post and reply, are expected to include course related information in all posts, and in the case of my upper division classes expected to practice APA formatting with respect to in-text citation and reference lists. Below are some examples, from my PSYC 1101, PSYC 4120 and PSYC 4130 courses.

(PSYC 1101) <u>The Great Personality Scavenger Hunt: Movies and TV</u>

Choose one of the following movie or television series, and identify an example of each of the following personality characteristics or "types". For each, make sure that you indicate a) the character's name and b) a reason or reason(s) why this particular character is a good example of this personality type or characteristic.

<u>Potential Movie/TV Series (choose one):</u>

<u>TV</u>

- Seinfeld
- Friends
- Any popular soap opera
- Lost
- Law and Order (specify franchise)
- SpongeBob Squarepants
- Sesame Street

Movies

- Star Wars (all six)
- Lord of the Rings and/or Hobbit Trilogy
- The Marvel Cinematic Universe
- The Matrix (all three)
- Harry Potter (entire series)
- The Madea film series
-

If you would like you may select ANOTHER television or movie series, however in the case of movies there MUST be at least 2 in the series (an original and a sequel), and you must NAME the specific TV/movie series.

1. anal fixation
2. external locus of control
3. High emotional stability
4. id
5. low agreeableness
6. low conscientiousness
7. low extraversion
8. self-actualized (or as close as possible)

By the INITIAL POST date in the course Calendar you should write a post that answers these questions, using information from the textbook and other reputable sources. By the FINAL POST date in the course Calendar you must reply to AT LEAST two other posts on the board, using the "yes and..." format. This means that in each of your responses to others, be sure to include some additional thoughts, comments, or information that further the discussion.

IN ALL posts (both your initial posts and your final posts) be sure to support your points with information from the textbook and other reputable sources. Include links or citations for where you found the information -- that way we can look at it ourselves if we'd like to.

(PSYC 4130) – <u>Language and Context</u>

Context can matter in Language, as can the way that we attempt to send our messages.... View the following ads from State Farm Insurance and Sprint. For each, summarize specific concepts and theories in the Language chapter that can explain the following. AND BE SURE that you are using specific terms and concepts from the chapter (cite them as you go).

- State Farm Car ad: [ISpot TV] (2016). 'Jacked Up' [Video File] retrieved from https://ispot.tv/a/ASxV (Captioned version available at YouTube at https://youtu.be/0-7Ucg5GKnw)
- State Farm Furniture ad: [ISpot TV] (2016). 'Furniture' [Video File] retrieved from https://ispot.tv/a/AGjJ (Captioned version available at YouTube at https://www.youtube.com/watch?v=lq6kN-14G8w)
- Sprint Facebook ad: [ISpot TV] 'Jenna's Facebook' [Video File] retrieved from https://ispot.tv/a/71rY (Captioned version available at YouTube at https://www.youtube.com/watch?v=IXmZF0ojrHs)
- Sprint Phone Call ad: [ISpot TV] 'Lizzy and Kim's Call' [Video File} retrieved from https://ispot.tv/a/75am (Captioned version available at YouTube at https://youtu.be/LqFX0-wTg3c)

1. for the State Farm ads, why is the first "pass" so different from the second "pass" for each of the dialogues shown?
2. for the Sprint ads, does the TYPE of language that is being portrayed here matter? Be sure to note how each of the two ads is different, in as many ways as possible.
3. why are these ads humorous? Are they effective?
4. can you suggest one or more other ad campaigns that have also used similar language characteristics? Try to find links to YouTube videos if they are TV commercials, or to print outlets if they are not.

For your replies to others, read through and reply to at least two of your fellow classmates suggesting additional applications of concepts in Chapter 10 to their points. Consider also the question of whether someone who may not be a fluent English speaker would also consider these ads either humorous or effective.

(PSYC 4130) – Memory Distortion

Go to http://www.routledgetextbooks.com/textbooks/9781848720923/chapter6.php and click on "Interactive Exercises"- you will complete the “Eyewitness Testimony” demo (you will need Flash installed to do this). Follow the instructions for each “experiment”, and after reading the explanation provided create a table that summarizes your results (see below for mine):

% Recalled Correctly	
Central	Peripheral
80%	60%

Paste your results for this demo into the discussion post, and consider/answer the following questions:

1. is there a pattern in your results, and are they in line with the expectations as described by the demo?

2. why do you think that pattern exists? Use information from the Chapter and the information that the demo provided to support your explanation.
3. were there any "confounding factors" that may have influenced your performance? For example, were there distractions? What time of day did you complete the demo?
4. there have been several recent news stories that hinge on the accurate (or not so accurate) memories of witnesses to events. Pick ONE, locate at least one news report on it from one of the major outlets (such as CNN.com, ABCnews.com, etc.), and then summarize the news story. In your news story include a LINK to the story online, and a specific description of how it links to the memory phenomena described in the textbook and/or the demos you completed.

NEXT: reply to at least two of your classmates' posts, EITHER commenting on their thoughts regarding the demonstrations OR their news story finds. Be sure to support your points with information from the chapter.

(PSYC 4120) – <u>Neuroanatomy Scavenger Hunt</u>

As we're moving through our textbook, it will be a very good idea to begin to build a library of reliable resources. For your INITIAL post, find one link each from these resources that will address the following topics from Chapter 3. You have some flexibility within each of these areas (for example, in Chapter 3 you'll read about the various subdivisions of the forebrain such as the cortical lobes).

- The Forebrain and its subdivisions
- The Midbrain and its subdivisions
- The Hindbrain and its subdivisions
- The Spinal Cord
- Structures Which Protect the Central Nervous System
- Autonomic Nervous System and its subdivisions

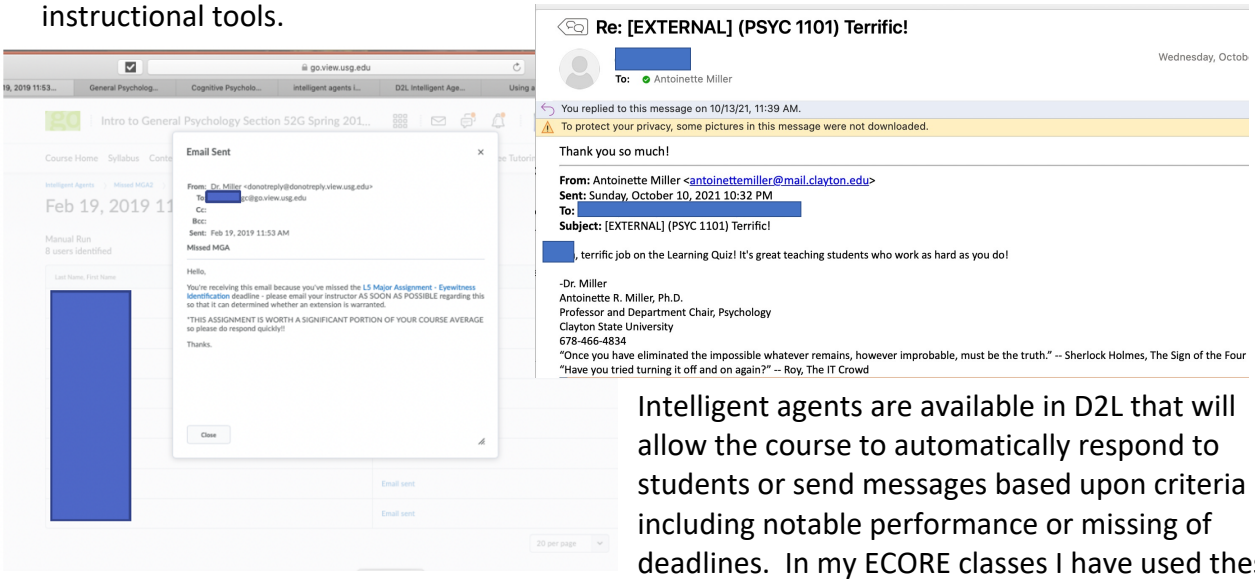
For each link, briefly summarize what it contains, and how it links directly to a specific concept in the textbook. Be sure to include page references in our textbook for each of the concepts. This means you should have AT LEAST six different links with explanations in your initial post. Resources to explore:

- Neuroscientifically Challenged: https://www.neuroscientificallychallenged.com
- Neuroscience for Kids: https://faculty.washington.edu/chudler/introb.html
- Society for Neuroscience's BrainFacts.org: http://www.brainfacts.org

For your follow-up posts, respond to AT LEAST two of your classmates, suggesting additional links that you may have found but DID NOT INCLUDE in your initial postings; be sure explain how your additional links relate to what your classmate may have written.

Use of automated communication tools to support instructor presence

Even in asynchronous online courses, it's vital that students feel that I am there and available to them. One way to convey this is by use of some of the tools available via D2L and other instructional tools.

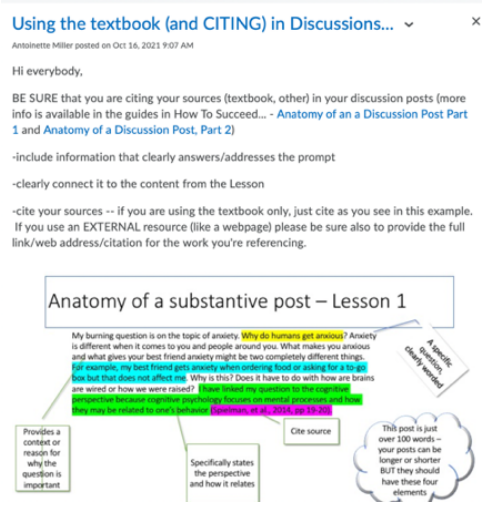


Intelligent agents are available in D2L that will allow the course to automatically respond to students or send messages based upon criteria including notable performance or missing of deadlines. In my ECORE classes I have used these in response to missed deadlines, with success in re-engaging students who may have run the risk of being overwhelmed by the overall workload or need additional time management support.

I also have most recently adopted Lumen Learning's Waymaker tool for Introduction to Psychology which also sends automated messages to students both with study suggestions and positive reinforcement for good work. I even get replies from the students thanking me (at all hours…through the night and often into the wee hours).

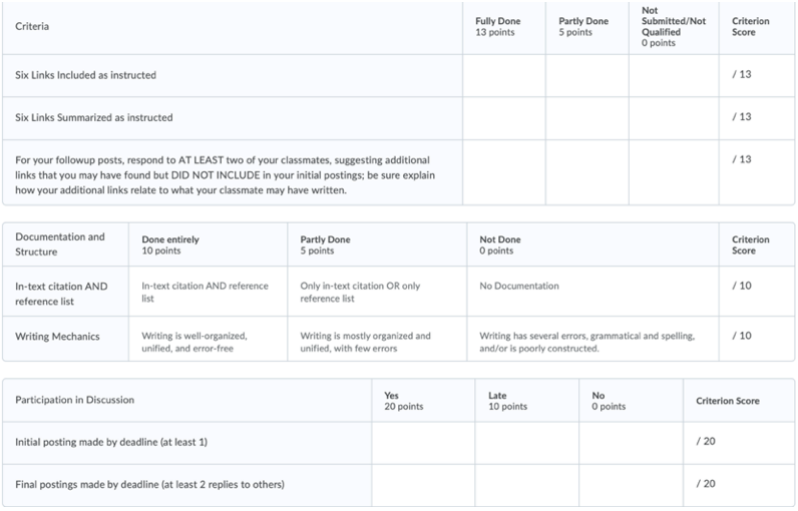
Transparency and Authenticity in Online Teaching

As Maryellen Weimer described in her 2012 Faculty Focus article "Six Paths to More Authentic Teaching" (https://www.facultyfocus.com/articles/faculty-development/six-paths-to-more-authentic-teaching), there are important elements to being 'real' and 'authentic' in teaching; many are also translatable to the online course environment. These include being candid and sincere, true to oneself, acting in the interests of others, and showing a care for the subject. I employ many of these in my online courses in a number of ways, through the types of activities described above and my constant and regular contact with the students. I also use what tools I have available to 'decorate' my classroom so that it approximates the atmosphere I would hope to cultivate in a face-to-face classroom, a mixture of fun and rigor and a genuine enjoyment of the exploration of my subject.



In line with authentic teaching principles, my courses are also transparent in instructions and expectations. One salient example of this is the "How To Navigate Discussions" tutorial which grew from the "Anatomy of a substantive post" shown here. I created it first as a PDF and then as a dynamic tutorial using Articulate (link below). After using this in my Clayton State classes, I demonstrated it for my colleagues at ECORE and it now is available in all sections of PSYC 1101 as part of the student success materials.

- How to Navigate Discussions (PSYC 1101): https://rise.articulate.com/share/O7J5aP5f9AcyUTBaW6WAw_QbnWr5OLqL#/
- How to Navigate Discussions (PSYC 4130): https://rise.articulate.com/share/aCtXV-s2-QxpQjqbePtDLASNqtuixXya#/



Criteria	Fully Done 13 points	Partly Done 5 points	Not Submitted/Not Qualified 0 points	Criterion Score
Six Links Included as instructed				/ 13
Six Links Summarized as instructed				/ 13
For your followup posts, respond to AT LEAST two of your classmates, suggesting additional links that you may have found but DID NOT INCLUDE in your initial postings; be sure explain how your additional links relate to what your classmate may have written.				/ 13

Documentation and Structure	Done entirely 10 points	Partly Done 5 points	Not Done 0 points	Criterion Score
In-text citation AND reference list	In-text citation AND reference list	Only in-text citation OR only reference list	No Documentation	/ 10
Writing Mechanics	Writing is well-organized, unified, and error-free	Writing is mostly organized and unified, with few errors	Writing has several errors, grammatical and spelling, and/or is poorly constructed.	/ 10

Participation in Discussion	Yes 20 points	Late 10 points	No 0 points	Criterion Score
Initial posting made by deadline (at least 1)				/ 20
Final postings made by deadline (at least 2 replies to others)				/ 20

Another is related to the rich, engaging Discussions described above. All have explicit instructions not only for the content of the posts, but the timings and how to manage both the initial and response posts. Detailed rubrics specifically tied to the Discussion instructions are also used for scoring and to provide feedback (and students are encouraged to use them as checklists as they complete their posts).

Rubric for PSYC 4120 Neuroscience Scavenger Hunt Discussion

PSYC 4130 Global Instructions for all Discussions:
You are expected to make a minimum of ***three* posts per week in each discussion:** one to answer the question(s) posed by the discussion prompt, and two substantive responses to other posts on the board. *Please note: you will NOT see posts here until you make a post of your own. YOUR *Initial* posts will be due by the "Initial Post" deadline in the Calendar. *ALL* posts (including replies to others) will be due by the "Final Post" deadline in the Calendar. ALL POSTS should be written using proper grammar and punctuation, and ALL information used from the textbook and/or outside readings must be properly documented. Be sure to use APA format to cite your sources in-text AND to include a reference list at the end of each post. Treat these as you would any short research paper.*

Quality Matters (QM)

Over the past several years I have completed fairly extensive training from Quality Matters, bringing this experience back to my own classes, my Department, and my College and University. I describe some of this in an interview for the *College of Arts and Sciences Laker Learning Podcast* posted to https://anchor.fm/lakerlearning/episodes/Antoinette-Miller-e16rc7o.

My own professional development and courses

It all began when I completed a multiple-week training that introduced us to a 'new' set of criteria for online instruction. Through those weeks I and a group of Clayton State faculty learned about the importance of alignment, learner-learner/learner-instructor/learner-content interaction, and clear navigation. Thus began my (approximately) 10 year affiliation with Quality Matters (QM) and its rubric and standards for online course design.

While I learned a lot about course design during that initial period, it was not until 2018 when our Director for the (then named) Center for Instructional Design informed the faculty of a call from QM for 'imperfect' online courses. These courses would be put through their rigorous review process, and upon completion of the required changes to be awarded certification those courses would then serve as models in the various training courses and workshops offered through QM. I thought, 'why not?', and submitted my PSYC 4130 (Intro to Cognitive Psychology) course. After a whirlwind period I came away with a certified course and the knowledge that my course (the 'before' and 'after' versions) would support the training of many others across the country in their QM trainings, and realized I wanted more.

It was not long after that that I completed the Applying the Quality Matters Rubric (APPQMR) and Peer Reviewer Course (PRC) in 2019, the seven-workshop series that comprises the Teaching Online Certificate in 2020 (during the Summer of COVID), mini courses for additional training as Peer Reviewer for K-12 courses and K-12 publishers in late 2020….and most recently the facilitator certification courses for the Improving Your Online Course (IYOC) and Designing Your Online Course (DYOC) online workshops in early 2021.

Departmental impacts

Along the way, I was appointed Chair of the Department of Psychology in July 2019. Our program had already launched an entirely online option prior to this, and so we already had a substantial online presence and multiple of my colleagues had already completed QM training or CSU training that was derived from the QM standards. I asked one of these faculty to help pilot a peer review tool based upon the QM rubric, providing valuable feedback on a subset of our required courses that were already taught online. Then in March of 2020 everything changed. All of our classes were quickly (within a week) transitioned entirely online and a great majority of them remained so until Fall of 2020 (and although we had more in person classes, COVID mitigation protocols still kept a great number of our courses online through the Fall). Our institution elected to suspend SEI for Spring of 2020, and because of this combined with the radical shift of so many of our courses online I asked the department faculty to conduct a self-review of at least one of their online courses using a tool derived from the previously piloted to be included in their reflections for the 2020 annual review. This was in part to account for the loss of the SEI data that would typically be included in these reviews and to

provide the faculty with a means to document the hard work they had done on such short notice to maintain the continuity of instruction as the pandemic took hold. I am hopeful that as we progress through the next several years our program will see additional courses certified by QM and am in the process of working with our Center for Excellence in Learning and Teaching (formerly the CID) to develop and launch a faculty development program to support this in our department (and provide a model for other departments at CSU).

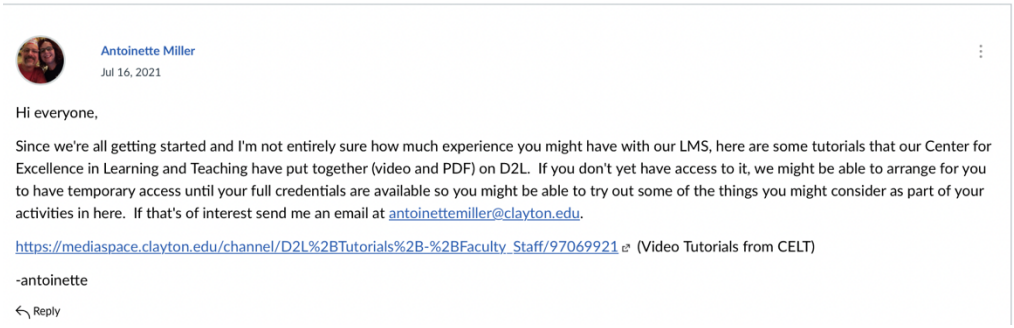
College and University Impacts

Improving Your Online Course/Designing Your Online Course (Independent facilitator)

As I note above, in early 2021 I completed certification courses through Quality Matters to serve as an independent facilitator for online Improving Your Online Course and Designing Your Online course at Clayton State. Between March and September of 2021 I either facilitated or co-facilitated 6 workshops (4 IYOC, 2 DYOC) for the University. With some duplication (some faculty took both workshops), 81 faculty registered and 62 successfully completed either the IYOC or DYOC (76.5% completion rate). My hope is that introducing a significant proportion of our faculty to the QM principles will result in additional certified courses and an increase in quality course design overall at our University.

	Completed?		
Across all workshops (4 IYOC, 2 DYOC) and Colleges	**N**	**Y**	**Total**
College of Arts and Sciences	**6**	**44**	**50**
Biology	0	10	10
Chemistry & Physics	0	1	1
English	1	5	6
Humanities	0	2	2
Interdisciplinary Studies	0	4	4
Psychology	3	5	8
School of Education	1	3	4
Social Sciences	1	7	8
Visual & Performing Arts	0	7	7
College of Business	**7**	**11**	**18**
Accounting, Business Law, Economics, and Finance	0	5	5
Management	4	2	6
Marketing and Supply Chain Management	3	4	7
College of Health	**4**	**4**	**8**
Computer Science and Information Technology	1	0	1
Dental Hygiene	0	1	1
Health & Fitness Management	0	1	1
Health Care Management	1	1	2
School of Nursing	2	1	3
College of Information and Mathematical Sciences	**2**	**3**	**5**
Computer Science and Information Technology	1	2	3
Mathematics	1	1	2
Total	**19**	**62**	**81**

Not only are these trainings of benefit to the faculty because of their content, I also use my facilitation as an opportunity to model the types of teaching behaviors that are encouraged by the QM standards and exemplify the techniques I employ in all of my online classes. While I do not have content control and can't modify the exercises or overall structure of these workshops, I do communicate regularly and in a detailed manner using both the communications that QM provides in their template and additional communications where I highlight how to deploy the QM standards with our own LMS and other available tools at Clayton State.



Antoinette Miller
Jul 16, 2021

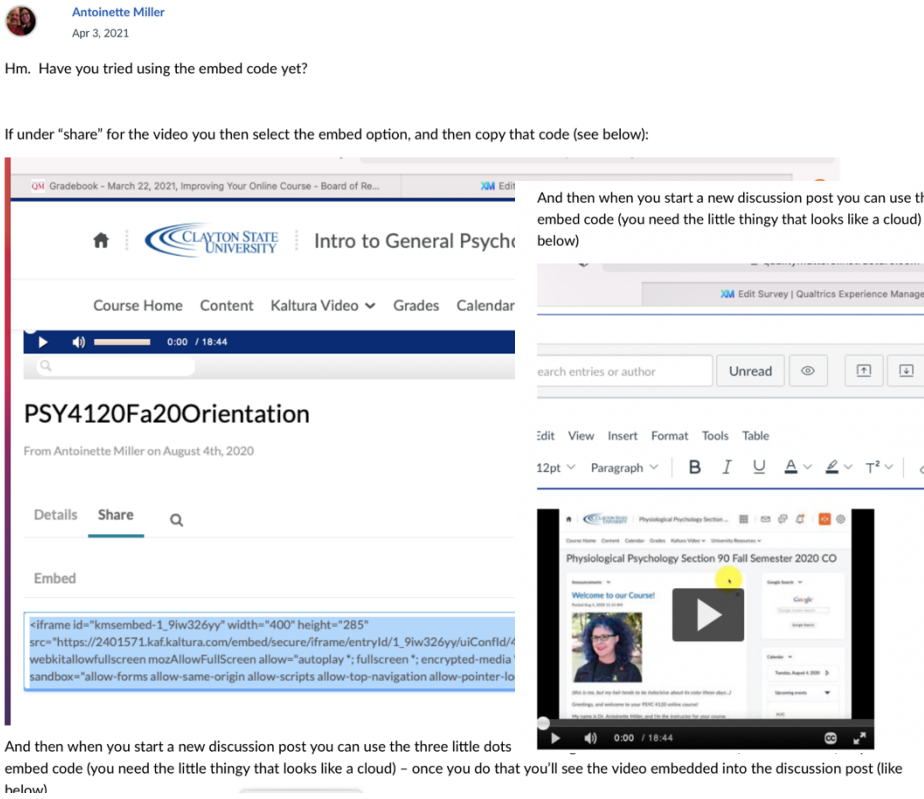
Hi everyone,

Since we're all getting started and I'm not entirely sure how much experience you might have with our LMS, here are some tutorials that our Center for Excellence in Learning and Teaching have put together (video and PDF) on D2L. If you don't yet have access to it, we might be able to arrange for you to have temporary access until your full credentials are available so you might be able to try out some of the things you might consider as part of your activities in here. If that's of interest send me an email at antoinettemiller@clayton.edu.

https://mediaspace.clayton.edu/channel/D2L%2BTutorials%2B-%2BFaculty_Staff/97069921 (Video Tutorials from CELT)

-antoinette

Reply

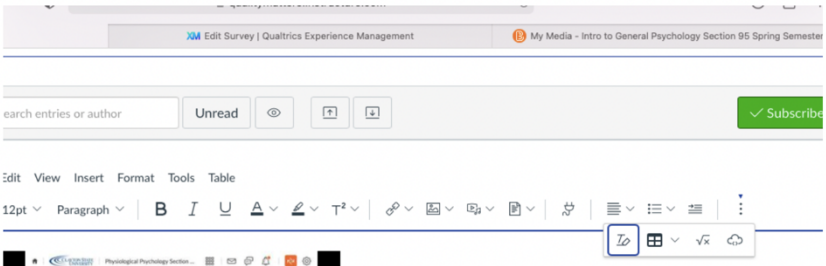


Antoinette Miller
Apr 3, 2021

Hm. Have you tried using the embed code yet?

If under "share" for the video you then select the embed option, and then copy that code (see below):

And then when you start a new discussion post you can use the three little dots on the righthand side of the menu (see screenshot) to paste in embed code (you need the little thingy that looks like a cloud) – once you do that you'll see the video embedded into the discussion post (like below)



And then when you start a new discussion post you can use the three little dots embed code (you need the little thingy that looks like a cloud) – once you do that you'll see the video embedded into the discussion post (like below)

The table below describes the range of academic disciplines and course levels (graduate, lower- or upper-division) that our QM workshops reached to provide development plans (DYOC) or improvement plans (IYOC).

IYOC Department	**Graduate**	**Lower-Division**	**Upper-Division**	**Grand Total**
Accounting, Economics, and Finance		1		1
Biology		4		4
Chemistry & Physics		1		1
Computer Science and Information Technology		1		1
Dental Hygiene			1	1
English		3	1	4
Health Fitness Management			1	1
Healthcare Management	1			1
Humanities		2		2
Interdisciplinary Studies			3	3
Management, Marketing, and Supply Chain Management	1		2	3
Psychology		1	3	4
School of Education		1	1	2
School of Nursing			2	2
Social Sciences	2	2	1	5
Visual and Performing Arts		3	1	4
Grand Total	**4**	**19**	**16**	**39**

DYOC Department	**Graduate**	**Lower-Division**	**Upper-Division**	**Grand Total**
Biology		1	5	6
Interdisciplinary Studies	1			1
Psychology			3	3
School of Education		1		1
Social Sciences			1	1
Visual and Performing Arts			2	2
Grand Total	**1**	**2**	**11**	**14**

Workshop participants rated my facilitation favorably, as evidenced by end of workshop surveys.

	IYOC	**DYOC**
Percent of Strongly Agree, The Facilitator had a positive attitude.	100%	95%
Percent of Strongly Agree, The Facilitator was engaging.	94%	95%
Percent of Strongly Agree, The Facilitator was knowledgeable enough to answer participant questions.	97%	95%

Written comments regarding my facilitation were also positive:

IYOC

- Antoinette was terrific. I had no doubt that she knew what she was talking about and that she was consistently engaged, responsive, and encouraging.
- Our facilitator is fantastic and gives great comments and suggestions. She kept us stay on top of the coursework and graded assignments within 24 hours.
- The facilitator is well-prepared and provides feedback for every discussion. She is always accessible and motivating. I particularly appreciate the announcements that provide reminders of the next steps, expectations and updates. The workshop provided in-depth information, but the process was never overwhelming.
- I think Antoinette did a great job facilitating the course. She provided helpful announcements and reminders but not so many as to overwhelm. She was always positive and constructive in her feedback. I would also love to participate in future QM workshops...even this one again!
- Antoinette was a wonderful facilitator and very helpful. I look forward to chatting with her more about making my course a QM course.

DYOC

- The instructor/facilitator was great--very encouraging and also quite insightful. Also responded with grading and feedback more quickly than I think I ever could manage in teaching an online course.
- Antoinette was an awesome facilitator to keep everyone on track.
- Our facilitator was excellent. She kept in contact with us daily and provided encouragement throughout the course. She was also very prompt with grading our assignments and providing positive constructive feedback. Thanks so much!
- The facilitator did a wonderful job in keeping everyone on track and giving valuable feedback to help us improve our course design. I look forward to future workshops with this facilitator.
- Antoinette was positive and encouraging. I really enjoyed the opportunity to think about teaching and engage with my colleagues.