

**Application for the University System of Georgia
Regents' Award for Excellence in Online Teaching**

**Audrey Haynes, Ph.D.
School of Public and International Affairs, Political Science
The University of Georgia**

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**UNIVERSITY OF
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December 1, 2017

Regents' Teaching Excellence Awards Committee
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

RE: Regents' Scholarship of Teaching and Learning Awards

Dear Regents' Teaching Excellence Awards Committee:

I am especially pleased to provide this letter in support of Dr. Audrey Haynes' candidacy for the FY2018 USG Regents' Teaching Excellence Awards for Online Teaching. As Josiah Meigs Distinguished Teaching Professor of Political Science, Dr. Haynes has established herself as a student-focused and innovative teacher in online pedagogy.

Dr. Haynes has participated as an Online Learning Fellow for two years on our campus, working to continually expand and improve the introductory political science course she teaches online. Her commitment to exceptional online teaching is found in her course development, and notably in how she interacts with her students in an online format. She is committed to deep and rich student learning and actively works to develop new ways to engage her students with her as the professor, with each other, and with the course teaching assistant. In her online course, you might find students using redistricting or federal budget games, creating a spoken word project on a political topic, or undertaking significant writing projects. Her use of creative pedagogies to create a dynamic online learning environment makes a deep impact on her students.

You will see in the student letters that Dr. Haynes is extremely adept at engaging her students and building community in an online format. She is committed to creating a learning environment that encourages real learning and exploration all through sustained interaction. Dr. Haynes' success is in part due to her integration of education research with her actual instructional practices.

Dr. Haynes' dossier showcases her phenomenal skill as an online instructor and will leave little doubt as to why her candidacy has my utmost endorsement. I thank you for considering her nomination for the Regents' Teaching Excellence Award for Online Teaching.

Sincerely,

Pamela Whitten
Senior Vice President for Academic Affairs and Provost



UNIVERSITY OF
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November 6, 2017

To the Selection Committee:

It is an honor to nominate Dr. Audrey Haynes for the Regents Teaching Excellence Award for Online Teaching. Dr. Haynes exemplifies dedication at every stage of the teaching process and epitomizes the student-centered, reflective teaching-practitioner.

Dr. Haynes has won multiple teaching awards within the department, school, university, and beyond. Early in her career she won the Richard B. Russell Award for Excellence in Undergraduate Teaching. More recently she was named a Josiah Meigs Distinguished Teaching Professor, the University of Georgia's highest teaching honor. Nationally, she has been named to Princeton Review's Top 300 Professors in the United States.

Most significantly for this award, Dr. Haynes has been at the forefront of online education within the School of Public and International Affairs (SPIA) and at the University of Georgia. She served as a UGA Online Learning Fellow in both 2014 and 2016. She has developed expertise and skills in this area at every opportunity and is always incorporating new tools to enhance the student learning experience online.

Dr. Haynes pioneered the online offering at UGA of Introduction to American Government (POLS 1101e) which is a college-wide requirement for all UGA students who have not met the Georgia and U.S. Constitution requirements by examination. The traditional version of this course is perennially popular and a "gateway" for students interested in government, politics, and public affairs, generally, at UGA.

Because of its extremely high quality, SPIA asked Dr. Haynes to scale-up her online offering of Introduction to American Government. She now teaches between 240 and 300 students online per semester. Students report being engaged and challenged by POLS 1101e. This is unsurprising, considering that the course has approximately 40 separate assessments and six writing-intensive assignments. She is demanding, but she is also dedicated to the developmental process of learning. To wit, on each writing assignment she explains clearly how students can improve in preparation for the next assignment. She also makes masterful use of skill-builder exercises, and with the help of graduate teaching assistants, has developed an embedded tool for earning badges. Students accrue badges (and "coins") by collaborating with their peers on-line.

Her course, designed to maximize engagement, works. Here are sample comments from student evaluations:

“Dr. Haynes really cares about her students and really made me feel like I was part of the class even though it was an online experience. All of the tools she provided were useful and informative and challenged me to think about politics in a new way.” “It was the best online class I’ve taken in college.” “Although I never had the privilege to meet Dr. Haynes in person, she was my favorite instructor this semester. She is very interactive with the students and replies to any questions, concerns, etc. in a timely manner. She really devoted herself to making sure everyone had the necessary tools to succeed. I would not change anything about this course. I think it went extremely smoothly.” “Dr. Haynes was a fantastic professor, actively engaged in an online class, always willing to help, and understanding all students’ needs and wanting us to succeed. Very glad I was enrolled in this course.” “I really learned a lot in this course, and even though it was online, I felt totally engaged at all times, with the other students and Dr. Haynes. It’s definitely a lot of work, but I think that all of the work was important to getting the most out of the course. I think the external videos were very helpful to just reinforce the material and also tie in current issues into the material. Overall, I really enjoyed this course! Thanks for a great summer semester!”

Apart from her success as an online pedagogue, Dr. Haynes is actively involved in every aspect of teaching in the School and has made vital contributions to the teaching mission of the University. Within the Department of Political Science, she served as Graduate Coordinator. As Coordinator, she brought energy and intensity to graduate student recruitment, developed a fast-track Ph.D., instituted new workshops for students, oversaw revisions of the Graduate Manual and web page, developed new degree progress tracking tools, and introduced a system to formally recognize outstanding teaching assistants and research assistants. She has been an Honors Program Mentor, is a member of the University of Georgia Teaching Academy (serving on its Program Planning Committee and Executive Committee), and was chosen to serve as a Senior Teaching Fellow – to name just a few contributions and distinctions. Over her career, she has prepared ancillary teaching materials for popular textbooks in her field, received grants to facilitate instruction, and – with her characteristic commitment and enthusiasm – directed Honors Thesis/CURO projects and supervised over fifty undergraduate internships.

I am honored to work with a colleague who so deftly navigates both the online and traditional arenas for instruction. Dr. Haynes’s POLS 1101e Introduction to American Government is a model for quality online education and a superb addition to her remarkable teaching repertoire. Audrey Haynes is clearly one of the premier teachers in the state of Georgia and in the nation. She is richly deserving of the Regents Teaching Excellence Award for Online Teaching.

Sincerely,

A handwritten signature in black ink, appearing to read "Matthew R. Auer". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Matthew R. Auer
Dean



UNIVERSITY OF GEORGIA

School of Public and International Affairs
Department of Political Science

November 28, 2017

To the Selection Committee:

It is an honor to write in support of Dr. Audrey Haynes' nomination for the Regents Teaching Excellence Award for Online Teaching. I see Dr. Haynes display dedication to her students every day in manifold ways. By way of background, I should note that Haynes is one of our most decorated teachers in the Department, in the School of Public and International Affairs (SPIA), and in the University. In addition to being lauded by her department, which I head, and her college, she has also been praised by the Student Government Association, the UGA Chapter of the NAACP, and the Princeton Review. Haynes' array of teaching awards is truly astonishing. In addition to all of these, Dr. Haynes is a Russell Award winner and she holds a Josiah Meigs Teaching Professorship, the university's highest honor for teaching excellence. Haynes has continually enhanced her classes and our greater teaching and learning environments.

Haynes was our first professor to develop an online course. Indeed, I was eager for her to explore online teaching because I wanted our forays into this new format to be successful. We continue to benefit from Dr. Haynes' efforts. Not only have her classes been great successes but she has also worked to help others develop their own online courses. Haynes has been an Online Learning Fellow and she has worked for two years on the American Political Science Association's programming board for its national Teaching and Learning Conference. The American Political Science Association is the largest and most distinguished professional association in our discipline. With that group, she worked on online learning and general curriculum matters.

Last year I reviewed Dr. Haynes' online class, and I was immediately impressed with the care she took in structuring her class for both rigor and student engagement. Haynes' efforts prior to the initiation of the class reflect her thoughtful preparation for a challenging and engaging interaction. Although the class is online, many of her students are from UGA and Dr. Haynes has found ways to interact with her students well removed from her "classroom" setting. Through social media posts, I have seen numerous "selfies" with students and Dr. Haynes. I feel safe concluding that many of Dr. Haynes' online students are more fully engaged in her online class than they are in their other classes. Haynes' dedication to teaching excellence begins prior to the initiation of the class, remains throughout the course of the class, and continues well after her class concludes. Students develop a deep appreciation of and commitment to Dr. Haynes. No one should be surprised by Dr. Haynes' abilities to engage students in an online course.

As indicated by her work with the American Political Science Association, Dr. Audrey Haynes is a scholar of good teaching practices. She is also a practitioner of truly gifted teaching. To say more would simply dilute the simple point that Dr. Audrey Haynes is richly deserving of the Regents Teaching Excellence Award for Online Teaching.

Sincerely,

A handwritten signature in cursive script, appearing to read "Scott H. Ainsworth".

Scott H. Ainsworth
Professor and Head

Condensed Curriculum Vitae for Audrey A. Haynes

polaah@uga.edu

Education

Ph.D. Political Science, The Ohio State University, December 1996.
M.A. Political Science, University of Georgia, June 1991.
A.B.J. Journalism, University of Georgia, December 1987.

Academic Positions

- Director, Applied Politics Certificate Program, SPIA, UGA 2016-present
- Josiah Meigs Distinguished Teaching Professor, SPIA, UGA 2014-present
- Associate Professor, University of Georgia, SPIA, Dept. Political Science 2005-present
 - Graduate Coordinator, Political Science, Spring 2007 to Spring 2011
- Assistant Professor, University of Georgia, Political Science 1999-2005
- Assistant Professor, Georgia State University, Political Science 1996-1999

Recent Scholarly & Instruction-Related Activities

Current Working Papers/under review:

- *The New Propaganda Age and the Undoing of Public Trust*, book chapter in *Anxieties about the Future of Democracy*, ed. Robert Robinson, Palgrave MacMillan.
- *The Meta-Learning Impact of Online Practice Tests* (with Denise Domizi, Stacey Neuharth-Pritchett, and Allison Trochesset) under review.

Most Recent Refereed Journal Article

- "Divisive Primaries, Divided National Parties and the Presidential Vote. 2016. *Journal of Political Behavior* V. 38 (3): 689-711 (with Paul Gurian, Nathan Burroughs, Lonna Atkeson and Damon Cann)

Selected Instructional Material Created: Lecture and Discussion Materials

- Cengage Open Access Focus Group and Beta Course Development, current
- Presentation and lecture materials: Congressional Quarterly Press text, The Logic of American Politics by Samuel Kernell and Gary Jacobson as well as the 2nd and 3rd edition update, the 4th and currently 5th edition updates.
- Lecture materials: Longman's text, The New American Democracy, 4th and later editions by Fiorina and Peterson.
- Lecture materials: Allyn and Bacon, Longman, and Pearson's O'Connor and Sabato's American Government, Continuity and Change, 8th and 9th edition.
- Lecture materials: Pearson's comparative text by Gabriel Almond et al. Comparative Politics Today: A World View, 5th edition.

Recent Conference Presentations/Participation

- Program Committee and Track Moderator, General Education and Core Curriculum, Annual Meeting of American Political Science Association Teaching and Learning Conference, Portland, OR, 2016, paper presenter for Online Learning.
- Program Committee and Track Moderator, Online Learning, Annual Meeting of American Political Science Association Teaching and Learning Conference, Washington, D.C. 2015.

Courses Developed and Taught

Introduction to Applied Politics (undergraduate), How to Manage a Presidential Election Campaign (FYO), **Political Propaganda and You (undergraduate, and under construction as an online course)**, Electoral Politics (undergraduate), Political Parties and Interest Groups (graduate and undergraduate), Media and Politics (Undergraduate); **Introduction to American Government (undergraduate, traditional and online, scaled up versions)**, Techniques of Political Analysis (undergraduate), Politics of Social Welfare (undergraduate); Survey in American Politics (graduate); Mass Media and American Politics Research (graduate); Political Propaganda (Freshman Seminar; FYOS); New Media and Politics (Freshman Seminar) and a variety of 9200 Directed Readings courses including Classics in American Politics Research; New Media and Political Research; Political Parties Research.

Teaching Awards, Honors and Fellowships

- UGA Online Learning Fellow (2014, 2016)
- *WEB DuBois Educator Award* (2016)
- *SGA Outstanding Professor Award* (2016)
- *CTL Teacher of the Week* (2015)
- *Josiah Meigs Distinguished Teaching Professor* (2014)
- *Dawg Camp Legacy Professor* (2014)
- *Named to Princeton Review's Top 300 Professors* (2011)
- *SPIA Teaching Award* (2010) School-level teaching award; selected by peer committee.
- *University of Georgia Teaching Academy*, member (Fall 2009-present)
 - Teaching Academy Executive Committee (2013-2016)
 - Teaching Academy Program Planning Committee (2010-2013)
- *Senior Teaching Fellow* (2009-2010) Sponsored by the UGA Center for Teaching and Learning. (\$2,000 teaching grant given to five professors at the University of Georgia; used funds for clicker technology for classroom.)
- *Dean Thomas P. Lauth Award for Excellence in Teaching* (2008-2009), for outstanding teaching by a senior faculty member as determined by the political science body.
- *Russell Hall Last Lecture Series* (2008) Sponsored by the UGA Parents & Families Association and the Division of Academic Enhancement, Franklin College of Arts

Sample of Service Activities

- Textbook Committee (2017-present) OVPI committee focused on reducing the student burden of textbook costs

- Faculty Executive Committee, Political Science (2017-present)
- Online Learning Task Force, SPIA (2016)
- SGA Task Force on OERs (2016)
- Chair, APSA SOTL Conference Review Committee (2016)
- Undergraduate Committee, Department of Political Science (2016)
- Director of PACS Search Committee, Department of ADPR, member (2016)
- End It Movement @ UGA, Faculty Advisory (2015-2017)
- Nominated for Soar Advisor Award (2015)
- Provost's Count Me In Committee (2015-2016)
 - Survey instrument development and report compilation responsibilities
- FYO Faculty Advisory Committee, Chair (2015-2017)
- Meigs Award Committee (2015-2016)
- UGA Athletic Association Board (2013-2016)
 - Facilities Committee
 - Student Wellness Committee
- Undergraduate Committee, Political Science Department (2011, 2016)
- Editorial Board, Ralph Bunche Journal of Public Affairs (2009 to present)
- Editorial Board, Journal of Political Marketing (2007 to present)
- Mentor, S.U.R.P. Program designed to mentor minority college students from this and other Universities who are interested in graduate school. Students conduct their independent research in addition to working on mentor projects as well (2002)
- Member, Faculty Executive Committee, Department of Political Science (2002)
- Adjunct Member, Technology Committee, Department of Political Science (2002)
- Participant, Disability Services Research on Accessible Instruction (2001)
- Participant, Leadership UGA, Panel on Ethics in Academia (2001)
- Coordinator, Web Page Creation, Faculty Workshop (2001)

Invited Lectures/Presentation/Facilitator:

- Teaching Online Courses, Presentation for UGA Art School Masters Students (2016)
- Reinhardt College Community Gathering Invited Lecture (2016)
- Propaganda and Political Information, Reynolds Retirement Community (2016)
- Presentation for CTL, Using Elc for Hybrid, Online or Traditional Courses (2015)
- Teaching How to Learn, Presentation for New Faculty Orientation (2015)
- UGA Student Government Association Gubernatorial Debates Panel (2010)
- Russell Hall Last Lecture Series (2008)
- Athens Kiwanis Club, Presentation on the 2008 Presidential Nomination (2008)
- Leadership UGA Program Facilitator, Elections and the New Media, Fall (2007)
- Leadership UGA Debate Watch Program, Facilitator, Fall (2004)
- Civic Education for Teachers Program, Panelist on Election Choices (2004)

Reflective Statement

I am not an instructional designer for online courses by training. I am a political scientist and professor. But I have found that I love building courses for my online students. I love every workshop on instructional design I have attended as an Online Learning Fellow, twice. Online instruction combines my love of this content with my love of teaching, creativity and technology. In fact, teaching online has made me a better educator generally. I am more organized, more efficient, and I have gained so much expertise in developing learning objectives and helping students meet them. I know Bloom's Taxonomy by heart and I have a note on my desk to apply the Universal Design for Learning (UDL) framework in all my courses. Teaching in an online environment has opened up so many tools that I had not been exposed to as a university professor, even one that puts a premium on excellent instruction. I am so grateful that I had the opportunity to take on this new adventure in instruction and am a proud advocate of online teaching and the importance of education in general.

My teaching philosophy, which applies to all my teaching, whether in a traditional classroom, a "flipped" classroom or a fully online classroom, is summed up with the use of an acronym I created a few years ago to describe my instructional model.

CARES: content, authority, relationship, excitement = success.

Under this model, an instructor would provide the students with comprehensive and challenging content, exhibit scholarly authority over that content, develop a strong academic relationship with the students (meaningful and multiple contacts over the semester), have students "relate" to the material (connect them to the content), and get them excited about taking charge of their own learning in this area. When one does these things it always leads to success for the instructor and the student. And this is particularly true in an online environment. Below I will discuss a number of ways I carry out this model in my online courses.

Online Content: That first interaction of course page with student is critical in an online environment. Before my students even get to that interaction, I make sure that they have an email from me that welcomes them to the class, gives them a preview of the course, tells them about my expertise and research, and sets up the concrete steps they will take when they first log on. Reducing student uncertainty, particularly for first time online learners, is critical. When they do log in, the first thing they see is their welcome and a quick video on how to get started, and perhaps a light-hearted meme to reduce any anxiety they may have. The more accessible I can make the content, the more likely they will engage with it positively. I believe in giving students multiple sources of content utilizing open educational resources (OERs) as well as a reasonably priced, well-written, comprehensive and rigorous online textbook. Readings, videos, games, discussions, quizzes, tests, papers, and puzzles are all a part of my content. I offer my learners multiple options for engaging in the material and expressing what they have learned.

Relationships: Instructor and Peer Interaction: I believe students are more motivated to learn when they realize that their instructor actually knows them by name, cares about their progress, and talks about the material both inside and outside of class. I find that students are generally more interactive in a large online course than in a large traditional classroom. Though the discussion board I can engage in discussion and debate with students outside of class. I can also connect two students with opposing or similar views and encourage interaction. I love it when they actually ask a question about the content! Students who are less likely to talk in class are

often more likely to “talk” on a discussion board or with me one-on-one via email or text message, particularly if they are allowed to be anonymous at times. I can send direct emails to students acknowledging their good performance on an exam, discuss a less than stellar performance, and just mention a good article I found on the web and post it encouraging them to read. I invite students to coffee or lunch in small groups, for those who are on campus or plan to be there at some point in the semester. Students are required to fill out a profile that includes both academic and sundry information about hobbies, favorite books and movies, and so on. This will often give me a link to them. I include a mini-biography of myself for them as well. Often it is a shared love of basketball or Harry Potter that initially connects us and facilitates discussion of the course content.

Excitement and Exploration: I believe in teaching outside of the classroom. I do all I can to encourage students to explore the subject matter outside of class by encouraging them to find answers to their questions themselves, to discuss the topics we discuss with their peers, and to seek out sources of information that are outside of their usual one or two informational sources. I want them to understand that knowledge is a powerful thing. I use the Internet a great deal in pointing students in profitable electronic directions and have built vast reference sites for my subject areas in my introductory as well as my upper level courses. But I also encourage students to engage each other and to learn from each other (often via structured discussion activities). And finally, I utilize my own research in the classroom as often as possible. I enjoy talking about the process of scientific inquiry and specifically, my own examination of political phenomenon. This semester I developed a project that required students to take in news from three sources (left, neutral and right) over the course of the semester, read extensively about journalism and bias, complete worksheets on assessing bias from the stories they captured and then write a paper about their findings. In this project I introduce them to the scientific method of inquiry, collecting their own data, and then analyzing it. And it helps them explore the notion of bias, both in terms of their news consumption and their own beliefs.

I have also utilized projects that incorporate visual art, spoken word, the creation of political games (one student created a board game called the Tragedy of the Commons), instructional videos – all created by students – to express and convey political thought. Even in an online course, students are able to collaborate and connect with each other in projects like these.

Success: I do not gauge my success as an instructor with how many A’s are generated for a semester. Sometimes it is the B student who has learned the most and puts it to use. I generally look at engagement and application. Beyond learning that fundamental knowledge that is critical, a student is successful if they can engage with me and others on a variety of topics relating to the course, see connections they did not see before, and apply what they know to new scenarios. I use a short paper at the end of every course to measure this. It allows students to demonstrate what they learned but also apply it to a problem and to think creatively as well. I provide feedback to the students and end with an encouragement that they stay engaged and continue to learn and apply their knowledge as citizens.

Summary of Online Teaching Practices Used to Promote Student Success

1. **Design with fundamental goals in mind:** I begin with listing the things I want my students to leave the course with – the course outcome goals. What are the fundamental concepts, facts, and skills that should emerge from the course? Then I ask, what is the best way for me to present and promote these? And finally, how can I best assess the student to make sure they have that knowledge or skill? I have a clear set of course objectives and organize my course into a set of modules with specific course objectives, formative learning material to support these objectives, study tools to support student learning, a summative assessment, and supplemental material as well as mechanisms for feedback for students and for the instructor. Below you will see what a typical module might look like:

Starts Aug 14, 2017 12:00 AM Published



Overview

In this module, you will be introduced to the analytical concepts that are most often associated with the study of government. We will seek to answer the questions: What is politics? How does it help people solve problems? What are the problems associated with collective action in the political realm and generally? Why are institutions created? How do institutional rules (institutional design) make a difference to the nature of political action and political outcomes? What types of rules are found in representative government?

Module 1 Learning Objectives:

By completing this module, students will:

- Describe how conflict emerges among individuals with different preferences and how politics can resolve this conflict.
- Explain how bargaining and compromise are critical components of politics.
- List and describe the primary collective action problems that emerge and how they are solved by institutional rules.
- Define the terms transaction costs and conformity costs and explain why they are inversely related.
- Detail the constitutional arrangements that were used to solve some of the problems and costs associated with collective action during the Constitutional Convention in 1787. Name their institutional design principles and describe how were each used.
- Clarify the difference between direct and indirect democracy.

Thought for the module:
Why does the public think this is a bad word?

pol-t-ics
pāle tīks/
nōtin

the activities associated with the governance of a country or other area, especially the debate or conflict among individuals or parties having or hoping to achieve power.

At the end of this module, ask yourself if your thoughts about politics have changed.

Upload / Create Existing Activities Bulk Edit Expand All Collapse All

Module 1 Checklist

Upload / Create Existing Activities

- Module 1 Checklist ✓
- Kernell 8e Ch 1_pdf chapter for your convenience ✓

Module 1 Lecture and Formative Learning Content

Make sure you complete these in ample time prior to taking your practice quiz and module 1 exam.

Upload / Create Existing Activities

Lecture Video Segments

These lectures supplement your readings in the text book. If you are an auditory learner and like to "hear" concepts explained and put into context, using these lecture slides will be helpful to you. Each lecture segment is approximately 6 to 10 minutes long. The ones in front are new, updated videos.

I have also kept the earlier versions of Powerpoint reviews. You may choose which ever one works best for you.

Concept Videos and Quizzes

Please see the checklist for due dates. :


Module 1 Lecture slides ✓

Module 1 Study Tools

Upload / Create Existing Activities

- Chapter 1 eFlashcards ✓
- Chapter 1 Study Guide Logic ✓
- Graded Practice Quiz: Chapter 01: The Logic of American Politics ✓

Module 1 Summative Assessments



Upload / Create Existing Activities

- Module 1 Exam (Foundations of Government) ✓

For the student who wants to know more....

These are not graded, but provide additional material for your brain growth!

Upload / Create Existing Activities

- John Locke Answers Why Government? ✓
- Create your own government based on your political ideals. ✓

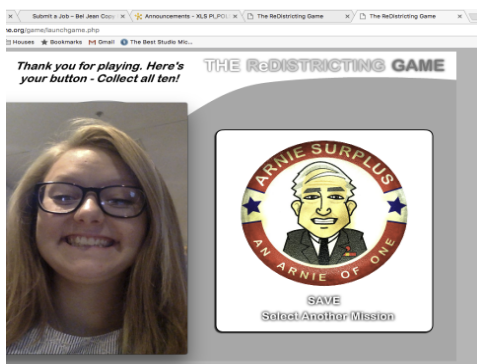
2. **Make Sure Online Materials Are Organized and Accessible:** I believe that organization matters. When you have your larger goals set, it is imperative to make sure students have an easy time accessing the material, knowing when assignments are due, and where to upload them. I utilize checklists to make sure that online students are never lost. Here is an example of a checklist. Students click on the list and see everything required in the course as well as link to the material, assessment or survey. I strive to meet all the Quality Matters criteria.

Module 2 The Constitution

- ☒ Read Chapter 2 In Logic of American Politics
Due Aug 29, 2017 11:30 PM
[Logic 8e_Ch 2_watermarked](#)
Just in case you are still having issues getting your textbook. I hope you are not, however.
- ☒ Review and/or listen to Module 2 lecture slides if you need additional explanations of the major concepts
Due Aug 30, 2017 11:30 PM
[Lecture 1 Module 2](#)
[Lecture 2 Module 2](#)
[Lecture 3 Module 2](#)
[Lecture 3B Module 2](#)
[Lecture 4A Module 2](#)
[Lecture 4B Module 2](#)
NOTE: If there is a concept or process that is not discussed and you have questions, please email me at polaah@uga.edu for help.
- ☒ Complete Module 2 Study Guide for your own use and watch the Articles Video and take quiz
Due Aug 31, 2017 11:30 PM
[Study Guide Chapter 2](#)
[Chapter 2 eFlashcards](#)
[The Constitution: the Articles, and Federalism](#)
[Video Quiz on Articles/Constitution](#)
- ☒ Take your Module 2 practice quiz
Due Sep 1, 2017 11:30 PM
[Graded Practice Quiz: Chapter 02: The Constitution](#)
Remember to check your feedback if you missed a question. If you do not know how to see feedback on quizzes, check this out.
[How to View Quiz Attempts](#)
[Click on this link for FAQs on using elc: seeing feedback, using dropbox, etc.](#)
- ☒ Complete your Module 2 Exam
Due Sep 5, 2017 12:00 PM
[Module 2 Exam \(Founding and Constitution\)](#)

3. **Provide Content Delivered in Multiple Formats:** Readings, lecture videos, mini-videos with follow-up quizzes, slide presentations, links to games (Gerrymandering, the Federal Budget: Fiscal Ship, discussion activities, web sources, and an occasional humorous meme to connect to the students.

4. **Play Games:** It is not always easy to simulate political situations and have students learn experientially. But games do allow for that kind of learning, and students think they are fun. I use small incentivized (small amounts of extra credit) to encourage students to play a game. In my Congress module, there is a Gerrymander movie and quiz that is followed by the opportunity to play the Redistricting Game. Students become so engaged by trying to achieve the level goals and learn how difficult it is to draw districts under constraint, and how easy it is to manipulate them for political reasons. I use other games as well, such as Righting the Fiscal Ship (Federal Budget) and Win the White House.



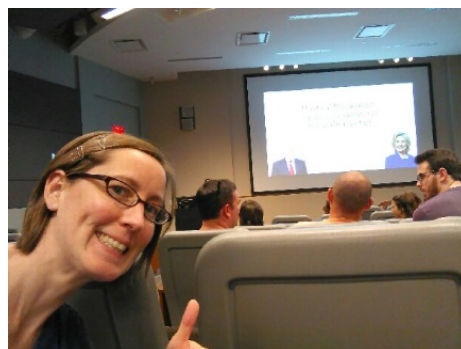
5. **Grade Everything, Vary the Assessments, and Provide Feedback:**

My online courses are work intensive with multiple applied assessments as well as plenty of opportunities to demonstrate knowledge of foundational information and be creative and analytical as well. Students receive significant feedback on their essays and quizzes. These are accomplished through instructor/peer interaction via feedback tools and by the use of rubrics that generate specific feedback.

6. **Engagement Outside of the Online Environment:** When there is an opportunity, I like to encourage students to engage outside



of our virtual classroom. One way to do that is to have them do activities and self-report what they did. For example, during this semester, students were given the opportunity to do extra assignments or earn extra credit by attending a talk, a town hall, a local council meeting and then sending me a selfie and writing their thoughts on the event. Some of them arranged to go together. This could take place on campus or wherever they live. Activities like this activate their thinking and force them to apply what we are learning to their own real world



experience. I would share these pictures in the course as well.

7. **Create Opportunities for Students to Think “Deep” and to be Creative:** I test students repeatedly over the course of this online course. One student reported anonymously on Rate My Professor that he or she felt that the class was preparing them for a PhD. So to balance the formative and summative traditional assessment, I like to provide another measure of their understanding and do something that encourages really deep thinking. I also like to include an interdisciplinary approach to these projects. Over the last year I have developed three projects that capture deep thinking and creativity.

Spoken Word: Taking the Broadway hit Hamilton as an inspiration, I ask students to write a piece of performance poetry that helps us understand a political phenomenon in some way and also gives expression to their feelings about that phenomenon (the electoral college, voting rights, the 2nd Amendment, prison reform, immigration, the legislative process, etc.). Students write original work and then they perform it. The production values are not placed very high in some cases, but the efforts really show.



Teaching Others: Nothing makes you learn better than teaching. So students take on the role of the online teacher in this assignment and must create some tool, lesson, interactive game, even a song, to help their peers learn about political institutions and behavior.

<https://www.youtube.com/watch?v=yZYvgu2PThs&feature=youtu.be> In this case a song about collective action and the problem of free riding.

Social Scientists at Work: In this project students learn about bias, its role in presentation of information, particularly news, and they collect their own observations and analyze them.

8. **Why it Matters - Closure to the Course:** A few years ago I realized that a final exam was not the only way to end a course. It might be a critical component, but students tend to move on to the next thing, so they do not see the

feedback or talk about that last exam. I decided to test heavily throughout the course, and to end the course with a reflective project or activity and a last lecture that made them think about the normative aspects of

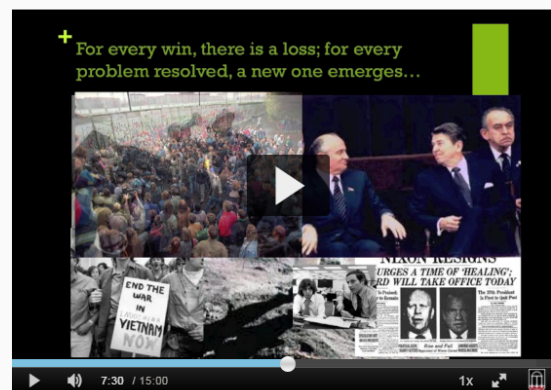


government. I generally do one of two things: a last lecture that focuses on the historical importance of politics and asks the students to see themselves in a political role or a reflective essay after watching a short documentary on Brown V. Board of Education and subsequent integration efforts with an assessment of the role of government in civil rights. They must evaluate the role of institutions, leaders and society and bring the discussion up to contemporary issues of civil rights that they have observed. They are evaluated on their integration of

factual knowledge (that they have accumulated in the course) and critical thinking. Moreover, they think about politics as it may relate to people like them, students, whether in the 1960s or today.

	CNN	THE NEW YORK TIMES	THE WALL STREET JOURNAL
SELECTION AND OMISSION	5	4	3
PLACEMENT	4	4	4
HEADLINE	3	5	3
WORD CHOICE AND TONE	2	4	4
PHOTO, CAPTIONS, AND ANGLES	3	5	5
NAMES AND TITLES	1	1	1
STATS AND COUNTS	2	1	3
SOURCE CONTROL	2	2	2
TOTAL BIAS	22	26	25

Why Politics Matters Redux 2016



Evidence of Teaching Excellence

1. Summaries of Student Evaluations: Strongly Agree and Agree are combined for space considerations.

Term # Students Question	Sum 2014 (50)	Sum 2015 (47)	Fall 2015 (250) w/4 TAs	Sum 2016 (70)	Fall 2016 (300) w/5 TAs
Course required	92% Yes 8% No	100% Yes	96% Yes 4% No	89.5% Yes 10.5% No	83.33% Yes 16.67% NO
Hours per week devoted to course	Avg. was 7.7 hrs per week	Avg was 7.7 hrs per week	Avg was 5.2 hrs per week	Avg was 5.6 hrs per week	Avg was 4.6 hrs per week
Course challenged me to think & learn	92.0% SA/A	92.6% SA/A	92.4% SA/A	100% SA/A	95.2% SA/A
Assignments & activities useful for helping me learn	100% SA/A	100% SA/A	94.6% SA/A	94.68% SA/A	95% SA/A
Course goals & objectives clear	100% SA/A	100% SA/A	90.1% SA/A	94.4% SA/A	92%SA/A
Format was easy to navigate	96.0% SA/A	100% SA/A	97.1% SA/A	78.4% SA/A	92% SA/A
Sufficient instructions	100.0% SA/A	100% SA/A	98.6% SA/A	96.5% SA/A	93% SA/A
Standards for Evaluation were made clear	96.0% SA/A	100% SA/A	97.2% SA/A	90% SA/A	83%SA/A
I received timely feedback on my assignments	96.0% SA/A	100% SA/A	97.2% SA/A	94.7% SA/A	93%SA/A
Instructor Actively engaged in the online course	100.0% SA/A	100% SA/A	96% SA/A	94.7%SA/A	99%SA/A
Course provided adequate interaction with other students & instructor	84% SA/A	92.6% SA/A	96.1% SA/A	90% SA/A	92%SA/A
My overall rating of this course is:	52% Excellent 40% Very Good 8% Average	70.4% Excellent 29.6% Very Good	Not available for this year.	Not available for this year.	Not available for this year.
Compared to my previous online courses, I found this one was:	36% Much Better 12% Better 20% Same	44% Much Better 3.7% Better 11% Same	Not available for this year.	Not available for this year.	Not available for this year.
Would recommend this course to others	Not available for this year.	Not available for this year.	96.1% SA/A	100% SAA	92%SA/A

2. Selective Qualitative Data from Course Evaluations and Unsolicited Communications

- Dr. Haynes really cares about her students and really made me feel like I was part of the class even though it was an online experience. All of the tools she provided were useful and informative and challenged me to think about politics in a new way.
- I enjoyed the group project part of this course the most. I also liked being able to talk to my teacher whenever I had a question via the online question discussion.
- The format was great. It was organized and easy to access. Dr. Haynes is an amazing professor and made this class enjoyable and doable!
- It was the best online class I've taken in college.
- Although I never had the privilege to meet Dr. Haynes in person, she was my favorite instructor this semester. She is very interactive with the students and replies to any questions, concerns, etc. in a timely manner. She really devoted herself to making sure everyone had the necessary tools to succeed. I would not change anything about this course. I think it went extremely smoothly.
- I really enjoyed this course. I felt like I learned a tremendous amount. I also felt very connected to the teacher and TAs even though this was an online course. It felt like Dr. Haynes was teaching a regular lecture, even a small class. I never felt disconnected even though it was online. She and my TA were helpful and prompt if I ever had any questions. I thought the assignments were helpful and fair. I really appreciated the video lectures.
- Even though I have never actually met you in person, you are one of the best and most communicative teachers I have ever had and I would so much rather prefer that over not receiving any information from a teacher because that is something I have had experience with in the past. You have given us ample time for all of the assignments and always explained what was needed to be done. I was not really sure what to expect for my first online class but the experience was way better than I could have imagined and I have also learned a lot more than I thought I would have. Including this, you are also so hilarious which makes the class much more enjoyable and reading your emails all the more fun...
- I just wanted to thank you for this semester! I know it's not over yet, but I just wanted to let you know I enjoyed it and having you as a teacher. This was my first online class and I was a little nervous about it and how it would work since I have never taken an online class. However it went very smoothly thanks to your checklist and emails. I found your emails so helpful and full of information that I needed to know, so thank you! You also responded so quickly to my emails, so thank you for that too!
- Thank you!! Yes, I found the project very interesting, especially evaluating my own biases in the paper and seeing all of the possible forms of bias that exist in every article. I have learned so much in this course and enjoyed it very much!
- I just want you to know how much I appreciate you as a professor. I believe you are extremely accommodating, communicative (in a GREAT way), intelligent, and passionate, which in my opinion, are four of the most important qualities in teaching. I have heard so many great things about you in my three years here, and have been waiting for your class to fit into my schedule. Unfortunately, that never happened, so I had to settle for online. But it was better than expected, and I learned way more than I thought I could from an online class.

Letters of Support from Recent and Past Online Course Students



DEPARTMENT OF THE ARMY
CHARLIE COMPANY 1-111TH, TASK FORCE DRAGON
CAMP TAJI, IRAQ
APO, AE 09378-0000

November 18, 2016

Dr. Lindsay Coco
University of Georgia
Athens, Georgia 30602

Dear Regents Awards Committee,

It is my great pleasure to support Dr. Audrey Haynes for the University of Georgia Regents' Teaching Excellence Award for Online Teaching. I took her course: 'Intro to American Government' during the Fall 2016 semester. In the first week, I knew that Dr. Haynes is an instructor passionate about teaching. Dr. Haynes structures her course in a way that motivates students to excel academically as well as personally. Her course is rich in resources ranging from study guides to aid students while reading the textbook, to external web links, and video lectures reiterating the important concepts and material. The curriculum promotes critical thinking which the students have the opportunity to practice and further develop in online discussions.

I am currently on my first deployment to central Iraq. The day class started, I emailed Dr. Haynes to explain I did not know what my internet capabilities or available free time was going to be during the course. She was prompt to respond and assure me I would have every accommodation I needed to succeed. Dr. Haynes has gone above and beyond to work around my unique constraints. She allowed me to treat much of the course as a self-paced class. Knowing my time to devote to the material in between combat missions is limited, she provided quick and thorough responses to every question I had about the course.

Having Dr. Audrey Haynes as an instructor makes it apparent that she is devoted to her students. She has poured countless hours into her job, turning a complex topic into one that is logically presented and reinforced by meticulously designed assignments. Her outstanding performance and unwavering commitment to exceptional teaching reflects great credit upon herself, the University of Georgia, and the University System of Georgia.

Sincerely,

A handwritten signature in black ink, reading "Hunter M. Holder".

Hunter M. Holder
Chief Warrant Officer 2, U.S. Army
Medical Evacuation Pilot, FSMT ASO, UMO

December 3, 2017

To whom it may concern:

Dr. Audrey Haynes is a professor on a mission in the online teaching world and in the traditional classroom. I am honored to write this letter of support in light of her nomination by the University of Georgia for the 2018 Regents' Teaching Excellence Awards for Online Teaching. Dr. Haynes stands out as one of the best professors here at UGA as her students learn to have an intellectual conversation with every person that they meet in life as well as have the compassion to understand others and their point of views at the same time.

The course I took from her, Introduction to American Government, is one that is required by every single student at UGA. The thought of an online classroom can be thought of as a chore instead of as a learning environment, but Dr. Haynes made it a comfortable, yet open place for students to learn from one another. She consistently tells the class that she learns so much from us through the work we do online each and every day, which certainly doesn't go unnoticed. Whether it is a funny meme telling us to keep working or individually emailing students how impressed she is with them, there was never a lack of support from her and her TAs. She may have only two children at home, but I promise you she has hundreds if not thousands of students that she calls her kids and students that would agree that she is their "Mom away from home". For an online course, she offers each student every form of communication possible to assure that their needs in this course are met and that they have no choice but to be successful in her classroom. Dr. Haynes even offered in person office hours for those students on campus.

Students in this day in age learn in a variety of ways. Some may be auditory learners, visual learners and or kinesthetic learners. Dr. Haynes makes this course accessible for every learner beyond even those three types of learners. There are multiple ways to get the information: reading, video lectures, fun YOUTUBE videos, games, Power Points, and study guides. Not one thing that she had us do was busy work. Every assignment we had, had a good reason and she explained why we were doing it and then gave students personal feedback each time as well. Dr. Haynes incorporated learning activities, practices quizzes, and then exams to ensure that each student had a grasp on each week on the topics we were being taught. She creates all of these to make sure every student is included in some way in her class.

The discussion activities beginning with learning about our own political socialization led many to use critical thinking skills and to learn how to have conversations that lead us to think about what we say and how we say it on a deeper level. Most of us do not think about our political ideology or where it comes from, and we certainly do not think about how our peers came to have theirs and discuss it with them. Most of us do not think about who should be in charge of certain policy areas, the state or the national government. These were just a few of the discussions in this course.

Dr. Haynes created a final project that challenged our perceptions of what was occurring in society weekly. During the semester we were required to learn about bias and its many different forms, read three news sources (that we chose from a menu of left, neutral and right-leaning news organizations), collect our own data using structured bias, and then write a report on our findings. This project was eye-opening as I am now more inclined to read a news source each day and be more aware of the potential impact of bias in news reporting.

Simply put, this online class is relevant. Dr. Haynes could have told us read the textbook and take a test, but she went above and beyond to challenge our knowledge and our actions as citizens each and everyday in this ever changing society we live in.

Sincerely,

Allison Young
Allison.Young@uga.edu
UGA 2021

To whom it may concern:

Hello my name is Grace Galster, and I am a senior at The University of Georgia. I was delighted when I found out I was able to write a letter of reference for Professor Haynes. I took her online Pols 1101 class last summer and was continually impressed with her devotion to and enthusiasm with the class. Being a senior, I have taken multiple online classes throughout my four years in college and have not had one teacher comparable to Dr. Haynes. Honestly she shown more responsiveness to me as a student than some of my professors have in my actual classes.

As soon as I signed up for her class I could tell she was very prepared for the course. On eLC she had all the assignments and required attachments already listed so it was easy for me to plan ahead and see what assignments and lesson plans I needed to do. Her responsiveness was a quality I noticed very quickly. Since I am a student who likes to be prepared for classes, I always stumble upon a few questions for the teacher about the course. It was so refreshing having a teacher email me back in a timely manner, especially an online professor, who I was expecting to take longer given my past experiences. Fortunately, she disproved my preconceived notions of online teachers and responded immediately in a positive and encouraging tone. Her positivity did not stop there, throughout the course, no matter what I emailed her about, whether about an assignment, discussion post, or exam grade, she always ended the emails saying to not hesitate to email her back with more questions, which was a very comforting statement for a concerned student like myself.

Dr. Haynes also showed great interest and concern with her student's progress throughout the course. She maintained a positive attitude throughout the weeks, whether through emails or funny/uplifting messages posted for us before each test. She really let her passion for American government and history shine through, which made me more interested in the topics. I never thought that I would have as much curiosity and interest in this subject as I did. I believe part of my sparked interest was because of Professor Haynes and the way she handled her class layout. She made it very easy for me to access information and find answers to any questions I had while reading the course material.

Overall, Dr. Haynes is hands down one of the best professors I have had at UGA. Her enthusiasm and responsiveness are qualities I wish all college professors could possess. She made me want to be a better student, especially for online classes where class etiquette can sometimes be harder to fully express. I hope you will consider Dr. Haynes for this award because I can think of no one more deserving.

Sincerely, Grace Galster
UGA 2017

November 21, 2016

To Whom It May Concern,

My name is Aleah Goss, and I am writing on behalf of Dr. Audrey Haynes for her Regents Online Teaching Excellence Nomination. I am a sophomore at The University of Georgia and had to complete POLS1101 (American Government) for my degree this semester. Because of my hectic schedule, I chose to take it online with Dr. Haynes. Upon registering for this course, I was not sure what to expect, as I had never taken an online

class before. Within the first few weeks of the class, I knew I made a great decision. Not only is Dr. Haynes warm and welcoming herself, but she ensures that her online classes are presented in the same manner. She had the students of POLS1101E write “intellectual and political” profiles in order to not only introduce us to one another, but help us realize who we were on a political level. Because of this assignment alone, I could see that Dr. Haynes is a professor who truly cares about her students and the knowledge they obtain while in her class.

Throughout the course, I was shocked at how simple the online format is to navigate since I was intimidated by online classes prior to this course. The content uploaded by Dr. Haynes helped tremendously; her lectures, for example, not only included simple PowerPoint slides, but videos of her discussing the material while the slideshow played, as if she were teaching her students face-to-face. Dr. Haynes also included other stimulating material throughout the course to help us learn efficiently and in greater detail, such as games, discussions, essays, and various videos and/or documentaries. Dr. Haynes also made it a point to reach out to us face-to-face if we were able to. Throughout the semester, Dr. Haynes takes a few of her students out to lunch once a month so that she can meet them in person and get to know them better. I have never had a professor who has attempted to do anything like this, which lets me know that Dr. Haynes is truly special.

I can honestly say that Dr. Haynes, as well as the set-up of the online classroom, has taught me more than several face-to-face courses I have taken throughout my college career. Dr. Haynes made POLS1101E extremely simple to navigate, interesting to study, and fun to be a part of. As a student who was not interested in American Government prior to taking this class, I have learned more than I ever expected to and I have also become more knowledgeable about the government itself as well as where I stand on the political spectrum. I am forever indebted to Dr. Haynes for not only making my first experience in an online class wonderful, but for being an incredible professor and enriching my college experience.

Thank you for your time and consideration,

Aleah Ruth Goss