



Regents' Teaching Excellence Award for Online Teaching

DR. JILL STEFANIAK

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November 30, 2022

Award Selection Committee
USG Regents' Teaching Excellence Award for Online Teaching
270 Washington Street SW
Atlanta, GA 30334

Dear Members of the Award Selection Committee,

It is an honor to write this letter of support on behalf of Dr. Jill Stefaniak for the University System of Georgia Regents' Teaching Excellence Award for Online Teaching. With a decade of experience teaching courses online, Dr. Stefaniak is a nationally recognized leader in her field of instructional design. Her contributions to the professional development of instructors interested in designing effective and engaging online courses at the national and state level are significant and meaningful. Her commitment to effective, relationship-rich online instruction and to engaging students in authentic learning experiences makes her an especially deserving candidate for the Teaching Excellence Award for Online Teaching.

Strong commitment to quality online teaching:

Dr. Stefaniak's ongoing work in the field of instructional design represents a deep and persistent commitment to quality online teaching – both for herself, for her colleagues at UGA, and for individuals across the profession. Her dedication to student success is evident in the strategic design and organization of her online courses. Through purposeful incorporation of service learning in online environments, Dr. Stefaniak creates a virtual community that intentionally unites course content with meaningful real-world application. She is widely regarded as an excellent teacher, and she has received recognition from students and colleagues alike. She consistently gives back to the online instructional community to increase the quality of online education. Over the past year she has been working closely with UGA's Office of Online Learning to help them develop program evaluations in support of instructional design efforts in higher education. She received a 2020 Learning Technologies Grant to develop online resources to assist incoming UGA freshmen, she served as a USG Chancellor's Learning Scholar (facilitating a learning community on designing authentic online learning experiences), and in 2021 she co-edited a special issue for the Journal of Applied Instructional Design entitled "Designing for all: An exploration of universal design for online learning." She now serves as editor-in-chief for this journal.

In 2022 her research examining systemic challenges impacting instructional design practices in higher education received an award for Outstanding Paper in Instructional Technology from the American Research Association. Her commitment and work have also been recognized by the

Association for Educational Communications and Technology with an award for her book, "The Instructional Design Trainer's Guide: Authentic Practices and Considerations for Mentoring ID and Ed Tech Professionals", which was published by Routledge in 2022.

From every angle, Dr. Stefaniak demonstrates deep and persistent commitment to quality online teaching.

Use of effective and innovative teaching practices and use of interactive strategies to promote collaboration among students:

Dr. Stefaniak has responsively developed a wide variety of effective and innovative teaching practices for her online teaching. For example, she has incorporated service-learning projects for her students into her classes. In her Human Performance Technology and Analysis course she asks her students to identify clients in their own communities. This localized approach not only capitalizes on the value of making real-world connections for students, but also is uniquely suited for an online audience in different locations.

Dr. Stefaniak's overarching goal is to create classes that function as communities for learning, asking her students to contribute as active partners in the conversation. She excels at engaging students online, creating a collaborative virtual learning environment, and establishing rapport with her students. To quote one of her recent student evaluations, "she promotes an atmosphere, even online, where you just want to jump in and participate."

Through her use of Desk Critiques, Dr. Stefaniak engages students with each other in the giving and receiving of constructive feedback – a necessary skill in the field of instructional design. This approach also contributes to a sense of shared responsibility, collaboration, and community in her classes. She uses videos and discussions to increase student engagement and interaction, and leverages educational technologies to support interactivity and collaborative design.

One former student observes: "Her courses are designed with an expert-level of scaffolding, and each assignment is an authentic learning activity. These assessments challenge her students to become better instructional designers. When I now construct my courses at Clayton State University, I consider what I've learned and observed through Dr. Stefaniak's courses, and my learners are more engaged than ever before." Another calls her online courses "wonderfully organized" and points to "her stellar ability to create connection to the course material, to her as an instructor, and to other learners through her courses."

Extraordinary commitment to fostering academic success of online students:

It is clear that Dr. Stefaniak is extraordinarily committed to fostering the academic success of her online students. In addition, Dr. Stefaniak regularly makes herself available to advise students applying for doctoral programs in the field and provides opportunities for doctoral students interested in gaining additional online instruction skills and experience. She provides students with feedback on instructional design projects unrelated to her courses and collaborates with online students on research projects. According to another former student, "She has gone above

and beyond to provide me with additional references to healthcare education and point me toward key literature to advance my instructional design skills."

For Dr. Stefaniak, taking these extra steps to support her students appears almost routine, so integral is it to her entire approach to teaching.

Data-driven development of online teaching and learning and Comparison with formal standards:

Dr. Stefaniak views the iterative development of her teaching as foundational to her approach. Each semester she reviews trends related to online instruction and instructional design to make sure that she is integrating learning experiences that align with the job market's expectations of our graduates. For example, in her Advanced Instructional Design course she recently updated an assignment on the basis of her examination of workplace trends. Instead of developing a website or e-learning module, her students now develop a mobile learning experience.

Dr. Stefaniak uses the Quality Matters Higher Education rubric to guide her instruction, intentionally connecting assignments, course activities, and assessments with course learning objectives. She also leverages the principles of Universal Design for Learning (UDL) to provide flexible support for her students. Furthermore, she uses Instructor Competencies developed by the International Board of Standards for Training, Performance, and Instruction. These standards align with the Quality Matters standards and extend beyond them. Specifically, these standards extend to the promotion of the transfer of learned knowledge, skills, and attitudes to other contexts, which has been key to Dr. Stefaniak's iterative development of her online courses.

In 2022 Dr. Stefaniak was appointed to the Board of Directors for the International Board of Standards for Training, Performance, and Instruction (IBSTPI), an organization that develops and validates the standards for professionals in the learning, development, and performance improvement fields. She is leading a team to update and validate instructional design competencies to be used by instructional designers and instructional design programs in higher education worldwide. The expected outcome of this project is a book outlining an updated set of competencies and the complexity of design in different contexts. In other words, Dr. Stefaniak works on the leading edge of not only applying but also creating standards for education in the online space.

In short, Dr. Stefaniak's contributions begin with direct impact on each of her students and extend to colleagues both within and beyond the borders of UGA. She is genuinely invested in creating an inclusive online learning environment that results in content mastery through authentic application of the course material. Her efficacy and excellence in online instruction are the reasons she is highly deserving of the Teaching Excellence Award for Online Teaching.

Sincerely,



S. Jack Hu
Senior Vice President for Academic Affairs and Provost



Mary Frances Early College of Education

Department of Career and Information Studies

UNIVERSITY OF GEORGIA

October 3, 2022

Regents Award Committee
University System of Georgia

To the Selection Committee:

It is an honor to write in support of Dr. Jill Stefaniak's nomination for the Regents' Teaching Excellence Award for Online Teaching. Dr. Stefaniak is an associate professor in our Learning, Design, and Technology program at the University of Georgia. Her work in instructional design extends beyond the classroom to her research and service to the university and the field.

Dr. Stefaniak is known as an excellent classroom teacher. She strives to create a learner-centered environment in which students set their own learning goals and achieve them. Throughout the process, she supports her students to reflect on their learning, particularly on the uncertainties which are inherent in instructional design practice. She incorporates real life examples so that students can implement theoretical concepts within the framework of an authentic context. Dr. Stefaniak consistently receives excellent course evaluations from students. She routinely receives course evaluations at 4.5 and higher (on a 5 point scale) from her students. Here are some representative examples of student quotes:

"Dr. Stefaniak is very knowledgeable and her instruction and the knowledge she wants you to take away is very clear."

"Overall the content was thought provoking. Dr. Stefaniak did a good job of creating assignments that reinforced the ideas she was trying to present."

"She promotes an atmosphere, even online, where you just want to jump in and participate. I found myself excited about all the assignments and project. Even though they were quite challenging, I wanted to excel and complete further research."

Because of her experience incorporating service-learning over the years in online courses as an instructor, Dr. Stefaniak was awarded a Service-Learning Fellows grant for the 2019-2020 academic year. Specifically, she integrated a community outreach program in her EDIT 7350e: *e-Learning Evaluation and Assessment* course. Within that course, students designed education plans for a local community partner that provides mentorship to students in Athens-Clarke County schools. Her expertise in service learning and online teaching has yielded several publications in the learning, design, and technology field.

Dr. Stefaniak (PI) was awarded a Learning Technologies Grant for the 2019-2020 academic year. The project merges design decision-making and virtual reality technology so that current undergraduate students can develop online resources to assist incoming freshmen at the University of Georgia. Their design team, which includes Gretchen Thomas (LDT, Co-PI), worked to infuse culturally relevant pedagogical principles into EDIT 2000(e): *Introduction to Computers for Teachers*.

In addition to her classroom teaching, Dr. Stefaniak has also been an active leader in curriculum development and program management at UGA. During her first year at UGA, she conducted a needs assessment for the Instructional Design and Development (IDD) emphasis area within the M.Ed. degree in Learning, Design, and Technology online program. The results of that analysis led to the development of three new courses for the IDD area and a revised curricular plan to take a holistic approach to developing the “future instructional designer.” She is now also the coordinator for the IDD emphasis area which is currently ranked # 4 in the nation by U.S. News and World Reports in 2021.

In 2020, Dr. Stefaniak was selected to be a Chancellor’s Learning Scholar by the University System of Georgia. During the 2020/2021 academic year, she facilitated a learning community to support faculty designing authentic learning experiences in digital environments. This work was continued during the summer of 2021 when she designed a 3-week cognitive apprenticeship program to support faculty interested in designing hybrid/online course activities.

Dr. Stefaniak has established a national reputation as a leader related to instructional design decision-making practices and the professional development of instructional designers. A core principle of her scholarship is that a better understanding of how instructional designers engage in decision-making can result in discovering effective strategies and meaningful interventions to support design in different contexts. She has focused particular attention on how instructional designers plan and use data from needs assessment in their decision-making.

It should be noted that her research on instructional design for online learning has been published in *Educational Technology Research and Development* (ETR&D), the most prestigious journal in the field of learning, design, and technology. One of these was awarded the 2019 Outstanding Design and Development Paper by the Association for Education Communications and Technology. Most recently, Dr. Stefaniak was the recipient for the 2021 Division of Distance Learning’s Outstanding Proposal at AECT for her study exploring the relationship between universal design for learning and online learning contexts. She also received the 2021 Systemic Thinking and Change’s Outstanding Book for her sole-authored book, *Needs Assessment for Learning and Performance: Theory, Process, and Practice*, published by Routledge. Most recently, Dr. Stefaniak was awarded the 2022 Best Paper for the Instructional Technology special interest group of the American Educational Research Association for her work exploring online instructional design practices in higher education.

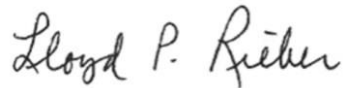
She was recently appointed to serve as Editor for the *Journal of Applied Instructional Design* in April 2020. This past year, Dr. Stefaniak edited a special issue for the journal *Distance*

Education that was focused on systemic considerations to support distance education environments.

Dr. Stefaniak has served in numerous positions of leadership in the profession, most notably for the Association for Educational Communications and Technology (AECT), the premier organization for instructional designers. For the past year, she has been coordinating professional development webinars with the Georgia Association of Instructional Technology to support educators' instructional design practices across the state of Georgia.

As evidenced by her work in the field, the departmental faculty and I are pleased to enthusiastically recommend Dr. Jill Stefaniak for the Regents' Teaching Excellence Award for Online Teaching.

Sincerely,

A handwritten signature in cursive script that reads "Lloyd P. Rieber".

Lloyd P. Rieber, Ph.D.
Head, Department of Career and Information Studies
Professor of Learning, Design, and Technology

Condensed Curriculum Vitae for Jill E. Stefaniak
jill.stefaniak@uga.edu

Education

Ph.D. Instructional Technology, Wayne State University, Detroit, MI, 2013
 M.T.D. Training and Development, Oakland University, Rochester, MI, 2008
 B.Comm. Business Administration, University of Windsor, Windsor, ON 2006

Academic Positions

- Program Coordinator, Learning, Design, and Technology
- Coordinator, Masters in Learning, Design, and Technology (Instructional Design and Development Track)
- Associate Professor, Learning, Design, and Technology, University of Georgia (2021- Present)
- Assistant Professor, Learning, Design, and Technology, University of Georgia (2018- 2021)
- Assistant Professor, Instructional Design and Technology, Old Dominion University (2013- 2018); Tenured in 2018.

Online Courses Taught at UGA (2018- Present)

Course Prefix/Term	Title	U/G	N
EDIT 7170e (Fa 22)	Advanced Instructional Design Strategies	G	13
EDIT 7520e (Su 222)	Online Teaching and Learning	G	19
EDIT 6400e (Su 22)	Emerging Approaches in Teaching, Learning, and Technology	G	24
EDIT 7150e (Sp 22)	Principles of Human Performance Technology and Analysis	G	20
EDIT 7170e (Fa)	Advanced Instructional Design Strategies		15
EDIT 6170e (Fa 2021)	Introduction to Instructional Systems Design	G	18
EDIT 6200e (Sum 2021)	Designing Interactive Learning Environments	G	12
EDIT 7520e (Sum 2021)	Online Teaching and Learning	G	15
EDIT 7150e (Spr 2021)	Principles of Human Performance Technology and Analysis	G	14
EDIT 7350e (Spr 2021)	Evaluation and Analytics in Instructional Design	G	23
EDIT 7170e (Fa 2020)	Advanced Instructional Design Strategies	G	17
EDIT 6170e (Fa 2020)	Introduction to Instructional Systems Design	G	26
EDIT 7520e (Sum 2020)	Online Teaching and Learning	G	16
EDIT 7350e (Spr 2020)	eLearning Evaluation and Assessment	G	34
EDIT 6190e (Fa 19)	Design and Development Tools	G	18
EDIT 7520e (Su 19)	Online Teaching and Learning	G	13
EDIT 7350e (Sp 19)	eLearning Evaluation and Assessment	G	16
EDIT 2000e (Sp 19)	Introduction to Computers for Teacher	U	22
EDIT 2000e (Fa 18)	Introduction to Computers for Teacher	U	15

Recent Scholarly Works Related to Online Instruction**Journal Special Issues Edited**

1. **Stefaniak, J.**, Arrington, T.A., & Moore, A. (2022). Systemic considerations to support distance education environments. *Distance Education*. 43(2).

Publications

1. Yang, F., & **Stefaniak, J.** (In press). A systematic review of studies exploring help-seeking strategies in online learning environments. *Online Learning Journal*.
2. **Stefaniak, J.**, Tawfik, A., & Sentz, J. (In press). Supporting dynamic instructional design decisions within a bounded rationality. *TechTrends*.
3. **Stefaniak, J.**, & Reese, R. (Eds., 2022). *The instructional design trainer's guide: Authentic practices and considerations for mentoring ID and ed tech professionals*. Routledge.
4. Xu, M., Yang, X., & **Stefaniak, J.** (In press). A design-based research study exploring pre-service teachers' instructional design decision-making for technology integration. *Tech Trends*.
5. **Stefaniak, J.**, Arrington, T.L., & Moore, Alison. (2022). Systemic considerations to support distance education environments. *Distance Education*, 43(2).
6. **Stefaniak, J.**, Luo, T., & Xu, M. (2021). Fostering pedagogical reasoning and dynamic decision-making practices: A conceptual framework to support learning design in a digital age. *Educational Technology Research and Development*, 1-17.
7. **Stefaniak, J.** (2021). Leveraging failure-based learning to support decision-making and creative risk in instructional design pedagogy. *TechTrends*, 1-7.
8. Xu, M., & **Stefaniak, J.** (2021). Embracing children's voice to support teachers' pedagogical reasoning and decision-making for technology-enhanced practices in early childhood classrooms. *Tech Trends*, 65(3), 256-268.
9. **Stefaniak, J.** (2021). *Needs assessment in learning and performance: Theory, process, and practice*. Routledge.
10. **Stefaniak, J.**, & Xu, M. (2020). Leveraging dynamic decision-making and environmental analysis to support authentic learning experiences in digital environments. *Distance Education Journal/ Revista de Educacion a Distancia*, 20(64).
11. Bruso, J., **Stefaniak, J.**, & Bol, L. (2020). An examination of personality traits as a predictor of the use of self-regulated learning strategies and considerations for online instruction. *Educational Technology Research and Development*, 68(5), 2659-1683.
12. Luo, T., Freeman, C., & **Stefaniak, J.** (2020). "Like, comment, and share": Professional development through social media in higher education. *Educational Technology Research and Development*, 68(4), 1659-1683.
13. **J. Stefaniak.** (2020). A systems view of supporting the transfer of learning through e-service-learning experiences in real-world contexts. *Tech Trends*, 64(4), 561-569.
14. **Stefaniak, J.** (2019). The utility of design thinking to promote systemic instructional design practices in the workplace. *Tech Trends*, 1-9.
15. Luo, T., Hostetler, K., Freeman, C., & **Stefaniak, J.** (2019). The power of open: Benefits, barriers, and strategies for integrating open education resources. *The Journal of Open and Distance Education*, 1-19.
16. Peck, P., **Stefaniak, J.E.**, Shah, S. (2018). The correlation of self-regulation and motivation with retention and attrition in distance education. *Quarterly Review of Distance Education*, 19(3), 1-15.

Awards, Honors, and Fellowships

- James W. Brown Award, AECT (2022)
- First Place, Research Theory and Spotlight, AECT (2022)
- Best Paper, Instructional Technology, American Education Research Association (2022)

- Outstanding Proposal Award, Division of Distance Learning, AECT (2021)
- Outstanding Book Award for Systemic Thinking and Change, Systems Thinking and Change Division, AECT (2021)
- Third Place, Research Theory and Spotlight, AECT (2021)
- Service Award, Design and Development Division, AECT (2021)
- Provost's Affordable Course Materials Grant (2021)
- USG Chancellor Faculty Learning Scholar (2020-Present)
- Distinguished Service Award, AECT (2020)
- Outstanding Journal Award, Design and Development Division, AECT (2019)
- Service-Learning Fellow, University of Georgia (2019)
- Stefaniak, J. (Principal Investigator), & Thomas, G. (\$24,500). UGA Study bytes: Designing culturally-relevant experiences through virtual reality. Center for Teaching and Learning, University of Georgia. Awarded July 2019.
- Presidential Award, AECT (2016)
- Presidential Award, AECT (2014)

Sample of Service Activities

- Editor, *Journal of Applied Instructional Design* (2020- Present)
- Guest Editor, *TechTrends* (100 years of educational technology, 2022-Present)
- Guest Editor, *TechTrends* (special issue on Ethnographic Experiences in Learning Design, 2021-2022)
- Guest Editor, *Distance Education*(special issue on Systemic Considerations to Support Distance Education Environments, 2021-2022)
- Associate Editor, *Journal of Computing in Higher Education* (2018-2020)
- Assistant Editor, *Journal of Computing in Higher Education* (2015-2018)
- Guest Editor, *Journal of Computing in Higher Education* (special issue on the Professional Development of Instructional Designers, 2018)
- Treasurer, Technology, Instruction, Cognition and Learning special interest group, AERA (2021-Present)
- Systems Thinking and Change Board Representative, AECT (elected, begins November 2021)
- Design and Development Division (Past President, 3 year term) (2018-Present)
- Webinar Coordinator, Georgia Association of Instructional Technology (2020- 2021)

Reflective Statement

I am an instructional designer by trade and an instructor of instructional design by passion. I think like a practitioner, but I am an academic at heart. My familiarity with both worlds – practicing and academic –has served as the impetus for my research agenda that focuses on the professional development of instructional designers. My experience in both has greatly influenced how I structure my online courses and how I teach instructional design.

Throughout my career, I have had an opportunity to work as an instructional design practitioner designing instructional materials (both face-to-face and online) and performance improvement strategies to ensure organizational and learner success across healthcare, military, higher education, manufacturing, and corporate settings. My research agenda focuses broadly on studying the design practices of expert instructional designers and improving the preparation of novices. Within this broader context, I concentrate on: (1) decision-making practices of expert and novice instructional designers and (2) the use of cognitive apprenticeship as a framework to support the teaching of instructional design pedagogy. With this background in hand, I can be very intentional in my efforts to bridge theory, research, and practice in the instructional design courses I teach. Most recently, I have been invited by the International Board of Standards for Training, Performance, and Instruction (ibstpti) to lead a team to update and validate instructional design competencies to be used by instructional designers and instructional design programs in higher education worldwide.

As an associate professor in the Learning, Design, and Technology program at the University of Georgia, I am responsible for teaching and mentoring current and aspiring instructional designers and educators. My students will be leading instructional efforts in K-12 schools, higher education institutions, healthcare, and corporate settings; it is a necessity that I demonstrate and model effective online instructional design practices, not only for the purposes of engaging my learners in my courses, but to demonstrate *how* they should be leading instruction in their respective organizations.

I subscribe to the belief that education is a journey, not a destination. Although time with students may be limited to a single semester depending on course duration, I hope to instill within them that same sense of enthusiasm that I continue to enjoy throughout my own educational experience. My goal as a faculty member is to try to mold my students (mentees) into the type of colleague I'd like to work with in the future. I want my mentees to embody the skillsets, traits, and accolades that I respect among my peers in the field of instructional design. This informs my philosophy of mentoring and teaching students, comprised of four fundamental principles: 1) work with students to set learning goals, 2) create a learner-centered environment, 3) promote reflective practice, and 4) camaraderie.

Work with students to set learning goals. I believe setting learning goals to be an important element in student success, and I make it a point to establish project timelines while mentoring students. While many students are required to meet broad checkpoints throughout each semester, I task my students with identifying specific performance goals that they would like to achieve at the beginning of each semester and post them to the class discussion board (or online forum we will use that semester). I do this for several reasons: 1) for them to see there are other students in the class with similar goals, and 2) to reiterate that our class is an online learning community in which they are an active participant, and in which they can contribute to one another as resources.

Create a learner-centered environment. Through course design and instructional strategies, I create an interactive, participatory learning environment that involves mentor and mentees engaging in dialogue and

learning from each other. I use Quality Matters Standards from the QM Higher Education rubric to guide my instruction. These real-world experiences enable students to experience the unique nuances inherent in instructional design as well as see the relevance of the subject matter we are covering in the course. I prescribe principles of universal design for learning (UDL) to provide flexibility to support my students learning. I do this by providing multiple examples and working with students to design projects that are meaningful to their development as designers and career goals.

I also use Instructor Competencies developed by the International Board of Standards for Training, Performance, and Instruction. These align with the QM standards regarding communicating effectively with students, managing instructional resources, specifying expected learning, preparing assessment and feedback, and evaluating instructional effectiveness. They extend the QM standards by including the promotion of retention of knowledge, skills, and attitudes as well as the promotion of the transfer of learned knowledge, skills, and attitudes to other contexts. This last competency particularly resonates with my instructional goals to provide my students with authentic real-world experiences. I incorporate authentic projects in all my online courses and work with my students to identify real-world contexts where they can apply course concepts. This provides autonomy for the students to focus on their professional development goals.

Promote reflective practice. As instructional designers and life-long learners, I believe that it is necessary to regularly reflect on our achievements as we acquire new skills along our educational journeys. Reflective writing encourages students, teachers, and practitioners at all levels to think conscientiously about how we evaluate our progress in mastering new learning material. I provide students with targeted questions pertaining to course material and individual projects requiring completion throughout the semester. I make it a priority to provide students with timely feedback on their journal postings. These exercises help me identify the progress of my students in learning and applying course material, while providing students the opportunity for dialogue with me regarding their progress. Awareness of one's beliefs, strengths, and weaknesses, is important when working with clients to provide professional support to improve their performance.

Camaraderie. By getting to know my learners, I can maintain an instructor presence in my online courses (both asynchronous and synchronous) and foster interactivity with and among by students. I've been fortunate to have been mentored by several individuals along my academic journey who have been instrumental in my professional development as a scholar and a practitioner. A common theme among all these mentoring dynamics has been an element of camaraderie. It's my responsibility to help my students along their learning journey, create a safe learning environment where it's okay if they make mistakes, and provide a trusting relationship where they feel comfortable letting me know when need additional support. This aligns with Quality Matters competencies centered on providing learners with sequential feedback and support. By taking time to establish relationships with my students, I can better understand how they approach assignments, work collaboratively with them to identify opportunities for them to engage in authentic learning experiences, and provide more meaningful feedback on their performance.

Evidence of Online Teaching and Leadership Excellence

Success of my students. Throughout my career I have advised many graduate students in learning, design, and technology. The following is a sample of some of my former advisees' successes:

Dr. Susan Elizabeth Oyarzun	<ul style="list-style-type: none"> • Clinical Associate Professor of Learning, Design, and Technology at the University of North Carolina- Charlotte. • VP of Communications for the Division of Distance Learning of AECT
Dr. Tina Souders	<ul style="list-style-type: none"> • Clinical Associate Professor in the School of Social Work at the University of North Carolina-Chapel Hill and online instruction lead.
Dr. Julie Bridges	<ul style="list-style-type: none"> • Former Director of Assessment at the Eastern Virginia Medical School
Dr. Justin Sentz	<ul style="list-style-type: none"> • Deputy Chief Information Technology Officer and Executive Director of Academic Technology and User Services at Shippensburg University • 2019 Award Winner for Outstanding Design and Development Publication
Dr. Jacqueline Bruso	<ul style="list-style-type: none"> • Associate Dean of Online Education for the College of Arts and Sciences at Regent University
Dr. Joan Giblin	<ul style="list-style-type: none"> • Assistant Teaching Professor in the Graduate School of Education at Northeastern University
Dr. Elizabeth Csikar	<ul style="list-style-type: none"> • Professor and Department Chair in Life Sciences at Mesa Community College.
Dr. Laura Stapleton	<ul style="list-style-type: none"> • Lecturer, Department of Mathematics at Marshall University • VP of Communication for the Design and Development Division of AECT
Dr. Bent Hoard	<ul style="list-style-type: none"> • Director of Web Services at Randolph-Macon College.
Ms. Jessica Todd	<ul style="list-style-type: none"> • Associate Professor of English and Spanish at East Georgia State University

Summaries of Recent Student Evaluations. The following are examples of selected comments from student end-of-course evaluations related to the abovementioned teaching innovations at the University of Georgia.

EDIT 6170e- Introduction to Instructional Design	<ul style="list-style-type: none"> • “Dr. Stefaniak effectively combined direct instruction and self-guided activities/reading that reinforced new topics.” (Fall 2020) • “Dr. Stefaniak was a great instructor for this course. She was thorough with her explanations and made sure everyone understood the content before moving on. I learned so much, and she was always available for additional assistance when needed” (Fall 2021)
EDIT 6200e- Designing Interactive Learning Environments	<p>Professor Stefaniak dedicates a significant amount of time and effort to ensuring that all students receive thorough feedback that ensures they improve their craft. (Summer 2021)</p> <p>The content of the class was relevant, and the hands-on studio approach was very beneficial/useful. (Summer 2021)</p> <p>Dr. Stefaniak had clear goals/objectives for each of our class meetings.</p> <ul style="list-style-type: none"> • She used a variety of instructional methods to keep us engaged and thinking. (Summer 2021)

EDIT 7520e- Online Teaching and Learning	<ul style="list-style-type: none"> • “I thoroughly enjoyed the interactivity in the course with Dr. Stefaniak. She even took the time to help me identify best practices to scaffold assignments which help me tremendously not only with my course project but also with my full-time job as an instructional designer.” (Summer 2021) • “This class was very well organized. It was the perfect example of how an online class should be: Dr. Stefaniak provided really good materials, the video presentations were very helpful to understand the weeks’ assignments, there was enough interaction with other students, and we had enough time to work on our projects.” (Summer 2020)
EDIT 7350e- Evaluation and Analytics in Instructional Design	<ul style="list-style-type: none"> • “I love taking courses with Dr. Stefaniak because she always makes time to provide feedback, provide examples, and clarify any concerns.” (Spring 2021).

Service and Scholarship Relevant to Promoting Online Education. My research on online instruction and digital technologies is frequently published in my field’s flagship journal, *Educational Technology Research and Development*. In April of 2020, I was appointed to serve as Editor for the *Journal of Applied Instructional Design*. Under my leadership, the journal has published special issues on universal design for online learning, informal learning in online social communities, attending to the issues of social change through learning design, multimedia instruction, and trauma-informed instruction. In 2022, I served as Guest Editor for *Distance Education*, a top-tier journal, for a special issue focused on systemic considerations to support distance education environments.

My research examining systemic challenges impacting instructional design practices in higher education received Outstanding Paper in Instructional Technology by the American Educational Research Association in 2022. I received the James W. Brown Publication Award from the Association for Educational Communications and Technology (AECT) for my book, *The Instructional Design Trainer’s Guide: Authentic Practices and Considerations for Mentoring ID and Ed Tech Professionals*.

In 2021, I was awarded best proposal by AECT’s Division of Distance Learning (DDL) for my study, *Exploring the Relationship Between Universal Design and Learning Context*. I have served in a leadership capacity with AECT’s Design and Development Division and currently serve as the Board Representative for the Systems Thinking and Change Division.

In 2020, I was selected to be a Chancellor’s Learning Scholar by the University System of Georgia. From 2020-2022, I facilitated two learning communities to support faculty designing authentic learning experiences in digital environments and the integration of help-seeking to support students’ authentic learning in online courses. During the summer of 2021, I designed a 3-week cognitive apprenticeship program to support faculty across the UGA campus interested in designing hybrid/online course activities.

Summary of Online Teaching Practices to Promote Student Success

Facilitating Authentic Online Learning Projects. I have incorporated e-service-learning into a variety of my instructional design coursework to provide students with an opportunity to provide support to their local communities while building upon their instructional design experience. These experiences allow them to work in real-world environments. In my online courses, I require my students to identify a client and a target learning audience on the receiving end of their design projects. The projects are centered around the subject matter for a particular course such as needs assessment and performance analysis, program evaluation, designing face-to-face training experiences, designing e-learning modules, or developing complete online learning environments. The results of my students' authentic learning projects have included faculty development instructional materials, online learning activities for K-12 teachers, mobile learning apps for parents to support their children during at-home learning, training guides for how to implement new software, and performance improvement plans for a variety of not-for-profits, K-12 schools, and higher education institutions across the state of Georgia.

This approach aligns with the ibstpi Instructor Competencies that place emphasis on supporting students' transfer of knowledge. I incorporate course assignments that require students to engage in authentic learning projects where they design instruction for a real-world situation. This enables them to gain real-world experience simultaneously while they are in my class and experience how various environmental constraints can support or inhibit their abilities to engage in instructional design. These projects also serve as samples of work that students can include in their professional portfolios when seeking instructional design positions.

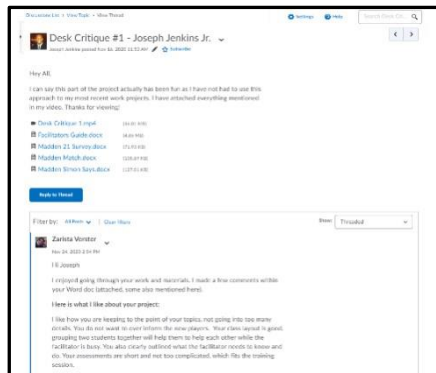
In my EDIT 7150e- Human Performance Technology and Analysis course, my students identified clients in their communities and conducted needs assessments to identify opportunities to improve upon and/or develop new initiatives to support instruction. Students were responsible for establishing a project contact with their client, an organizational analysis plan, and data collection tools. Each group collected and analyzed data and made final recommendations to their clients. During our live synchronous class sessions, students discussed with me and their peers any challenges they were experiencing in their consulting roles. This provided an opportunity for them to interact with one another as well as to see how a variety of concepts we were reading and discussing in our course were being applied to real-world situations. A goal of this project was for students to take a larger "systems view" of an organization and identify both instructional and non-instructional interventions that were needed to ensure the necessary infrastructure was in place to support instruction for their clients. Examples of some projects developed in this course included:

- Establishing training mechanisms with the office of accessibility at Emory University to improve accessibility in their Canvas learning management system,
- Examining processes and incentives to improve attendance and effectiveness of faculty development programming at a regional university in South Africa,
- Identify educational gaps within the leadership training of high school students within the 21st Century Leaders program in the state of Georgia,
- Identify mechanisms to improve graduate rates and develop supplemental student programming that supports retention and success for a chartered high school in Cleveland, Georgia, and
- Identifying opportunities to streamline processes to improve logistics and on-the-job training for a department of defense contractor in August, Georgia.

Desk Critiques to Facilitate Formative Feedback. Desk critiques are an important element to any instructional design project. I incorporate desk critiques in the majority of my instructional design courses because it provides students an opportunity to receive formative feedback on their design projects as well



as providing them with opportunities to see instructional design being applied in different ways by their peers, regardless of geographic location. During desk critiques, each of my students will upload design materials they are working on for a particular project. They record a video walking us through their progress, reflecting on various contextual factors being considered in their projects, and asking for specific feedback from me and their peers. This aligns with ibstpi's Instructor Competencies to promote learning through feedback and Quality Matters standards on providing sequenced assessments to support learning. Each student is assigned to review and provide feedback to two other students in the class. This activity provides students the opportunity to become more comfortable with giving and receiving feedback which is a necessary skill applied in real-world instructional design environments.



An added benefit to integrating desk critiques in my online courses is the use of video and discussion which builds community among the students in the class. Their peers are no longer an unknown entity; they are an active participant in our learning community. This coincides with QM standards to promote learner interactivity. I fundamentally believe my students need the ability to articulate the rationale guiding their design decisions during their projects. Not only do I want them to be good designers, I want them to be prepared to engage in discourse about their work with academics,

peers, and clients.

Goal Setting. Goal setting allows me to customize instruction to meet my learners' needs. Once students have identified their goals, I summarize them and post them to our class learning management site. In my summary, I highlight when we may be covering specific topics throughout the semester to help students make the connection between the course content and their personal goals. As we progress throughout the semester, I relate my course content and class interactions to emphasize strategies which may help them achieve success. This aligns with the Quality Matters standards focused on setting class expectations and aligning learning objectives with class activities.

To provide closure to the semester and celebrate our successes, I create a final video presentation for the last week of the semester where I revisit their goals, make note of how they accomplished them, and/or the

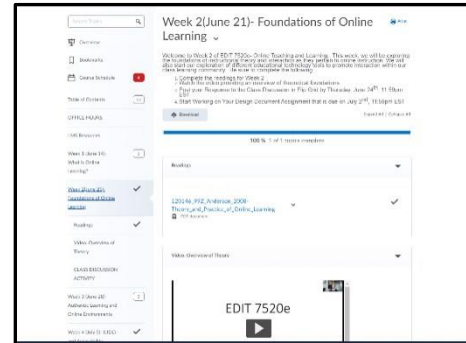
Module 2 Contextual Analysis

Welcome to Week 2 of EDIT 7170e- Advanced Instructional Design! In this module, we'll be exploring the role that context plays within instructional design.

<p>LEARNING OUTCOMES</p> <ul style="list-style-type: none"> • Differentiate between orienting, instructional, and transfer contexts. • Reflect on challenges we've experienced, as instructional designers, addressing context in our design work. • Discuss how instructional designers can localize context within their projects. 	<p>STEPS TO COMPLETION</p> <ol style="list-style-type: none"> 1. Read the 2 readings for this week (Tessmer & Richey/ Baaki & Tracey) 2. Attend the synchronous class session on August 29, 6-8pm EST. 3. Complete Dr. Stefaniak's Context survey (after the August 29th class session).
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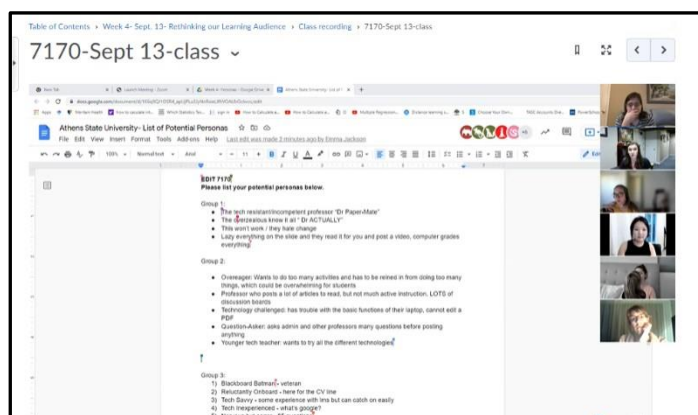
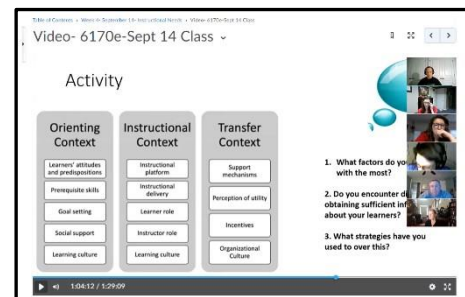
work we did as a class to build upon their goals. This not only recognizes their hard work, but it also helps those students who may be struggling with the content see how they are making progress in their respective coursework.

Incorporation of Scaffolded Worked Examples. A challenge that online instructors face is instructor immediacy. If online courses have asynchronous components, the instructor is unable to determine when a student will interact with the course. To provide students with scaffolded support, I incorporate pre-recorded instructional videos to supplement course readings during asynchronous weeks. This allows the students to watch the videos as often as they like. I also provide worked examples where students can view examples of completed projects. This allows the students to better understand my expectations for course assignments and provides them with ideas for how they can incorporate different strategies into their online instructional design projects. It also aligns with QM standards for consistency in course navigation.



Incorporation of Educational Technologies to Support Interactivity and Collaborative Design. I intentionally incorporate a variety of educational technologies into my online courses to promote interactivity with my learners. During our synchronous class meetings, I incorporate instructional activities that require my students to work in small groups and design in situ.

During online synchronous class meetings, I often will use technologies such as Padlet, Google slides, and Jamboard to provide students with opportunities to design and share their work with the class in situ. During live class sessions, I often assign my students to work in small groups to solve case scenarios that I present. They work in breakout rooms to design solutions that they are responsible for presenting to the class. I often have them share their designs through Google applications so that everyone in the class can view their work. While students are working on activities during class, I can monitor activity and intervene if I see a student or working group not participating and posting their solutions or work to the educational technology platform we are using for the lesson.



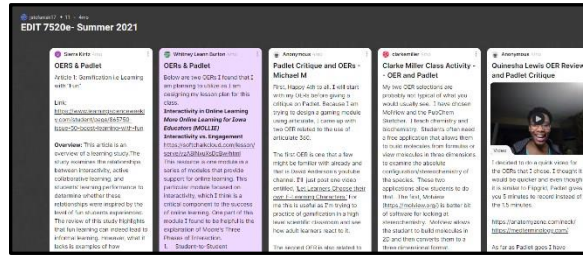
Using these tools demonstrates learners can collaborate regardless of their geographical location and we can debrief as a community in real-time. During asynchronous sessions, I use tools such as Flipgrid where students can record video responses. This provides them with an opportunity to engage in conversations with me and their peers despite not having a scheduled class.

Using these tools demonstrates learners can collaborate regardless of their geographical location and we can debrief as a community in real-time. During asynchronous sessions, I use tools such as Flipgrid where students can record video responses. This provides them with an opportunity to engage in conversations with me and their peers despite not having a scheduled class.

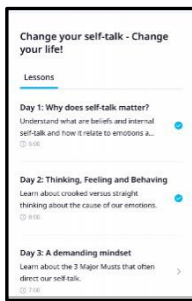
Because I teach instructional designers and educators how to design online learning environments, I make it a point to use different educational technologies to give them ideas for ways they may be able integrate them in their own projects, both at work and school. I encourage students to try new technologies in their design projects whether it's implementing new mobile app, game, learning management system, or discussion forum. I remind my students that while they are expected to demonstrate proficiency in design, I

want them to view my courses as a safe place to try new technologies and instructional strategies which may not be available in their current roles outside of school.

I integrate universal design for learning (UDL) principles into my online courses to support my students' comprehension, self-regulation, and interest of new course material. Another reason I emphasize UDL is to prepare my students to employ instructional strategies that support their learners that they design for in their respective jobs. This also aligns with QM standards promoting learner support and course technology.



In my EDIT 7520e- Online Teaching and Learning class, we spent time reviewing how UDL principles can promote accessibility in online learning environments. Despite the class being entirely asynchronous, my students participated in a collaborative design activity where each student selected a UDL principle and created a one-page infographic. We utilized a Google Presentation application that everyone had access to so that students could share their infographic. This allowed us to create comprehensive guide that we could download into a PDF and use an instructional reference.



In my EDIT 7170e- Advanced Instructional Design course, I wanted my students to have an opportunity to design a project that promoted informal learning using mobile technologies. My students were tasked with designing a mobile learning experience using EdApp, a mobile learning management system. This assignment required my students to think differently about instructional strategies and learner interactions.

Bridging Research and Practice. I design activities that demonstrate the importance for bridging research and practice in my graduate instructional design courses. In my EDIT 7170e-Advanced Instructional Design course, we spend a significant amount of time exploring the complexities of instructional design and how different contextual factors (i.e., technology, learner needs, organizational infrastructure and politics, and budgets) can impact instructional designers' design decisions. One of the instructional activities I embedded into this class was to have my students review articles that were recently published in a special issue about UDL for online learning by the *Journal of Applied Instructional Design* in which I am the editor.

In class we dissected various research studies that were included in the special issue and identified specific UDL principles that were followed in different projects as well as identifying the contextual factors that influenced the implementation of those principles. This exercise provided my students with an opportunity to explore the practical implications that research in instructional design can offer practicing instructional designers and educators in higher education, business and industry, and K-12 settings. We then had a discussion where we could discuss challenges we experience designing instruction for online environments and how we can tailor our selection of instructional strategies to meet our learners' needs and the contextual factors impacting the learning environment.

Julie Bridges

October 28, 2022

Dear USG Board of Regents,

I am writing to you to recommend Dr. Jill Stefaniak for the Regent's Teaching Excellence Award for Online Instruction. For the past six years, I have worked closely with Jill first as a student and then as a colleague. In my opinion, she is a gifted professor and practitioner. I have found her to be a rare example of excellence in applying theory to the real world of creating online instruction. As her doctoral student, I experienced her wonderfully organized online courses, and her stellar ability to create connection to the course material, to her as an instructor, and to other learners through her courses. As a colleague, she works tirelessly to serve the community of practitioners I am part of.

Jill is a leader in the field of online instruction and has contributed to the body of knowledge that practicing instructional designers follow when creating online instruction. Her leadership as the Editor for The Journal of Applied Instructional Design (jaid.pub) has helped to create an outstanding open-source journal that is fully accessible to practitioners in our field. Under her leadership, the journal has transitioned to a guidepost for tough issues we face as designers such as universal design for learning, social justice in learning, and learning in social communities to name just a few issues.

The research in online learning that Dr. Stefaniak conducts informs our community about important topics such as motivation in online learning for using new technologies like digital badging that can help educators determine achievement of a learner's competencies in a program of study. Her work in designing systems for instruction help inform workplace practitioners about effective decision-making that can make a systemic impact in the workplace. I also use her book on conducting a needs analysis as a go-to resource in my work.

It is common for a professor to make a major impact on a doctoral student's life but creating that impact with online learning takes a unique set of gifts and skills that Jill Stefaniak possesses. She has inspired me as a designer and as a person. I hope you consider her for this prestigious award.

Sincerely,

Julie Bridges

Sean William Dever

To whom it may concern,

I would like to take this time to formally express my support to Dr. Jill Stefaniak for the Regent's Teaching Excellence Award for Online Instruction. As a professor within the USG myself, I can honestly say that Dr. Stefaniak far exceeds the qualifications required for this award, and I cannot think of anyone more deserving. Dr. Stefaniak is the single most valuable professor at UGA. Through her passionate student-centered courses and continued research into the field of Instructional Design, she continues to make an impact each day. I am honored to voice my support for Dr. Jill Stefaniak.

Before I began UGA's M.Ed program in Learning, Design, and Technology, I had taught a few online courses. Through Dr. Stefaniak's carefully crafted classes, I have learned a wealth of knowledge in instructional design and have become a better professor through her classes. Dr. Stefaniak's research spans all areas within the field of instructional design. It is important to note that her courses are structured by the same level of pedagogical excellence that's reflected in her published works. I have had the distinct pleasure of taking five courses with her, and her level of instructor presence and care for each of her students has not wavered in the slightest. Her courses are designed with an expert-level of scaffolding, and each assignment is an authentic learning activity. These assessments challenge her students to become better instructional designers. When I now construct my courses at Clayton State University, I consider what I've learned and observed through Dr. Stefaniak's courses, and my learners are more engaged than ever before.

Dr. Stefaniak enlightens each of her students and makes everyone see themselves as capable instructional designers. I entered this program to become a better professor. Through this process, I have also grown into a talented designer. I credit my progression of this to Dr. Stefaniak. Dr. Stefaniak allocates much of her time to meet with her students to ensure their complete comprehension. This degree marks my third graduate degree, and I can honestly say that I have never had a more impactful mentor. It is through her meetings and one-on-one discussions that I have grown more confident in my abilities. Dr. Stefaniak not only prepares her students to succeed in higher education but also in the workforce. I feel confident and prepared to enter the field of instructional design because of what I've learned in her courses and by meeting with her. Dr. Jill Stefaniak is most deserving of the Regent's Teaching Excellence Award for Online Instruction. She is truly invaluable to the University of Georgia and the University System of Georgia as a whole.

Best,
Sean William Dever, MFA

University System of
Georgia 270
Washington Street,S.W.
Atlanta, GA 30334

Dear University System of Georgia:

I'm writing to express my support and recommendation of Dr. Jill Stefaniak to receive the Regent's Teaching Excellence Award for Online Instruction. I am a student and advisee of Dr. Stefaniak's and have benefited from her teaching and mentorship. As a remote learner and busy professional myself, I appreciate Dr. Stefaniak's approach to teaching about instructional design. She models for her students how to organize an online course well, the importance of conducting and utilizing research, and supports learners along the way.

As a pharmacist working in the hospital, I highly value Dr. Stefaniak's methods of online teaching and organization within her courses. As a result of my education under Dr. Stefaniak's guidance, I have been able to develop simulation facilitation training for colleagues at my place of work and expand pharmacists teaching physician assistant (PA) students. Additionally, I have used her example of organizing content and lessons in the learning management system to improve our structure and chunking of content in the PA Pharmacology Course I co-direct. Dr. Stefaniak's teaching and guidance has expanded my teaching abilities through cultivating intentional design of instruction.

In addition to Dr. Stefaniak's online teaching skills, she portrays the importance of blending evidence-based practice with the art of instructional design. Dr. Stefaniak tailors her teaching to her audience by providing examples in literature and experience of what works well in different areas (e.g., K12 education, healthcare, industry, etc.). She has gone above and beyond to provide me with additional references to healthcare education and point me toward key literature to advance my instructional design skills. Furthermore, Dr. Stefaniak supported me in joining an instructional design organization, Association for Educational Communications and Technology to progress my instructional design abilities and network with colleagues.

As a student and mentee of Dr. Stefaniak, I believe she is highly deserving of the Regent's Teaching Excellence Award for Online Instruction. Dr. Stefaniak encourages me and other students to think critically and grow in instructional design in an online environment while supporting our various interests. I can confidently say that I have become a better educator, designer, and even healthcare professional as a result of her teaching and mentorship. Thank you for your time, and I hope Dr. Stefaniak is strongly considered for this award.

Sincerely,

A handwritten signature in black ink that reads "Lindsay N. Moreland-Head". The signature is written in a cursive style with a large initial "L".

Lindsay Moreland-Head, PharmD, BCCP