Nominee Name: Anissa Lokey Vega, Ph.D.
Award: BOR Excellence in Online Teaching
USG Institution: Kennesaw State University
Submission Date: December 5, 2016

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Kennesaw State University
Provost and Vice President For Academic Affairs

December 1, 2016

Dr. Ginger Durham
Assistant Vice Chancellor of Faculty Development
University System of Georgia

Dear Dr. Durham and Awards Selection Committee:

It is my great pleasure to nominate Dr. Anissa Lokey Vega, Associate Professor of Instructional Technology at Kennesaw State University, for the 2017 Regents' Teaching Excellence Award for Online Teaching. Dr. Vega is an outstanding teacher in the online learning environment, combining creativity and innovation, a deep commitment to students' academic success, and a record of success disseminating her pedagogy through the scholarship of teaching and learning.

Dr. Vega has distinguished herself as one of the most innovative educators on campus by creating our first MOOC ("K12 Blended and Online Learning"), attracting over 21,000 students from over 160 countries, and establishing a successful partnership with Coursera for KSU and the University System. As Dr. Elke Leeds, Assistant Vice President for Technology Enhanced Learning, states: "The K12 Blended and Online Learning MOOC demonstrated that online learning could be meaningfully scaled to large numbers without losing the integrity of teaching or learning." The key to her success rests in the fact that her online courses, both the MOOC and the other Quality Matters certified courses she developed, are not mere transposition of f2f courses to online environments. Her teaching philosophy, grounded in the latest educational theories, reveals a deep understanding of the challenges and affordances of online learning, from her thoughtful use of peer evaluation in the MOOC to the painstaking level of detail to which she ensures accessibility and differentiation using Universal Design principles. In addition, Dr. Vega deeply cares about affordability of her courses, as evidenced by the Affordable Learning Georgia Textbook Transformation award she received from the USG. Dr. Traci Reddish, Chair of Instructional Technology, summarizes the regard in which we all hold her thus: "Dr. Vega is a leader at KSU for the advancement of innovation and best practices in online learning throughout the U.S. and the world."

Her students hold Dr. Vega in the highest esteem. Former student Cynthia Lee Reneau reports that "Dr. Vega provided constant interaction, feedback and encouragement to each and every student. I honestly felt like I was attending a live classroom every day because she provided the same type of setting in the virtual classroom." Dr. Vega is a role model for excellence in online teaching with far-reaching recognition on campus, in Georgia, nationally and internationally. We cannot think of a more deserving educator for this award.

Sincerely,

W. Kenneth Harmon, DBA
Provost and Vice President for Academic Affairs

1000 Chastain Road – MD 0104 – KH – Bldg. 1 – Rm. 4429 – Kennesaw, GA 30144-5591
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ANISSA LOKEY VEGA
avega4@kennesaw.edu

EDUCATION

Ph.D., Instructional Technology, Georgia State University (2010)
Masters of Science in Education, University of Tennessee (2002)
Bachelors of Science in Mathematics Education, University of Tennessee (2001)

PROFESSIONAL EXPERIENCE

Associate Professor of Instructional Technology, Kennesaw State University (2016 – present)
Assistant Professor of Instructional Technology, Kennesaw State University (2011 – 2016)
Part-time Online Instructor, Georgia State University (2010-2011)
Graduate Assistant, Georgia State University (2003-2010)
Instructional Technology Specialist, Trinity School (2002-2006)

AWARDS AND HONORS

Kennesaw State Nominee, Online Teaching Award, Board of Regents of the USG. (2015).
Affordable Learning Georgia Textbook Transformation Award, Board of Regents of the USG. (2014).
Outstanding Journal Article Published in International Review of ETR&D, AECT. (2013).
Faculty Member for Special Recognition by Outstanding Scholars (ITEC Ed.D. Program 2015; ITEC M.Ed. Program 2015; ITEC M.Ed. Program 2014; and ITEC M.Ed. 2013), Kennesaw State University.

RELATED TEACHING

Courses Taught Hybrid/Online at Kennesaw State University

ITEC 7410, Instructional Technology Leadership, 3 course sections
ITEC 7430, Internet Tools in the Classroom, 2 course sections
ITEC 7460, Professional Learning & Technology Innovation, 9 course sections
ITEC 7470, Educational Research, 6 course sections
ITEC 7480, Introduction to Online Learning, 7 course sections
ITEC 8410, Technology, Professional Learning & Change, 1 course section
ITEC 9350, Doctoral Directed Reading, 1 course section
ITEC 9900, Dissertation, 6 course sections

Non-Credit Online Instruction

K12 Blended & Online Learning (2016-present). MOOC, 1724 participants from 117 countries, Coursera.
K12 Blended & Online Learning (2015). MOOC, 5489 participants from 163 countries, Coursera.
K12 Blended & Online Learning (2014). MOOC, 10473 participants from 145 countries, Coursera.

Online Curriculum Development

Developed *ITEC 7480: Introduction to Online Learning*, Kennesaw State University, (2014).
Developed *K12 Blended and Online Learning MOOC*, Kennesaw State University, (2013).
Designed *Online Teaching Endorsement Program*, Kennesaw State University, (2012).
Designed *Online Teaching Certificate Program*, Kennesaw State University, (2012).
Developed *ITEC 7460: Professional Learning & Tech Innovation*, Kennesaw State University, (2011).
Developed *ITEC online M.Ed. capstone materials*, Kennesaw State University (2011).

SELECT SCHOLARLY ACTIVITIES

Textbook

Lokey-Vega, A. (2015). *K12 Blended & Online Learning*. Kennesaw State University: Kennesaw, GA.
Free OER eTextbook accessible at http://digitalcommons.kennesaw.edu/facbooks2015/1/

Edited Works

Lokey-Vega, A. & Barbour, M. (Eds.) (2015). K-12 blended and online learning. Special Issue of *Online Learning Journal*, 19(5). Online Learning Consortium.

Select Journal Articles

Larkin, Brantley-Dias, & Lokey-Vega (2016) Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K12 Setting, *Online Learning* 20(3).

Lokey-Vega, A. (2014). Grab a MOOC by the horns: 7 strategies to tame the beast for teacher professional development,. *Educational Leadership, 71*(8), 61-64.

Russell, R., Kinuthia, W., Lokey-Vega, A., Tsang-Kosma, W., & Madathany, R. (2013). Identifying complex cultural interactions in the instructional design process: A case study of a cross-border, cross-sector training for innovation program. *Educational Technology Research and Development, 61*(4), 707-732.

Select Published Conference Proceedings

Lokey-Vega, A. (2015). Expert as the TPACK misfit: A cognitive task analysis to map expert-teacher cognitive processes of technology-rich lesson planning. In D. Slykhuis & G. Marks (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015*. Paper presented at the SITE Conference (p. 3322-3330). Chesapeake, VA: AACE.

Lokey-Vega, A., & Brantley-Dias, L. (2015). Massive open online course success measures: An initial case study. *AERA Online Meeting Paper Repository.* Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.

Lokey-Vega, A., Cope, J. R. (2014). Fostering academic partnerships to support a MOOC initiative. *Proceedings of the Online Learning Consortium International Conference.* Newburyport, MA: OLC.

Langub, L. W., Lokey-Vega, A. (2014). In M. Searson & M. Ochoa (Ed.), Getting a MOOC off the ground: From dream to reality. *Proceedings of Society for Information Technology & Teacher Education International Conference 2014*. (pp. 295-298). Chesapeake, VA: AACE.

Invited Presentations

Lokey-Vega, A. (2016). *Video Innovation for the Classroom.* Keynote Speaker. International Symposium on the Advancement of University Teaching Quality. Chinese Culture University: Taipei, Taiwan.

Lokey-Vega, A. (2016). *Blended Learning.* Keynote Speaker. DeKalb County Schools Teacher Learning Day. DeKalb Count School District. Atlanta, GA.

Lokey-Vega, A. (2015, May). Gwinnett Online Campus Graduation, Commencement Speaker, Gwinnett Online Campus, Lawrenceville, GA.

Select Presentations: International

Lokey-Vega, A. (2016). Project-Based Online Learning: A New Prescriptive Model Of Instructional Design. Paper presented at the Online Learning Consortium International Conference, Orlando, FL.

Cameron, J., & Lokey-Vega, A. (2015). *Professional learning MOOC design as an instructional exemplar.* Paper presented at the Online Learning Consortium International Conference, Orlando, FL.

Lokey-Vega, A., Langub, L., Fuller, J., Brantley-Dias, L., & Cameron, J. (2015, October). *MOOCs for K12 teacher professional development: Design considerations.* Paper presented at the Online Learning Consortium International Conference, Orlando, FL.

Lokey-Vega, A. & Brantley-Dias, L. (2015). *MOOC measure of success: An initial case study.* Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.

Lokey-Vega, A., & Cope, J. (2014). *Fostering academic partnerships to support a MOOC initiative*. Paper presented at the 20th Annual International Conference on Online Learning, Orlando, FL.

Lokey-Vega, A. (2014). *Measuring learner success and continuing education credits for MOOCs.* Invited presentation at Coursera Teacher Professional Development Network Virtual Conference.

Lokey-Vega, A. (2012). *The state of K-12 eLearning in the United States and its influence on the development of a KSU Online Teaching Endorsement program.* Paper presented at the International Symposium on Educational Technology and Teacher Leadership, Shanghai, China.

Select Presentations: *Regional/State/Local*

Lokey-Vega, A. & Cameron, J. (2015). *Digging for meaning in mountains of MOOC analytics.* Paper presented at the Analytics for Learning at Emory's South Eastern Educational Data Symposium, Atlanta, GA.

Cameron, J. P. & Lokey-Vega, A. (2014). *Five online tools every educator needs*. Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, GA.

Lokey-Vega, A. & Cameron, J. (2014). *Guiding fellow teachers through free online PD.* Concurrent presentation at the Georgia Educational Technology Consortium, Atlanta, GA.

Leeds, E. & Lokey-Vega, A. (2014). *MOOCs for adult learners.* University System of Georgia's Adult Learning Conference, Stone Mountain, GA.

Lokey-Vega, A. & Redish, T. (2012). *The state of K12 online learning and becoming qualified to teach online in Georgia.* Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, GA.

Select Grants

Lokey-Vega, A. (2012) *A longitudinal study of pre- and in-service teacher growth in Technological Pedagogical Content Knowledge.* Principal Investigator, Teacher Quality Partnership Research Academy, Kennesaw State University, $114,176.00.

SELECT SERVICE

Department-level

Program Coordinator, Online Teaching Endorsement. (2012 - Present).

Program Coordinator, Online Teaching Certificate. (2012 – Present).

Course Coordinator, ITEC 8550, ITEC 8410, ITEC 7480, ITEC 7460, ITEC 7470, ITEC 7410 all online.

College-level

Chair, Research Consortium Committee. Bagwell College of Education. (2015-Present).

Committee Member, Advanced Program Coordinator's Committee. (2012 - Present).

Partnership facilitator. *Online Teaching Endorsement Program.* Memorandum of Understanding between Bagwell College of Education and Edison Learning, Inc. (2014 - 2015).

Partnership facilitator. *Online Teaching Endorsement Program.* Memorandum of Understanding between Bagwell College of Education and Gwinnett Online Campus, Georgia Graduation Achievement High School, and Georgia Virtual School. (2012 - 2015).

University-level

Partnership facilitator. *K12 Blended and Online Learning MOOC.* Memorandum of Understanding between Online Learning Consortium and Kennesaw State University. (2015).

Assessor, Virtual Assessment Center. (2014 - Present).

Quality Matters reviewer, KSU Internal Quality Matters Peer Review Panel. (2012 - Present).

Faculty reviewer, USG MOOC LMS reviewer. (2013).

Professional & Public

Online Teaching Endorsement Task Force, Professional Standards Commission (DOE) (2016).

K-12 Track Organizer, Online Learning Consortium, Orlando, Florida. (2014 - Present).

Reviewer, journal manuscripts, *Journal of Technology and Teacher Education* (2015-Present).

Board Member, Gwinnett Online Campus, Lawrenceville, GA. (2013 - 2016).

Teacher Keys Effectiveness System Customization Task Force, Provost Academy of Georgia, (2014).

Designed/Developed PLU verification system, Kennesaw State University, Kennesaw, Georgia. (2014).

REFLECTIVE STATEMENT: Teaching and Learning Philosophy, Strategies, and Objectives

Background & Values

As a child, I was shy, quiet, and self-conscious. The day I walked into Mrs. Henderson's fifth grade class that changed. I was a delayed-reader who didn't believe she was especially smart. Mrs. Henderson made simple accommodations that helped me become successful. Instead of being defeated by my mistakes, she taught me to use feedback to try again and do better. Her enthusiasm for project-based learning and real-world problems fueled my love for research and led to me winning several science fairs. She nurtured a confidence in me, and I realized I could learn anything, if I was willing to put in the effort, time, and listen to her feedback. To become a transformative teacher like Mrs. Henderson is a life-long professional goal of mine, and this is a high bar for any educator, especially an online educator.

Many, many years later, in the fall of 2011, one year after completing my doctorate at Georgia State University in Instructional Design and Technology, I joined Kennesaw State University as an Assistant Professor in efforts to support the Department of Instructional Technology in building a nationally recognized program. Currently as an Associate Professor, I serve as the coordinator of the Online Teaching Endorsement and Certificate programs. I am also KSU's first massive open online course (MOOC) professor, but I am most proud of my reputation as an exceptional online teacher serving the university's second and third largest graduate programs, the Ed.S. and the M.Ed. in Instructional Technology. During my first five years at KSU, I have taught twenty-four fully online sections and five hybrid sections of five different graduate courses for our department and three MOOC sections for the KSU Distance Learning Center.

Philosophy & Theoretical Frameworks

Like Mrs. Henderson, I believe all of my students are capable of success. My teaching philosophy is framed by an optimistic acceptance of a technologically-rich global context, which I perceive as socially constructed. Mastery of learning in this context is a fluid and never-ending process. Students reach moments of mastery worthy of celebration, but time soon turns their knowledge and mine obsolete. They must gather and grow the skills of life-long learning in my classes. Because of this constant pursuit of life-long learning my role in the classroom is as lead-learner, rather than a central source of knowledge. Using Vygostky's learning theories like the Zone of Proximal Development (1962), I guide students in a social constructivist manner using three key strategies: modeling, real-world practice, and introspection.

While my classroom is very different from Mrs. Henderson's, I strive to make it equally engaging and constructive. Three key theoretical frameworks inform my strategies of course design and facilitation. These three theories begin with first, Bloom's taxonomy (2001), which is a theory that categorizes learning activity according to levels of active learning and engagement. Second, English & Steffy's (2001) curriculum alignment theory, which measures the relationship between the written, taught, and tested curriculum for effective instruction. Finally, the third framework is the Universal Design for Learning (UDL) framework promoted by the Center for Applied Special Technology that requires instructors to offer learners multiple options for engagement, representation, and expression. These theoretical frameworks and my overarching philosophy of teaching heavily influence the strategies I use in the design, facilitation, and on-going improvement of my online instruction.

Driving these viewpoints is my internal motivator of directly, or indirectly, serving K12 students to the best of my ability. As an educator of K12 teachers, my objective is to support them in mastering our course goals, so that each teacher can become a transformative educator like Mrs. Henderson, and ultimately teaching young learners how capable they really are.

SUMMARY OF ARTIFACTS

My philosophy of teaching influences my day-to-day decisions in designing courses and teaching my students online. In this summary of artifacts, I share my course design strategies as well as my facilitation strategies all supported by mastery learning, social constructivism, Bloom's taxonomy, curriculum alignment, and Universal Design for Learning.

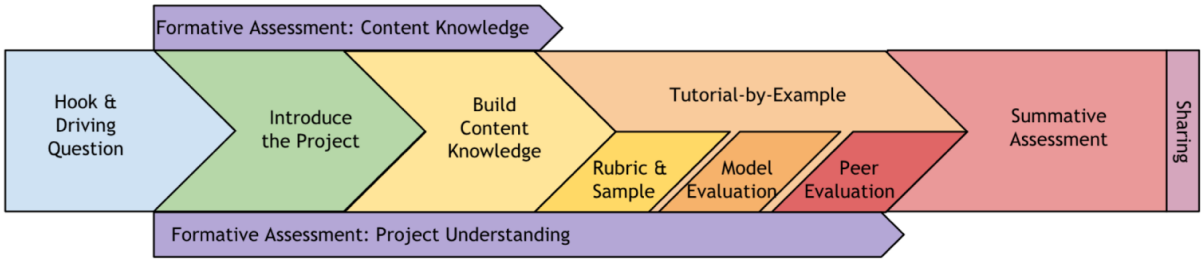
Course Design Strategies

I start a course design by analyzing the standards or goals the course is required to address in order to write measurable instructional objectives. I have found that a well-written objective, which includes an audience, behavior, condition, and degree, becomes the blueprint for a well-aligned course. I have found that a poorly aligned course leaves learners confused or feeling unfairly graded, making alignment important. When designing, immediately after writing the instructional objectives, I design the course's summative assessment(s), which involves an assignment description, rubric, and student samples. Well-crafted objective rubrics are essential to effective communication of assignment requirements. Since I seek to make all summative assessments meet the highest levels of Bloom's taxonomy (evaluation and creation), these are projects often with a self- or peer-evaluation component. For example, in ITEC 7460, students design, develop, and deliver a needs-assessment that measures how effectively teachers in the candidate's school are using technology for learning in efforts to become a technology coach for other teachers. This assignment is called the Professional Learning Needs Assessment (**SEE Evidence--Sample Performance Rubric**). The candidate must develop a survey instrument that achieves this goal. Then the candidate must interview at least one colleague, and write a narrative that synthesizes the colleague's strengths and weaknesses in technology integration based on the evidence collected. The rubric is written to help candidates distinguish between Below Basic, Basic, Proficient, and Advanced levels of performance. For example, *Criteria 2: Interview* requires that to achieve at the Advanced level the candidate's narrative must demonstrate the following: "the colleague's perspective of technology in the classroom is articulated. Access the individual has to technology is described. The colleague's perception of coaching is described. Opportunities for the colleague to return the favor of coaching the candidate are addressed." To distinguish between this Advanced level and the Proficient level, I have crafted a statement at the Proficient level that seeks to be mutually exclusive from the Advanced level, as objective as possible, and still build on the same description of expectations. Criteria 2 at the Proficient level reads: "One of the following are not addressed or are very vague: (a) The colleague's perspective of technology in the classroom is articulated. (b) Access the individual has to technology is described. (c) The colleague's perception of coaching is described. (d) Opportunities for the colleague to return the favor of coaching." This statement is only slightly different from the Advanced level but different enough to communicate my expectations to the candidate, and help make the grading feel predictable and fair to my students. Additionally I encourage my students in this class and all classes to use the rubric to self-evaluate the quality of their project before turning it in. When students feel that an individual criterion is unclear or unfair, this is a clue to me that I may need to revise the rubric. Well-crafted rubrics that have objective, mutually exclusive performance levels are a key to my students' success; however, sometimes this is not enough to make my students feel confident in getting started on their projects.

To further support my students in understanding project criteria, I innovated a new strategy for project-based learning in the online classroom. This strategy, which I call Tutorial-by-Example, meets all three of Bloom's (2001) highest levels of learning: application, evaluation, and creation. I first used this strategy when I designed the MOOC, K-12 Blended and Online Learning (**See Evidence--K12 Blended & Online Learning MOOC**). The design challenge associated with *massive* meant that student performances at Bloom's highest levels could neither be graded by a computer or by one instructor. In designing this MOOC, I needed a way to communicate to a massive number of students, who came from over 160

different countries in the world, how to complete a common project. In my university hybrid and online courses of 20 students, I was accustomed to providing individual formative feedback and answering individual questions, but this was clearly impossible for each of the 21,000+ students in the MOOC.

After successfully testing this Tutorial-by-Example strategy in the MOOC, I decided to apply it to my university courses, including the Professional Learning Needs Assessment in ITEC 7460. The still-evolving strategy requires students to complete the following steps: Learner reads or watches a video describing the assignment→Learner reviews the assignment rubric→ Learner reviews a student sample completed → Learner watches a video of the instructor narrating an evaluation of the student sample using the rubric (**See Evidence--Tutorial-by-Example**) → Learner completes draft of assignment or project→ Learner uses the rubric to self-evaluate→ Learner gets formative feedback from peers using discussion forums→ Learner turns in assignment. This new strategy was incredibly effective in both the MOOC environment and my online university courses. I continue to improve the model to be increasingly effective. Recently, I began working with teachers at Gwinnett Online Campus, a public K-12 online school, to apply and refine the Tutorial-by-Example strategy for online high school student projects. By replicating and refining the strategy, I have begun testing and validating a Project-Based Online Learning (PBOL) instructional design model. I have also been supporting and encouraging my colleagues in the college to design creative PBOL lessons (**See--Peer Mentoring Letter of Support by Paula G. Lombardi, Ph.D.**).



This model of instructional design shows the order in which content is released to learners, starting first with the big picture perspective of an interest-grabbing hook or driving question. Second learners are introduced to the project and formative assessment begins. Formative assessment in this model is divided between assessments that address content knowledge and those that address project understanding. Distinguishing between these types of knowledge helps the instructor identify how to best support learners or adjust content to optimize learning. Third, learners are introduced to the content, whether this is through readings, video, or other media. Fourth, students experience the Tutorial-by-Example as described above allowing students to move to the last steps of submitting their final project for summative assessment and sharing the product others. As a scholarship of teaching agenda, I hope to further test, modify, and validate this model to support others in advancing the quality of online teaching and learning.

Embedding Differentiation

Supporting all learners in my course is important. I have had students in my courses who have learned English as an additional language, students who have various learning difficulties like dyslexia and ADD, students who come from fields outside of education, and students with undisclosed disabilities. Embedding differentiation strategies into my online classes supports all learners. The PBOL instructional design model is one strategy that has worked well in my courses as a way to address principles of Universal Design for Learning (UDL). In UDL, teachers need to provide learners with variation in opportunity for content reception, engagement, and knowledge representation. Students are offered the same instructional content through multiple media formats including text, video, and audio through PBOL. Students are also afforded choice in format of peer and instructor engagement, while students also have choice in the format of the final product they submit for projects as long as it meets the rubric criteria. In a few cases, I have modified a project rubric to differentiate for an exceptional learner in my class when the

rubric needed additional flexibility. Additionally, in ITEC 7480, a course about teaching online, I provide students with choice in both the medium and depth at which they access the content. Specifically, course readings are synthesized in short instructional videos that I scripted, recorded, and captioned and published as an open educational resource. For greater depth of knowledge, students have the choice to read the resources that supported the video scripting process. This strategy is especially helpful for English language learners in my course.

Course Facilitation Strategies

In the online classroom, I find course design and course facilitation are more easily distilled from one another than in the face-to-face classroom. Not only have I taught many sessions of the courses I have designed, but I have also taught many courses designed by my colleagues. As a course coordinator, I have also supported 17 part-time instructors in fidelity of course facilitation through mentorship. Facilitation is equally important to instructional design in supporting all learners. My colleagues and I have adopted a responsibility to model best practice in online facilitation, such that new K12 online teachers have a model by which to compare other online learning experiences. Such experiences will further develop a healthy view of the possibilities and pitfalls of online learning, while helping them feel connected to me.

One way that I promote engagement of students with me and with one another is through synchronous sessions. When I first arrived at KSU, synchronous session were not my strength, but in the past several years my KSU colleagues have helped me to continuously improve my skill with this strategy. Specifically, one colleague in my department taught me how to actively engage students in synchronous sessions through polling and breakout rooms. In addition to synchronous sessions, I invite students to text me small questions or text me to schedule a phone call for more in-depth questions. I find that texting is timely and this characteristic is very important to online learners who are engaging with course content 24/7. For the MOOC, texting was not feasible, so instead I employed Twitter (@LokeyVega) as a means to engage with students one-on-one. While I'm not a regular tweeter, during MOOC facilitation I found this tool invaluable to student engagement and retention. In both MOOCs and standard online courses, I find weekly videos where I report discussion trends, average course grades, and point out student-exemplars help students feel heard and connected to me as an instructor (**See Evidence--Facilitation Practices**). These weekly videos also humanize me, which is important to making me an approachable guide for my students in the online class rather than appear as a disconnected enforcer of course processes and policies.

Another very effective facilitation strategy is prompt communication. Prompt communication is not just emails, phone calls, texts, or tweets, but this also applies to student-project feedback. Because our courses often move students from lower levels of learning up to Bloom's higher levels, students cannot effectively move forward in the course without timely feedback on assignments. I aim to provide feedback on projects within 1-5 business days of the due date. To provide feedback, I often hand-grade student papers using an annotation app on an iPad, and send the annotated rubric file back to the student immediately. Feedback is much like you would see in a F2F class with my handwriting, editor's notation, drawings, and/or typed text, which also humanizes me and helps my students feel heard. In my student evaluations, the depth and timely nature of feedback is often praised.

On-going Improvement

For me, student reflections and instructor comments serve as data that can inform course quality, both in design and facilitation. To identify ways to improve student outcomes, I employ many measures of assessment including program assessments, student grades, university evaluations, student communications, and my own student evaluations aligned to instructional objectives. Accepting that perfection is impossible, every semester I reflect on this data, create plans for improvement, and make changes. This is my endless pursuit to define what constitutes the best content and facilitation strategies for my students.

Kennesaw State University
Technology Enhanced Learning

November 14, 2016

Regents' Teaching Excellence Award for Online Teaching
Letter of Support for Dr. Anissa Lokey Vega

Dear Committee Members,

It is my distinct pleasure to write in support of Dr. Anissa Vega's nomination for the 2017 Regents' Teaching Excellence Award for Online Teaching. Anissa is an extraordinarily qualified online instructor and course developer. She has an exemplary record of online course design and delivery for the Department of Instructional Technology's Masters, Specialist, and Doctoral online degree programs. In addition, her commitment to student support, career development, and access to educational resources is to be commended. She is innovative, effective, and dedicated to improving the lives of K12 teachers in their learning spaces and Kennesaw State University students across all programs.

Anissa Vega co-designed and delivered the Kennesaw State University's first MOOC on Coursera. The K12 Blended and Online Learning MOOC demonstrated that online learning could be meaningfully scaled to large numbers without losing the integrity of teaching or learning. Dr. Vega demonstrated exceptional leadership in bringing together a team that ranged from institutional design support, to faculty colleagues, to industry experts. The resulting product is now a showcase for Kennesaw State University, a vastly distributed open educational resource, and an enrollment tool for the university. MOOC completers are future students as Dr. Vega shepherds them from open course, to university course, to career. The course has and will continue to add value to the Bagwell College, the University, and the System as it is simultaneously offered via open text, open course, and credit generating course in different formats. The ability to utilize a course in so many ways impacts not only brand and reputation, but also has a direct impact on research productivity, furthering the body of knowledge, increasing university enrollment, and generating external support.

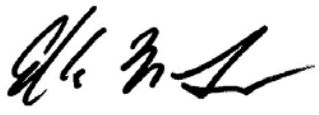
One of the most effective ways that Dr. Vega met the participants' diverse needs was through the use of more than 30 high quality instructional videos explain the course's instructional topics. The videos were all 3-8 minutes in length, adhering to distance learning best practice. Dr. Vega composed the scripts for each video and worked with a professional videographer to insure that they were engaging and of high quality. In addition she personally created the closed-captioning for each video ensuring their accessibility to every student, and modeling Universal Design for Learning in the same way that she expects her students to in their online and blended classes. Research articles, video embedded quizzes, peer reviewed activities and a multitude of self-

study/practice assignments to support mastery learning were also provided for participants as a means for further study.

In addition to Dr. Vega's exemplary teaching, she offers a tremendous amount of professional support to online education. She has designed several online graduate courses in instructional technology, coordinates the K-12 online teacher certificate and endorsement programs, serves as an external NSF grant evaluator, is a member of the Gwinnett Online Campus Board of Trustees, and maintains an active research agenda in 21st century education and K12 online initiatives. Anissa also designed and created an online submission system for MOOC learners who completed the K12 Blended and Online Learning MOOC to receive Professional Learning Units (PLU) aligned with the Georgia Professional Standards Commission (PSC).

Included in her application last year, the CEO of the Online Learning Consortium (OLC), Dr. Kathleen Ives, stated "Dr. Vega has been instrumental in facilitating the OLC's engagement in best practice research for the K-12 online learning community. Her efforts with the OLC will have both a national and international impact as the OLC continues to engage the K-12 community." It is evident that the impact of Dr. Vega's work is far reaching. The experience garnered from Kennesaw State's first MOOC is now being applied to large enrollment general education courses as the university examines ways to meaningfully impact class size limitations and identify constraints that may impact our student's degree progression. Her work, and her ability to engage with learners at a personal level across massive structures, demonstrates that learning and engagement can occur by design. Her imaginative teaching approaches, use of high quality course materials and instructional strategies, and the high degree of learner satisfaction demonstrated in the MOOC and her other online courses make her worthy of this award. I am very pleased to offer my enthusiastic recommendation for Dr. Anissa Vega to be selected as the 2017 recipient of the Regents' Teaching Excellence Award for Online Teaching.

Sincerely,



Elke M. Leeds, Ph.D.
Associate Vice President Academic Affairs
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KENNESAW STATE UNIVERSITY
Bagwell College of Education
Instructional Technology

Dear Members of the Regent's Excellence for Online Teaching Award Committee,

It is with great pleasure that I recommend Dr. Anissa Vega for the Regent's Online Teaching Excellence Award. As her department chair, I encourage you to strongly consider her nomination and carefully review her nomination materials. Among our 6 online programs, our department offers KSU's 2nd and 4th largest graduate programs, which continue to grow due to our reputation for exceptional teaching. Dr. Vega is known throughout the online learning community and has helped establish our statewide reputation. However, Anissa's passion and skill for quality online teaching does not stop with her own classes at KSU, but permeates her scholarship and service activity as well. Her work in online education has a reach that spans from kindergarten through the doctorate and engages communities in the K-12 schools, universities, state, and international contexts.

Anissa has proven her commitment to quality online teaching and learning as an online instructor at KSU. In addition to her QM-approved course designs, which incorporate the highest levels of Bloom's taxonomy, she consistently receives outstanding student evaluations with an overall average of 4.5/5. In fact, I often received unsolicited emails from students requesting her as their instructor and commenting on her excellent teaching. One student wrote, "During my time at KSU in graduate studies, Dr. Vega stood out as the best graduate professor I encountered. Her classes were tough and she had high expectations for all students, but she was always available to help in any way possible." Student praise is not surprising given the quality of her online instructional strategies. As department chair, I am enrolled in every course section and can access all of her course content current and past. Some best-practice strategies she uses includes:

1. Rubrics that promote project-based learning and offer objective criteria
2. Timely and in-depth formative feedback to learners on papers and projects
3. Regular video updates, multiple synchronous sessions, and individual consultations
4. Free open educational resources
5. Cellphone text communications for timely support

Her effectiveness in the online classroom is not limited to the traditional university student, and she does not shy away from educational innovation that can serve others beyond KSU. In 2013, she led a team of instructional designers, faculty colleagues, and industry experts to design, develop, and deliver KSU's first massive open online course (MOOC) using the Coursera platform. The resulting instructional video series, student-project samples, and unique tutorials proved that online classes can be delivered to massive groups of learners without sacrificing rigor or engagement. She also supported KSU's distance learning center in testing and evaluating the new Virtual Assessment Center which offers graduate credit to MOOC completers who enroll at KSU. Additionally, to further support MOOC learners, Anissa created a system that allowed her to verify Georgia K-12 teacher participation and offer professional development credits at no charge. She continues to serve the K-12 online learning community through volunteer work, collaborative action research, and promotion of best practice. She has recently begun serving the Online Learning Consortium as chair of the new K-12 conference track and special issue editor of a K-12 issue for *Online Learning*. Dr. Vega also supported USG's Affordable Learning Georgia initiative by eliminating the textbook from *ITEC 7480 Introduction to Online Learning* and using Open Educational Resources (OER).

Anissa is an emerging leader at KSU for the advancement of innovation and best practice in online learning here and throughout the world. Her nomination brings greater validity to this award and the USG as a leader in online education. I invite you to please contact me with any questions in regards to her. Dr. Traci Redish, **Chair, Department of Instructional Technology**

PAN AMERICAN SCHOOL OF BAHIA

October 26, 2016
Regents Committee of The University System of Georgia

Dear Committee,

It is my honor to write a letter of support for Dr. Anissa Vega for Regents' Teaching Excellence Awards for Online Teaching. I am a 2014 graduate of Kennesaw State University Instructional Technology Master's program where Dr. Vega was my advisor and mentor for two years.

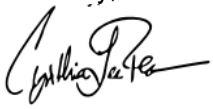
Being in the instructional technology field for over twenty years without a masters degree was very difficult and starting school again after so long caused much reservation and doubt. Dr. Vega was supportive from the beginning and attending her class as my very first college course in over seventeen years, was the reason I was so successful with the masters program. From the beginning she was encouraging and went well above and beyond to provide feedback for improvement.

The Masters program I attended at Kennesaw State University was completely online and Dr. Vega immediately began to stand out in excellence above my other professors. Taking an online course can be very difficult and it is important for the professor to be active in the course on a daily basis. Dr. Vega provided constant interaction, feedback and encouragement to each and every student. I honestly felt like I was attending a live classroom every day because she provided the same type of setting in the virtual classroom. One specific strategy Dr. Vega employed in her online classroom that was effective included detailed rubrics. These rubrics helped me to evaluate and revise my own work before submitting it to her for grading. Even after she graded my projects, if I struggled with an assignment, Dr. Vega would encourage me to revise and resubmit the assignment. This allowed me to learn from and apply the feedback she provided.

Today, I serve as Director of Technology at the Pan American School of Bahia in Salvador, Bahia Brazil, as a school with very little technology. This proves to have its challenges every day but with the skills I learned under Dr. Vega's guidance, I have successfully directed the technology to new areas they have never seen before. Her support and encouragement helped me to pursue new possibilities for my career.

As I reflect on my education and time with Dr. Vega and her mentorship I feel she is a great part of my current success. Dr. Vega is a large part of why I decided to pursue a director of technology position. Her feedback on assignments as well as our discussions on the phone or in person gave me the confidence to believe that I could be successful. It is my sincere hope that I can take this knowledge and affect teachers to be as successful as she affected me. So it is with overwhelming enthusiasm that I nominate and support Dr. Anissa Vega for the Regents' Teaching Excellence Awards for Online Teaching.

Sincerely,



Cynthia Lee Reneau
Director of Technology
The Pan American School of Bahia
Salvador, Brazil

October 27, 2016
Kali W. Alford
408 Madison Lane,
Smyrna, GA, 30080

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

To whom it may concern:

It is my utmost honor to recommend Dr. Anissa Vega as a nominee for the University System of Georgia's Online Teacher of the Year. As a former student of several of her graduate level courses at Kennesaw State University, I can attest to her ability to effectively use an online space to ensure students grow and learn while preparing them to achieve their professional goals.

There are many benefits that online courses and instructors lack when compared to their physical counterparts: a physical connection between teacher and students and a perceptible bond among classmates are a few examples among the many. However, despite these obstacles Dr. Vega is exceptional in creating a strong sense of community within her online courses.

Dr. Vega makes perfectly clear that collaboration in her class is not only encouraged, but necessary in order to maximize learning. Through this ideal, a support system is created with her guidance at its center. Students of Dr. Vega's online courses receive individualized attention more commonplace to physical classrooms. She offers multiple avenues for contacting her, including school email, Gmail, and a mobile number. Students even have the option of scheduling 1-on-1 webchats or following her on Twitter to seek assistance.

Dr. Vega begins each semester with a mandatory video chat. Like many students new to online classes, I had feelings of uncertainty entering Dr. Vega's course. During our first video chat, my anxiety quickly faded thanks to Dr. Vega's warm and reassuring demeanor. I am not certain if she plans this purposely, but she hosts the video chats in her living room at home – giving me the feeling that we as students are as welcome in her class as personal guests would be in her home.

I strongly support Dr. Anissa Vega's nomination as the University System of Georgia's Online Teacher of the Year and am confident in saying there is no better model for what all is possible when teaching in an online space.

Sincerely,

Kali W. Alford

EVIDENCE—COMPREHENSIVE HYBRID & ONLINE EVALUATIONS

University Course Evaluation for Instructor: Vega, Anissa L.
Terms: Fall 2011 through Summer 2016 (12 semesters) 23 sections taught [hybrid (5) or online (24)]

Responses Rate: 57%--HIGH (KSU average 35-40%)

ITEMS ON THE STUDENT RATING OF TEACHING FORM (FALL 2011 TO SUMMER 2016)	Number of students who responded	% of students who responded "Strongly Agree"	% who responded "Strongly Agree" or "Agree"
The instructor's policies and requirements for the course were made clear from the beginning.	214	75%	95%
The instructor aligned course content with that specified on the instructor's syllabus.	214	79%	96%
The instructor started class on time and managed class time effectively.	213	77%	95%
The instructor explained the material clearly.	213	72%	90%
The instructor facilitated discussion related to course content.	214	73%	93%
The instructor used technology to facilitate learning.	212	85%	97%
The instructor provided useful feedback on student work.	213	77%	93%
The instructor provided feedback on student work within time frame specified for each project.	212	68%	91%
The instructor provided examples of how course topics related to educational practice.	214	74%	94%
The instructor responded to student questions outside of class (e.g., e-mail, d2l/Vista, telephone, office hours).	212	84%	95%
NOTE: The following two items did not appear on the Fall 2011 form.			
The instructor was effective in helping me learn.	187	82%	98%
Overall the content of this course contributed to my knowledge and intellectual skills.	183	73%	98%

SELECT QUALITATIVE DATA FROM COURSE EVALUATIONS *(frequent themes underlined)*

COURSE DESIGN PROMPT "Identify aspects of the course that most contributed to your learning."

"The assignments truly contributed to me learning how to become a technology leader by completing a current reality, needs assessment, and action plan. I saw how to create a professional learning session to actually help my fellow teachers. Having rubrics from the beginning really helped me to be successful."

"This course was very beneficial and an integral part to me becoming more confident so that I can be a technology leader in my school. The assignments gave me the training I needed and the current vision I needed to be able to asses technology in my school. I particularly liked the fact that Dr. Vega was so approachable, easy to reach, and was very fair."

"Working with groups, collaborating and coming up with ideas for great ways to change and implement technology in the classroom with other graduate students."

"This course was very detailed in providing examples and real-life instances to help improve professional development in the schools. I particularly welcomed the fact that I was able to use the assignments from the course to help improve current professional development in my school."

COURSE FACILITATION PROMPT "Please comment on the instructor's strengths."

"I love Dr. Vega!! She is truly awesome!! She is very understanding, and she is EXCELLENT in accommodating all types of learners!! The course was extremely organized and the materials were so relevant and very useful for me. Besides, Dr. Vega is an excellent communicator, and I am always assured of my success when I take courses with her!!"

"She was amazing. I have a huge fear of technology in general but she was able to outline the content in a very manageable way and in a manner that reduced learner's anxiety. What a great professor."

"The instructor provides extremely detailed and helpful feedback on all assignments. She goes above and beyond what I expect (and in fact, receive) from other professors. She is flexible, while still firm with the content, and holds students to high expectations."

"Feedback, instructions through video and quick access (via text message) were all great and made me feel like she was an interactive part of my learning."

"Dr. Vega is always willing to help with any aspect of our course work. She truly wants all her students to reach their highest potential and gain a complete understanding of the course work."

"This instructor was clear from the start. The LMS was beautifully organized and she was always very responsive when questions needed to be answered. She also provided clear rubrics, models and resources to assist in making our understanding explicit and retainable and relevant to the teachers context in the classroom."

"Dr. Vega is extremely supportive of her students. She seems endlessly patient when answering our many questions. She provides useful and timely feedback."

"This was a fabulous class, and whenever I emailed/texted a question, Dr. Vega responded in a timely fashion and was very eager to help. She has high expectations, and I have much respect for her; Dr. Vega is the type of professor for whom you WANT to excel. Her positive comments when grading meant so much to me because seldom do you hear "Great Job on this lesson" from your students. :-) The class was well-organized and instructions were succinct. I have learned so much and have really grown this semester in my knowledge of coaching, plc's, and my school's professional development practices as well as school improvement plan (thanks to the GAPPS analysis). I hope Dr. Vega will be teaching our cohort #16 again!!!!!!"

"Dr. Vega is one of the best instructors I have ever had. She responds quickly to all emails and explains topics very well. I wish I had her for every course."

"Best professor at KSU"

EVIDENCE—SAMPLE PERFORMANCE RUBRIC

Course: ITEC 7460 Professional Learning and Technology Leadership
Assignment Name: Professional Learning Needs Assessment
Standards Alignment: Professional Standards Commission 5.1 and ISTE 4a
Assignment Objective: Based on meeting 80% of the rubric criteria, the learner will design and deliver a survey and set of interview questions as a professional learning needs assessment, and then analyze the data to inform future plans to coach at least one colleague.
Assignment overview: Candidates conduct a needs assessment (survey) at his/her school to determine faculty strengths and weaknesses as it relates to technology integration. Candidates determine what types of technology-related professional learning is needed by faculty. Candidates often choose to use the *Google Docs* form feature to survey faculty. Candidates will use the results to inform the coaching of a colleague and the development of a future course assignment when they teach a professional learning session at their school.

Abbreviated aligned rubric assessment

Level	Below Basic	Basic	Proficient	Advanced
Criteria 1: Assessments (40 pts)	It is unclear as to whether the two assessments required by the assignment were used to assess a colleague based on the narrative provided. (0-10 pts)	Removed for space	Two tools were used to assess the individual. One assessment addressed LoTi-type questions. One assessment addressed adopter categories. The results of these two assessments are addressed in the narrative but fail to paint a synthesized view of the individual by simply stating assessment responses. (30 pts)	Two tools were used to assess the individual. One assessment addressed LoTi-type questions. One assessment addressed adopter categories as described by Rogers Change theory. The results of these two assessments are well synthesized (40 pts)
Criteria 2: Interview (30 pts)	The interview, if conducted, did not address the assignment as required. (0-5)	Removed for space	One of the following are not addressed or are very vague: (a) The colleague's perspective of technology in the classroom is articulated. (b) Access the individual has to technology is described. (c) The colleague's perception of coaching is described. (d) Opportunities for the colleague to return the favor of coaching. (20 pts)	The colleague's perspective of technology in the classroom is articulated. Access the individual has to technology is described. The colleague's perception of coaching is described. Opportunities for the colleague to return the favor of coaching the candidate are addressed. (30 pts)
Criteria 3: Needs Statement (30 pts)	Technology-training needs of the colleague are not articulated or rationalized. Steps moving forward are unclear or were not included. (0-5pts)	Removed for space	Technology-training needs of the colleague are listed. Planned approaches and concerns to keep in mind are provided without a rationale. A coaching schedule is established and clearly articulated. (20 pts)	Technology-training needs of the colleague are listed. Planned approaches and concerns to keep in mind are provided with a rationale. A coaching schedule is established and clearly articulated. (30 pts)
TOTAL POINTS				**___ points out of**

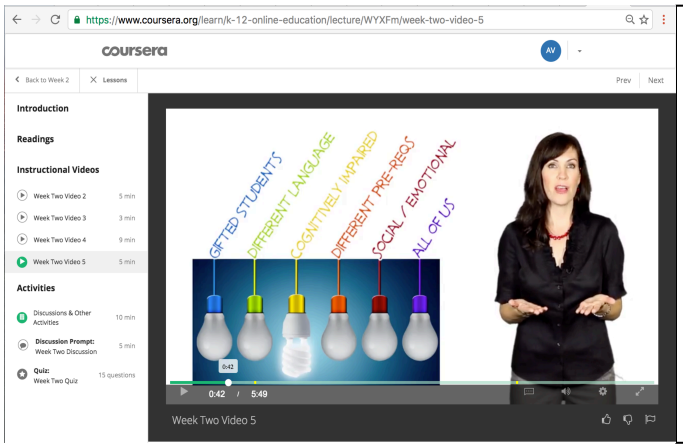
EVIDENCE--K12 BLENDED & ONLINE LEARNING MOOC

K12 Blended and Online Learning was the KSU's first MOOC. To date, over 21,000 people have cumulatively enrolled in this course over three different sessions using both the Legacy platform and the new On-Demand platform. This MOOC meets the same objectives and rigor of our on-campus equivalent, for which MOOC students have earned KSU graduate credits through our Virtual Assessment Center.

Participants came from over 160 countries with the largest representation from the US, India, and China. In addition, 55% of surveyed participants had never heard of KSU before this course; yet of all participants, 98% felt that the course had neutrally or positively influenced their perception of KSU, and 100% surveyed said they would recommend the course to a colleague. Today, the course holds a 4.7 out of 5 star rating and can be found at http://www.coursera.org/learn/k-12-online-education.

Measure of Success	Session 1	Session 2	On-Demand
Day 1 Enrollment	3313	3657	N/A*
Week 4 Enrollment	5674	4826	N/A*
Final Enrollment	+10,000	+6,000	+5,000
Completers	351 (6%)	386 (8%)	33
Pre-Post Assessment Gains	+34%	+29%	N/A*
Project 1 Scores	92% (n=469)	95% (n=458)	94% (n=59)
Project 2 Scores	93% (n=405)	95% (n=423)	98% (n=47)
Project 3 Scores	88% (n=384)	93% (n=405)	97% (n=36)

* On-Demand platform is difficult to compare to Legacy platform. On-Demand offers a different learning experience and varied outcome metrics.



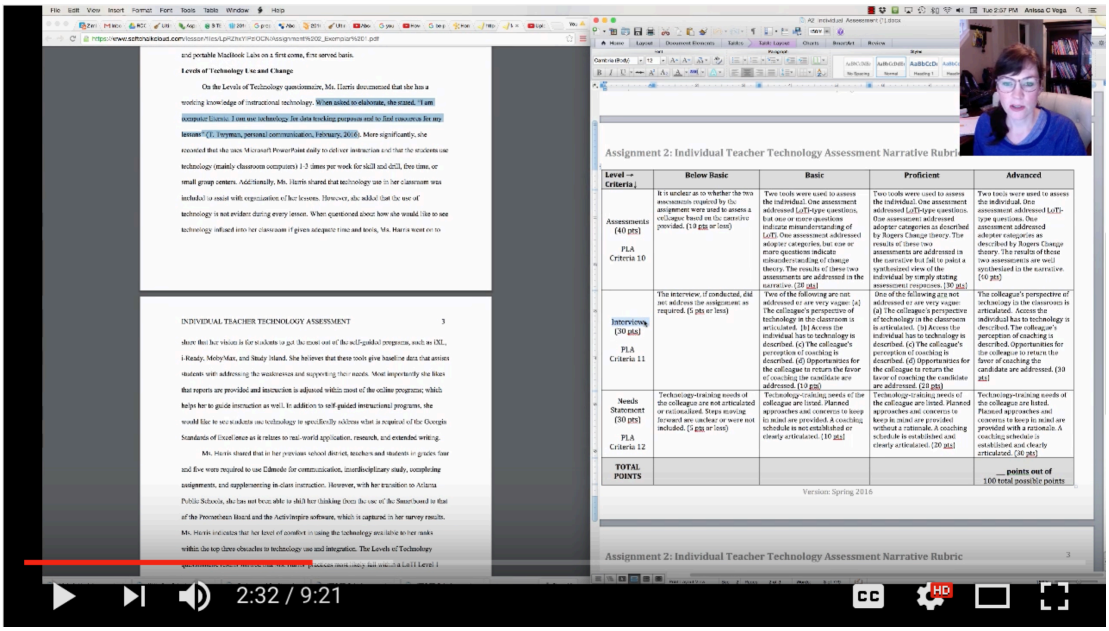
For this course, a small team and I scripted, shot, and edited 30 original high-quality instructional videos. Content videos addressed topics like Bloom's taxonomy, culturally relevant pedagogy, online teaching standards, best practice in online teaching, teaching exceptional learners, assessment, roles of the online teacher, and teaching online in the content areas.

OPEN EDUCATIONAL RESOURCES

All of the MOOC content has been repackaged and repurposed to further online learning at KSU and beyond. The following open education resources have been developed and distributed.

- Lokey-Vega, A. (2015) *K12 Blended & Online Learning* - Full Text eBook. Faculty Bookshelf. Book 1., Kennesaw State University. http://digitalcommons.kennesaw.edu/facbooks2015/1
- Seven downloadable modules available on KSU's digital commons
- SoftChalk Course: http://bagwell.kennesaw.edu/k12blended

EVIDENCE—TUTORIAL-BY-EXAMPLE



https://youtu.be/zjunjIlyJ6w

Abbreviated Video Transcript

Hello Class! I wanted to do another Tutorial-by-Example for you. So I have another student sample here for our Individual Teacher Technology Assessment, and next to that on the screen I've got our rubric and our assignment description. I want to walk through this example, so that you know how I will be grading your work. First thing I look for when browsing the assignment is just making sure it is in APA format…[further description of APA formatting as seen in the example]…After I check for appropriate format, then I start looking at the rubric. We actually only have three criteria for the rubric: Assessments, Interview, and Needs Assessment. When I look at assessments, I know that that one is worth the most points with 40 points and the other two categories are worth 30 points. So you want to be sure you do a great job with "Assessments." In this rubric, we see the progression of quality go from Below Basic, Basic, Proficient, and Advanced. In the Proficient level, which I would say is getting a B or a high C in the class, we are using two tools: both a LoTi type assessment as well as a Roger's Change Theory or Adopter Category questionnaire. …Here [highlighting text in student example] I get to the part where she discusses the questionnaires, where she has synthesized the information. She not only provides information from the interview, but she synthesized the information. She is not telling me "on question one, the interviewee answered." No, instead she is giving me an overall assessment of where this teacher falls on LoTi based on the assessment and her reasoning why she thinks this is true. She also backs up some of her assumptions with citations, which is fantastic. So because this student used both tools of the LoTi and Change Theory questionnaire…she provided a well synthesized narrative…she is going to fall in the Advanced level….[explanation of grading of other two rubric criteria using the student example continues]…Okay, so I hope this helps you know exactly how I will assess your assignment. [Friendly good-byes]

*I have secured the student's permission to use her assignment as an example.

KENNESAW STATE UNIVERSITY
Bagwell College of Education
Department of Elementary and Early Childhood Education

November 7, 2016

Regents' Teaching Excellence Award for Online Teaching

EVIDENCE--PEER MENTORING
LETTER BY PAULA G. LOMBARDI, PH.D.

Dear Awards Committee,

It is my privilege to write this letter in support of Dr. Anissa Vega's nomination for the Regents Teaching Excellence Award for Online Teaching. As Anissa's colleague in the Bagwell College, I frequently engage with her on various projects related to diversity, research, and teaching. She is perceived by her colleagues in the college as an expert in online teaching. On many occasions I have heard of her support of other full and part-time faculty to advance their teaching and/or research, but she has also helped me.

She is often offering support or instructional ideas with an infectious optimism for the potential of online instruction. Because of her reputation as a local expert of online learning and her approachability, I requested her support for my own online class. Specifically, she supported me in my ongoing research project about teaching math for social justice (TMfSJ) in the US and Uruguay. I wanted to have students in both countries communicate about TMfSJ with each other in ways that were authentic and meaningful. Her suggestions not only helped me with that, but she went a step further and offered me ways to help students humanize each other despite the cultural differences, which is critical for this type of project. For example one of my students, from a rural area in Georgia, said: "I was not sure at first about it [social justice]…I know it is important, but it can go wrong for the teacher with the parents and principals. But when he [student in Uruguay] was talking to me, and he was so excited… he was all in, telling me about things he thought he could do, then I thought maybe I can try something too. Maybe it is not the end of the world." As a result, students in both countries were more engaged with a difficult topic to the point of creating TMfSJ lesson plans that were the best I had seen from any of my students. Students in US claimed in a final interview, that "meeting" their counterparts and listening to them in the way they did, helped them think that these new ways of teaching mathematics are not impossible to do, and made the students want to try them. This would have never been possible without the help from Anissa, who came up with these innovative ways for them to communicate at a distance.

Anissa's unique talent and merits related to online teaching makes her an exceptional candidate for recognition. For this reason, I sincerely hope you will look carefully at her application to discover the value and passion she offers KSU and the USG community. She is most deserving of recognition for online teaching.

Sincerely,

Paula P Guerra Lombardi, Ph.D.
Special Assistant to the Dean for Diversity
Associate Professor of Mathematics Education
Department of Elementary & Early Childhood Education
Kennesaw State University

EVIDENCE—FACILITATION PRACTICES

WEEKLY VIDEO UPDATES are common practice in my online courses. In all of my facilitation videos, my primary goals are to:

1) Help my online students connect with me, a human, by purposefully allowing my flaws and quirky traits show.
2) Help my online students feel "heard" by highlighting student exemplars and common themes that appeared in discussion forums.
3) To clarify concerns and address common questions with course content.
4) To encourage my students to persist in the course and stay on schedule.

Because most of my facilitation videos include student names and exemplar student work, I cannot share these as evidence without violating FERPA; however, open course policy allows me to share facilitation videos from the MOOC. MOOC 2014 Weekly Playlist, MOOC 2015 Weekly Playlist

Abbreviated Week 5 Video Transcript

Hello K12 Blended and Online Learning participants! I want to congratulate all of you on succeeding in Week 5…I want to address what happened in our course this week. …This past week we asked you to design a syllabus for a blended or online class. I know this was challenging, but I've had great feedback on the value of this assignment [discuss assignment characteristics]… If you have any trouble with the LMS, last year we found that just using a different browser solved the problem. As a group, you are clearly excellent problem solvers! …Today, you are going to begin your peer-evaluations of the work submitted by your classmates. Our goal is not to play gotcha or be overly critical. We want to be constructive...We want to be sure everyone completed the assignment in a way that best fit of their individual situation…Do you remember that evaluating is pretty high up on Bloom's taxonomy? This week, Week 6, you will continue to do the introductory work of K12 blended and online teachers. So don't lose that thinking cap. The cognitive load of this course is going to stay heavy for another two weeks…In the forums this week, the pace was much slower than our first four weeks…Very few of those simple "me too" posts. Your discussion was very meaty! Now, I want to point out some great threads. Sheila H. and Alice C. both found that their school district had policies in place to use in their syllabi. They also discussed how, in the elementary classroom, the syllabus can be really important to parents or learning coaches. Great policies help them understand clear boundaries of when to help, or when they may be helping too much…If you haven't joined one of our social media tools, it is NOT required for the class, but it is a great way to feel more connected...In week 6, you have only a few videos to watch…and there is no quiz. Once again, we are stretching to the highest levels of learning and you need to set aside about ten hours to complete your assignments. After your success this past week, now I know you can do this!…If you need it, we designed a template to help scaffold the process of instructional design, without giving you a full course on instructional design…You also have a self-evaluation checklist to check your own work with. You'll only need to spend about an hour or two with the course materials and discussion forum this week. You're going to invest your time on writing your unit plan...I look forward to hearing from you in the discussion forums, Twitter, and Edmodo!
Have a great week 6! Bye everyone.