

May 24, 2013

Board of Regents  
Office of Academics and Fiscal Affairs  
270 Washington Street SW  
Atlanta, GA 30334

Dear Members of the Search Committee:

It gives me great pleasure to nominate Kimberly Huett (School Library Media and Instructional Technology) for the BOR Online Teaching Award. Kim is a rare teacher who successfully melds technology with pedagogy to produce deep learning.

Prompted by a colleague, Kim Huett asks herself, *"How do I make sure that my online classes have soul?"* Her answer is that there is no easy answer. Kim acknowledges her responsibility to explore the potential of the online format for students' sake. She approaches online teaching very strategically. Her goal is achieved when her K-12 pre-service education students find meaning and relevance in the course content and when they transfer that knowledge and those skills into their own K-12 classrooms.

Kim connects with her online students. Her feedback arrives in the form of text, audio, and even video. To keep the content fresh with current events, she remakes introductory videos for all the learning modules each semester. At times, she may use "video walkthrough feedback" to show individual students how to improve their work. Truly, one might even label Kim Huett as the Camtasia Queen!

Because Kimberly teaches instructional technology, she constantly thinks about how to improve the learning experiences of her online students. The fact that she models best practices in online teaching is a plus for her pre-service teachers, because their world increasingly uses online technologies to improve student learning. Kim's West Georgia colleagues also appreciate her attention to best practices. They look to her to find ways to tap into that "soul" that transforms all effective classroom learning, whether it is virtual or face-to-face. One of the aspects of Kim that I find most intriguing is that she uses her vast understanding of technology as a box of tools rather than an end in itself.

Kimberly Huett is helping transform how elementary and secondary teachers teach. I believe this noble effort should be rewarded. Thank you for your consideration of her nomination.

Sincerely,



Michael Horvath  
Provost and Vice President for Academic Affairs



Department of Educational Technology & Foundations  
College of Education  
Carrollton, Georgia 30118

April 30, 2013

To Whom It Concerns:

I am writing this letter to support Kim Huett for the Regents' Teaching Excellence Award for Online Faculty Members. As Ms. Huett's department chair, I strongly recommend she receive the highest consideration for this award. She has earned your attention.

As Department Chair, I have read all of Ms. Huett's student course evaluations. Overall, the students respond positively. Some of the more characteristic comments include that the videos used are effective, there are clear expectations, the content is well organized, the content is useful, and the instructor is fair, among other positive remarks. These ratings are remarkably high, given the mix of student content areas, aptitudes, skill-levels, and interests. It is obvious Ms. Huett prioritizes the needs of students.

Ms. Huett exhibits flexibility and customization in her courses. Realizing all students learn differently and in different contexts, Ms. Huett provides various ways for students to demonstrate proficiency. By providing personalized, individual feedback, students are able to maximize application of the course content and projects.

Ms. Huett regularly improves her courses by making them more relevant, interactive, and alive. Ms. Huett listens carefully to student course evaluation commentaries, and seeks active partnerships and sharing of information with local schools and teachers. Through this consistent outreach, Ms. Huett models teaching for the 21<sup>st</sup> century and prepares pre-service Georgia teachers for the world of today and tomorrow. Ms. Huett offers her students to the latest teaching technologies for student-centered learning and teaching, and brings in "voices from the field" to ground her teaching and courses with relevant content. As one example of relevance, Ms. Huett conducted a needs assessment to determine the appropriate pedagogies to integrate technology into science and mathematics content area teaching.

I offer my highest recommendation, and please contact me if needed.

Sincerely

A handwritten signature in black ink, appearing to read "Andy Nixon".

Andy Nixon, Interim Department Chair

Tel: 678.839.6558 or 678.839.5259

Fax: 678.839.6153 or 678.839.6097

*The University System of Georgia • Affirmative Action/Equal Opportunity Institution*

April 20, 2013

Dr. Mike Rogers  
Assistant Vice Chancellor for  
Academic Affairs  
University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334-1450

To whom it may concern:

This Spring 2013 semester has been my very first semester at the University of West Georgia. Along with this being my first semester at the college, it was also my first time taking online college courses in my college career. I enrolled in two fully online education courses this semester, with some hesitation and anxiety. With this being my first time taking online courses, I really did not know what to expect. In the two different courses that I have taken this semester, I have had two total different experiences with my professors and taking courses online. Out of the professors I have had this semester, I must say that Mrs. Kimberly Huett is very efficient and effective in her teaching methods and her course organization online is streamlined.

I know that everyone this semester has been new to D2L, but Mrs. Huett has made this transition so smoothly. Mrs. Huett has also made my transition into taking online courses a smooth and positive experience. The Course Plan that was given at the beginning of the semester has been a tremendous aid in this course and keeping myself on schedule with assignments that are due. The entire course was already set up with directions to each assignment at the beginning of the semester. She has designed the course into learning modules and everything that is needed for each learning module is clearly labeled in its designated place. She has also displayed exceptional communication skills with the students in this course. She has provided numerous ways to contact her and has also been very quick to respond for any question I might have had. I have also thoroughly enjoyed the videos that Mrs. Huett has posted into Course Den with extra instruction for learning modules and further explanations of assignments. Also the "Help" Discussion that she has implemented has been a vital tool for me this semester. Because the course was so detail oriented and organized, learning was easy and fun!

Having had such a positive experience in the Investigating Critical and Contemporary Issues in Education course from Kim Huett this semester, I sincerely look forward to taking more classes from her in the future, whether they are online or traditional classroom courses. Even though I have not met Mrs. Huett in person, I feel as though I have connected with her. She is a very personable and dependable person, extremely organized, and I feel as though she has a wide knowledge base of the information she has taught this semester. I have learned so much valuable information in this course that will be a vital tool for me when I begin teaching in my own classroom, and I have Mrs. Kimberly Huett to thank. I believe Mrs. Huett to be a positive influence on my path to becoming an educator, and I am very thankful to have her as a professor and role model! She has made a lasting impression on me this semester, and I believe that even my future students will reap the benefits from what she has instilled in me!

Sincerely,



Marla Harrison

May 9, 2013

Dr. Mike Rogers  
Assistant Vice Chancellor for Academic Affairs  
University System of Georgia  
270 Washington Street, SW  
Atlanta, GA 30334-1450

Dear Dr. Rogers,

It is my sincere pleasure to support the nomination of Ms. Kim Huett for the Regent's Teaching Excellence Award. Ms. Huett was recently my instructor for Integrating Technology in the Curriculum, a course that teaches future educators ways to use technology in the classroom.

Although it was a distance-learning course, Ms. Huett was anything but distant. She began each unit with a short video about her expectations, and this was accompanied by a detailed outline and checklist on the class website. Additionally, Ms. Huett scheduled three help sessions students could attend in person or via web cam. She regularly checked the class discussion boards and addressed posted concerns. I often emailed questions to her, which she promptly and thoroughly answered. In fact, she often reminded our class that it was our right to be able to communicate with her, and she made herself very available by phone, email, discussion boards, and office hours. Through profiles and class feedback assignments, Ms. Huett allowed us to get to know our classmates too. It never felt as if we were sending our work out into an abyss.

The coursework Ms. Huett assigned was challenging and novel. In my future teaching career, it will be very beneficial to be able to help my students make digital movies, podcasts, and videos. Ms. Huett did more than just walk us through the steps of making these projects, but also challenged us to fit them into lessons through the principles of Backward Design. Of particular note, Ms. Huett's unit on assistive technology showed how the classroom can be technology-rich for every student.

Ms. Huett's effectiveness as an online professor will affect countless learners. When my classmates and I have our own students, we will certainly use the technology we discovered through her class. Our students will benefit from the excellent instruction she has given us.

I respectfully urge you to give Ms. Huett the recognition she deserves for her outstanding work. She is the epitome of what an online professor should be.

Sincerely,

  
Jennifer L. Ramsey

## Kim C. Huett, Ed.S.

khuett@westga.edu

### PROFESSIONAL EXPERIENCES

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August 2007 to present	<b>Instructor</b> , Department of Educational Technology and Foundations, SLM & IT <i>Research and Teaching Focus: K-12 Technology Integration, Online Course Design</i> College of Education, University of West Georgia (UWG)
August 2001 to May 2007	<b>Secondary Teacher</b> Taught 12 <sup>th</sup> grade English, 7 <sup>th</sup> grade Language Arts and high school Spanish, including a semester at the Texas Virtual School

### EDUCATION

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**Ed.D.** in School Improvement with an emphasis in Instructional Technology (expected 2014 graduation), University of West Georgia

**Ed.S.** in Media with an emphasis in Instructional Technology (2011), University of West Georgia

**M.S.** Secondary Education (2002), Texas A & M University, Corpus Christi

**B.A.** in English and Spanish (1999), The University of Texas, Austin

### RELEVANT POST-SECONDARY TEACHING & COURSE DESIGN EXPERIENCES

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#### Undergraduate Courses Designed and Taught

MEDT 2401: Introduction to Instructional Technology (UWG)

MEDT 3401: Integrating Technology into the Curriculum (UWG)

MEDT 3402: Integrating Technology into the Classroom (UWG)

EDUC 2110: Investigating Critical and Contemporary Issues in Education (UWG)

### PUBLICATIONS

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Castile, J., Eskut, D., Huett, K., Moore, L., & Synan, S. (July 2012). Making sense of the Digital Learning Act (SB 289) and the Online Clearinghouse Act (HB 175) and the potential impact on Georgia stakeholders. Policy documents shared with the Georgia Department of Education to illuminate the new legislation. See also <http://sb289andhb175ga.wikispaces.com/>

Huett, K., Huett, J., Ringlaben, R. (2011). From bricks to clicks: Building quality K-12 online classes through an innovative course review partnership. *Online Journal of Distance Learning Administration*, 14(4). Retrieved from [http://www.westga.edu/~distance/ojdla/winter144/huett\\_huett\\_ringlaben.html](http://www.westga.edu/~distance/ojdla/winter144/huett_huett_ringlaben.html)

Huett, K., Huett, J., Thompson, S., Schmuhl, A., Castile, J., & Synan, S. (2010). Enhancing quality in K-12 online learning: Course reviewing through a project-based partnership. *Phi Delta Kappa Newsletter: West Georgia Chapter*, 24(2).

Huett, J., Sharp, J., & Huett, K. (2010). What's all the FOSS? How freedom and openness are changing the face of our educational landscape. In *Free and Open Source Software for E-Learning: Issues, Successes, and Challenges*. Hersey, PA: IGI Global.

Huett, J., Huett, K., & Bennett, E. (2010). The Way of the wiki: Using a wiki as a management tool for online programs. *Online Journal of Distance Learning Administration*, 13(3).

Huett, J., Sharp, J., & Huett, K. (2010). What's all the FOSS? How freedom and openness are changing the face of our educational landscape. *International Journal of Open Source Software and Processes*, 1(2), 1-14.

## PRESENTATIONS

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- Huett, K.** (October 2013—accepted). A qualitative needs assessment of the teaching of technology integration to pre-service undergraduate early childhood science and math teachers in a Southeastern College of Education. Under consideration for AECT 2013.
- Huett, J., & Huett, K.** (October 2013—accepted). Weaving a 4-Week MOOC into “traditional” online course instruction: A case study. Under consideration for AECT 2013.
- Huett, K., & Kawulich, B.** (June 2013—accepted). Use of multimedia case studies in an introductory engineering course at two Southeastern universities: A qualitative evaluation study. If accepted, to be presented at the American Society of Engineering Education Conference, Atlanta, Georgia. Also includes publication of a paper in peer-reviewed proceedings.
- Huett, J., & Huett, K.** (June 2013—accepted). Faculty management of for-credit university students in an embedded MOOC. *Distance Learning Administration Conference*, Jekyll Island, GA.
- Larkin, D., & Huett, K.** (November 2012). A qualitative exploration of the digital natives mythos among undergraduates in the UK and the US. Association for Educational Communications and Technology (AECT) International Convention, Louisville, Kentucky.
- Huett, J., & Huett, K.** (August 2012). K-12 online/blended PD of in-service educators: UWG's evolving model. Presented in Week 3 of the Virtual School MOOC 2012 under the topic of “Research into the Teaching of K-12 Online Learning.” See also <http://kimhuett.wiki.westga.edu/UWG+Model>.
- Huett, K.** (September 2012). Storyboarding your online course. Presented to university colleagues as a part of a professional development series on Desire to Learn offered by UWG Online/Department of Distributed Education and Cognition, University of West Georgia. See also <http://kimhuett.wiki.westga.edu/Storyboarding>.
- Huett, K.** (August 2012). Succeeding in an online doc program: Reflections of a 1-year survivor. Presented to the inaugural cohort of nursing doctoral students during their orientation session, University of West Georgia. See also <http://kimhuett.wiki.westga.edu/nursingedd>.
- Huett, J., Huett, K., & Ringlaben, R.** (April 2012). Setting the standard: Quality control for K-12 online learning. American Educational Research Association (AERA) International Conference. Vancouver, BC.
- Raju, P.K., Sankar, C., Le, Q., Kawulich, B., Huett, K., Bond, J., McIntyre, J., & Halyo, N.** (March 2012). Assessing the Effectiveness of LITEE case study methodology. Poster presented at the National Science Foundation (NSF) Engineering Education Awardees Conference, Arlington, VA.
- Huett, K., & Huett, J.** (Jan, 2012). Wiki while you work: Wikis as a productivity tool for educators. University System of Georgia, Athens, GA.
- Huett, J., & Huett, K.** (2012). Designing engaging virtual courses for K-12 students. In proceedings of the Society for Information Technology & Teacher Education International Conference (SITE), Austin, TX.
- Huett, J., Huett, K., Willox, L., Mertler, C., et.al.** (2011). If we build it, will they come? Transitioning a F2F doctoral program to online delivery. Association for Educational Communications and Technology (AECT) International Convention, Jacksonville, FL.
- Huett, J., Huett, K., Perkins, R., Smolka, J., et.al.** (2011). You never forget your first time: Designing, developing, implementing, and evaluating online programs. Chair of this Presidential Panel Session for the Association for Educational Communications and Technology (AECT) International Convention, Jacksonville, FL.

Huett, K., Castile, J., & Huett, J. (2011). Getting it right when there's no money left: Designing high quality K-12 online and blended courses. The Georgia Educational Technology Conference (GaETC), Atlanta, GA.

Huett, J., Huett, K., Mertler, C. (2011). From bricks to clicks: Building quality K-12 online classes through an innovative course review partnership. *American Educational Research Association Annual Meeting*, New Orleans, LA.

Huett, K. (2010). Gauging K-12 online course quality: A project-based partnership. Presented to iNACOL Research Committee through *Illuminate*.

Huett, K., Huett, J., Mobbs, K. (2010). Wikis for everyone. Presented to university colleagues as a part of a professional development series from the Department of Distributed Education and Cognition, University of West Georgia.

Huett, J., Huett, K., Thompson, S., Schmuhl, A., Castile, J., & Synan, S. (2010) Enhancing quality in K-12 online learning: An innovative course review partnership. *Virtual School Symposium*, Glendale, AZ.

Huett, J., Huett, K., & Bennett, E. (2010). The way of the wiki: Using a wiki as a management tool for online programs. *Distance Learning Administration Conference*, Jekyll Island, GA.

Huett, J., Huett, K., & Bennett, E. (2009). Online learning: Is it right for you or your institution? *The Georgia Educational Technology Conference (GaETC)*, Atlanta, GA.

McKenzie, B.K., Huett, J., Layton, K. & Huett, K. (2008) Getting Distance Administrators to Make Time for Web 2.0 *Distance Learning Administration Annual Conference Proceedings 2008*, Carrollton, GA: University of West Georgia.

#### ONLINE COURSE REVIEW, DESIGN, AND DEVELOPMENT SERVICE

2012	<b>Instructional Designer</b> of introductory self-paced online course on <i>Building an Effective Course</i> in <i>SchoolBoardU</i> for Georgia School Board Association
2011-2012	<b>Instructional Designer</b> of online pre-orientation module for doctoral students entering the School Improvement Program (UWG) in 2012. Again in 2013 for D2L.
2009 to 2012	<b>Project Manager</b> for university-LEA partnerships (Henry County Schools & Georgia Virtual School) in which graduate students review online and blended courses for a teacher designer audience
2006 to 2012	<b>Course Reviewer</b> for the Region 4 and Region 10 Education Service Centers in Texas, the reviews for which are used to screen courses for the <i>Texas Virtual School Network</i>
2011	<b>Instructional Design Mentor</b> to doctoral faculty member designing an online quantitative methods research course

#### AWARDS

- FY14 Regents' Online Teaching Excellence Award, University of West Georgia, April 2013
- Outstanding Undergraduate Faculty Teaching Award, College of Education, University of West Georgia, April 2012
- Outstanding Distance Learning Faculty, *eLearn 2012*, Long Beach, CA, February 2012
- Distinguished Educator, *eLearn 2012*, Long Beach, CA, February 2012
- Outstanding Research Contribution Related to University and School District Collaboration for "Enhancing quality in K-12 online learning: Course reviewing through a project based partnership," UWG Chapter of Phi Delta Kappa, Spring 2010

## Reflective Statement

Kim C. Huett

Department of Educational Technology and Foundations, University of West Georgia  
May 2013

*As we begin to experiment with how novel technologies might change learning and teaching, powerful forces threaten to neuter or constrain technology, propping up outdated educational practices rather than unfolding transformative ones. All too often, during such wrenching transitions, the voice of the learner gets muffled.<sup>1</sup>*

### Introduction

In teaching online, students are my main focus. I work hard to be available and responsive to them; and I respect the perspectives, experiences and challenges they bring to class. In the brief time I have with my students, I strive to connect them to relevant experiences that will help them succeed both in and beyond the courses I teach.

For six years, I have taught *MEDT 3401: Technology Integration in the Curriculum* to pre-service teachers at the University of West Georgia (UWG). The course has been fully online since 2009. In addition, I have designed and directed two ongoing service projects embedded within the fully online graduate courses *MEDT 7472: Introduction to Distance Education* and *MEDT 7475: The Distance Education Professional* for a combined seven semesters. In spring 2013, I taught a fully online educational foundations course: *EDUC 2110: Investigating Critical and Contemporary Issues in Education*.

My time at UWG has been characterized by incredible professional and personal growth and learning, and I credit the nurturing environment of the College of Education, the University of West Georgia and the University System of Georgia for supporting my improvement as an educator. Frequent professional development opportunities through conferences, institutional trainings, and the generous support of the USG to pursue further graduate education have been huge catalysts for my growth. No less important is the rich, collaborative environment fostered in the College of Education, where colleagues across all departments have been essential to my expanded views on education and the art and science of teaching.

In this paper, I detail features of my pedagogy and my philosophical approach to teaching and design. I do this with a focus on *MEDT 3401*, as my online teaching has most matured with this course. My students are pre-service teachers and speech language pathologists who will work in K-12 settings.

### My Teaching Approach

I believe my instructional approach increases the likelihood that my students will find relevance and meaning in my courses and that they will be able to transfer what they learn into their future practice. Below, I highlight four important areas: modeling, feedback, customization, and course (re)design.

*1. Model effective online and blended teaching and teacher reflection.* My students are preparing to enter a K-12 learning environment infused with various uses of technology, including online and blended learning approaches. Because my course is fully online, I use the opportunity to model effective online teaching. I model giving feedback in an online course, meeting the needs of different learners through the online course, creating a student-centered community of learners, and reflecting



on the teaching and learning process. I welcome students' feedback through an anonymous discussion board, and I often make changes based on this feedback, demonstrating flexibility and responsiveness in teaching. Students have access to a page on my class wiki where I note the revisions I intend to make in future iterations of the course. When a group project wasn't working out as intended in fall of 2011, I made adjustments to the project during the semester and invited group reflection through an anonymous survey on how to improve the project in the future. I then used the feedback to modify the project for the remainder of the semester.

*2. Provide ongoing formative assessment and feedback.* Assessment of major projects is frequent and ongoing. During the first third of the class, students have multiple opportunities to re-do assignments. While the concept of meeting deadlines is important, perhaps a more important concept for students to learn is that their work should be ongoing and meaningful. They should work on something until it's ready enough to be shared: "Assessment is only useful insofar as it helps to foster a culture of success and enjoyment in learning" (Watters et al., 2013). With this in mind, I feel that dropboxes need not slam shut, and technology failures need not mean failing grades. I feel it's important to establish trust by giving students the space and time to learn how to learn in my class.

I give personal feedback to my students through their individual assignment dropboxes, class discussions, course announcements, emails, text messages, and phone calls. Online feedback takes the form of text, audio, and/or video. Each semester, rather than reuse old videos that deliver acceptable "content," I remake the introductory videos that can be found at the beginning of every learning module in my course. I use these introductory videos to not only walk through the goals of the given module, but also to make reference to current events in the course and the larger world. For individual students that need extra help, I make video walkthrough feedback to show them audio-visually how to improve their work (through *Camtasia*). Sometimes, when the visual is not necessary, but a lengthy explanation is, I provide audio feedback in the form of a podcast. When grading a due assignment, the first thing I do is email all non-submitting students to explain that an assignment was due, what they should have done, and what they need to do next to remediate.

*3. Customize learning as needed.* A large number of my students are older than 30, and they often juggle very busy lives and personal challenges. I pride myself in being flexible with this group of students. For example, for several semesters, I worked with a student who struggled with adjusting to medications after an accident. I customized a plan to work with him in the course: 1) every Monday morning of the spring 2012 semester, we had an 8 AM Skype session to talk about how the course was going; and 2) every third week or so, we spent an afternoon in the computer lab working on course projects. We had an understanding that I needed to be more aggressive in following his activities than I generally do with other students. In fall of 2012, I taught an online course MEDT 2401 for the first time. When I learned that three non-education majors were enrolled, I met one-on-one with each student to create a new course of study for these students using textbooks from my office shelves. I am willing to provide such customization when students need it.

*4. Course Design and Re-design.* An awareness of student needs is the main reason why I revise my online courses nearly every semester. Revisions take a lot of time, but I believe it increases engagement. In fall of 2012, I conducted a needs assessment study to determine whether my current design met established needs. I interviewed numerous faculty, administrators, former students and current K-12 teachers and others. I explored documents from professional organizations and research literature to get a sense of how I needed to revise my course to meet my students' needs. In spring

2013, I implemented changes based on the needs assessment. One change included the *Voices from the Field* interview series where I or my students (through a course project) interview practicing K-12 educators on use of technology in the field: select interviews become curriculum in the course. Another change from the needs assessment was to add a research project on the school technology resourcing model known as BYOT (bring your own technology), which is a prominent new form of blended learning in many Georgia K-12 schools.

### **Expanding Outward**

Beyond teaching, I have been able to use my skills to contribute to the teaching culture of the university and to stakeholders in Georgia. I see this work to be of mutual benefit to everyone involved.

#### *Mentoring & Learning from Colleagues*

As I have become more proficient in online design and teaching, I have had the opportunity to contribute to the college by mentoring colleagues who are entering online and blended teaching. As the chair of the Course Migration Subcommittee for the School Improvement Doctoral Program in 2010-2011, I led a team of online instructional teacher-designers in critiquing the course designs of three courses slated to go online. I mentored an individual faculty member for eight months to help her migrate a content-heavy quantitative methods course online. I frequently have face-to-face meetings with individual colleagues to discuss pedagogical practices. The collaboration is two-way: the spring 2013 EDUC 2110 course I taught was much-inspired from Dr. Frank Stonier's online design. At the university and university system levels, I have presented to faculty on topics related to making online teaching and learning more effective through various strategies and tools.

#### *Working with Henry County Schools, Georgia Virtual School & Georgia School Boards Association*

I have co-designed and managed two course review projects through which graduate students review the quality of K-12 online and blended learning courses at a Georgia middle school, an online supplemental high school, and with the Georgia Virtual School. This work has helped me to see the challenges facing K-12 teachers and administrators as they go online. I also serve on the advisory board for Henry County Schools' *Impact Academy*, a fully online high school option first offered in fall 2012. Last year I co-designed a *How to Design Online Courses* course for the Georgia School Boards Association in the *School Board U* learning management system. I take these experiences directly back to my own online courses at UWG, which helps me to keep it relevant for students.

### **Online Courses with Soul**

Colleague Dr. Tom Peterson recently asked "How do you make sure your online classes have soul?" There is no easy answer to that worthwhile question (either for online or face-to-face designs). But through effective interaction, modeling, design, and teaching, I think we can get pretty close. In the *Bill of Rights and Principles of Learning in the Digital Age*, Watters et al. (2013) put it well: "We are aware of how much we don't know: that we have yet to explore the full pedagogical potential of learning online, of how it can change the ways we teach, the ways we learn, and the ways we connect." Our task as educators is to fully explore the potential of the online medium so that our students, no matter who they are, have access to a personalized, relevant, high-quality education.

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<sup>1</sup> Watters et al. (2013). *A Bill of Rights and Principles for Learning in the Digital Age*. Retrieved from <http://www.hackeducation.com/2013/01/23/a-bill-of-rights-and-principles-for-learning-in-the-digital-age/>

## Other Supporting Documentation

Kim C. Huett

Department of Educational Technology and Foundations, University of West Georgia  
May 2013

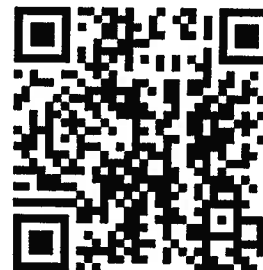
The award application asks for additional documentation to support evidence of the nominee's online teaching excellence. The remainder of this packet includes the items detailed in the Table of Contents below. In the pages that follow, links to external resources (e.g., videos, podcasts, web-based documents, etc.) will be accessible via conventional URL (e.g., <http://www.edtech.org>) and via QR Codes (with a tablet device, you can use an app such as *Red Laser* to scan these boxy codes and head straight to the link provided).

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## 1. Course Walk-through with Link to Course Plan

### *Course Walk-through*

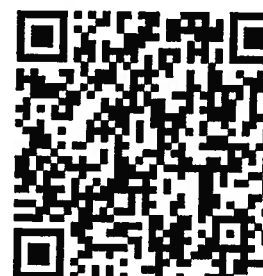
First, I would like to do a course walk-through of the course I taught in spring 2013, *MEDT 3401: Technology Integration in the Classroom*. Through this walk-through, I will highlight 1) my homepage Newsfeed, with just-in-time announcements for students; 2) the consistent structure of learning modules; and 3) the way in which I respond to every student in the first discussion board of the course. (This presentation is embedded on a web page along with textual notes to give an overview). To view the Course Walk-through video, scan the QR code to the right/above, or input the following web address:



<http://k12techsters.wiki.westga.edu/Huett+Course+Walkthrough>

### *The Course Plan*

The Course Plan is the go-to document where students can find out what is due when, and what the numerical value of a given assignment is. It gives a big-picture overview of course events, and it provides quick access to more in-depth module checklists (click the module title to access these). Students can access detailed instructions for major course assignments from the Course Plan (which I also invite you to do!). At the bottom of the Course Plan, a table of course changes is provided to keep students informed of course tweaks that happen during the semester.



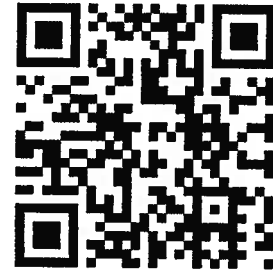
<http://k12techsters.wiki.westga.edu/Course+Plan-3401-Spring+2013>

## 2. Rich Use of Audio-Video Feedback Tools

Throughout the semester, I use various forms of audio-video communication to respond to and interact with students.

### *Talking Head Videos*

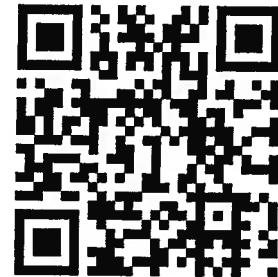
I use Talking Head videos to make quick announcements. These videos appear at the beginning of every module in the course, and they often appear in the course Newsfeed on the homepage. Talking Head videos are not meant to replace information delivered via text, but they are meant as an enhancement to pull reluctant students in and to provide an alternative format. They are also a place where I can show some personality, which still an important part of an online course.



<http://www.youtube.com/watch?v=AqxwAWY2nJg>

### *Camtasia Video Feedback*

Part of what I teach is how to use technology applications. Therefore, in my day-to-day teaching when a text-based email won't suffice for showing students how to do something, I use Camtasia Video Feedback. I record my computer screen while I "show and tell" the student how to perform a specific action. I generally make several of these per week, if not per day in some cases. To respect privacy, I avoid using any information that can identify the student. <http://youtu.be/3SERuvQBcE>



### *Podcast Audio Feedback*

Even though I use lots of video, my primary means of communication continues to be text, often delivered via in-course email. However, when I have to write a text-based email that is lengthy or complex, I will sometimes use instead a podcast, which allows me to talk through some of the complexity in a quick and personal manner. To respect privacy, I avoid using any information that can identify the student.



<http://k12techsters.wiki.westga.edu/file/view/4ali.mp3/370610926/4ali.mp3>

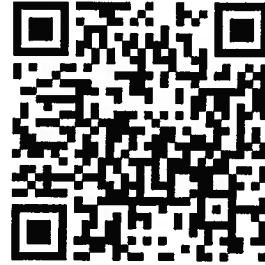
### 3. On-campus and Within-USG Mentoring

Several times per year, I present to faculty (and in the second example, online doctoral students) on topics related to online learning tools and strategies. The four presentations below represent some such examples. Feel free to browse the supporting session links. On the following page, Dr. Debra Robison of UWG Online adds some perspective to my contribution in this area.

#### *Supporting Examples*

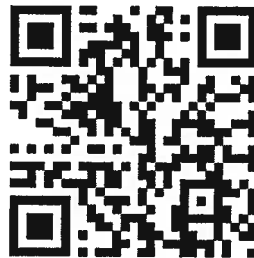
**Huett, K.** (September 2012). Storyboarding your online course.

Presented to university colleagues as a part of a professional development series on Desire to Learn offered by UWG Online/Department of Distributed Education and Cognition, University of West Georgia. See also <http://kimhuett.wiki.westga.edu/Storyboarding>.



**Huett, K.** (August 2012). Succeeding in an online doc program:

Reflections of a 1-year survivor. Presented to the inaugural cohort of nursing doctoral students during their orientation session, University of West Georgia. See also <http://kimhuett.wiki.westga.edu/nursingedd>.



**Huett, K., & Huett, J.** (Jan, 2012). Wiki while you work: Wikis as a productivity tool for educators. University System of Georgia, Athens, GA. <http://usgworkshop2012.wikispaces.com/>



**Huett, K., Huett, J., Mobbs, K.** (2010). Wikis for everyone. Presented to university colleagues as a part of a professional development series from the Department of Distributed Education and Cognition, University of West Georgia. <http://getstarted.wiki.westga.edu/>





May 15, 2013

Dr. Rogers and Committee,

I would like to strongly support the nomination of Kim Huett for the FY2014 Regents' Teaching Excellence Award for Online Faculty. I believe you will agree that she demonstrates a strong commitment to quality online teaching, student learning and success, and advancing the goals of quality online teaching. While her teaching will speak for itself, I would like to focus on her openness and commitment as a friend and mentor to me and other faculty, new and experienced, in online teaching.

Kim's advanced knowledge of best practices, effective integration of internal and external tools, and openness to sharing allow her to be an effective model and resource for faculty across our campus. Due to the nature of the courses that she teaches, Kim is constantly seeking new and innovative methods to increase student engagement and learning. She actively and constantly seeks out effective and trending professionals who are pushing the conversation in online learning and identifying new technologies and tools for use in her courses. She is equally committed to sharing her knowledge and research with her students and faculty: with students, she does this through her course design; and with faculty, through our established iApollo ListServ and social media spaces created for online faculty.

More formally, each semester, Kim has taken time to speak to members of our online faculty cohort. These cohorts are made up of faculty from across campus who are in the beginning stages of online instruction and course development. In addition to answering questions and sharing trends and concerns in online education, she offers to enroll them in one of her active courses. By doing this, she is able to provide an ongoing exemplary model of effective teaching, student-instructor interaction, and effective use of available tools that is impossible to demonstrate outside of an active course. Her willingness to fill this role in our training model is an invaluable service for me personally and for our university as a whole.

Thank you for considering Kim Huett for the 2014 Regents' Online Teaching Award. The University of West Georgia and the University System of Georgia are extremely lucky to have her.

A handwritten signature in blue ink that reads "Debra Robinson".

Debra Robinson, PhD

Instructional Coordinator for Compliance and Best Practice  
UWG|Online  
University of West Georgia

#### 4. Expanding Outward through External Collaborations

As I noted in my reflective statement, I have co-designed and managed two course review projects through which graduate students review the quality of K-12 online and blended learning courses at a Georgia middle school, an online supplemental high school (both at Henry County Schools), and with the Georgia Virtual School. This work has helped me to see the challenges facing K-12 teachers and administrators as they go online. I also serve on the advisory board for Henry County Schools' *Impact Academy*, a fully online high school option first offered in fall 2012.

For each of the ongoing projects, I have designed private wikis through which our University of West Georgia graduate students are able to a) access my training on how to conduct a course review of a K-12 course using the iNACOL Standards or the Quality Matters Standards (varies by project); b) download course review documents; c) collaborate with team mates to combine their feedback and make group and individual presentations to the stakeholder (e.g., Henry County and GAVS administrators, teachers, and course designers); and d) provide final reporting to the stakeholders.

To learn more about the general process involved in these projects, you can listen to a 2010 presentation our UWG-Henry County team gave at the iNACOL Virtual School Symposium in Arizona.

Huett, J., Huett, K., Thompson, S., Schmuhl, A., Castile, J., & Synan, S.  
(2010) Enhancing quality in K-12 online learning: An innovative course review partnership. *Virtual School Symposium*, Glendale, AZ. <http://vss2010.wikispaces.com/schmuhl-et-al>



In addition, on the following page, a letter from a Henry County Schools administrator related to the project adds more perspective to my contribution to such external collaborations.





Tuesday, May 07, 2013

Justin L. Castile

[justin.castile@henry.k12.ga.us](mailto:justin.castile@henry.k12.ga.us)

706-346-13480

To whom it may concern:

I am pleased to recommend Kim Huett for the Regents' Online Teaching Award. I have known and worked with Kim for the past 6 years. I was first introduced to Kim as a classmate while we were working on our Specialist degree at the University of West Georgia. After our degree completion, I reached out to UWG along with Kim to help with some online course reviews. In Henry County we were fortunate to have a blended learning middle school and a supplemental virtual high school in which numerous courses were created and designed by our teachers. However, with the newness of online learning, we were concerned with the quality of the pedagogy, standards alignment and course design. Through Kim, we were able to allow graduate level students, eager to apply their new online learning skills, to evaluate our courses and give valuable feedback to our administrators and teachers. As virtual learning has grown in Henry County, we also have created Impact Academy, a full time virtual school. Kim served on our advisory board as we were creating this school. Her feedback, insight and direction was essential to us 'getting this right' from the start. It truly has been a pleasure to have Kim's expertise, constructive feedback and insight as to the best practices of online learning to help advance virtual student learning in Henry County Schools.

For all these reasons, I think Kim would embody the winner of the Regents' Online Teaching Award. If you have any questions, I invite you to contact me via the email or phone number above.

Sincerely,

Justin Castile

A handwritten signature in black ink, appearing to read 'Justin Castile', written in a cursive style.

Instructional Technology Specialist

Henry County Schools