Regents' Teaching Excellence Award for Online Teaching

Dr. Yi Jin

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KENNESAW STATE UNIVERSITY

November 28, 2023

Dr. Denise Domizi
Director, Teaching and Learning Excellence
University System of Georgia

Dear Dr. Domizi and Awards Selection Committee:

It is my great pleasure to nominate Dr. Yi Jin, Associate Professor of Instructional Technology in the School of Instructional Technology and Innovation in the Bagwell College of Education at Kennesaw State University, for the 2023 Regents' Teaching Excellence Award for Online Teaching.

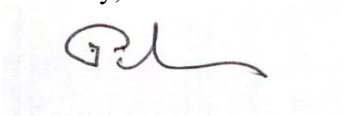
Dr. Jin is one of the great champions of online teaching at KSU. As a member of the School of Instructional Technology and Innovation, one of her explicit goals is to train future educators to integrate technology in their teaching. Therefore, her teaching, research and service dovetail perfectly to advance online teaching. As you will be able to read in her application, her teaching and mentoring are informed by these fundamental principles: provide research-based high-quality instructional design; cultivate social-cultural connections and relationships; commit to student success; and practice reflection.

Dr Jin has consistently adopted High-Impact Practices as part of her online pedagogy, including collaborative assignments and projects, ePortfolios, learning communities, service learning, and writing-intensive assignments. As her chair, Dr. Arvin Johnson, notes: "Her utilization of effective and innovative online teaching practices sets Dr. Jin apart. Her methods result in high levels of student engagement, satisfaction, and consistently lead to the achievement of desired learning outcomes. She always goes beyond the conventional, incorporating innovative techniques like utilizing High-Impact Practices. Additionally, the ongoing and data-driven reshaping of online courses and the use of interactive strategies to promote student collaboration are among the hallmarks of her approach."

Dr. Jin's commitment to student success permeates her teaching. She designs all her courses so that students will feel directed, focused, nurtured, engaged, connected, and valued—six research-based features of student success efforts. One of her students confirms the effectiveness of this approach, by stating: "Dr. Jin is an effective and positive educator who truly cares about students understanding the course curriculum and does everything she can to help us be the best and most prepared teachers in our own classrooms."

Dr. Jin's online teaching is both exemplary and impactful. Her level of engagement with her students serves as a model of excellence for Kennesaw State University. I am honored to nominate her for the 2023 Regents' Teaching Excellence Award for Online Teaching.

Sincerely,



Ivan Pulinkala, Ed.D.
Provost and Executive Vice President
of Academic Affairs

Condensed Curriculum Vitae for Yi Jin, Ph. D.

yjin8@kennesaw.edu
Digital Profiles: Homepage, Google Scholar, ORCID, ResearchGate

Education

Ph.D.	Iowa State University, Ames, IA, U.S.	2017
M.A.	Tianjin Foreign Studies University, Tianjin, China	2010
B.A.	Tianjin Foreign Studies University, Tianjin, China	2007

Professional Experience

2023 – now Program Coordinator, Personalized Learning Professional Development (PL PD)
2023 – now Associate Professor, School of Instructional Technology & Innovation (SITI), Bagwell College of Education (BCOE), Kennesaw State University, Kennesaw, GA.
2018 – 2023 Assistant Professor, School of Instructional Technology & Innovation (SITI), Bagwell College of Education (BCOE), Kennesaw State University, Kennesaw, GA.

Online Courses Taught at KSU (2021-Present)

Term and Year	Course Prefix and Section (Credit Hours)	Title	U / G	Number of Students
Spring 2021	ITEC 3200 – W01 (3)	Improving Learning with Technology in the Middle School Classroom	U	24
	ITEC 8550 – W01 (3)	Designing & Evaluating Professional Learning	G	17
	ITEC 9350 – W01 (1)	Doctoral Directed Study	G	1
Summer 2021	ITEC 7400 – W05 (3)	21st Century Teaching and Learning	G	18
Fall 2021	ITEC 7400 – W02 (3)	Teaching, Technology, & Student Engagement	G	18
	ITEC 7400 – W05 (3)	Teaching, Technology, & Student Engagement	G	16
	ITEC 7460 – W05 (3)	Professional Learning and Instructional Technology Coaching	G	17
	ITEC 9900 – W02	Dissertation	G	1
Spring 2022	ITEC 7400 – W03 (3)	Teaching, Technology, & Student Engagement	G	19
	ITEC 7400 – W6 (3)	Teaching, Technology, & Student Engagement	G	19
	ITEC 9900 – W05	Dissertation	G	2
Summer 2022	ITEC 7600 – W06 (3)	Personalized Learning & Technology-Rich Environments	G	14
	ITEC 7600 – W08(3)	Personalized Learning & Technology-Rich Environments	G	15
	ITEC 9900 – W05	Dissertation	G	1
Fall 2022	ITEC 7460 – W01 (3)	Professional Learning and Instructional Technology Coaching	G	15
	ITEC 7460 – W02 (3)	Professional Learning and Instructional Technology Coaching	G	20
	ITEC 9900 – W05	Dissertation	G	3
Spring 2023	ITEC 8550 – W01 (3)	Designing & Evaluating Professional Learning	G	22
	ITEC 3200 – W01 (3)	Improving Learning with Technology in the Middle School Classroom	U	18

	ITEC 9900 – W05	Dissertation	G	4
Summer 2023	ITEC 7600 – W05 (3)	Personalized Learning & Technology-Rich Environments	G	14
	ITEC 7600 – W06 (3)	Personalized Learning & Technology-Rich Environments	G	15
	ITEC 9900 – W05	Dissertation	G	1
	ITEC 9900 – W12 (3)	Dissertation Writing	G	8
Fall 2023	ITEC 7460 – W01 (3)	Professional Learning and Instructional Technology Coaching	G	13
	ITEC 7460 – W02 (3)	Professional Learning and Instructional Technology Coaching	G	10
	ITEC 9900 – W05	Dissertation	G	4

Scholarships in Blended and Online Teaching and Learning

1. **Jin, Y.,** & Harron, J. (2023). An investigation of in-service teachers' perceptions and development of computational thinking in a graduate emerging technologies course. *International Journal of Computer Science Education in Schools* (IJCSES). https://doi.org/10.21585/ijcses.v6i2.165
2. **Jin, Y.,** Clausen, J. M., Elkordy, A., Greene, K., & McVey, M. (2023). Design principles for modeled experiences in technology-infused teacher preparation. C*ontemporary Issues in Technology and Teacher Education (CITE-General), 23*(1). https://citejournal.org/volume-23/issue-1-23/general/design-principles-for-modeled-experiences-in-technology-infused-teacher-preparation/
3. Harron, J. R., **Jin, Y.,** Hillen, A., Mason, L., & Siegel, L., (2022). Maker math: Exploring mathematics through digitally fabricated tools with K-12 in-service teachers. Special Issue "International Perspectives for Technology Applications in Mathematics Education" in *Mathematics*. https://www.mdpi.com/2227-7390/10/17/306
4. **Jin, Y.,** & Schmidt-Crawford, D. (2022). Preservice teacher cluster membership in an edtech course: A study of their TPACK development. *Computers & Education Open, 3,* 1–12. https://doi.org/10.1016/j.caeo.2022.100089
5. **Jin, Y.,** Redish, T., & Maddox, H. (2022). A retrospective of professional development in a college of education during the COVID-19 pandemic and new directions. In E. Baumgartner, R. Kaplan-Rakowski, R. E. Ferdig, R. Hartshorne, & C. Mouza (Eds.) *A Retrospective of Teaching, Technology, and Teacher Education During the COVID-19 Pandemic* (pp. 173–180). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/221522/
6. **Jin, Y.,** Harron, J. R., & Maddox, H. (2022). Virtual making: Transforming maker education in a teacher education program during the COVID-19 pandemic. In V. Dennen, C. Dickson-Deane, X. Ge, D. Ifenthaler, S. Murphy, & J. C. Richardson (Eds.) *Global Perspectives on Educational Innovations for Emergency Situations* (pp. 159–168). Springer Cham. ISBN 978-3-030-99633-8. https://doi.org/10.1007/978-3-030-99634-5
7. **Jin, Y.** (2021). Play, design, create, fail, teach, and repeat: A design case of designing a maker education course for preservice teachers. *International Journal of Designs for Learning (IJDL), 12*(1), 77–100. https://doi.org/10.14434/ijdl.v12i1.25857
8. **Jin, Y.,** & Harp, C. (2020). Examining pre-service teachers' TPACK, attitudes, self-efficacy, and perceptions of teamwork in a stand-alone educational technology course using Flipped Classroom or Flipped Team-Based Learning pedagogies. *Journal of Digital Learning in Teacher Education, 36*(3), 166–184. http://doi.org/10.1080/21532974.2020.1752335

9. Jaramillo Cherrez, N. V., & **Jin, Y.** (2020). Cultivating instructor's reflection: Leveraging partnership and team efforts. *College Teaching, 68*(2), 62–70. https://doi.org/10.1080/87567555.2020.1723474
10. Zha, S., **Jin, Y.**, Moore, P. R., & Gaston, J. (2020). A cross-institutional investigation of a flipped module on pre-service teachers' interest in teaching computational thinking. *Journal of Digital Learning in Teacher Education, 36*(1), 32–45. https://doi.org/10.1080/21532974.2019.169394
11. Zha, S., **Jin, Y.,** Moore, P., & Gaston, J. (2020). Hopscotch into coding: Introducing pre-service teachers computational thinking. *TechTrends, 64*(1), 17–28. https://doi.org/10.1007/s11528-019-00423-0
12. **Jin, Y.,** & Redish, T. (2020). Professional development for remote learning in teacher education to support teacher educators and preservice teachers during the COVID-19 pandemic. In R. E. Ferdig, E. Baumgartner, R. Hartshorne, R. Kaplan-Rakowski, & C. Mouza (Eds.) *Teaching, Technology, and Teacher Education During the COVID-19 Pandemic: Stories from the Field* (pp. 483–487). Waynesville, NC, USA: Association for the Advancement of Computing in Education (AACE).
13. **Jin, Y.** (2020). What else did pre-service teachers learn in a maker education course in a teacher education program beyond content? In B. Hokanson, G. Clinton, A. A. Tawfik, A. Grincewicz, & M. Schmidt (Eds.) *Educational technology beyond content: A new focus for learning (*pp. 207–216). Springer Cham. ISBN: 978-3-030-37253-8. https://link.springer.com/chapter/10.1007/978-3-030-37254-5_18
14. **Jin, Y.,** Jaramillo Cherrez, N. V., Cartagena, A. N., & Wang, W. (2018). It is a two-way street: Using storytelling and narration as a formalized method to promote mentorship and partnership among instructors and instructional designers in higher education. In B. Hokanson, G. Clinton, & K. Kaminski (Eds.), *Educational technology and narrative: Story and instructional design* (pp. 73–85). Springer Cham. ISBN: 331969913X
15. **Jin, Y.,** & Crawford, D. (2018). Impact of prior knowledge, course design, and technology preparation on pre-service teachers' TPACK development in a required educational technology course. In L. Liu, & D. Gibson, (Eds.) *Research Highlights in Technology and Teacher Education 2018* (pp. 23–31). Association for the Advancement of Computing in Education (AACE). https://www.learntechlib.org/primary/p/207261/

Awards

2023 Kennesaw State University Outstanding Online Teaching Award.
2023 Bagwell College of Education (BCOE) Outstanding SOTL Research Award.
2022 Bagwell College of Education (BCOE) Outstanding Online Teaching Award.
2015 Iowa State University Teaching Excellence Award.

Grants for Scholarship of Teaching and Learning (SOTL)

2022 Principal Investigator. Training middle grades preservice teachers to design K-12 online and blended lessons: Comparing the learning outcomes between virtual and face-to-face edtech courses. Kennesaw State University Education Economics Center Scholarship of Teaching and Learning (SOTL) Grant. ($11,733), funded.
2021 Principal Investigator. CT for teacher education research team. BCOE Research Teams Grant ($2,000), funded.
2019 Principal Investigator. Kennesaw State University Scholarship of Teaching and Learning (SOTL) Grant. Examining pre-service teachers' TPACK, attitudes, self-efficacy, and perceptions of teamwork in a stand-alone educational technology course using Flipped Classroom or Flipped Team-Based Learning pedagogies ($11,733), funded.

Reflective Statement

I have been a professional teacher and instructional designer for more than fifteen years. The mission of my teaching is to prepare students for content mastery, critical thinking, problem-solving, and teamwork, and to spark their enthusiasm for lifelong learning. My teaching adopts an approach that integrates constructivism, constructionism, and social-cultural theory. My experience in K-12 and higher education influenced how I design and teach my online courses.

As a former K-12 teacher, I taught students in various grade levels in multiple modalities, face-to-face, blended, and online. My experience as an early adopter of online learning in the 2000s led me to pursue a doctoral degree in Curriculum Instructional Technology and Literacy Education during which I taught and designed a great number of blended and online courses. Meanwhile, I worked as an instructional designer for the university for more than 3 years, designing more than 20 online courses for various disciplines. All these experiences contribute to the establishment of my research agenda, which focuses on preparing teachers for effective technology integration in the teacher education program and through professional learning. The medium of this educator preparation is teaching. Therefore, I am highly intentional in bridging theory, research, and best practices in all my teaching. My teaching, research, and service are closely connected to inform each other. I teach primarily online and serve on curriculum committees while conducting research on blended and online teaching. I have more than 15 publications and received the Judi Harris Research Into Practice Award and Outstanding Paper Award from my professional association, Society of Information Technology and Teacher Education. I also received two Outstanding Online Teaching Awards, which shows the recognition of me being an exceptional online teacher.

As an associate professor in the School of Instructional Technology & Innovation at Kennesaw State University, I am responsible for teaching and coordinating courses for pre-and in-service teachers, as well as mentoring graduate students. The majority of my students are practicing K-12 teachers, instructional faculty, and administrators who provide both teaching and instructional leadership in their day-to-day work. It is important that my teaching is based on learning theories, relevant to the education field, and has meaningful applications. I use diverse and effective pedagogical strategies to facilitate students' learning and engagement. I carefully analyze my teaching evaluations to improve my delivery, assessment, and practices. Over the past five years, I have taught a total of 41 sections of 7 online courses with 574 students. I redesigned 1 undergraduate course and 2 graduate courses and designed 3 new undergraduate courses and 2 new graduate courses. Overall, I demonstrate excellence in online teaching with an average evaluation score of 3.92 out of 4.0 and an average response rate of 62%. 76% of students demonstrated outstanding academic performance by receiving an A or S (Table 1). My teaching is dedicated to promoting technology integration in the PK-20 classroom, developing educators' TPACK, and inspiring others through creative designs. My mentoring is dedicated to student success. My teaching and mentoring are informed by these fundamental principles: 1) provide research-based high-quality instructional design, 2) cultivate social-cultural connections and relationships, 3) commit to student success, and 4) practice reflection.

Provide research-based high-quality instructional design. In my online teaching, I provide clear and informative syllabi, learning management system pages, lesson materials, and instructional videos. My designs are guided by instructional design theories and principles, such as Constructivist Learning Theory, Merrill's First Principles of Instruction, Backward Design, Sociocultural Learning Theory, and Mayer's Principles of Multimedia Learning, to name a few. Two design elements, user-friendliness and ease of use are crucial to online learners' motivation and engagement. Thus, I utilize the marriage of my content and instructional design expertise to design and develop my online courses informed by theories and research. All my online courses are Quality Matters certified and recommended by my colleagues as exemplars.

Cultivate social-cultural connections and relationships. My online teaching aligns with Vygotsky's Social Development Theory, which focuses on three key concepts: Students should 1. play an active role in the learning contexts through dynamic social interaction with family, friends, teachers, and peers, 2. Learn from more knowledgeable others (MKO), and 3. Deploy the Zone of Proximal Development (ZPD). At the same time, my teaching philosophies align with Bandura's Social Learning Theory, which stresses the importance of learning from each other via observation, imitation, and modeling. In my online courses, I provide ample opportunities for students to interact and learn socially through activities such as peer review, discussion, synchronous sessions, and brainstorming activities guided by these learning theories.

Commit to student success. For my online teaching, I pay special attention to six evidence-based factors to improve student success. 1. Directed: In my course designs, I clearly outline the goals of the course and have everything students need to achieve their goals easy to see and navigate so online students know their goals for the courses and how to achieve them. 2. Focused: I design and add various features and strategies to help online students stay on track, such as announcement emails, instructor's videos, mobile texting, synchronous sessions, and virtual office hours. 3. Nurtured: I fully understand that most of my online students are full-time teachers who shoulder heavy responsibilities. Therefore, I use a lot of strategies from the adult learning theory in my courses. I also care for them deeply, especially by supporting them in the way they feel comfortable. For example, I am very flexible with due dates and I always tell students that they are driving their cars in their own lanes in an online course. Our goal is to arrive at the destination but the journey is different for everyone. In other words, I provide personalized learning choices to my online students. 4. Engaged: Engagement is crucial to online learning and I design different activities for students to engage online, such as synchronous group work, discussion posts, collaborative projects, peer reviews, writing groups, and so on. 5. Connected: I make sure to be available to my online students throughout the week so they feel like they are part of a community. Students consistently commented that I reply to emails, texts, virtual meetings, and phone calls promptly and provide very fast grading with in-depth feedback. Maintaining connectivity with online students is a key area that I continuously strive to achieve. 6. Valued: I value online students' skills, talents, abilities, and experiences and I consider them as my peers. I always tell them that we will work together in this online course and we will all share our expertise, skills, and experiences to help each other. I design opportunities for them to contribute to the course and their peers, such as providing mid-term and final-term feedback on the course designs and peer-reviewing their classmates' projects. I show appreciation to their contributions several times during the semester and students commented that they felt valued in the course. As a result of using these factors to improve student success, I have seen my online students successfully gaining conceptual knowledge, practical skills for teaching, and career success. SITI's retention and graduation rates are consistently high and a lot of our graduates found great positions and fulfilled their career goals.

Practice reflection. I set a goal for myself to continuously reflect on my teaching practices. Through peer review, students' comments, course evaluations, and review documents, I regularly think about and explore ways to improve my teaching effectiveness. I develop a set of procedures to make data-driven decisions. At the end of every semester, I carefully read and analyze students' evaluation data and other relevant information on student learning. I consult with other instructors teaching the same courses. Then, I evaluate the course content, assessment, and practice to see needed areas for improvement. Afterward, I make a concrete plan with action steps on how to revise course content, instructional strategies, and student assessment of learning for each course. With this plan, I further redesign and develop the courses and review the new designs with other instructors. My reflective practices and instructional leadership have been praised by other instructors teaching the courses I coordinate.

Summary of Online Teaching Practices to Promote Student Success

High-Impact Practices

Research demonstrates that integrating high-impact practices (HIPs) into teaching and program design helps students achieve higher levels of success. Therefore, I utilize these research and evidence-based practices to promote learning quality, equity, and student engagement in online learning (see Table 4).

Collaborative Assignments and Projects

Collaborative learning is used in my online teaching to promote two key goals: helping students learn to work and solve problems with others and sharpening their understanding by listening to other perspectives, especially those with different backgrounds and life experiences. I have designed collaborative assignments and projects for all my online courses. For example, in my ITEC 8550 Designing and Evaluating Professional Learning, students engage in collaborative peer review to refine their designed professional learning programs considering the contextual knowledge of schools and districts. Similarly, in my ITEC 7460 Professional Learning and Instructional Technology Coaching, students record their coaching sessions with their mentee teachers and engage in feedback sessions with peers. Adopting the perspective of a professional instructional technology coach, students provide constructive feedback to each other on technology integration and coaching styles. They collaboratively brainstorm solutions for mentee teachers' challenges in technology integration into their content areas and then create action plans.

ePortfolio

ePortfolio empowers students to create and curate their work over time, which reflects their knowledge development in a particular subject area. ePortfolio also allows students to share their artifacts with others, showcasing their mastery and expertise in various topics. I have been using ePortfolio in collaboration with other HIPs and strategies for these purposes so students can make connections between various educational experiences. For example, in my ITEC 3200 Improving Learning with Technology in the Middle School Classroom, my undergraduate preservice teachers create their ePortfolios using Wix.com. During each module, students create lesson ideas, artifacts, technology integration plans, and so on. Then, they curate appropriate materials and artifacts and design their web pages for that particular topic. Throughout the semester, they design their ePortfolio with a collection of webpages on different educational technology topics. This particular portfolio has shown impact in our fields because preservice teachers are able to showcase them to in-service teachers, which helps them use the materials in their classrooms. Preservice teachers also use these ePortfolios for their teacher license procedures. Moreover, they show this ePortfolio to school administrators during job interviews, which helps them get teaching positions.

Learning Communities

Learning communities explore common themes and topics and fully utilize the benefits of collaborative learning. I believe helping students create learning communities is important for online learning because it helps them build the social cultural connections and relationships that usually happen in a face-to-face classroom. One learning community I facilitate is the dissertation writing group for doctoral students. For my ITEC 9900 Dissertation Writing, I help students form this learning community so they can discuss ideas and organization of their writing, ask questions, conduct peer reviews, and serve as accountability partners for each other. For example, in the summer of 2023, I taught a section of this course to eight doctoral students. I created a learning community for them and helped them identify two subgroups that better serve their specific needs, one for writing Chapters 4 and 5 and the other one for writing Chapters 1-3. Throughout the course, they interacted almost daily. After the course completion, they continue to interact as a learning community to support each other leading to their defense. This approach is fruitful as the four doctoral

students from subgroup one successfully defended their dissertations and the other four in subgroup two successfully defended their dissertation proposals in fall 2023.

Service Learning, Community-Based Learning

Field-based experiential learning with community partners is another HIPs instructional strategy I utilize in my online courses. Supported by the learning theories of constructivism, constructionism, and social culture learning theory, I believe in learning by doing. Service learning is a great opportunity for students to learn through direct experience in the field. Students can apply what they are learning in real-world settings and make an immediate impact on the community they serve. Giving back to the schools and districts is at the heart of my course design for educator preparation, as well as an important learning outcome for cultivating students' leadership, citizenship, work, and life. I use this strategy in multiple courses. For example, in my ITEC 7400 21st Century Teaching and Learning course, my online students design technology-integrated engagement projects for their schools and districts. These projects usually have a service learning component and invite community partners to their schools. After the iterative processes of design, these in-service teachers implement their projects in their K-12 schools with teachers, students, parents, and community partners. Another example is the coaching project in my ITEC 7460 Professional Learning and Instructional Technology Coaching. Each online student in the course engages in an analysis of their school/district on the aspect of professional learning. They need to interview key stakeholders in their community and provide feedback on how to improve professional learning for their school/district. These online students also need to mentor a teacher in their school/district and help them effectively integrate technology into the content areas in consideration of the contextual factors of their community.

Writing-Intensive Courses

Writing is a key academic skill for higher education. I teach three writing-intensive online courses that emphasize writing at all levels of instruction and across the curriculum. These courses are ITEC 8550 Designing and Evaluating Professional Learning, ITEC 9350 Doctoral Directed Study, and ITEC 9900 Dissertation. Each of these online courses requires online students to write a comprehensive paper as the final artifact. ITEC 8550 requires students to write a 50-100 page long professional learning plan paper for their school and district. ITEC 9350 requires an extensive literature review paper and ITEC 9900 requires 1-5 dissertation chapters. I utilize a few strategies for teaching these writing-intensive online courses as teaching writing online can be challenging. 1) I meet with each student synchronously online to goal set and create a clear outline with due dates. 2) I offer Write Here, Write Now sessions every week so students can come to my online meeting rooms asking questions or writing using the accountability system. 3) I create and use comprehensive rubrics that help guide students' writing and give them clear suggestions on what needs to be revised. 4) I provide personalized constructive feedback in a timely manner and meet with students to go over their writing and my comments. 5) I help students form learning communities and build peer review procedures so students can get feedback from multiple perspectives. And 6) I offer to collaborate with students on their writing projects and publish scholarships in journals and conferences. Together, we have published three journal articles and presented six presentations.

Mastery Learning Philosophy for Active Learning

Mastery learning believes students will achieve a high level of understanding and demonstrate their learning successfully when they are given enough time. I align with this philosophy and use it with an intentionally designed instructional model, pre-assessment for prior knowledge, guided instruction, formative assessment, enrichment opportunities, and summative assessment. During this process, if

mastery is not reached, I provide personalized support and guidance to students and give them the option to retake quizzes or resubmit assignments. I continue to reassess students until they reach mastery.

Utilize Personalized Learning

I utilize personalized learning strategies in my online courses, aiming to customize learning for each student's strengths, needs, skills, and interests. 1) Create and curate a collection of instructional materials and give students the opportunity to choose their learning materials based on their preferences and interests. 2) Give students voices and choices in the ways they want to show their knowledge. For example, in ITEC 7600 Personalized Learning and Technology-Rich Environments, students can choose what artifacts (paper, infographics, video, audio, websites, etc.) they want to create for all the assignments. 3) Use formative assessment to promote learning. I use short in-process evaluations such as discussion, entry/exit tickets, Jam boards, quizzes, and breakout rooms, to keep students reflective of their learning. 4) Leverage data and analytics. I utilize the power of data and analytics to support each of my students. For example, I am utilizing our learning analytics system uHoo Analytics to track online students' progress and when there is an alert, I reach out and provide personalized support to students. 5) Provide personalized feedback. I set clear learning objectives with my students, provide timely and personalized feedback, and provide individualized guidance and support based on each student's feedback. In fact, one of the most stated qualitative feedback from my teaching evaluation is how my timely, constructive, personalized feedback helps students achieve their learning goals. And 6) Offer personalized timelines and resubmission opportunities. I offer online students the option to create their own timelines. I also offer students unlimited attempts to redo quizzes and resubmit any assignments they want to work on until they reach mastery. My online students are working professionals so they are appreciative of these personalized learning strategies that help them thrive despite the heavy workload and the need to balance life, work, and graduate school. The high academic performance rate, 76%, demonstrated by getting A and S, is the result of this strategy.

Integrate New Technologies to Facilitate Student Engagement

Student engagement is crucial for online learning. I continue to investigate and integrate new technologies to facilitate student engagement. For example, in my ITEC 7460, we have been integrating a variety of video editing and sharing tools for the coaching projects, in which they need to record videos of their coaching sessions, edit these videos, and share them with the class. Another example is ITEC 3200 Improving Learning with Technology in the Middle School Classroom. Each week, we learn a new educational technology topic and examine a great number of tools. I always add emerging technology tools to the course, for example, maker tools, computational thinking, coding tools, and most recently, tools for designing K-12 blended and online learning. I also participate in professional development opportunities and integrate technology tools learned from the workshops, such as Universal Design for Learning, accessibility, learner Analytics, and Artificial Intelligence.

Value Student Mental Health

Last but not least, mastery learning cannot be achieved without valuing student mental health. I pay special attention to student mental health by openly talking about how I handle stress and make healthy choices and providing resources on such topics. I continuously practice and encourage others to practice non-judgment, kindness, and compassion in my online courses. For example, I tell students that if needed, they can get extensions on any work without telling me their reason. I also send uplifting and positive announcements to students weekly and urge them to take time for self-care. During my synchronous sessions, I always foster open and honest communication on topics of productivity, stress, and choices and actively listen to students' discussions and conversations. When students are in challenging situations, I always offer guidance and support to them and create alternative plans for them to reach mastery.

Evidence of Online Teaching, Mentoring, and Leadership Excellence

Table 1. *Overview of Online Teaching Excellence Evidenced by Evaluation Scores and Student Success Data (Summer 2018 – Fall 2023)*

Total # of Online Courses = 41; Total # of Online Students = 574 **Overall Evaluation Average = 3.92 (out of 4.00)** **Average Response Rate = 62%, High compared to KSU average** **Total # of A Students = 412; Total # of S Students = 92** **Outstanding Academic Performance Rate = 76%** ***Course Coordination = 4; Redesign = 3; Design = 5** Table Key: (# of response, # of student enrollment/# of students successfully pass the course) [academic performance, A: # of students, B: # of students]		**Summer 2018** ITEC 7400-W04 – 3.98 (11/16) [A: 16]
Fall 2018	**Spring 2019**	**Summer 2019**
*ITEC 7460-W04 – 3.89 (10/18) [A: 16, B: 1]	*ITEC 7460-W01 – 4.00 (9/19) [A: 16, B: 1]	ITEC 7400-W01 – 3.81 (15/19) [A: 19] ITEC 7400-W05 – 4.00 (9/15) [A: 15]
Fall 2019	**Spring 2020**	**Summer 2020**
*ITEC 7460-W01 – 3.88 (9/17) [A: 15] *ITEC 7460-W03 – 4.00 (2/18) [A: 18]	ITEC 7400-W07 – (15) [A: 14, B: 1] *ITEC 7460-W01 – (17) [A: 15, B: 2] No evaluations due to the COVID-19 pandemic	ITEC 7400-W01 – 3.88 (12/19) [A: 18] ITEC 7400-W02 – 3.91 (14/21) [A: 21] ITEC 7600-W01 – 3.92 (4/15) [S: 15]
Fall 2020	**Spring 2021**	**Summer 2021**
ITEC 7400-W02 – 3.96 (12/16) [A: 16] ITEC 7400-W06 – 3.92 (18/20) [A: 20]	*ITEC 3200-W01 – 3.96 (6/24) [A: 16, B: 1] *ITEC 8550-W01 – 3.87 (13/17) [A: 11, B: 1] *ITEC 9350-W01 – (1)	ITEC 7400-W05 – 3.91 (14/18) [A: 18]
Fall 2021	**Spring 2022**	**Summer 2022**
ITEC 7400-W02 – 3.99 (13/18) [A: 16, B: 1] ITEC 7400-W05 – 3.68 (13/16) [A: 15, B: 1] *ITEC 7460-W05 – 3.86 (9/17) [A: 16, B: 1] ITEC 9900-W02 – (1) [S: 1]	ITEC 7400-W03 – 3.85 (16/19) [A: 19] ITEC 7400-W06 – 3.93 (14/19) [A: 17, B: 1] ITEC 9900-W05 – (2) [S: 2]	ITEC 7600-W06 – 3.94 (6/14) [S: 13] ITEC 7600-W08 – 3.77 (11/15) [S: 15] ITEC 9900-W05 – (1) [S: 1]
Fall 2022	**Spring 2023**	**Summer 2023**
*ITEC 7460-W01 – 3.83 (7/15) [A: 13, B: 1] *ITEC 7460-W02 – 3.91 (6/20) [A: 16, B: 1] ITEC 9900-W05 – (3) [S: 3]	*ITEC 8550-W01 – 3.89 (14/22) [A: 19, B: 3] *ITEC 3200-W01 – 3.89 (8/18) [A: 17, B: 1] ITEC 9900-W05 – 4 (1/4) [S: 4]	ITEC 7600-W05 – 3.91 (10/14) [S: 14] ITEC 7600-W06 – 3.92 (10/15) [S: 15] ITEC 9900-W05 – 4 (1/1) [S: 1] ITEC 9900-W12 – 4 (4/8) [S: 8]

Fall 2023	Course Redesign	Course Design
*ITEC 7460-W01 – NA (NA/13) [NA] *ITEC 7460-W02 – NA (NA/10) [NA] ITEC 9900-W05 – NA (NA/4) [NA]	• **ITEC 3200** ○ Adding new Modules. ○ Redesign the entire course to be an online course. ○ Received 2 SOTL grants to conduct research on innovative practices. • **ITEC 7460** ○ 3 redesigns of the entire course. • **ITEC 8550** ○ 2 redesigns of the entire course.	• **Undergraduate courses** ○ LDT 2100 Tools & Technology for Learning ○ LDT 4200 Interactive Learning Environments ○ LDT 4400 Directed Study in Instructional Design • **Graduate courses** ○ Innovation for Social Change in Education ○ ITEC 9350 Conducting Literature Review

Table 2. *Qualitative Data from Student Evaluations*

A thematic analysis of more than 750 qualitative entries from the three open-ended questions in the student evaluation surveys shows my strengths are **expertise in my field, effectiveness in facilitating student learning, timeliness, organization, communication, use of technology, short grading period, constructive feedback, positive attitude, and care for students**.

Course Prefix and Name	Sample Qualitative Feedback
ITEC 7400 Teaching, Technology, & Student Engagement	• Dr. Jin is an effective and positive educator who truly cares about students understanding the course curriculum and does everything she can to help us be the best and most prepared teachers in our own classrooms. • Dr. Jin is kind, considerate, and very knowledgeable in the content. She is attentive and understanding of the needs and challenges of a full-time teacher. I simply found her to be an exceptional educator.
ITEC 7460 Professional Learning and Instructional Technology Coaching	• Dr. Yi was consistently giving our class feedback on our coaching. Her feedback was constructive and positive. It helped me grow as a student and coach. Dr. Yi always made herself available if we had any questions. • No matter the situation, Dr. Jin was always available to help me improve my coaching practice and answer any questions or concerns I may have had.
ITEC 7600 Personalized Learning & Technology-Rich Environments	• Dr. Jin made the course challenging. She made herself available through email and Zoom calls whenever needed. Her co-planning meetings enabled me to start an assignment and gain helpful feedback to make changes or ask questions about parts I was not confident with. Dr. Jin was always excited to read my drafts and help me develop a deeper understanding of the content. Dr. Jin made the class expectations clear. She also helped me connect the content to what I needed for my classroom. I truly enjoyed my conversations with Dr. Jin and how she delivered the course.

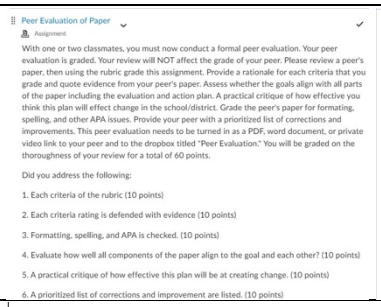
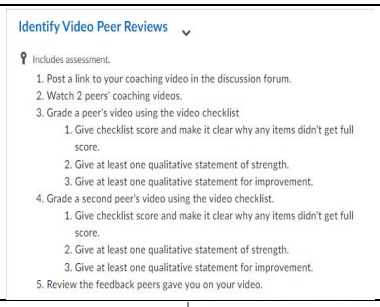
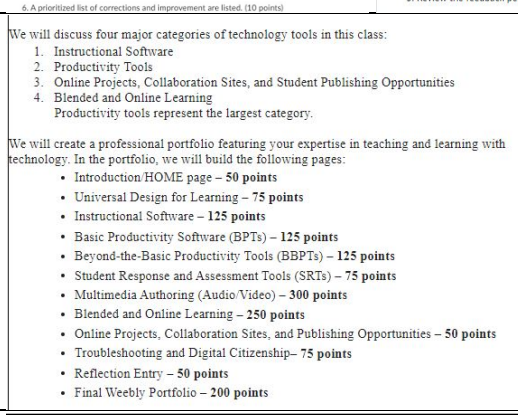
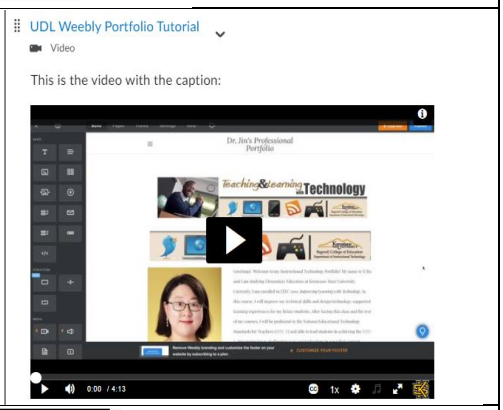
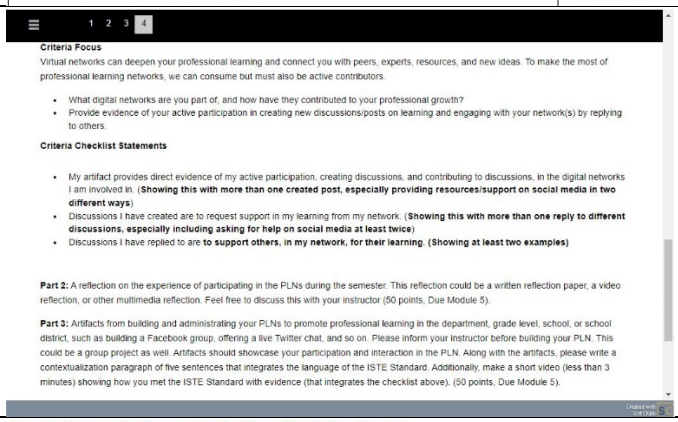
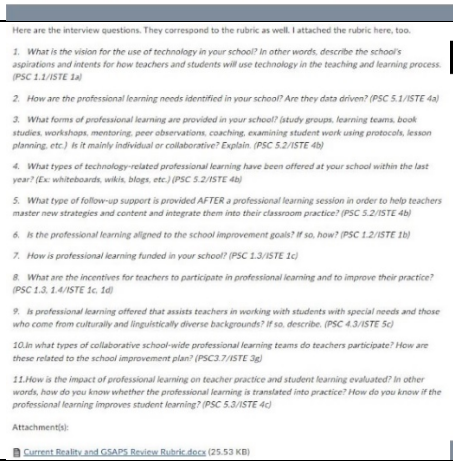
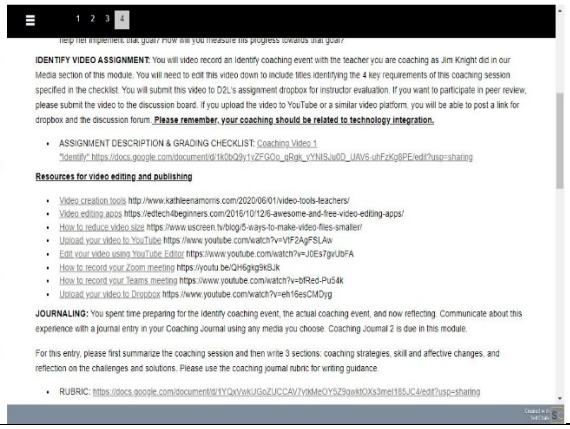
	• Dr. Jin responded quickly to questions and graded assignments very quickly (usually within less than 24 hours of submission). Dr. Jin was always willing to help, and gave immediate feedback on my assignments, and her feedback was useful.
ITEC 8550 Designing & Evaluating Professional Learning	• I can honestly say this was the best experience I have had with a professor during my advanced graduate studies. The course was so well organized, communication and expectations were clear. And every task felt valuable in my professional learning. I honestly wanted to do better on assignments because Dr. Jin had set things up so well that I didn't want to disrespect her efforts. I would 100% take another course with Dr. Jin. • Dr. Yi Jin is an AMAZING instructor! She provides a plethora of content and information to help students be successful. She provides detailed feedback in a timely manner and it is very helpful for learning and understanding the course content and assignments. She is always available for questions and the virtual sessions she has are so helpful! Awesome instructor!
ITEC 3200 Improving Learning with Technology in the Middle School Classroom	• I had a great experience with Dr. Jin. She was very accommodating, always professional and friendly, and had a deep knowledge of the course material. • Dr. Jin is an effective and positive educator who truly cares about students understanding the course curriculum and does everything she can to help us be the best and most prepared teachers in our own classrooms.

Table 3. *Sample Student Thank You Letters*

Dr. Jin, I wanted to thank you for understanding the chaos public educators in K-12 were experiencing as we transitioned from face-to-face to online learning, literally overnight. Thank you for removing deadlines for your course and understanding that we each were dealing with COVID-19, work, life, and graduate school in many different ways. Removing those deadlines was a lifeline for me at a time when I needed it most. I truly enjoyed your class and learned so much during that time, both academically and personally. Education extends beyond the classroom, and I learned that we have to be understanding of what our students may be experiencing and offer them grace. Learning does not occur in a finite time or space. Sometimes, we have to step back and offer flexibility of time to achieve the academic. Again, thank you!
Dr. Jin, A note to thank you for the guidance and coursework we have had this semester so far in PL & Tech Innovations. There have been very few times in my teaching career where the learning has matched the need as well as the learning. What I'm doing now matches the needs I have now. I have learned so much about myself, and Chapters 4-7 of the Knight book, along with reading discussion posts, have helped me so much! Both reminded me that excellent teachers are everywhere, and they are not to be judged by their apparent understanding of engaged learning or technology implementation. Somehow, I remained open and internally watchful of my own impulses during interactions with these colleagues, and thankfully, each of them has invited me back enthusiastically. In fact, a whole team has requested my help with planning. So, thank you. I found out that coaching is exactly what I want to do. Clearly, I have some things to learn.

Table 4. *Evidence for Online Instructional Strategies*

Strategies	Evidence

Collaborative Assignments and Project	 
ePortfolio	 
Learning Communities	
Service Learning, Community-Based Learning	 

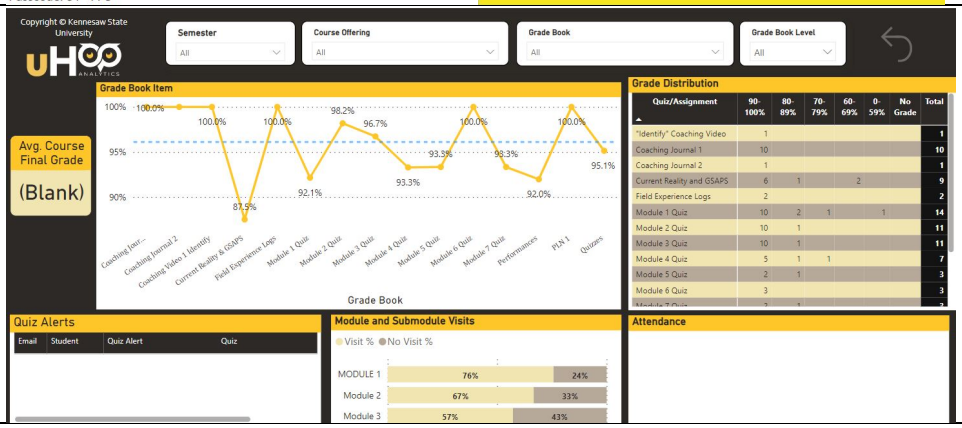
Writing Intensive Courses	**Google slides with more information on the outline:** https://docs.google.com/presentation/d/1mW7I_zErj4yts3aJwZ0crXtyNm82w0JgHT6UsXY5hf0/edit#slide=id.p **Instructional Videos** **Sections a & b:** https://kennesaw-edu.zoom.us/rec/play/QVJYiIT5PapWu8HKawC1QOowqIvlnDDkI2bRBIq8oqtlw1fnTQUlVA8BB2Wh9ZhxIj85XdCaTy5-AmxI.gYz8tNWyeRrO-Ocj Passcode: ^4L&F3 **Section c:** https://kennesaw-edu.zoom.us/rec/play/SMO3kfR9A-5DYe4zMSp1JIzTOtmxk-k7xf-P1ZaoXkoWV1ZU91DNJhB6bu66XLQKhcLskU0FjjHksy0I.cRNCs-PuI1qOVIDO Passcode: 8HVf!B **Writing Tips for Sections a, b, and c:** https://kennesaw-edu.zoom.us/rec/play/nMuBQDtXL9IH-86mcYj1jfn7aD7iaPQvqX6FYCoV0lstoMMtPdrf1nIRPxMmE5RREI0xa12TwO8vMV-Z.3MCiDvpPg9YaraIJ Passcode: 5T^Y9U **10 Sections** a. Introduction b. Context/Organizational Analysis c. Innovation Analysis d. Baseline Evaluation and Summary e. Goal Statement f. Action Plan g. Professional Development Session Plan h. Evaluation Plan & Tools i. Continuous Improvement Plan j. Conclusion
Personalized Learning	

Table 5. *Student Success through Online Mentoring Excellence*

Programs	Advisor/Major Professor	Committee Member	Total
Specialist students in the process	0	/	0
Graduated Specialist students	32	/	32
Master's students in the process	13	/	13
Graduated Master's students	43	/	43
Doctoral students in the process	5	2	7
Graduated Doctoral students	3	2	5
Total	96	4	100

Table 6. *Finished Doctoral Students' Dissertations through Online Mentoring*

Advisee	Dissertation Title
Dr. Kimberly Gile	AP Statistics Students' Conceptions of Engagement and Technology in a Flipped Classroom: A Phenomenographical Study
Dr. Amber Lee	Upper Elementary Teacher, Instructional Technology Coach, and Administrator Experiences with Technology Integration During COVID-19 Related School Closures: A Phenomenography
Dr. Janet Cowart	Leading Online Professional Development for Instructional Technology Coaches with Effective Design Elements
Dr. Stephanie Milner	Becoming an Effective Digital Educator: A Case Study of Technology Preparation in a Novel Preservice Teacher Internship Program
Dr. Harmony Jones (University of West Florida)	A Case Study of Makerspace Coordinator Assessment in Educational Makerspaces

October 11, 2023

Dear Online Teaching Award Selection Committee:

I am writing to enthusiastically support Dr. Yi Jin as a nominee for the University System of Georgia (USG) Online Teaching Award. Dr. Jin has exemplified an unwavering commitment to quality online teaching and learning throughout her career at Kennesaw State University, substantiated by an incredible body of work.

Her utilization of effective and innovative online teaching practices sets Dr. Jin apart. Her methods result in high levels of student engagement, satisfaction, and consistently lead to the achievement of desired learning outcomes. She always goes beyond the conventional, incorporating innovative techniques like utilizing High-Impact Practices. Additionally, the ongoing and data-driven reshaping of online courses and the use of interactive strategies to promote student collaboration are among the hallmarks of her approach.

Dr. Jin ensures that all online courses align with the rigorous Quality Matters (QM) rubrics the USG sets. Additionally, our Distance Learning department systematically reviews these courses, attesting to her commitment to maintaining the highest instructional standards.

Furthermore, Dr. Jin has demonstrated an extraordinary commitment to fostering the academic success of online students by developing a rapport with individual learners both in and beyond the virtual classroom, as evidenced by many heartfelt thank-you letters from students.

In conclusion, Dr. Jin is an exemplary online educator who has consistently raised the bar in online teaching and learning. I wholeheartedly support her nomination for the USG Online Teaching Award, and I am confident that she will continue to inspire and empower online students and educators alike. Her work in the School of Instructional Technology and Innovation has truly benefited from her level of expertise in online teaching.

Arvin Johnson, Ed.D.
Interim Director, Associate Professor

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

It is with great pleasure that I recommend Dr. Yi Jin for the Regent's Teaching Excellence Award for Online Teaching. As her former school director, I encourage you to strongly consider her nomination and carefully review her materials. The School of Instructional Technology & Innovation is home to some of the largest and most popular graduate programs at KSU due to our reputation for exceptional teaching. Dr. Jin helped establish our statewide reputation with her strong commitment to quality online teaching and learning. Between Summer 2018 and Fall 2023, she taught 41 sections of 7 online courses with a total of 574 students and an overall evaluation average of 3.92 out of 4.0. This is INCREDIBLE. She also received perfect 4.0 evaluations in multiple courses, all while maintaining an average response rate of 62%. Her qualitative feedback is just as impressive as the quantitative data and highlights how knowledgeable she is in her field, how dedicated and available she is to her students, and how she provides targeted and constructive feedback in a timely manner. Many students indicate that Dr. Jin is the best instructor they have ever had in graduate school.

Dr. Jin receives outstanding results in the classroom because she uses effective and innovative teaching practices that result in student engagement, student satisfaction, and effectiveness in achieving desired learning outcomes. As a former instructional designer, she follows research-based design theories, guides her instruction on the Quality Matters Higher Education rubric, and focuses on student success. She incorporates collaborative learning, e-portfolios, learning communities, and other high-impact practices. She uses personalized learning strategies to customize learning for every student based on their individual strengths, interests, and needs. She integrates technology to facilitate student engagement and adds emerging technologies such as maker tools, coding, and computational thinking. Dr. Jin's success can also be attributed to how she connects her teaching with her research agenda on blended and online learning. She has over 15 publications in various journals and several recognitions from one of the premier professional associations in her field, the Society of Information Technology and Teacher Education.

Dr. Jin is a great online teacher mainly because she cares about her students. Although she is extremely busy with an active and productive research agenda, she always prioritizes her teaching and her students. She wants every student to succeed, and as a result, she puts forth the time and effort it takes to ensure their success. Sometimes this includes paying special attention to their mental health. She routinely shares how she handles stress in her own life and consistently practices non-judgment, kindness, and compassion in her online courses. She sends positive and encouraging messages to her students and takes the time to listen to them. She offers guidance, support, and alternative plans for achieving learning outcomes. One student wrote, "Dr. Jin is an effective and positive educator who truly cares about students understanding the course curriculum and does everything she can to help us be the best and most prepared teachers in our own classrooms."

Dr. Jin has been recognized many times for her outstanding teaching including receiving the KSU Outstanding Online Teaching Award in 2023, the Bagwell College of Education Outstanding Online Teaching Award in 2022, and the Iowa State University Teaching Excellence Award in 2015. Without a doubt, she is a shining star and a role model for others to follow in the online learning space. Dr. Jin is highly deserving of this recognition. Please contact me with any questions you may have regarding her outstanding qualifications for this award.

Traci Redish

Traci Redish, Associate Dean, Bagwell College of Education