

Anissa Lokey Vega

Interim Assistant Vice President of Curriculum and Academic Innovation
Professor of Instructional Technology
Office of the Provost and Senior Vice President for Academic Affairs
Kennesaw State University
Last updated: October 7, 2020

TABLE OF CONTENTS

[PROFESSIONAL EXPERIENCE](#)

[ACADEMIC LEADERSHIP](#)

[SCHOLARLY ACTIVITIES](#)

[Journal Articles](#)

[Book Chapters](#)

[Policy Briefs, Professional Standards, and Whitepapers](#)

[Manuscripts in Progress](#)

[Presentations](#)

[Grants & Sponsored Research](#)

[TEACHING](#)

[Courses Taught at Kennesaw State University](#)

[Non-Credit Instruction](#)

[Student Supervisions](#)

[Program Development and Coordination](#)

[Course Development](#)

[SERVICE](#)

[Department-level service](#)

[College-level service](#)

[University-level service](#)

[Professional service](#)

[Public Service](#)

[AWARDS AND HONORS](#)

[DEVELOPMENT ACTIVITIES](#)

[ACADEMIC INNOVATION PROJECT PILOTS/ENGAGEMENT](#)

ACADEMIC HISTORY

Education

Georgia State University (Atlanta, GA) Ph.D., Instructional Technology & Design, Educational Leadership	2010
University of Tennessee (Knoxville, TN) Master of Science in Education	2002
University of Tennessee (Knoxville, TN) Bachelor of Science in Mathematics Education	2001

PROFESSIONAL EXPERIENCE

Interim Assistant Vice President of Curriculum and Academic Innovation (2020-present)

Professor, Kennesaw State University (2021-present)

Interim Director of Academic Innovation (November 2019-December 2020)

Associate Professor, Kennesaw State University (2016-2021)

Assistant Professor, Kennesaw State University (2011 – 2016)

Part-time Instructor, Georgia State University (2010-2011)

Graduate Teaching Assistant, Georgia State University (2003-2010)

Instructional Technology Specialist, Trinity School (2002-2006)

ACADEMIC LEADERSHIP

*Interim Assistant Vice President for Curriculum and Academic Innovation,
Kennesaw State University (January 2020-present)*

Provide oversight and leadership to the Curriculum, Instruction, and Assessment office in Academic Affairs, which includes three subunits including the curriculum support team, Digital Learning Innovations, and the assessment of learning team. Lead cross-campus collaborations for academic innovations to expand or improve systems of teaching and learning, such as multi-modal course design, learning analytics, and micro-credentials. Facilitate four faculty shared governance committees and their executive committees including the Undergraduate Policy and Curriculum Committee (UPCC), the Graduate Policy and Curriculum Committee (GPCC),

Digital Learning Advisory Committee (DLAC), and the Academic Assessment Council (AAC). Provide support to the General Education Council (GEC) as required.

Select major accomplishments of the [CIA team](#) during interim period

- Reviewed and processed approximately 600 program and course changes to update annual revisions to the KSU Undergraduate Catalog and the KSU Graduate Catalog.
- Implemented a plan to improve the quality of curriculum proposals and transparency in university level review with the [UPCC](#) and [GPCC docket](#).
- Continued to work with the USG Academic Affairs staff to update the Degrees and Majors Authorized.
- Launched 3 new programs including Master of Arts in Art and Design, Ph.D. in Interdisciplinary Engineering, and Master of Science in Intelligent Robotics.
- Transferred the Master of Science in Prosthetics and Orthotics from Georgia Institute of Technology.
- Developed 2 new program proposals including Bachelor of Science in Instructional Design and Technology and Ph.D. in Computer Science.
- Developed and promoted curriculum resources to advance faculty curriculum expertise.
- Supported faculty groups in the writing and routing of new academic policies.
- Developed the [KSU Course Modality Database](#), a system for documenting and tracking online and hybrid course reviews, to ensure accessibility and sustained instructor interaction. [in Beta Fall 2021]
- Moved Assessment of Learning system for accreditation from CampusLabs to a custom SmartSheet solution saving the institution \$20,000/year and improving analytic capacity.
- Revised the membership and purpose of the [Digital Learning Advisory Council](#) and [Academic Assessment Council](#).
- Facilitated faculty group to draft the APR template and facilitate a data team to gather necessary APR data packets.
- Planned and launched a cross-campus collaborative [micro-credentialing initiative](#) with University Information Technology Services, CIA, College of Graduate and Professional Education, Student Services, Office of the Registrar, and Department of Career Planning and Development.
- Planned and launched an accelerated bachelors-to-masters initiative, [Double Owl Pathways](#), with University Information Technology Services, CIA, and College of Graduate and Professional Education. [Dashboard available](#).
- Submitted (await reply) a Governor's Emergency Education Relief Fund II (GEERs) request which exceeded \$1,100,000 to support online/hybrid course review, online science and engineering lab development, and learning analytics.

Interim Director of Academic Innovation

Kennesaw State University (November 2019-January 2020)

Researched higher education academic innovation systems, personnel, projects, and professional service organization. Interviewed 20+ academic innovation officers at peer and aspirant

institutions. Synthesized literature and analysis of academic innovation in higher education. Duration of position did not allow noteworthy accomplishments. I was promoted out of this position.

Program Designer and Coordinator

Kennesaw State University (August 2011-November 2019)

Designed, developed, assessed, and revised program content. Promoted programs and advised students within the programs. Collaborated with partner online schools for teacher field experiences. Supported part-time instructors to deliver courses with fidelity using common course designs. Programs included: Online Teaching Endorsement, Online Teaching Certificate, Personalized Learning Endorsement, and Personalized Learning Certificate. More details provided below under Departmental Service.

SCHOLARLY ACTIVITIES

* *peer-reviewed*

***invited*

___ *indicate current or former student collaborators*

Publications

Journal Articles

- *Koz, O. & Lokey-Vega, A. (2021). Building research capacity through an academic community of practice: a design case study. *Journal of Applied Research in Higher Education*, 13(3). : <https://www.emerald.com/insight/2050-7003.htm>
- *Fuller, J., Brantley-Dias, L., Lokey-Vega, A. (revisions underway). Learner perceptions: Gauging the effectiveness of instructional strategies implemented in one university's inaugural MOOC. *The Journal of Open and Distance Learning*.
- *Pourreau, L. A., & Lokey-Vega, A. (2020). Perceptions of K-12 online teaching endorsement program effectiveness: A case study. *Educational Planning*, 27(2), 7-21.
- *Sanders, K., & Lokey-Vega, A. (2020). K-12 Community of Inquiry: A case study of the applicability of the Community of Inquiry framework in the K-12 learning environment. *Journal of Online Learning Research* 5(1), 35-56.
- **Lokey-Vega, A., & Stephens, S. (2019). Blended and online practices for personalized learning. *Journal of Online Learning Research*, 5(3), 227-228, <https://www.learntechlib.org/primary/p/213787/>

- * Lokey-Vega, A., & Stephens, S. (2019). A Batch of One: A Conceptual Framework for the Personalized Learning Movement. *Journal of Online Learning Research*, 5(3), 311-330, <https://www.learntechlib.org/primary/p/210639/>
- *Lokey-Vega, A., Williamson, J., Bondeson, K. (2018). A Lesson Structure and an Instructional Design Model for Project-Based Online Learning. *Journal of Online Learning Research*, 4(3), 327-345, <https://www.aace.org/pubs/jolr/>
- *Larkin, I. M., Lokey-Vega, A., Brantley-Dias, L. (2018). Retaining K-12 Online Teachers: A Predictive Model for K-12 Online Teacher Turnover. *Journal of Online Learning Research*, 4(1), 53-85, <https://www.learntechlib.org/primary/p/181297/>
- *Langub, L. W., Lokey-Vega, A. (2017). Rethinking Instructional Technology to Improve Pedagogy for Digital Literacy: A Design Case in a Graduate Early Childhood Education Course. *TechTrends*, 61(4), 322-330, <https://link.springer.com/article/10.1007/s11528-017-0185-1>
- *Lokey-Vega, A. (2017). Preparing K-12 teachers for online teaching in U.S. schools. *Studies in Educational Leadership*, 3, 197.
- *Larkin, I. M., Brantley-Dias, L., Lokey-Vega, A. (2016). Job Satisfaction, Organizational Commitment, and Turnover Intention of Online Teachers in the K-12 Setting. *Online Learning Consortium*, 20(3), 26-51.
- Lokey-Vega, A. (2014). Grab a MOOC by the horns: 7 strategies to tame the beast for teacher professional development. *Educational Leadership*, 71(8), 61-64.
- *Russell, R., Kinuthia, W., Lokey-Vega, A., Tsang-Kosma, W., & Madathany, R. (2013). Identifying complex cultural interactions in the instructional design process: A case study of a cross-border, cross-sector training for innovation program. *Educational Technology Research and Development*, 61(4), 707-732.
- Lokey-Vega, A., Brantley-Dias, L. (2006). Another view on mentoring. *Learning & Leading with Technology*, 34(2), 18-21.

Book Chapters

- *Lokey-Vega, A., Moore, J., Powell, T., & Cochran, J. (accepted). Kennesaw's Distance Learning Journey: A Decade of Growth and Change in (eds. Bouchey, Gratz, & Kurland) *From Grassroots to the Highly Orchestrated: Online Leaders Share Their Stories of the Evolving Online Landscape in Higher Ed.*
- *Pourreau, L. & Lokey-Vega, A. (2021). K-12 Virtual Educator Preparation: Insights and Inquiry, *Research Anthology on Developing Effective Online Learning Courses.* (reprint)

- *Lokey-Vega, A., Jorin Abellan, I. M., Pourreau, L. A. (2018). Theoretical perspectives in K-12 online learning. *The Handbook of K-12 Blended and Online Learning*. ETC Press. https://kilthub.figshare.com/articles/Handbook_of_Research_on_K-12_Online_and_Blended_Learning_Second_Edition_/6686813
- **Lokey-Vega, A. (2018). Introduction to Background and Historical Perspective. In Ferdig, R. & Kennedy, K. (Ed.), *The Handbook of K-12 Blended and Online Learning* (2nd ed., pp. 3-6). <https://www.learntechlib.org/p/182993/>
- *Pourreau, L. & Lokey-Vega, A. (2017). K-12 Virtual Educator Preparation: Insights and Inquiry, *Handbook of Research on Innovative Practices in Teacher Preparation and Graduate-Level Teacher Education Programs*.

Published Proceedings of Conference Presentations

- Koz, O. & Lokey-Vega, A. (2020). American Educational Research Association. http://works.bepress.com/olga_koz/22/
- **Lokey-Vega, A. (2020) Project-based Online Learning: An instructional strategy to translate PBL into distance learning environments. (video archive)
- *Jorin Abellan, I. M., Pourreau, L., Lokey-Vega, A. (2019). *Cartografía de apoyos teóricos de sustento al campo del "K-12 Online Learning."* (pp. 134-140). San Sebastián: Red Universitaria de Tecnología Educativa. https://web-argitalpena.adm.ehu.es/pasa_pdf.asp?File=USPDF189660
- *Sanders, K., Bondeson, K., Lokey-Vega, A. (2018). In E. Langran & J. Borup (Ed.), *INNOVATE, a Professional Development Course in the K-12 Online Context: A Design Case* (pp. pp. 711-716). Proceedings of Society for Information Technology & Teacher Education International Conference. <https://www.learntechlib.org/p/182599/>
- *Pourreau, L., Lokey-Vega, A., Jorin Abellan, I. M. (2018). In E. Langran & J. Borup (Ed.), *Why Theoretical Perspectives Need to Frame K-12 Online Learning* (pp. 701-710). Washington, DC: Proceedings of Society for Information Technology & Teacher Education International Conference. <https://www.learntechlib.org/p/182598/>
- *Lokey-Vega, A., Bondeson, K. (2017). Innovation in Design of Project-Based Learning for the K-12 Online Context. In P. Resta & S. Smith (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 677-684). Association for the Advancement of Computing in Education (AACE).
- *Pourreau, L. A., Lokey-Vega, A. (2017). Perceptions of K-12 Online Teaching Endorsement Program Effectiveness in Georgia: A Case Study. In P. Resta & S. Smith (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 685-691). Association for the Advancement of Computing in Education (AACE).

- *Lokey-Vega, A., Langub, L. W., Dias, L. B., Fuller, J. S. (2016). In G. Chamblee and L. Langub (Ed.), *Considering the context of teacher professional learning: A MOOC design case*. (pp. 278-284). Chesapeake, VA: Proceedings of the Society for Information Technology and Teacher Education Conference 2016.
<https://www.learntechlib.org/p/171688/>
- *Fuller, J. S., Dias, L. B., Lokey-Vega, A., Langub, L. W. (2016). In G. Chamblee and L. Langub (Ed.), *Learner perceptions of instructional strategies implemented in one university's inaugural MOOC* (pp. 233-239). Chesapeake, VA: Proceedings of the Society for Information Technology and Teacher Education Conference 2016.
<https://www.learntechlib.org/p/171680>
- *Lokey-Vega, A. (2015). Expert as the TPACK misfit: A cognitive task analysis to map expert-teacher cognitive processes of technology-rich lesson planning. In D. Slykhuis & G. Marks (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference 2015*. Paper presented at the SITE Conference (p. 3322-3330). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- *Lokey-Vega, A., & Brantley-Dias, L. (2015). Massive open online course success measures: An initial case study. *AERA Online Meeting Paper Repository*. Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.
- *Lokey-Vega, A., Cope, J. R. (2014). Fostering academic partnerships to support a MOOC initiative. *Proceedings of the Online Learning Consortium International Conference*. Newburyport, MA: OLC.
- *Leeds, E., Cope, J. R., Lokey-Vega, A. (2014). Not an Ivy? - A MOOC pathway to credit for state and comprehensive institutions. *Proceedings of the Online Learning Consortium International Conference*. Newburyport, MA: OLC.
- *Langub, L. W., Lokey-Vega, A. (2014). In M. Searson & M. Ochoa (Ed.), Getting a MOOC off the ground: From dream to reality. *Proceedings of Society for Information Technology & Teacher Education International Conference 2014*. Paper presented at the SITE Conference (pp. 295-298). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE).
- *Lokey-Vega, A., Herrington, D. B. (2013). Learning from international curriculum to continuously improve the Common Core: Norway's national curriculum. *AERA Online Meeting Paper Repository*. Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.
- *Lokey-Vega, A., Herrington, D. B. (2012). Goal-curriculum alignment measures: Comparing the Common Core State Standards to the Georgia Performance Standards. *AERA Online Meeting Paper Repository*. Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.

*Hearrington, D. B., Lokey-Vega, A. (2012). Blogging as an agent of change in teacher identity, TPACK (Technological and Pedagogical Content Knowledge), and practice. *AERA Online Meeting Paper Repository*. Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.

*Lokey-Vega, A. (2011). Examining curriculum alignment: Connecting the goals of schooling to state. *AERA Online Meeting Paper Repository*. Paper presented at the American Educational Research Association Annual Meeting. Washington D.C.: AERA.

Bulletins, Blog Contributions, and Newsletter Articles

**Lokey-Vega, A., Stephens, S. (2019). A Special Issue: Call for Research in Personalized Learning. Digital Learning Collaborative Blog.
<https://www.digitallearningcollab.com/bloglp>

**Lokey-Vega, A., Bondeson, K. (2017). Project Based Online Learning: Meeting the Challenge. *Buck Institute of Education Blog*.
https://www.bie.org/blog/project_based_online_learning_meeting_the_challenge

**Lokey-Vega, A. (2014, November). Evaluation and innovation: Anissa's view [web log post]. Retrieved from http://itprep.blogspot.com/2014_11_01_archive.html

**Lokey-Vega, A. & Cameron, J. (2015, January). Expanding the OLC reach in the new year [web log post]. Retrieved from <http://onlinelearningconsortium.org/expanding-olc-reach-new-year/>

**Lokey-Vega, A. (2015, January). Blended and Online Assessment Taxonomy Design (Infographic) [web log post]. Retrieved from <http://www.fulltiltahead.com/edtech/blended-online-assessment-taxonomy-design-infographic/>

Policy Briefs, Professional Standards, and Whitepapers

College 2025. (2018) Atlanta, GA: University System of Georgia Chancellor's Office.
<https://www.usg.edu/college2025>

Lokey-Vega, A. Stephens, S. (2018). *A Vision for Personalized Learning in Georgia K-12 Schools*.
http://bagwell.kennesaw.edu/files/1115/1552/2018/Personalized_Learning_Vision_for_Georgia.pdf

Lokey-Vega, A. (2018). In Bobbi Ford (Ed.), *Personalized Learning Standards for Georgia*. Georgia Professional Standards Commission.

Lokey-Vega, A. (2016). In Bobbi Ford (Ed.), *Online Teaching Standards for Georgia*. Georgia Professional Standards Commission.

Manuscripts in Progress

*Lokey-Vega, A., Moore, J., Powell, T., & Cochran, J. (accepted). Kennesaw's Distance Learning Journey: A Decade of Growth and Change in (eds. Bouchey, Gratz, & Kurland) *From Grassroots to the Highly Orchestrated: Online Leaders Share Their Stories of the Evolving Online Landscape in Higher Ed*.

Fuller, J. S., Brantley-Dias, L., Vega, A. L., Langub, L. W. (under review). Learner Perceptions: Gauging the Effectiveness of Instructional Strategies Implemented in One University's Inaugural MOOC. *Journal of Technology and Teacher Education*, Acceptance Rate: 10-19%, Impact Factor: .27

Presentations

International Conference Presentations

**Lokey-Vega, A. (2020, February). Academic Innovation Officers: A rising force behind institutional evolution. Microsoft Office Hours.

<https://www.youtube.com/watch?v=nPenL1j2-rA&feature=youtu.be>

*Gaines, R. E. (Presenter & Author), Jorri Abellan, I. M. (Presenter & Author), Koz, O. O. (Presenter & Author), Lokey-Vega, A. (Presenter & Author), Adams, M. G., Penner-Williams, J. (Presenter & Author), Bengston, E. (Presenter & Author), American Education Research Association, "Filling the Theory-to-Practice Gap: Teaching Educational Research to Teachers in Professional Graduate Programs," AERA, San Francisco, CA. (accepted for 2020).

*Moore, J. A., Lokey-Vega, A., Online Learning Consortium Accelerate Conference, "Using Twitter chats for class discussions and program community building.," Online Learning Consortium, Orlando, FL. (November 2019).

*Lokey-Vega, A., Stephens, S., OLC Accelerate, "Shutting down the factory model: Personalized learning as a paradigm shift," Online Learning Consortium, Orlando, FL. (October 21, 2019).

*Callahan, B., Lokey-Vega, A. (2019). Personalized learning in a science education course. Association for Science Teacher Education Annual Meeting. Savannah, GA.

- *Jorin Abellan, I. M., Pourreau, L., Lokey-Vega, A. (2018). Cartografía de apoyos teóricos de sustento al campo del “K-12 Online Learning.” XXVI Jornadas Universitarias de Tecnología Educativa (JUTE), Red Universitaria de Tecnología Educativa, San Sebastián (Spain).
- *Sanders, K., Bondeson, K., Lokey-Vega, A. (2018) INNOVATE, a Professional Development Course in the K-12 Online Context: A Design Case, SITE 2018, Society for Information Technology and Teacher Education, Washington, DC.
- *Pourreau, L., Lokey-Vega, A., Jorin Abellan, I. M. (2018). Why Theoretical Perspectives Need to Frame K-12 Online Learning., SITE–Society for Information Technology and Teacher Education Conference, Washington, DC.
- **Kennedy, K., Archambault, L., Lokey-Vega, A. and others (2018). Handbook of K-12 Online Learning Author Panel, SITE 2018, Society for Information Technology and Teacher Education, Washington, DC.
- *Lokey-Vega, A., Kennedy, K., Bondeson, K., Tomaselli, K., Rice, M., (2017). Instructional Design In K-12 Online Learning: A Panel, Accelerate 2017, Online Learning Consortium, Orlando, Florida.
- *Snyder, M., Lokey-Vega, A. (2017) Town Hall: Learning Effectiveness, Accelerate 2017, Online Learning Consortium, Orlando, Florida.
- *Guerra Lombardi, P. P., Lim, W., Lopez, R., Lokey-Vega, A. (2017). Math, Social Justice, and Confession Cams: how preservice teachers from USA and Uruguay communicated to learn together, Comparative and International Education Society, Georgia, Atlanta.
- *Lokey-Vega, A., Bondeson, K. (2017). Innovation in Design of Project-Based Learning for the K-12 Online Context, SITE 2017, Society for Information Technology and Teacher Education, Austin, TX.
- *Pourreau, L., Lokey-Vega, A. L. (2017). Perceptions of K-12 Online Teaching Endorsement Program Effectiveness in Georgia: A Case Study, SITE 2017, Society for Information Technology and Teacher Education.
- **Snyder, M., Lokey-Vega, A. (2017). Townhall Meeting: Learning Effectiveness Strand, OLC Accelerate 2017, Online Learning Consortium.
- *Pourreau, L., Lokey-Vega, A. (2017). Perceptions of K-12 Online Teaching Endorsement Program Effectiveness in Georgia: A Case Study, Association for the Advancement of Computing in Education/Society for Information Technology and Teacher Education, Austin, TX.

- *Lokey-Vega, A., Bondeson, K. (2017). Project-based online learning: A new prescriptive model of instructional design," Accelerate Conference, Online Learning Consortium, Orlando, Florida.
- **Snyder, M., Lokey-Vega, A. (2016). Town hall: Learning effectiveness, Accelerate Conference, Online Learning Consortium, Orlando, Florida.
- **Larkin, I. M., Lokey-Vega, A., Brantley-Dias, L. (2016). Online teacher job satisfaction, MVLRI Webinars, Michigan Virtual Learning Research Institute.
- **Lokey-Vega, A. (2016) Innovations in video for the classroom, International Symposium on Improving Teaching Quality, Chinese Culture University, Taipei, Taiwan.
- *Brantley-Dias, L., Lokey-Vega, A., Fuller, J. S., Langub, L. W., (2016). What teachers say works and what they learned from participating in a professional learning MOOC, AECT, Las Vegas, NV.
- *Lokey-Vega, A., Langub, L. W., Brantley-Dias, L. B., & Fuller, J. S. (2016)., MOOCs for Teacher Professional Learning: A Design Case, International Conference on New Trends in Education, Izmir, Turkey.
- *Fuller, J. S., Brantley-Dias, L., Lokey-Vega, A., & Langub, L. W. (2016). Learner perceptions of instructional strategies implemented in one university's inaugural MOOC, Society for Information Technology and Teacher Education. Association for the Advancement of Computing in Education, Savannah, GA.
- *Larkin, I. M., Lokey-Vega, A. (2015, October). *Job satisfaction, organizational commitment and turnover intention of K12 online teachers*. Paper presented at the Online Learning Consortium International Conference, Orlando, FL.
- *Cameron, J. P., & Lokey-Vega, A. (2015, October). *Professional learning MOOC design as an instructional exemplar*. Paper presented at the Online Learning Consortium International Conference, Orlando, FL.
- *Lokey-Vega, A., Langub, L. W., Fuller, J. S., Brantley-Dias, L., & Cameron, J. P. (2015, October). *MOOCs for K12 teacher professional development: Design considerations*. Paper presented at the Online Learning Consortium International Conference, Orlando, FL.
- *Lokey-Vega, A. & Brantley-Dias, L. (2015, April). *MOOC measure of success: An initial case study*. Paper presented at the American Educational Research Association Annual Meeting, Chicago, IL.
- *Lokey-Vega, A. (2015, March). *Expert as the TPACK misfit: A cognitive task analysis to map expert-teacher cognitive processes of technology-rich lesson planning*. Paper presented at the Society for Information Technology and Teacher Education Conference, Las Vegas.

- *Lokey-Vega, A., & Suffridge, D. (2014, October). *Beyond lecture capture: Designing and developing a collection of highly-effective instructional videos*. Electronic poster presented at the 20th Annual International Conference on Online Learning, Orlando, FL.
- *Lokey-Vega, A., & Cope, J. R. (2014, October). *Fostering academic partnerships to support a MOOC initiative*. Paper presented at the 20th Annual International Conference on Online Learning, Orlando, FL.
- *Leeds, E., Cope, J. R., & Lokey-Vega, A. (2014, October). *Not an Ivy? - A MOOC pathway to credit for state and comprehensive institutions*. Paper presented at the 20th Annual International Conference on Online Learning, Orlando, FL.
- **Lokey-Vega, A. (2014, August). *Measuring learner success and continuing education credits for MOOCs*. Invited presentation at Coursera Teacher Professional Development Network Virtual Conference.
- *Lokey-Vega, A., & Redish, T. C. (2014, June). *Invasion of the MOOCs*. Concurrent presentation at The International Society of Technology in Education Conference, Atlanta, GA.
- *Langub, L. W., & Lokey-Vega, A. (2014, March). *Getting a MOOC off the ground: From dream to reality*. Paper presented at The Society for Information Technology and Teacher Education Annual Conference, Jacksonville, FL.
- *Lokey-Vega, A., & Chan, T. C. (2014, March). *Using international curriculum exemplars to revise curriculum standards*. Paper presented at Association for Supervision and Curriculum Development Annual Conference, Los Angeles, CA.
- *Lokey-Vega, A. & Herrington, D. B. (2013, April). *Learning from international curriculum to continuously improve the Common Core: Norway's national curriculum*. Paper presented at American Educational Research Association Annual Meeting, San Francisco, CA.
- *Lokey-Vega, A. (2013, March). *Learning from Norway's national curriculum to refine the Common Core Standards*. Paper presented at the ASCD 68th Annual Conference and Exhibit Show, Chicago, IL.
- Lokey-Vega, A. (2012, May). *The state of K-12 eLearning in the United States and its influence on the development of a KSU Online Teaching Endorsement program*. Paper presented at the International Symposium on Educational Technology and Teacher Leadership, Shanghai, China.
- *Herrington, D. B. & Lokey-Vega, A. (2012, April). *Blogging as an agent of change in teacher identity, TPACK and practice*. Paper presented at the American Educational Research Association Annual Meeting, Vancouver, BC, Canada.

*Lokey-Vega, A. & Herrington, D. B. (2012, April). *Goal-Curriculum Alignment Measures: Comparing the Common Core State Standards to the Georgia Performance Standards*. Paper presented at the American Educational Research Association, Vancouver, BC, Canada.

*Lokey-Vega, A. & Brantley-Dias, L. (2007, June). *Mentoring with iMovie*. Poster presented at the International Society of Technology in Education Annual Conference, Atlanta, GA.

National Conference Presentations

*Lokey-Vega, A. (2010, October). *Expanding curriculum alignment methods: Introducing the goal-curriculum alignment measures model*. Paper presented at the University Council of Educational Administration, New Orleans, LA.

*Lokey-Vega, A. & Shoffner, M. (2008, November). *Revisiting the role of technology and curriculum in K-12 education for a knowledge economy*. Paper presented at the Association of Educational Communications & Technology Annual Convention, Orlando, FL.

Regional/State/Local Presentations

**Stephens, S., Lokey-Vega, A., Georgia Educational Technology Conference, "Personalized state of mind: Georgia's path." (November 7, 2019).

**Lokey-Vega, A., Stephens, S., Georgia Educational Technology Conference, "Shutting down the factory model: Personalized learning as a paradigm shift." (November 7, 2019).

**Lokey-Vega, A., "Personalized learning as a blended learning model," Lake Oconee Academy. (November 1, 2019).

*Lokey-Vega, A. L., Dias, L. B., Stephens, S., Innovation in Teaching Conference, "Personalized learning in teacher education: Piloting a democratic model for learner agency," University of Georgia, Athens, Ga. (October 25, 2019).

**Lokey-Vega, A. (2019). Strategic Foresight for University Communications, Kennesaw State University, Kennesaw, GA.

*Lokey-Vega, A., Johnson, A., Redish, T., Cole, P. (2018). Georgia Educational Technology Conference (GaETC), "Forecasting the Future of K-12 Education," Georgia Educational Technology Consortium, Atlanta, GA.

**Lokey-Vega, A. (2018) Overcoming a Bad Connection, Instructional Designers Monthly Forum, Emory University Libraries, Atlanta, GA.

- *Moore, J. A., Lokey-Vega, A. (2018). Using Twitter Chats for Class Discussions and Program Community Building. Kennesaw State University Unconference, Kennesaw State University, Kennesaw, GA.
- **Lokey-Vega, A. (2018). Overcoming a Bad Connection. Kennesaw State University Unconference, Kennesaw State Distance Learning Center.
- **Lokey-Vega, A. (2018). Facilitation Methods of Online Instruction in Graduate Education Programs. INED Faculty Department Meeting, Inclusive Education Department.
- **Lokey-Vega, A. (2017). Humanizing the Online Instructor. Unconference 2017, Kennesaw State University Distance Learning Center.
- *Redish, T. C., Lokey-Vega, A., (2016). PSC online teaching endorsement standards – refresh forum, Georgia Educational Technology Consortium, Atlanta, GA.
- **Lokey-Vega, A., (2016). On the verge of something great, DeKalb County Schools Teacher Technology Professional Development Day, DeKalb County Schools.
- **Lokey-Vega, A., (2016)., Online teaching presentation, KSU Unconference, KSU Distance Learning Center, Kennesaw, Georgia.
- *Lokey-Vega, A. & Cameron, J. P. (2015). *Digging for meaning in mountains of MOOC analytics*. Paper presented at the Analytics for Learning at Emory’s South Eastern Educational Data Symposium, Atlanta, GA.
- *Lokey-Vega, A., Fuller, J. S., & Moore, J. A. (2015), Getting started: Want to learn to blend your classroom or teach online? Georgia Educational Technology Conference (GaETC), Georgia Educational Technology Consortium, Atlanta, GA.
- *Cameron, J. P. & Lokey-Vega, A. (2014, November). *Five online tools every educator needs*. Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, GA.
- *Lokey-Vega, A. & Cameron, J. P. (2014, November). *Guiding fellow teachers through free online PD*. Concurrent presentation at the Georgia Educational Technology Consortium, Atlanta, GA.
- **Leeds, E. & Lokey-Vega, A. (2014, June). *MOOCs for adult learners*. University System of Georgia’s Adult Learning Conference, Stone Mountain, GA.
- *Lokey-Vega, A., Cameron, J. P. & Redish, T. C. (2013, November). *MOOCs 101*. Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, GA. (2013).

- **Redish, T. C. & Lokey-Vega, A. (2013, September). *Department of Instructional Technology Programs*. Presentation at the New Building Advisory Committee for the Bagwell College of Education, Kennesaw, GA.
- **Cameron, J., Lokey-Vega, A., Redish, T., & Leeds, E. (2013, August). *KSU's MOOC: K12 Blended and Online Learning*. Professional Teacher Education Unit Annual Meeting, Kennesaw, GA.
- **Lokey-Vega, A., Russell, R., & Stone, D. (2013, April). *Life after the Ph.D. in Instructional Technology*. The Graduate Instructional Technology Student Association and the College of Education at Georgia State University's 5th Annual GrITS Colloquium, Atlanta, Georgia.
- **Lokey-Vega, A. (2013, March). BCOE Global Engagement Committee Presentation, "Learning from Norway's National Curriculum to Refine the Common Core Standards," Presentation for the BCOE Global Engagement Committee, Kennesaw, Georgia.
- *Lokey-Vega, A. & Redish, T. C. (2012, November). *The state of K12 online learning and becoming qualified to teach online in Georgia*. Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, GA.
- *Lokey-Vega, A. (2011, November). *Preparing Georgia students for the knowledge economy: A comparison of the GPS and the Common Core*. Concurrent presentation at the Georgia Educational Technology Conference, Atlanta, Georgia.
- **Lokey-Vega, A. (2009, October). *Knowledge economy skills in the Georgia Performance Standards*. Georgia State University's Graduates in Instructional Technology Fall Colloquium, Atlanta, GA.

Grants & Sponsored Research

- Lokey-Vega, A. (2021) Governor's Emergency Education Relief (GEERs) II Funding request. Request for instructional designers, online science labs, and learning analytics support. request >\$1,100,000. Await response.
- Lokey-Vega, A. (2017). Graduate Assistantships, Sponsored by Graduate College, Kennesaw State University, \$2,000.00.
- Lokey-Vega, A. (2016) Research consortium. Graduate assistantship award. KSU Graduate College, \$4,500.
- Lokey-Vega, A. (2012) *A longitudinal study of pre- and in-service teacher growth in Technological Pedagogical Content Knowledge*. Teacher Quality Partnership Research Academy, Kennesaw State University, \$114,176.00.

Herrington, D. B. & Lokey-Vega, A. (2011). *A longitudinal study of pre- and in-service teacher growth in Technological Pedagogical Content Knowledge*. Teacher Quality Partnership Research Academy, Kennesaw State University, \$114,176.00.

Lokey-Vega, A. (2011). *Curriculum for the knowledge economy: Comparing the GPS and the CCSS to Norway's national curriculum*. BCOE Faculty Global Learning Awards, Kennesaw State University, \$4,000.00.

TEACHING

Courses Taught at Georgia State University

IT 2210, Integrating Technology into the Elementary Classroom, 5 course sections

IT 3210, Teaching, Learning and Technology Integration, 2 course sections

Course Descriptions

IT 2210: Integrating Technology Into the Elementary Classroom (3 hours) This course focuses on the creation of a learning environment through the use of technology in the elementary classroom. It enables students to anchor the use of technology for the creation of a child-centered, safe and developmentally stimulating learning environment. The course introduces the preservice teacher to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. It focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The process of selecting and utilizing technological resources for pre-kindergarten through 5th grade classrooms are emphasized.

IT 3210: Teaching, Learning and Technology Integration (3 hours) Introduces students to resource-based teaching through the use of educational technology and its appropriate uses in the classroom. Focuses on developing research skills by designing, planning, and producing basic educational materials using technological hardware and software. The processes of selecting and utilizing technological resources for the P-12 educational environment are emphasized.

Courses Taught at Kennesaw State University

ITEC 7410, Instructional Technology Leadership, 3 course sections

ITEC 7430, Internet Tools in the Classroom, 2 course sections

ITEC 7460, Professional Learning & Technology Innovation, 8 course sections

ITEC 7470, Educational Research, 5 course sections

ITEC 7480, Introduction to Online Learning, 5 course sections

ITEC 7600, Personalized Learning in Technology Rich Environments, 5 course sections

ITEC 8410, Technology, Professional Learning & Change, 1 course section

ITEC 8550, Design & Evaluating Professional Learning, 2 course sections

ITEC 9350, Doctoral Directed Reading, 1 course section

ITEC 9900, Dissertation, 8 course sections

Course Descriptions

ITEC 7410: Instructional Technology Leadership (3 hours) This course is designed to develop instructional technology leaders who are knowledgeable and skilled in technology leadership practices that improve student learning and school operations in PreK-12 schools. It addresses skills and competencies necessary for the support and assessment of national technology standards for teachers and administrators; technology planning (national technology plan, state technology plan, district/school technology plan); assessment and evaluation of technology initiatives; the change process as it applies to technology leadership; securing grants and establishing business partnerships and meeting the requirements of NCLB. This course will thoroughly examine issues and trends relevant to the field of educational technology.

ITEC 7430, Internet Tools in the Classroom (3 hours) This course introduces candidates to pedagogical methods and strategies for using the Internet effectively in the classroom in the candidate's certification field. Students will experience a variety of Internet technologies and develop strategies for classroom implementation. The course includes guided tours of some of the best educational sites on the World Wide Web and explores ways to integrate use of the Internet into an educational setting. This course introduces students to systematic instructional methods and models for using the Internet effectively in the classroom. Candidates will create lessons that are current, highly motivating, and mentally engaging.

ITEC 7460: Professional Learning & Technology Innovation (3 hours) This course prepares instructional technology leaders to design and facilitate high-quality professional learning experiences that help other educators apply technology to enhance their professional practice and increase their productivity. Candidates will be prepared to implement technology in ways that support the emergence and evolution of professional learning communities in schools. Candidates learn to apply change models and diffusion theory in order to implement technology innovations in classrooms and schools.

ITEC 7470: Educational Research (3 hours) This course is designed to help candidates develop an understanding of qualitative and quantitative research methods and designs, focusing on interpretation and application relating to classroom practice.

ITEC 7480: Introduction to Online Learning (3 hours) This course explores principles for effective online learning and introduces key terms, issues, policies, challenges, and emerging trends in the field. Topics include published standards for quality online teaching and course design, accessibility to online courses, online assessment principles, accommodations for students with disabilities, strategies for supporting cultural and linguistic diversity, internet safety, student privacy and copyright. Candidates learn pedagogical strategies for use in an online learning environment and apply them to their certification fields.

ITEC 7600: Personalized Learning in Technology Rich Environments (3 hours) This course introduces classroom teachers to personalized learning in technology rich environments. Candidates will learn to compare and contrast various visions and definitions of personalized learning, evaluate and plan the use of technologies that support personalized learning environments, explain a mastery philosophy of teaching, identify the essential conditions of personalized learning, and devise a plan for change toward personalized learning that addresses short-term and long-term goals. This course provides the candidate with a broader initial understanding of how personalized learning came about and where it is likely going in the future of schools.

ITEC 8410: Technology, Professional Learning & Change (3 hours) This course is designed to prepare instructional leaders who are knowledgeable in the design and implementation of professional learning programs within a school/district. This course is grounded in research and focused on effective practices that promote continuous learning and development to increase student achievement. Topics include assessing professional learning needs, designing effective reflection and learning experiences, facilitating and presenting skills, mentoring, and evaluation. This course will also examine the design and development of effective online professional learning programs.

ITEC 8550: Designing & Evaluating Professional Learning (3 hours) This course prepares candidates to implement best practices that support planning and implementation of effective professional learning for key stakeholders in the K12 environment. Candidates will apply knowledge of professional standards and current research in professional learning, assessment, and evaluation to support continuous improvement in the effective use of technology in K12 schools and districts.

ITEC 9350, Doctoral Directed Reading (3 hours) This course is an individualized and independent scholarly investigation and research of an important topic involving teaching, leading and student learning in K-12 classrooms and schools. The focus, content and expectations for this study will be formally established by the doctoral student and the supervising professor.

ITEC 9900: Dissertation (3 hours) Course work supports and guides doctoral candidates in the implementation of their research and the development and defense of the dissertation. This format and structure will provide individual time with the Doctoral Committee and collegial and academic support from their peers.

Non-Credit Instruction

K12 Blended & Online Learning (2016-on-going). An on-demand massive open online course, 44,981 unique visitors, 4464 enrollees with 4.8/5-star rating, Coursera platform.

K12 Blended & Online Learning (2015). A paced massive open online course, 5489 participants from 163 countries, Coursera platform.

K12 Blended & Online Learning (2014). A paced massive open online course, 10473 participants from 145 countries, Coursera platform.

Above Course Description

K12 Blended & Online Learning (50 contact hours) The course is designed to introduce K-12 teachers and the community to blended and online learning. The learners will gain introductory knowledge of K12 blended and online teaching and learning.

Student Supervisions

Student Dissertation Supervision

Dissertation Committee Chair, "Effectiveness of Blended Learning in Meeting the Needs of Learners with Emotional Behavior Disorders.," Instructional Technology (ITEC). (June 2016 - anticipated graduation December 2021).
Advised: Harry Saint Cyr

Dissertation Committee Member, "Personalized Learning and Teacher Education", In-Process. (January 2020 - December 2020).
Advised: Stephens, Stephanie

Dissertation Committee Member, "Personalized Learning in an Elementary Classroom", In-Process. (March 2019 - December 2020).
Advised: Evans, Christa

Dissertation Committee Member, Department of Instructional Technology Department, "One-to-One Technology Integration: A Phenomenographical Study of the Experiences of Secondary Mathematics Teachers in a One-to-One School District", In-Process. (March 2019 - December 2020).
Advised: Kalariparambil, Safna

Doctoral Advisory Committee Chair, "Instructional Technology Leadership in K-12 Schools," Instructional Technology (ITEC). (June 2018 - December 2019).
Advised: Lisa Wright

Doctoral Advisory Committee Chair, "Instructional Technology Leadership in K-12 Schools," Instructional Technology (ITEC). (June 2018 - December 2019).
Advised: Amber Lee

Dissertation Committee Chair, "Understanding Online Teaching: A Case Study of Teacher-mentoring in a K-12 Online High School," Instructional Technology (ITEC). (June 2016 – July 2019).
Advised: Kyle Sanders

Dissertation Committee Chair, Instructional Technology (ITEC). (February 27, 2015 - 2017).
Advised: Kathryn Shields

Dissertation Committee Chair, Instructional Technology (ITEC). (January 1, 2013 - 2017).
Advised: Sherri Booker

Dissertation Committee Chair, "Online teacher preparation programs," Instructional Technology (ITEC). (January 2015 - December 2016).
Advised: Leslie Pourreau

Dissertation Committee Member, Instructional Technology (ITEC). (January 2015 - December 2016).
Advised: Lisa Mozer

Dissertation Committee Member, "Retention factors for K12 online teachers," Instructional Technology (ITEC). (January 1, 2014 - December 15, 2015).
Advised: Ingle Larken

Dissertation Committee Chair, "Finding Time: Blended Learning's Impact on Instructional Time and Student Performance," Instructional Technology (ITEC). (January 1, 2013 - December 16, 2014).
Advised: Daniel Gagnon

Dissertation Committee Member, "A Phenomenological Case Study of Teacher Beliefs: The Influence of a Lesson Study Approach to Changing Teachers' Beliefs on Technology Integration and Curriculum," Instructional Technology (ITEC). (June 1, 2012 - May 15, 2014).
Advised: Starla Townsend

Dissertation Committee Member, "Comparison of Two Career Development Technologies on Career Decision Self-Efficacy, Interval Learning, and Adoption," Instructional Technology (ITEC). (May 1, 2012 - May 15, 2014).
Advised: Travis Schmid

Graduate Assistantship Supervision

Knox, Kiara. Graduate Research Assistant (2015-2017).

Healy, Julianne. Graduate Research Assistant (2015-2017).

Conger, Julia. Graduate Research Assistant. (2012-2014).

Fitzpatrick, Britney. Graduate Research Assistant. (2012-2014).

Program Development and Coordination

Personalized Learning Certificate Program (*active*)

Audience: USA and international educators

Credits: 9-credit hours

Anticipated annual enrollments: 60 course seats filled

Personalized Learning Endorsement Program (*active and accredited*)

Audience: Georgia K-12 in-service and pre-service teachers

Credits: 9-credit hours

Anticipated annual enrollments: 160 course seats filled

Online Teaching Certificate Program (*active*)

Audience: non-certified educators

Credits: 9-credit hours

Expected 2019 annual FTEs: 6

Online Teaching Endorsement Program (*active and accredited*)

Audience: USA and international K-12 educators

Credits: 9-credit hours

Expected 2019 annual FTEs: 200 course seats filled

Course Development

ITEC 7460: *Professional Learning & Technology Innovation (Kennesaw State University)*

Status: active since 2011, redesigned 2018, QM certified—99/99 points peer review, online & hybrid

ITEC 7480: *Introduction to Online Learning (Kennesaw State University)*

Status: active since 2014, redesigned 2016, QM certified—98/99 points peer review, fully online

ITEC 7600: *Personalized learning in Tech Rich Environments (Kennesaw State University)*

Status: active since summer 2018, online, QM certified—99/99 point peer review, fully online

ITEC 7602: *Creating a Culture for Personalized Learning (Kennesaw State University)*
Status: active fall 2020, online QM passed

ITEC 7603: *Employing the Processes of Personalized Learning (Kennesaw State University)*
Status: course in development, fully online

ITEC 8410: *Technology, Professional Learning & Change (Kennesaw State University)*
Status: inactive, face-to-face

ITEC 8550: *Designing & Evaluating Professional Learning (Kennesaw State University)*
Status: active since 2017, online, QM certified—98/99 points peer review

K12 Blended and Online Learning MOOC (*Kennesaw State University*)
Status: active since 2013, redesigned in 2016, Coursera

ITEC M.Ed. in Instructional Technology Capstone Materials (*Kennesaw State University*)
Status: active since 2011

SERVICE

Department-level service

Program Coordination

Program Developer, Personalized Learning Certificate Program (2018 - 2019)

Program Developer, Personalized Learning Endorsement Program (2018 - 2019)

Program Developer & Coordinator, Online Teaching Endorsement. (2012 - 2019).

Program Developer & Coordinator, Online Teaching Certificate. (2012 – 2019).

Committee Chair

Committee Chair, BCOE Research Consortium. (2016-2018).

Committee Chair, Department Faculty Council. (2012 - 2015).

Committee Membership

Committee Member, Tenure and Promotion Committee. (August 2016 - 2017).

Committee Member, Department Admissions Committee. (April 2011 - 2020).

Committee Member, Administrative Review Committee, (2017 - 2020).

Committee Member, Curriculum Committee. (2011 - 2020).

Committee Member, Assistant Professor of Instructional Technology Search Committee. (2012 – 2013, 2017 - 2018).

Committee Member, Associate Professor of Instructional Technology Search Committee. (2012 - 2013).

Committee Member, Lecturer of Instructional Technology Search Committee. (2012 - 2013).

Committee Member, Department Faculty Council. (2011 - 2012, 2018-2019).

Course Coordination

The course coordination model employed in the Department of Instructional Technology requires coordinators to maintain all course content, section syllabi, and materials up-to-date and functioning such that content is provided with fidelity. To support fidelity in course delivery processes, course coordinators must initiate each new instructor, provide all course instructors support throughout the semester with announcements, synchronous activities, etc. These efforts provide ITEC learners with consistent learning outcomes despite large numbers of course sections. Total sections coordinated:

Course Coordinator, ITEC 7602, (2019 - 2019).

Course Coordinator, ITEC 7603, (2019 - 2019).

Course Coordinator, ITEC 7600, (2018 - 2019).

Course Coordinator, ITEC 8550, (2014 - 2019).

Course Coordinator, ITEC 8410, (2012 – 2014).

Course Coordinator, ITEC 7480, (2012 – 2019).

Course Coordinator, ITEC 7460, (2011 - 2019).

Course Coordinator, ITEC 7470, (2012 – 2014).

Course Coordinator, ITEC 7410, (2011 – 2013).

Faculty Mentorship

Mentor to Part-time Faculty. Mentored 23 part- and full-time faculty members. (2012 - Present).

Mentor to Junior Faculty. Yi Jin and Tiffany Roman. (2018- December 2019).

College-level service

Committee Membership

Committee Member, R2 Roadmap Committee - Undergraduate Task force, (January 2019-May 2019).

Committee Member, College Faculty Council. (August 2018 - November 2019).

Committee Member, Diversity Committee. (August 2016 -2018).

Committee Chair, Research Consortium Committee. (2015 - 2018).

Committee Member, Advanced Program Coordinator's Committee. (2012 - November 2019).

Committee Member, College Faculty Council. (2012 - 2015).

Partnership Facilitation

Partnership initiator. *GaDOE Dyslexia Pilot*. Marietta City Schools, Bagwell College of Education. (2019)

Partnership facilitator. *Personalized Learning Delegation and Advisory Group*. Marietta City Schools, Georgia Department of Education, and Georgia Professional Standards Committee. (2017-2018).

Partnership facilitator. *Online Teaching Endorsement Program*. Memorandum of Understanding between Bagwell College of Education and Gwinnett Online Campus. (2012 - Present).

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

Partnership facilitator. *Online Teaching Endorsement Program*. Memorandum of Understanding between Bagwell College of Education and Georgia Provost Academy. (2012 - 2016).

Partnership facilitator. *Online Teaching Endorsement Program*. Memorandum of Understanding between Bagwell College of Education and Georgia Virtual School. (2012 - 2017).

University-level service

Partnership Facilitation

Partnership facilitator. *K12 Blended and Online Learning MOOC*. Memorandum of Understanding between Online Learning Consortium and Kennesaw State University. (2015-2017).

Partnership facilitator. Online Teaching Endorsement Field Placements. Memorandum of Understanding between Georgia Virtual School and Kennesaw State University. (2013-2016).

Partnership facilitator. Online Teaching Endorsement Field Placements. Memorandum of Understanding between Graduation Achievement High School and Kennesaw State University. (2013-2015).

Partnership facilitator. Online Teaching Endorsement Field Placements. Memorandum of Understanding between Gwinnett Online Campus and Kennesaw State University. (2013-present).

Review and Evaluation

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

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

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

University & USG Committee Membership

Committee Member, Faculty Senate Executive Committee, (August 2019-November 2019).

Faculty Senate Representative, Provost Deans Council, (August 2019-November 2019).

Committee Member, General Education Council Makeup Taskforce, (September 2019-November 2019).

Committee Member, Associate Vice President of Curriculum Search, (January 2019-present).

KSU representative, USG Precision Academics Initiative, (January 2019-present).

Workgroup Chair, Continuing Education Innovation & Creativity Workgroup, (May 2018-present).

Taskforce Member, KSU Enterprise Micro-credentialing Taskforce, (January 2019-May 2019).

Committee Member, Faculty Senate, (August 2017 - November 2019).

Committee Member, Faculty Salary Equity Study Advisory Committee, (September 2017 - December 2018).

Committee Member, College 2025, University System of Georgia, (June 2017 - September 2018).

Publisher Partnership Panel, University System of Georgia, (May 2018).

Committee Member, Distance Learning Center Unconference Planning Committee, (November 2016 - February 2017).

Professional service

Editorship

Senior Assistant Editor. Online Learning Journal, Online Learning Consortium. (2019- 2021).

Special Issue Editor, *Journal of Online Learning Research, Personalized Learning* (with Stephane Stephens). 2019 <https://www.aace.org/pubs/jolr/>

Handbook of K-12 Blended and Online Learning, 2nd ed. (2018). Section 1 Editor.

Special Issue Editor, *Online Learning*, “K12 Online Education” (with Michael Barbour). (2015).

Conference Coordination

Learning Effectiveness Track Organizer, Online Learning Consortium. (2016 - 2018).

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

Reviewer

External Reviewer for Tenure and Promotion, George Mason University. (September 20, 2018).

Reviewer, journal manuscripts, *Journal of Online Learning Research* (2017-Present).

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

Reviewer, conference proposals, International Society of Technology and Teacher Education, K-12 Online Learning SIG, (2016- Present).

Reviewer, journal manuscripts, *Educational Planning Journal*. (2014 - Present).

Reviewer, conference proposals, Online Learning Consortium (2014- Present)

Reviewer, conference paper, American Educational Research Association. (2012-Present).

Public Service

***invited*

****Advisory Committee Member (2015-2021).** Gwinnett Online Campus School Council, Lawrenceville, GA.

****Co-host, iTeach LIVE monthly Owl Radio show and podcast, (September 2017 - 2019).**

****Guest Speaker, South Georgia State College, Douglas, GA. (September 21, 2018).**

****Discussant, Marietta City Schools Preschool. (October 2017)**

****Discussant, University of Tel Aviv Advisor. (March 2017).**

****Committee Member (2018).** Special Task Force to author Personalized Learning Endorsement Standards, Atlanta, GA.

****Committee Member (2016).** Special Task Force to Revise the Online Teaching Endorsement Standards, Atlanta, GA.

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

****Guest Speaker, DeKalb County Public Schools, Atlanta, GA. (June 2016).**

Team Coach, Richland Lego Robotics Team, Suwanee, Georgia. (2015 - 2016).

****Lokey-Vega, A. (2015, May).** Gwinnett Online Campus Graduation, "2014 Commencement Speech," Gwinnett Online Campus, Lawrenceville, GA.

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

Verified PLUs for Georgia MOOC participants, Kennesaw State University, Kennesaw, Georgia. (2014-2015).

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

****Guest Speaker, Decatur City Schools, Decatur, Georgia (GA). (October 1, 2014).**

Commencement Speaker, Gwinnett Online Campus, Lawrenceville, GA. (May 5, 2014).

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

AWARDS AND HONORS

Excellence in Teaching, Kennesaw State University Foundation Awards. (2019 BCOE Dean's nominee).

Outstanding Dissertation Mentoring Award, Bagwell College of Education. (May 2018).

Outstanding Teaching Award, Bagwell College of Education. (May 2017).

Felton Jenkins Jr. Faculty Hall of Fame, USG Regents' Excellence in Online Teaching Awardee, University System of Georgia (2017).

Faculty Member for Special Recognition, Outstanding Scholar: Leslie Poureau, Ed.D., Kennesaw State University. (2017).

Faculty Member for Special Recognition, Outstanding Scholar: Rebekah Yoder, M.Ed., Kennesaw State University. (2017).

USG Excellence in Online Teaching Nominee, Kennesaw State University. (2016).

USG Excellence in Online Teaching Nominee, Kennesaw State University. (2015).

Faculty Member for Special Recognition, Outstanding Scholar: Daniel Gagnon, Ed.D., Kennesaw State University. (2015).

Faculty Member for Special Recognition, Outstanding Scholar: Christian Stephenson, M.Ed., Kennesaw State University. (2015).

Affordable Learning Georgia Textbook Transformation Award, Board of Regents of the University System of Georgia. (2014).

Faculty Member for Special Recognition, Outstanding Scholar: Susan McCurry, M.Ed., Kennesaw State University. (2014).

Outstanding Journal Article Published in International Review of ETR&D, AECT. (2013).

Faculty Member for Special Recognition, Outstanding Scholar: Michelle Hague, Kennesaw State University. (2013).

DEVELOPMENT ACTIVITIES

Institute for Emerging Leaders in Online Learning (IELOL), Online Learning Consortium and University of Central Florida, 2019 cohort (2019)

Monthly Webinar, "University Business" (on-going)

Weekly Webinar, "Professional Learning: Future Trends in Technology and Education Forum." (on-going).

Continuing Education Program, "EXCEL Leadership Training," Kennesaw State University Center for University Learnership. (May 2018).

Practitioner Certificate, "Strategic Foresight," Institute for the Future, Palo Alto, CA. (2018).

Continuing Education Program, "How to Write a Book Proposal," National Center for Faculty Development & Diversity. (May 2017 - July 2017).

Workshop, "Accessibility Workshop Series," KSU Distance Learning Center, Kennesaw, GA. (September 2016 - March 2017).

Seminar, *K-12 Virtual Schools and Their Research Needs*, Michigan Virtual Learning Research Institute. (December 11, 2014 - December 19, 2014).

Seminar, *Keeping Pace with K-12 Digital Learning: Annual Review of Policy & Practice*, Michigan Virtual Learning Research Institute. (December 10, 2014).

Workshop, *Safe Space Training*, Kennesaw State University, Kennesaw, Georgia. (October 19, 2012).

Technology Training, *Desire2Learn*, ITS Distance Learning Outreach, Kennesaw State University, Georgia. (August 21, 2012).

Workshop, *Developing a Portfolio for Third Year Review, Tenure, or Promotion*, Center for Excellence in Teaching and Learning, Kennesaw State University, Georgia. (March 28, 2012).

Seminar, *KSU Internal Peer Reviewer Certification*, Center for Excellence in Teaching and Learning (Kennesaw State University), Kennesaw, Georgia. (January 1, 2012 - February 10, 2012).

Technology Training, *Create Your Own Online Course*, Bagwell College of Education, Kennesaw, Georgia. (September 1, 2011 - December 15, 2011).

Workshop, *Preparing Proposals for FY 2013 KSU Faculty Incentive Funding for Research & Creativity Activity*, Center for Excellence in Teaching and Learning, Kennesaw, Georgia. (October 2, 2011).

Conference attendance, Multiple conferences. (2011-Present)

ACADEMIC INNOVATION PROJECT PILOTS/ENGAGEMENT

Learning Analytics: exploring data structures and planning a learning analytics system to serve KSU faculty in adopting a learning scientist persona. (early exploration and planning 2021).

KSU Micro-credentials: Co-led with the College of Professional Education to design an initiative for micro-credentialing that allowed for inclusive participation, but preserved credential integrity (adopted August 2021).

Double Owl Pathways: Co-led with the KSU College of Graduate Education using institutional technologies and within accreditor parameters to create a flexible accelerated bachelors to masters system (piloted November 2020; adopted January 2021).

D2L and Chalk and Wire LTI: Piloted the integration of D2L learning management system and Chalk and Wire Assessment system. Found that integrations do not copy over with master online courses. (piloted 2019; discontinued).

Online Education Models: Served as a collaborative team member to design, coordinate, and teach courses in two of KSU's first and largest online graduate programs. (piloted 2011, adopted)

Promotion and Tenure Electronic Portfolios: One of two faculty members to pilot digital portfolio submission for third year review and T&P processes. (piloted 2012; adopted)

MOOCs: Led a multi-disciplinary team to design and deliver KSU's first MOOC, K12 Blended and Online Learning, and currently maintain this course on Coursera (piloted 2013, adopted)

Digital Continuing Education Credits for Certified Teachers: Developed a system to grant K-12 teachers Professional Learning Units for completing the KSU MOOC. (piloted 2013; discontinued in 2014).

Prior Learning Assessment Systems: Piloted and provided development support to KSU's prior learning assessment system to grant Carnegie credits for MOOC completers. (piloted 2014; was on hold, but is under revision/iteration now)

Open Educational Resources: Designed and developed 4 graduate courses that use OER to reduce textbook costs for students. USG Award granted for these efforts as well. (piloted in 2014; adopted)

Bagwell College of Education Research Consortium: Founding chair and faculty lead of this college-funded organization that provides faculty and graduate student support in the processes of research and scholarship. (piloted 2015; adopted)

Project-based Online Learning: Led a collaboration with K-12 online school leaders for this design and development research project that resulted in the publication of the Project-based Online Learning Instructional Design Model. (piloted 2016; on-going)

Personalized Teacher Education Programs: Mentored college faculty to revise course structures to allow for individual path and pace in teacher education programming. (piloted 2018; under revision/iteration now)

Micro-credentialing: First faculty member to offer badges for competencies earned by learners; participated as the vendor liaison on the KSU enterprise micro-credentialing and blockchain in education taskforce. Developed policies for institutionally granted micro-credentials. (piloted 2018; under revision/iteration now)

Learner Analytics: Served as piloting faculty member to test and iterate API integration of LMS and accreditation assessment system. (piloted 2019; pilot in progress)

Strategic Foresight: Certified by the Institute for the Future as a Strategic Foresight Facilitator; Facilitated multiple teams on KSU's campus in strategic foresight protocols for academic innovation. (on-going service to support academic innovation across campus)

College 2025: Served as the KSU representative of the University System of Georgia College 2025 Committee, which wrote the Chancellor's College 2025 vision and was the impetus for the USG Precision Academics Workgroup. (on-going)