Regents' Scholarship of Teaching and Learning Award Nomination Packet

Jiyoon Jung
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VALDOSTA STATE UNIVERSITY

November 21, 2024

Regents' Scholarship of Teaching and Learning Award Selection Committee
Board of Regents, University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Committee Members:

On behalf of Valdosta State University, I am pleased to nominate Dr. Jiyoon Jung, Associate Professor of Leadership, Technology, and Workforce Development for the Regents' Scholarship of Teaching and Learning Award. A faculty member at VSU since 2020, Dr. Jung has received enthusiastic support from her department and college; in 2024, she received both her college's award for Research as well as VSU's Presidential Excellence Award for the Scholarship of Teaching and Learning. In only four years at VSU, Dr. Jung has already published 10 scholarly works and delivered a similar number of presentations. Much of her research is dedicated to understanding and promoting authentic learning experiences, both in her own classroom and in publications and presentations to share how other teachers may benefit from her scholarship.

Dr. Jung's packet clearly demonstrates the research questions that have guided her research and teaching practice through her years in graduate school, in her postdoctoral work, and in her career at VSU. These questions have guided her in preparing and designing her classes as well as in her scholarly work. In her packet, each of these questions is linked to her own teaching practice, to her scholarly works, and to the implications to her field. The last research question she has begun most recently to explore is one of significant interest to the profession today: "How can GenAI tools support authentic learning as peers?" Her work is still in its preliminary stages, but, as her past work demonstrates, she stands ready to make substantial contributions in this field as well.

Additionally, her work has been published in some of the most prestigious journals in her field, such as the *Journal of Teacher Education.* Her work has also been published in the 6th edition of the *ID Casebook*, which won the 2024 James M. Brown Publication Award at the Association for Educational Communications and Technology.

Dr. Jung also shares how her class redesigns, based on her research and student feedback, have consistently led to higher levels of student satisfaction and learning. Over the years, she has designed seven new courses and led the redesign of four others, greatly enriching the instructional multimedia offerings at Valdosta State University. These courses prioritize practical applications and real-world problem-solving, garnering widespread acclaim among master's and specialist degree students. Her

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curriculum development efforts align seamlessly with evolving professional standards and student interests, underscoring her adaptability and vision.

In addition to her research and teaching, Dr. Jung has demonstrated exceptional leadership in curriculum development across the programs within her department to transform how our doctoral students acquire research expertise in an authentic manner. Furthermore, Dr. Jung has actively mentored her colleagues through peer observation and faculty learning communities, generously sharing her expertise in authentic learning design and reflective practices to promote professional growth among her peers.

Her scholarship and teaching benefit not only VSU's own students but students across Georgia as her teacher candidate students continue to add to the authentic learning experiences that VSU and the University System of Georgia highly prize in all our classrooms.

She has my highest recommendation.

Sincerely,

Sheri Noviello

Sheri Noviello, Ph.D. RN
Interim Provost and Vice President of Academic Affairs.

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Teaching Philosophy

My goal in teaching is to ensure that *all* learners have *meaningful* and *authentic* learning experiences. Meaningful experiences enhance knowledge retention and usability, while authentic experiences engage learners and better prepare them for future challenges. I prioritize fair learning opportunities, recognizing that students may prefer different learning methods. To support this, I flexibly employ various instructional strategies—such as mini-lectures, hands-on activities, case discussions, projects, workshops, and reflection—to meet diverse learner needs and contexts. I also integrate technology tools to enrich and transform learning experiences.

My teaching philosophy is shaped by my research on technology-supported authentic learning design and my own teaching practice. My journey at Valdosta State University (VSU) has demonstrated my growth from a novice instructor to an independent educator-scholar. Early in my career, I was part of a collaborative instructor team, where I discovered my interest in using real-world cases to convey authenticity to preservice teachers, which sparked my initial Scholarship of Teaching and Learning (SoTL) question: *How are student perceptions of authenticity affected by instructional media?*

My involvement in teaching a research methods course at Indiana University (IU) deepened my interest in SoTL. I proposed an authentic approach for a research methods course—learning research methods by doing a research project—and received a SoTL grant in 2013 ($5,000) to support this endeavor. Students found that completing a semester-long project significantly enhanced their learning, and I shared the outcomes of this project at professional conferences.

Participation in IU's faculty learning community exposed me to diverse instructional approaches across disciplines, highlighting how instructional culture shapes teaching choices. Influenced by Lee Shulman's work on signature pedagogy in professional learning settings, Becher and Trowler's work on disciplinary cultures, Donald Schön's work on reflective practitioners, and Frederick Erickson's work on interpretive approach to understand teachers and teaching, which eventually shaped my dissertation research on case-based instructional practices across disciplines (2019). From this work, I honed into the concept of reflection as means to consolidate knowledge from experience. Towards this direction, I pursued my SoTL investigation on *how can reflections be leveraged as outcomes of authentic learning?*

At VSU, I strive to integrate my research into my teaching, advancing knowledge about teaching and learning through reflective practices and student feedback. In the process of modifying my teaching based on student data, I formulated my third SoTL question: *How much support is enough in an authentic learning environment?* I experiment with varied instructional conditions to ensure students perceive their learning as meaningful and authentic. I also diligently monitor course evaluations to refine my course designs. In two courses I developed and taught annually at VSU since 2020, my course evaluation scores improved significantly (Educational Data Use and Visualization: 3.43 → 4.56; Instructional Video and Audio: 3.65 → 4.58), underscoring my commitment to integrating research and teaching.

I am dedicated to continuous growth as a researcher-educator, intentionally designing courses that engage students deeply and allow me to gather feedback on their experiences. My course

evaluations reflect my success in addressing the diverse needs of VSU students while maintaining instructional quality. Through careful attention to what learners find meaningful, I refine my approach to authentic learning and share insights with colleagues. Recently, I have introduced generative artificial intelligence (GenAI) tools to explore their potential in supporting authentic learning as peer-like resources for students. The major SoTL question addressed in this effort is: *How can GenAI tools support authentic learning as peers?*

In sum, my teaching philosophy is rooted in fostering meaningful and authentic learning experiences that equip students with the skills and perspectives needed for their future. My commitment to research-informed teaching, reflective practice, and continuous improvement drives me to explore innovative strategies and emerging technologies, ensuring my courses remain relevant and impactful. As I continue my journey as a researcher-educator, I look forward to expanding my understanding of authentic learning design and contributing to the field of education by sharing insights with peers and supporting the success of diverse learners at VSU and beyond.

Jiyoon Jung, Ph.D.

Associate Professor
Department of Leadership, Technology, and Workforce Development
Valdosta State University

Evidence of SoTL and Beyond

My commitment to ensuring that *all* learners have *meaningful* and *authentic* learning experiences are evident in most of my scholarly activities at Valdosta State University (VSU). I am an educational researcher by training, so the idea of conducting systematic investigations of issues about student learning and instructional conditions to enhance learning was not new. However, unlike my other research activities, SoTL research focuses on "looking at their own practice … in a highly reflective way" (p. 8) with a goal of continuously transforming student learning within a discipline (Hutchings, 2000).

Below I report the impact of my teaching techniques/pedagogies on student using the course evaluation record and its potential impact on teaching and learning within the discipline of instructional design and teacher education using publications and presentations based on data collected from courses I designed and taught. The publications and presentations are reported in a chronological order to illustrate the evolution of my scholarship of teaching and learning (SoTL). My SoTL activities are addressing the following four interrelated questions reflecting my teaching philosophy:

1. How are student perceptions of authenticity affected by instructional media?
2. How can reflections be leveraged as outcomes of authentic learning?
3. How much support is enough in an authentic learning environment?
4. How can GenAI tools support authentic learning as peers?

#1. How Are Student Perceptions of Authenticity Affected By Instructional Media?

I have been fascinated with using cases as a key medium to design an authentic learning environment that supports complex learning—the process of acquiring skills, knowledge, and attitudes required to solve real-world problems that are interconnected and cannot be learned in isolation. However, using cases effectively requires instructors to plan thoughtfully as the role of student perceived authenticity in affecting learning outcomes may differ based on the learners and the learning/instructional context. In effect, simply having authentic learning cases (i.e., learning object that conveys problems of the real world) does not lead to meaningfulness to learners. This proposition can be applied to courses using other-than-cases to situate learners and increase "task authenticity" in student learning—as in immersive learning design. So, the following work has focused on investigating the question: *How are student perceptions of authenticity affected by instructional media?*

Impact on Student Learning: After including multiple cases to situate learners in contexts where they need to use educational data, I received positive feedback from students that illustrate the enhanced level of authenticity: *The projects were a lot of fun and very realistic.* (A student course evaluation comment from ITED7070)

I have one peer-reviewed article publication and two presentations investigating this question.

Jung, J., Jia, X., Lu, Y., Liao, Y., & Ottenbreit-Leftwich, A. (2014, November 4–8). ***A comparison of learning and teaching experiences between hypothetical and real teacher cases***

[Paper session]. 2014 AECT International Convention, Jacksonville, Florida. **http://tinyurl.com/ojnktuy**
This study compares the experiences of pre-service teachers' (PSTs) learning and instructors teaching using cases from real teachers (RT) versus hypothetical teachers (HT). We report the experiences of 90 PSTs and three instructors to highlight the concerns of PSTs and instructors, authenticity and meaningfulness of PSTs learning experience, and their learning outcomes. Both HT and RT case learners were concerned about the quality of the options for solving the case problem. However, the proportion of option quality concerns was almost four times bigger for the HT case learners (39%) than it was for the RT case classes (10%). RT case learners were more concerned about the quality of their solutions (and their ability to not fully understand the RT needs) whereas the HT case learner concerns focused on quantity of the problem-solving options. In conclusion, the two approaches to case-based instruction are affecting different aspects of student experience.

- Potential Impact: Findings from this can inform how using two different types of cases (hypothetical vs. real) result in different experiences. Depending on your instructional needs and situations, one might be able to select appropriate type of cases.

Jia, X., Jung, J., & Ottenbreit-Leftwich, A. (2018). Learning Technology Integration from a Service-Learning Project: Connecting Preservice Teachers to Real-World Problems. ***Journal of Experiential Education 41*****(3), 261-276. https://doi.org/10.1177/1053825917738269**
This article reported the benefits and difficulties of a service-learning project that connected preservice teachers with authentic technology integration problems in K-12 classrooms. Fifty-four undergraduate preservice teachers participated in this descriptive case study. They were guided to reflect on their learning related to technology integration through weekly problems/concerns survey and a final reflection survey. Semi-structured interviews captured the salient aspects of preservice teachers' experiences during the service-learning project. According to the data, preservice teachers valued the authenticity of the service-learning project because they could (a) apply their technology integration knowledge and skills to solve real-world problems and (b) explore resources and ideas relevant to teaching content in their subject areas. Challenges faced by preservice teachers are also discussed.

- Potential Impact: Knowing the perceived effects and challenges of using the service-learning approach from a student perspective in a technology integration learning context can help other instructors better prepare teaching and support learning with real-world cases.

Jung, J. Kim, D., & D. L. Hill (2022, October 24–28). ***Student learning outcomes and authenticity perceptions in two virtual field experiences: Websites vs. 360 degree videos*** **[Concurrent session]. 2022 AECT International Convention, Las Vegas, Nevada.**
Virtual field experiences can be an effective alternative to actual field experiences, but effectively designing such an alternative calls for a better understanding of student learning outcomes and perceptions. This case study examines student learning outcomes and perceptions of two formats of virtual field experiences (websites vs. 360 degree videos) redesigned with authentic learning principles in consideration. Twenty-five students post-experience reflections and survey data are used to extrapolate their learning and experience in the two settings. According to the data, student perceptions about the visual differences between the two

conditions were significant, but their perceptions about the functional differences were not significantly different. However, analysis of student reflections demonstrate that they preferred 360 degree videos over the website.

- Potential Impact: Findings from this study can be used to justify that websites can (less immersive option) can be a cost-effective way to situate students as students understand the functions of the space they are being situated in despite looking visually less authentic and less appealing to learners.

#2. How Can Reflections Be Leveraged as Outcomes of Authentic Learning?

One of the instructional challenges in my discipline of instructional design and teacher education is that learning outcomes are not easily captured with a traditional assessment that value positivistic understanding of knowledge. Performance-based assessments can be used as means to authentically assess learning. Yet, I have found that demonstrating that one can perform based on what they have learned alone to be limiting without a formal and intentional opportunity for knowledge-building, or reflection. In practice, many instructors that adopted a variation of experiential learning uses reflection as an instructional strategy. In this regard, the following work has focused on investigating the question: *How can reflections be leveraged as outcomes of authentic learning?*

Impact on Student Learning: I have used projects to create an authentic learning environment at IU when I was teaching instructional design as an adjunct professor. After the semester was over, I received an email from one of the students highlighting how my projects designed to situate learners in an authentic context and tasks affected his work performance: *Thank you for a great semester! I really enjoyed your course: it was a PERFECT introduction to IST for someone who recently transitioned from K-12 Education. I've already begun implementing the ideas - that I learned from course readings and several of the assignments - into my projects at work, and I have been receiving rave reviews from the directors that I work with. A couple have even asked that I schedule a meeting with my Firm's Chief People Officer, to discuss my philosophies on optimizing employee performance I hope you enjoy the rest of the summer and I would love to work with you again in the future. Take care,* (email received 7/26/2019)

Impact on Student Learning: All of the courses I teach have reflection at the end of the semester built in. Sometimes, the openly ask to think about the course content as a whole and identify the most/least important takeaways. Other times, I pair the end-of-semester reflections with the discussion/introduction activity I have implemented in the first week of the semester, so that they can refer back to their own writing and self-assess how much they have changed.

Two peer-reviewed article publications and one presentation demonstrate my work towards the question.

Jung, J., Ding, A., Lu, Y., Leftwich, A., & Glazewski, K. (2020). Is digital inequality a part of preservice teachers' reasoning about technology integration decisions? *American Behavioral Scientist, 64*(7), 994-1011. https://doi.org/10.1177/0002764220919141 [5yr IF: 3.686]

This case study explored preservice teachers' knowledge use and their considerations about teaching practices related to digital inequality while reasoning about technology integration decisions. We analyzed interviews with and reflections of a group of preservice teachers (N = 14) who completed a technology integration task in a technology integration course. Findings showed that although they used multiple domains of teacher knowledge throughout their reasoning processes, they paid limited attention to sociocultural aspects of teaching that demonstrated the ability to care about digital inequality issues. Implications are discussed in terms of ways to better prepare preservice teachers to deal with digital inequalities.

- Potential Impact: Findings from this research showcases how reflection data can be used as evidence of learning different kinds of professional knowledge that are often complex and intertwined. In this particular study, interview and reflection were used to surface an area of teacher knowledge that was lacking.

Jung, J., & Kim, D. (2021, November 2–6). *Rapid technology integration practices and teacher adaptive expertise* [Paper session]. 2021 AECT International Convention, Chicago, Illinois and Virtual. https://tinyurl.com/yhtzselj
In this multiple case study, we examined reflections of 17 inservice teachers who have implemented at least 4 weeks of technology rich lessons in 2020. We found that teachers primarily engaged in the rapid technology integration practice (RTIP) as they aimed to experiment with new teaching methods to increase their students' academic performance or motivation to learn, as well as to save time and cost after COVID19. However, technology options they chose were mostly the "drill-and-practice" type that did not require teachers to be heavily involved in instructional design. We also identified types of noticing and adaptations the teachers had demonstrated during RTIP, as well as the types of cognitive changes perceived.

- Potential Impact: Findings from this research illustrated learning outcomes (including adaptive expertise) that can be extracted from post-RTIP reflection data. Also "rapid" technology integration practice happened due to pandemic, such an approach can benefit professional teacher learning of complex tasks and ideas and reflections can be means to capture student learning in addition to the experience itself.

Jung, J., Lu, Y., & Ding, A. (2021). How do prompts shape preservice teachers' reflections? A case study in an online technology integration class. *Journal of Teacher Education*. https://doi.org/10.1177/00224871211056936 [5yr IF: 6.356]
In this exploratory case study, we examined the written reflections responding to three types of prompts (standard-based, concept-based, and task-based) of 21 preservice teachers in an online technology integration class. We analyzed these reflections at the sentence level (total 1,503 comments), both quantitatively and qualitatively, using a framework comprising descriptive, rationalistic, and anticipatory dimensions to understand the compositions of reflections generated from each type of prompt and the kinds of teacher abilities demonstrated in each dimension. We found quantitative patterns between prompt types and the reflections generated and emergent themes in each dimension of reflection relating to teacher abilities. We conclude by discussing three prompt design features that appeared to have played an important role in shaping the reflections and suggesting implications and future research directions.

- Potential Impact: Knowing how reflection prompts can be designed in expectation of a particular type of reflective thoughts can enhance instructor abilities to promote particular types of learning that are deemed more valuable for the discipline.

#3. How Much Support Is Enough in an Authentic Learning Environment?

Impact on Student Learning: In my first semester at VSU, I was assigned to create a course on instructional video production. I chose the authentic learning approach to design the course in a fully online setting. Contrary to my expectations, student responses were not great in my first attempt. Carefully attending to my students' feedback, which mostly asked for more structure and support, I began to question: *How much support is enough (to ensure meaningfulness) in an authentic learning environment?* So far, the course has gone through five cycles of (re)design and implementations based on student feedback and my critical reflection. As a result, my course evaluation scores increased annually: 3.65 →(reduction of content, introduction of skill-focused practice tasks towards the final whole task)→ 3.97 →(job-aids accompanying the practice tasks) → 4.14 →(visual examples with annotations)→ 4.48 →(reduction/merging of practice tasks)→ 4.58.

Impact on Student Learning: Earlier in my teaching of graduate students, I believed learning the new knowledge → unguided application of the learned knowledge to real-world problems to be an ideal approach. After several semesters, I realized that my students need more support to get to where I expected them to start. Below are selected comments from the student course evaluation addressing their thoughts about my instructional adaptation intended to support students (e.g., quiz → read → requiz; instructor guide for reading; Socratic method).

Attempting the quizzes before learning the content, and then attempting the quiz again after learning the content was VERY beneficial. I love this learning method. (A student course evaluation comment from ITED7070)

I thought the feedback provided on assignments was helpful. I really enjoyed all the readings. I also found the instructor guides for readings to be beneficial. They showed me what to focus on and helped to put everything in perspective. (A student course evaluation comment from ITED7100)

I found Dr. Jung's questions and feedback on presentations especially valuable. Her questions were respectful but challenged us to think about our choices. She is extremely approachable and seems to value the perspectives of everyone in the course. (A student course evaluation comment from CIED9220)

I have published two book chapters—a teaching case (case study) and an instructor's guide (literature review)—addressing how one might meet their students in the middle while encouraging them to be self-directed in an authentic learning environment.

Jung, J. (2024). Jane Rogers and Kayla Wilson: Navigating between instructor and student needs. In P. A. Ertmer, K. D. Glazewski, A. A. Koehler, & J. E. Stefaniak (Eds.), *The ID CaseBook: Case Studies in Instructional Design* (6th ed., pp. 229-243). Routledge.

This case study, anonymized and fabricated based on my teaching experience at VSU to enhance learning impact, follows Dr. Jane Rogers, a professor designing an online graduate course on instructional video production for K-12 educators at Merryville University. Tasked with teaching Adobe Premiere Pro and promoting self-directed, authentic learning, Jane initially provides minimal guidance. However, student feedback highlights challenges, including a high workload, diverse skill levels, and accessibility needs. Dr. Rogers in this case works with the university instructional designer Kayla Wilson to revise the course design for multiple iterations. The case explores how university faculty and instructional designers can support adult learners effectively, addressing questions around sufficient guidance, accessibility, and meeting diverse learning needs in online education while preserving course rigor and authenticity.

- Potential Impact: This chapter is published in the 6th edition of the ID Casebook as one of "25 realistic, open-ended case studies that encourage adept problem-solving across a variety of client types and through all stages of the process." This book won the 2024 James W. Brown Publication Award at the Association for Educational Communications & Technology. This series is popularly adopted as a text in major instructional design programs.

Jung, J. (2024). Jane Rogers and Kayla Wilson: Navigating between Instructor and student needs. Case Study 18. In P. A. Ertmer, K. D. Glazewski, A. A. Koehler, & J. E. Stefaniak (Eds.), ***Instructor's Guide to Accompany the ID CaseBook: Case Studies in Instructional Design*** **(6th ed., pp. 108-117). Routledge.**
Identifying an appropriate level of support in an authentic learning environment is not a straightforward matter for an instructional designer. Accompanying the ID case I wrote, this instructor's guide reviews theoretical perspectives and concepts associated with the key issue of the case to (a) examine various concerns that online instructors encounter when implementing problem-centered learning experiences in a higher education context and describe how their concerns might change over design cycles; (b) discuss strategies to support students' self-directed learning in an open learning environment; (c) identify appropriate levels of support within an authentic learning environment designed for students with diverse needs; (d) describe online instructional design best practices that address diverse learner needs, including practices that align with the Americans with Disabilities Act (ADA) compliance guidelines.

- Potential Impact: This chapter is expected to ensure that case discussions productively address disciplinary theories and principles of designing an authentic learning environment that meets diverse learner needs.

The instructional approaches and strategies addressed in these publications are reflected in my teaching of courses at VSU.

Impact on Student Learning: I created and incorporated cases with data to situate students in a context of analyzing and visualizing educational data, after receiving student feedback that the course content was too heavy and intense. So far, the educational data use and visualization course has gone through five cycles of (re)design and implementations based on student feedback and my critical reflection, which resulted in adoption of case-based instruction in different versions. As a result, my course evaluation scores have increased: 3.43 →(added cases

that everyone need to sequentially go through)→ 3.81 →(course content update due to professional standards update)→ 3.90 →(added cases that student can choose from with minimal guidance) 3.87 →(Whole vs. part task approach)→ 4.56.

Impact on Student Learning: I have redesigned and developed other courses at VSU to meet diverse student needs using the similar approaches I have found to be effective: Introduction of the whole task earlier in the semester → part tasks focused on guided practicing and/or ensuring conceptual understanding → self-directed whole task preparation with instructor coaching → presentation of student work and reflection. So far, the courses redesigned with this approach has demonstrated a noticeable increase in course evaluation scores. Vision and Planning with Instructional Technology (3.60 → 4.46), Curriculum, Instruction, & Technology Integration (3.33 → 4.67).

#4. How Can GenAI Tools Support Authentic Learning as Peers?

Introduction of GenAI tools inspired educators to envision novel ways to transform classroom learning. I have also been proactive about finding ways while not disturbing the classroom culture too much through asking: *How can GenAI tools support authentic learning as peers?*

Impact on Student Learning: I have seen some positive responses from students regarding this recent adoption of the new learning tool: *I really liked that she introduced us to ChatGPT. I had never used it before this course, and it is a really helpful tool to have as an educator.* (A student course evaluation comment from CIED7060)

I have one presentation accepted and another presentation under review towards the question. Below is the summary of the accepted presentation.

Jung, J. & Kim, D. (2025, April 23-27). *Exploring teacher self-efficacy beliefs, knowledge, and perceptions about generative AI chatbot adoption in K-12 education* [Poster session]. 2025 AERA Annual Meeting, Denver, CO.

This study examines K-12 teachers' self-efficacy, knowledge, and perceptions about adopting ChatGPT, a generative AI chatbot, in classrooms. Using a case study approach, the research focuses on relationships between teacher beliefs, knowledge, and attitudes (concerns) after a professional development module on ChatGPT and two teacher tasks, conducted over a semester. Forty-one teachers participated, most with little prior chatbot knowledge. Results indicated that once teachers start using the chatbot, teachers who are more self-efficacious about their instructional strategies and about using chatbots and those who are perceiving that the chatbot is easy to use are more likely to demonstrate a higher stage of concerns, a generally higher level of concerns at a stage, and a more widespread concerns across the concerns stages about the adoption.

- Potential Impact: The current findings point to important understanding about the stages of teacher concerns about ChatGPT adoption after introduction and its relationship to teacher individual characteristics, such as their knowledge and perceptions about the tool. Our findings extend what we know about generative AI chatbot adoption in K-12 education and teachers' AI literacy development.

Overview of SoTL Promotion

- **Peer-Mentoring**: Formally, I have mentored through the Peer Faculty Mentoring Program by Center for Excellence in Learning and Teaching (CELT) in 2020. Informally, I offer peer mentoring to colleagues in my department. Below are selected mentoring activities:
    - One of the mentee instructors I supervised wrote me the following after teaching the course I redesigned to meet the diverse learner needs with appropriate level of support: *I enjoyed teaching XXXX. The content was strong, and the course design was excellent. You did a remarkable job getting all the pieces in place with the necessity of making so many changes after you were assigned the course. The students certainly learned a lot, and I know I did, too! Thank you for your help along the way.* (Email received on 5/2/2022)
    - A colleague has commented the following after attended my doctoral student support group (DDI): *I REALLY enjoyed listening in on the DDI yesterday. Thanks so much for letting me do that. I learned SOOO much! Please let me know of future meetings and I will attend if possible.* (Message received on 9/13/2024)
    - As a member of the Doctoral Program Committee in my department, I am advising on ways to transform our doctoral program curriculum to ensure our full-time working Ed.D. students acquire research expertise in an authentic manner.
    - As a member of the newly formed special interest group for Rural Education in my department, I help build professional network and technology-assisted transformation of learning.

- **Workshop Sessions:** I present my SoTL work locally on campus (intended for peer teacher educators and local teachers in the community) as well as in Georgia Educational Technology Conference (GaETC), which is geared towards practicing educators in Georgia.
    - At VSU, I have presented my work on authentic learning design in a session ***Creating Authentic Learning Experience with 360 Degree Videos*** at 2021 Preparation, Accountability, Coaching and Evaluation (PACE), which is an annual professional development conference for VSU teacher education students, teacher educators, as well as educators in the community. The conference is sponsored by the Dewar College of Education and Human Services.
    - At 2023 GaETC, I led a workshop on ChatGPT use in education titled ***Transforming Education with ChatGPT: Opportunities and Limitations*.** In this session, my colleagues and I discussed how generative AI tools, such as ChatGPT, hold tremendous potential for transforming education by offering novel ways to enhance personalized learning, lessons, and assessments based on our implementation of the tool in CIED7060 Curriculum, Instruction, and Technology Integration. We also discuss the limitations and potential threats of using the new tools.

- **Faculty Learning Community:** At IU, I participated in a faculty learning community hosted by the Center for Innovative Teaching and Learning and discussed disciplinary teaching experiences. At VSU, I participated in the following meetings to discuss teaching and learning strategies: the New Faculty Learning Community, Interpreting and Responding to Student Opinions of Instructions (SOIs) in Class and Beyond, Teaching for Growth and Adopting and Academic Growth Mindset as Faculty.

Condensed Curriculum Vitae

Academic Appointments

2024 – present Associate Professor, Valdosta State University
2020 – 2024 Assistant Professor, Valdosta State University
2019 Adjunct Professor, Indiana University
2017 – 2019 Postdoctoral Research Associate, University of Illinois, Urbana-Champaign

Education

2017 Ph.D. in Instructional Systems Technology – Indiana University
2009 M.A. in Educational Technology – Ewha Womans University (South Korea)
2007 B.A. in English Education / Multimedia – Ewha Womans University (South Korea)

Selected Publications (*SoTL)

***Jung, J**. (2024). Jane Rogers and Kayla Wilson: Navigating between Instructor and student needs. Case Study 18. In P. A. Ertmer, K. D. Glazewski, A. A. Koehler, & J. E. Stefaniak (Eds.), *Instructor's Guide to Accompany the ID CaseBook: Case Studies in Instructional Design* (6th ed., pp. 108-117). Routledge.

***Jung, J**. (2024). Jane Rogers and Kayla Wilson: Navigating between instructor and student needs. In P. A. Ertmer, K. D. Glazewski, A. A. Koehler, & J. E. Stefaniak (Eds.), *The ID CaseBook: Case Studies in Instructional Design* (6th ed., pp. 229-243). Routledge.

Jung, J. & Mercier, E. (2023). Design-based implementation research: Milestones and trade-offs in designing a collaborative representation tool for engineering classrooms. *Educational Technology Research and Development, 71*(6), 2457-2481. https://doi.org/10.1007/s11423-023-10288-z [5yr IF (2021): 5.613]

Shin, S., Kwon, K., & **Jung, J.** (2022). Collaborative learning in the flipped university classroom: Identifying team process factors. *Sustainability, 14*(12), 7173. https://doi.org/10.3390/su14127173 [5yr IF: 3.473]

Bailey, R., Kim, D., Bochenko, M., Yang, C. W., Dees D., & **Jung, J.** (2022). The use of clay modeling to increase high school biology vocabulary learning. *Journal of Research in Innovative Teaching & Learning*. https://doi.org/10.1108/JRIT-07-2021-0053

***Jung, J**., Lu, Y., & Ding, A. (2021). How do prompts shape preservice teachers' reflections? A case study in an online technology integration class. *Journal of Teacher Education*. https://doi.org/10.1177/00224871211056936 [5yr IF: 6.356]

Lee, D., **Jung, J.**, Shin, S., Otternbreit-Leftwich, A., & Glazewski, K. (2020). A sociological view on designing a sustainable online community for K–12 teachers: A systematic review. *Sustainability, 12*(22), 9742. https://doi.org/10.3390/su12229742 [5yr IF: 3.473]

***Jung, J.**, Ding, A., Lu, Y., Leftwich, A., & Glazewski, K. (2020). Is digital inequality a part of preservice teachers' reasoning about technology integration decisions? *American Behavioral Scientist, 64*(7), 994-1011. https://doi.org/10.1177/0002764220919141 [5yr IF: 3.686]

Jung, J., & Ottenbreit-Leftwich, A. (2020). Course-level modeling of preservice teacher learning of technology integration. *British Journal of Educational Technology*, *51*(2), 555-571. https://doi.org/10.1111/bjet.12840 [IF in 2022: 4.929]

*Jia, X., **Jung, J**., & Ottenbreit-Leftwich, A. (2018). Learning Technology Integration from a Service-Learning Project: Connecting Preservice Teachers to Real-World Problems. *Journal of Experiential Education 41*(3), 261-276. https://doi.org/10.1177/1053825917738269

Selected Presentations (*SoTL)

***Jung, J**. & Kim, D. (2025, April 23-27). *Exploring teacher self-efficacy beliefs, knowledge, and perceptions about generative AI chatbot adoption in K-12 education* [Poster session]. 2025 AERA Annual Meeting, Denver, CO.

Kim, D., **Jung, J.**, & Hartsell, T. (2023, October 31–November 3). *Transforming education with ChatGPT: Opportunities and limitations*. 2023 Georgia Educational Technology Conference (GaETC), Atlanta, GA.

***Jung, J.** Kim, D., & D. L. Hill (2022, October 24–28). *Student learning outcomes and authenticity perceptions in two virtual field experiences: Websites vs. 360 degree videos* [Concurrent session]. 2022 AECT International Convention, Las Vegas, Nevada.

***Jung, J.**, & Kim, D. (2021, November 2–6). *Rapid technology integration practices and teacher adaptive expertise* [Paper session]. 2021 AECT International Convention, Chicago, Illinois and Virtual. https://tinyurl.com/yhtzselj

Jung, J., Lu, Y., & Ding, A. (2021, April 9–12). *How do prompts shape teacher reflection? Compositions and themes in guided preservice teacher reflection* [Roundtable session]. 2021 AERA Annual Meeting, Virtual. https://tinyurl.com/y5jgk46u

Jung, J., Lu, Y., & Ding, A. (2020, November 3–7). *How did directed prompts shape preservice teacher reflection in an online technology integration class?* [Paper session]. 2020 AECT International Convention, Jacksonville, Florida. http://tinyurl.com/y5amo4mh

Jung, J., Ding, A., & Lu, Y. (2019, October 21–25). *What are we missing? Exploring the considerations in preservice teachers' technological pedagogical reasoning* [Paper session]. 2019 AECT International Convention, Las Vegas, Nevada. http://tinyurl.com/y3uoyc3g

Jung, J., & Lu, Y. (2019, October 21–25). *Exploring into preservice teachers' beliefs, knowledge, and reasoning in a technology integration course* [Roundtable session]. 2019 AECT International Convention, Las Vegas, Nevada. http://tinyurl.com/yy7pqjsf

Jung. J., Glazewski, K., & Leftwich, A. (2018, October 23–27). *Developing a Scale for Preservice Teacher Considerations in Technological Pedagogical Reasoning* [Paper session]. 2018 AECT International Convention, Kansas City, Missouri. http://tinyurl.com/y7zddtha

Jung, J. (2017, November 6–11). *Exploring the minds of preservice teachers: How do they learn to think like a teacher?* [Paper session]. 2017 AECT International Convention, Jacksonville, Florida. http://tinyurl.com/y9zbzt2o

***Jung, J.**, Jia, X., Lu, Y., Liao, Y., & Ottenbreit-Leftwich, A. (2014, November 4–8). *A comparison of learning and teaching experiences between hypothetical and real teacher cases* [Paper session]. 2014 AECT International Convention, Jacksonville, Florida. http://tinyurl.com/ojnktuy

Teaching Experience

**Delivered online; ×developed or significantly re-designed

- Assistant/Associate Professor, Valdosta State University**
  - CIED7060: Curriculum, Instruction, and Technology Integration×
  - ITED7100: Foundational Theories in ITED×
  - ITED7300: Instructional Design×
  - ITED7399: Internship in Technology Applications×
  - ITED7500: Vision and Planning for Instructional Technology×
  - ITED7710: Instructional Video & Audio×
  - ITED7070: Decision-Oriented Research, Evaluation, and Professional Learning×
  - RSCH7100: Research Methods in Education
  - ITED8970: Action Research Methods and Planning
  - ITED8999: Action Research Project
  - CIED9210: Instructional Design×
  - CIED9220: Instructional Development and Production×

- Adjunct Faculty, Teaching Assistant, Associate Instructor, Indiana University
  - EDUC-R547: Computer-Mediated Learning**
  - EDUC-R511: Instructional and Performance Technologies Foundations**
  - EDUC-R521: Instructional Design and Development**
  - EDUC-R541: Instructional Design and Development II
  - EDUC-R690: Applications of Research Methods to IST Issues×
  - EDUC-W200: Using Computers in Education×

Teacher Professional Development Workshops/Consultations Delivered

- Designing Digital Escape Rooms: A Beginner's Guide for Educational Settings – 2022, 2023 AECT International Convention
- Creating Authentic Learning Experience with 360° videos (June 8, 2021; virtual)
- PIHNet Workshop with in-service history teachers (July 16-19, 2012; Auburn, AL)
- Using PBL-Tech Construction Tools to create curriculum for teachers at Christel House Academy (May 4, 2012, Indianapolis, IN)
- 2012 IST Conference Workshop on the PBL-Tech Project: Using Technology to Support Problem-Based Learning in Teacher Education. (March 2, 2012; Bloomington, IN)
- SSINet Workshop for Science pre-service teachers in EDUC-Q405 by Dr. Park-Rogers (March 2, 2012; Bloomington, IN)

Faculty Professional Development Workshops/Consultations Delivered

- Flipping the PBL Classroom (November 14, 2013; El Paso, TX)
- Transforming the Engineering Classrooms to PBL (May 28-31, 2013; El Paso, TX)
- Development of Curriculum Model and Instructional Design Principle for Personalized Flipped Learning (December 23, 2018 – Present; online consultation)

November 21, 2024

To Whom It May Concern,

I am writing this letter to wholeheartedly recommend Dr. Jiyoon Jung for the University System of Georgia (USG) Scholarship of Teaching and Learning (SoTL) Award. Dr. Jung is an exceptional educator and scholar whose dedication to improving student learning experiences through SoTL practices is truly commendable.

Dr. Jung's commitment to SoTL is evident in her ongoing research and reflection on the impact of her teaching techniques and pedagogies on student learning. Her focus on four key questions –

1. How are student perceptions of authenticity affected by instructional media?
2. How can reflections be leveraged as outcomes of authentic learning?
3. How much support is enough in an authentic learning environment?
4. How can GenAI tools support authentic learning as peers?

– demonstrates a deep understanding of the complexities involved in creating meaningful and effective learning experiences.

Her work on these questions is not only theoretically sound but also translates directly into impactful changes in her teaching practice. Dr. Jung meticulously collects data through student evaluations, course design revisions, and publications to showcase the positive impact of her approaches. For example, the significant increase in student course evaluation scores after incorporating cases for data analysis and visualization exemplifies the effectiveness of her SoTL efforts.

Here are some specific strengths that make Dr. Jung an ideal candidate for the SoTL Award:

- Strong foundation in SoTL principles: Dr. Jung demonstrates a clear understanding of the importance of SoTL research and its role in enhancing student learning.
- Focus on authentic learning: Dr. Jung consistently seeks to create authentic learning environments that allow students to apply their knowledge and skills to real-world problems.
- Systematic research and reflection: Dr. Jung utilizes various methods, including data analysis, student feedback, and publications, to systematically investigate and reflect

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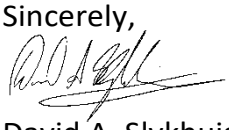
VALDOSTA STATE UNIVERSITY

on the impact of her teaching practices.

- Dissemination of SoTL work: Dr. Jung actively shares her SoTL findings through peer-reviewed publications and presentations, contributing to a broader knowledge base in instructional design and teacher education.
- Impact on student learning: Dr. Jung's SoTL efforts demonstrably translate into positive learning outcomes, as evidenced by rising course evaluation scores and student testimonials.

In conclusion, Dr. Jiyoon Jung is a highly deserving candidate for the USG Scholarship of Teaching and Learning Award. Her dedication to SoTL, innovative teaching practices, and impactful student learning outcomes make her a valuable asset to the University System of Georgia.

Sincerely,



David A. Slykhuis, PhD
Dean, Dewar College of Education and Human Services