

Curriculum Vitae

PROFESSIONAL PROFILE

Enthusiastic to lead innovative academic initiatives that advance student learning, I bring an entrepreneurial spirit, operational and academic leadership expertise, and a people-first mindset to facilitate effective dialogue that moves stakeholders to implement projects within rigorous deadlines.

- Implemented innovative program and course design models that leveraged evidence-based instructional design principles, with strong facilitation, process and project management skills.
- Focused on people to build strong cross-functional relationships with academics, operations, faculty, students, and vendors.
- Led technical project implementations involving needs assessment, vendor selection, project oversight, quality assurance, and relationship management.
- Built talented and efficient teams, including hiring, training, and professional development.
- Managed multi-million dollar budgets.
- The Institute for Emerging Leadership in Online Learning (IELOL) Class of 2017
- Experienced adult educator and trainer in a variety of settings, including classroom, online and hybrid.
- Honored with Faculty of the Year and the Malcolm Knowles Award for outstanding performance in education.

EDUCATION

Walden University, Minneapolis, Minnesota

Ph.D. Education, Educational Technology 2016

Regis University, Denver, Colorado

Certificate in Adult Education 2007

M.A. Liberal Studies, emphasis in Psychology 2005

Certificate in Peace, Social Justice and Reconciliation 2005

Colorado State University, Fort Collins, CO

B.S. Physical Science, minors in Mathematics and Statistics 1995

PROFESSIONAL EXPERIENCE

Director of Instructional Design and Academic Quality, Bridgepoint Education, October 2016-present

I collaborate with executive university leadership to support new program development through innovative curricular models, evidence-based design, and efficient quality process delivery systems.

Student learning is at the heart of it all. I work closely with Deans, faculty, Assessment, librarians, writing

experts, Advising, Enrollment, Operations, and other stakeholders to ensure that curriculum and its delivery models are comprehensively aligned, engaging, and balanced to meet rigorous learning outcomes.

Quality Matters

Master Reviewer, 2015-present

Associate Director of Instructional Design and Academic Quality, Bridgepoint Education, October 2013-October 2016

I serve as the expert in instructional and media design with knowledge of adult learning theory and course development planning and process management. I provide leadership and vision for innovation in online learning and effectively motivate the instructional design and quality assurance teams to collaborate on creating innovative, high and quality student learning experiences. I emphasize meeting the needs of diverse adult learners and help develop and document a strategic plan for the instructional design and course creation process that promotes innovation, integrates quality, is media rich, and accommodates large scale development.

Director of Technical Operations, Colorado State University-Global Campus, July 2011 – August 2012
Responsible for the stability, growth, and performance of all technical operations and infrastructure, including but not limited to the online student management and learning platform, the consumer-facing website, and the conversion of support department processes to an online environment. This role is pivotal in the planning and expansion of the online university.

Director of Instructional Training and Support, Colorado State University-Global Campus, April 2011 – July 2011

Responsible for all technology functioning and support related to the creation and delivery of CSU-Global Campus academic programs as well as staff and faculty training, learning resources, and academic department coordination. This position oversees Blackboard administration; education-related technologies, such as tutoring and help desk services; technical support; faculty and staff training; course production management; and project management for technology-based projects.

Instructional Technology Manager, Colorado State University-Global Campus, April 2010 – April 2011

Responsible for all technology functioning and support related to the creation and delivery of CSU-Global Campus academic programs, learning resources, and academic department coordination. This position oversees Blackboard management, technical support, training, and project management for technology-based projects.

Online Faculty Trainer, Colorado State University-Global Campus, 2009 – 2011

Jodie Hemerda, Ph.D.
jhemerda@gmail.com
303-476-8300

Revised faculty training modules to align with campus operations and include instructional technologies to improve faculty course facilitation. Facilitated trainings for new faculty. Developed and constructed advanced instructional training for technically advanced faculty.

EXPERIENCED EDUCATOR

Designed and conducted student and faculty classes in varied subjects, including: distance education, mathematics, science, social science, communication, research methodologies, computer applications, career management, human relations, psychology, stress management, faculty continued education, and new faculty orientation.

HONORS and AWARDS

Westwood College, Denver, Colorado

Faculty of the Year 2006

Regis University, Denver, Colorado

Malcolm Knowles Award 2005

TEACHING EXPERIENCE

Adjunct Faculty, University of the Rockies, December 2016-present

Dissertation Chair

Sociological Theory

Sociology of Work in Contemporary Society

Theories & Models of Instructional Systems Design

Adjunct Faculty, Concorde Career College, September 2012-October 2013

Human Growth and Development

Online Faculty, Colorado State University-Global Campus, 2009-2013

Applying Leadership Principles

Working in Modern Society

Applied Organizational Psychology

Perspectives on Organizational Behavior

Online Facilitator, Regis University's Institute on the Common Good, Democracy Lab, 2008

U.S. Presidential Elections

Adjunct Faculty, Colorado Technical University, 2008

Sociology, Psychology, and Math

Instructor, Westwood College, 2005- 2008

General Education

Regional Faculty Trainer, Westwood College, 2006-2008

Integration Training

Motivation Training

Incorporating Dialogue in Discussions, Online and in the Classroom

Faculty Orientation

Substitute Teacher, Douglas County School District, 2004-2006

Primary Elementary Classroom Volunteer, 1999-2008

Bullyproofing

Tutoring

Junior Achievement

College Tutor, Colorado State University, 1990-1994

Math, Science, Statistics

WORKSHOPS AND TRAINING SEMINARS

Bridgepoint Education

Leadership Essentials Training, 2017

DiSC Leadership and Team, 2014 & 2016

LEAP: Leadership Excellence through Awareness and Practice, 2014

Strengths Finder, 2014

The Center for Public Deliberation, Colorado State University

National Issues Forum Moderator Training Workshop, 2008

Colorado Technical University

HYBRID Learning Boot Camp, 2008

Ethics Training, 2008

Westwood College

New Faculty Orientation and Instructor Training, 2005

Train to Teach, 2005

Collaborative Learning Training, 2005

Adult Learning Core, 2005

Faculty Development Training – Integrating Student Knowledge, 2005

Developmental Reading & Writing Workshop, 2005

Developmental Math Workshop, 2005

PDC111 Success Strategies Workshop, 2005
Faculty Development Training – Cross-Discipline Instruction, 2006
Faculty Development Training – Student Engagement Playbook, 2006
Faculty Blended Training, 2006
Got Assessment Training, 2006
Higher Learning Commission Training, 2006
Intranet Software Training, 2006
Identifying and Working with At-risk Students, 2006
The Cornerstone to Student Success, 2006
Myers-Briggs Assessment Workshop, 2007
Best Practices in Adult Learning, 2007
Information Literacy, 2007
Webinar Usage & New Faculty Course Evaluations, 2007
Internet Service and Software at Westwood College, 2007
The Westwood Approach to Teaching and Learning, 2007
Ethics Training, 2007

PROFESSIONAL ACTIVITIES and MEMBERSHIPS

TLC AU 2017, Presenter

Collaborative Peer Learning Supports Cognitive Affordances of Technologies
Transformative Teaching Practices

Learning in the 21st Century: A Restorative Vision 2017, IIRP, Presenter

Effecting Change Through Dialogue within a Model of Self-Regulated Learning

IELOL 2017, Penn State & OLC, Participant

Instructure 2017, Participant

Leadership Education Academy 2017, International Leadership Association, Participant

ACE COIL Leadership Academy 2017

EdMedia 2016, Presenter

Role of Instructional Feedback in Self-Regulated Learning

USAAFA Teaching and Learning Symposium 2016, Attendee

AACE 2016, Member

OLC Innovate 2016, Presenter

An Interdisciplinary Approach to Cultural Relevance in the Curriculum

Cite 2016 Online Learning Conference, Attendee

WCET 2015, Attendee

USAAFA Teaching and Learning Symposium 2015, Attendee

AACE 2015, Presenter

Collaborative Peer Learning Supports Cognitive Affordances of Technologies

Teaching and Learning with Technology Symposium 2015, Presenter

Cognitive Affordances of Technologies Supports Collaborative Peer Learning & Other Engaging Online Interactions

TCCHawaii.org 2015, Presenter

Collaborative Peer Learning Supports Cognitive Affordances of Technologies

USAAFA Teaching and Learning Symposium 2014, Attendee

COLTT 2014, Attendee

CITE 2014 Annual Conference, Attendee

AECT 2013, Member

AECT 2013 Annual Conference, Attendee

AACE 2012, Member

EdMedia 2012, Presenter

Technology Delivered Feedback

COLTT 2011 and 2012, Presenter

Interactive Feedback at CSU-Global Campus

EDUCAUSE West/Southwest regional conference 2012, Attendee

EDUCAUSE 2010 Annual Conference, Attendee

BbWorld 2010 and 2011, Attendee

COMPUTER SKILLS

Software: Microsoft Office Applications, including but not limited to: Word, Excel, Internet Explorer, Windows, Publisher, Outlook, Access, and OneNote. Chrome, Mozilla Firefox, Google Apps administrator panel, and Postini.

System Administrator: Canvas, Pearson Learning Studio, Blackboard, and integrated instructional technologies: Bb Collaborate (formerly Wimba), Waypoint, Evaluation Kit

Online Platforms: Canvas, Blackboard, Pearson Learning Studio, WebTV, Moodle, D2L, and CampusVue

DISSERTATION

Maximizing Feedback for Self-Regulated Learning

Abstract

Application of clearly defined feedback types, which have been correlated with improved student performance, has great potential for maximizing instructor use of feedback and its effect on a learner's self-regulatory learning (SRL) for optimized learning. Within SRL, where learner performance is influenced by a recursive internal process, instructional feedback plays a critical role. Yet, the characteristics of external feedback that influence SRL to improve performance are unclear in the literature. Within a theoretical framework where feedback catalyzes self-regulation, this quantitative study sought to integrate feedback type research to expand the SRL model. Data were graded assignments from 23 undergraduate level and 8 graduate level online university courses randomly selected from a pool of 86 possible courses. Applying non-experimental logistic regression and using descriptive statistics, feedback was categorized to determine the quantity of each of the 5 feedback types [task correctness (FC), task elaboration (TE), task process (FP), self-regulation (FR), and personal or self-related (FS)], as well as how they correlated with improved performance. The results indicate that the feedback types were not normally distributed, FS was statistically not present and FE was most used, and the logistical regression indicated that the presence of FC and FR was minimally associated with improved performance. Additional experimentation is needed to normalize the type distribution and test the strength of the FC and FR effect. This study initiated a clarification in understanding the external component of feedback in the SRL model, which is necessary to harness feedback to create positive change in the self-regulatory processes of learners.

Committee

Rob Foshay, Ph.D. (Chair), Gerald Giraud, Ph.D. (Methodologist)

MASTER'S THESIS

Moving People to Act on Their Beliefs

Abstract

This paper delves into the world of activism with the intent to move people from their beliefs to social action. In addition to investigating the myriad of reasons why people do not act, this project enlists optimism and increasing self-efficacy to shatter the paralyzing wall between belief and action. Focusing

Jodie Hemerda, Ph.D.
jhemerda@gmail.com
303-476-8300

on the end of United States military use of depleted uranium, a radioactive heavy metal, this project sought to measure the difference in social action between participants who engaged in a self-efficacy/optimism workshop and those who did not. While this particular venture failed to find conclusive results regarding the influence of the workshop, important participant feedback revealed the importance of conducting social activism. Two of the most significant results of this research include allowing activists to act in ways which they are most comfortable, and organizing an activity with a concrete, attainable goal.

Committee

David Elliott, Ph.D. (Academic Advisor) and Juanita Ratner, MA, LPC