



**Department of Information Systems
and Computer Science**

J. Whitney Bunting College of Business
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Nominee Name: Dr. Joy Godin
Award: Excellence in Scholarship of Teaching and Learning Award
College Nominating: J. Whitney Bunting College of Business
Submission Date: March 2, 2019

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February 25, 2019

Dear Members of the Regent's Excellence in Scholarship of Teaching and Learning Award Committee:

It is with great pleasure that I recommend Dr. Joy Godin for the Regent's Excellence in Scholarship of Teaching and Learning (SOTL) Award. Dr. Godin teaches undergraduate and graduate courses face-to-face and online for the Information Systems and Computer Science Department in the J. Whitney Bunting College of Business at Georgia College. Dr. Godin has pursued a research stream in the area of teaching and learning beginning with her dissertation.

Joy first published in this area with an initial pilot study of using virtual teams in the classroom in 2013. She has since added two more publications, one conference proceedings, and one presentation in the areas of using virtual teams of students in game simulations, including with SAP Enterprise Resource Planning simulations, and in studying the acceptance of team collaboration technology. Dr. Godin's most recent publication "Investigation of Virtual Teams and Serious Games" was published in the Journal of Computer Information Systems, one of the top journals in the Management Information Systems (MIS) field.

In her undergraduate Introduction to Enterprise Resource Planning (ERP) classes, Joy uses her research to understand what the students need to know in order to be accepting of the WebEx technology to connect with students from another university and use virtual teams in her classroom. Dr. Godin is expanding her research, and this classroom experience, to include students from a German university as well.

Dr. Godin teaches both Database Management and Introduction to ERP Systems for our Master of MIS degree. Our online MMIS program employs real-time WebEx sessions for 50% of the class time. This gives students an in-class experience while they are actually online. Joy has employed her research in learning how to effectively teach these students and deploying the students into virtual teams for class projects and simulation games. In addition to learning how to successfully use the technology to facilitate online classroom discussions, the nature of the IS field requires her to continually update the content of the courses she teaches. Joy is Quality Matters certified and ensures that her courses are designed for optimum student learning.



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Joy is currently taking her research stream into the area of virtual reality. She will be studying the use of virtual reality and its effect on virtual teams and teamwork. Dr. Godin will use virtual reality with her students in the classroom as the students interact with students from other institutions in completing team simulations.

I believe that Dr. Joy Godin is the best choice for the 2019 Regent's Excellence in Scholarship of Teaching and Learning Award. It is an honor to add my recommendation to her portfolio. Please contact me with any questions you may have regarding her application.

Tanya Goette

Dr. Tanya Goette
Chair and Professor
Information Systems and Computer Science



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February 26, 2019

Letter of Nomination - Georgia College Faculty Excellence Awards

As College of Business Dean I strongly endorse Dr. Joy Godin for the university's *Excellence in Scholarship of Teaching and Learning Award*. She is a tenure-track faculty member in the Department of Information Systems and Computer Science in the College of Business (CoB).

Dr. Godin joined the CoB in 2011 in a limited-term role, moving to a tenure-track slot in the fall 2015. She completed her Ed.D. in Technology Leadership at Valdosta State in 2013. Dr. Godin teaches both undergraduate and graduate courses. To facilitate her online teaching Dr. Godin is Quality Matters certified. At the graduate level she teaches in two different online programs, the USG consortium-based Georgia WebMBA, where she serves as a course lead and is a past winner of the WebMBA faculty teaching award, and in the Master of Management Information Systems program.

This Georgia College award recognizes "excellence in the scholarship of teaching and learning." Dr. Godin regularly co-authors research with other CoB faculty, actively publishing in peer reviewed outlets on topics related to teaching and learning. One outlet for that research is the Southern Association of Information Systems, where she received their Outstanding Leadership Award.

By partnering with faculty from other universities she is systematically exploring student learning by developing a productive stream of published research and academic presentations related to the impact of virtual teams on learning outcomes. Students participate in a case scenario, managing a business process, while employing several different computer tools. This emphasis on virtual teams stems, in part, from the nature of the work her students undertake after graduation as they enter the technology industry and participate in systems development teams across time zones and continents.

Her impact on students extends beyond the classroom and includes joint publications, collaborations with other universities, and helping them build career-specific skills. Her researching and measuring of student learning led to a publication in a highly-rated information systems journal. In another example, she partnered with a graduate student to co-author a study that measured the learning impact of a classroom activity. Dr. Godin has developed a clear path for continuing her research into virtual teams in the classroom and as an element of a study abroad offering.

Based on this brief summary of her accomplishments, I endorse without reservation Dr. Joy Godin for Georgia College's *Excellence in Scholarship of Teaching and Learning Award*.

Sincerely,

Dale Young, Ph.D.
Dean, J. Whitney Bunting College of Business

REFLECTIVE STATEMENT SUMMARIZING TEACHING PHILOSOPHY AND HOW IT RELATES TO SCHOLARSHIP ACTIVITIES

As an instructor in higher education, I believe the majority of teaching activities should be student-centered. The teacher's role is to be a facilitator of learning. Teachers should offer a supportive and non-threatening classroom environment that encourages students to become active contributors and explore learning in a positive atmosphere. Providing students a variety of experiences both in and out of the class will help to keep students engaged in learning and help them develop into life-long learners. It is important that information technology students understand the value of learning how to learn. I always tell my students technology changes rapidly, software applications change, and new technologies are always emerging. Therefore, it is especially important that they become life-long learners and look at updating their skills as a way of life. Technology students need to be encouraged to develop strong self-directed learning skills and also work well in teams. For this reason, I incorporate a wide variety of technologies in my classes and I incorporate team building activities in all of my classes. Students participate in teamwork activities in the classroom and outside the class using video collaboration technologies.

Virtual Teamwork Research Stream

With increasing globalizations, employees are often required to work virtually. I have a research stream designed to provide students with experiences working in virtual teams. In my research, I have developed and tested a virtual teamwork training model and incorporated the use of virtual teams and serious game simulations with students from another university. I plan to continue the research to include students from Germany while adding virtual reality technologies to their virtual team experiences.

Teaching students to work effectively-virtually is a skill that I feel is crucial in today's businesses and deserves attention in business schools in higher education. In my undergraduate Principles of Information Systems courses, I focus on the skills and technologies needed to work virtually. Students participate in experiential learning activities that will help prepare them to collaborate in virtual teams in the workplace. In my research titled "Virtual teamwork training: factors influencing the acceptance of collaboration technology" published in the International Journal of Information and Communication Technology (2017), I designed and tested a virtual teamwork training model.

As an instructor of technology, I think it is important to provide students with real world case scenarios simulating what they will encounter when they are working in the business world.

Live Business Simulations

Collaborative projects where students work in teams to simulate real world applications are very effective in teaching skills and helping students make the connection of how the skills are used outside of the classroom. I am a certified SAP instructor and SAP is the leading enterprise resource planning (ERP) software company that many of the Fortune 500 companies use for handling their business activities. In my Introduction to ERP course, students participate in SAP ERP simulation exercises. Team members work together playing

various business roles such as sales manager, production manager, purchasing manager, and logistics manager. In the live, simulated environment, teams represent companies and students buy, sell, and make goods as they would in a real business using SAP to handle all of the transactions. In my most recent publication, a colleague at the University of West Georgia and I have connected our students and allowed them the opportunity to work in live virtual teams, using the SAP ERPsim and WebEx, a video collaboration tool. The students participated in team building activities prior to the simulation and then participated in the live ERP simulation in virtual teams with people they had never met face-to-face. In our study, “Investigation of Virtual Teams and Serious Games”, published in the Journal of Computer Information Systems (2018), an top (A) level journal in information systems, we focused on the research question, “How would using virtual teams affect technology acceptance, student satisfaction, and perceived student learning of ERP?” Currently, we are working to extend this research to include students from Germany and provide a global virtual team experience for our students. I am proposing a research study of virtual reality collaboration spaces and technologies to use in our global virtual teams next spring. I plan to analyze the systems available and develop team building activities that our students can use in a virtual reality collaborative design meeting space.

Research with Students

I believe teaching should go beyond the classroom. I have worked with several students, both undergraduate and graduate, on a variety of research projects. Students have presented their research at conferences and published papers in journals. I have assisted students in developing training activities that they conducted and assessed in my classes. A graduate student in my MMIS Database course, developed a NoSQL teaching case and presented the teaching case to my undergraduate database students. The student participants’ learning was evaluated with pre- and post-tests. The paper “Introduction to NoSQL in a Traditional Database Course” was published in the Journal of Information Systems Education (2016) as a result of this study. I also worked with a graduate student to develop and test a simulation game in my Enterprise Resource Planning course. The graduate student and I evaluated student learning following the simulation and reported our findings in a paper titled “Business Process Management in the Classroom” which was published in the Journal of Cases on Information Technology (2017).

Professional Development

As an information technology professor, it is also important to keep my skills and teaching expertise current. I attend a wide variety of conferences and faculty development workshops to stay abreast of new technologies and teaching trends. I think it is essential to incorporate the scholarship of teaching and learning into my research efforts so that I will constantly improve my instruction in the classroom and provide the best learning opportunities for my students. As a teacher of technology, providing high quality, active learning experiences that engage students is one of my primary goals. I have also found that incorporating activities that promote the scholarship of teaching and learning have been valuable to me and my students.

Evidence of the Impact of Teaching Techniques on Student Learning and Teaching and Learning in the Discipline – Information Systems

As a professor in higher education, it is important to be committed to the scholarship of teaching and learning. I served as a member of the Center for Teaching and Learning Advisory Board for two years. I attended the training for Quality Matters certification and became Quality Matters certified. I am working toward having my courses Quality Matter certified as well. Currently, I am taking Cynthia Alby's course on Designing Transformative Learning Experiences. I have presented my scholarship of teaching and learning research to our College of Business Research Association (COBRA). In my COBRA presentations I described how I have incorporated active learning activities into my classroom like virtual teams and business process activities. I have also given a workshop on Virtual Teams and WebEx through the Georgia College Center for Teaching and Learning.

I have conducted a number of studies that have measured students' learning and perceptions of active learning activities that I implemented in my classes. My most recent research is one that I am particularly proud of as it was published in 2018 in Journal of Computer Information Systems (JCIS), a top (A-level) academic journal in information systems. The title of this research is "Investigation of Virtual Teams and Serious Games". My co-author and I are planning to continue the study and expand it to incorporate students in Germany creating global virtual teams. We are planning a study abroad program where I will allow my students to work with German students in global virtual teams to develop solutions to real problems in actual businesses.

I am also planning to add virtual reality to the virtual team experiences. In fact, this summer, I am conducting an analysis of virtual reality meeting spaces and the software and hardware required to support them, and I am developing team building activities for use in the virtual reality meeting spaces. I will use these activities in both my Introduction to Enterprise Resource Planning courses and the summer study abroad program. I am planning to present my analysis at the National Decision Sciences Institute conference in November 2019 and then publish the teaching case and analysis in JISE or a similar journal.

After we implement the virtual reality team experiences with our students, we will measure their learning and perceptions of their experience. I plan to submit my full study research proposal to the International Association for Information Systems and present it at their meeting in October 2019. Then I will complete the research, analyze the results, and submit the full completed study to the Journal of Computer Information Systems or a similar journal. This will allow me to continue my research stream and measure technology acceptance and learning in the global virtual teams incorporating virtual reality technologies.

Virtual Team Research Stream Publications

Below are the citations for the publications and conference presentations for the virtual team research stream and the abstract of the most recent publication in JCIS. All of the journals and conferences listed below are double blind reviewed by professionals in the information systems field.

Virtual Teams and Serious Games

Pridmore, J. & Godin, J. (2018). Investigation of Virtual Teams and Serious Games. *Journal of Computer Information Systems*.

Abstract: ERPsim is an intensive simulation game housed out of HEC Montreal. It allows students to operate an organization in a real-world enterprise resource planning (ERP) system. Most of the research to date using ERPsim in the classroom is with face-to-face teams working together in a lab. With virtual teams being commonplace and most organizations having distributed operations, implementing ERPsim with virtual teams is representative of a real-world situation. How would using virtual teams affect technology acceptance, student satisfaction, and perceived student learning of ERP? This paper investigated the use of ERPsim with virtual teams. Data were collected using a pre- and post-test survey designed to measure technology acceptance, ERP and business process knowledge, and student satisfaction. T-tests were utilized to determine if students' perceptions of learning from the ERPsim were different after the virtual team experience than they were after the face-to-face team experience.

The following citations is for a study that I conducted in my Introduction to Information Systems course over several semesters. I developed, implemented and tested a virtual teamwork training model. I incorporated it into my classes giving my students the opportunity to work in virtual teams much like they will encounter when they enter the business world.

Virtual Teamwork Training Model

Godin, J., Leader, L., Gibson, N., Marshall, B., Poddar, A., & Cardon, P. W. (2017). Virtual teamwork training: factors influencing the acceptance of collaboration technology. *International Journal of Information and Communication Technology*, 10(1), 5-23.

Abstract: The purpose of this study was to identify the factors that influence the acceptance of electronic collaboration technology by higher education students and that influence their predicted usage of the technology for virtual team collaboration. The research combined the unified theory of acceptance and usage of technology (UTAUT) with a virtual team-training model. All 108 participants completed a survey following their participation in virtual team training. Ten hypotheses were tested using a structural equation modelling technique, partial least squares. Five of the hypotheses were supported and five were not supported. The results indicated that three of the four UTAUT constructs were significant in predicting whether the participants would use the collaboration technology in the future. Additionally, the findings revealed that the participants had a positive perception of the virtual teamwork training.

Other publications and conference presentations relating to virtual teamwork in the classroom research stream:

- Pridmore, J. & Godin, J. (2017). Virtual Teams and ERPsim. SAIS 2017 Conference Proceedings.
- Pridmore, J. & Godin, J. (2017) An Exploratory Study Investigating the Use of Virtual Teams and Serious Game. Presentation at the National Decision Sciences Institute National Conference, November 2017, Washington, DC.
- Godin, J., & Goette, T. (2013). A pilot study of virtual teamwork training. *Communications of the IIMA*, 13(2), 3.

Examples of Other Research Publications Related to Teaching and Learning

I have also published other articles that show my commitment to the scholarship of teaching and learning and demonstrate how I am engaged in systematic examination of issues in my teaching field.

Business Process Management in the Classroom

In the following publication, I worked with a graduate student and we examined student learning following a classroom teaching activity that I conducted in my Introduction to Enterprise Resource Planning courses. Students were placed in teams and participated in a simulation game that simulated a real business. The game was paper based and did not use a computer system at all. The purpose of the simulation is to demonstrate to students the role of each functional area of the organization: production, fulfillment, procurement, warehouse, sales and accounting. After participating in the game, students are asked to use Microsoft Visio to create business process models showing how transactions occurred in their fictitious organization. Students were surveyed following participation in the game and post-game activities and their learning was assessed as well as the game's effectiveness as a teaching tool. The citation and abstract of the published paper are below:

- Sarvapalli, A. & Godin, J. (2017). Business Process Management in the Classroom. *Journal of Cases on Information Technology*, 19(2), 12.

Abstract: Organizations are increasingly adopting Business Process Management (BPM) approaches growing the need for BPM expertise in the industry (Bandara et al., 2010). This has resulted in growing demand for college graduates who have a thorough knowledge of business processes (Lee, 2008). Hadidi (2014) pointed out that development of courses and programs in BPM area has received huge consideration in academia during recent times. This paper presents a classroom activities for teaching Business Process Management using a paper-based simulation game conducted as part of an undergraduate IS course. The paper discusses various class activities involved such as execution of the simulation game, creation of graphical representations of processes followed in the game, and creation of Business Process models using Microsoft Visio software. A post-test survey was conducted to evaluate the understanding of BPM concepts learned and analyze the effectiveness of the simulation game. The paper concludes with recommendations for future research.

NoSQL Teaching Case

In the following publication, I worked with a graduate student taking my graduate database class who developed a NoSQL teaching activity. The NoSQL teaching activity was administered in my undergraduate database classes and data were collected to determine if their knowledge of NoSQL had increased as a result of participation in the activity. The study was published in the *Journal of Information Systems Education* which is classified as a B level journal in the information systems field. The graduate student is now a faculty member at Georgia College in our department.

Fowler, B., Godin, J., & Geddy, M. (2016). Teaching Case Introduction to NoSQL in a Traditional Database Course. *Journal of Information Systems Education*, 27(2), 99-103.

Abstract: Many organizations are dealing with the increasing demands of big data, so they are turning to NoSQL databases as their preferred system for handling the unique problems of capturing and storing massive amounts of data. Therefore, it is likely that employees in all sizes of organizations will encounter NoSQL databases. Thus, to be more job-ready, college students need to be introduced to this technology to begin to have a functional understanding of how it works and how to use it. This paper provides a simple project-based, teaching case that introduces NoSQL and can be easily integrated into any existing database management course to augment concepts and skills geared around traditional SQL relational databases. The teaching case was tested and student feedback (pre-and post-assessment results, shown in the data analytics and results section) indicated a significant increase in their basic knowledge of NoSQL.

Project Based Learning

The following publication is a research study where I incorporated new projects into the introductory MIS course and measured student learning and perceptions of the course after they participating in the projects. The students were surveyed after they participated in the projects and data were collected on their knowledge and perceptions of each of the information systems topics covered.

Marshall, B., Cardon, P., & Godin, J. (2014). A study of project based learning in an introductory MIS course. *Issues in Information Systems*, 15(2).

Abstract: In the past several decades, MIS programs have suffered several periods of lower enrollments. In the most recent downturn of enrollments (following the dotcom bust of the early 2000s), many programs have attempted to reimagine their curricula and marketing to appeal to more students. One way we have attempted to revitalize our program during the past five years is with a project-based introductory MIS course that all business students take. Our primary goals for changing the course were the following: (a) create an introductory MIS course that helped business majors better understand the role of IS in business; (b) create an introductory MIS course that engaged business majors in the IS process; and (c) create an introductory MIS course that attracted non-MIS business students to MIS as a major or minor. To help us understand the

students' experiences in this course, we created a survey that addressed the following areas: (a) knowledge of IS topics; (b) enjoyment of IS topics; (c) perceived difficulty of IS topics; (d) perceived importance of IS topics to their careers; and (e) interest in MIS minors and majors. Our study spanned six semesters over four years. Altogether, we surveyed 399 non-MIS business majors during this period. Overall, we came to a number of major conclusions. First, business students are getting an excellent picture of the IS story. Second, web design is the most attractive topic. Finally, the project-based approach to foundational IS topics in an introductory course provides modest benefits in interest in MIS majors and minors.

Other Scholarly Activities

I described above some of my most recently published articles in the area of scholarship of teaching and learning. However, I have been involved in other activities that promote scholarship as well. I have presented my research at a number of information systems conferences. Below is a listing of my most recent academic conference presentations:

Decision Sciences Institute National Conference
Washington D.C.
November 2017

Topic: *An Exploratory Study Investigating the use of Virtual Teams and Serious Games*

Southern Association for Information Systems Conference
St. Simons Island, GA
March 2017

Topic: *Virtual Teams and ERPsim*

International Association of Computer Information Systems Conference
Nashville, TN
October 2016

Topic: *Business Process Management in the Classroom*

SAP Academic Conference 2016
San Diego, CA
February 2016

Topic: *Teaching and Assessing Business Process Modeling in an Introductory ERP Course*

I have also served as a reviewer for publications and in leadership roles in academic organizations related to my field. Below is a listing of dates and leadership roles I have played in academic organizations that promote scholarship of teaching and learning in the field of information systems.

President of the Southern Association for Information Systems – 2017-2018

VP and Conference Chair of the Southern Association for Information Systems – 2016-2017

VP and Program Chair of the Southern Association for Information Systems – 2015-2016

Board Member and Reviewer for Southern Association for Information Systems – 2013-present

JOY J. GODIN

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SUMMARY OF QUALIFICATIONS

A professional technical instructor with expertise in management information systems education in the classroom and online.

Qualifications include:

- Teaching higher education courses using various technologies including SAP, MS SQL Server Management Studio, Visual Basic, Java, C++, ASP, SQL, Visio, MS Office, and web design
- Using web-based instructional techniques for face-to-face class as well as online classes including the learning management system (D2L), Wimba Virtual Classroom, WebEx, Streaming Video Lectures, the USG course design template, and Quality Matters standards.
- Designing and developing courseware for latest technologies

EDUCATION

Doctorate of Education in Leadership –Technology
Valdosta State University
Valdosta, GA

Masters in Management Information Systems
Georgia College & State University
Milledgeville, GA

Bachelors in Business Education
University of Georgia
Athens, GA

Georgia Military College Preparatory High School
Milledgeville, GA

WORK EXPERIENCE

Assistant Professor of Information Systems Aug 11-present
Georgia College, Milledgeville, GA

- Undergraduate courses taught include: Introduction to Enterprise Resource Planning, Database Management, Principles of Information Systems, Introduction to Computers, Programming I, Programming II
- Online Graduate courses taught include: WebMBA – Management Information Systems, Database Management, Introduction to Enterprise Systems, Emerging Trends – all graduate courses are taught completely online
- Course lead for online course WebMBA 6080 Aug 17 - present
Management Information Systems

Assistant Professor of Information Systems Aug 02-Aug 10
Abraham Baldwin Agricultural College, Tifton, GA

- Served as the College Faculty Development Coordinator
- Developed and directed ABAC's Center for Teaching and Learning

WORK EXPERIENCE (CONTINUED)

- Developed and taught online courses in Web Application Development, Computer Programming I & II and Computer Applications
- Taught Visual Basic.NET, Web Applications Development (online), Active Server Pages and Computer Applications (online)
- Served as Academic Advisor for Information Technology Majors
- Started and served as Advisor for Information Technology Club, Association of Information Technology Professionals

Computer Information Systems Instructor Aug 01- Aug 02
Savannah State University, Savannah, GA

- Taught Programming in Java and Computer Applications
- Developed and taught E-commerce, Business Information Systems, and Management of Technology
- Developed and taught Word Processing and Designing Your Own Website for the Savannah Entrepreneurial Center

Technical Instructor June 00 – June 01
Idapta, Inc., Atlanta, GA

- Taught customers and technical consultants the System Integration for MarketExchange, an e-commerce Trading Application technical course. The course incorporated a variety of technologies including JSP, Java, EJB, XML, and HTML.

COMPUTER EXPERIENCE

Visual Basic, C++, Java, SAP, ASP, Oracle, SQL, Web Page Design (HTML), Microsoft Office 2007 (Access, Excel, PowerPoint, Word, Outlook), D2L, Wimba, WebEx, Camtasia, Screencast, Visio

PROFESSIONAL AND SERVICE ORGANIZATIONS

Association for Information Systems
International Association for Computer Information Systems
International Information Management Association Member
Southern Association for Information Systems – Board Member,
President (2017-2018), VP and Program Chair (2015-2016), VP and
Conference Chair (2016-2017)
Women’s Leadership Forum
Decision Sciences Institute Member

JOURNAL ARTICLES

Journal of Computer Information Systems – 2018,
“Investigation of Virtual Teams and Serious Games”

Journal of Cases on Information Technology – 2017, Vol 19(2).
“Business Process Management in the Classroom”.

International Journal of Information and Communication Technology -
2017, Vol 10(1), “Virtual teamwork training: Factors influencing the
acceptance of collaboration technology”

Journal of Information Systems Education – 2016, Vol 27(2).
“Introduction to NoSQL in a Traditional Database Course”.

Journal of International Technology and Information Management –
2016, Vol 24(1). “NoSQL Database Technologies”

Issues of Information Systems - 2014
International Association of Computer Information Systems (IACIS),

Vol 14, Issue 2. "A Study of Project-Based Learning in an Introductory MIS Course"

PRESENTATIONS

Decisions Sciences Institute National Conference Conference Presentation, Washington D.C. "An Exploratory Study Investigating the use of Virtual Teams and Serious Games "	November 2017
Southern Association for Information Systems Conference Presentation, St. Simons Island, GA "Virtual Teams and ERPsim"	March 2017
IACIS 2016 International Conference Conference Presentation, Nashville, TN "Business Process Management in the Classroom"	October 2016
SAP Academic Conference 2016 San Diego, CA "Teaching and Assessing Business Process Modeling in an Introductory ERP Course"	February 2016
IIMA Conference 2015 26 th Annual Conference for the International Information Management Association, Chattanooga, TN "Collecting Big Data: A NoSQL Teaching Case"	October 2015
IACIS 2014 International Conference Conference Presentation, Las Vegas, NV "A Study of Project-Based Learning in an Introductory MIS Course"	October 2014
International Conference of Educational Technologies Conference Presentation, Kuala Lumpur, Malaysia "Factors Influencing the Acceptance of Collaboration within the Context of Virtual Teamwork Training"	December 2014
Southern Association for Information Systems Conference Presentation, Savannah, GA "A Review of Models: Virtual Teamwork Training and UTAUT"	March 2013
Southeast Decision Sciences Institute Conference Presentation, Charleston, SC "Culture of Online Learning"	February 2013

AWARDS

<i>University Award for Excellence in Online Teaching</i>	Apr 2018
<i>Outstanding Leadership Award, Southern AIS</i>	Mar 2018
<i>GA WebMBA Outstanding Faculty of the Year – Cohort 42</i>	Oct 2014
<i>Best Doctoral Paper, Southeast Decision Sciences Institute</i>	Feb 2013



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Macon
Cochran
Dublin
Eastman
Warner Robins
and online everywhere

February 25, 2019

RE: Excellence in Scholarship of Teaching and Learning Award

Dear Colleagues,

I am pleased to write this letter of support for Dr. Joy Godin who is nominated for the Georgia College & State University's Excellence in Scholarship of Teaching and Learning Award. I have read Dr. Godin's reflective statement summarizing her teaching and learning philosophy and the evidence of the impact of her teaching techniques on student learning and teaching in the discipline of information systems (eight research publications that are related to virtual team research stream and SoTL research). My assessment of Dr. Godin's candidacy for the award is based on these two documents.

Dr. Godin's research publications and her teaching philosophy are, collectively, indicative of her dedication to "student learning". It is obvious that she is deeply passionate about student learning. She values active learning and her focus is "student learning." She believes that learning occurs by active learning that results in actively engaging students to achieve desired learning outcomes. Her constant focus on teamwork and knowledge construction is evident in her teaching and scholarly activities. She believes in using real-world and relevant examples that lead students to explore and go above and beyond what they normally know. She emphasizes higher-order thinking skills that require analysis, evaluation, and synthesis. She allows students to take control of their learning, to reflect, and to include their own experiences in explaining/discussing a topic. Dr. Godin engages students by allowing them to present topics collaboratively to construct knowledge. She is not merely a facilitator, she actively coaches, guides, and mentors students. She provides feedback, actively assesses student learning, and communicates with them effectively.

It is my professional opinion, that Dr. Godin's innovative style of teaching/learning (and the teaching/learning scholarship) makes her an extraordinary professor whose goal is to foster academic success of students through the development of an understanding of the needs of individual learners.

I believe that Dr. Godin's dedication to student learning makes her an excellent teacher in higher education whose goal is to seek knowledge, and use the knowledge to contribute to student learning. I strongly recommend Dr. Godin for the Excellence in Scholarship of Teaching and Learning Award.

With best regards,

Alex Koohang, Ph.D.

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February, 26, 2019

Letter of Recommendation for Joy Godin

I highly recommend Dr. Joy Godin for the Excellence in Scholarship of Teaching and Learning Award. For the last four years, I have had the pleasure to research with and to teach collaboratively with Dr. Godin. I admire tremendously Dr. Godin's innovative and highly successful model of teaching and research. Her work ethic and dedication to results has led in a variety of very successful projects.

Dr. Godin and I serve together in the Management of Information Systems team for the University System of Georgia's Online Masters of Business Administration program. We have also worked collaboratively to create business intelligence, analytic, and virtual team projects in our undergraduate Enterprise Systems courses. Currently, we are working with Dr. Armin Stein at the University of Münster in Germany to develop an international virtual team project.

Dr. Godin is a dedicated teacher who aspires to engage students at all levels of instruction. She uses innovative technologies and activities to help motivate her students to learn course concepts as well as develop critical thinking skills needed to be successful in the future. Dr. Godin's hard work is clearly demonstrated by her teaching record, student feedback, and teaching awards.

With each class project or method that has been designed and implemented, Dr. Godin and I have conducted research around it to verify that the new method or project was successfully meeting its desired learning goal. Dr. Godin's most recent research paper was published in a top MIS journal, and she has presented at several conferences. Her work has led to the development of a successful stream of pedagogical research that has been well received in the MIS field.

Dr. Godin has generated a comprehensive and innovative research stream that seeks to align research with her teaching and to enable continuous pedagogical improvements. Dr. Godin is working in an exciting research area that could lead to significant findings that are relevant to both industry and academia. Her research proposal on virtual teams and virtual reality design spaces addresses a much needed gap in the MIS field. For all of these reasons, I highly recommend Dr. Godin for the Excellence in Scholarship of Teaching and Learning Award.



Jeannie Pridmore, PhD
University of West Georgia
Associate Professor
Management of Information Systems
USG Chancellor's Scholar
Richard's College of Business
Graduate Program Director