

Meredith J. Toth

CURRICULUM VITAE

Objective

Advance learning and teaching excellence through the thoughtful application of learning theory, systems design and technology across learning environments, experiences, and pathways. Spark innovation and enthusiasm for elevating the prominence of all teaching and learning realms, boosting recognition for the college and university as leaders in learner success and engagement. Lead Mary Lou Fulton College's design and learning team in carrying out the shared mission of achieving excellence, access and impact by collaborating with faculty members, staff and administrators to design and develop learning environments, experiences and pathways that provide access to the knowledge core of the university.

Education

2014

Arizona State University
PhD, Curriculum and Instruction (Mathematics Education)

Dissertation: Technology Two Ways: Modeling Mathematics Teacher Educators' Use of Technology in the Classroom

1998

Stanford University
MA, Learning, Design and Technology

Master's Project: "Searching, Surfing and Sifting," a standalone kiosk on search engines and personalized news services for The Tech museum, San Jose, California.

1997

University of California, Davis
BA, Comparative Literature and French

Honors Thesis: Pride and Angst: The Influence of Scientific and Technological Discoveries on 18th-century French and English Literature

1995-1996

University of Toulouse, France

Employment

2024-present

**Associate Dean, Learning Systems and Design
Mary Lou Fulton College for Teaching and Learning
Innovation, Arizona State University**

Advance learning and teaching excellence through the thoughtful application of learning theory, system design and technology across learning environments, experiences, and pathways. Spark innovation and enthusiasm for elevating the prominence of all teaching and learning realms, boosting our recognition as a leader in learner success and engagement.

Key areas of responsibility include:

- Learning design and enhancement
- Faculty professional development
- Research and scholarship in teaching and learning
- Organizational excellence

Cross-functional responsibilities include:

- Collaboration and partnership
- Advocacy and communication
- Guidance and leadership

2015-2024

**Assistant Dean, Digital Learning
Mary Lou Fulton Teachers College, Arizona State University**

Responsibilities included:

- Lead the digital learning team in enhancing learning experiences through the thoughtful application of learning theory, system design and technology in learning environments.
- Advance educational initiatives in areas where digital learning can create an immersive experience and provide access to academic, research-oriented knowledge and faculty: academic programs, non-credit learning, grants and special projects.
- Collaborate with leadership, faculty members and staff colleagues to develop and offer for-credit and not-for-credit programs via digital learning.
- Design effective use of emerging technologies for teaching and learning, support structures and operational efficiency.
- Consult with the Dean and other leaders in digital learning on college and university strategies.

2010-2015

**Assistant Division Director, Online Programs
Mary Lou Fulton Teachers College, Arizona State University**

Responsibilities included:

- Develop college policies and procedures related to development, implementation and maintenance of online programs, including models for online delivery, alternate staffing, pay, compensation for course development, instructional and technical preparation, and others.
- Plan, organize and direct the operations of designing, developing, offering, and maintaining online degree programs, including scheduling of courses, overseeing

the hiring and evaluation of part-time instructors and facilitators, and managing disbursement of program and course fees.

- Develop professional development materials to train online instructors and facilitators, including how to teach/facilitate an online course, use the LMS, submit student grades, and implement program satisfactory progress policies.
- Manage Teachers College instructional designers working to design and develop robust, rigorous and scalable online courses and curriculum in collaboration with program coordinators and faculty.

2007-2010

**Assistant Instructional Professional
Mary Lou Fulton Teachers College, Arizona State University**

Responsibilities included:

- Collaborate with faculty and administrators to design and develop instructionally sound materials for face-to-face, hybrid, and online courses and programs.
- Formulate and implement evaluation procedures to assess the effectiveness of using technologies in teaching and learning and improve instructional practice.
- Partner with appropriate entities to develop and present professional development programs.
- Explore and evaluate emerging technologies that have potential value for online teaching and learning through training sessions, conferences, and publications.

2002-2007

Instructional Designer, Arizona State University

Responsibilities included:

- Work with department chairs and faculty members to design and implement strategic programs that leverage technology and benefit educational experiences.
- Develop and facilitate face-to-face and online workshops that assist faculty in investigating and utilizing alternative instructional strategies and technologies.
- Research and evaluate innovations in instructional technology and higher education at Arizona State University and other universities.

1999-2002

Instructional Designer, InfoImage, Inc.

Responsibilities included:

- Team leader for documentation and training development team, including content review, instructional design review, and resource assignment.
- Develop and implement instructional materials, including student materials and comprehensive instructor guides with tips and techniques.
- Communicate with product developers, field consultants and management to design and develop a documentation and training strategy for new products and services and incorporate information into the technical publications.

1998

Intern/Multimedia Assistant, The Tech Museum of Innovation (now The Tech Interactive), San Jose, CA

Responsibilities included:

- Developed content and graphic design of interactive multimedia exhibits for the Communications and LifeTech galleries.
- Conducted user-tests, assessments and re-design of current and new exhibits.
- Monitored production process of exhibits by scheduling and coordinating meetings, assembling information in support of cost estimates and material lists, and evaluating product milestones.

Publications

Forthcoming (2026)	Book chapters Wooten, A., Toth, M. (Forthcoming). From colleagues to communities: A multi-faceted approach to mentorship in instructional design. In R. Mancilla & B. Frey (Ed.), <i>Mentoring instructional designers: Professional development in higher education</i> . Routledge.
2011	Journal publications Foulger, T. S., Amrein-Beardsley, A., Toth, M. (2011). Students' roles in exposing growing pains: Using the "Dean's Concerns" to refine hybrid instruction. <i>International Journal of Teaching and Learning in Higher Education</i> , 23(2), 150-165. Retrieved from http://www.isetl.org/ijtlhe/articleView.cfm?id=884 <i>IJTLHE</i> is a peer-reviewed, online journal with a 21-30% acceptance rate published by International Society for Exploring Teaching and Learning (ISETL) and the Center for Instructional Development and Educational Research (CIDER) at Virginia Tech. As third author, I revised sections throughout the article.
2010	Toth, M. , Amrein-Beardsley, A., & Foulger, T. S. (2010, September). Changing delivery methods, changing practices: Exploring instructional practices in face-to-face and hybrid courses. <i>Journal of Online Learning and Teaching</i> , 6(3), 617 – 633. Retrieved from http://jolt.merlot.org/ <i>JOLT</i> is a peer-reviewed, online journal with a 45% acceptance rate published by MERLOT. As first author, I wrote the introduction, literature review and theoretical framework, and revised the results, discussion and conclusion sections.
2008	Toth, M. , Foulger, T. S., & Amrein-Beardsley, A. (2008, May/June). Post-implementation insights about a hybrid degree program. <i>TechTrends</i> , 52(3), 76-80. <i>TechTrends</i> is a practitioner-focused journal with a 29% acceptance rate (4-5K readers) published by the Association for Educational Communications & Technology. As first author, I revised a previously published manuscript to present a focused list of post-

implementation design issues related to developing a hybrid degree program.

2007 Amrein-Beardsley, A., Foulger, T. S., & **Toth, M.** (2007). Examining the development of a hybrid degree program: Using student and instructor data to inform decision-making. *Journal of Research on Technology in Education*, 39(4), 331-357.

JRTE is a peer-reviewed journal with a 21% acceptance rate (4K readers) published by the International Society for Technology in Education. As third author, I wrote the literature review, provided feedback during the writing process, and edited the article before it was submitted for review.

2004 **Conference papers**
Irvin, M., & Koan, M. (2004, October). Let's get sTARted! creating an online technology orientation. In *Proceedings of the 32nd annual ACM SIGUCCS conference on User services* (pp. 364-366).

Presentations and invited lectures

2010 **Paper presentations**
Osborn Popp, S. E., Amrein-Beardsley, A., Toth, M. (2010, April). *Investigating the effectiveness of the Reformed Teaching Observation Protocol in a college of education: A many-faceted Rasch analysis*. Paper presented at the 15th International Objective Measurement Workshop.

2009 Amrein-Beardsley, A. & Toth, M. (2009). *The right to evaluate: Increasing student access through online course evaluations*. Paper presented at the annual meeting of the American Education Research Association (AERA), San Diego, CA.

2008 Toth, M., Foulger, T.S., & Amrein-Beardsley, A. (2008). *Examining the changes in student and instructor learning experiences initiated through hybrid instruction*. Paper presented at the annual meeting of the American Education Research Association, New York, NY.

2008 Foulger, T.S., Toth, M., & Amrein-Beardsley, A. (2008). *Tapping the potential of anomalies: Using student concerns to refine hybrid course delivery*. Paper presented at the annual meeting of the American Education Research Association (AERA), New York, NY.

2007 Amrein-Beardsley, A., Foulger, T.S., & Toth, M. (2007). *Developing a hybrid degree program: Using data to inform quality decisions*. Paper presented at the annual meeting of the American Education Research Association (AERA), Chicago, IL.

2007 Toth, M., Amrein-Beardsley, A., & Foulger, T.S. (2007). *Using student and instructor data to develop a hybrid degree program*. Paper presented at the annual convention of the American Association of Colleges for Teacher Education (AACTE), New York, NY.

2024 **Conference presentations**
Toth, M., Wagner, K., Wooten, A. (2024). *From Ideas to Action: A Team-Based Framework for Positive Impact*. ASU Professional Development Conference (hosted by ASU Commission on the Status of Women), Phoenix, AZ.

2009 **Toth, M.** (2009). *It's not your father's online course*. Redesign Alliance Annual Conference, Orlando, FL.

2008 Buenker, J., Duvernay, J., Gallegos, B., **Irvin, M.**, Shell, L., Tharp, J. (2008). *Nine thousand freshmen; one common foundation*. Library Orientation Exchange (LOEX), Chicago, IL.

2006 **Irvin, M.**, & Weiland, M. (2006). *Designing and developing online assessments*. Microcomputers in Education (MEC), Tempe, AZ.

2005 Cardelle-Elawar, M., & **Irvin, M.** (2005). *WebQuest on Multiple Intelligences: A Self-regulatory Action Research Model for Learning to Teach Using Technology as a Mediator*. Association for the Advancement of Computing in Education – Society for Information Technology and Teacher Education (AAACE – SITE), Phoenix, AZ.

2004 **Irvin, M.**, Sowden, B., & Van Horne, M. (2004). *Practical Tips for Facilitating Effective Online Discussions*. Microcomputers in Education Conference (MEC), Tempe, AZ.

2003 Bercu, W., **Irvin, M.**, & Van Horne, M. (2003). *A Crash Course in Online Teaching: Online Instructors as Online Students*. Teaching Online in Higher Education (TOHE), online.

2003 Bercu, W., **Irvin, M.**, Van Horne, M., & Weiland, M. (2003). *ASUonline: A University Model for Online Teaching and Learning*. Association for the Advancement of Computing in Education – E-Learn (AAACE – E-Learn), Phoenix, AZ.

2025 **Case studies**
Moving from Tools to Systems: Designing the Future Education Workforce (2025). Collaborative case study co-written with colleagues in Mary Lou Fulton College's Division for Advancing Educator Preparation, for inclusion in an article by Anne Tapp Jaska and Nicholas Pinder on the ISTE Alliance for Innovation in Teacher Education Pledge.

2021 **Keynote address**
Toth, M. (2021). Keynote address on online learning given at Education Days hosted by Radboud University and HAN University of Applied Sciences, online presentation.

2020 **Seminars and symposiums**
Hall, A., & Toth, M. (2020). Delivering services and supporting students in an online environment. On-Lining Seminar for University of Guyana Faculty and Educators, online webinar.

2012 **Consulting**
(Re)designing a module for hybrid or online course delivery. Half-day professional development workshop for Indiana State University.

2011
Designing online and hybrid courses that incorporate active learning techniques. One-day professional development workshop for Hofstra University, School of Education, Health and Human Services.

2010-2018
Redesign Scholar, National Center for Academic Transformation.

Funded projects

2016 **Grants**
Supporting Rural Schools: Culturally Responsive Post Baccalaureate Certification Programs for Secondary Education. *U.S. Department of Education Teacher Quality Partnership Grant Program*. Co-principal investigator and co-writer. \$4,184,703. Submitted, not funded.

2015
Online Distance Education Courses for English Language Teachers. *U.S. Mission India Public Diplomacy Grants Program*. Co-principal investigator and co-writer. \$79,152. Submitted, not funded.

2012
Scaffolding Student-Student Interaction to Promote Active Learning in Online Courses. *Quality Matters FY13 Research Grant Application*. Principal investigator and co-writer. \$5000. Finalist, not funded.

2006
"Google Scholar: Getting the Best Results." *Library Services and Technology Act*. A multi-university grant co-authored with librarians from NAU, UA and ASU. Not funded.

2005
"Google Scholar: Creating Discipline Specific Learning Objects for Finding Scholarly Information." *Arizona Regents Reach Out*. A multi-university grant co-authored with librarians from NAU, UA and ASU. Not funded.

2004
"A Web-based Repository of Information Literacy Learning Objects." *Arizona Regents University*. A multi-university grant co-authored with librarians from NAU, UA and ASU. Not funded due to reorganization of ARU.

2020-2023 **Sponsored projects**
Teaching Code Pathways. *Apple Community Education Initiatives*. A multi-year, multi-unit sponsored project submitted with university colleagues. MLFTC developed learning pathway(s) for Professional Educators and Community Educators to grow educator knowledge and skills to support

the introduction and development of coding skills as well as application opportunities to work with code in classrooms with school-connected learners. Funded.

- 2020 Supporting parents and children where they live, work and learn. *Arizona Public Service Foundation*. Principal investigator. \$150,000. Funded.
- 2017 Established the Action Lab Faculty Fellow Program as a partnership between Mary Lou Fulton Teachers College and ASU EdPlus Action Lab to fund engagement in deep learning analytics of one or more research questions related to for-credit online learning offerings in the College. Proposals accepted for up to \$10,000.
- 2008 Redesigning ECD 525: Emergent Literacy, an Early Childhood Development course for online delivery. *Colleagues Committed to Redesign, National Center for Academic Transformation*. A multi-campus sponsored project submitted with faculty from ASU's Polytechnic, Tempe, and West campuses. Funded.

Teaching experience

- 2019 Spring **Arizona State University**
Applied Project (SPE 593)
Arizona State University
3 credits
- 2007 Fall Advanced Web Site Design and Development (EDT 555)
Arizona State University, West campus
3 credits
- 2006 Spring Desktop Publishing (AMS/ENG 394)
2004 Fall Arizona State University, West campus
2003 Fall 1 credit
- 2006 Summer Designing and Developing a Hybrid Course
Arizona State University, West campus
1 credit
- 2005 Summer Crash Course in Online and Hybrid Teaching, Learning and Assessment
Arizona State University, online
1 credit
- 2005 Summer Online Groups and Discussion Boards
Arizona State University, online
1 credit

Doctoral committee membership

- 2026-2027 Bobbi Doherty, Arizona State University.
- 2025-2026 Janine Pliska, Arizona State University.
- 2020-2021 Robert Morse, Arizona State University, "High Quality, Virtual Supervision in a Reimagined Teacher Preparation Model."

- 2019-2020 Alison Witherspoon, Arizona State University, "The Role of Leadership and Group Processes in Innovation: An Emerging Theory of Leadership for Active Learning Organizations in Higher Education."
- 2019-2020 Mary Mathis Burnett, Arizona State University, "Building a Framework: Critical Pedagogy in Action Research."

Professional training

- 2002-present **Professional development workshops (representative list)**
 - Active Learning in Lecture-Based Courses
 - Advanced Online Discussion Activities
 - Creating Quizzes, Tests, and Surveys in the LMS
 - Designing and Developing a Hybrid Module (2-day seminar or 5-day workshop)
 - Facilitating Online Discussions (2-hour hands-on workshop)
 - Managing Online Discussions (Webinar)
 - Narrating PowerPoint
 - Online Assessment
 - Organizing Online Materials for Improved Learning (Webinar)
 - Plagiarism and Technology Solutions
 - Podcasting in Higher Education
 - Rubrics and Holistic Grading
 - Using Google Documents for Collaborative Writing
 - Using GenAI in Teaching and Learning
 - Using the LMS Gradebook

Professional service

- 2026 **External Reviewer**, promotion review for career-track candidate (R1 university).
- 2022-present **Mentor**, Arizona State University Commission on the Status of Women Staff Mentoring and Development Program. Paired annually with mentee for monthly mentorship conversations.
- 2025 **External Reviewer**, promotion review for career-track candidate (R1 university).
- 2025 **Leadership Mentor**, mentored leadership experience for doctoral student (Arizona State University).
- 2024 **Internal Reviewer**, promotion review for career-track candidate (Arizona State University).
- 2023-2024 **Participant**, Collaborative Approach to Women's Leadership's (CAWL) Women's Leadership Council. Partnership funded by a grant from the US Embassy in Lebanon to bring together female leaders and aspiring leaders in higher education. Purpose was to provide a structured space to cultivate leadership skills and a community of support and collaboration.

- 2018 **Leadership Mentor**, mentored leadership experience for doctoral student (Arizona State University).
- 2011-2013 **Member**, BACB Task List 4 task force, ASU Mary Lou Fulton Teachers College. Purpose was to review curriculum and submit updated materials for review to the BACB.
- 2008-2013 **Member**, ASU Mary Lou Fulton Teachers College Technology Advisory Committee. Charge was to promote adequate technology support for the college and assist the college in prioritizing areas of technology support and development.
- 2010 **Chair**, Online task force, ASU Mary Lou Fulton Teachers College. Purpose was to discuss and propose online policies and procedures with college faculty, staff and administration.
- 2009 **Co-chair**, Grading Policies working group, ASU College of Teacher Education and Leadership. Purpose was to review the grading standards in the college.
- 2008-2009 **Associate Editor**, *Current Issues in Education (CIE)*. Edited by graduate students in the College of Education at Arizona State University, CIE advances scholarly thought by publishing articles promoting dialogue, research, practice, and policy.
- 2007 **Member**, ASU 101 Task Force. Member of the university task force and instructional design team responsible for designing and developing a one-credit course designed to introduce all first-time ASU freshmen (approximately 9,000 students) to the unique elements, culture, challenges, and opportunities of being a college student at ASU.

Languages

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|---------|---|
| English | Native language |
| French | Intermediate listening, speaking, reading and writing |