

Ervin Howard

Instructional Designer

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Work Experience

Founder and Instructional Design Consultant

EMH Learning & Technology Solutions | Jefferson, GA

May 2026 to Present

Support organizations through instructional design, online learning development, faculty professional development, and AI-informed educational strategies

- Develop workforce learning initiatives, self-paced online learning experiences, and digital learning resources for modern educational and professional environments
- Provide consulting related to instructional systems, LMS-supported learning, educational technology integration, and digital learning innovation
- Design and maintain professional web-based learning resources and portfolio systems supporting workforce readiness and organizational learning goals
- Research emerging trends involving artificial intelligence, workforce learning modernization, and online professional development initiatives

A.I. Trainer for Mathematics

Outlier AI | Oakland, CA

March 2024 to Present

As an AI Math Trainer involves creating prompts and evaluating and refining the AI's solutions to math problems.

Instructional Designer 2: Professional Development Coordinator

University of North Georgia - Oconee campus | Watkinsville, GA

January 2022 to Present

The Instructional Designer 2 [Professional Development Coordinator] is responsible for design, development, management, and support of DETI self-paced, online courses for professional development programs; provides consultation, facilitation of training of professional development workshops for faculty and staff on the use of LMS, pedagogical approaches, and instructional media learning.

Duties & Responsibilities:

1. Facilitating and provide instructional technology training and specialty content learning using modes of delivery such as in-person, synchronous, asynchronous, and self-paced course development, and instructional design practices for professional development opportunities to faculty and staff
2. Plan/design/develop self-paced, online courses for DETI Pathway to complete the UNG Online Teaching Certificate.
3. Monitor, update, and evaluate professional development training programs to ensure they are current and effective.
4. Partner with faculty regarding instructional design and effective teaching strategies related to the use of technology to enhance learning in face to face, labs, and e-learning courses.
5. Publishing journal articles to the Distance Learning Administration or associated educational journal bodies.
6. As an APPQMR Online Facilitator, scheduling and facilitating APPQMR online course workshops for faculty and staff.
7. Schedule semesters of professional development training opportunities for faculty and staff.
8. Attend appropriate conferences and seminars to maintain an up-to-date knowledge of distance education.
9. Basic principles of promotion, publicity, marketing, and advertising UNG professional development opportunities on social media platforms
10. Creating a series of self-paced, online courses for faculty and staff to implement artificial intelligence (A.I.) knowledge and information to subject content learning. [Fundamentals of Artificial Intelligence (A.I.) is a D2L learning management online course that is fully developed].

Instructional Designer

University of North Georgia | Watkinsville, GA

September 2019 to Present

Design, development, management, and support of online and hybrid courses of UNG online courses within the D2L learning management system.

Duties & Responsibilities:

1. Assist faculty with development of multimedia educational practices.
2. Plan/design/develop and provide online teaching resources regarding online teaching principles/best practices, including facilitation, active learning, and learning with technology.
3. Guide faculty and staff new to online delivery in the development of courses and in adapting/converting traditional face to face courses to web-based delivery.
4. Partner with faculty regarding instructional design and effective teaching strategies related to the use of technology to enhance learning to face to face, labs, and e-learning courses.
5. Aid instructors to incorporate innovative methods of content delivery in the online environments using appropriate technologies.
6. Conduct formative reviews of online courses applying the Quality Matters standards.
7. Conduct design orientations with faculty and leading or collaborating on special projects/initiatives that require learning design expertise.
8. Attend appropriate conferences and seminars to maintain an up-to-date knowledge of distance education.
9. Develop and facilitate APPQMR online workshops [conducted in the Canvas Learning Management System] with faculty.
10. Developing a series of micro-credential self-paced, online course attributing to the new track system for UNG faculty to acquire online teaching certification.

EMH Digital Portfolio

<http://www.emhwebs.com/PortfolioEMH/>

Senior Instructional Designer (Contract)

SYMBIOSIS Educational Consultants | New York, NY

January 2021 to June 2021

Work collaboratively with SME to design, develop and maintain outstanding coursework and/or curricula to meets quality standards such as, Quality Matters, SUNY OSCQR rubrics

- Review the existing course materials and identify areas of for pedagogical improvement for fully online delivery
- Assist Subject Matter Expert (SME) to create course that are consistent with the Client's standards and branding
- Collaborate with Jr. ID to effectively conceptualize, design, and create engaging storyboards for video lessons
- Conduct 1 hour of meeting per SME per week.
- Conceptualize scenarios for learning and enhance content by coordinating with creative team and shortlist up to 30 stock and 5 custom graphics
- Assist with planning and creating Power Points with voiceover, video lessons and collaboration tools
- Manage multiple Projects and SME's simultaneously
- Implement best practices to ensure course is WCAG 2.0 AA and Section 508 compliant
- Review and approve course content in LMS
- Experience with learning management tools such as Moodle (or other common LMS, such as Canvas, Blackboard, or Sakai) and online conferencing software (e.g. Zoom).

Instructional Designer / Quality Matters Reviewer (Contract)

Symbiosis Educational Consultants | New York, NY

September 2020 to December 2020

The Instructional Designer / Quality Matters Reviewer is responsible for providing effective feedback on how courses can be improved to meet QM Standards for online and hybrid programs. In addition, they provide instructional design support, consultation, needs-based training and guidance for best-practices, ADA compliance support, and quality assurance.

Continuing Education Specialist

University of North Carolina | Chapel Hill, NC

August 2004 to April 2020

- Created course curriculum for the design and teaching of two independent self-paced courses for the University of North Carolina at Chapel Hill.
- Instructed both online and distance learning in C++ programming and pre-calculus mathematics based on self-paced instruction.

Mathematics Teacher

Pasquotank County High School | Elizabeth City, NC

October 2018 to September 2019

Teaching NCMATH1 (Algebra) and NCMATH2 (Algebra with Geometry) at a local high school. Using instructional technology and blended learning modes to create online learning materials and assessments to help students to prepare for the EOC/NCFE. Created online courses using the Canvas Learning Management System. By integrating CANVAS learning management system to incorporate math instructional content, learning materials such customized instructor-led videos, setting up online math workstations for small group learning, deploy math instructional assessments (i.e., exams, quizzes) and tasks as online deliverable activities involving math content learning with real-world connections. Using instructional design principles to create the learning materials and course design for two separate blended learning courses (NCMATH1 and NCMATH2) for students to access on campus and remotely.

Creator and Founder of the Panther Math Corner website:

<http://emhwebs.com/PMC2/>

Instructional Designer/Education Lead - Full time

Norfolk State University | Norfolk, VA

November 2016 to September 2017

As Instructional Designer/Education Lead, I report directly to the Dean – School of Extended Learning, in functioning as part of an online course development team and provide assistance with reliable, and scalable course development processes. My responsibility entails the enhancement and development of online master course templates for various academic online programs. Additional duties include:

1. Collaborate with faculty (subject matter experts) to develop new or revised face-to-face, hybrid, or online courses with emphasis in curriculum development.
2. Provide analysis of course and lesson learning objectives and desired outcomes to construct quality aligned and measure with online structures, and content by partnering with subject matter experts.
3. Design and develop instructional and graphical content using various modalities (media) such as videos, bootstrap design [Twitter-based software application], power point presentations, and WORD documentations. Tools used in meeting this provision involves Adobe Captivate, Adobe Photoshop, Adobe Dreamweaver, Adobe Acrobat, HTML Publishing, Bootstrap Code [Mobirise], and Adobe Connect for integrating audio and video content.
4. Develop appropriate assessment items that align with learning objectives and learning outcomes.
5. Provide training consultation, policy and procedure development, training provision, development of certification programs, supervision of staff, budget development and monitoring, conduct needs assessment, research and analysis, project planning, program and organizational development evaluation, in consultation with the Dean.
6. Update and modify course content to reflect any new developments and changes in procedures or technology discussed in the course design.
7. Orient faculty to instructional design and educational technology, and conduct course design webinars and workshops.
8. Conduct periodic design reviews of existing course using a quality assurance rubric.
9. Develop and maintain course templates and procedural documentation as required to facilitate the development of high-quality distance education courses.
10. Consult with individual or groups of faculty on optimal design of online course development processes and procedures used by the development team.
11. Provide back-up basic technical support and troubleshooting for course design issues.
12. Serve as the quality assurance coordinator.

Instructor/Lecturer- Full time

Elizabeth City State University | Elizabeth City, NC

2007 to 2014

Courses taught: EDUC 203 Introduction to Computer Instructional Technology, EDUC 225

Explorations in Mathematics, and EDUC 170 Praxis I Math & EDUC 211A Early Field

Experience for Elementary Majors: Introduction to Education

- Teach 15-25 undergraduate students in 4 courses per semester.
 - Instructed in both online and blended learning environments the principles of technology integration concepts and strategies to preservice teachers.
 - Regularly meet with students outside class hours to provide additional guidance on course content.
 - Managed course assignments and blended learning aspects using Blackboard.
 - Created course content using the ASSURE model of instructional design and technology with incorporated YouTube video lectures as hyperlinks within Blackboard Learning Management System.
 - Participate regularly in department faculty meetings.
 - Committee member of Elizabeth City State University's National Council for Accreditation of Teacher Education/ Council for the Accreditation of Educator Preparation (NCATE/CAEP) Technology Committee, NCATE Standards II Committee, Faculty Governance Committee, and the Resource Allocation Committee.
- Conducted a chi-square report from quantitative responses of a faculty participation survey identifying their perceptions of utilizing Apple IOS apps for classroom learning.

- Participated in the NASA-NICE (NASA Innovations in Climate Education) to empower faculty of education programs at Minority Serving Institutions to better engage pre-service teachers in teaching and learning about global change through NASA Earth observation data sets

o Creating climate change lessons for K-2 learning using the technology integration planning model (TIP Model)

Interim Director- Full time

Elizabeth City State University | Elizabeth City, NC

2007 to 2008

Courses taught: EDUC 203 Introduction to Computer Instructional Technology

- Teach 15-25 undergraduate students in 4 courses per semester.
- Instructed in both online and blended learning environments the principles of technology integration concepts and strategies to preservice teachers.
- Regularly assisted faculty members with trouble-shooting issues in software applications and Blackboard courseware management.
- Assisted faculty members and students in the infusion of technology and instruction with specific emphasis on computer and multimedia applications.
- Assisted faculty members in creating data reports using the LiveText electronic portfolio system.
- Managed all data downloads from LiveText in creating data displays for the Teacher Education Program and NCATE assessment reports for retention and successful graduation rates in meeting targeted teaching skills and performance of their specialty areas.

Math Instructor -Full time

Elizabeth City State University | Elizabeth City, NC

2002 to 2007

Courses taught: GE 115 College Algebra, GE 118 Pre-Calculus, MATH 141 Number Systems and Algebra, and GE 142 Geometry and Data Analysis

- Teach 15-25 undergraduate students in 4 courses per semester.
- Instructed both online and blended learning environments for preservice teachers and non-teaching majors using Blackboard.
- Regularly meet with students outside class hours to provide additional guidance on course content.
- Participate regularly in department faculty meetings.

Adjunct Faculty- Part time

Elizabeth City State University | Elizabeth City, NC

2001 to 2002

Courses taught: GE 115 College Algebra

- Teach 25-35 undergraduate students in 2 courses per semester
- Regularly meet with students outside class hours to provide additional guidance on course content.
- Instructed both online and blended learning environments for preservice teachers and non-teaching majors using Blackboard.
- Participate regularly in department faculty meetings.

Technology Assistant- Full time

Elizabeth City Middle School | Elizabeth City, NC

1999 to 2002

Provided on-going support of the media center and teachers utilizing computer and media equipment.

- Assisted in preparing LAN/hard disk backups for disaster recovery, hardware, and software installation.
- Maintained the SunSPARC workstation that housed the Eclipse server that operated the school's internet connection on a T-1 line.
- Maintained the Novell Network Server (Novell Client32 software 4.0).
- Coordinated telecommunications and satellite projects such as maintaining operations for students to transmit live-video broadcasts from the media center to all monitors in the classrooms.

Intern- Full time/Temporary

DOT | Elizabeth City, NC

1993 to 1995

Assisted in troubleshooting and networking setups of the Ethernet network connections for Macintosh Classics and LC computers.

- Assisted students in technical service in learning how to operate application programs such as Adobe Photoshop 3.0, Adobe PageMaker 3.0, Microsoft Works, HyperCard, and MacDraw for Apple systems.

Education

Educational Leadership (54 credit hours) transfer credit hours towards PhD (EdD)

East Carolina University | Greenville, NC

August 2004

Instructional Design for Online Learning (Doctor of Philosophy)

Capella University | Minneapolis, MN

June 2014

Instructional Technology-Computers (Master of Arts)

East Carolina University | Greenville, NC

May 2002

Mathematics Teaching (Certification)

Elizabeth City State University | Elizabeth City, NC

1993

Computer Science (Bachelor of Science)

Elizabeth City State University | Elizabeth City, NC

May 1988

High school diploma or GED

Doctoral degree in instructional design

Skills

Javascript **Managing instructional design teams** - Largest instructional design team managed (1-5 team members) **Peer Reviewer for the Journal of Educators Online** **Open-ended question assessment** **LaTeX Mathematical Equation Editor/Scripting** **Photoshop** **Organizational Skills** **Content development** **Adobe Premiere** **Typing** **Stakeholder management** **R** **Google Docs** **Presentation software** **LMS** **Instructor-led training (training delivery method)** **Acrobat** **Adobe Creative Suite** **Cloud-based assessment tools (i.e., Livetext, Taskstream)** **Content creation** **K-12 education** **instructional development** **Microsoft Office Professional Suite** **Collaborating with educational institutions in a curriculum development role** - Educational institutions collaborated with in a curriculum development role (2-3 institutions) **Communication platforms** **Axure RP 8 Enterprise (Wireframing, rapid prototyping) for web and desktop applications** **Zoom** **Google Drive** **SQL** **Adobe Captivate 8 for e-learning applications** **Project Management** **Learning technology** **Web Design** **Teaching Experience** **Engaging lesson design (student motivation techniques)** **Criterion-referenced assessment** **E-learning platforms** **Classroom experience** **Creating interactive online courses** - Interactive online courses created (More than 15 courses) **Learning pilot testing** **Blackboard** **Google Workspace** **C++** **Presentation Skills** **Instructional designer experience** **Technical Proficiency** **Instructional design** - Instructional design experience (11-20 years) **Editing** **E-learning course instructional content development** **Productivity software** **D2L Brightspace** **Google Sheets** **HTML5** **Webinar instructional content development** **Survey-based learning evaluation** **IBM SPSS (Statistical Package for the Social Science)** **Interaction design** **Assessment instructional content development** **Articulate Storyline** **Authoring tools** **Written Communication** **E-learning (training delivery method)** **Python** **University course** **instructional design** **Canvas LMS software** **Adobe Flash Professional** **SQL databases** **Backward design** **Layout design** **Microsoft PowerPoint** **CSS** **Customer service** **Dreamweaver** **ADDIE** **ASSURE model** **Presentation instructional content development** **AI** **Excel** **Agile** **Content editing** **Web accessibility** **Workshop facilitation** **E-Learning** **Microsoft Teams** **Curriculum development** **Implementing learning management systems (LMS)** - Learning management systems (LMS) implemented (4-5 systems) **Online education instructional development** **Learning content management systems (i.e., PLATO, NorthStar)** **Captivate** **HTML** **COBOL** **Articulate Storyline 2**

Links

<https://linkedin.com/in/ervin-howard-phd-93329852>

<http://emhwebs.com/PMC2/>

<http://www.emhwebs.com/PortfolioEMH/>

Certifications and Licenses

IBM RP0101EN : R Programming Basics for Data Science

January 2026 to Present

This course introduces you to R language fundamentals and covers common data structures, programming techniques, and how to manipulate data all with the help of the R programming language.

- Valid Certificate ID: a9f793a765fc4ab0897d194718023b34

AI0141EN: Models and Platforms for Generative AI

July 2024 to Present

The course focuses on the core concepts and generative AI models that form the building blocks of generative AI. You will explore deep learning and large language models (LLMs). You will learn about GANs, VAEs, transformers, and diffusion models; the building blocks of generative AI. You will become familiar with the concept of foundation models. You will also learn about the capabilities of pre-trained models and platforms for AI application development and how foundation models use them to generate text, images, and code. You will explore different generative AI platforms like IBM watsonx and Hugging Face.

- Valid Certificate ID: a447e22fc4c447fd9f90e2dcc87a1b5f
- <https://courses.edx.org/certificates/a447e22fc4c447fd9f90e2dcc87a1b5f>

AI0131EN: Introduction to Prompt Engineering

July 2024 to Present

This course is designed for everyone, including professionals, executives, students, and enthusiasts interested in leveraging effective prompt engineering techniques to unlock the full potential of generative artificial intelligence (AI) tools like ChatGPT.

Prompt engineering is a process to effectively guide generative AI models and control their output to produce desired results. In this course, you will learn the techniques, approaches, and best practices for writing effective prompts.

You will learn about prompt techniques like zero-shot and few-shot, which can improve the reliability and quality of large language models (LLMs). You will also explore various prompt engineering approaches like Interview Pattern, Chain-of-Thought, and Tree-of-Thought, which aim at generating precise and relevant responses.

You will be introduced to commonly used prompt engineering tools like IBM watsonx Prompt Lab, Spellbook, and Dust.

- Valid Certificate ID:13e45500cb5b45d0887ddaf8de1f1e5b
- <https://courses.edx.org/certificates/13e45500cb5b45d0887ddaf8de1f1e5b>

AI0121EN: Introduction to Generative AI

July 2024 to Present

In this course, you will learn about the fundamentals and evolution of generative AI. You will explore the capabilities of generative AI in different domains, including text, image, audio, video, virtual worlds, code, and data. You will understand the applications of Generative AI across different sectors and industries. You will learn about the capabilities and features of common generative AI models and tools, such as GPT, DALL-E, Stable Diffusion, and Synthesia.

- Valid Certificate ID: d65cb452ddd042cd97457ddaefb817f6
- <https://courses.edx.org/certificates/d65cb452ddd042cd97457ddaefb817f6>

AI0101EN: AI for Everyone: Master the Basics

July 2024 to Present

In this course you will learn what Artificial Intelligence (AI) is, explore use cases and applications of AI, understand AI concepts and terms like machine learning, deep learning and neural networks. You will be exposed to various issues and concerns surrounding AI such as ethics and bias, & jobs, and get advice from experts about learning and starting a career in AI.

- Valid Certificate ID: dc27c912250940a087a9393d656a15ed
- <https://courses.edx.org/certificates/dc27c912250940a087a9393d656a15ed>

Project101x: Introduction to Project Management:

April 2018 to Present

Certificate of Achievement

A project management course of study offered by AdelaideX, an online learning initiative of University of Adelaide through edX.

VALID CERTIFICATE ID

3ec76dd99b464e9595ce8a3a86ec5b21

Improving Your Online Course (IYOC) Quality Matters Pre-conference

April 2017 to Present

Certification of Completion of improving your online course.

Addressing Accessibility and Usability (ST8) Quality Matters Pre-conference

April 2017 to Present

Certification of Completion of addressing accessibility and usability workshop.

Quality Matters Peer Review Certification (PRC)

March 2017 to Present

Certification prepares experienced online faculty to become Quality Matters Certified Peer Reviewers.

Applying the Quality Matters (QM) Rubric (APPQMR)

February 2017 to Present

Certification prepares experienced online faculty in using the Quality Matters Specific Review Standards to improve online development.

81 Standard Professional II (Class Code A - Educator's License)

July 2013 to June 2023

State of North Carolina Department of Public Instruction

HQ Code: 89 Code/Area 00200 Mathematics (Grades 9-12)

01 Standard Professional II (Class Code M - Educator's License)

July 2013 to June 2023

State of North Carolina Department of Public Instruction

HQ Code: 98 Code/Area: 00074 Instructional Technology/ Spec. Telecommunications (K-12)

Publications

Explore UNG's Self-paced Professional Development Workshops. An Update on Our Micro-credential Series for Online Teaching Certification

<https://ojdla.com/articles/explore-ungs-self-paced-professional-development-workshops-an-update-on-our-micro-credential-series-for-online-teaching-certification>

July 2023

Abstract

The University of North Georgia's division of Distance Education & Technology Integration, DETI, developed a series of self-paced workshops to assist faculty in professional development as a response to faculty inquiries and the pandemic. The pandemic changed the way we look at our professional development opportunities. DETI concluded that we needed to re-visit our method of professional development opportunities. This presentation outlines the way we use our self-paced workshops to allow faculty to gain new knowledge and complete the workshops when it best fits into their schedules. It outlines UNG-DETI's progress in designing and developing self-paced, course workshops and digital badge designs. Successfully completing a workshop earns a badge that culminates in our UNG Online Teaching Certification, UNGOTC. As a continuation in improving the quality of our micro-credentials and badging system and contribute to existing literature, we are conducting a pilot (mixed methods) study to understand the UNG faculty participants' perceptions about our micro-credential series for continued improvement and quality.

FLOC, Facilitating Learning Online Certification Workshop Part of the Micro-Credential series for online teaching certification

<https://ojdla.com/articles/floc-facilitating-learning-online-certification-workshop-part-of-the-micro-credential-series-for-online-teaching-certification>

September 2022

Abstract: The pandemic has changed the way we look at our professional development opportunities. UNG's Distance Education & Technology Integration (DETI) made the decision to completely revamp our professional development options. In 2012 we first developed a self-paced fully online workshop to onboard new online/hybrid faculty quickly and efficiently. The Facilitating Learning Online Certification (FLOC) is a standalone self-paced workshop and is popular among our new hires as well as seasoned faculty. This presentation outlines the way we have incorporated FLOC into a new "menu" of professional development opportunities. Rather than a certificate for successfully completing individual workshops, now each workshop is awarded a micro-credential (badge), which when combined, cultivate to our UNG Online Teaching Certification.

GE 118 Pre-Calculus Self-Paced Course Manual- Self-Paced Courses Program of the University of North Carolina: Chapel Hill, NC

August 2006

Additional Information

Authorized to work in the US for any employer

Objective: Looking for part-time employment as an Instructional Designer Consultant for consulting in the development and creation of educational and learning content for online delivery using instructional design models, theories, and paradigms.