>> CREATING THE NEXT®

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Center for Teaching and Learning



LETTER OF INTRODUCTION

Dear Colleagues:

Thank you for joining us for Celebrating Teaching Day 2019! This event is designed to highlight teaching on the Georgia Tech campus and to give us a chance to reflect on what we are currently doing to engage our students in meaningful learning experiences.

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One of Tech's primary goals is to foster learning environments where diverse learners can excel. Our celebration today showcases what Tech faculty have done this year to make this possible. The Poster Event features the accomplishments of several groups. For example, the Class of 1969 Teaching Fellows, the Hesburgh Award Teaching Fellows, the Brittain Fellows, the Faculty Learning Communities, the CTL Teaching with Technology Partners, and recipients of various grants have all undertaken projects that provide innovative teaching in an array of courses.

At the Poster Event, you'll also find posters featuring several educational initiatives undertaken recently, such as "Dynamic Courses and Faculty in Serve-Learn-Sustain's Signature Programs" (Ruth Yow), "Humor in Technical Education, Communication and Innovation" (Pete Ludovice), "Using Graphing Materials to Improve Undergraduate Biology Students' Graph Choice, Construction and Interpretation in an Upper-Division Animal Behavior Lecture Course" (Emily Weigel and Aakanksha Angra), "The Distance Mathematics Program" (Greg Mayer), and "Engineering Traps to Lure Fruit Flies: An Inquiry Lab for Non-Biology Majors" (Chrissy Spencer, Shana Kerr, Alison Onstine, and Aakanksha Angra). Look too for poster information about CTL's new resource on the Learning Environment—we hope you'll find this resource helpful as you look for ways to have a positive impact on Tech's students.

Just as important, the Center for Teaching and Learning aims to cultivate a campus culture that values and rewards teaching. Today, on Celebrating Teaching Day, we honor the recipients of Thank a Teacher notes and the 2018 Class of 1940 Course Survey Teaching Effectiveness Award. We appreciate all that these awardees do to offer a great education to students at Tech.

Our program this year reflects our desire to create learning environments at Tech where all members feel welcome and included. In the keynote address "Who Belongs Here?" by Dr. Alegra Eroy-Reveles, we'll learn what we can do as faculty to validate and affirm our students in our evolving learning environments.

Celebrating Teaching Day is made possible in part by the generosity of the Class of 1969 alumni who fund our Teaching Fellows programs. We hope you enjoy this opportunity to gather with your campus colleagues to talk about what's happening in classrooms on our campus and explore possibilities for the future. Thank you for dedicating your time and energy to teaching and learning excellence at Tech!

With best wishes,

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Joyce Weinsheimer, Director Center for Teaching and Learning

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SCHEDULE

10:00 a.m.

Poster Session

Guest Lecturer - Being An Effective Instructor Despite Not Knowing the Audience Nor Classroom Culture by Isabel Altamirano,

Featuring educational initiatives from the Tech community

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Librarian, Teaching Scholars

Mapping the Maximalist Novel, Benjamin Bergholtz, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Athletics and the Co-Requisite Model at Georgia Tech, Rachel Dean-Ruzicka, Lecturer and Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Discussion Starters: Increasing and Improving Classroom Discussion by Betsy DiSalvo, Associate Professor, Interactive Computing, Hesburgh Award Teaching Fellows

Lost Films, Forgotten Women: Engaging First-Year Students in Historical Media Research and Recovery Work, Alexandra Edwards, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Picture This: Teaching Science Communication for Non-Experts Through Picture Books, Rebekah Fitzsimmons, Assistant Director of Writing and Communication, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Interactive Austen: Using Tabletop RPG Mechanics to Shape Multimodal Storytelling, Corey Goergen, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Case Studies and the Archive: Teaching Research Skills for Technical Communicators, Rebekah Greene, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Scandalous!: Collaborative Research Presentations in First Year Composition, Courtney A. Hoffman, Brittain Fellows

Creating a Positive Teaching and Learning Environment: An Online Toolkit for Faculty, David Lawrence, Associate Director, Center for Teaching and Learning, Georgia Tech Educational Initiatives

Materializing Energy: Energy Humanities and First-Year Composition, Kent Linthicum, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Humor in Technical Education, Communication and Innovation by Pete Ludovice, Associate Professor, School of Chemical & Biomolecular Engineering, Educational Initiatives

Creating With Math: Student Exploration With Digital Fabrication by Elisabetta Matsumoto, Assistant Professor, Physics, Class of 1969 Teaching Fellows

The Distance Mathematics Program by Greg Mayer, Academic Professional, Mathematics, Georgia Tech Educational Initiatives *Graduate Teaching Fellows* by Tammy McCoy, TA Development and Future Faculty Specialist, Center for Teaching and Learning, and Kate Williams, Assistant Director TA Development and Future Faculty Initiatives, Center for Teaching and Learning

Integrating Perspectives in Interdisciplinary Teaching by Jenny McGuire, Assistant Professor, Biological Sciences, Class of 1969 Teaching Fellows

Enriching Graduate Computer Science Curriculum Via Holistic Cross-Cutting Courses by Santosh Pande, Associate Professor, Computer Science, and Polo Chau, Associate Professor, Computational Science and Engineering, Provost Teaching and Learning Fellows

Socio-Technical Project-based Teaching-learning Model in a Cornerstone Design Course by Raghu Pucha, Lecturer, Mechanical Engineering, Teaching Scholars

Teaching Students to Read Thousands of Novels in a Semester by Brad Rittenhouse, Academic Professional and Postdoctoral Scholar, Literature, Media, and Communication, Brittain

Using Erasmus's De Copia to Teach Technical Writing, Jonathan Shelley, Postdoctoral Scholar, Literature, Media, and Communication, Brittain Fellows

Comparison of Student Learning Gains using Open Education Resources versus a Commercial Online Biology Textbook, by Chrissy Spencer, Biological Sciences, Senior Academic Professional, Aakanksha Angra, Academic Professional, Georgia State University, and Kata Dosa, Postdoctoral Scholar, Center for Teaching and Learning, Educational Initiatives

Small Teaching, Huge Classes by Monica Sweat, Senior Lecturer, College of Computing, Georgia Tech Educational Initiatives

Intro to Smart Product Design by Wei Wang, Assistant Professor, Industrial Design, Class of 1969 Teaching Fellows

Using Graphing Materials to Improve Undergraduate Biology Students' Graph Choice, Construction, and Interpretation in an Upper-Division Animal Behavior Lecture Course by Emily Weigel, Academic Professional, Biological Sciences, Georgia Tech, and Aakanksha Angra, Academic Professional, Georgia State University, Georgia Tech Educational Initiatives

Water-safety Education for High School, Undergraduate, and Graduate students (WE-HUG) by Xing Xie, Assistant Professor, Civil and Environmental Engineering, Class of 1969 Teaching Fellows

Dynamic Courses and Faculty in Serve-Learn-Sustain's Signature Programs by Ruth Yow, Academic Professional, Serve-Learn-Sustain, Georgia Tech Educational Initiatives

Schedule continued on next page

SCHEDULE (continued)

10:45 a.m. Welcome from Bonnie Ferri, Vice Provost for Graduate Education and Faculty Develop	nent
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11:00 a.m. Luncheon Begins

Welcome from Rafael L. Bras, Provost

11:20 a.m. **Honoring Teaching Excellence and Initiatives** Joyce Weinsheimer, Director, Center for Teaching and Learning George Stewart, Class of 1969 Teaching Fellows Ruth Poproski, Assistant Director, Faculty Teaching and Learning Initiatives Carol Subiño Sullivan, Faculty Teaching and Learning Specialist Class of 1969 Teaching Fellows Hesburgh Award Teaching Fellows Provost Teaching and Learning Fellows **Research Faculty Teaching Fellows** Teaching with Technology Partnerships **Teaching Scholars** Brittain Fellows Chancellor's Learning Scholars Georgia Tech Educational Initiatives Class of 1940 Course Survey Effectiveness Award Recipients GT Fire Education and Direct Grant Recipients Thank a Teacher Recipients

12:00 p.m. Who Belongs Here?

Keynote Address by Dr. Alegra Eroy-Reveles

Many students find that they must leave behind pieces of who they are if they want to become a successful "studentscholar" in higher education. Such feelings of non-belonging may cause students to drop out—or shift from the interests that brought them to college to areas of study that appear more accepting of their identities and values. Professor Alegra Eroy-Reveles, assistant teaching professor of Chemistry at University of California, Santa Cruz, will describe her educational journey from the farming town of Watsonville, Calif., to the marble hallways of New England, the concrete jungle of San Francisco, and back to her birthplace. As she weaves in her own stories of persistence, Dr. Eroy-Reveles will highlight what we as faculty can do to validate and affirm our students in the learning environments we create.

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1:00 p.m. Program Concludes

CLASS OF 1969 TEACHING FELLOWS

The Class of 1969 Teaching Fellows is an interdisciplinary group of early career faculty who meet regularly for pedagogically focused support and professional development. The Fellows explore evidence-based best practices, and new and innovative teaching methods. In addition, Class of 1969 Teaching Fellows are given the opportunity to develop and pilot initiatives that can be used for the education component of major award applications.

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Vinny Agarwal, Chemistry and Biochemistry, Assistant Professor
Azedeh Ansari, Electrical and Computer Engineering,
Assistant Professor
Omar Isaac Asensio, Public Policy, Assistant Professor
Saad Bhamla, Chemical and Biomolecular Engineering,

Assistant Professor Karie Davis-Nozemack, Scheller College of Business,

Associate Professor, Facilitator

Basak Kalkanci, Scheller College of Business, *Assistant Professor* **Asif Khan,** Electrical and Computer Engineering, *Assistant Professor*

HESBURGH AWARD TEACHING FELLOWS

Sabetta Matsumoto, Physics, Assistant Professor Jenny McGuire, Biological Sciences, Assistant Professor Ruth Poproski, Center for Teaching and Learning, Senior Academic Professional, Facilitator Wei Wang, Industrial Design, Assistant Professor Lutz Warnke, Mathematics, Assistant Professor Tim Welch, City and Regional Planning, Assistant Professor Xing Xie, Civil and Environmental Engineering, Assistant Professor Shannon Yee, Mechanical Engineering, Assistant Professor FACULTY TEACHING FELLOWS

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The Hesburgh Award Teaching Fellows brings together mid-career and senior faculty who have demonstrated strength in the classroom and are interested in working on initiatives that further enhance student learning. This is an "invitation" program that is an honor for individuals who are already successful in their own careers and who have the potential of providing leadership in teaching and learning to their colleagues as well.

Peter Brecke, International Affairs, *Assistant Dean, Associate Professor* Betsy DiSalvo, Interactive Computing, *Associate Professor* Alper Erturk, Mechanical Engineering, *Associate Professor* Yuhong Fan, Biological Sciences, *Associate Professor* Hermann Fritz, Civil and Environmental Engineering, *Professor* David Goldsman, Industrial and Systems Engineering, *Professor* Adegboyega Oyelere, Chemistry and Biochemistry, Associate Professor Manu Platt, Biomedical Engineering, Associate Professor

Carol Subiño Sullivan, Center for Teaching and Learning, Senior Academic Professional, Facilitator Jerry Ulrich, Music, Associate Professor

PROVOST TEACHING AND LEARNING FELLOWS

In this new program launched in January 2017, 17 disciplinary faculty are partnering with professionals in the Center for Teaching and Learning for a two-year period to promote environments where diverse learners can excel. The goal is to strengthen teaching and learning in the colleges through an embedded system of special initiatives and on-going support.

2017-2018 Cohort

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Phil Ackerman, Psychology, Professor Richard Barke, Public Policy, Associate Professor Greg Blekherman, Mathematics, Associate Professor Tamara Bogdanovic, Physics, Associate Professor Karie Davis-Nozemack, Scheller College of Business, Associate Professor Shatakshee Dhongde, Economics, Associate Professor Mark Guzdial, Interactive Computing, Professor Kevin Haas, Civil and Environmental Engineering, Associate Professor Julie Kim, Architecture, Associate Professor Julie Linsey, Mechanical Engineering, Associate Professor, Elliot Moore, Electrical and Computer Engineering Associate Professor Chris Muhlstein, Materials Science and Engineering, Associate Professor Kishore Ramachandran, Computer Science, Professor Marc Smith, Mechanical Engineering, Professor Brian Stone, City and Regional Planning, Professor

Debby Turner, Scheller College of Business, Associate Professor Michael Wiedorn, Modern Languages, Associate Professor

2018-2020 Cohort

Polo Chau, Computational Science and Engineering, Associate Professor Christina Choi, Industrial Design, Associate Professor Flavio Fenton, Physics, Professor Benjy Flowers, Architecture, Professor Tom Fuller, Chemical and Biomolecular Engineering, Professor Carla Gerona, History and Sociology, Associate Professor Narin Hassan, Literature, Media, and Communication, Associate Professor Manpreet Hora, Scheller College of Business, Associate Professor Ruth Kanfer, Psychology, Professor Gordon Kingsley, Public Policy, Associate Professor Santosh Pande, Computer Science, Associate Professor Kamran Paynabar, Industrial and Systems Engineering, Associate Professor Dong Qin, Materials Science and Engineering, Associate Professor Devesh Ranjan, Mechanical Engineering, Associate Professor Julian Rimoli, Aerospace Engineering, Associate Professor Jake Soper, Chemistry and Biochemistry, Associate Professor

DJ Wu, Information Technology Management, Professor

RESEARCH FACULTY TEACHING FELLOWS

The Research Faculty Teaching Fellows program is a partnership between the Executive Vice President for Research (EVPR), the Georgia Tech Research Institute (GTRI), and the Center for Teaching and Learning. This initiative offers research faculty the opportunity to become first-time instructors—or, for those who have taught in the past, the opportunity to turn their cutting-edge research programs into instructional programs that enhance the teaching mission of an academic unit. The fellows teach one course during their award year while participating in teaching enrichment activities.

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Kata Dosa, Postdoctoral Scholar, Center for Teaching and Learning,	Andrew Register, Georgia Tech Research Institute,
Postdoctoral Fellow, Facilitator	Principal Research Engineer, Organizer
Crystal Hanson, Executive Vice Provost for Research,	Himani Sharma, Electrical and Computer Engineering,
Assistant to the Executive, Organizer	Research Scientist II
Nicole Lopanik, Earth and Atmospheric Sciences, Research Scientist II	Carol Subiño Sullivan, Center for Teaching and Learning, Senior
Thomas Martin, Electronic Systems Laboratory,	Academic Professional, Facilitator
Principal Research Engineer	Elizabeth Whitaker, Information and Communications Laboratory,
Alessio Medda, Aerospace, Transportation and Advanced Systems	Principal Research Engineer
Laboratory, Senior Research Engineer	Charles Zeagler, Institute for People and Technology,
Milad Navaei, Aerospace, Transportation and Advanced Systems	Senior Research Scientist

TEACHING SCHOLARS

Laboratory, Research Engineer II

Teaching Scholars prepares Academic Professionals and Lecturers to be reflective practitioners in their teaching career through Teaching-as-Research (TAR). TAR is "the deliberate, systematic, and reflective use of research methods by instructors to develop and implement teaching practices that advance the learning experiences and outcomes of both students and teachers (CIRTL Network)." TAR projects encourage educators to identify opportunities to improve teaching and learning through intentional problem identification, intervention, and assessment.

Melissa Aberle-Grasse, Language Institute, Lecturer

Isabel Altamirano, Library, *Librarian*Essy Behravesh, Biomedical Engineering,
Senior Academic Professional
Brandy Blake, Literature, Media, and Communication,
Academic Professional
Rachel Dean-Ruzicka, Literature, Media, and Communication,
Lecturer
Kata Dosa, Center for Teaching and Learning, Postdoctoral Scholar,
Facilitator
Andy Frazee, Literature, Media, and Communication,
Senior Academic Professional
Meg Grantham, Earth and Atmospheric Sciences, Lecturer

Zachary Handlos, Earth and Atmospheric Sciences, Academic Professional Lacy Hodges, Center for Academic Enrichment, Academic Professional Amit Jariwala, Mechanical Engineering, Academic Professional Kevin Johnson, Electrical and Computer Engineering, Lecturer Shana Kerr, Biological Sciences, Senior Academic Professional, Facilitator Greg Mayer, Mathematics, Associate Academic Professional Ashley Mckeen, Professional Education, Lecturer

Ashley Mckeen, Professional Education, *Lecturer* Raghu Pucha, Mechanical Engineering, *Senior Lecturer* Katherine Samford, Language Institute, *Senior Lecturer* Enid Steinbart, Mathematics, *Senior Academic Professional*

TEACHING WITH TECHNOLOGY PARTNERSHIP

The Teaching with Technology Partnership is a learning and technology initiative that aims to support and promote effective and innovative use of technology to enhance teaching and learning. The partnerships are a collaboration between faculty, who sponsor a project, and the Center for Teaching and Learning (CTL). A learning technology specialist from CTL meets with the faculty fellows regularly and serves as a creative partner for developing and implementing the projects. All faculty fellows will meet as a cohort once a month for two semesters and discuss their projects, as well as other topics related to teaching with technology.

James Black, Office of Graduate Studies, Special Projects Coordinator Integrated Blended Learning for Grad Groups Rosario A. Gerhardt, Materials Science and Engineering, Professor,

Active Learning and Student Engagement for MSE-2001

Bob Myers, Scheller College of Business, Lecturer,Innovative Use of a Tablet for Enhanced Classroom DeliveryTatiana Rudchenko, Scheller College of Business, Lecturer,Enhancing the Flipped Classroom Model with Videos for MGT 2250

BRITTAIN FELLOWS

Marion L. Brittain Postdoctoral Fellows are teaching faculty who have both active research agendas and a commitment to design and teach innovative courses in WOVEN (written, oral, visual, electronic, and nonverbal) communication. Brittain Fellows emphasize rhetoric, process, and multimodality in teaching composition (English 1101, English 1102) and technical communication (LMC 3403, LMC 3431, and LMC 3432). Brittain Fellows use digital pedagogy and often draw on digital

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FACULTY TEACHING FELLOWS

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Celebrating Teaching Day

meeting state and Institute objectives and outcomes. Joseph Aldinger, Literature, Media, and Communication, Jeffrey Howard, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Maria Almanza, Literature, Media, and Communication, Hyeryung Hwang, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Alok Amatya, Literature, Media, and Communication, Bethany Jacobs, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Benjamin Bergholtz, Literature, Media, and Communication, Kent Linthicum, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Dongho Cha, Literature, Media, and Communication, Hannah Markley, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Maria Chappell, Literature, Media, and Communication, Leah Misemer, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Dori Coblentz, Literature, Media, and Communication, Darcy Mullen, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Aaron Colton, Literature, Media, and Communication, Chelsea Murdock, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Rachel Dean-Ruzicka, Literature, Media, and Communication, Andrea Rogers Patton, Literature, Media, and Communication, Lecturer and Postdoctoral Schola Postdoctoral Scholar Alexandra Edwards, Literature, Media, and Communication, Brad Rittenhouse, Literature, Media, and Communication, Academic Postdoctoral Scholar Professional and Postdoctoral Scholar Patrick Ellis, Literature, Media, and Communication, McKenna Rose, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Jeffrey Fallis, Literature, Media, and Communication, Kathleen Schaag, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Kelly Ann Fitzpatrick, Literature, Media, and Communication, Rachel Seiler-Smith, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Rebekah Fitzsimmons, Literature, Media, and Communication, Jonathan Shelley, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Amanda Kaye Girard, Literature, Media, and Communication, Molly Slavin, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Corey Goergen, Literature, Media, and Communication, Nick Sturm, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Rebekah Greene, Literature, Media, and Communication, George Thomas, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar Courtney Hoffman, Literature, Media, and Communication, Casey Wilson, Literature, Media, and Communication, Postdoctoral Scholar Postdoctoral Scholar

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humanities in their teaching. They tailor their writing and communication courses to their own diverse research interests while

CHANCELLOR'S LEARNING SCHOLARS

leadership, develop collegiality among faculty, and create course enrichment products for faculty to share. Four Chancellor's
Learning Scholars (CLS) were selected for each USG campus, and each CLS is currently leading a Faculty Learning Community
on a special topic. Below is a listing of the CLS at Georgia Tech and their Faculty Learning Communities (FLC).**Exploring Healthcare in a Minimester**ethics into the curriculum.

This year, the University System of GA (USG) launched an initiative across its 26 campuses in an effort to foster pedagogical

Facilitated by **William Todd**, Scheller College of Business, Professor of the Practice

This FLC involves a course design project that is an outgrowth of the minimester concept proposed by the Commission on the Next in Education. This short course will be taught by three faculty from three different colleges and supported by two other faculty members from two colleges. FLC participants, who come from the Scheller College of Business (Strategy & Innovation and Law & Ethics), Ivan Allen College (Public Policy and LMC), and the College of Engineering (ISYE) will design a course that embeds an emphasis on writing, speaking, and Richard Barke, Public Policy, Associate Professor Karie Davis-Nozemack, Scheller College of Business, Associate Professor Karen Head, Literature, Media, and Communication, Associate Chair Pinar Keskinocak, Industrial and Systems Engineering, Professor

Generating Positive Impact with Large Classes

Facilitated by **Christopher Muhlstein**, Materials Science and Engineering, *Associate Professor*

Classes with more than 100 students per section are often the first, critical steps along the path to an undergraduate degree. In this FLC,

we will explore how course architecture, content, and electronic resources can be tailored to ensure that these classes have a high, positive impact on undergraduate education.

Hamid Garmestani, Materials Science and Engineering, Professor
Satish Kumar, Mechanical Engineering, Associate Professor
Mark Losego, Materials Science and Engineering, Assistant Professor
Valeria Milam, Materials Science and Engineering, Associate Professor
Mohan Srinivasarao, Materials Science and Engineering, Professor

Scientific Teaching: Gathering Evidence About How Your Students Learn

Facilitated by **Chrissy Spencer**, Biological Sciences, *Senior Academic Professional*

This Scientific Teaching FLC applies the scientific methodology to assess whether students are learning from our teaching strategies. Faculty make a change in their courses to address a problem point regarding student learning and collect data on the change. The community provides a sounding board to identify a change, design an intervention, and analyze the data for a deliberate innovation in their teaching.

Christina Bourgeois, Electrical and Computer Engineering, Senior Academic Professional

James Craig, Aerospace Engineering, *Professor Emeritus* Michael Evans, Chemistry and Biochemistry, *Academic Professional* Neha Gupta, Mathematics, *Academic Professional* Brian Hammer, Biological Sciences, *Associate Professor* Mary Holder, Psychology, *Academic Professional* Shana Kerr, Biological Sciences, *Senior Academic Professional* Christie Stewart, Biological Sciences, Academic Professional Amanda Stephens, Chemistry and Biochemistry, Academic Professional Ignacio Taboada, Physics, Associate Professor

Kerry Wallaert, Materials Science and Engineering, Educational Outreach Manager

Chen Zhou, Industrial and Systems Engineering, Associate Professor Hui Zhu, Chemistry and Biochemistry, Academic Professional

Small Teaching in the DCI

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Facilitated by **Monica Sweat**, *Division of Computing Instruction*, *Director and Senior Lecturer*

The College of Computing's Division of Computing Instruction (DCI) teaches foundational courses serving the large enrollment of first and second year Computer Scienc and Computational Media students as well as many other majors and minors. In our FLC we explore James M. Lang's "Small Teaching: Everyday Lessons from the Science of Learning" to discover new tricks and techniques to apply to these large-format high-demand courses. We in DCI also employ more than 250 undergraduate teaching assistants and plan to share the teaching tips from this book with this group to further improve our courses.

Dan Forsyth, College of Computing, Senior Research Technologist Mary Hudachek-Buswell, College of Computing, Lecturer Melinda McDaniel, College of Computing, Lecturer Mark Moss, College of Computing, Lecturer Fisayo Omojokun, College of Computing, Senior Lecturer Kantwon Rogers, College of Computing, Graduate Student Chris Simpkins, College of Computing, Lecturer Bob Waters, College of Computing, Lecturer

GEORGIA TECH EDUCATIONAL INITIATIVES

Members of the Tech community champion an array of educational initiatives from grants to programs to outreach. Below are examples of some of these initiatives currently underway.

Aero Maker Space

Claudio Di Leo, Aerospace Engineering, *Assistant Professor* The Aero Maker Space (AMS) provides students, faculty, and staff with access to, and training for a vast array of rapid prototyping equipment, including prototyping and woodworking equipment in the Weber Facility, and metal working and composites manufacturing equipment in the Montgomery Knight Facility.

https://www.ae.gatech.edu/aero-maker-space

BME's RED (REvolutionizing Engineering and Computer Science Departments) Project

Susan Margulies, Professor (PI), Joe Le Doux, Biomedical Engineering, Associate Professor (Co-PI), Wendy Newstetter, College of Engineering (Co-PI), Assistant Dean for Educational Research and Innovation, Julie Ancis, Institute Diversity (Co-PI), Associate Vice President, Veronica Van Montfrans, Biomedical Engineering, Director, Learning Sciences Innovation and Research, Carmine Carrion, Chris Martin, Mel Chua

The Wallace H. Coulter Department of Biomedical Engineering (BME) at Tech and Emory University, in partnership with Georgia Tech's Vice President for Institute Diversity's Office, was awarded a \$2 million grant from the National Science Foundation to undertake a five-year project that will prepare students to more effectively interact in teams of people with diverse backgrounds, perspectives, and approaches. Central to this project is the development and implementation of the

Community, Diversity, and Inclusion Committee, ongoing Curriculum Transformation Teams, and Faculty Learning Committees, with the primary focus being on creating pedagogical interventions within the middle year's required courses in the BME curriculum. The focus of these interventions is to engage faculty and students in learning to identify and develop inclusive practices at multiple scales of social interaction, from one-on-one interactions, to teams of three or more, to whole classrooms and the entire department. Three goals guide this project: the development of novel inclusive classroom practices within engineering; the implementation, evaluation, and continual revision of the newly developed inclusive practices; and, finally, the transformation of BME's departmental culture into one that embraces and enacts inclusive practices, ranging from interpersonal interactions all the way up to permanent changes in the department's administrative practices, policies, and procedures.

BME's KEEN (Kern Entrepreneurial Engineering Network) Grant

Joe Ledoux, Associate Professor (PI), Paul Benkeser, Professor (Co-PI), James Stubbs, Professor of the Practice (Co-PI), Cristi Bell-Huff, Lecturer, Todd Fernandez, Lecturer, Kali Morgan, Biomedical Engineering, Postdoctoral Research Fellow

The Wallace H. Coulter Department of Biomedical Engineering at Tech and Emory was awarded a \$1.48 million grant from the Kern Family Foundation to undertake a three-year project to help students

develop an entrepreneurial mindset. That is, to develop engineering students into curious individuals who can make connections across seemingly unrelated ideas that allows them to create value for others. To accomplish this outcome, students learn to reflect and begin constructing an ePortfolio in a first-year seminar course. Students continue to add artifacts to their ePortfolio, illustrating the value they have created during their time as a college student. Throughout their core courses, faculty emphasize how concepts relate to other ideas and ask students to use their reflection skills to improve their engineering designs. In their junior year, students then learn how to tell the story of their development into entrepreneurially minded engineers, with the artifacts in their ePortfolio as evidence. The end result of this portfolio process is an engineering student who, through their reflections and stories about their prior entrepreneurial actions, understands the power they have to create value for society.

Center for 21st Century Universities

Rich DeMillo, C21U, Executive Director

The Center for 21st Century Universities (C21U) is Tech's living laboratory for fundamental change in higher education. As higher education rapidly evolves, Tech is committed to leading the initiatives that will define the next generation of educational practices and technologies. Working in tandem with campus administrators and faculty, the center develops and tests new educational platforms and techniques. C21U serves as the research arm of the Office of the Provost at Georgia Tech and is a member of the Educational Innovation Ecosystem. (c21u.gatech.edu)

Center for Deliberate Innovation

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Merrick L. Furst, *Ph.D., Distinguished Professor of* Computer Science *and Director*, Center for Deliberate Innovation

This center, directed by Dr. Merrick Furst, works with faculty to use techniques from the behavioral and social sciences to discover and enact desirable and sustainable innovations in the education realm.

Center for Education Integrating Science, Mathematics, and Computing

Lizanne DeStefano, CEISMC, Executive Director

The Center for Education Integrating Science, Mathematics, and Computing (CEISMC) enhances Pre-K-12 and post-secondary STEM education by drawing upon the expertise and scholarly contributions of the Georgia Tech community. CEISMC advocates for and leads systemic changes to increase STEM interest and achievement for all students, especially those underrepresented in STEM. CEISMC's research efforts allow for the identification and dissemination of evidence-based best practices in STEM education. https://www.ceismc.gatech.edu/

Commission on Creating the Next in Education

Rich DeMillo, C21U, *Executive Director, and* **Bonnie Ferri**, Graduate Education and Faculty Development, *Vice Provost* The Commission on Creating the Next in Education (CNE) is an initiative of the Office of the Provost. Using the year 2040 as a longterm vantage point, the commission outlines recommendations on alternative educational models that reduce costs, improve the effectiveness of current methodologies, and increase opportunities and accessibility to serve the needs of the next generation and beyond.

Celebrating Teaching Day

Through a multiphased approach, the commission will take a look at the institute's current methodologies and approaches, benchmark best practices in higher education, including issues of delivery and accessibility, and make recommendations to maximize Georgia Tech's strengths, and position the institute as a transformational leader among research institutions. Read the full CNE Report: (provost.gatech.edu/commission-creating-next-education)

CREATE-X

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Raghupathy Sivakumar, Electrical and Computer Engineering, *Professor, Founding Director of CREATE-X* CREATE-X is a faculty-led, student-focused initiative to instill entrepreneurial confidence in Georiga Tech students. Over the last four years, CREATE-X has worked with over 2500 students and helped

launch 73 student-founded startups. http://create-x.gatech.edu/

Creating a Positive Teaching and Learning Environment (learningenvironment.ctl.gatech.edu)

In 2016, the Georgia Tech Task Force for the Learning Environment (TFLE) issued their report indicating that a culture of civility, collegiality, and respect is the bedrock of a healthy instructional environment. In response to the findings of the task force, the Center for Teaching and Learning created an online resource for Georgia Tech faculty and instructors to assist them in creating a positive environment. Grounded firmly in the research on teaching and learning, the resource aligns with the seven elements of teaching effectiveness found on the Course Instructor Opinion Survey (CIOS). These factors include instructor clarity, criteria for success, respect for students, enthusiasm, stimulating interest, availability, and helpful feedback.

Developing Open Education Resources for Courses at Georgia Tech Using WordPress

Chrissy Spencer, Jung Choi, and Shana Kerr, Biological Sciences Biological Principles (BIOL 1510), Organismal Biology (BIOL 1520), and the Biology of Sex and Death (BIOL 1220) are the introductory biology courses at Tech. Biological Principles and Organismal Biology are required courses for many science and engineering majors. Before fall 2015, students were required to purchase a textbook and subscription to an online homework system, Mastering Biology, for these courses. In fall 2015, a team of three faculty replaced the Biological Principles textbook with an online textbook and open education resource collection of instructor-created written content and instructor-curated video materials. The online homework system was replaced with instructor-written questions delivered to students outside of class in Learning Catalytics, an affordable and flexible online polling platform. Data from that textbook transformation indicate student learning remained unchanged after moving to the open education resource in this course. By Fall 2017, the Biology of Sex and Death and Organismal Biology also had online textbooks crafted by course faculty, establishing all introductory biology offerings with no-cost online textbooks and low-cost online homework systems. All books are written, curated, and maintained by faculty who teach in the curriculum using the WordPress platform hosted on a Biological Sciences server. Faculty and TA time for the project were funded by grants from Affordable Learning Georgia's Textbook Transformation Grants and an Open Education Materials Grant to the College of Sciences.

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Distance Mathematics Program

The Distance Mathematics Program is an initiative organized by the School of Mathematics, Distance Learning, the Office of Undergraduate Admissions, and CEISMC. Together, these units work together to offer classes that are taught on our campus to our own students while being delivered via live video or internet feed to more than 450 high school students in more than 50 partner high schools across Georgia. These high school students have exhausted the math offerings in their high schools and have been successful in the course compared to their on-campus undergraduate student peers. They also matriculate in large numbers to Tech, making it a highly effective recruitment tool for attracting the most academically advanced students in the state.

TA Development for the Distance Math Program

Greg Mayer, Mathematics, *Academic Professional*, **Kate Williams**, Center for Teaching and Learning, *Assistant Director* With face-to-face and distance learning students in the same recitation sessions, teaching assistants (TAs) in the Distance Math Program face particular teaching challenges. Aimed at identifying effective ways to support TA development needs, this study investigates the impact of training on TAs' use of classroom discussion and active learning.

ECE 3005/6: Professional and Technical Communication for Engineers

Christina Bourgeois, Electrical and Computer Engineering, *Senior Academic Professional, and* **Anna Holcomb,** Electrical and Computer Engineering, *Research Associate*

All Electrical and Computer Engineering (ECE) undergraduates are required to take a junior-level technical communications course. Students can choose between two options, ECE 3005 or ECE 3006, giving them the freedom to choose a model that best suits their learning style. ECE 3005 is classroom-based with a highly interactive, workshop-style learning environment. ECE 3006 is an out-of-classroom option for students who are involved in a sanctioned co-curricular experience. Students work their way through online modules in lieu of regular class meeting, but are still required to have one-on-one consultations at various points during the design process of real-world documents and presentations.

The School of Electrical and Computer Engineering has its own in-house communication program, the Undergraduate Professional Communications Program (UPCP). The UPCP houses three technical communications faculty members that offer embedded communications instruction at the sophomore and senior level, two stand-alone technical communications courses at the junior level, and customized ECE workshops year-round. In all its endeavors, the UPCP strives to provide technical communication instruction using highly applicable methods that have inherent real-world value for our engineering students. Our students are learning to consider the end-user before putting words to paper, to evaluate the impact of organization on usability, and to eliminate fluff for clear, concise writing.

Educational Research and Innovation, College of Engineering

The Assistant Dean for Educational Research and Innovation in the College of Engineering focuses on transforming engineering education by encouraging the development of innovative faculty and educational approaches through a number of ongoing initiatives.

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STEM Education Research Seminar: Wendy Newstetter, Mark Guzdial, and Betsy DeSalvo organize this seminar every fall for graduate students conducting research in STEM education. ASEE GT: This is a graduate student organization that organizes and hosts monthly meetings on teaching, mentoring, and other topics relevant to becoming a faculty member. They also host a yearly spring workshop for graduate students and postdocs on teaching and learning.

Academic Resilience VIP: Directed by Wendy Newstetter, the VIP team undertakes social science research projects related to the living/learning environment. Three current projects are: 1) An investigation of mental health among freshman students, 2) An evaluation of websites of Tech organizations promoting wellness and mental health, 3) An investigation of virtual reality as a stress reducer among students.

Institutional Transformation: Service Learning, Community Engagement and Ethical Culture in Engineering and Computing: Colin Potts, Ellen Zegura, Jason Borenstein, and Wendy Newstetter. This three-year research project seeks to understand how Tech can be transformed such that our graduates leave with an enhanced sense of social responsibility. Pathways to Maker Spaces: Megan Tomko (Ph.D. student in Mechanical Engineering), Dr. Julie Linsey and Dr. Wendy Newstetter are investigating the pathways of women makers at Tech.

BME 2250 Problems in Biomedical Engineering: Wendy Newstetter teaches this problem-based learning course as part of BME's RED (REvolutionizing Engineering and Computer Science Departments) Initiative.

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NIH ESTEEMED Program: Manu Platt, Cassie Mitchell, and Wendy Newstetter have designed and are facilitating an educational mentoring program to support first and second year ESTEEMED scholars in reaching their potential to become researchers in the biomedical field.

Effective Team Dynamics (ETD) in the Classroom and Beyond

Mary Lynn Realff, Materials Science and Engineering, Associate Professor, Juliana Alfonso, Neuroscience, Undergraduate Student, and Kathryn Narciso, Psychology, Graduate Student

Teamwork is an essential part of life for Tech students, and incorporating groups and teams in our classes can be a valuable part of their learning experience. It can also be a pain in the posterior. Students don't always function well in teams, instructors worry about how to grade them fairly, and most of us wonder if we're doing right by our students when problems arise. This research initiative lead by Mary Lynn Realff and funded by a Georgia Tech Strategic Planning Advisory Group grant focuses on preparing students for teamwork in future careers and preparing instructors for team projects within their classes. Team training modules focus on key teamwork competencies that instructors and students alike can use. The goal of these modules and the ETD faculty tool kit is to empower students with the skills necessary to work effectively in a team such as managing diversity, collective leadership, team norms, and conflict management. Format of the modules include facilitated class sessions, student team discussion guides, and activities that faculty deploy from the Faculty Tool Kit.

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Georgia Tech Professional Education

Nelson Baker, Professional Education, Dean

Tech has one of the largest professional education program portfolios in the United States Georgia Tech Professional Education (GTPE), in collaboration with other academic units, offers online Master of Science and professional master's programs, professional development courses, certificate programs, conferences, and workshops. In 2018, GTPE served 36,692 individual learners representing more than 2,600 companies.

Learning design and video production is geared toward the massive online master's degrees in computer science and in analytics, and to capturing classroom instruction for distance learning students who do not attend classes on campus. Fifteen hybrid classroom studios capture and broadcast courses to and from students throughout the world.

In addition to offering professional education and meeting and conference facilities in Atlanta and Savannah, GTPE also administers K-12 outreach and English as a Second Language (ESL) programs. (pe.gatech.edu/)

Graduate Teaching Fellows

Tammy McCoy, Center for Teaching and Learning, Academic Professional

The Graduate Teaching Fellows (GTF) are a cohort of graduate students from various disciplines who work with faculty in the Center for Teaching and Learning in support of TA and future faculty programs. As graduate student ambassadors for CTL, they support and extend reach into their academic units. GTFs facilitate TA Orientation and other workshops on teaching for graduate students and postdoctoral scholars. They also conduct classroom observations and individual consultations with TAs and other graduate students/ postdoc instructors. In addition, each GTF is developing an individual project that advances graduate student teaching development on campus.

- Terri Dunbar, Psychology, *Graduate Student* Ian Helfrich, Economics, *Graduate Student* Sidni Justus, Psychology, *Graduate Student* David Lawrence, Associate Director, Center for Teaching and
- Learning, Facilitator Evan Mallen, City and Regional Planning, *Graduate Student*
- **Tammy McCoy**, TA Development and Future Faculty Specialist, Center for Teaching and Learning, Facilitator
- Madeline Mei, Biological Sciences, Graduate Student Elaine Rhoades, Physics, Graduate Student
- Kate Williams, Center for Teaching and Learning, Assistant Director TA Development and Future Faculty Initiatives
- Angela Yoo, Psychology, Graduate Student

Graphing in the Classroom

Emily Weigel, Biological Sciences, *Academic Professional, Georgia Tech, and* **Aakanksha Angra**, *Academic Professional, Georgia State University*

Graphing skills are important for the development of undergraduate students' knowledge on data construction and communication. Previous graphing literature expressed the need to improve graphing, specifically with graph construction and interpretation, but up until recently, published and validated graphing learning tools did not exist. The purpose of this study is twofold: to 1) determine whether published graphing materials can successfully be incorporated into a lecture course, and 2) assess students' graphing skill progression by utilizing evidence-based graphing materials repeatedly across the semester. The context of this study is an upper-division animal behavior lecture course. The course had specific learning objectives targeted at graph interpretation, appropriate graph choice and construction of experimental data. The effectiveness of the usage of graphing materials and students' graphing abilities was evaluated by: previously validated pre/post survey on graph knowledge, three exams across the semester, and attributes and quality of graph construction throughout the semester. Data from this preliminary study are promising, with students demonstrating overall improved graph choice and interpretation abilities by the end of the semester. The findings support and extend the utility of the graphing materials to a lecture course and illustrate the progression of student learning in graph choice, construction, and interpretation.

Honors Program: Meditation, Mindfulness, and Mental Acuity

Roberta Berry, Public Policy, Associate Professor, and Director, GT Honors Program, **Monica Halka**, Associate Director, GT Honors Program

The Honors Program fosters curiosity, creativity, and connection—to the Honors Program, Georgia Tech, and communities beyond. Honors Program students are encouraged to pursue their curiosity, creativity, and connection across disciplinary boundaries and the boundary between theory and practice. In advancing its mission, the Honors Program enhances the capacity of our highly motivated students and future alumni to advance the Georgia Tech mission of "Progress and Service." Recently, the Honors Program initiated a program designed to introduce the practices of mindfulness to its students with the goal of spreading understanding and use of these methods across the campus. Mindfulness meditation is known to reduce stress and promote focus and awareness, and to assist students in making a successful transition to college by becoming better acquainted with the research and techniques to cope with stress and the burdens of mental exertion.

(honorsprogram.gatech.edu)

Humor in Technical Education, Communication, and Innovation

Pete Ludovice, School of Chemical and Biomolecular Engineering While humor is desirable in presentations, we have studied its specific effect on technical education, communication, and innovation to determine the best manner of its application. In contrast to just including jokes, which can be distracting, evidence suggests the integration of humor into technical education can improve learning outcomes by improving the cognitive load balance. Integrating humor into technical communication can improve its effectiveness by increasing the speakers relatability to the public. Humor can also provide divergent thinking to help technical students better explore idea space for innovation in design. (\bullet)

Innovation and Design Collaborative

Wayne Li, Professor of the Practice of Design and Engineering Tech is known for evolving minds to craft fitting solutions for realworld problems. We pride ourselves in our ability to get over hurdles and around barriers. And rightfully so. Coincidentally, one of our greatest challenges is that we all too often solve problems with onedimensional thinking. Enter the Innovation and Design Collaborative or "Design Bloc." We understand how to frame problems before we solve them. With an interdisciplinary approach to innovation and invention, we transcend boundaries and activate design behavior across our student body through for-credit classes, just-in-time workshops, engagements with industry, and social events.

We teach. We mentor. We craft. We build. We fail. We listen. We rebuild. We learn. We launch. We empathize. We ask. We care. We sharpen. We better. We persist.

(designcollaborative.gatech.edu)

Innovative Biology Lab and Lecture Course for Non-Majors

Chrissy Spencer, Senior Academic Professional, Shana Kerr, Senior Academic Professional, Alison Onstine, Laboratory Manager, Biological Sciences, Aakanksha Angra, Academic Professional, Georgia State University

The Biology of Sex and Death is an exciting and innovative course offering created by the School of Biology. The course is for nonmajors, includes a lecture and lab component, and fulfills a lab science elective. Lectures are taught using the flipped classroom model and course content is delivered to students through the course website (bio1220.biology.gatech.edu). This website is a repository of carefully curated biology content that aligns with the specific learning goals of the course and associated assessments. Labs are taught using inquiry pedagogy, which is a student-centered learning approach and fosters metacognition, essential to the process of science. The lab is structured around various sex- and death-themed topics and allows students to work in small groups to plan and execute their experiments, collect and analyze data, present data in graphs, and critique their findings. We have currently gathered pre/postassessment data on the usefulness of the various labs and student perception of their science skill development. We look forward to collecting long-term data as the course grows to see the impact this has on students long term.

Integrating Team Science into the STEM Graduate Training Experience

Susan Cozzens, Public Policy, *Retired Vice Provost and Professor*, Angus Wilkinson, Chemistry and Biochemistry and Materials Science and Engineering, *Professor*, Mary Lynn Realff, Materials Science and Engineering, *Associate Professor*, Chris Cappelli, *Research Associate I*, *CEISMC*, Meltem Alemdar, CEISMC, *Associate Director for Educational Research and Evaluation*, Kata Dosa, Center for Teaching and Learning, *Postdoctoral Scholar*

In the second half of the 20th century, research in STEM experienced a major shift toward multi-authored papers and team-based contributions. Tech was awarded an NSF-IGE Grant to better equip all STEM graduate students for success in today's team-based workplace. Tech faculty and staff are collaborating to develop, implement, and assess an evidence-based team science professional development program for MS and PhD students. We draw on best practices in team training from the industry, the military and the health care sector, as well as higher education institutions. Competencies we aim to improve include knowledge of the nature and value of teamwork, skills in communication and conflict management, attitudes about diversity and inclusiveness, including working across interdisciplinary boundaries, and technical know-how to facilitate team work in geographically distributed teams. To maximize flexibility and transferability to different environments and other institutions, the curricular materials are created in small units that can be delivered in a multitude of settings, integrated into academic courses, combined into workshops or expanded into a semester-long program. The project is managed by an interdisciplinary team of faculty and staff representing multiple units within Georgia Tech, including Graduate Education and Faculty Development, the Center for Teaching and Learning, the School of Chemistry and Biochemistry, the School of Materials Science and Engineering, and CEISMC.

Jill Watson, Virtual Teaching Assistant

Dr. Ashok Goel, Computer Science, *Professor*, has pioneered the development of virtual teaching assistants, such as Jill Watson, for answering questions in online discussion forums (youtube.com/watch?v=WbCgulCyfTA). *Chronicle of Higher Education* recently called virtual assistants exemplified by Jill Watson as one of the most transformative educational technologies in the digital era.

LGBTQIA Resource Center

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Aby Parsons, Director, Camilla Brewer, Coordinator The LGBTQIA Resource Center engages the campus community in education, advocacy, and outreach for people of all genders and sexual identities. The center offers a variety of trainings and educational initiatives for faculty, staff, and students aimed at increasing knowledge of and fostering supportive environments for the LGBTQIA community. Our signature trainings include the following:

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Safe Space: This four-hour interactive training equips employees and affiliates with the language, knowledge, and skills to create LGBTQIA-inclusive working, learning, and living spaces on campus. Safe Space Peer Education and Greek Allies are our student versions of this training, and they take place in the evening.

Trans 101: Trans 101 is the LGBTQIA Resource Center's introductory education program designed to provide participants with the knowledge and skills necessary to support transgender, gender nonconforming, and gender questioning individuals at Tech. Trainings are open to students, faculty, staff, and affiliates. Level Up: This 10-week advanced allyship course is for faculty and staff who want to dig deeper into topics and concepts related to LGBTQIA histories, communities, and identities. Level 1 is offered in the fall, and Level 2 is offered in the spring. Topics covered include LGBTQIA History, Intersex 101, Racial Justice in Queer Communities, Trans 201, Legislative Advocacy, and Civil Discourse.

Library

In addition to the myriad resources available to faculty online, the recently refurbished Tech Library offers a host of innovative options in

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GT EDUCATIONAL INITIATIVES

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Data Visualization Lab: Ximin Mi, data visualization librarian The Data Visualization Lab offers a wide range of visualization software, tutorials, guides and high-performance computers to help the Tech community create visuals to support their projects. The new location of the data visualization lab is on the third floor of Crosland Tower. The data visualization lab also offers a series of workshops, which are listed at library.gatech.edu/events **Course-Integrated Instruction:** Tech librarians teach more than 250 course-integrated workshops a year, touching nearly 6,000 students, faculty, and staff. Librarians can lead tailored, course-specific workshops for students, by instructor request. Librarians also offer custom workshops should be scheduled in advance and can be integrated into course syllabi or class projects when necessary.

Drop-in Instruction: Instructional Faculty at the Georgia Tech Library teach more than 100 free, drop-in workshops a year on professional technologies, software, and scholarly resources to support your students and your research. For more information, visit library.gatech.edu/instruction

Mechanics of Materials: Facilitating a Hands-on Learning Experience with 3D Printing

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Kate Fu, Mechanical Engineering, Assistant Professor, Jerry Qi, Mechanical Engineering, Professor, Ruth Poproski, Center for Teaching and Learning, Academic Professional, Gordon Kingsley Public Policy, Associate Professor, James Cawthorne, Center for Teaching and Learning, Postdoctoral Scholar, Myela Paige Mechanical Engineering, Graduate Student)

Mechanics of materials, the study of how solid objects behave when forces are applied to them, is an important foundational course in many engineering disciplines. It is a required course for mechanical, civil, aerospace, environmental, and nuclear engineering majors. In this project, we are aiming to enhance undergraduate education in mechanics of materials by using hands-on learning techniques. Specifically, we are creating modules that make use of 3D-printed artifacts for use teaching the core concepts in mechanics of materials (e.g., torsion, beam deflection, and so on). These modules will be deployed and studied in Tech classes and will be made available for use by way of a website dedicated to the project. The project team will also conduct research on the impact of the hands-on learning approach on student learning, self-efficacy, knowledge retention, and satisfaction in the undergraduate-level course in mechanics of materials.

Office of Academic Effectiveness

Loraine Phillips, Associate Provost for Academic Effectiveness The Office of Academic Effectiveness at Tech fosters a culture of improvement and sustained excellence across academic programs and support units. Through ongoing engagement and assessment support services, the office contributes to the institute's commitment to excellence in student learning and quality assurance.

Celebrating Teaching Day

Members of the Academic Effectiveness team are available to you to discuss assessment plans and use of results for improvement. (academiceffectiveness.gatech.edu)

Path Forward Together

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The Path Forward Together Advisory Group, commissioned following the tragic death of a student, has been partnering with the academic leadership of the institute to evaluate how the culture, mental health and wellbeing of campus, and experiences of the LGBTQIA community are impacted by the academic environment at Tech. The partnership has allowed a look into academic policies and procedures, flexibility and diversity of curriculum, program, and course offerings, and the environment that is fostered in the classroom. Specific to the classroom environment the advisory group has tasked the academic cluster leads with looking at introducing inclusive pedagogical practices to help foster an inclusive classroom environment. Additionally, there has been a specific focus on teaching and learning that happens in the lab and having a better understanding of what the classroom environment looks like in a research lab. Finally, it is recognized that there are many members of the Tech community and a better job needs to be done of including faculty members in conversations about improving the academic culture and classroom environment.

(president.gatech.edu/path-forward-together-advisory-group)

Preparing Future Faculty for Reflective Instruction: Teaching Research @ Georgia Tech, Center for Teaching and Learning Kata Dosa, Center for Teaching and Learning, *Postdoctoral Scholar, and* David Lawrence, Center for Teaching and Learning, *Senior Academic Professional*

Instructors ask themselves questions about their students' learning every day: What worked? Did they enjoy it? What are they struggling with? We want our students to learn what we think is important enough to be teaching them. We want them to feel inspired. But how do we know we are accomplishing those goals? Teaching-As-Research (TAR) is the process of looking at the learning of students with research methods: instructors ask questions grounded in their classroom experience, they purposefully gather data and analyze it, and they situate their findings in the literature in their specific discipline. The Center for Teaching and Learning launched a TAR program for graduate students interested in thinking about their teaching systematically. The program first introduces participants to foundations in teaching-as-research through a weekly seminar culminating in a research proposal. Those who elect to implement their project are connected to and mentored by faculty members from across campus, as well as CTL staff. Completion of the TAR program is rewarded with a Scholar Level CIRTL certificate - a valuable addition to any academic application portfolio.

Serve-Learn-Sustain

Ruth Yow, Serve-Learn-Sustain, *Academic Professional* To equip Tech students to use their disciplinary skills to help create sustainable communities, the Center for Serve-Learn-Sustain (SLS) offers programs, courses, and project opportunities across a broad range of interests and majors. In addition to SLS-affiliated study abroad and course offerings, SLS has six signature programs. The

Innovating for Social Impact program offers students lenses on and tools for social entrepreneurship, grassroots innovation, and systems change through both curricular and co-curricular avenues. SLS's Linked Courses program draw together four to six courses from multiple colleges and schools with some key community partners under such a theme. SLS also brings together faculty, students, and partners in the context of Buzz Courses. Students finished these courses equipped for deeper exploration through the Innovating for Social Impact program or SLS's Internship Program. Finally, for students who seek a wholly curricular route for integrating SLS deeply into their academics, SLS has partnered with the School of City and Regional Planning in their Sustainable Cities Minor. This SLS-affiliated minor, which offers a growing list of elective choices from all six colleges, integrates classroom learning and real-world, communitybased project experience in creating sustainable communities, with a focus on the built urban environment.

The Office of the Arts

Stephanie Lee, Interim Director

The Office of the Arts serves to help promote and facilitate on-campus activities and community partnerships. Leading efforts at the nexus of science, engineering, art, and design, the Office of the Arts focuses on activating the midtown Atlanta campus with art, engaging the campus and community with deep and broad arts experiences, and producing the collaborative work created by artists and Tech faculty, staff and students. The Office of the Arts is working with the Georgia Tech Council for the Arts to support the Creative Curricular Initiatives Program in which faculty, staff, and students discover and share the connections between art and academics. Fourteen campus projects are underway this semester, with art and academics coming together in a wide array of courses, including academic areas not normally associated with arts learning. (arts.gatech.edu/)

The Woodruff School Teaching Fellows Program

The Woodruff School Teaching Fellows Program, conducted by Wayne Whiteman, provides workshops for faculty colleagues to improve teaching skills and enhance learning environments.

Vertically Integrated Projects (VIP) Program

Edward Coyle, Professor, Electrical and Computer Engineering The Vertically Integrated Projects (VIP) Program integrates undergraduate education with faculty efforts in scholarship and exploration. A typical VIP team consists of 16 undergraduates, one to four graduate students, and one to three faculty advisers. The undergraduates earn academic credit each semester they participate, while the innovative activities of the faculty and graduate students benefit from the contributions of the undergraduates. There are currently 1,000+ students enrolled in 70 VIP teams; every team is multidisciplinary, and every college is participating. (vip.gatech.edu)

Workplace Learning and Professional Development (WLPD)

LaTrese Ferguson, Manager of Workplace Learning and Professional Development

The Workplace Learning and Professional Development (WLPD) team provides solution-focused workplace learning for the Tech community. We offer different modes of learning experiences such as traditional instructor-led sessions, online tutorials, podcasts, learning circles, cohort-based programs, department learning plans, and more. These learning experiences focus on collaborating, sharing ideas, and learning from different perspectives. Session topics are focused in four competency areas: leadership, communications, performance management, and service excellence. To learn more, explore our catalog (hr.gatech.edu/learning-development) to find a learning session today.

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CLASS OF 1940 COURSE SURVEY EFFECTIVENESS AWARD RECIPIENTS

This award is open to full-time instructors who administer the Course Instructor Opinion Survey (CIOS). Awards are given based on CIOS scores for the question that reads "Overall, this instructor is an effective teacher" (Item 10). The proportion of small (15-39 students) and large (at least 40 students) classes that qualify for the award are based on the proportion of those classes in the Tech catalog for the past three years. A total of 40 awards is given each academic year.

Daniel Amsterdam, History and Sociology, Assistant Professor Annie Antón, Interactive Computing, Professor Ryan Blunck, Scheller College of Business, Lecturer Tamara Bogdanovic, Physics, Associate Professor Julie Champion, Chemical and Biomolecular Engineering, Associate Professor John Cressler, Electrical and Computer Engineering, Professor James Dahlman, Biomedical Engineering, Assistant Professor Karie Davis-Nozemack, Scheller College of Business, Associate Professor Deven Desai, Scheller College of Business, Associate Professor Jeffrey Fallis, Literature, Media, and Communication, Brittain Fellow Douglas Flamming, History and Sociology, Professor Lionel Gall, Modern Languages, Senior Lecturer Jacqueline Garner, Scheller College of Business, Lecturer Lukas Graber, Electrical and Computer Engineering, Assistant Professor Klara Grodzinsky, Mathematics, Academic Professional

Timothy Halloran, Scheller College of Business, Lecturer Manpreet Hora, Scheller College of Business, Associate Professor Kathrin Koppe, Modern Languages, Lecturer Tushar Krishna, Electrical and Computer Engineering, Assistant Professor Sung Lim, Electrical and Computer Engineering, Dan Fielder Professorship Jin Liu, Modern Languages, Associate Professor Eric Marks, Civil and Environmental Engineering, Professor of the Practice Roxanne Moore, Mechanical Engineering, Senior Research Enaineer Charles Mulford, Scheller College of Business, Professor Natalia Myshkin, Modern Languages, Lecturer Marius Niculescu, Scheller College of Business, Associate Professor Balakrishna Pai, Biomedical Engineering, Academic Professional Melissa Pilkington, Modern Languages, Lecturer

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Umakishore Ramachandran, Computer Science, Professor James Roberts, Psychology, Associate Professor Arnold Rubinoff, Scheller College of Business, Lecturer Christopher Saldana, Mechanical Engineering, Assistant Professor Christopher Stanzione, Psychology, Lecturer Enid Steinbart, Mathematics, Senior Academic Professional Samba Sy, Modern Languages, Lecturer Robert Thomas, Scheller College of Business, Professor of the Practice Greg Turk, Interactive Computing, Professor Deborah Turner, Scheller College of Business, Associate Professor Lutz Warnke, Mathematics, Assistant Professor Benjamin Yang, GTRI Electro-Optical Sys Labs, Senior Research Engineer

GT-FIRE EDUCATION AND DIRECT GRANT RECIPIENTS

The GT-FIRE program funds high-risk, transformative ideas in research and/or education. Projects selected typically have broad applicability across several courses, disciplines, and units, and address a range of issues. The program especially encourages projects that link research and education in innovative ways.

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Augmented and Virtual Reality Toolbox for Structural Analysis Education

Claudio Di Leo, Assistant Professor, Aerospace Engineering Piloting the Next in General Education: Foundational Learning in Thinking and Innovating

Roberta Berry, Director, Georgia Tech Honors Program

Leveraging the Humanities for Graduate and Professional Whole Person Education

Yevgena Strakovsky, Academic Professional, Modern Languages Paths to Learning in GT's Makerspaces: Increasing Access and Identifying Successful Participation Trajectories Julie Linsey, Associate Professor, Mechanical Engineering

THANK A TEACHER RECIPIENTS (FEB. 2, 2018 - FEB. 11, 2019)

Thank a Teacher is sponsored by the Center for Teaching and Learning. The program encourages students to recognize teachers, mentors, and advisors who make a significant contribution to their learning. **Individuals who received more than one Thank a Teacher during this time period are indicated by an asterisk.*

Said Salim Hamdan Al Abri, Electrical and Computer Engineering, Graduate Teaching Assistant Jeremy David Ackerman, Biomedical Engineering, GT/Emory, Adjunct Assistant Professor Carlos Silva Acuna, Chemistry and Biochemistry, Professor Austin Adams, College of Computing, Student Assistant Ali Adibi, Electrical and Computer Engineering, Professor Mustaque Ahamad*, Computer Science, Professor Ian F Akyildiz, Electrical and Computer Engineering, Professor Maria Aldinger*, Literature, Media, and Communication, **Brittain Fellow** Christos Alexopolous, Industrial and Systems Engineering, Professor Motaz Alfarraj, Electrical and Computer Engineering, Graduate Assistant Muhammad Ali, Electrical and Computer Engineering, Graduate Student Khaled Al-Kurdi, Chemistry and Biochemistry, Graduate Research Assistant Ghassan AlRegib, Electrical and Computer Engineering, Professor Mitchell Brandon Alvarado, College of Computing, Student Assistant Mostafa H Ammar*, Computer Science, Regents Professor John W Anderson, Public Policy, Graduate Teaching Assistant Sigrun Andradottir*, Industrial and Systems Engineering, Professor Benjamin Charles Andrews III, Enterprise Innovation Institute, Community Relations Ana I Anton, Interactive Computing, Professor Aditya Anupam, Literature, Media, and Communication, Graduate Teaching Assistant Gerardo Andres Mora Arjona, Mathematics, Undergraduate Student

Chloe Fanny Arson*, Civil and Environmental Engineering, Associate Professor Joseph Savitt Asher Scheller College of Business, Adiunct Lecturer Baabak Ashuri, Building Construction, Associate Professor Atalay Atasu, Scheller College of Business, Professor Dana L Atkinson, EI2-Enterprise Innovation Inst, Research Associate II Timothy James Aveni, College of Computing, Student Assistant Hayriye Ayhan*, Industrial and Systems Engineering, Professor Meghan J Babcock*, Psychology, Lecturer Siddarth Niranjan Babu*, Aerospace Engineering, Graduate Teaching Assistant Tucker R Balch*, Interactive Computing, Associate Chair- Academic Richard P Barke*, Public Policy, Associate Professor Ken Barker, Physics, Affiliate-Instructor/Counseling Salvador Paul Barone, Mathematics, Academic Professional John J Bartholdi III, Industrial and Systems Engineering, Professor Nazanin Bassiri-Gharb, Mechanical Engineering, Associate Professor Dhruv Batra, Interactive Computing, Assistant Professor Emma Rose Baubly, Industrial and Systems Engineering, Student Assistant Apoorva Beedu, College of Computing, Graduate Teaching Assistant Sven Behrens*, Chemical and Biomolecular Engineering, Associate Professor Kurt M Belgum GTPE- PE Programs, Professor Claire Cecile Berger, Physics, Professor of the Practice Benjamin S Bergholtz, Literature, Media, and Communication, Brittain Fellow Raheem A Beyah*, Electrical and Computer Engineering, Professor Shishir V Bhat, College of Computing, Student Assistant Steven Biegalski, Mechanical Engineering, Professor

Vicki L Birchfield, International Affairs, Professor Aaron Bobick*, Interactive Computing, Adjunct Professor Tamara Bogdanovic, Physics, Associate Professor Natashia Lesley Boland*, Industrial and Systems Engineering, Professor Andreas Bommarius, Chemical and Biomolecular Engineering, Professor Sam Bond, Scheller College of Business, Associate Professor Byron Boots, Interactive Computing, Assistant Professor Nisha Botchwey, City and Regional Planning, Associate Professor Alan Botkin, Career Discovery and Development, Employer Relations Coordinator I Stephanie Boulard,* Modern Languages, Associate Professor Christina M Bourgeois*, Electrical and Computer Engineering, Senior Academic Professional Jean-Luc E Bredas, Chemistry and Biochemistry, Regents Professor Blair Kathryn Brettmann, Materials Science and Engineering, Assistant Professor Thomas Brewer*, Electrical and Computer Engineering, Laboratory Manager II Gerandy Brito*, Mathematics, Visiting Assistant Professor Stanley Wayne Broome, Scheller College of Business, Assistant Director- SCOB Undergraduate Career Education Timothy J Brothers, GTRI-Electronic Systems (GTRI-ELSYS), Senior Research Engineer Michael David Brown, GTRI-CIPHER, Research Scientist II Timothy Brown, Industrial and Systems Engineering, Senior Research Associate John Edgar Browning*, Literature, Media, and Communication, Visiting Lecturer Michael Thomas Buchanan, Scheller College of Business, Lecturer John Buck*, Electrical and Computer Engineering, Professor Emeritus Robert H. Burgess*, Scheller College of Business, Academic Professional Charles David Byrd*, Interactive Media Technology Center, Research Scientist II Wenshan Cai, Electrical and Computer Engineering, Associate Professor Lee Robinson Campe*, Scheller College of Business, Affiliate Yi Cao, Chemistry and Biochemistry, Graduate Teaching Assistant Nolan Eugene Capehart, College of Computing, Graduate Assistant Daniel Castro-Lacouture, Building Construction, Associate Professor Richard Catrambone, Psychology, Professor Marco Ceccagnoli, Scheller College of Business, Professor Dongho Cha*, Literature, Media, and Communication, **Brittain Fellow** James Chungyu Chan, Computer Science, Graduate Student Jade Charnigo, Public Policy, Academic Advisor II Abhijit Chatterjee, Electrical and Computer Engineering, Professor Duen Horng Chau*, Computational Science and Engineering, Assistant Professor Sudheer Chava, Scheller College of Business, Professor

Sonia Chernova, Interactive Computing, Associate Professor

Heather Tiffany Chilton, Earth and Atmospheric Sciences, *Graduate Assistant*

Stephen P Chininis, Industrial Design, *Professor of the Practice* Jung Ho Choi, Biological Sciences, *Associate Professor* Dana Clark, GTPE-PE Programs, *Lecture*

Elta Rose Clarke, Mathematics, Undergraduate Student Jonathan E Clarke, Scheller College of Business,

Associate Professor

Dorothea S Coblentz, Literature, Media, and Communication, *Brittain Fellow*

Joseph W Cochran, Mathematics, Undergraduate Student Thomas R Collins, GTRI-Aero Trans Adv Sys (ATAS),

Principal Research Engineer

Aaron Colton, Literature, Media, and Communication, *Brittain Fellow*

Nathaniel Condit-Schultz, Music, Lecturer

Thomas M Conte*, Computer Science, Professor

Samuel Coogan, Electrical and Computer Engineering, Affiliate-LongTerm Researcher/Collaborator

Addison Fisher Cornell, College of Computing, Student Assistant Nora C Cottille-Foley, Modern Languages, Associate Professor James P Cramer Architecture, Affiliate-LongTerm Researcher/ Collaborator

Christian Martin Cuba-Torres*, Chemical and Biomolecular Engineering, *Lecturer*

Rachel Autumn Dixon Cummings*, Industrial and Systems Engineering, Assistant Professor

Jennifer Erin Curtis, Physics, Associate Professor

Richard L Dagenhart, Architecture, Senior Lecturer Anthony Daloisio, Scheller College of Business,

Professor of the Practice

Nicholas Campbell Darnton*, Physics, Academic Professional Pranav Mayank Dave, Physics, Graduate Teaching Assistant Dragomir Davidovic, Physics, Associate Professor Jeff Davis, Electrical and Computer Engineering,

Associate Professor

Sandra Ann Davis, College of Computing, *Graduate Assistant* Karie Denise Davis-Nozemack*, Scheller College of Business, Associate Professor

Rachel Lara Dean-Ruzicka, Literature, Media, and Communication, *Lecturer*

Adam J Decker, Biological Sciences, Academic Professional Nico Felicien Declercq, Mechanical Engineering,

Associate Professor Levent Degertekin*, Mechanical Engineering, George W.

Woodruff Chair in Mechanical Systems and Professor of Mechanical Engineering

Yoan Nedyalkov Delchev, Mathematics, Graduate Teaching Assistant

Santanu Subhas Dey*, Industrial and Systems Engineering, Associate Professor

Shatakshee Dhongde, Economics, Associate Professor Lucien Joseph Dhooge, Scheller College of Business, Professor Benjamin J Diden, Music, Lecturer

Luca Dieci, Mathematics, Professor

Carl F DiSalvo, Literature, Media, and Communication, *Associate Professor*

Brandon Dixon, Mechanical Engineering, Associate Professor Neil A Dodd Chemistry and Biochemistry, Graduate Teaching Assistant

Denis Vitalievich Dorozhkin*, Mechanical Engineering, Academic Professional

Ameet Doshi, Library, Librarian III

Adele Douglin*, Modern Languages, Teaching Postdoc Konstantinos Dovrolis, Computer Science, Professor

Donald F Doyle*, Chemistry and Biochemistry, Senior Lecturer Amy D'Unger*, History and Sociology, Academic Professional Ellen Dunham-Jones, Architecture, Professor

David Michael Ediger*, Georgia Tech Research Institute-Information and Communications Laboratory, *Senior Research* Engineer

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