

Nomination for the CTL Curriculum Innovation Award 2023

Applicant: Tatiana Rudchenko, Ph.D Scheller College of Business Lecturer

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Developing Innovation Curriculum for MGT 2250 Management Statistics and MGT 2255 Quantitative Analysis for Business

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Date: February 12, 2023

Dear Award Selection Committee:

It is my pleasure to nominate Dr. Tatiana Rudchenko, Scheller college of Business senior-lecturer for recognition with the CTL Curriculum Innovation Award.

Over the past six years Tatiana has made significant contributions to Scheller's Undergraduate Business Programs. Her significant improvements to the Scheller College of Business course sequence, MGT 2250 and MGT 2255, make her a very deserving choice for the CTL Curriculum Innovation Teaching Award.

Six years ago, Management at Scheller became increasingly concerned about the undergraduate statistics course, MGT 2250. MGT 2250 Management Statistics is intended to educate students of the important role statistics plays in the business world. Students are introduced to fundamental statistical concepts that are transferable to successful careers and actively used across all core business domains. A major shortcoming of the previous iteration of MGT 2250 was that the course did not provide students with hands on experience with data and lacked several important topics in statistics. Employers took notice that our students' quantitative skills were below their expectations and students were frequently unhappy with the course as a result.

Tatiana was honored to take on the challenge of redesigning MGT 2250, and the course now delivers constant practice working with real data in MS Excel in conjunction with comprehensive of all critical statistical concepts and tools.

Post MGT 2250, students continue their development in MGT 2255, a course focused on the decision-making processes and strategies of businesses. Quantitative-analytical skills are applied to a wide range of areas such as Supply Chain and Operations Management, Information Technology Management, Finance, Marketing, Accounting, and Strategy. This course is vital to the education of Scheller students as it serves as the introduction to analytics and provides students a quantitative foundation. 6 years ago, Tatiana played an integral role in reshaping the curriculum of MGT 2251, the predecessor of MGT 2255, shifting the emphasis of the curriculum towards technology.

The end result of her modified curriculum resulted in the MGT 2255 "Quantitative Analysis for Business", a superior course and replacement to MGT 2251 "Management Science". Scheller gained a competitive advantage from the new Excel-based course that gave student the capability to apply decision technology, interpret the quantitative results, and guide organizational action backed by data.

Tatiana's improvements to MGT 2255 and MGT 2250 go beyond the content, as she has created scalable courses that greatly benefit Scheller. In collaboration with CTL, she has employed various innovative research-approved delivery methods and tools such as online video quizzing system, applied problem solving based on Excel, in-class hands on activities, small group discussions, and implemented a Flipped-Mastery Classroom Model, which not only benefits her students, but will benefit future instructors and students well beyond her tenure.

Dr. Rudchenko teaching strategy shows her strong commitment to produce strategic thinkers who understand the value of technology as a catalyst for innovation. Her teaching tools combined with innovative technology is a key contributor that increases student engagement, learning outcomes, and provides her students a user-friendly environment to learn marketable skills at their own pace and convenience. This has resulted in rave reviews from her colleagues and students (FAR, CIOS, her teaching portfolio for senior-lecture promotion, conversation with Scheller faculty and students) about her teaching style. Scheller academic community and student body regularly recognized her high achievements continuous improvements of the MGT 2250 and MGT 2255 curriculum.

In 2019 she became the Lecturer of the Year in the Core Business Courses category. In 2021 she was a recipient of 2021 Brady Family Awards for Faculty Teaching Excellence. Dr. Rudchenko's teaching evaluations over the past 5 years reflect the countless highly satisfied students who have benefitted from an enhanced learning experience. Her name was listed in CTL CIOS Honor Rolls for every term across the last 3 years (Fall, Spring, and Summer) for MGT 2250 and MGT 2255. She is a recipient of the 2020 Student Recognition of Excellence in Teaching: Class of 1934 Award from CTL and Student Recognition of Excellence in Teaching: 2021 CIOS Award from CTL.

Tatiana Rudchenko has also shown a strong sense of commitment to the academic community and has been an excellent ambassador for Sheller at many different events. Examples include an invitation from CTL to demonstrate her innovative instructional techniques and share her experience with the GaTech community. Through her Spotlight workshop she had a positive impact on other instructors, successfully conveying the need for frequent quizzing and showcase some of the technologies she implemented in her courses that are helping her students. She and Dr. Vincent Spezzo explored the technology and pedagogy behind Interactive Video Quizzes using Kaltura.

Recently in 2021 and 2022, in collaboration with Dr. Vincent Spezzo ,Tatiana Rudchenko participated in the ASSA meeting in Chicago, Teaching Matters Conference at Gordon State College in Barnesville, USG Teaching & Learning Conference, the Distance Learning Administration Conference in Jekyll Island, Ga where she shared with the scientific community her successful innovative teaching experience and the effectiveness of the frequent online video quizzes for quantitative Excel-based classes in the Business School. She was a recipient a Best Paper Award at Distance Teaching and Learning Conference in July 2022 for her collaborative work with Dr. Vincent Spezzo.

Dr. Rudchenko was invited as a guest-speaker to the Panel Discussion: Creating and Innovating Videos for Online in the CTL (with USG) Distance&Learning Symposium on November 7 2022

where she shared with USG community here experience in creating innovative videos with animations for most challenging topics of MGT 2255.

The feedback of students about this set of online video quizzes is very impressive. Her student Catherine Basch wrote in her letter of support: “She has created many videos to help teach this course in an engaging way with vibrant characters and story lines. This is why she is such an innovative professor; she is always finding new ways and outlets to teach.”

The Management Statistics and Quantitative Analysis courses taught by Dr. Rudchenko are foundational courses that are instrumental to a successful Scheller education. Students’ ability to advance in any part of the business world is highly dependent on solid training and knowledge of the concepts and skills taught by Dr. Rudchenko. This material is also crucial for success in essentially all future courses students will take while students at the Scheller College of Business.

Dr. Rudchenko has demonstrated that she is highly adaptable and capable of meeting all of the challenges associated with offering the highest level of education. She became lead instructor for MGT 2250 and 2255 shortly after her arrival at Scheller College of Business and created two wonderfully successful courses. When the pandemic arrived, she devoted an enormous amount of time developing new online resources, ensuring that her students would receive the same quality of education they deserved as Georgia Tech students. Dr. Rudchenko is a problem solver and a relentless worker, but above all she is a devoted educator, mentor, and role model to her students.

Her former student Shashank Amarnath wrote in his reference letter: “Perhaps more than the software, more than my Excell skills, Dr. Rudchenko’s innovative classroom has taught me to always strive for more. She has shown me the capability of always taking one more step and why it is always important improve processes, change systems, and impact the world for the better”.

Dr. Rudchenko is a master teacher with a scholarly approach to teaching. Her instructional and innovative curriculum combined with her pedagogical knowledge is an extremely valuable asset to not only Scheller students, but also the broader Georgia Tech and academia as a whole.

I nominate Tatiana most enthusiastically, and hope that she will be given full consideration for the award!



Soumen Ghosh
Senior Associate Dean of Faculty & Research

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Developing Innovation Curriculum for MGT 2250 Management Statistics and MGT 2255 Quantitative Analysis for Business

Description and Objectives of Innovation

Teaching Goals that Align with Georgia Tech's Mission

The Mission Statement of our institute states: *“the Georgia Institute of Technology is a public research university established by the state of Georgia in Atlanta in 1885 and committed to developing leaders who advance technology and improve the human condition.”* My teaching philosophy and work ethic are completely aligned with this statement. In my teaching style, I strive for my students to develop critical thinking skills and apply them using the latest technologies, both of which will set them apart in their professional careers. I use multiple innovative teaching methodologies based on sound pedagogical theories yet married to today's latest technological achievements. Further, my goal is not to inform them of the multiplicity of quantitative decision-making techniques, but to teach them how to approach, solve, and even overcome problems and obstacles, all of which become the firm foundation of their own work ethic and professional philosophy.

Finally, I do not see myself as an instructor, but as a partner in the learning process, an equal and a mentor at the same time. I focus on student engagement and active learning. I believe that my students have taught me as much, if not more, throughout my whole career. Their diverse perspectives, experiences, and thoughts have made me hopeful and optimistic about our future. I am strongly committed to the collaboration between students and members of the faculty. I believe that together we can make our program stronger and more innovative.

The following paragraphs provide a summary of my teaching activities in developing an innovative curriculum for MGT 2250 Management Statistics and MGT 2255 Quantitative Analysis for Business.

Objectives: Creating Interactive Student-Centered Model of Teaching Based on Technology

In 2016, the administration of the Scheller College of Business asked me to change the curriculum for MGT 2250 and MGT 2255 towards a more technology-focused curriculum. I was thrilled and honored to be given this opportunity. I willingly accepted this challenge, knowing that with my background and expertise, I could modify these courses to address Scheller's concerns. Brief summaries of these courses are below.

MGT 2250 (f2f, hybrid & hyflex) Management Statistics is an Excel-based course created to introduce students to the importance of using statistics in business. Students are taught fundamental statistical concepts that are applicable and are actively used in various industries. To succeed in these courses, students learn quantitative skills that enable them to apply quantitative concepts to drive results in a business. After completing the course, students leave with highly transferrable quantitative skills that can and can be used in future internships and other courses at the Scheller College of Business.

MGT 2255 (f2f, hybrid & hyflex) Quantitative Analysis for Business is a course created to introduce students to the decision-making processes and strategies utilized by businesses to optimize outcomes. Software tools such as Microsoft Excel are used extensively throughout the semester during class discussions, cases, and assignments. By the end of the course, students gain knowledge of quantitative business strategy and technical skills within Excel to prepare them to be quantitatively skilled strategic leaders in future professional roles.

Approach and Implementation

Principles Used in Developing Teaching Methods for MGT 2250 and MGT 2255

1. Students have to get the most up-to-date competencies and skills based on the use of technology and mathematical/statistical modeling.
2. Modern employers need employees who not only possess specific knowledge and expertise, but ones that are also able to adapt their existing skillsets to different problems and settings.
3. Active learning methodologies and hands-on learning exercises are used to increase learning outcomes among the students.

Seeing that student engagement in MGT 2250 was generally low, I wanted to ensure that the new course emphasized the relevancy of statistical modeling to all majors and their future careers. I changed the curriculum to one that relied heavily on Excel-based problem solving. Application of statistical concepts to real-world business scenarios was prioritized over statistical theory. Moreover, I enriched the course with active learning strategies (e.g., polling, small group discussions, Excel-based in-class quizzes, etc.) to provide a more hands-on learning experience. I have selected an advanced textbook with ample data and examples that allows students to engage in numerous hands-on experiences.

In my classroom, students have many chances to discover a variety of data sets that include the real estate market, stock and bond prices, technology indicators, retail sales, human resource management measures, and data on fundamental economic changes. Data comes from a range of sources and students can relate to these indicators while consuming everyday media and news updates.

When efforts with MGT 2250 turned out to be successful, I was chosen to further collaborate with the CTL in their Teaching with Technology Partnership (TTP) with the primary aim of implementing innovative technology-based teaching strategies in MGT 2250. I have participated in TTP 2018-2019, TTP 2019-2020 and TTP 2022-2023.

With their help, I developed a series of online video quizzes and tutorials that became very popular with MGT 2250 and MGT 2255 students.

Several factors drove me to develop the innovative online video quizzing system.

1. The quizzes are organized into short, teachable sets of information, allowing students to gain a meaningful understanding of new material outside the classroom.
2. The system also enables students to self-study and self-assess their progress in the course.
3. The online quizzes provide students with frequent grading and feedback, allowing them to improve before exams.
4. As an elite technological institute, Georgia Tech students demand learning the most up-to-date competencies and skills based on the use of technology.
5. These online quizzes provide students with an interactive, up-to-date learning experience that research proves to be beneficial to students' learning outcomes.

Students have access to the collection of online learning video quizzes, which are 9-20 minutes long and focus only on the most important applications and concepts. In these videos, students can watch the instructor solve problems using Excel in real time. A great deal of time is spent during lectures showing students the basics of how to manipulate data in Excel.

With these videos, the students can follow the solution at their own pace, mimicking the steps within the video. Surveys were provided to students with the help of the CTL to gauge the effectiveness of the frequent online video quizzes. These survey responses have proven extremely valuable in guiding my creation and usage of the video quizzes. Through this experience, I found

that frequent online video quizzing increases student engagement and performance and allows them the flexibility to learn career-relevant skills at their own pace and convenience.

Based on student feedback and my own observations, the following list includes some of the benefits attained from the use of these online video quizzes:

1.Active engagement in course material. Online quizzes prompted students to be active in learning the material. Students came to class better prepared and more willing to participate in class discussions and activities. They were motivated to be more engaged and thus were better prepared when taking their quiz.

2.Online quizzing enabled more class time to be devoted to applying the course material to problem-solving strategies. For example, students were able to learn how to accomplish certain tasks in Excel prior to coming to class, which allowed more time to be spent on using these Excel operations to solve real-world problems and understanding the statistical reasoning.

3.Online quizzes as tutorials decreased the need for tutoring sessions. For example, in fall 2018 (before implementing these quizzes), nearly 20% of students from my classes attended my office hours before the final exam. The majority of their questions pertained to Excel operations – e.g., how to set up a problem in Excel, how to create a histogram, etc. After implementing this new course style that provided videos with step-by-step guides on how to solve problems in Excel, zero students came to the tutoring sessions offered before the final exam. At this time we have only one or two students attending weekly tutoring sessions for MGT 2250 and MGT 2255 due to the understanding obtained through online quizzes.

4.Students used these quiz videos as a primary studying resource when preparing for homework assignments, exams.

5.Students found that these videos facilitated their studying process and increased recall.

Teaching Innovations in MGT 2555

I was asked by former students of MGT 2250 to record videos for MGT 2255 and employ online video system for MGT 2255 class too. As a result, the collection of videos with animations was created and implemented for MGT 2255 in Fall 2022.

When teaching, I do not follow the traditional lecture approach. I find that students remain more engaged and interested when we devote class period so applying concepts to real-world problems and exercises rather than when they listen to a lecture for the entire period.

List of innovative teaching techniques for MGT 2255 includes the following.

1.Variation of Socratic teaching method.

In the beginning of class I briefly summarize the concepts that will be used to solve the problems in class and divide students into small groups. When solving these problems, I allow them to first make an attempt at finding the solution by consulting each other, and I will walk around answering any questions. After 5-10 minutes, we regather, and I lead them through the correct solution and answer any outstanding questions. Often, I will ask them to explain the reasoning behind the solutions or produce other examples, which may lead to additional discussions

2.In-class Excel- based quiz with applications.

To promote student mastery, students are required to submit on Canvas their Excel worksheets after every class. Submitting their own work is an important component of my teaching method because, aside from encouraging engagement during class, these submissions allow me to assess their understanding of the concepts and address any deficiencies in the next class.

3. Flipped-Mastery Classroom Model in MGT 2255&Customized Textbook.

I developed and implemented a Flipped-Mastery Classroom Model in MGT 2255. This teaching model combines the best aspects of a Flipped Classroom with the Mastery teaching technique and

heavily relies on the innovative use of multiple teaching technologies. Before each class, students get access to their assignments, videos/video quiz, introducing them to the topics that will be presented in class. These materials are provided to students using Canvas and Pearson's online learning platforms. When remodeling this course, I took the initiative to work closely with Pearson representatives to create a custom textbook and assignments that taught statistical models relevant to real-world settings. A key advantage of these online learning platforms: online assignments have randomly generated examples and assessments with data, which proves invaluable in both administering exams and enabling students to self-assess their knowledge of the material with repeated attempts on practice assignments and homework assignments. All sections of MGT 2255 have used these approaches in their classes and the feedback is overwhelmingly positive.

4. Video quizzing. Collection of videos with animations.

I have worked on developing the video quizzing system for MGT 2255 for more than 1 year. Software Vyond and Open Broadcaster were selected to create 13 animated, story-based short videos covering the most challenging topics of MGT 2255 where students benefit from the visualization of the problem. Decision analysis, linear programming, and project management are examples of topics covered in the videos.

Every year I coach PhD students to help them in instruction of MGT 2255.

In short, I have remodeled both MGT 2250 and MGT 2255 in the previous six years, emphasizing the use of modern technology with business analytical scenarios and seeking to increase student engagement. The use of Excel, Canvas online video quizzing, and Pearson's online learning platforms have been critical to the aims of both courses and accommodate a wide variety of learning styles. Further, in class activities emphasize applications and active learning rather than adhering to the traditional lecture format. My colleagues and, most importantly, our students have received these changes extremely favorably. The CIOS scores is on average 4.82+ with average score of 91% response rates since Fall 2020. These high ratings are especially noteworthy in MGT 2250, as studies have shown that students tend to rate this subject quite low in their evaluations. My efforts in these classes helped me achieve several teaching awards in 2019-2022.

Learning Outcomes and Evaluation

Teaching Effectiveness as an Evidence of Innovative Curricula Awards in Teaching 2019-2022

In recent years, I have received several teaching awards due to my innovative teaching techniques and curriculum. These methods improve students' understanding, engagement, and outcomes. Within the Scheller College of Business, it is well-known that students struggle with quantitative courses. My recent teaching awards signify an improvement in this focus area for the college. Additionally, CIOS survey results from 2020 to 2022 further proves that my innovative curriculum is improving students' outcomes and satisfaction with quantitative courses at the Scheller College of Business. Awards and CIOS survey results are listed below:

- Fall 2022 CIOS Honor Roll
- Spring 2022 CIOS Honor Roll: Class of 1934 CIOS Honor Roll
- Summer 2022 Class of 1934 CIOS Honor Roll
- **Student Recognition of Excellence in Teaching: 2021 CIOS Award.**
- **2021 Brady Family Awards for Faculty Teaching Excellence**
- **2020 Student Recognition of Excellence in Teaching: Class of 1934 Award from CIOS (Summer 2020 Honor Roll, Fall 2020 Honor Roll)**
- **2019 Student Recognition of Excellence in Teaching: Class of 1934 CIOS Honor Roll**

- *2019 Lecture of the Year in the Core Business Courses category*

CIOS Survey Report for 2019, 2020, 2021 and 2022

Term	Year	Course		Class Size	No of Resp.	Interpolated Median
Fall	2022	MGT 2250	A	75	67 (89%)	4.8
Fall	2022	MGT 2255	A	65	58 (88%)	4.8
Fall	2022	MGT 2255	B	65	56 (86%)	4.8
Fall	2022	MGT 2255	C	56	50 (89%)	4.7
Summer	2022	MGT 2255	ES	54	51 (94%)	4.7
Summer	2022	MGT 2250	A	37	29 (95%)	4.9
Spr	2022	MGT 2250	B	63	60 (95%)	4.6
Spr	2022	MGT 2250	C	63	58 (92%)	4.7
Spr	2022	MGT 2255	A	64	57 (85%)	4.8
Spr	2022	MGT 2255	B	65	61 (94%)	4.9
Fall	2021	MGT 2255	A	46	44 (96%)	4.8
Fall	2021	MGT 2250	A	73	70 (96%)	4.9
Fall	2021	MGT 2255	C	62	55 (89%)	4.9
Fall	2021	MGT 2255	B	60	52 (87%)	4.9
Summer	2021	MGT 2255	ES	46	42(91%)	4.9
Spr	2021	MGT 2250	B	63	51 (81%)	4.8
Spr	2021	MGT 2250	C	63	56 (87%)	4.8
Spr	2021	MGT 2255	A	68	59 (87%)	4.8
Spr	2021	MGT 2255	B	75	73 (97%)	4.9
Fall	2020	MGT 2255	A	73	70 (96%)	4.9
Fall	2020	MGT2250	B	68	66 (97%)	4.9
Summer	2020	MGT 2255	ES	58	53 (91%)	4.9

Student Feedback about Online Video quizzes

From: Hamp Gibbs < hgibbo6@gmail.com >

Sent: Thursday, June 13, 2019 2:39 PM

To: Rudchenko, Tatiana tatianarudchenko@gatech.edu

Subject: Online Video Quizzes

Good evening Dr. Rudchenko,

I wanted to send you my opinion on why the video quizzes for MGT 2250 and 2255 are so important:

Hello, my name is Hamp Gibbs, and I am a third-year business major and football player at Georgia Tech. I have taken Dr. Rudchenko's MGT 2250 Statistics class and her MGT 2255 Quantitative Analysis class, and I achieved high A's in both of these courses. Much of my success in these two classes can be attributed to the online video quizzes. Although I always do my best to pay attention during each session, it can be easy to forget what we learned sometimes. These video quizzes were so helpful because they basically summed up everything that we learned in class into a short and concise step-by-step instructions clip. I watched these videos to reaffirm what I learned in each class period. I also used these videos as a guide for doing the homework problems. Lastly, I would use all of these videos to study for each test. By studying and learning from each of these clips, I was able to achieve A's on my tests. I believe that the online video quizzes are great assets to the courses because they can be incredibly useful as lesson reminders and study tools.

Sincerely,
Hamp Gibbs

Ph.D Student Feedback

Please, see feedback below of Ph.D student Li Ding and Ph..D student Abhinav Shubham.

From: Ding, Li <lizsding@gatech.edu>
Sent: Friday, February 3, 2023 10:30 PM
To: Rudchenko, Tatiana <tatianarudchenko@gatech.edu>
Subject: RE: Thank you so much for our Wednesday meeting

Hi Tatiana,

I hope this email finds you well.

I have to say that I find your videos to be highly illustrative and have decided to include them in my future modules. My students have highly appraised your teaching materials and the structure of this course in my previous evaluation. They have found the Excel templated to be very helpful, which has made a positive impact on their learning experience as well as my evaluation.

Wishing you all the best in your goals for the Spring Term 2023!

Best,
Li

To Whom It May Concern,

My name is Abhinav Shubham. I am a 4th year Ph.D. student at the Operations Management department at Scheller College of Business, Georgia Tech. I was the instructor of Quantitative Analysis for Business (MGT 2255) in Spring 2022. This was my first teaching assignment and the first time I taught a semester length course in any capacity. Dr. Rudchenko and I interacted regularly over the Fall 2021 and Spring 2022 semester to help me develop the course. Her guidance and mentorship were vital in my preparation. I am delighted to have the opportunity to reflect on my collaboration with Dr. Rudchenko and to share my thoughts.

Dr. Rudchenko is a very caring mentor. She has been very forthright and personable in all our interactions. She is a staunch advocate for her students and mentees, and she takes great care in making available the right resources to ensure their success. Not only did she reply to all my professional questions in a timely manner with painstaking detail, but she also engaged with me on a personal level to allay any apprehensions I may have had as a novice instructor. I hope to emulate her example in all my future collaborations.

I had the chance to observe Dr. Rudchenko's teaching style in one of her classes. She is a phenomenal instructor. She can impart difficult and technical concepts to students in a clear and approachable manner. Her passionate teaching style fosters a remarkable level of engagement with students, and it was an approach I tried to adopt in my own teaching to a favorable effect.

MGT 2255 covers several highly technical concepts in quantitative business analytics. Distilling these concepts into insights with a focus on applicability can be a very daunting challenge for a novice instructor. However, this was made manageable with Dr. Rudchenko's course materials and teaching notes which she graciously shared with me. Furthermore, she worked with me throughout the semester to help me further develop related teaching materials, homework assignments, and tests. She was incredibly open to new ideas and encouraged new pedagogical approaches that we developed over our collaboration. Dr. Rudchenko was also immensely helpful in resolving several administrative and technical challenges such as helping me in setting up the learning management system pages, facilitating introductions with the external course tools provider, and in ensuring timely access to several faculty and student resources.

To summarize, Dr. Rudchenko is an invaluable asset to her students and mentees. The proficiency and professionalism she displays in carrying out her duties is an example worthy of

emulation. I am incredibly grateful for her guidance. Should you have any questions, please do not hesitate to contact me.

Kindest regards,

Abhinav Shubham

Ph.D. Candidate at the Scheller College of Business, Georgia Institute of Technology

Phone: (979)721-0660, Email: ashubham3@gatech.edu

Learning outcomes, and evaluation

Teaching Assistant Feedback

Feedback from MGT 2255 Teaching Assistant John Ollmann – Scheller full-time MBA student, Class of 2024:

As a teaching assistant for Dr. Rudchenko for two semesters in MGT 2255, I have seen the benefits of the canvas video quizzes and Dr. Rudchenko's innovative teaching techniques. Students are engaged in class and learn the material quickly due to Dr. Rudchenko's teaching style. The video quizzes are also a beneficial contribution to the student experience in MGT 2255. Screenshots below shows examples of the animated scenarios used to enhance comprehension of complex topics. These quizzes allow students to learn, study, and comprehend material independently. The quizzes finish with short answer questions to promote full understanding and develop critical thinking. Although quizzes consist of less than 5% of the total course grade, student participation in the quizzes is above 95%. This participation rate indicates student interest in the quizzes, and they recognize the long-term benefits of completing the video quizzes.

MGT 2255 Student Feedback about Canvas Online Quizzes Feedback: Fall 2022 Quiz 11 Introduction to Project Management

1. Please write a detailed explanation and list of all concepts and definitions you learned in this quiz.

2. Why do you think this quiz is important for students?

Examples of animated video quizzes within Canvas for MGT 2255 are below. These videos are watched outside of class and are followed by short answer questions to enhance student understanding.

Why do you think this quiz is important for students?

➤ I think this quiz is important for students because it's a critical introduction to this next part of the course but also, it's a way to show real life examples of when project managers would use the mechanics.

➤ This quiz is important because it shows students how important it is to plan from start to finish before even beginning a project. It shows how tasks can affect each other and that in order to be successful one must know how much time and cost each task will take in order to make sure you can afford to do the whole project. This can all be done by drawing out a network that shows the timeline, order, and tasks of the project.

➤ This video is important to students because fundamental steps regarding understanding how to go about analyzing a project is taught. This is very useful knowledge to have because it can be applied during internships.

➤ This video is super helpful for students to understand on a deeper level since they are new to so many concepts and they might be thrown into things when they go to work in the professional world. Just like the three students in the video, they are starting their part-time intern work for a company starting a new project, just like many of us in Quantitative Analysis 2255 will be doing

this upcoming summer. Companies will want to give us all experience managing projects and understanding its activities and this video gives a lot of helpful information about how to start.

➤ This quiz is important for students because it gives them a good idea of how to solve project management problems. In a real-world setting, students may find themselves as the owners of a business or as someone who has to make operational decisions for a business. For example, say that a student is responsible for managing a production facility and is thinking about the installation of new equipment. Being able to effectively outline all the steps prior to actually getting started will make this project much more organized and efficient.

➤ This quiz is important for students because it is vital that we understand certain strategies that can be used in project management. Understanding timelines as well as resource allocation and being able to accurately estimate what your status is on a project is vital to effectively managing a project.

➤ This is very important to all students. It shows us how to manage a project effectively and make sure everything happens. We can use this now in school, internships, and in future jobs. This is a very useful skill that many industry workers use and take part in every day.

Feedback: Spring 2023 Quiz 4 Introduction to Sequential Decision Tree

Why do you think this quiz is important for students?

➤ This quiz is important for students as it gives them the tools to analyze decision trees properly. Having these skills will allow us to later in life and throughout our careers be able to make better business decisions. This is particularly important as you find a large percentage of students become analysts for firms; thus, these skills will be especially imperative. In addition, being able to represent what you can find from a decision table in excel graphically also highlights a way a person could use this skill in collaboration with others who aren't aware of the likelihood of business decisions.

➤ This quiz is important for students because this will be a helpful skill to use in class and the future. Having the ability to analyze what situation yields the most efficient results will be a valuable asset.

➤ This quiz is important for students to understand the process of making rational decisions using statistical analysis. The idea of a decision tree, properly learning how to calculate EMV, and constructing a payoff table are crucial tools for making better business decisions. A business must strive to make better decisions and create a profit for its shareholders. If a company is not rationally making decisions, it is at risk of making poor decisions, potentially leading to bankruptcy.

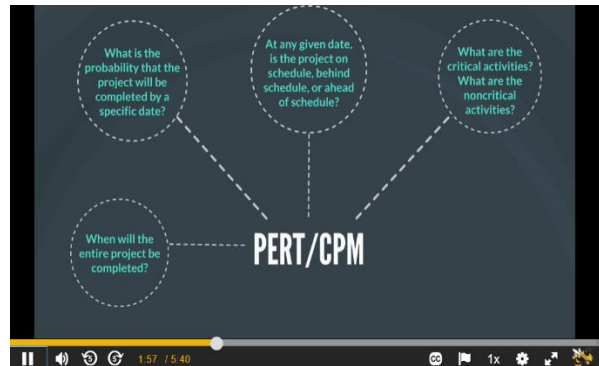
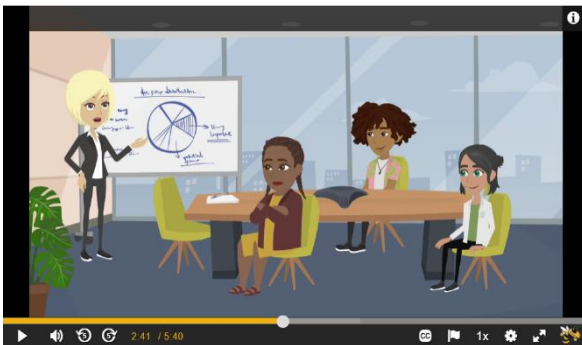
➤ This quiz is important for students because in our future jobs, our managers might ask us to evaluate the pros and cons of opening a new plant or office. The decision tree gives us a monetary value or the payoff of constructing a new plant or office in certain market conditions. Additionally, the decision tree gives students a visual image to better interpret and see all the different options we must evaluate.

➤ I think it's very important to be able to make a well-informed decision, and this quiz teaches students the ability to do so. Hundreds of decisions in business are made every day, but with more important/valuable decisions, it is important to do the math

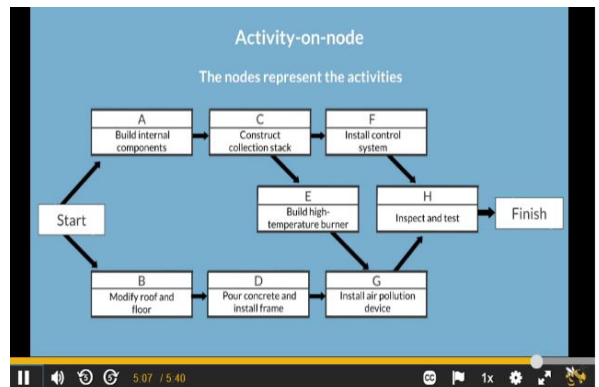
➤ The quiz is important because it provides a real-life example of how using decision trees and outcome tables and weighing options in a statistical way can help someone make the most profitable choice for a company. As business students, it is important for us to see and understand this process in its entirety since we will be making important decisions for the companies we work for in the future.

➤ This quiz is important for students because it walks them through each step of the decision-making process. I believe one of the most vital traits of the decision tree is its ability to view all possible outcomes before they happen, which empowers the student in their future careers as they have to make business decisions. The power of viewing the probabilities of all events is invaluable, and decision trees even help decision-makers estimate the monetary impacts that will result from these decisions.

➤ This is important information for students to know because of how many decisions have to be made. In our regular life as well as in business, we make decisions daily. Especially when it has to do with financial decisions, it is very important to consider all factors. Decision trees help organize these decisions and evaluate them. It helps us consider all variables and make the best possible decision.



1. A and B can be started right at the beginning of the project.
 2. C can begin after A has been completed.
 3. D can begin after B has been completed.
 4. After C is completed, both E and F can begin.
 5. G can only begin after both D and E have been completed.
 6. H can begin once both F and G have been completed.
- 8 project activities
A through H



- ✓ Discussed the steps to the PERT/CPM project analysis method
- ✓ Created an activity table to determine predecessors
- ✓ Began work on our PERT/CPM network



Most Impactful Outside of Class Activities

Aside from my efforts in revitalizing MGT 2250 and 2255, I have been actively involved in a number of projects and events around our campus. In August 2019, I participated in the Words from the Wiser Panel at the New Faculty Orientation. In the Fall of 2019, I presented the spotlight “Video based Quizzing” in collaboration with Dr. Vincent Spezzo, to over 30 faculty members from all over campus. I was given the opportunity to share my positive experiences with online video-based learning and frequent quizzing with Georgia Tech instructors. These workshops highlight a specific instructional technique, best practice, or innovation related to utilizing technology to enhance teaching and learning at Georgia Tech. They also allow participants to learn directly from experts and individuals who have successfully implemented technology in their own classrooms. Our goals for this workshop were to lead a discussion on how frequent quizzing can help students learn effectively and then share our success with utilizing Kaltura to create video-based quizzes and show how that benefits student learning. We created and refined a robust and visually filled slide deck and multiple handouts that served as both workshop guides and post-workshop resources. Faculty who attended the workshop were largely satisfied with its content, as shown by a postworkshop survey overall rating average of 4.87 on a 5-point scale. Multiple faculty approached us after the workshop to seek additional advice and resources on video quizzing. Since then, I have also received several emails from instructors wanting to know more about implementing online video quizzing in Canvas, as this has become a very valuable resource when creating remote learning environments in response to COVID-19.



Research Activities

It has been an honor to represent Georgia Tech and the Scheller College of Business at different teaching events and to share my teaching experiences with the greater Georgia Tech community. I have been given several opportunities to present my research to the academic community at competitive, high-impact conferences. I have presented my research at several conferences, such as the Distance Learning Administration Conference 2022, USG Teaching and Learning Conference 2022, and Teaching Matters Conference. I was awarded the Best Paper Award at the Distance Learning Administration Conference 2022, proving the significance of my research-based teaching techniques and their approval from the wider academic community.

Recent Publications and Presentations

1. Spezzo, V.M., & Rudchenko, T.V., (2022), Interactive Videos: Student Perceptions Before and After the Great Pivot. In M. N. Clay & L. Robison (Eds.), Distance Learning Administration Annual: Proceedings of the Distance Learning Administration 2022 Conference (pp. 87-92). Carrollton: Georgia.
2. Spezzo, V.M., & Rudchenko, T.V., (2022), Interactive Videos: Student Perceptions Before and After the Great Pivot. The Online Journal of Distance Learning Administration <https://ojdla.com/articles/interactive-videos-student-perceptions-before-and-after-the-great-pivot?fbclid=IwAR1R7UwtIfe9x5mcQRZbRXu-ClycuYPOIq2uV7nBVK1dKruE0yHNwVYWQj0>

Best Paper Award, Distance Teaching and Learning Conference 2022.

1. Spezzo, V. M., & Rudchenko, T. Poster presentation “Closing the skill gap in Management Statistic Course” ASSA meeting in Chicago Jan 4,2021
2. Spezzo, V. M., & Rudchenko, T. (March, 2022). Student Usage of Interactive Video Quizzing Before and After Covid. Poster Presented at the USG Teaching & Learning Conference (held virtually) in Athens, GA.
3. Spezzo, V. M., & Rudchenko, T. (March, 2022). Leveraging Quizzes to Make Videos More Engaging: Student Impressions Before & After COVID. Presented at the Teaching Matters Conference at Gordon State College in Barnesville, Ga.
4. Spezzo, V. M., & Rudchenko, T. (April, 2022). Student Usage of Interactive Video Quizzing In Different Course Modalities. Presented at Georgia Tech Celebrating Teaching Day Poster session in Atlanta, Ga.
5. Spezzo, V. M., & Rudchenko, T. (June, 2022). Student Perceptions Before and After the Great Pivot. Presented at the Distance Learning Administration Conference in Jekyll Island, Ga.
Guest Speaker in the USG CTL Distance& Learning Symposium November 7, 2022

Panel Discussion: Creating and Innovating Videos for Online

CTL Blog Spring 2020

The article Applying Video-Based Quizzing to Your Classroom

<https://blog.ctl.gatech.edu/2020/01/21/applying-video-based-quizzing-to-your-classroom/>

CTL Blog Fall 2022

From Partnership to Publications (and Awards)

<https://blog.ctl.gatech.edu/2022/08/12/from-partnership-to-publications-and-awards/>

November 14, 2019 CTL Workshop Video based Quizzing (workshop facilitator in collaboration with Dr. Vincent Spezzo)

Multiple Surveys in MGT 2250 (Spring 2019- Fall 2022)

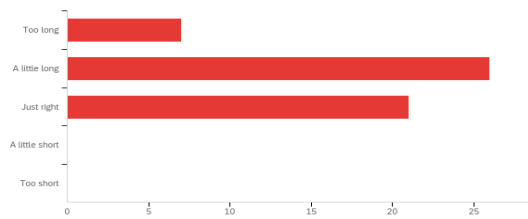
Multiple surveys were conducted in MGT 2250 starting in Spring 2019 and continuing through Fall 2022 in collaboration with Dr. Vincent Spezzo. These surveys were conducted to assess effectiveness of using videos with integrated quiz questions. The below charts show the example of student feedback.

February 2019

Question	Strongly agree	#	Somewhat agree	#	Neither agree nor disagree	#	Somewhat disagreed	#	Strongly disagree	#	Total
The video quizzes have helped me to do the course homework.	16.09%	14	31.03%	27	24.14%	21	24.14%	21	4.60%	4	87
Watching the video quizzes have helped me better understand the concepts of this course.	19.54%	17	34.48%	30	22.99%	20	21.84%	19	1.15%	1	87
Watching the video quizzes have helped improve my Excel skills.	12.64%	11	31.03%	27	29.89%	26	21.84%	19	4.60%	4	87
The video quizzes were useful when studying for Test 1.	14.94%	13	22.99%	20	26.44%	23	26.44%	23	9.20%	8	87
Overall I found the video quizzes to be an effective learning experience.	18.60%	16	23.26%	20	25.58%	22	26.74%	23	5.81%	5	86
The video quizzes have helped me improve my Excel skills	43.48%	10		34.78%	8		13.04%	3	8.70%	2	23
The video quizzes were useful when studying for exams	43.48%	10		30.43%	7		17.39%	4	8.70%	2	23
The video quizzes helped reinforce the in-class lessons	60.87%	14		34.78%	8		4.35%	1	0.00%	0	23
I felt I could skip the in-class session and learn everything from the video quizzes	26.09%	6		26.09%	6		30.43%	7	17.39%	4	23
Overall I found the video quizzes to be an effective learning resource	56.52%	13		26.09%	6		17.39%	4	0.00%	0	23

February 2020

The length of the video quizzes were:



#	Answer	%	Count
1	Too long	12.96%	7
2	A little long	48.15%	26
3	Just right	38.89%	21
4	A little short	0.00%	0
26	Too short	0.00%	0
	Total	100%	54

One of the goals of this project was to explore the appropriate length of video. The added quiz questions serve as forced breaks to the learning, but also could result in increased perceptions of video length. Survey questions were included to help determine student perceptions of video length and videos were re-cut and re-done by the instructor to help find that ideal video length for students to consume. The above charts show the responses from students and the gradual discovery of the ideal length for these video quizzes.

2021-2022 Research Summary (DLA June 2022)

Major Course Differences

Fall 19 -> Spring 21

- Increase in course videos overall (a video for every lesson and a video quiz each week)
- Increased organization and clearer/consistent weekly schedule of activities
- Weekly homework where students submit Excel solutions to non-conceptual problems
- Participation grade now requires submission of Excel solution for each live class problem & answers to conceptual questions

Spring 21 -> Fall 21


- Spring 21 was fully online, FA 21 was on campus in a auditorium style classroom

The structure of the online course and materials was maintained and provided to FA 21 students



Significant Results- Between A and B groups

- FA19 B group rated **all usage items** and **overall effectiveness** higher than FA19 A group.
- FA19 B rated being **able to skip** due to videos lower than FA19 A.
- SP21 B rated being **able to skip** due to videos lower than SP21 A.
- Notably, no significant difference between usage items or overall effectiveness was found for SP21 or FA21.



Significant Results Between 3 B Groups

- Agreed they felt they could skip class:

FA19

(M=2.61, SD=1.076)


SP21*

(M=1.63, SD=.761)

FA21

(M=1.86, SD=1.018)

- No other significant differences between FA19 B and either SP21 B or FA21 B



Significant Results Between 3 B Groups

- SP21 B rated almost every item on usage and overall effectiveness higher than FA21 B did

SP21 Completing Homework

(M=3.53, SD=.772)

FA21 Completing Homework

(M=3.03, SD=.897)

SP21 Understand Concepts

(M=3.63, SD=.761)

FA21 Understand Concepts


(M=3.11, SD=.843)

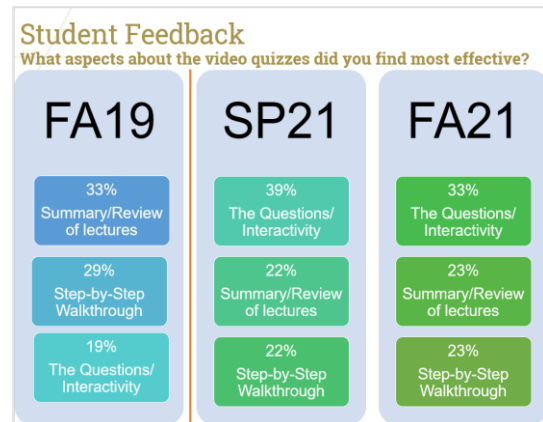
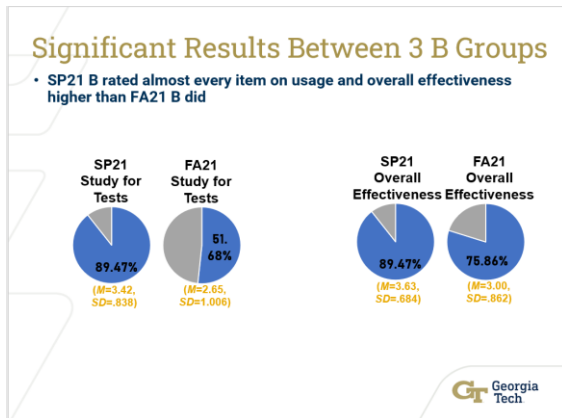
SP21 Improve Skills

(M=3.53, SD=.697)

FA21 Improve Skills

(M=2.97, SD=.986)





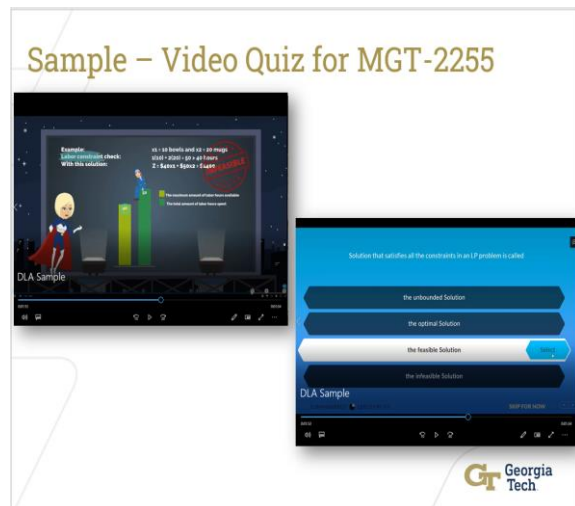
Instructor Benefits

The process of learning to create and use online quizzing students on their perceptions have had a meta effect that helped the instructor's own pedagogy development.

As a result of this work the instructor has

- Learned and changed through the process
- Reflected deeply on their content and the best ways to assess it
- Gained a greater understanding of students and their needs
- Provides more thought and concern for students and their needs
- Decided to engage in more surveying of students in general
- Gained more technology/equipment knowledge
- Gained a greater understanding of working with campus resources

Georgia Tech



The slides above highlight how students benefited from the video-quizzing model, design changes that were made based on student input, and data connected to actual student utilization of the videos. The slides also note and examine separately the student responses and data gathered during the period of f2f teaching In Fall 2019, remote teaching in Spring 202, and back to f2f teaching in Fall 2021 to better understand the changes in student usage and perceptions of video-quizzing the occurred during these unique events.

New Research about Student Wellbeing in Collaboration with CTL (TTP 2022-2023)

Georgia Tech believes wellbeing is an essential piece of the human condition. Today, Georgia Tech Leadership has shared the wide discussion about wellbeing of our students in the Georgia Tech community.

In the new research, we want to look at some significant factors in course structure in hybrid classes like online quizzing system, asynchronous videos, and other factors (different online pieces in the f2f/hybrid/flipped-classroom teaching that leads to flexibility) that can impact student wellbeing. A special complex survey for each section of MGT 2250 is created at the beginning and end of the term. CIOS students' evaluation will be used as well to evaluate the impact of the online quizzing system and other factors on student wellbeing. I have been teaching two sections of MGT 2250 in Spring 2023 using a different pedagogical approach. One section is taught without online video quizzing and pre-recording videos.

The more we learn about factors that may contribute to wellbeing of our students, the more we understand how to structure our courses to better support our students in the learning process and help them to go through all challenges being happy and mentally healthy.

We strongly believe that the online quizzing system and asynchronous videos in the f2f and hybrid classes support student wellbeing.

Conclusion

I consider the main challenge for my classes to be keeping up with the evolving use of technology in all aspects of business. I have the privilege of working at Georgia Tech, an institute that values technological innovation in the classroom. My focus is on continuous improvement and preparing my students to be successful in their careers. I continue to advance all my courses throughout the year and collaborate with CTL, fellow faculty, business contacts, and my students on what can be improved to deliver the best experience to my students.

I wholeheartedly and completely invest all my energy and time into my students' learning and supporting my colleagues in teaching excellence. I always look for opportunities for improvement and ways in which modern technologies can facilitate student learning. Based on feedback from Georgia Tech students and faculty, I strongly believe I have added value to our institution by modifying the curricula for MGT 2250 and MGT 2255.

By continually striving to achieve these goals, I believe I will add the most value to Georgia Tech. My innovative curriculum and teaching style have proven to be successful based on positive faculty review, high CIOS rate and academic conference feedback as well as other factors. Strategies used in developing the innovative curricula for MGT 2250 and MGT 2255 are not only limited to these courses. I believe these proven strategies can be implemented in a wider range of courses at Georgia Tech, further enhancing the student learning experience. The positive impacts I have seen in my courses can be utilized in a wide variety of courses, allowing for the most value added to Georgia Tech. Furthermore, we have seen a strong interest of GaTech faculty in developing online video quizzing. In the future, I will continue striving to create the most up-to-date, innovative learning experience possible to create the best environment for student success and serve as an example for other faculty members to follow.

To the Awards Committee:

It gives me great pleasure to write in support of **Dr. Tatian Rudchenko's** nomination for the CTL Curriculum Innovation Award.

Tatiana has been a full-time lecturer in Operations Management at Scheller since Fall 2016. At Scheller, she has made significant contributions to the student experience through her innovations in two courses: Management Statistics (MGT 2250) and Management Science (previously MGT 2251, now *Quantitative Analysis MGT 2255*). Soon after Tatiana joined the Scheller college, the task of revamping these courses fell to Tatiana. It is worth noting that both courses were considered outdated and uninspiring by students. Through her enthusiastic efforts, Tatiana has made these courses relevant again and regularly receives direct commendations and praise from the students in these classes. She led these revision efforts of core classes while working with four different area coordinators from three different academic areas in the last five years. Several administrators, on more than one occasion, have noted Tatiana's efforts during Faculty meetings in the Scheller College.

Pertinent to the Teaching Innovation award, Tatiana has led and implemented several teaching innovations over the last few years. Singular among these is the set of professional educational videos she has produced to support her classes. These video lessons are now widely used not just in her classes, but also sections of the class taught by our doctoral students, who derive much value and make their own classes more educational and meaningful for students. This set of videos has also allowed our group to offer more class sections in a hybrid format with a nontrivial amount of high-quality offline content created through Tatiana's efforts.

Tatiana has received several accolades from students, alumni, and the Institute for her meaningful contributions to our students' experiences and careers. Most recently, she was received a **Student Recognition of Excellence in Teaching: Class of 1934 Award** from CIOS, and the college wide **2021 Brady Family Award for Faculty Teaching Excellence**. This is the third year in a row that Tatiana has been listed on the Honor Roll for every term including summer. She was invited to speak at the USG Learning Symposium in November 2022. Her collaboration with Dr. Vincenzo Spezzo have resulted in several publications, including one that resulted in a Best Paper Award in 2022. These are remarkable recognitions given that Tatiana's teaching is exclusively made of "fundamentals", in which students find themselves by necessity (and not by choice).

Tatiana is dedicated to student learning. From the regular stream of student notes that I receive, students sincerely appreciate her efforts. Tatiana constantly revises and retools her classes to ensure that courses do not fall behind in terms of the technical skills imparted.

Tatiana has also served the Scheller college by training numerous first-time educators. She has a revolving set of Ph.D. students and tenure-track faculty as her collaborators. Tatiana's support and collaborative attitude are extremely valuable for these students, who have no experience in the classroom.

I wholeheartedly recommend Professor Tatiana Rudchenko for CTL Curriculum Innovation Award!

Sincerely,

Karthik Ramachandran

Dunn Family Professor and Area Coordinator, Operations Management
Scheller College of Business

<https://sites.gatech.edu/karthikr/>

February 7, 2023

Dear Center for Teaching and Learning Awards Committee,

I am writing to encourage your consideration of Dr. Tatiana Rudchenko for the Curriculum Innovation Award.

Dr. Rudchenko is one of the most unique and inspiring educators I have ever had the pleasure of learning from. My first semester as one of her students was Fall 2022 in MGT 2250, her Management Statistics course. I had recently changed my major from Biomedical Engineering Pre-Med to Business and I was apprehensive about changing my future plan. I am so grateful to have had Dr. Rudchenko so early in my business studies because she provided a very welcoming and reassuring space to learn and grow my interests.

MGT 2250 is an Excel based statistics course oriented towards business issues. The course consists of two combined classes. I was a novice at Excel; I had no idea you could even add cells. Through her Management Statistics course I have become an intermediate/advanced Excel user and I have mastered Management Statistics concepts. Excel is such an important skill to have for a career in Business, and it is impressive that she taught every single student how to better use Excel along with our coursework.

Statistics can be a very challenging subject for many people. However, Dr. Rudchenko used several strategies to aid in the process of learning each concept. She began her class by explaining a concept with clarity and meaningful connection. Next, she would demonstrate how to solve a problem in Excel, which would be followed by a homework assignment that was similar to the work done in class. We would also have to complete Friday modules for extra practice. She teaches with the intent of commitment content to long-term memory. By having such intensive repetition for each topic, she instills mastery of content in her students. The result of this process is remarkable as I still remember how to solve even the very first problems we covered in class.

After my wonderful experience in MGT 2250, I decided to take Dr. Rudchenko for MGT 2255, Quantitative Analysis, because I enjoy her teaching style and I want to learn these skills early in my academic program. It is comforting having a course that has the same structure continuity as her previous course. Dr. Rudchenko continues to be the same energetic and excited professor. However, she has implemented some new technology to encourage learning for her students. She has innovated the way we can learn asynchronously by writing&producing animated videos that visualize real world analytical problems. She has created many videos to help teach this course in an engaging way with vibrant characters and storylines. This is why she is such an innovative professor; she is always finding new ways and outlets to teach. Last semester, she primarily used Excel to teach, and she also created video quizzes to teach and assess the subject matter. This semester, she created unique and vibrant videos to make the class come alive.

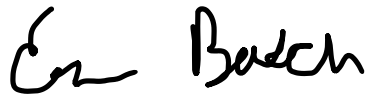
Dr. Rudchenko is extremely deserving of the Innovation Award. She is constantly thinking about how to improve and innovate her courses. She is the most excited, energetic, and passionate professor I have ever had. All of her students enjoy coming to class each day because she creates

a welcoming environment full of self-learners and innovators. Please consider her for this award because she works so hard to create the best ways to teach her students.

Sincerely,
Catherine Basch

Cbasch3@gatech.edu

770-580-5871

A handwritten signature in black ink that reads "Catherine Basch". The signature is written in a cursive, flowing style.

February 6, 2023

Dear CTL Awards Committee,

I am writing to strongly support the nomination of Dr. Tatiana Rudchenko, Scheller College Senior-lecturer for the CTL Teaching Curriculum Innovation Award.

I had the pleasure of taking Dr. Rudchenko's Quantitative Analysis for Business and Management Statistics course based out of the Scheller College of Business. Through taking both courses I could already sense Dr. Rudchenko's willingness to help students learn through innovative means. Dr. Rudchenko changed the way a traditional classroom operated through her online video quizzing system. Even since taking her courses, I have seen her improve these quizzes year after year to truly enable students to engage with learning materials and develop a wholistic review in a short, digestible format. Dr. Rudchenko has students watch short videos on topics soon to be covered in lecture. However, the videos are not just typical review videos on lecture topics but feature engaging animations, real-world applications of the statistical concepts at play, and fun ways for all students to think differently about how statistics can apply in their day-to-day lives.

Dr. Rudchenko's innovative video-driven classroom is particularly engaging because it drives student results. Without these short and convenient video quizzes, students have to go to lecture without knowing what they will be learning and may have to review extensively their classroom notes after class. However, Dr. Rudchenko's video quizzes are research supported to ensure maximum retention of knowledge before and after classroom sessions. Students are much more likely to do well on exams, think critically about how statistics apply to real-world scenarios and think more efficiently. Without these videos, students may have to rely on memorization-based learning in trying to memorize Excel formulas and derivations made in class sessions. However, with the addition of fun-to-watch video quizzes, students can develop a habit of understanding as opposed to a habit of memorizing. This facilitates a means of thinking that fundamentally changes a student's classroom experience as even with other classes, students will be accustomed to now wishing to understand versus memorize material.

Dr. Rudchenko's approach with video quizzes has made a great change in my life as well. When I approach other classes, I am inquisitive to understand concepts before looking to accept things just the way they are. I attribute this newfound skill to Dr. Rudchenko's inclusivity in her video design and her always cheerful nature to educate the next generation of Yellow Jackets. Whether it be in Finance classes, IT Management classes, or internship work, thanks to Dr. Rudchenko and her videos, I easily am able to apply Excel statistical skills. Even in classes where I am not using Excel or not using a particular software, Dr. Rudchenko's videos have taught me to still look to strive for real-world applications.

For instance, even in leadership courses, because of Dr. Rudchenko, I make a habit of always asking questions such as 'Why is that the case? How can I immediately act upon my newfound knowledge? Is there a way to change my community, ecosystem, and systems surrounding me with what I know now?' These were not questions I did not think to ask before taking Dr. Rudchenko's tech-savvy courses. Now heading into graduation, I am ready to begin my career and

am excited to help clients with the skills Dr. Rudchenko has taught me. Perhaps more than the software, more than my Excel skills, Dr. Rudchenko's innovative classroom has taught me to always strive for more. She has shown me the capability of always taking one more step and why it is always important improve processes, change systems, and impact the world for the better.

Dr. Tatiana Rudchenko is extremely deserving of the CTL Curriculum Innovation Award. Her innovation through her video quizzing system and constant efforts to encourage a culture of learning cultivates an enjoyable classroom experience. I am privileged to have taken Dr. Rudchenko's courses at the Scheller College of Business and her contributions inside and outside of the classroom are a testament to her hard-working nature. I am confident that because of this nature, she will continue to update her video quizzing system in the future and look to change the classroom through further innovation as well.

If you have any questions about this letter or my time spent in my courses with Dr. Rudchenko, please feel free to contact me at samarnath7@gatech.edu.

Sincerely,
Shashank Amarnath

February 5, 2023

Dear Awards Committee,

I am writing in support for the nomination of Dr. Tatiana Rudchenko for the GT CTL Curriculum Innovation Award.

I was fortunate enough to be a part of both Management Statistics and Quantitative Analysis with Professor Rudchenko during my 2022 enrollment within the Scheller College of Business at Georgia Tech. As a talented and dedicated senior lecturer, Dr. Rudchenko is always striving to provide students with an engaged and enriched learning experience. By uniquely enhancing her material deliverance, I feel that I gained such important skills from these courses. Through the short, animated videos that Professor Rudchenko uses, students can access the class materials at their own pace and from the comfort of their own spaces. This has been particularly beneficial for those who are unable to attend the class in person, as it provides a more flexible and accessible learning experience. Professor Rudchenko has a deep understanding of the ways in which technology can be leveraged to support student learning and is always looking for ways to stay ahead of the curve. This video software is no exception, offering a suite of tools that will enable professors to create more interactive and dynamic lessons that will better engage students and help them to retain key concepts. As I took these courses over consecutive semesters, I was able to see her growth in using this cutting-edge technology to improve the way students consumed the material. The feedback that Professor Rudchenko receives from students each semester is obviously taken into great consideration, as changes are made to make the material more approachable content. As my Management Statistics class had longer duration videos, Dr. Rudchenko quickly took the initiative to innovate the following course, Quantitative Analysis, which included these short, animated videos with the same message being conveyed but more efficiently. This continued use of video software has the potential to greatly enhance the students' understanding of course material and improve overall engagement in the classroom.

On a personal level, Professor Rudchenko's courses provided me with an attitude that I can complete tasks and gave me a new changed mindset that has positively impacted me in the business school and my professional life ahead. As a visual learner, the her use of interactive aids in the video, such as graphs and animations, made the concepts being discussed much easier for me to understand. Paragraph summations to follow provide students with the opportunity to develop their professional communication skills that are so crucial when entering the business world. Overall, the repetition that Professor Rudchenko's class encourages allowed me to expand my knowledge in the project management field sparking my interest for where I may want to head towards professionally. As a student who was not familiar with Excel in any way before entering these courses, Professor Rudchenko built my skills from what was nothing. I believe that practice is the only way to leading students to fully understanding concepts, and this class led me to just this. I have found enjoyment out of the assignments and video animations that refer to Excels leading me closer to mastery of a skill I know will be beneficial to me in the professional world. Using the skills that Professor Rudchenko taught throughout her class led me to speak

professionally in an interview and clearly demonstrate my knowledge of Excel through projects that we worked with. And because of this, I have accepted an offer to work with Lockheed Martin as their Project Management Intern for this upcoming summer.

I am so grateful to have had the incredible opportunity to work with Professor Rudchenko in both courses and have seen such amazing outcomes from her work that make me optimistic about what is to come for incoming students. I believe that this series of courses is heading in great directions and her use of short videos integrated into the material makes for a valuable, high-quality learning experience.

I am positive that Dr. Rudchenko is well-deserving of such prestigious recognition due to the significant impact of both MGT 2250 and MGT 2255 classes on Scheller undergraduate students' academic and professional career paths. The importance of both courses within my own experience leads me to see the value that these advanced, innovatively taught curriculums will have for others.

Please do not hesitate to contact me if you need any further information or would like to discuss this matter in more detail by reaching me at kate.kleiber@gatech.edu.

Sincerely,

Katharine Kleiber