# CELEBRATING Teaching Day 2020 »»»

Georgia Tech | Center for Teaching and Learning

Georgia Tech

**LETTER OF INTRODUCTION** March 10, 2020

Dear Colleagues,

Thank you for joining us for Celebrating Teaching Day 2020! This event is designed to highlight teaching at Georgia Tech and to give us a chance to reflect on our efforts to engage students in meaningful learning experiences.

One of the primary goals of the Center for Teaching and Learning (CTL) 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 many accomplishments of faculty participating in groups such as the Provost Teaching and Learning Fellows, the Class 1969 Teaching Fellows, the Hesburgh Award Teaching Fellows, the Brittain Fellows, the Faculty Learning Communities, and the CTL Teaching with Technology Partners. In addition, the projects undertaken by entrepreneurial members of the faculty and recipients of various grants have resulted in innovative teaching in an array of courses. When it comes to teaching that promotes learning, Tech has a lot going on!

What might you learn about at this year's Poster Event? You can talk with Paul Verhaeghen (Psychology) and Monica Halka (Honors Program), for example, about the impact of the "mindfulness intervention" they incorporated into the teaching of five sections of GT1000. Or check with Tatiana Rudchenko (Scheller) and Vincent Spezzo (CTL) about the improved learning of statistics that occurred when they designed and implemented an online video quizzing system for students in MGT 2250. And connect with Ellen Mazumdar (Mechanical Engineering) to find out how she used a new tabletop quad-rotor exercise to help students develop better intuition for control systems. There's much to explore, so I hope you can visit every poster and consider what you might adopt or adapt for the courses you teach.

The Center for Teaching and Learning also works 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 recipients of the Student Recognition of Excellence in Teaching: Class of 1934 CIOS Award. We appreciate all that these faculty do to offer a great education to students at Tech.

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 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 Georgia Tech!

With best wishes,

*Joyce Weinsheimer*

Joyce Weinsheimer, *Director*
Center for Teaching and Learning

# SCHEDULE

## 10:00 a.m. Poster Session
Featuring educational initiatives from the Tech community

"Teaching Board Games as Multimodal Communication" by Bianca Batti, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Teaching Co-Requisite English in a Short Summer Session: Pitfalls and Possibilities" by Rachel Dean-Ruzicka, Literature, Media, and Communication, *Lecturer, Brittain Fellows*

"Pamphlet Wars: Engaging with Audience through Early Modern Literature" by Mary Grace Elliot, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Rare Books, Materiality, and the Composition Classroom" by Mimi Ensley, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"'Wrote My Way Out': Visualizing Hamilton's Letters" by Courtney Hoffman, Literature, Media, and Communication, *Assistant Director of Writing and Communication, Brittain Fellows*

"Decarbonization and the Humanities" by Kent Linthicum, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Literally. Literally." by Darcy Mullen, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Multimodality and the Rhetorical Past" by Kendra Slayton, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Digital Humanities & Primary Source Literacy" by Nick Sturm, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Discovering the Spaces In-Between" by Julia Tigner, Literature, Media, and Communication, *Postdoctoral Scholar, Brittain Fellows*

"Manifesting Change" by Wendy Truran, Literature, Media, and Communication, *Visiting Lecturer, Brittain Fellows*

"TiLT Your Teaching: Adding Transparent Design to Course and Assignment Development" by Amy D'Unger, History and Sociology, *Senior Academic Professional, Chancellor's Learning Scholars*

"Brain Based Teaching: Helping Students Self-Assess" by Klara Grodzinsky, Mathematics, *Academic Professional, Chancellor's Learning Scholars*

"Brain-Based Teaching" by Christopher Stanzione, Psychology, *Lecturer, Chancellor's Learning Scholars;* Megan Babcock, Psychology, *Academic Professional*

"TiLT to CS" by Monica Sweat, College of Computing, *Senior Lecturer, Chancellor's Learning Scholars;* Mark Moss, College of Computing, *Lecturer;* Mary Hudachek-Buswell, College of Computing, *Lecturer;* Melinda McDaniel, College of Computing, *Lecturer;* Caleb Southern, College of Computing, *Lecturer;* Fisayo Omojokun, College of Computing, *Senior Lecturer;* Richard Landry, College of Computing, *Lecturer;* Albek Musaev, College of Computing, *Lecturer*

"Exploring Civil and Environmental Engineering: Engaging Freshmen Early" by Emily Grubert, Civil and Environmental Engineering, *Assistant Professor, Class of 1969 Teaching Fellows*

"Online Hiring: Does Bias Affect Our Decisions?" by Swati Gupta, Industrial and Systems Engineering, *Assistant Professor, Class of 1969 Teaching Fellows;* Jad Salem, Mathematics, *Graduate Student*

"Preparing Modules for Group Music Technology Engineering" by Grace Leslie, Music, *Assistant Professor, Class of 1969 Teaching Fellows;* Mike Winters, Music Technology, *Graduate Student*

"Data Science Education in Science" by Wenjing Liao, Mathematics, *Assistant Professor, Class of 1969 Teaching Fellows*

"In Class Engagement and Guided Instruction in Technical Design Courses: A Pilot Project in Medical Imaging Systems Instruction" by Brooks Lindsey, Biomedical Engineering, *Assistant Professor, Class of 1969 Teaching Fellows*

"Hands-on Learning for Motion Controls Using a Tabletop Quadrotor Platform" by Yi Mazumdar, Mechanical Engineering, *Assistant Professor, Class of 1969 Teaching Fellows*

"Building Entrepreneurial Mindset Through Stories and Reflections" by Cristi Bell-Huff, Biomedical Engineering, *Lecturer, Georgia Tech Educational Initiatives*

"Transforming for Inclusion: Fostering Belonging and Uniqueness in Engineering Education and Practice" by Cristi Bell-Huff, Biomedical Engineering, *Lecturer, Georgia Tech Educational Initiatives*

"Academic Well-being" by Terri Dunbar, Psychology, *Graduate Student, Georgia Tech Educational Initiatives*

"Fully Developed: Expand Your Professional Development Beyond Pedagogy to Better Serve Your Students" by Bryan Harber, *Human Resources Staff, Georgia Tech Educational Initiatives*

"VIP Design Bloc" by Shawn Harris, Industrial Design, *Lecturer, Georgia Tech Educational Initiatives*

"SLS Innovating for Social Impact Program" by Jennifer Hirsch, Center for Serve-Learn-Sustain, *Senior Academic Professional, Georgia Tech Educational Initiatives;* Kristina Chatfield, Center for Serve-Learn-Sustain, *Program and Operations Manager*

"Integrating Drone Technology in Built Environment Curriculum" by Javier Irizarry, Building Construction, *Associate Professor, Georgia Tech Educational Initiatives*

"Creating Learning Environments for Academic Well-Being" by David Lawrence, Center for Teaching and Learning, *Associate Director, Georgia Tech Educational Initiatives;* Joyce Weinsheimer, Center for Teaching and Learning, *Director, Hesburgh Award Teaching Fellows*

"Understanding the Effectiveness of Service Learning in an Undergraduate Bioethics Class" by Mirjana Milosevic-Brockett, Biological Sciences, *Senior Academic Professional, Georgia Tech Educational Initiatives,* Dr. Aakanksha Angra, Georgia State University, *Academic Professional*

## SCHEDULE (continued)

"Learning with Videos in Face-to-Face and Online Classes" by **Chaohua Ou,** Center for Teaching and Learning, *Academic Professional, Georgia Tech Educational Initiatives*

"Effective Team Dynamics Initiative: Identifying and Leveraging Individual Strengths" by **Mary Lynn Realff,** Materials Science and Engineering, *Associate Professor, Georgia Tech Educational Initiatives;* **Sydney Ayers,** Materials Science and Engineering, *Undergraduate Student Assistant;* **Thomas Orchard,** Neuroscience, *Undergraduate Student Assistant;* **Caroline Dotts,** Healthy Lifestyle Programs, *Associate Director*

"Supporting Academic Effectiveness" by **Franz Reneau,** Academic Effectiveness, *Academic Professional, Georgia Tech Educational Initiatives*

"Re-Designing Engineering Lab Courses to Facilitate Hands-on Learning: Challenges, Solutions and Next Steps" by **Himani Sharma,** Materials Science and Engineering, *Lecturer, Georgia Tech Educational Initiatives*

"Inclusive and Accessible Course Design" by **Norah Sinclair,** *Staff, Georgia Tech Educational Initiatives*

"Policy, Persistence and Equity: How the Multidisciplinary VIP Program Plays Out" by **Julie Sonnenberg-Klein,** Electrical and Computer Engineering, *Staff, Georgia Tech Educational Initiatives;* **Ed Coyle,** Electrical and Computer Engineering, *Professor;* **Chris Malbrue,** Electrical and Computer Engineering, *Academic Program Manager I;* **Cahara Murray,** Electrical and Computer Engineering, *Academic Program Coordinator I*

"The Teaching and Learning Buzz Podcast" by **Rebecca Pope-Ruark,** Center for Teaching and Learning, *Faculty Teaching and Learning Specialist, Georgia Tech Educational Initiatives;* **Carol Subiño Sullivan,** Center for Teaching and Learning, *Assistant Director of Faculty Teaching and Learning Initiatives, Georgia Tech Educational Initiatives*

"How Do We Foster Solidarity in Near Peer Mentors?" by **Chris Burke,** Community and Government Relations, *Executive Director;* **Carol Subiño Sullivan,** Center for Teaching and Learning, *Assistant Director of Faculty Teaching and Learning Initiatives, Georgia Tech Educational Initiatives*

"Problem-Based Learning for Biomedical Informatics" by **May D Wang,** Biomedical Engineering, *Professor, Georgia Tech Educational Initiatives;* **Ryan Hoffman,** Biomedical Engineering, *Graduate Student;* **Li Tong,** Biomedical Engineering, *Graduate Student;* **Yuanda Zhu,** Electrical and Computer Engineering, *Graduate Student*

"ASTOUNDING ELEMENTS: Periodic Table Makeovers and Interactive Design in ID 6213" by **Wei Wang,** Industrial Design, *Assistant Professor, Georgia Tech Educational Initiatives*

"Flipping Black Boxes!: Does Student Engagement Depend on Individual Expectancy Value?" by **Emily Weigel,** Biological Sciences, *Academic Professional, Georgia Tech Educational Initiatives*

"Graduate Teaching Fellows" by **Kate Williams,** Center for Teaching and Learning, *Academic Professional, Georgia Tech Educational Initiatives*

"Testing the Timeline: Collaborative Architectural History Research" by **Danielle Willkens,** Architecture, *Assistant Professor, Georgia Tech Educational Initiatives*

"Library Next: Instruction in the Library" by **Jason Wright,** Library, *Staff, Georgia Tech Educational Initiatives*

"Learning Science Better with the Intentional Use of Language" by **Faisal Alamgir,** Materials Science and Engineering, *Associate Professor, Hesburgh Award Teaching Fellows*

"Bringing Physics to Life: New Content and New Approaches for Teaching Introductory Physics of Living Systems" by **JC Gumbart,** Physics, *Associate Professor, Hesburgh Award Teaching Fellows*

"Peer Review of Assignments" **Alexander Lerch,** Music, *Associate Professor, Hesburgh Award Teaching Fellows*

"Beneficial Effects of a Mindfulness Intervention for Incoming Undergraduate Students" by **Paul Verhaeghen,** Psychology, *Professor, Hesburgh Award Teaching Fellows;* **Monica Halka,** Georgia Tech Honors Program, *Associate Director*

"Preparing Students for Real World Engagement with End Users" **Young Mi Choi,** Industrial Design, *Associate Professor, Provost Teaching and Learning Fellows*

"Embodiment, Health, and Community: Promoting Well-being in Classroom Environments" by **Narin Hassan,** Literature, Media, and Communication, *Associate Professor, Provost Teaching and Learning Fellows*

"Enriching the Learning Experience of Students Through Peer Interaction" by **Dong Qin,** Materials Science and Engineering, *Associate Professor, Provost Teaching and Learning Fellows*

"Creating an Inclusive Learning Environment" by **Devesh Ranjan,** Mechanical Engineering, *Associate Professor, Provost Teaching and Learning Fellows*

"Making / Sharing / Learning" by **Charles Rudolph,** Architecture, *Associate Professor, Provost Teaching and Learning Fellows*

"Chemical Principles in Public Policy, and Vice Versa" by **Jake Soper,** Chemistry and Biochemistry, *Associate Professor, Provost Teaching and Learning Fellows*

"Teaching with Technology Video-Based Quizzing with Kaltura" by **Tatiana Rudchenko,** Scheller College of Business, *Lecturer, Teaching with Technology Partnership;* **Vincent Spezzo,** Center for Teaching and Learning, *Program Manager of Teaching and Learning Online*

**11:10 a.m. Welcome** from Rafael L. Bras, *Provost*

**11:20 a.m. Luncheon and Raffle Drawings**

**12:30 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, the Fellows develop and pilot initiatives that can be used for the education component of major award applications.

**Joy Arulaj,** Computer Science, *Assistant Professor*

**John Blazeck,** Chemical and Biomolecular Engineering, *Assistant Professor*

**Justin Burkett,** Economics, *Assistant Professor*

**Emily Grubert,** Civil and Environmental Engineering, *Assistant Professor*

**Swati Gupta,** Industrial and Systems Engineering, *Assistant Professor*

**Shu Jia,** Biomedical Engineering, *Assistant Professor*

**Grace Leslie,** Music, *Assistant Professor*

**Wenjing Liao,** Mathematics, *Assistant Professor*

**Brooks Lindsey,** Biomedical Engineering, *Assistant Professor*

**Ellen Mazumdar,** Mechanical Engineering, *Assistant Professor*

**Rebecca Pope-Ruark,** Center for Teaching and Learning, *Assistant Director, Facilitator*

**Chengzhi Shi,** Mechanical Engineering, *Assistant Professor*

**Carol Subiño Sullivan,** Center for Teaching and Learning, *Assistant Director of Faculty Teaching and Learning Initiatives, Facilitator*

**Tuo Zhao,** Industrial and Systems Engineering, *Assistant Professor*

**Ye Zhao,** Mechanical Engineering, *Assistant Professor*

**Mayya Zhilova,** Mathematics, *Assistant Professor*

## HESBURGH AWARD TEACHING FELLOWS

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 honors 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.

**Faisal Alamgir,** Materials Science and Engineering, *Associate Professor*

**JC Gumbart,** Physics, *Associate Professor*

**Alexander Lerch,** Music, *Associate Professor*

**Rebecca Pope-Ruark,** Center for Teaching and Learning, *Faculty Teaching and Learning Specialist, Facilitator*

**Peng Qiu,** Biomedical Engineering, *Associate Professor*

**Jarek Rossignac,** Interactive Computing, *Professor*

**Paul Verhaeghen,** Chemistry and Biochemistry, *Professor*

**Joyce Weinsheimer,** Center for Teaching and Learning, *Director, Facilitator*

## 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 ongoing support.

**Polo Chau,** Computational Science and Engineering, *Associate Professor*

**Christina Choi,** Industrial Design, *Associate Professor*

**Flavio Fenton,** Physics, *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*

**Rebecca Pope-Ruark,** Center for Teaching and Learning, *Faculty Teaching and Learning Specialist, Facilitator*

**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*

**Carol Subiño Sullivan,** Center for Teaching and Learning, *Assistant Director of Faculty Teaching and Learning Initiatives, Facilitator*

**Joyce Weinsheimer,** Center for Teaching and Learning, *Director, Facilitator*

**DJ Wu,** Information Technology Management, *Professor*

## RESEARCH FACULTY TEACHING FELLOWS

The Research Faculty Teaching Fellows (RFTF) 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. The Fellows were joined by other research faculty and postdoctoral scholars who teach, the Research Faculty Teaching Scholars, for bimonthly discussions about teaching in the Fall.

**Sarah Barnes,** History and Sociology, *Postdoctoral Scholar*

**Robert Clark,** Georgia Tech Research Institute, *Visiting Research Faculty*

**Joshua Kovitz,** Georgia Tech Research Institute, *Research Engineer II*

**Leda Sox,** Georgia Tech Research Institute, *Research Scientist II*

**Andrew Stark,** Georgia Tech Research Institute, *Senior Research Engineer*

**Carol Subiño Sullivan,** Center for Teaching and Learning, *Assistant Director of Faculty Teaching and Learning Initiatives, Facilitator*

## TEACHING WITH TECHNOLOGY PARTNERSHIP

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. A learning technology specialist from CTL meets with the faculty fellows regularly and serves as a creative partner for developing and implementing the projects.

**Jacqueline Garner,** Scheller College of Business, *Lecturer,* Student-Created Videos to Enhance Learning Experience

**Chaohua Ou,** Center for Teaching and Learning Initiatives, *Assistant Director,* Learning and Technology Initiatives, *Facilitator*

**Tatiana Rudchenko,** Scheller College of Business, *Lecturer,* Creating a Flipped Classroom for a Management Statistics Course

**Vincent Spezzo,** Center for Teaching and Learning, *Program Manager of Teaching and Learning Online, Facilitator*

**Aselia Urmanbetova,** Economics, *Associate Academic Professional,* Transforming an Open Textbook with Improved Content and Assessment, *Facilitator*

## 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 humanities in their teaching. They tailor their writing and communication courses to their own diverse research interests while meeting state and Institute objectives and outcomes.

**Alok Amatya,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Bianca Batti,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Maria Chappell,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Dori Coblentz,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Joshua Cohen,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Aaron Colton,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Andi Coulter,** Literature, Media, and Communication, *Postdoctoral Scholar*

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

**Alexandra Edwards,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Mary Grace Elliott,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Patrick Ellis,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Mimi Ensley,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Jeffrey Fallis,** Literature, Media, and Communication, *Visiting Lecturer*

**Corey Goergen,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Krystin Gollihue,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Courtney Hoffman,** Literature, Media, and Communication, *Assistant Director of Writing and Communciation*

**Jeffrey Howard,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Gina Kruschek,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Derek Lee,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Lizzy LeRud,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Kent Linthicum,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Amanda Madden,** Literature, Media, and Communication, *Visiting Lecturer*

**Hannah Markley,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Leah Misemer,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Darcy Mullen,** Literature, Media, and Communication, *Postdoctoral Scholar*

**McKenna Rose,** Literature, Media, and Communication, *Assistant Director of Assessment*

**Andrew Salyer,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Kathleen Schaag,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Aleksander Sedzielarz,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Jonathan Shelley,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Molly Slavin,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Kendra Slayton,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Rachel Seiler Smith,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Nick Sturm,** Literature, Media, and Communication, *Postdoctoral Scholar*

**John Taylor,** Literature, Media, and Communication, *Postdoctoral Scholar*

**George Thomas,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Julia Tigner,** Literature, Media, and Communication, *Postdoctoral Scholar*

**Wendy Truran,** Literature, Media, and Communication, *Visiting Lecturer*

# CHANCELLOR'S LEARNING SCHOLARS

In 2019, the University System of Georgia (USG) launched an initiative across its 26 campuses in an effort to foster pedagogical leadership, develop collegiality among faculty, and create course enrichment products for faculty to share. Five Chancellor's Learning Scholars (CLS) were selected from 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).

### TiLT Your Teaching
Facilitated by **Amy D'Unger,** History and Sociology, *Senior Academic Professional*

In this FLC, participants focus on Transparency in Learning and Teaching (TiLT). Transparent teaching and learning focuses on how and why students are learning course content, concepts, and skills in a particular way, and how they will use that learning in their lives after college. Transparent instruction about problem-centered assignments has significant, equitable benefits for undergraduate students.

**Isabel Altamirano,** Library, *Librarian*
**Mary McDonald,** History and Sociology, *Professor*
**Raghuram Pucha,** Mechanical Engineering, *Senior Lecturer*
**Rebecca Watts Hull,** Serve-Learn-Sustain, *Academic Professional*

### Small Teaching: Make Incremental Teaching Changes in Real Time
Facilitated by **Chrissy Spencer**, Biological Sciences, *Senior Academic Professional,* and **Kerry Wallaert**, Educational Policy Studies, *Graduate Student, Georgia State University*

In this FLC, participants explored the following questions as they read and discussed *Small Teaching* by James Lang: Do you wonder if your teaching strategies translate into learning for your students? Would you like to try something new in your courses and know if it had an impact on learning? They utilized Lang's summary of small changes faculty can implement in their classes to help their students gain knowledge, understanding, and inspiration on the content and skills participants hope to instill. In addition to collaborating to answer the questions above and asking many more, participants set a goal that participants would each make a small change in their classrooms during the fall semester.

**Enid Steinbart,** Mathematics, *Senior Academic Professional*
**Krystin Gollihue,** Literature, Media, and Communication, *Postdoctoral Scholar*
**Isabel Altamirano,** Library**,** *Librarian*
**Josephine Yu,** Mathematics, *Associate Professor*
**Bo Lee,** Biological Sciences, *Graduate Student*
**Madeline Gray,** Biological Sciences, *Graduate Student*
**Alison Onstine,** Biological Sciences, *Laboratory Manager*
**Katherine Samford,** Language Institute, *Senior Lecturer*

### Brain-Based Teaching
Facilitated by **Christopher Stanzione,** Psychology, *Lecturer*

In this FLC, faculty are learning about empirically based techniques rooted in neuroscience to enhance student learning. They are exploring how the brain recalls, recognizes, and relearns information, and set goals to embed these techniques in their lectures, exams, and assignments. Their aim is to address learning challenges faced by students by introducing these brain-based strategies into their teaching to optimize learning outcomes.
**Meghan Babcock,** Psychology, *Academic Professional*
**Kelly Griendling,** Aerospace, *Lecturer*
**Mirjana Brockett,** Biological Sciences, *Senior Academic Professional*

**Enid Steinbart,** Mathematics, *Senior Academic Professional*
**Satish Kumar,** Mechanical Engineering, *Associate Professor*
**Karie Davis-Nozemack,** Scheller College of Business, *Associate Professor*
**Jarek Rossignac,** Interactive Computing, *Professor*
**Klara Grodzinsky,** Mathematics, *Academic Professional*
**Stacey Doremus,** Leadership Education and Development, *Assistant Director, LEAD Programs and Systems*

### Small Teaching in the Division of Computing Instruction
Facilitated by **Monica Sweat**, *Division of Computing Instruction, Director and Senior Lecturer*

In this FLC, we studied the Transparency in Learning and Teaching (TiLT) framework and applied it to most 1000- and 2000-level and a few 3000- and 4000-level College of Computing (CoC) courses. We aimed to use the principles of TiLT to reformat some homework assignments to make them more accessible to all students. As part of this work, we taught TiLT to the 68 new undergraduate teaching assistants (UTAs) for the CoC who are key partners in designing and/or formatting these assignments.

**Dan Forsyth**, College of Computing, *Associate Director of Research and Instruction (TSO), Senior Research Technologist*
**Gerandy Brito**, College of Computing, *Lecturer*
**Amanda Girard**, College of Computing, *Academic Professional*
**Mary Hudachek-Buswell**, College of Computing, *Lecturer*
**Richard Landry**, College of Computing, *Lecturer*
**Melinda McDaniel**, College of Computing, *Lecturer*
**Mark Moss**, College of Computing, *Lecturer*
**Aibek Musaev**, College of Computing, *Lecturer*
**Fisayo Omojokun**, College of Computing*, Senior Lecturer*
**Caleb Southern**, College of Computing, *Lecturer*
**Cedric Stallworth**, College of Computing, *Assistant Dean for Outreach, Enrollment and Community; Senior Lecturer*
**John Stasko**, College of Computing, *Regents Professor*

### Exploring Healthcare in a Minimester
Facilitated by **William Todd**, Scheller College of Business, *Professor of the Practice*

This FLC involved a course design project that is an outgrowth of the minimester concept proposed by the Commission on the Next in Education. This short course was taught by three faculty from three different colleges and supported by two other faculty members from two colleges. FLC participants, who came from the Scheller College of Business (Strategy & Innovation and Law & Ethics), Ivan Allen College (Public Policy and LMC), and the College of Engineering (ISYE) designed a course that embedded an emphasis on writing, speaking, and ethics into the curriculum.

**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*

# GEORGIA TECH EDUCATIONAL INITIATIVES

Members of the Georgia Tech community champion an array of educational initiatives from grants to programs to outreach. Below are examples of some of these initiatives currently underway. (If your initiative is not listed here, please let us know so that we may feature you in a future program!)

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

**AGEP Engineering Alliance**
**Comas Haynes,** Georgia Tech (PI), *Principal Research Engineer*; **Clayton Clark II,** FAMU (PI) *Professor*; **C. Fred Higgs,** Rice University (PI), *Vice Provost for Academic Affairs and Professor*; **Illya Hicks,** Rice University (PI), *Professor*; **Sylvia Mendez,** UCCS (PI), *Associate Professor and Department Chair*; **Valerie Martin Conley,** UCCS (PI), *Dean and Professor*; **Tammy M. McCoy,** Georgia Tech (Senior Personnel), *Academic Professional*; **Molly Stuhlsatz,** *External Evaluator*; **Sarah Cooksey,** UCCS (Research Assistant), *Graduate Student*; **Kathryn Starkey,** UCCS (Research Assistant) *Graduate Student*
The NSF-funded Alliances for Graduate Education and the Professoriate (AGEP) Engineering Alliance partners the Georgia Institute of Technology, Rice University, Florida A&M University (FAMU), and the University of Colorado at Colorado Springs (UCCS) develop, implement, and study an innovative model that increases the number of underrepresented minority (URM) engineering postdoctoral scholars who transition successfully into tenure-track faculty positions. One specific area of focus is the preparation of the postdoctoral scholars for their teaching responsibilities after transitioning to the professoriate by providing them with tailored academic enrichment training. Led by the team at Georgia Tech, current programming offered by the Center for Teaching and Learning is leveraged to give customized attention to the unique classroom and student evaluation dynamics that URM engineering faculty might face in their teaching service to better position them for success in the classroom.

**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,** Biomedical Engineering, *Postdoctoral Fellow;* **Chris Martin,** Biomedical Engineering, *Postdoctoral Fellow;* **Mel Chua,** Biomedical Engineering, *Research Scientist I*
The Wallace H. Coulter Department of Biomedical Engineering seeks inclusion in its department, in engineering education, and in the engineering workforce. To achieve this vision, the department, funded by the National Science Foundation ($2.4M), has established several pedagogical incubator teams of students, faculty, and learning scientists to iteratively hatch, implement, and evaluate classroom activities and strategies that help students develop the interpersonal skills and inclusive analytical problem-solving skills they need to become leaders in creating inclusive learning and work environments, and in promoting inclusive engineering design practices. The department is also working to improve its culture such that the inclusion dividend is embraced and enacted through interactions and practices evidenced one-on-one, in teams, in the classroom, and in department policies and procedures. Specific activities undertaken to date include the transformation of three courses (Biomechanics, Conservation Principles of Biomedical Engineering, and Problems in Biomedical Engineering), and the formation of two new permanent committees: the Faculty Learning Committee (FLC) in which members learn about inclusive principles and practices and put them into play in their research labs and classrooms, and the Community Diversity and Inclusion (CD&I) committee, composed of faculty, staff, and students who are working together to improve mental health, student success, research lab culture, and our department's sense of community.

**BME's KEEN (Kern Entrepreneurial Engineering Network) Grant**
**Joe Ledoux,** *Associate Professor (PI),* **Paul Benkeser,** *Professor (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 Georgia Tech is currently making an intentional effort to vertically integrate entrepreneurial-minded learning within the undergraduate curriculum. With funding from the Kern Family Foundation ($1.48M), the goal of this work is to empower students to tell the story of their growth into entrepreneurially minded engineers. In order to tell this story, students engage in a curricular framework grounded in evidence and reflection. The structure of this framework consists of a freshman launcher course where foundational topics such as design thinking, reflection, folio thinking, and entrepreneurial mindset are introduced. At the other end of the framework is a unique course called The Art of Telling Your Story. In this upper-level course, students learn to tell their unique stories of their experiences and entrepreneurial mindset growth. In between these two curricular bookends, students are involved in specific core biomedical engineering classes designated as gateway courses. In gateway courses, students complete signature assignments specifically created to foster entrepreneurial mindset and critical reflection. These signature assignments are also designed to produce meaningful artifacts and experiences that may later be used as part of students' stories. Developing and implementing vertically integrated, entrepreneurial minded, story-driven learning throughout the undergraduate BME curriculum has the potential to significantly impact entrepreneurial mindset growth within our students. The design of the curricular framework involves course development as well as faculty development activities.

**Center for 21st Century Universities**
**Rich DeMillo***,* C21U*, Executive Director*
The Center for 21st Century Universities (C21U) is Georgia Tech's living laboratory for fundamental change in education. As learners of all ages encounter rapidly changing workforce demands and

seek to learn in new ways, Georgia Tech is committed to leading the initiatives that will define the next generation of educational practices and technologies. C21U functions as a research arm of the Office of the Provost and works in tandem with campus administrators and faculty to identify, develop, and test new educational platforms and methodologies. Now home to the Commission on Creating the Next in Education (CNE) Program Office, C21U fosters projects that will redefine the entire pipeline of learning. This effort requires close collaboration with and integration of K-12 education as a key part of our commitment to lifetime education. Innovation in this area is led by the Center for Education Integrating Science, Mathematics, and Computing (CEISMC).

### Center for Deliberate Innovation
**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. (cdi.gatech.edu)

### 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. (ceismc.gatech.edu)

### Center for Inclusive Design and Innovation (CIDI)
The Center for Inclusive Design and Innovation (CIDI) has developed an online course to provide Georgia Tech faculty with best practices, strategies, and resources for creating inclusive and accessible courses for all students. The course includes the voices of students discussing challenges faced and solutions used to find success in their courses and includes Universal Design for Learning (UDL) approaches for all. After completing the course, participants should be able to identify barriers that some students including students with disabilities may face in higher education environment, identify and remove attitudinal barriers in the teaching and learning environment, employ strategies in course design that support students who may need accommodations, use UDL strategies to support all students, create accessible instructional materials and online courses, and identify laws and regulations that impact accessibility in higher education and the rights of students with disabilities.

### Commission on Creating the Next in Education
**Rich DeMillo**, C21U, *Executive Director*
The Commission on Creating the Next in Education (CNE) is an initiative of the Office of the Provost and is housed in the Center for 21st Century Universities (C21U). The Commission was convened by Provost Rafael L. Bras and co-chaired by Richard DeMillo, executive director of Georgia Tech's Center for 21st Century Universities,

and Bonnie Ferri, Vice Provost for Graduate Education and Faculty Development. The report of the Commission, *Deliberate Innovation, Lifetime Education*, outlines the work of an Institute-wide effort of more than 50 faculty, staff, and students. Using the year 2040 as a long-term vantage point, the report provides 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 of Georgia Tech learners. Through a multiphase approach, the Commission continues to explore the Institute's current methodologies and approaches, benchmark best practices in higher education, including issues of delivery and accessibility, 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
**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 five years, CREATE-X has worked with over 4000 students and helped launch 159 student-founded startups. (create-x.gatech.edu)

### 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.

### Distance Mathematics Program
The Distance Mathematics Program is an initiative organized by the School of Mathematics, Georgia Tech Professional Education, the Office of Undergraduate Admissions, and CEISMC. Together, these units offer classes that are taught on campus to our own students

while being delivered via live video feed to roughly 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 more 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. To streamline course delivery, the Distance Mathematics Program is currently transitioning to an asynchronous delivery model.

**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:

> **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.
> **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.
> **COE Strategic Planning Lead for Theme:** Create and sustain relevant and effective learning experiences by increasing the number of evidence-based courses.
> **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.
> **IUSE/PFE:RED: Transforming for Inclusion: Fostering Belonging and Uniqueness in Engineering Education and Practice: Susan Margulies, Joe LeDoux and Wendy Newstetter.** This five year NSF grant seeks to create inclusive learning and work environments and inclusive engineers.
> **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,* **Caroline Dotts,** Healthy Lifestyle Programs*, Associate Director,* **Anya Smith-Roman,** Business Administration*, Undergraduate Student Assistant,* **Thomas Orchard,** Neuroscience*, Undergraduate Student Assistant*
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. In light of this, 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 led 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 Toolkit 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 Toolkit.

**emPrize, Virtual Teaching and Research Assistants**
**Ashok Goel,** Interactive Computing, *Professor*
Dr. Ashok Goel and his Design and Intelligence Lab have developed AI-powered sociotechnical systems for making higher education more accessible, affordable and achievable, and thus more inclusive and equitable. In particular, they have developed four novel and intertwined AI technologies: (1) VERA, a virtual experimentation research assistant for supporting inquiry-based learning of scientific knowledge, (2) Jill Watson Q&A, a virtual teaching assistant for answering questions based on educational documents including VERA's user reference guide, (3) Jill Watson SA, a virtual social agent that promotes online interactions, and (4) Agent Smith, that helps generate a Jill Watson Q&A agent for new documents such as class syllabi. Put together, these innovative technologies help make online learning simultaneously more accessible (by making materials available online), affordable (by saving teachers' time), and achievable (by providing learning assistance and fostering student engagement).

**Georgia Tech Arts**
**Aaron Shackelford,** *Director*
Georgia Tech Arts serves as a center for arts integration on campus. Leading efforts to bring the creativity, collaboration, and insights of the arts to the entire campus, Georgia Tech Arts connects faculty and students with artists working at the intersections of technology, design, engineering, and research. Georgia Tech 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. Georgia Tech Arts draws on the expertise of our Faculty Insight Group to identify future residencies and performances, and consults with faculty to facilitate opportunities for class visits, workshops, and integrating performances into syllabi. (arts.gatech. edu)

**Georgia Tech Professional Education**
**Nelson Baker**, Professional Education, *Dean*
Georgia Tech Professional Education (GTPE) is the global campus and lifetime education arm of the Institute. GTPE offers more than 600 courses and bootcamps, 63 professional certificate programs, and 13 online degree programs in tech-, business-, and industry-specific subject matter to meet the needs of working professionals and industry partners. Programs are available worldwide both online and on-site and incorporate learning design and video production. Fifteen hybrid classroom studios capture and broadcast courses to and from distance learning students throughout the world. In addition to professional academic offerings, the division administers K-12 outreach and English as a Second Language programs and manages meeting and event

facilities. Professional Education educates nearly 43,000 individual learners representing nearly 2,600 companies on an annual basis and is located at the Georgia Tech Global Learning Center in Atlanta and at Georgia Tech-Savannah. (pe.gatech.edu)

**Graduate Teaching Fellows**

The Graduate Teaching Fellows (GTFs) 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 develops an individual project that advances graduate student teaching development on campus.

> **Kera Allen**, History and Sociology, *Graduate Student*
> **Josh Bakin**, City and Regional Planning, *Graduate Student*
> **Michael Baldwin**, Mechanical Engineering, *Graduate Student*
> **Terri Dunbar**, Psychology, *Graduate Student*
> **Ana María Estrada Gómez**, Industrial and Systems Engineering, *Graduate Student*
> **Madeline Mei**, Biological Sciences, *Graduate Student*
> **Firaz Peer**, Literature, Media, and Communication, *Graduate Student*
> **Saubhagya Singh Rathore**, Civil and Environmental Engineering, *Graduate Student*
> **Tongyang Yang**, Economics, *Graduate Student*
> **Angela Yoo**, Psychology, *Graduate Student*
> **David Lawrence**, Center for Teaching and Learning, *Associate Director, Facilitator*
> **Tammy McCoy**, Center for Teaching and Learning, *TA Development and Future Faculty Specialist, Facilitator*
> **Kate Williams**, Center for Teaching and Learning, *Assistant Director TA Development and Future Faculty Initiatives*

**Graphing in the Classroom**

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

**Monica Halka,** *Associate Director, GT Honors Program,* **Paul Verhaeghen,** Psychology, *Professor,* and **Ameet Doshi**, Library, *Director of Service Experience and Program Design*
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)

**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 real-world 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 one-dimensional 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,** *Georgia State University, Academic Professional*
The Biology of Sex and Death is an exciting and innovative course offering created by the School of Biology. The course is for non-majors, 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/post-assessment 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, *Professor Emerita,* **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,** Budapest Business School Center for Teaching and Learning, *Director*
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 (Innovations in Graduate Education) 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.
Four modules have been developed that aim to improve include competencies in 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 have been 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. Presentation slides, a student workbook, and facilitator guide are available. A train-the-trainer session is scheduled for April at Georgia Tech. 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 School of Chemistry and Biochemistry, the School of Materials Science and Engineering, and CEISMC. For further information, contact Susan Cozzens, scozzens@gatech.edu.

**LGBTQIA Resource Center**
**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:

**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 **Safe Space: 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 its physical location, Crosland Tower. These include course-integrated instruction, expert research consultations, and cutting-edge facilities like the Data Visualization Lab. More information on these services is below.

**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 for departments or research groups. These 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

**Serve-Learn-Sustain**
**Rebecca Watts-Hull***, Serve-Learn-Sustain, *Academic Professional,*
**Ruth Yow***, Serve-Learn-Sustain, *Academic Professional*
The Center for Serve-Learn-Sustain (SLS) offers programs, courses, and project opportunities to equip Tech students to use their disciplinary skills to help create sustainable communities. In addition to SLS-affiliated study abroad and course offerings across a broad range of interests and majors, SLS offers a number of signature programs. The Innovating for Social Impact program introduces students to perspectives and tools in the areas of social entrepreneurship, grassroots innovation, and systems change through both curricular and co-curricular avenues. SLS's Linked Courses program draws together four to six courses from multiple colleges and schools with key community partners around themes including equitable and sustainable development, green infrastructure, and community health. SLS also brings together faculty, students, and partners in the context of Buzz Courses. Students finish these short courses equipped for deeper exploration through the Innovating for Social Impact program or SLS's Internship Program, a paid summer opportunity that matches highly motivated students with community partner organizations. 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 to offer the Sustainable Cities Minor. This SLS-affiliated minor, which offers elective choices from all six colleges, integrates classroom learning and real-world, community-

based project experience in creating sustainable communities, with a focus on the built urban environment.

### *The Teaching and Learning Buzz* Podcast
In this monthly podcast, we at the Center for Teaching and Learning highlight teaching and learning topics important to the Tech community. Each month, campus and visiting experts explore challenging questions related to teaching and learning and share practical strategies for helping students (and colleagues) learn and thrive at Georgia Tech and beyond. New episodes are posted the second Wednesday of each month. (ctl.gatech.edu/TLBuzz)

### The Woodruff School Teaching Fellows Program
**Wayne Whiteman**, Mechanical Engineering, *Principal Academic Professional*
The Woodruff School Teaching Fellows Program, conducted by Wayne Whiteman, provides workshops for faculty colleagues to improve teaching skills and enhance learning environments.

### Undergraduate Project Studio Technology
**Grace Leslie,** Music, *Assistant Professor*
The Undergraduate Project Studio Technology course in the School of Music at Georgia Tech has two learning objectives: first, to develop a course structure that invites students to design new music interfaces for and with others who may benefit from these new designs, and second, to introduce students to the principles of neurofeedback and brain-computer interface systems using EEG (electroencephalography), and the basic signal processing methods required to make basic working prototypes of these systems. Students will design a new brain-body music interface in collaboration with a local community member, and readings and discussion sessions will introduce the principles of assistive devices and interface design. Students will be assigned to small groups for hands-on development projects working towards the creation of a working prototype of a new BCI concept. The instructor is testing a teaching innovation whereby the entire class works on one final project, and each small student group is assigned to tackle only one.

### Vertically Integrated Projects (VIP) Program
**Edward Coyle***, Electrical and Computer Engineering, *Professor,*
**Julia Sonnenburg-Klein,** VIP Programs, *Assistant Director*
The Vertically Integrated Projects (VIP) Program integrates undergraduate education with faculty efforts in scholarship and exploration. A typical VIP team consists of 16 undergraduates, 1-4 graduate students, and 1-3 faculty advisers. The Program enrolls approximately 1,300 students each semester, with 80 multidisciplinary teams led and co-led by faculty from the College of Engineering (49), the Georgia Tech Research Institute (37), the College of Sciences (21), the Ivan Allen College of Liberal Arts (13), the College of Computing (12), and the College of Design (5). Students earn academic credit for each semester of participation, while faculty and graduate students benefit from the research/design/discovery efforts of their teams. Twenty-one programs of study have established policies on how VIP credits count toward degree requirements, with additional departments adopting policies each year.

### 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 and development for the Tech community. WLPD offers different modes of learning experiences such as traditional instructor-led sessions, online tutorials, podcasts, learning circles, cohort-based programs, mentoring, department learning plans, and more. These learning experiences focus on collaborating, the sharing of 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 the WLPD website (hr.gatech.edu/learning-development) for developmental programming and learning opportunities.

## STUDENT RECOGNITION OF EXCELLENCE IN TEACHING: CLASS OF 1934 CIOS AWARD

This award is open to full-time instructors who administer the Course Instructor Opinion Survey (CIOS) to their students. Courses are categorized into large classes or small classes, then awards are given based on CIOS scores and the number of students who responded. CIOS scores are based on student responses to the following three items: (16) Instructor's respect and concern for students; (17) Instructor's level of enthusiasm about teaching the course; (18) Instructor's ability to stimulate my interest in the subject matter. This award is funded by an endowment by the Class of 1934. A total of 40 awards is given each year.

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|---|---|---|---|
| **Amy Bruckman**<br>Computer Science<br>*Professor* | **Adam J Decker**<br>Biological Sciences<br>*Senior Academic Professional* | **Thomas Gentry**<br>Architecture<br>*Associate Professor* | **Martin Conrad Jacobson**<br>Biomedical Engineering, GT/Emory<br>*Miscellaneous Faculty* |
| **Lindsey Rose Bullinger**<br>Public Policy<br>*Assistant Professor* | **Ellen Dunham-Jones**<br>Architecture<br>*Professor* | **Rudolph Gleason Jr.**<br>Biomedical Engineering<br>*Assistant Professor* | **Yongtaek Kim**<br>Modern Languages<br>*Associate Professor* |
| **Mark Cottle**<br>Architecture<br>*Associate Professor* | **John Etnyre**<br>Mathematics<br>*Assistant Professor* | **Claire Greenstein**<br>International Affairs<br>*Postdoctoral Fellow* | **Sung-Kyu Lim***<br>Electrical and Computer Engineering<br>*Dan Fielder Professorship* |
| **James Dahlman**<br>Biomedical Engineering<br>*Assistant Professor* | **Lionel Bruno Gall**<br>Modern Languages<br>*Senior Lecturer* | **Neha Gupta**<br>Mathematics<br>*Academic Professional* | **Aya McDaniel**<br>Modern Languages<br>*Lecturer* |
| **Karie Davis-Nozemack**<br>Scheller College of Business<br>*Associate Professor* | **Nagi Gebraeel**<br>Industrial and Systems Engineering<br>*Professor* | **Javier Irizarry**<br>Building Construction<br>*Associate Professor* | **Natalia Myshkin**<br>Modern Languages<br>*Lecturer* |

**Glaucio Paulino**
Civil and Environmental Engineering
*Professor*

**Melissa Ann Pilkington**
Modern Languages
*Lecturer*

**Tarek Rakha**
Architecture
*Assistant Professor*

**Christopher Rozell**
Electrical and Computer Engineering
*Professor*

**Brendan Saltaformaggio**
Electrical and Computer Engineering
*Assistant Professor*

**Benjamin R Shapiro**
Interactive Computing
*Postdoctoral Fellow*

**Carrie G Shepler**
Chemistry and Biochemistry
*Principal Academic Professional*

**Richard Arthur Simmons**
Strategic Energy Institute
*Senior Research Engineer*

**John Matthew Smith**
History and Sociology
*Associate Professor*

**Nicholas Sturm**
Literature, Media, and
Communication
*Brittain Fellow*

**Satomi Suzuki-Shenoweth**
Linguistics
*Lecturer*

**Peter Swire**
Computer Science and Scheller
*Professor*

**Samba Sy**
Modern Languages
*Lecturer*

**William Todd**
Scheller College of Business
*Professor of the Practice*

**Kari Watkins**
Civil and Environmental Engineering
*Associate Professor*

**Damon Williams**
Industrial and Systems Engineering
*Lecturer*

**Kimiaki Yamaguchi**
Modern Languages
*Lecturer*

**Lisa Yaszek**
Literature, Media, and
Communication
*Professor*

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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.

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