

UGA Center for Teaching and Learning

# Teaching Assistant

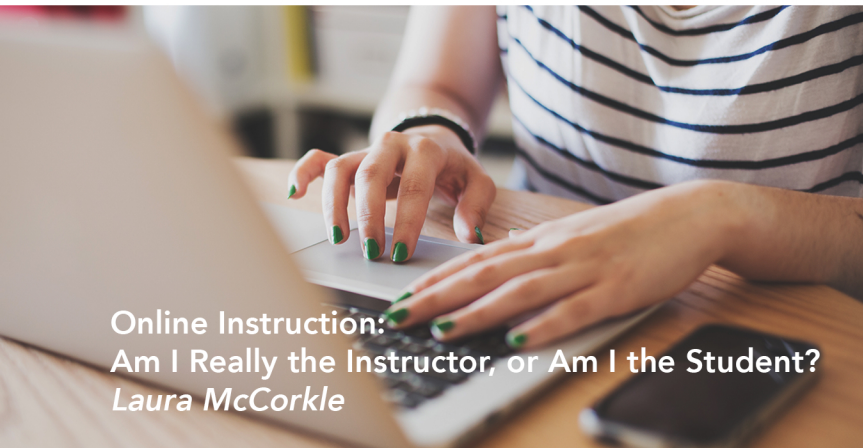
NEWSLETTER



FALL 2016  
Volume 20 | Number 1



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# Welcome

Dear Graduate Teaching and Lab Assistants,

Welcome to the latest issue of the TA Newsletter. This publication is one of many resources, workshops, courses, and mentoring opportunities provided by the Center for Teaching and Learning (CTL) and the Graduate School to support your professional development and your preparation for a career beyond your current program of study.

Teaching is truly one of the most rewarding endeavors you will ever undertake, and the CTL is here to support your pedagogical development as you teach your first college courses. Some highlights of what we have prepared for you this fall include the continuation of our National Speakers Series. On August 29th, Saundra McGuire from LSU will be on campus providing three talks regarding strategies that you, as well as those you teach, can use to learn more effectively and efficiently. These will be highlights from her most recent book, *Teach Students How to Learn* (Stylus, 2015). On September 12th, Henry Roediger, Distinguished University Professor at Washington University and author of *Make It Stick: The Science of Successful Learning* (Harvard University Press, 2014), will offer two presentations highlighting the latest research on learning and providing practical ways we can employ that information as we teach. These two presenters are just a sample of the opportunities we have prepared for you this year. To see our full list of workshops and speakers, visit <http://ctl.uga.edu/events>

In addition to these events, the CTL provides instructional consulting for graduate students and post docs; courses on college teaching; and will even assist you as you perform educational research (often termed “the Scholarship of Teaching and Learning”) in your courses. As your interests grow, you may also wish to apply for the Future Faculty Program.

I warmly invite you to explore this newsletter and to take advantage of the copious opportunities the CTL and the Graduate School provide in support of evidence-based teaching practice.

**C. Edward Watson, Ph.D.**  
*Director, UGA Center for Teaching and Learning*



Dear Graduate Teaching and Lab Assistants,

What amazing experiences you will have this year in your classrooms and labs. You are such an important part of a key mission of the University – to teach the next generation of citizens who will be part of our global society.

Through your assistantships, you are learning key skills that will serve you well in many different career paths after graduate school. Whether working in education, business, government, or non-profits, your knowledge about teaching and ability to engage people in learning will be part of the leadership skills that make your graduate degree so valuable.

I encourage you take advantage of the many resources and programs available to you to enhance your skills for teaching and learning. The UGA Center for Teaching and Learning (CTL) and the Graduate School are collaborating on a number of opportunities to assist you in developing your teaching abilities for the classroom and beyond. You can attend any of the many workshops offered through CTL or the Center for the Integration of Research, Teaching, and Learning (CIRTL). The Graduate School Teaching Portfolio program and the Interdisciplinary Certificate in University Teaching provide the means to document your own knowledge and skills. We would also like to hear from you if there are additional resources that would assist you with your teaching responsibilities.

Thank you for all you do for the University!

**Suzanne Barbour, Ph.D.**  
*Dean, UGA Graduate School*





# Online Instruction: Am I Really the Instructor, or Am I the Student?

Laura McCorkle, Communication Sciences and Special Education



**Laura McCorkle** is a doctoral student in the Department of Communication Sciences and Special Education in the College of Education. She has taught a variety of courses in her program of Special Education, in her specific area of emphasis, which is Early Childhood, as well as courses in Educational Psychology and Organizational Communications. In addition to her teaching, she supervises pre-service teachers in their practicum experiences in the schools.



**F**or most of my life, I have been that person attending a class or workshop who struggles with technology. I have also been the one who makes tech specialists wonder how anyone can manage to have so many unique problems with computers. Then, last spring, I took Sherry Clouser's course Using Technology in College Classrooms (EDHI 9040). Through her patient instructional style, I learned to relax about my struggles with technology and come to terms with the fact that even though technology is not my forte, there are supports in place to help me use it effectively. With the encouragement of a fabulous peer mentor and the motivation of seeing job postings in higher education seeking experienced online instructors, I decided to move past these previous technological challenges and develop my skills. Therefore, I requested to be an online instructor within my department. Immediately, this request was granted, and I became the instructor of record for Introduction to Special Education during the fall semester.

Although the information I received in my technology course and support I received from faculty within my department were invaluable, I found teaching online was more different than I could have imagined when compared with teaching face-to-face. When we teach and can see our students in person, we rely so much on how their non-verbal communication conveys to us their level of interest, engagement, and comprehension. Online instruction does not provide us with that opportunity. Instead, we have to rely on our students' emails to let us know what was and was not clear in our directions. Even though this may seem obvious, there is quite a difference between knowing this is a possibility and experiencing it firsthand.

As this semester began, I rather naively expected that posting readings and assignments on eLC, along with an email explaining what they should do and the due date, would suffice in students knowing what to do. Despite my efforts to be thorough and precise in my instructions, emails from my students requesting clarification quickly reminded me that communication is a two-way street; even though I thought I was being clear, my instructions weren't clear to all my students. During those first couple of weeks, I learned directions and messages can very easily be misunderstood and that I should expect emails requesting clarification on assignments. Moreover, I also learned to embrace and appreciate those emails because they let me know that students in my class care about learning the material and want to do well. I also loved it when they would post messages about how much they enjoyed particular assignments or learning modules (OK, so this doesn't happen every week, but what teacher doesn't love getting positive reinforcement from her students about what she is doing once in a while?).

In addition, one of the tips I gained from Dr. Clouser's class that has been especially helpful to me was setting parameters about how and when to communicate with students. Correspondence from students comes throughout the week and at all hours. Consistently responding in a timely manner is important in teaching online courses, but having time away from emails is also just as important for mental health and meeting other responsibilities. Similarly, having a set schedule about when to grade assignments has also helped me immensely. When we have a system in place, students know when they can expect their feedback and grades, and we also receive fewer emails asking when graded assignments will be returned.

As this semester is winding down and I reflect on my first online teaching experience, I have to say that despite all the extra work involved in online instruction, so many things have happened that I didn't expect. First, I got to brush up on my own knowledge in a course I have not taken since I was an undergrad and learned quite a bit more about my field. Second, I actually do feel like I got to know some of my students through their assignments and emails about various matters related to our class. Although it takes effort to develop these relationships, it can be done. Finally, I learned that regardless of any previous technological failures, we all have skills that can make us successful online instructors.

**For more information about Teaching Courses and Workshops,  
please visit [ctl.uga.edu/events](http://ctl.uga.edu/events)**



# Future Faculty Program

The Future Faculty Program, sponsored jointly by the Graduate School and the Center for Teaching and Learning, is a yearlong professional development program that brings together 15 award-winning teaching assistants from across campus to talk about, reflect upon, and improve their teaching, while preparing them for the academic job market and the rigors of their first faculty positions. Experienced teaching assistants who have been recognized for their outstanding teaching and who are preparing for careers in higher education are invited to apply to the program.

## The Future Faculty Program

- promotes professional development by focusing on different aspects of teaching;
- helps participants document their teaching experience;
- facilitates the development of new courses;
- encourages the scholarship of teaching and learning (SoTL);
- provides resources to develop their own teaching;
- supports participants' efforts to improve teaching in their respective departments; and
- offers opportunities for institutional service through mentoring, facilitating other graduate students' professional development, and other activities.

Questions regarding the Future Faculty Program should be directed to Dr. Eddie Watson, Director, Center for Teaching and Learning.

"After having gone through this experience, I recommend FFP to any graduate student who wants to learn more about the structure of higher education in the United States, to those who want to try something new in the courses that they teach or graduate students that would like extra training for the job market. But the best thing about FFP is the community that we build with graduate students and professors that consider teaching an important part of their professional lives and want to do better at it."

Nastassja Pugliese  
*Ph.D. Candidate, Department of Philosophy*

## Future Faculty Program Participants 2016-2017:

Sarah Marie Catalana, *Gifted and Creative Education*  
Robert Coffman, *Health Promotion and Behavior*  
Ashley Fallaize, *Kinesiology*  
Alfred Christopher Kaushal Farris, *Physics and Astronomy*  
Katherine Brackett Fialka, *History*  
Mary Helen Hoque, *Hugh Hodgson School of Music*  
Elise Krueger, *Odum School of Ecology*  
Bridget Peterson Lynch, *Psychology*  
Mohammad Mohebbi, *Computer Science*  
Roshini Ramachandran, *Chemistry*  
Caitlin Reeves, *Microbiology*  
Zachary Saylor, *Microbiology*  
Nicole Siffrinn, *Language and Literacy Education*  
Bret Stevenson, *Mathematics*  
Nicole Weaver, *Counseling and Human Development*



# New Faces at CTL

## Colleen Kuusinen, Assistant Director of SoTL

Colleen Kuusinen recently joined the CTL team as the Assistant Director for the Scholarship of Teaching and Learning (SoTL). She is thrilled to share her love of teaching and research with faculty, graduate students and postdocs at UGA.

Colleen earned her undergraduate degree in English from the University of California at Berkeley, and completed her Ph.D. in Education and Psychology at the University of Michigan. While at Michigan, Colleen participated in a variety of projects aimed at understanding how to develop effective teachers and identify high-leverage teaching practices from videos of teaching. Her research interests include pedagogy for teaching teachers, and how to support novice teachers to develop a reflective and scholarly teaching practice and maintain a healthy sense of confidence in their teaching abilities.

Colleen firmly believes in the transformative power of studying one's own teaching and discussing findings within a supportive community of teachers. At UGA, she is excited to work with staff, faculty and graduate students across diverse disciplines to build that strong SoTL community. In her free time, she plans to hike portions of the Appalachian Trail.



## Zoe Morris, Assistant Director of TA Development & Recognition

Zoe Morris is excited to join the team at the Center for Teaching and Learning as the new Assistant Director of TA Development and Recognition. She is looking forward to the opportunity to work with graduate student instructors at UGA.

Zoe was born on the West Coast of Canada and moved east to complete her Bachelor of Science at the University of Toronto. She earned a Master's of Anthropology from Louisiana State University and a PhD in Bioarcheology from the University of Western Ontario.

While completing her PhD, Zoe worked with the Teaching Support Centre on TA development initiatives. She facilitated TA training workshops, mentored Canadian and international graduate students and created online teaching resources.

Her goals as Assistant Director are to equip TAs with effective teaching approaches and strategies so that they can better support undergraduate student learning and facilitate student success at UGA.

Zoe's teaching interests include service learning initiatives in social sciences and hands-on learning in large enrollment classes. She has taught as a TA and as an instructor in Anthropology and Global Studies departments in both Canada and the United States. Outside the CTL, Zoe is excited to get to know colleagues and students at UGA and explore the surrounding Athens community with her family.







# Graduate School Teaching Portfolio Program

The Graduate School's Portfolio Program is designed to provide graduate students with feedback and official recognition on a portfolio documenting their UGA teaching experiences. Each portfolio must include the following items labeled and ordered as listed below:

1. A teaching philosophy statement
2. Description of courses taught
3. Sample teaching materials
4. Sample of student work
5. Innovative teaching projects and roles
6. List of professional activities related to teaching
7. List of special training or teaching related experiences
8. Evaluation of teaching

Deadlines for submissions are every semester: early September for Fall and early February for Spring.

For more information and samples of Graduate Teaching Portfolios, go to <http://www.ctl.uga.edu/pages/graduate-schools-portfolio-program>.



# The Teaching Mind Never Sleeps

Meghan E. Barnes, Language and Literacy Education

It was 8:30pm on a Monday night and I was sitting at Walker's with a friend (like any good UGA doc student tends to do). When I noticed what time it was, I started packing up my things and told my friend that I needed to get on home so that I could be rested and ready to teach the following day. Not a doc student, nor a teacher herself, my friend responded: Haven't you been teaching for years now? Do you really have to do anything to be ready to teach?

As I drove home that night and started getting ready for the next day (fixing lunch, making sure my computer was charging, setting out my coffee mug, and—let's be honest—setting out my clothes for the next day), I kept thinking through my friend's earlier comments. As a middle-school-teacher-turned-doc-student and teaching assistant with seven years of teaching experience under her belt, you would expect that "teaching tomorrow" wouldn't really be a big deal. But here I am in my 8th year of teaching, and I still get butterflies before each class. I still spend hours poring over the assigned reading material and my students' work. I still wake up hours before I have to teach so that I have plenty of time to "get my head in the game" before that 9:45am start time.

I remember during my first year teaching, when I was 21 and still waiting for someone to realize that I'd snuck into adulthood and didn't belong, I kept having nightmares about teaching. I'd forget to make a lesson plan. The copy machine would break. I'd curse at a student. In about October of that first year I brought the nightmares up in conversation with another, more veteran teacher—"When will the nightmares end?" She thought about my question for a moment, and then looked me straight in the eyes and told me, "I think when the teacher-nightmares stop, that's when you need to stop teaching. Those nightmares show you just how much you care about this job."

Teaching is no easy task. It doesn't matter if you're teaching alliteration to middle schoolers or discussing sociocultural theory with seniors in college, it's a hard job. Teaching is exhausting, it's risky, it's infuriating. The teacher-nightmares, the need to get a good night's sleep, and the constant worry (about being prepared, about being understood, about being taken seriously)—they still haven't faded for me. But even after my most trying day, after a lesson that didn't quite go as planned, I can look at my job as a teacher and realize that I get to try again next

week. I get to take everything I learned today and make improvements moving

forward. And I get to have days when everything clicks—when students are engaged in the discussion, when they want to stay after class to learn

more, when that one student takes the extra minute to send me an email saying how much he appreciated my feedback on a paper.

And those moments, those opportunities for improvement, they're the ones that keep me coming back for more. Those

moments, or at least the hope of them, is what makes me pack up my stuff and head home from Walker's at 8:30 on

a Monday night, in time to be prepared for next day's teaching.



**Meghan Barnes** is a teaching assistant in the undergraduate Secondary English Education program where she has taught courses in lesson planning, assessment, and reading methods. She is currently a Ph.D. student in English Education in the department of Language and Literacy Education.





# Understanding Copyright Laws for Teaching in Higher Ed

Copyright, Fair Use, Creative Commons, and  
Open Educational Resources (OER)

Erin M. Horan, Educational Psychology



Instead of relying on a textbook as the sole source of course content, instructors often incorporate materials such as peer-reviewed journal articles, parts of book chapters, news reports, and YouTube videos. Benefits of using such resources include being able to better tailor materials for your course objectives and reducing costs for your students. However, one issue instructors must consider when incorporating such materials is an aspect of copyright law known as Fair Use.

Copyright is a legal protection that gives authors and creators of content all rights to their work, including displaying, performing, and reproducing the work. Copyright registration is a legal formality where a person gives public notice that his or her work is copyright protected; however, copyright registration is not required for work to be copyright protected. At the same time, portions of some copyrighted material can be used in certain ways under Fair Use.

Fair Use allows limited copying of copyrighted materials without permission from the copyright owner. The Copyright Act includes specific educational guidelines to determine what constitutes fair use. Four questions are generally considered for measuring fair use:

1. Are you using the work for a different purpose than the owner? For example, transforming a copyrighted work into something new, such as using quotation for a paper, is considered fair use.
2. Are you using a small and insubstantial portion of the work? Using a large portion of a work, for instance, may not be considered fair use, nor does using the “heart of the work,” such as the main scene of a movie, constitute fair use.
3. What is the nature of the work? While using a factual work, such as a map, may fall under fair use, utilizing an unpublished email for your class that was intended to lead to a manuscript may not be considered fair use.
4. What effect does your use have on the value of the work? If students could have purchased a copyrighted work, it is not fair use to provide the work in its entirety because the copyright owner loses revenue.

Here are some examples of fair use for your classes:

- Photocopying a chapter of a book for your teaching reference and use (but not distributing this to students).
- Making digital copies of articles (or videos) available to your students through a password-protected course website (e.g., eLC) with full attribution and then removing it once the course ends.
- Making copies of short passages available to your students that are chosen specifically for your educational goals and that include full attribution.

**Erin Horan** is the Graduate Assistant for TA Development and Recognition at the Center for Teaching and Learning. She works to develop, improve, and reward TA instruction. In her position, Erin assists the Coordinator of TA Development and Recognition in managing initiatives such as the Future Faculty Program (FFP), the Teaching Portfolio Program, TA Orientation, and the Teaching Assistant and Postdoctoral Scholars Workshop Series. Erin is a Ph.D. candidate in the Applied Cognition and Development program in the department of Educational Psychology.

You should not copy:

- Workbooks
- Standardized tests and test booklets
- Entire textbooks

To help instructors navigate the complex legal issues regarding copyright and fair use, the University System of Georgia Board of Regents website (<http://www.usg.edu/copyright>) provides a more detailed explanation of copyright and fair use and includes a checklist to help you determine whether materials you are considering for class fall under fair use guidelines. When in doubt, however, seek permission to use a work and don't assume that every educational use is a fair use.

### Licensed and Open Resources Available for Instructional Use

Some resources are always readily available for use in your classes, including those licensed under Creative Commons or as Open Educational Resources (OER).

Creative Commons (<http://creativecommons.org/>) is a non-profit organization that provides licensing of creative works (writing, pictures, videos, etc.) in order to allow others to build upon, share, and use those works. The company provides easily understood explanations of the owners' and users' rights.

Open Educational Resources (OER) are openly licensed educational materials that are free and available for all educators. You can browse sites such as OpenStax (<https://openstaxcollege.org/>) and OER Commons (<https://www.oercommons.org/>) to search for freely available materials for your classes. The Center for Teaching and Learning has been working with faculty over the last two years to bring free textbooks and materials to UGA students. For more information about OER, please email Dr. Eddie Watson at [edwatson@uga.edu](mailto:edwatson@uga.edu).

### References

<http://www.usg.edu/copyright>  
<http://copyright.universityofcalifornia.edu/use/teaching.html>  
<https://copyright.columbia.edu/basics/fair-use.html>  
<http://creativecommons.org/>  
<https://www.oercommons.org/>  
<https://openstaxcollege.org/>  
<http://copyright.gov>





# Teaching Awards and Resources

The University recognizes the significant contribution graduate students make to the instructional mission of the University with several teaching awards, and with the Future Faculty Program.

The Center for Teaching and Learning administers the Outstanding Teaching Assistant Award, sponsored by the Office of the Vice President for Instruction; and the Excellence in Teaching Award, sponsored by the Graduate School.

Nominees for either award must have fulfilled TA Policy, have taught at least once within the last two terms, and must be enrolled full-time in the semester of application. Further details for eligibility are detailed online at <http://ctl.uga.edu/pages/teaching-awards-and-resources> and are on the respective award applications.

Nominations for the 2016-2017 Outstanding Teaching Assistant Award (OTA) and Excellence in Teaching Award (ETA) will be accepted beginning in November 2016.

## **Graduate School Excellence in Teaching Award Winners 2016**

Chelsey Bahlmann Bollinger, *Language and Literacy Education*

Ben Hudson, *English*

Sarah Lowman, *Romance Languages*

Nastassja Pugliese, *Philosophy*

Julie Stoudenmire, *Microbiology*





## Outstanding Teaching Award Winners 2016

James Ammons, *Mathematics and Science Education*  
 Joelle Arp-Dunham, *Theatre & Film Studies*  
 Daniel Baker, *Odum School of Ecology*  
 Hyejin Bang, *Journalism*  
 Nicholas Batora, *Genetics*  
 Bradley Bazzle, *English*  
 Holly Behre, *Music*  
 Cindy Blair, *Educational Theory and Practice*  
 Claire Bolton, *Geography*  
 Katherine Brackett Fialka, *History*  
 Scott Brevard, *Religion*  
 Lizette Busquets, *History*  
 Alexander Byrnes, *Germanic & Slavic Studies*  
 Sarah Catalana, *Educational Psychology*  
 Theresa Chafin, *Music*  
 Srijita Chakraborty, *Computer Science*  
 Eunji Cho, *Educational Theory and Practice*  
 Benjamin Cline, *Chemistry*  
 Robert Coffman, *Health Promotion and Behavior*  
 Ying Cui, *Comparative Literature*  
 Elizabeth Culatta, *Sociology*  
 Elizabeth Cunningham, *English*  
 Timothy Curran, *Communication Studies*  
 Russell Cutts, *Anthropology*  
 Neil Debbage, *Geography*  
 Jane Diener, *Warnell School of Forestry and Natural Resources*  
 Erik Donofrio, *Warnell School of Forestry and Natural Resources*  
 Geoffrey Douglas, *Theatre and Film Studies*  
 Cyd Eaton, *Psychology*  
 Tyler Ehrlich, *Music*  
 Ashley Fallaize, *Kinesiology*  
 Yi Fan, *Psychology*  
 Kaitlin Farrell, *Odum School of Ecology*  
 Alfred Farris, *Physics & Astronomy*  
 Charles Adron Farris III, *Theatre and Film Studies*  
 Ben Fuqua, *English*  
 Minglu Gao, *Plant Pathology*  
 Rupa Gokal, *Chemistry*  
 Ximena Gonzalez-Parada, *Romance Languages*  
 Mengfei Guan, *Communication Studies*  
 Helene Halstead, *Language and Literacy Education*  
 Jessica Ham, *Anthropology*  
 Alex Harkess, *Plant Biology*  
 Hunter Hickox, *Chemistry*  
 David Higgins, *Plant Biology*  
 Simon Higgins, *Kinesiology*  
 Mary Helen Hoque, *Music*  
 Lauren Hudson, *Food Science and Technology*  
 Alica Hudson, *Cellular Biology*  
 Alexei Ionan, *Statistics*  
 Khalid Jahangeer, *Computer Science*  
 Stephanie Jones, *Language and Literacy Education*  
 Brian Jordan, *Plant Pathology*  
 Christian Keggi, *Microbiology*  
 Mary Kelly, *Classics*  
 Holly Kinder, *Animal and Dairy Science*  
 Jessica Kobe, *Educational Theory and Practice*  
 S. Satish Kumar, *Comparative Literature*  
 Ugur Kursuncu, *Computer Science*  
 Joseph LaMattina, *Biochemistry and Molecular Biology*  
 David LaPlaca, *Kinesiology*  
 Thomas Lebesmuehlbacher, *Economics*  
 Khalil Lezzaik, *Geology*  
 Spencer Liebel, *Psychology*  
 Leda Lozier, *Romance Languages*  
 Sarah Lucena, *Romance Languages*  
 Keri Lydon, *Environmental Health Science*  
 Bridget Lynch, *Psychology*  
 Leah May, *Kinesiology*  
 Benjamin McDunn, *Psychology*  
 Ashleigh McKinzie, *Sociology*  
 Stephen Medlar, *Music*  
 Mohammad Mohebbi, *Computer Science*  
 Andy Montgomery, *Marine Sciences*  
 Charles (Jeff) Morgan, *Textiles, Merchandising, and Interiors (FACS)*  
 Isadora Mosch, *Philosophy*  
 Mark Mudrick, *Physics & Astronomy*  
 Munisha Mumingjiang, *Cellular Biology*  
 Doron "Robby" Nadler, *English*  
 Uma Nagendra, *Plant Biology*  
 Abhinav Narayanan, *Economics*  
 Kenneth Ndyabawe, *College of Engineering*  
 Matthew Nye, *English*  
 Hillary Palmer, *Communication Studies*  
 Hyojin Park, *Career and Information Studies*  
 Seyedamin Pouriyeh, *Computer Science*  
 Roshini Ramachandran, *Chemistry*  
 Trevor Ramsey, *Linguistics*  
 Marcela Reales Visbal, *Romance Languages*  
 Caitlin Reeves, *Microbiology*  
 Jared Register, *Music*  
 Macc Rigdon, *Animal and Dairy Science*  
 Ben Robichaux, *Music*  
 Rachel Rotz, *Geology*  
 Carolina Salge, *MIS*  
 Arunava Samaddar, *Statistics*  
 Zachary Saylor, *Microbiology*  
 Luca Schaffler, *Mathematics*  
 Mary Selden, *Psychology*  
 Soye Shin, *Agricultural and Applied Economics*  
 Nicole Siffrinn, *Language and Literacy Education*  
 George Slavov, *Mathematics*  
 Keith Smith, *Marketing*  
 In Jung Song, *Risk Management and Insurance*  
 Chad Steacy, *Geography*  
 Richard Bret Stevenson, *Mathematics*  
 Dorothy Todd, *English*  
 Nicholas Troendle, *Department of Genetics*  
 Nathan Vacher, *Philosophy*  
 Sara Vahid, *Computer Science*  
 Sophie Vainer, *Romance Languages*  
 Ariel VanLeuven, *Cellular Biology*  
 Christina Varian, *Pathology*  
 Vineet Vora, *Statistics*  
 Steven Walter, *International Affairs*  
 Longlong Wang, *Linguistics*  
 Yuanwen Wang, *Statistics*  
 Leonard Martin Ward, *Romance Languages*  
 Kaylynn Washnock, *History*  
 Jennifer Nicole Weaver-Runyan, *Counseling and Human Development Services*  
 Catharine Welch, *Warnell School of Forestry and Natural Resources*  
 Caitlin "Lark" Widener, *Animal and Dairy Science*  
 Melissa Will, *Counseling and Human Development Services*  
 Ryan Williamson, *Political Science*  
 Huan Yang, *Finance*  
 Corry Yeuroukis, *Pathology*  
 Matt Zawodniak, *Mathematics*

# Advice from 2015-2016 Future Faculty



"Before starting a discussion, try telling your students that you want to hear from as many of them as possible. This encourages quiet students to participate."

-Ashley Gellert, Communications



"You're not going to know the answer to every question that your students will have. It's impossible. But don't worry because it creates an opportunity to learn and to teach. I like to tell students to look up the information and formulate an answer, and I will do the same. Then we can come together and discuss the answers."

-Aaron Harris, Cellular Biology



"Always be yourself when you lecture or guide discussion. You, after all, are remarkable in that you're earning a graduate degree. Be enthusiastic about that! Show your love of your topic. It will be contagious."

-Leah Richier, History



"When leading discussion, don't be afraid of silence. After you ask a question, you may have to wait a while for someone to speak up. Don't be afraid of the silence! You don't want to get in the habit of answering your own questions."

-Seth Wilson, Theatre



"Listen to your students, and let them know that you have been in their shoes. Let them know that you didn't always appreciate your instructors until after the semester when you realized how much you learned."

-Julie Stoudenmire, Microbiology



# Teaching Seminars

Each semester, CTL coordinates pedagogy seminars for any graduate student who is enrolled at the University, regardless of whether one is teaching or not. GRSC 7770 lays a foundation of instructional knowledge upon which the other classes build, and, thus, is a pre-requisite for the advanced classes. All CTL pedagogy classes are taught at the Center, which is between the Psychology and Journalism buildings, or in the Miller Learning Center. These courses provide graduate students with opportunities to expand their pedagogical knowledge beyond the minimum required by TA Policy. Many graduate students remark on how helpful these courses have been on the job market as they are asked to articulate their teaching techniques and philosophy.

## **Every Semester:**

GRSC 7770: Seminar on College Teaching  
 GRSC 8200: Communicating Research and Scholarship  
 GRSC 8550: Responsible Conduct of Research

## **Fall Semesters:**

GRSC 7900: Designing Courses for Significant Learning  
 GRSC 7970S: Approaches to Community Engagement  
 GRSC 8000: Research Techniques in Integrated Life Sciences  
 (also offered summer)  
 GRSC 8010: Professional Development for Integrated Life Sciences Students  
 GRSC (BINF) 8015: Biological Data Management  
 GRSC 8020: Critical Reading of the Primary Scientific Literature  
 GRSC 8100: Technology Commercialization

## **Spring Semesters:**

GRSC 7800: College Teaching and Student Learning  
 GRSC 7870S: Service-Learning Course Design  
 EDHI 9040: Using Technology in the College Classroom

"On an on-campus interview for a position at Kent State University, I shared my pedagogy philosophy, much of which was informed by the classes I have taken through the CTL. When I received the call for a job offer, the search committee made it clear that it was my understanding of pedagogy that stood out. Thanks for facilitating this process of learning which will be beneficial as I develop as a teacher!"

Clair McClure

*Ph.D. Candidate in Textiles, Merchandising, and Interiors, College of Family and Consumer Sciences*

# Contributions

The Center for Teaching and Learning (CTL) is a support unit of the Office of the Vice President for Instruction. It is devoted to the advancement of instruction and faculty development at The University of Georgia. CTL sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. Dr. Eddie Watson is the Director of CTL, and can be reached at [edwatson@uga.edu](mailto:edwatson@uga.edu).

TA Newsletter is a publication of the Center for Teaching and Learning. The Fall 2016 edition was produced and edited by Erin Horan and Andrea Skellie. Teaching assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Erin Horan at [ehoran@uga.edu](mailto:ehoran@uga.edu).



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