2018-2019 Faculty Learning Communities
The Center for Teaching and Learning offers UGA faculty and post-doctoral scholars the opportunity for cohort-based instructional development through its Faculty Learning Communities (FLCs) program.

A Faculty Learning Community is a specifically structured community of practice that includes the key goals of building community, engaging in scholarly (evidenced-based) teaching, and the development of the Scholarship of Teaching and Learning (Cox & Richlin, 2004).
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Participants for 2018-2019

- Amy Baldwin (Medical Partnership)
- Casey Bassett (Medical Partnership)
- Melissa Cahnman-Taylor (Language and Literacy Education)
- Andrea Dennis (Law)
- Jakob Feeny (Medical Partnership – Affiliate member)
- Thom Gaddy (Medical Partnership)
- Jerry Gale (Family and Consumer Sciences – Co facilitator)
- Eve Gallman (Medical Partnership)
- Jonathan Haddad (Romance Languages)
- Ruth Harman (Education)
- Alex Lee (Ecology – Affiliate member)
- Warren McPherson (Athens Montessori – Affiliate member)
- Alki Nicolaidis (Education)
- Usha Rodrigues (Law)
- Mike Russell (Medical Partnership)
- Matthew Schwartz (Medical Partnership – Affiliate member)
- Edwin Sperr (Medical Partnership – Co facilitator)
- Catherine A White (Pharmacy)

Outcomes of our work

The work of our FLC has informed several projects this year, including:

- “Mediation and improvisation: Responsive relationships for action and play”, a presentation by Dr. Gale at the Taos Institute 25th Anniversary Conference on November 9th, 2018
- A joint performance by members of the FLC at the “Smart Arts: Arts-Based Research & Practice Symposium” at the Georgia Museum of Art on December 6th, 2018
- “Chalkboard Improv” presented by Dr. Cahnman-Taylor at the American Educational Research Association on April 7th, 2019
- A special instructional workshop presented to members of the FLC by Amanda Rountree on April 20th, 2019
- The immersion session “Using Improvisation to Enhance Communication Skills for Librarians” to be presented by Dr. Baldwin and Mr. Sperr at the Medical Library Association on May 7th, 2019
- Improv activities incorporated into HDFS 4330 and HDFS 8810

Our Focus

We provide an orientation to improv technique for faculty new to improvisational theatre as well as giving more experienced faculty a forum to develop their skills. As a locus for both experiential work and discussion, we explore how the theory and practice of improvisational theatre apply to pedagogy, critical thinking skills, and creativity.
Advancing the Agenda for UGA’s Non-Tenure-Track Faculty
2018-19 Non-Tenure-Track Faculty Learning Community

Working Group Progress

POLICY
- Aligned NTT concerns and interests with UGA’s 2020 Strategic Plan
- Surveyed FLC’s past policy documents to update and reorganize
- Ongoing assessment of NTT policies at aspirational peer institutions as potential models for policy initiatives at UGA

NETWORKING
- Hosted 54 attendees at the third annual NTT Networking event
- Sarah Covert, Associate Provost for Faculty Affairs provided supportive remarks and updates for NTT faculty at UGA
- Created a NTT Informational Listserv; attendees were encouraged to sign up and stay informed about important NTT topics

NTT FLC Overview

ACTION ITEMS
- Met as an FLC every three weeks during the fall 2018 and spring 2019 semesters
- Hosted both core (10) and affiliate (12) members which offered various levels of engagement with the NTT FLC activities
- Organized 4 working groups around topics of interest; working groups met and communicated in addition to FLC meetings

ACCOMPLISHMENTS
- Developed materials supporting unit heads in learning more about NTT faculty, including “At a Glance” and "Top Ten Misconceptions" documents
- Collaborated with UC Statutes & Bylaws committee to update bylaws allowing NTT representation on Faculty Affairs Committee (approved April 2019)
- Supported ad hoc committee members working on revisions of Lecturer appointment/promotion guidelines, including new Principal Lecturer role
- Advocated for recognition of promoted NTT faculty by UGA administration

If interested to learn more or be added to the listserv contact:
Clair McClure, clairmcclure@uga.edu
Paul Matthews, pmatthew@uga.edu

Working Group Progress

DATA
- Gathered and interpreted institutional data on UGA’s NTT faculty
- Created annotated bibliography of scholarship on NTT faculty
- Gathered and shared relevant national data (e.g., Inside Higher Ed, AAUP, peer/aspirational institutions)

MENTORING
- Polled NTT Faculty about willingness to be mentored/be a mentor
- Developed and distributed a survey for NTT faculty willing to mentor
- Created basic “mentor profiles” based on responses to the survey to help establish a mentor network

ACKNOWLEDGEMENTS
We would like to thank our core and affiliate members who have made this year a success. Also thank you to the CTL and special appreciation is extended to the Office of Faculty Affairs which supports this FLC.
Focus of FLC

This FLC explored physical spaces for productivity, while sharing pedagogical tool and strategies, and fosters collaboration across disciplines. This was accomplished by sharing personal productivity goals, learning about others’ expertise, and visiting different venues on and off campus.

Types of Productivity

Participants

Name | Department
--- | ---
James Anderson | Agricultural Leadership, Education, and Communications
Brandy Burgess | Food Animal Health and Management
Donald Chambers* | Entrepreneurship
Jenna Daniel | Cooperative Extension - 4-H Youth Development
Laura Ellestad | Poultry Science
Sakeena Everett | Language and Literacy Education
Kristi Farn* | Cooperative Extension - Office of Learning and Organizational Development
Anne Gilbert | Entertainment and Media Studies
Daniela Rajao | Poultry Diagnostic & Research Center

* Co-Facilitators
Collecting Data in Active Learning Classrooms

**How do ICE QQ reading logs improve students’ ability to critically read/analyze?**
Ingie Hovland, Religion

**Do our students have a positive experience in a flipped Calculus I course? How do targeted in-class activities affect student engagement and student performance?**
Jennifer Royal & Kellie Sappington, Mathematics

**Is a pre-test helpful for a) learning and b) metacognition?**
Grace Pokoo-Aikins, College of Engineering

**Do active learning and new approaches to content lead to more engaged students in history surveys?**
Montgomery Wolf, History

**Will prompting students to walk through a “problem solving process” in groups help the students to set up a pre-calculus problem that combines two concepts?**
Toyin Alli, Mathematics
Assessment in Creative Disciplines

Facilitators: Alison Farley and Rebecca Atkins (Hugh Hodgson School of Music)
Participants: Jon Calabria (College of Environment and Design); Mark Callahan (Lamar Dodd School of Art / Ideas for Creative Exploration); Lisa Fusillo (Dance); Jessica Holt (College of Agricultural and Environmental Sciences); Emily Kim (Hugh Hodgson School of Music); Aline Vickers (College of Environment and Design)

Thank you: Colleen Kuusinen (Center for Teaching and Learning); Kathy Roulston (College of Education); Paul Matthews (Service Learning)

UGA Center for Teaching and Learning Faculty Learning Communities Program

Purpose
This study examines the use of written reflection in courses at UGA. From the instructor standpoint, we are interested in how written reflection could be used as a form of evaluation or used in courses where objective evaluation is less authentic. We are also interested in identifying perceptions of what a strong/weak reflection looks like from both the student and instructor perspectives to determine if they align. We will also gather information about what courses have been using written reflection as part of the classroom experience.

Research Questions
- What is considered a strong and/or weak reflection by students and instructors?
- Do these perceptions align?
- How is written reflection utilized in courses at UGA?
- How are written reflections evaluated by instructors?

Future Directions
- Compare and contrast evidence for themes and perceptions
- Use evidence to generate an evaluation protocol for use in courses that elicit creative output
- Inform students and instructors about perceptions of the use of written reflection to align expectations

Reflection-in-action occurs in the medium of words. It makes explicit the action strategies, assumptions, models of the world, or problem-settings that were implicit in reflection-in-action. It subjects them to critical analysis and perhaps also to restructurings and to further on-the-spot experiment. A practitioner such as a lawyer, a teacher, or a machinist may reflect in this way on a particular episode of reflection-in-action or on a sequence of such episodes, thereby making explicit and subjecting to critique and testing the strategies, assumptions, or problem-settings implicit in a whole repertoire of situational responses.

Donald A. Schön

What do you consider a critique to be?
How often do you conduct critiques?
Why do you conduct critiques?
Do you have different goals in mind for graduate students and undergraduates?
What is a good written critique?
What is a bad critique?

Terry Barrett

Survey: Perception and Application of Reflective Practice

The Assessment in Creative Disciplines Faculty Learning Community (FLC) invites you to participate in a study examining the use of reflective practice in courses at UGA. This research will help us to identify how reflection is perceived, implemented, and evaluated. Results of this study will inform the FLC’s mission of exploring authentic assessment for outcomes that are better evaluated through non-traditional approaches. This survey will take up to 10 minutes to complete and we appreciate your willingness to help us advance this research.

https://uageorgia.ca1.qualtrics.com/jfe/form/SV_6gn12yk3h/8t3RH

Take the survey!
Everything You Wanted to Know About Teaching (But Were Afraid to Ask)

Adrian Burd, Marine Sciences
Lindsey Beebe, Cellular Biology
Gaylen Edwards, Physiol. & Pharmacol.
Paul Eubig, Physiol. & Pharmacol.
Kris McWhite, Economics
Sabriya Rice, Journalism
Sarah Robinson, Biochem. & Molec. Biol.
Johanna Royo, School of Music

Our focus was to develop new active learning strategies that can be incorporated into courses for each faculty member.

Below are examples of small teaching practices incorporated, or planned, that FLC participants developed.

Major TAKE-AWAY
The ease of incorporating small, active learning strategies into our classes.

Acknowledgements:
Small Teaching. JM Lang.
Inventory of Small Teaching Practices provided by Dr. Meg Mittelstadt
"Learning Reconsidered defines learning as a comprehensive, holistic, transformative activity that integrates academic learning and student development, processes that have often been considered separate, and even independent of one another." 1

**Purposeful Selection of Active Learning Techniques**

With the tool (Active Learning Techniques Companion) we developed, we hope to support instructors in their purposeful selection of active learning techniques. The tool matches basic situational factors (Fink, 2003; Gagné, 2005) of the learning environment and an option for individual- or group-work with active learning techniques. In addition, instructors receive information about student development that may help them adjust activities appropriately. Before using this tool to select an active learning technique, instructors should determine specific learning outcomes for the class session.

**Epistemological Reflection Model**

This model provides a comprehensive, holistic approach to designing college courses. (Fink, 2003). San Francisco, CA: Jossey-Bass.

**ACTIVE LEARNING Techniques Companion**

- Supports purposeful selection of active learning techniques
- Matches situational factors (class size, classroom setup) with preference for individual or group activity
- Provides information for applying techniques across disciplines
- Provides information about cognitive student development that may help instructors:
  - Adjust activities appropriately
  - Understand prerequisites for cognitive development
  - Potential for activities to promote cognitive development toward the next stage

**ACKNOWLEDGEMENTS**

Members of the FLC: Beate Brunow, Erin Ciaramboli, Nick Colvard, Paul Elbig, Kara Frest, Christin Huggins, Alice Hunt, Zoe Morris, Tareksh Singh. The FLC was funded by the Center for Teaching and Learning.

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Inclusive Pedagogies: Managing Group Work

Participants
Olga Amigo-Horcajo, Romance Languages
Jasmine Crumsey Forde, Odum School of Ecology
David Gunton, Legal Studies in Terry College
Rachel Roberts-Galbraith, Cellular Biology
Kristi Schaller, Communication Studies
Jennifer Walker, Microbiology
Ana West, Chemistry

Focus of FLC
To realize the benefits of collaboration, instructors must ensure that all students contribute and communicate equally in negotiating and constructing knowledge. This FLC discussed practices for forming student groups, designing learning tasks and rewards that promote interdependence, and methods to monitor and deal with conflict among group members to ensure productive learning.

Best Practices Reading List
- Aggarwal and O'Brien, 2008: Social Loafing on Group Projects: Structural Antecedents and Effect on Student Satisfaction

Resources
Research Articles: Journal of Life Sciences Education – Evidence Based Guide to Group Work
Magnetic paper used to create group numbers for large lecture courses with metal desks: Avery Printable Magnet Sheets (Walmart/Amazon)

ACKNOWLEDGEMENTS
Funding provided by the University System of Georgia Chancellor’s Learning Scholars program.
Inclusive Pedagogies: Using Digital Technologies to Reduce the Distance in Distance Learning

Meaningful conversations about teaching and learning strategies that facilitate active, inspirational, and situated approaches to course design.

Focus

Share innovative digital technologies that promote inclusive pedagogies for courses with a distance learning component.

Major Take-Aways

A. Acknowledge the diversity of perspectives
B. Seek digital resources available on campus
C. Use eLC advanced features

Future Goals

1. Use more digital tools
2. Study compliance policies
3. Apply learning readiness

Acknowledgements

- UGA Center for Teaching and Learning
- UGA Office of Online Learning
- UGA College of Education
- Department of Career & Information Studies
- Learning, Design, and Technology faculty

Summary of Ideas

A. The nature of online discussions
B. The inherit biases included in questions
C. Teacher dependent to teacher independent
D. Simulate the reality outside the ‘classroom’
E. (Th)ink-Pair-Share
F. Online Affordances
   A. Always on
   B. Asynchronous
   C. Self-paced
   D. Digital content is accessible (ADA) (WCAG)
G. Design for the margins and everyone benefits from the experience

Participants

Elizabeth Harvey, Marine Science
Amy Ingalls, Instructional Designer
Don W. Edgar, Agricultural Leadership
Ajay Sharma, Middle Grades Education
Rob Branch, Instructional Design Research
Nicholas. T. Basinger, Crop & Soil Sciences
Lisa LaCross, Teaching and Learning Specialist
Philip Bishop, Learning Technology Coordinator
# Making the Case for Inclusive Pedagogy in Online Teaching

## FLC Participants:
- Stephen Balfour (Online Learning)
- Rosalyn Campbell (Social Work)
- Brittani Harmon (Public Health)
- Diann Jones (Education)
- Tiffany Washington (Facilitator, Social Work)

## FLC Goals
1. To discuss facilitators and barriers to building and sustaining an inclusive environment in online spaces.
2. To generate strategies for inclusive pedagogy in online teaching.

## General Considerations for Inclusive Pedagogy in Online Teaching
*(a work in progress)*

Delineated considerations for inclusive pedagogy in online teaching in seven areas: educator preparation, teaching philosophy, discussion questions, syllabi, instructor use of self, online classroom language, and online platform and modules. Examples:

**Educator Preparation:** Have you acknowledged your personal biases and privilege?

**Teaching Philosophy:** Does it reflect a commitment of getting to know your students’ identities and experiences?

**Discussion Questions:** Are online discussion questions designed giving equal consideration to overactive and underactive students?

**Syllabi:** Is there diversity reflected in the readings?

**Instructor Use of Self:** Do you disclose your intersections?

**Online Classroom Language:** Is your language gendered or biased?

**Online Platform and Modules:** Are modules and other video materials captioned?

## Summary of Activities
1. Five online meetings
2. Compiled resources in shared folder
3. Invited an expert speaker
4. Acquiring book resources
5. Created a resource titled, *General Considerations for Inclusive Pedagogy in Online Teaching* *(a work in progress)*

## Takeaways
1. Started with broad goal, but scaled back due to lack of research in this area
2. Plan to expand group and continue exploring inclusiveness in online learning

## ACKNOWLEDGEMENTS:
- USG Chancellor’s Learning Scholars Program
- UGA Center for Teaching and Learning, UGA Online Learning
Small Teaching with Big Consequences

Problem Statement:
No matter how carefully we plan, each new class contains unanticipated challenges. While this is inherent to the enterprise of teaching, we don’t have to wait until “next semester” to confront problems.

Goals:
The broad goal for this FLC is to identify a simple structure and process for faculty development that encourages experimenting with small mid-course corrections.

The specific goal is for each individual participant to develop a “toolkit” of flexible and effective interventions that can be deployed as new challenges arise, and that can be tailored to the diverse classrooms in which we teach.

FLC Structure: Testing Small Interventions in Real-Time

Each meeting:
- Each participant identifies an issue – these can be unique to the semester or persistent problems.
- Solicit group input on possible small-teaching interventions, guided by text.
- Return to class and implement small intervention (3-4 weeks).
- Report back to group for discussion and evaluation.
- If successful, move on. If not, try again!
- Repeat...

A Few Examples of Success:
- Irrelevant discussion before lecture facilitates class participation
- Gentle peer pressure reduces digital distractions.
- Flip the Script: Students are themselves often the best source of ideas for small interventions.

Lessons:
- It may take several weeks to test and perfect interventions.
- Group heterogeneity in class type and/or subject matter did *not* pose a hurdle, often it was an asset.
- Failing is fine: Unsuccessful interventions didn’t matter (because they were small), successful ones did. If something doesn’t work, just move on.

Participants: Jeffrey Berejikian, Swati Bhandarkar, Christine M Scartz, Gretchen Leigh bourdeau Thomas, Kate Windley, Lori Sutter, Andrew Owsiak