



The University of Georgia

GTA

Teaching Assistant Newsletter

The Office of Instructional Support and Development

Vol. 16, No. 1 Fall 2005

2005 Excellence In Teaching Award Winners

Every year, the Graduate School awards the Excellence in Teaching Award to five graduate teaching or laboratory assistants in recognition of their contributions to classroom teaching and to the scholarship of teaching at the University of Georgia.

This year's winners have all excelled in working with undergraduates in the instructional setting and have also been active in support of teaching beyond their own classroom duties. They have all mentored new teaching and laboratory assistants, provided leadership in encouraging others to teach well, and have developed innovative teaching techniques and materials.

Elena Adell, Aimee Burgamy, and Anna Scott have all extended their roles as teacher to the wider Athens Community, working with Chase Street Elementary, Lyndon House Art House, and the Catholic center at Pinewood Estates North, respectively. Eleanor Pardini and Adell have been recognized for their effective use of technology in the classroom. Bhargavi Patham has worked diligently in preparing graduate students to teach, especially international TAs, and has taught a GRSC7770 several times. Adell, Pardini, and Patham are all former TA Mentors.

The winners were recognized at the Honor's Day celebration at Hugh Hodgson Hall as well as at the Faculty Recognition Banquet where they received their plaques and checks for \$1,000 from the Graduate School in appreciation of their dedication to teaching.



Left to Right: Michael Adams, President of the University of Georgia; Anna Scott, Agricultural and Environmental Sciences; Elena Adell, Romance Languages; Eleanor Pardini, Plant Biology; Aimee Burgamy, Art Education; Bhargavi Patham, Cellular Biology; Maureen Grasso, Dean of the Graduate School

Graduate School Teaching Portfolio Certification Fall Semester Deadline: November 1, 2005

Every semester, the graduate school accepts nominations for the teaching portfolio certificate program. For details on the components of a teaching portfolio and for additional information refer to:

http://www.isd.uga.edu/teaching_assistant/Portfoliodeadlinef05.pdf

The Outstanding Teaching Award

The Office of the Senior Vice-President for Academic Affairs and Provost recognizes teaching assistants throughout campus with the Outstanding Teaching Assistant Award. Each year, up to 10% of graduate students in a department are recognized for their contributions to the instructional mission of the University of Georgia. Winners are given a certificate of appreciation from Academic Affairs and are recongized at Honors Day.

2005 Outstanding Teaching Award Recipients

Matthew King Adkins, English
Ronald Arceneaux, Telecommunications
Jarrod Atchison, Speech Communication
Caroline Graham Austin, Marketing & Distribution
J.P. Batista, Phys Educ & Sport Studies / Exer Sci
Stephanie Jaap Baugh, Art
Megan Benoit, Psychology
Kakali Bhattacharya, Women's Studies
Foram Bhukhanwala, Elem & Social Studies Education
Dana L. Bickmore, Elem & Social Studies Education
Heather Bishop, Romance Languages
Stergios Botzakis, Language and Literacy Education
Amy Brackman, Pharmaceutical & Biomed Sciences
Eve Bralley, Pharmaceutical & Biomed Sciences
Gene Brewer, Statistics
Valerie Brock, SPIA – Public Admin & Policy
Steven P. Broglio, Phys Educ & Sport Studies / Exer Sci
William Brown, Computer Science
Joseph Brubaker, Phys Educ & Sport Studies / Exer Sci
Philip Shane Bruce, English
Amy Brunell, Psychology
Tantiana Burns, Pharmaceutical & Biomed Sciences
Katherine M. Carey, Theatre & Film Studies
Rigmor Carneiro, Health Promotion & Behavior
Jorge Catala-Carrasco, Romance Languages
Elizabeth Cherry, Sociology
Nicole Childs, Child & Family Development
Julie Christie, Speech Communication
Melissa Ann Churchel, Div of Bio Sciences (Entomology)
David Clay Cicero, Banking & Finance
J. Matthew Compton, Anthropology
Steven Compton, Physics & Astronomy
Justin Cormier, SPIA – Public Admin & Policy
Josie Crolley-Simic, Social Work
Christopher Dagg, Anthropology

Emille Davie, Mathematics
Jeremy D. DeBarry, Genetics
Emily DeCrescenzo, Microbiology
Anita Marie DeRouen, English
Emily Dowd, Romance Languages
Erin T. Dowdy, Educational Psychology
Abby Dunk, Phys Educ & Sport Studies / Exer Sci
Laura Edmunds, Comparative Literature
Jennifer Lynn Eimers, English
Jillian Fain, Animal & Dairy Science
Nikki Ford, Romance Languages
Inmaculada Garnes, Romance Languages
Mario Giraldo, Geography
Darren Elliott Grem, History
Endga Hagos, Cellular Biology
Brittan Leigh Hallar, Div of Bio Sciences (Entomology)
LingLing Han, Statistics
Angie Hancock, Elem & Social Studies Education
Dennis Hembree, Mathematics Education
Teri Holbrook, Language & Literacy Education
Shannon Holland, Speech Communication
Xon Roban Hostetter, Philosophy
Ava Howard, Plant Biology
Erica Hoy, Psychology
Cheryldee Huddleston, Theatre & Film Studies
Holly Hughes, Romance Languages
Chris Kadlec, Management Info Systems
JiHa Kim, Cellular Biology
John Kruse, Crop and Soil Sciences
Andrew M. Lemons, Classics
Jared Woodrow Long, Animal & Dairy Science
Samantha Lugo, Physics & Astronomy
Heather Macpherson, Sociology
Erica Maier, Romance Languages
Amanda Martabano, Large Animal Medicine
Jennifer Carrye McCabe, Institute of Ecology
Lawrence Michels, Psychology
Matthew Miller, Geography
Jason Jess Morrisette, SPIA – Political Science
Sharon Leigh Murphy, Language & Literacy Education
Nicole Oldham, Computer Science
Lani M. Pacetti, Animal & Dairy Science
Fangfang Pan, Plant Biology
Melanie Nicole Pearson, History
Jessica Anne Perkins, History
Melissa Mullins Pirchio, Marine Sciences
Iulia Pittman, Germanic & Slavic Languages
Bethany Jean Purdin, Geology
Tarsem S. Jr. Purewal, Computer Science
Robert D. Quinn, Art
Kenneth C. Rakow, J.M. Tull School of Accounting
Dawn Rauscher, Instructional Technology
Uttiyo Raychaudhuri, Counseling & Human Dev Services
Katherine Anderson Reifsnider, Div of Bio Sciences (Genetics)

Jordan Rothacker, Religion
 Joseph Rusinko, Mathematics
 Anna Scott, Ag & Environmental Sciences
 Jason Seitz, SPIA – Political Sciences
 Adelin John Semali, African Studies Institute
 Lauren Hobbs Sexton, Theatre & Film Studies
 Richard Scott Shedenhelm, Philosophy
 Floyd Wayne Shockley, Entomology
 James Siegel, Anthropology
 Carmen Trammell Skaggs, English
 Sheldon Arthur Skaggs, Geology
 Rebecca Smith, Phys Educ & Sport Studies / Exer Sci
 Matthew Spangler, Animal & Dairy Science
 Odin Stephens, Warnell Sch of Forest Resources
 Holly Thornton, Plant Pathology
 Sarah Twill, Social Work
 John Uessler, Agric Lead'ship, Educ, & Comm
 Amy Vaughan, Statistics
 Wesley Clay Venus, English
 Caleb V. Warrington, IV, Div of Bio Sciences
 (Entomology)
 Kenneth Widgren, Romance Languages
 Nina Wurzbarger, Warnell Sch of Forest Resources
 Elizabeth Young, Statistics
 Qiyu Zhang, Marketing
 Bheki P. Zungu, Comparative Literature

From Theory to Practice: Service Learning at the University of Georgia

Laura Moyer, Political Science

“Without schools that take responsibility for what goes on beyond as well as in the classroom, and that work to remove the walls that separate the two worlds, students will continue to bracket off all that they learn from public life and keep their lives at arm’s length from what they learn.”

(Barber and Battistoni 1993, 239)

In an increasingly complex and interconnected world, institutions of higher education are charged with preparing students to face the challenges of the 21st century as responsible, active citizens. But are we providing our students with the kinds of learning environments necessary to produce these kinds of citizens and lifelong learners?

Service learning acts as a bridge between the knowledge that students acquire in the classroom and the challenges that exist beyond the classroom. As a form of experiential learning, students translate theory into practice by applying academic skills to address a need identified by the community. Unlike volunteerism,

service learning requires participants to engage in critical reflection about the ways in which academic learning intersects with real world issues. It also requires intentional reciprocity between those serving and those being served: doing with, not doing for.

How are faculty and graduate teaching assistants incorporating service learning into their classes? Here are some examples of projects used right here at UGA:

- *Collaborating for better science education in our schools:* In the College of Agriculture and Environmental Sciences, undergraduates in the sciences are partnered with local elementary school teachers to create and implement innovative science lesson plans. In 2004-2005, Project FOCUS involved 150 UGA students and reached more than 3700 elementary school children.
- *Overcoming the language barrier:* In the Franklin College, students taking Spanish hone their conversational skills while serving as interpreters for parent-teacher conferences in local schools.
- *Marketing good will:* In the Grady College, public relations majors prepare public relations and advertising strategies for local non-profits and community organizations.
- *Learning to serve others:* In the College of Education, undergraduate majors work with children from local public schools to develop their own service-learning projects to serve the community.

Advantages for students: Students use higher order learning skills to gain understanding of academic subjects, and build on their previous volunteer experiences to develop a sense of civic responsibility and a better understanding of the issues that face their communities.

Advantages for faculty: Service learning produces better student-learning outcomes and invigorates the classroom. Faculty who document their service learning efforts can publish their work in journals focusing on the scholarship of engagement and the scholarship of teaching. Community-based participatory research can also yield publications in research journals.

Advantages for community partners: Collaborative relationships capitalize on both the resources and expertise of the University and the experience in the community to address complicated problems. These efforts can lead to policy change and stronger communities.

Advantages for departments, schools, and universities: As a land-grant institution, The University of Georgia has a mission to make state-supported education accessible to all classes of Americans through outreach and service. Positive and meaningful collaborations with the community help break down the myth of the Ivory Tower.

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(Service Learning continued)

Checklist for Developing Service-Learning Projects:

(Courtesy of Dr. Elizabeth Pate)

- With which communities will you collaborate, and what issues will the project address? How will the issues or needs be determined?
- What areas of learning will the project address? What skills and knowledge will be gained through this service-learning project?
- Who will be the participants and what roles will each one play in project development and implementation?
- What service will be provided, and what resources are needed?
- How, when, and why will participants reflect on their learning?
- How, when, and by whom will participants be evaluated? How will the overall project be evaluated?
- How and when will the event be publicized?

For more information about service-learning at UGA, go to www.uga.edu/servicelearning

Teaching Support Seminars Fall 2005 GRSC 7770 & ELAN 7768/69

University policy requires that all TAs receive support for their teaching. If you have never taught at university level in the United States, you must sign up for one of the GRSC 7770 teaching support seminars or a departmental course specifically to help you develop your teaching.

If you are an international student who has not taken or achieved a score of 50 on the Test of Spoken English or the SPEAK test, you must sign up for ELAN 7768 where you will be given a language evaluation. A TAST Language Evaluation will also be considered. You may review the full TA Policy Statement at:

http://www.isd.uga.edu/teaching_assistant/ta-policy.html

GRSC 7770 (13-171)

Tuesday 9:30-11:30

GRSC 7770 (19-228)

Thursday 8:30-10:30

(POD contact Dr. Kathleen Smith

542-1355)

ELAN 7768 (64-736)

Tuesday/Thursday (11-12:15)

ELAN 7769 (14-742)

Tuesday/Thursday (11-12:15)

(Dr. Donald Rubin-542-3247)

The Office of Instructional Support & Development

The Office of Instructional Support & Development (OISD) 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. OISD sponsors a range of services and enrichment activities designed to assist faculty and teaching assistants with instructional matters. *Dr. William K. Jackson* is Director and *Dr. Jay Harriman* is the Associate Director. *Dr. Kathleen Smith* is TA Program Director.

* **Fall Orientation for GTAs and LAs**

* **GRSC 7770 - teaching seminar for credit**

* **Handbook for TAs**

* **TA Newsletter, semester publication on teaching**

* **Teaching Resource File**

* **Individual Consultation**

* **University Awards for Outstanding Teaching**

* **TA Mentor Program**

* **Instructional Development Laboratory**

* **Teaching Seminars**

* **Web Resources on Teaching (<http://www.isd.uga.edu/>)**

* **Teaching Portfolio Samples and Consultation**

GTA Newsletter is a publication of the Office of Instructional Support & Development. Teaching Assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Paul Quick, OISD.

**Office of Instructional
Support & Development**

Instructional Plaza

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Teaching Support

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