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. All of them have mentored new teaching and laboratory assistants and provided leadership in encouraging others to teach well. 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.

Teaching Support Seminars Fall 2008
GRSC 7770 & ELAN 7768/69

University policy requires that all TAs receive support for their teaching. Check with your Graduate Coordinator for discipline-specific teaching support. 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 26 on the speaking section of the iBT-TOEFL, you must sign up for ELAN 7768 where you will be given a language evaluation and placed in the appropriate teaching support seminar. You may review the full TA Policy Statement at:

http://www.ctl.uga.edu/teach_asst/pdf/Fall08Policy.pdf

GRSC 7770 (01-539)
Tuesday, 9:30-11:30 am

ELAN 7768 (01-931)
Tuesday/Thursday
11:00-12:15 pm

ELAN 7769 (21-932)
Tuesday/Thursday
11:00-12:15 pm

Contact:
Dr. Linda Harklau
Language and Literacy Education
542-4521
lharklau@uga.edu
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 student TAs 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 recognized at Honors Day.

*Indicates 2007-2008 OTA winners selected to participate in the 2008-2009 Future Faculty Program, which focuses on preparing graduate students for careers in higher education.

Tara Abbott, Speech Communication
William Abrams, International Relations
*Carolyn Alford, Music
Ashley Askew, Statistics
Liana Babayan, Romance Languages
Irfan Bagci, Mathematics
Julia Barnes, Romance Languages
*Tina Bell, Genetics
Mark Bilbrey, English
Jennifer Blair, English
Brandy Blake, English
Christen Bradley, Sociology
Amber Brewer, Child and Family Development
Laura Buffardi, Psychology
*Daniel Bulger, Geology
Caran Cagle, Microbiology
Kathrine Campbell, Animal and Dairy Science
Lauren Chambers, English
Chung-An Chen, Comparative Literature
Elizabeth Coggins, Political Science
Vanessa Corrigher, Animal and Dairy Science
David Cotten, Physics and Astronomy
Ashley Davis, Management Information Systems
*Patti Davis, Department of Psychology
*Mahamadou Diaby-Kassamba, Romance Languages
Dawn Drumtra, Ecology
Rudy Dunlap, Counseling and Human Development Services
Diana Durbin, Elementary & Social Studies Education
Nancy Edwards, Language and Literacy Education
Allison Foote, Psychology
Jennifer Formwalt, Romance Languages
Marc Gilley, Music
Martin Guerguiev, Music
Amanda Hamsley, Forestry and Natural Resources
Megan Harlow, Geography
Jennifer Harper, Educational Psychology and Instructional Technology
Shawna Harris, Speech Communication
Jean Harrison, Textiles Merchandising and Interiors
*Neely Heidorn, Animal and Dairy Science
Christine Hladik, Marine Sciences
Yi-Chun Hong, Educational Psychology and Instructional Technology
Peter Hossler, Geography
Brian Howell, Philosophy
Chrisa Howell, Music
M. Ozgu Issever, Statistics
Andrew Jameson, English
*Sarah Jardeleza, Plant Biology
Melissa Jersawitz, Elementary and Social Studies Education
Joy Johnson, English
Emily Jones, Kinesiology
*Carly Jordan, Cellular Biology
*Jeff Kilpatrick, Linguistics Program
Catherine Kilroe-Smith, Music
Jae Kyoung Kim, Theatre and Film Studies
Margaret Kinsella, Geology
Clayton Kitchings, Mathematics and Science Education
Lisa Kobs, Foods and Nutrition
Christopher Lawton, History
Qing Liu, Psychology
Nathan Lord, Entomology
Karen Lux, Kinesiology
Karen Lynch, Social Work
*Jennifer Malto, History
Rosaria Mangiavillano, Romance Languages
Sarah Martin, Romance Languages
Thomas McGahee, Economics
Bobby McKnight, Computer Science
Melanie McNaughton, Speech Communication
Matthew O'Donnell, Comparative Literature
Tore Olsson, History
Andrew Owen, Accounting
*Michele Parker, Child and Family Development
Jill Parrott, English
Kenyon Platt, Mathematics
John Powers, Art
Alison Price, Forestry and Natural Resources
Jacob Resch, Kinesiology
Mid-Term Evaluations: Getting Feedback about Your Teaching When it Matters

One problem with end-of-course evaluations is that they come too late for students and for you to make adjustments in classroom management or teaching.

Mid-term evaluations can provide valuable information about what your students are thinking with regard to your course, the material, and your teaching. Information gleaned from these informal assessments can help you address student concerns, whether they are legitimate or not, and possibly make adjustments before the end of the semester. In Thomas Angelo and K. Patricia Cross’s Classroom Assessment Techniques, they suggest asking students to answer three items anonymously:

• Give one or two examples of specific things your instructor does that really help you learn.
• Give one or two examples of specific things your instructor does that make it more difficult for you to learn.
• Suggest one or two specific, practical changes your instructor could make that would help you improve your learning in this class.

Be sure to address student concerns after you have read them, either explaining why you are doing what you do or discussing what you will try to do differently.
The Center for Teaching and Learning Welcomes Dr. Denise Domizi

The Center for Teaching and Learning welcomes Dr. Denise Domizi as TA Program Coordinator starting in the summer of 2008.

Dr. Domizi earned her Ph.D. through the Department of Instructional Technology from the University of Georgia in May of 2008. She has seven years of experience teaching a number of different courses for the University, including Learning to Learn through Academic Enhancement, and Exploring Teaching and Learning through Educational Psychology.

Dr. Domizi’s interests and research have focused on incorporating new media into the classroom, as well as informal and free-choice adult learning. She has published a number of chapters and articles highlighting instructional strategies, resource-based learning, and contextual influences on learning. As TA Program Coordinator, Dr. Domizi will assist in all of the programming that the Center for Teaching and Learning sponsors not only for graduate teaching and laboratory assistants but also for faculty. Dr. Domizi will co-teach the Graduate School’s teaching seminar (GRSC 7770), co-direct the Future Faculty Program (formerly the TA Mentor Program), and help manage the departmental GRSC classes across campus. She will also take on new projects at CTL including leading workshops and seminars on teaching topics, facilitating Faculty Learning Communities, and using her technical expertise to develop online resources for graduate students and faculty alike.

If you have any questions about what Dr. Domizi, Dr. Quick, or the Center for Teaching and Learning can do to help you with your classroom or laboratory teaching, please do not hesitate to email us at ddomizi@uga.edu, pauquick@uga.edu, or call us at (706)542-1355.

The Center for Teaching and Learning

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. Nelson Hilton is the Director of CTL. Dr. Paul Quick is TA Program Director and Dr. Denise Domizi is TA Program Coordinator.

* 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 Technology Resources  
* Teaching Seminars  
* Web Resources on Teaching (http://www.ctl.uga.edu/)  
* Teaching Portfolio Samples and Consultation  
* Certificate in University Teaching Support

GTA Newsletter is a publication of the Center for Teaching and Learning. Teaching Assistants are encouraged to submit articles for publication in this newsletter. Submissions should be forwarded to Paul Quick, CTL.

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University of Georgia  
Athens, Georgia 30602-3016

Teaching Support  
http://www.ctl.uga.edu/

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