Each 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 $1,000 from the Graduate School in appreciation of their dedication to teaching.

From left: Dean Maureen Grasso, Dean of the Graduate School; Matthew Forsythe, English, Ren Hullender, Art Education; Noreen Lyell, Microbiology; Tony Gonzalez, Comparative Literature; Carly Jordan, Cellular Biology.
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.

Shannon Albeke, Warnell School of Forestry & Natural Resources
Michael Amlung, Psychology
Maxim Arap, Mathematics
Peter Baas, Odum School of Ecology
Sean Baldwin, Psychology
Katherine Barrow, Department of English
Derek Behmke, Chemistry
*Zandra Bell, Hugh Hodgson School of Music
Derek Bentley, History
John Best, Psychology
Bethany Brooks, Kinesiology
Andrew Brown, Statistics
Phillip Caliihan, Pharmaceutical and Biomedical Sciences
Nicole Camastra, Department of English
Natalie Coers, Agricultural Leadership Education & Communication
Sarah Crain, Lamar Dodd School of Art
*Melissa Dengler, Psychology
Lauren Ethridge, Psychology/Neuroscience
Sydney Everhart, Plant Pathology
*Matthew Forsythe, Department of English
Peter Gachanja, Romance Languages
Eleanor Gardner, Geology
*Scott Gevaert, Plant Biology
Robert Gilliard, Chemistry
T. Anthony Gonzalez, Comparative Literature
Matt Goren, Psychology
Geoffrey Graybeal, Journalism
Jeremy Griffin, J.M. Tull School of Accounting
James Grindeland, Philosophy
Jeremy Grove, Chemistry
David Grubbs, Department of English
*Fernanda Guida, Romance Languages

Jennifer Haley, Chemistry
Lisa Harrison, Elementary & Social Studies Education
*Eric Helleloid, Philosophy
Sarah Hranac, Hugh Hodgson School of Music
Noah Huddleston, Chemistry
Hilary Hughes, Elementary & Social Studies Education
Ren Hullender, Art Education Lamar Dodd School of Art
Joshua Jeffries, Theatre and Film Studies
Christy Jenkins, Statistics
Tephillah Jeyaraj, Psychology
Adam Jones, Economics
Emily Kane, Department of English
*Bethany Keeley, Speech Communication
Kelly Kennedy, Child and Family Development
Ken Knight, Comparative Literature
Salvatore LaMarca, Computer Science
Jason Lang, Odum School of Ecology
Jason Langley, Physics and Astronomy
Lincoln Larson, Warnell School of Forestry and Natural Resources
Sarah Lawing, School of Music
Mina Lee, Advertising and Public Relations
Leonard Lipscomb, Department of Chemistry
QianQian (Ben) Liu, MIS
*Mary Lutz, Educational Psychology & Instructional Technology
Noreen Lyell, Microbiology
David Lyons, Physics and Astronomy
*Justin Manning, Mathematics
Justin Martin, Computer Science
Kenneth Martin, Romance Languages
Jennifer McBride, Textiles Merchandising and Interiors
Mitchell McCoy, Romance Languages
Lauren McGowan, Classics
Anna McKee, Warnell School of Forestry and Natural Resources
Russell McKeith, Animal and Dairy Science
Priscilla Mctucheon, Geography
Michael Meindl, Theatre and Film Studies
*Marcela Mellinger, Social Work
Marie Milward, International Affairs
Jason Mock, Pharmaceutical and Biomedical Sciences
Since the Spring semester of 2005, the Graduate School has sponsored the Teaching Portfolio Program. The purpose of the program is to encourage graduate students to document their teaching experiences at UGA in order to reflect upon and improve their teaching and to prepare for the job market. Many graduate students have found that preparing a teaching portfolio well before they begin their academic job searches has greatly helped them during the application process. Some credit a teaching portfolio for helping them get their jobs!

Every semester, the Graduate School considers teaching portfolios for certification. Participants in the portfolio program not only get Graduate School recognition for their portfolios but also receive feedback from faculty members on their individual portfolios. Additionally, the teaching portfolio is the cornerstone for the Graduate School’s Interdisciplinary Certificate in University Teaching. For more information about the teaching certificate, visit the Graduate School’s website at: http://www.uga.edu/gradschool/

For Fall 2010, the Graduate School’s deadline for the teaching portfolio program is October 22. To help graduate students prepare their portfolios, the Center for Teaching and Learning is offering a series of three workshops leading up to the deadline. Workshops will be held at the conference room of the Center for Teaching and Learning, which is located on the north side of the instructional plaza between Psychology and Journalism buildings. The workshops will be held on the following days:

**Teaching Portfolio Workshops**
- **Monday, 9/20**, 2:30-4:30 pm
- **Monday, 10/04**, 2:30-4:30 pm
- **Monday, 10/18**, 2:30-4:30 pm

If you are interested in participating in the workshops, please contact:

Matthew Lovelace  
Assistant to the TA Program  
lovelace@uga.edu  
542-1355

*Indicates 2009-2010 OTA winners selected to participate in the 2010-2011 Future Faculty Program, which focuses on preparing graduate students for careers in higher education.
Tips for Managing On-Line Discussions

Tip #1: Manage Expectations
The first thing that always comes to mind when instructors ask me about including an online discussion in their course is the importance of communicating expectations with students. What do you expect them to do in the discussion? Is there a minimum number of posts or replies you expect? Should they be citing research, waxing philosophical, and/or reflecting on certain issues? Will you be grading them on their posts? What are the criteria? (Great place to throw in a rubric, by the way!) And very importantly, what can the students expect from you? How often will you log on? Will you be responding to student posts? How often? In the classroom, it is easier for students to identify when you are expecting them to make contributions to the discussion – by your vocal inflections, your posture, and the silence in the room. Online, you have to spell out what you want to happen.

Tip #2: Distribute Control
What I mean by “Distribute Control” is that you can divide your students into small discussion groups and instruct them to facilitate their own conversations. While you should scan the group work, you do not have to respond to every student post! Think about the classroom – when you use small groups in class, you cannot be present for every moment of every conversation. Perhaps you float around and answer questions or hose questions. Or maybe you sit in one spot and eavesdrop on what the groups are doing. Then, you bring the groups back together to share. You can do the same thing online! Provide the discussion topics or themes, lurk in the small group discussions, chime in if absolutely necessary, then facilitate the debriefing with the whole class. You might instruct the groups to choose different group leaders for each topic, and make those students in charge of posting summaries for their groups. Returning to Tip #1, just be sure that everyone understands your expectations.

Want more? Contact Sherry Clouser at sac@uga.edu

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 and Dr. Denise Domizi coordinate Faculty and TA Development.

* Fall Orientation for TAs and LAs
* GRSC 7770, 7800, 7900
* TA Handbook
* TA Newsletter
* Teaching Resource File
* Individual Consultation
* University Awards for Outstanding Teaching
* Mentor Program for Future Faculty
* Instructional Technology Resources
* Teaching Seminars
* Web Resources on Teaching (http://www.ctl.uga.edu/)
* Teaching Portfolio Samples and Consultation
* University Teaching Certificate Support
* eLC Help Sessions

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 at pauquick@uga.edu or Denise Domizi at dpinette@uga.edu.