Excellence in Teaching Portfolio

Submitted for the 2024 Excellence in Teaching Award

Doctoral Student
Instructional Coordinator
Department of Horticulture
University of Georgia
rebekah.maynard@uga.edu
770-490-4998

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Department of Horticulture
College of Agricultural & Environmental Sciences
UNIVERSITY OF GEORGIA

January 9, 2024

Excellence in Teaching Award
Center for Teaching and Learning
University of Georgia

Dear Members of the Selection Committee:

I have the distinct pleasure of writing this statement to express my enthusiastic support for the nomination of Mrs. Rebekah Maynard for the Excellence in Teaching Award.

I first met Rebekah about four years year ago, shortly after I became Head of the Horticulture Department at the University of Georgia. At that time, she was a M.S. student in our department, working under Dr. John Ruter's supervision. Because in her last year as a M.S. student she was also an officer in the Horticulture Graduate Students Association, I had multiple opportunities to interact with her and to get updates on her coursework, research, and education. During one of those encounters, she shared with me that her ultimate career goal was to become a horticulture instructor. In fact, it was because of this passion that she had decided to pursue the Interdisciplinary Certificate in University Teaching, a program offered by the Graduate School for graduate students interested in obtaining a career in teaching.

Shortly after I started in my new position, I realized I needed someone to help me coordinate some of the instruction-related tasks, and I immediately thought about Rebekah for this role. She had the horticulture and science knowledge, teaching experience, skills, qualifications, passion, and personality to be the perfect candidate. So, I offered her the job and she started her new part-time position as Instructional Coordinator on Aug. 1, 2021. The primary goals of this position were to assist faculty with their instructional activities, especially those related to course development and online delivery. She also helped me with two courses I regularly teach in the fall semester (HORT 2100 – Introduction to Horticulture as a Profession; FYOS – The World of Coffee from Seed to Cup), a role she fulfilled flawlessly, by teaching a few lectures, helping me grade assignments, coordinate with guest lecturers, etc.

Towards the end of her M.S., Rebekah expressed interest in continuing her education. Not only did I immediately offer her an assistantship to pursue a Ph.D. in our department, but I also offered to serve as her Ph.D. advisor. She accepted the offer and started her Ph.D. in January 2022, under my supervision. The focus of her research is to investigate the production of secondary metabolites in selected herbs grown in controlled environments, a project she came up with to develop a way to marry traditional medicinal science with more advanced technologies.

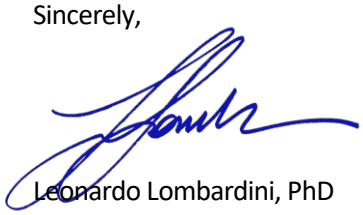
Alongside her research projects, she has enthusiastically pursued teaching-related opportunities. She has continued to assist me with my teaching duties, has helped me coordinate and host two conferences in 2022 and has continued to help with several departmental instruction-related duties, such as organizing the biannual new graduate student orientations, preparing reports, reviewing syllabi for compliance, etc. She also aided me in developing a proposal for an online, non-thesis M.S. program (still under development). After developing the proposal, she designed and deployed a survey using Q methodology to gauge the level of interest of the horticulture faculty towards this new non-thesis M.S. degree. She then summarized the results of the study in a manuscript that was recently published in Frontiers in Education. Her M.S. research has already generated four refereed publications (for which she is first author). The quality of her research was so high that one of her publications was featured on the cover of the Journal of the American Society for Horticultural Sciences (Volume 147: Issue 3, May 2022).

Because of her passion for teaching and her skills, I asked her to create an online course (Fruit Production) and serve as Instructor of Record. Rebekah worked hard for about 8 months to design a syllabus with inclusive teaching practices, establish clear learning objectives, develop course materials, record high-quality videos, and incorporate interactive activities to engage students in the online format. One example of Rebekah's excellent course design is the final project which required students to use higher order thinking to apply what they learned in class and fully develop an individual farm proposal. This course was offered in Fall 2023 to 27 undergraduate and 2 graduate students, with extremely positive mid-term and final course evaluations. Because this course was well designed and well received by the students, I asked Rebekah to teach it again in Fall 2024.

In conclusion, Rebekah is truly one of the brightest, most well-rounded, and mature students I have had the pleasure to work with, but she is also a terrific instructor and I know she had a bright future as an educator. She is also very dedicated to teaching and continues to strive to improve her approach to teaching. This is why last year she applied for and was accepted into the UGA Future Faculty Fellows Program, which she completed in December 2023. She is a great communicator, is very detail-oriented and is extremely efficient in carrying out her duties. In addition to all these qualities, she also has a great personality and is always willing to help others. Because of these qualities, I think she is the perfect candidate for the Excellence in Teaching Award.

If you have any further questions, please feel free to contact me at (706) 542-0772 or at lombardini@uga.edu.

Sincerely,



Leonardo Lombardini, PhD

Professor and Head

Personal Statement

I am a doctoral student in the Department of Horticulture, and I am thrilled with the opportunity to apply for the Excellence in Teaching Award. Since beginning college, I have sought every opportunity to teach in undergraduate classrooms, starting as a Teaching Assistant in introductory chemistry courses and ultimately becoming Instructor of Record in an upper division horticulture class. Since then, I have had the privilege to serve in a teaching capacity in eight distinct courses and was invited to guest lecture in five additional courses. I have also conducted teaching-related research in both the chemistry and horticulture departments. Each of these opportunities have positively contributed to my interdisciplinary training as an educator.

The most impactful teaching experience I have had is fully designing and instructing an online course, Fruit Production. While creating this course, I reflected on the ways I could effectively facilitate instruction with a student-centered mindset. Inclusive teaching practices are a priority for me, so in the development of this course, I attended a two-day workshop on inclusive teaching and created my syllabus to reflect those practices. Because I taught this course in an asynchronous, online format, it was a significant challenge for me to plan ways of keeping my students engaged with the content. I decided to structure my classes to have a short lecture introducing the topic supplemented with different media to engage the students including podcasts, videos, and readings. The rest of class time was used for hands-on activities. I made it a priority in this class to clearly communicate my expectations with my students and regularly checked in throughout the semester to make sure my teaching methods were effective for their individual learning. A mid-semester evaluation I conducted indicated some ways I could improve instruction for my class, but it also showed that my students valued the overall structure of the course with interactive class activities and flexibility in submission deadlines.

Beyond my official teaching responsibilities, I have pursued teaching excellence through service to my department. As vice president of the Horticulture Graduate Student Association, one of my responsibilities was to plan educational and social meetings to bring together our graduate students. I used this position of leadership to share my teaching experiences and encouraged my peers to use innovative teaching practices in their classes. As a result, three of our graduate students expressed interest in completing the Interdisciplinary Certificate in University Teaching and asked me to help them choose courses that would enhance their teaching ability. In addition to mentoring graduate students in my department, I am currently working with the Horticulture Department Head, Dr. Leonardo Lombardini, to improve undergraduate and graduate education in our department. I collaborated with him and other faculty to propose a new online, non-thesis M.S. degree to make our program more accessible to non-traditional students; I evaluated the student learning outcomes for each of our undergraduate classes to ensure faculty were clearly communicating learning expectations for their students; I also evaluated the quality, viability, and productivity of our programs to identify potential areas for growth. Through each of these experiences, I have been able to learn new ways of improving education at the departmental level.

By teaching in a wide variety of classes, working with different instructors, and observing various teaching styles, I discovered new ways to improve my teaching and developed the confidence to use innovative teaching methods in my classroom.

Teaching Philosophy Statement

I believe students are most successful when I meet them where they are, give them agency over the learning process, and encourage their curiosity to engage more deeply with the course content. Therefore, my role as an instructor is to facilitate the learning process and give students the resources and space to create a unique learning environment that meets their needs. Because of this, I have placed a significant emphasis on designing a student-centered classroom, finding what materials and instructional methods work best for them, and clearly communicating with my students.

My primary goal in teaching is to create a space where students feel supported and able to succeed. Because student learning is impacted by how they engage with the course content, I want to acknowledge and respect different student needs by allowing each student to learn in a way that works best for them. For example, I include podcasts, videos, worksheets, and articles with my lectures, so students have multiple ways of engaging with the content. Another way I meet students where they are is by supporting their individual needs. In Horticulture as a Profession, I made it a priority to meet one-on-one with students and create individualized feedback on their resumes and cover letters. My goal was to create a welcoming and positive learning environment where I could identify the strengths of each student and offer guidance on how to overcome their challenges by working with each student directly. Additionally, because experiences outside the classroom look different for each student, I am flexible with submission deadlines. I give students three flexibility extensions throughout the semester to automatically grant them an excused absence, according to their need, without the requirement of submitting documentation. The students are given a one-week extension on completing the assignment and are not penalized for turning it in late. Throughout the semester, my students told me they appreciated the flexibility extensions and said they felt encouraged to complete assignments even if they were past the due date.

In addition to meeting students where they are, I encourage them to become invested in class by giving them agency over the learning process. By letting students explore what matters most to them, I hope to create an environment where they feel confident and able to succeed. In my Fruit Production course, I aimed to give students agency by tailoring the material to meet their interests. By giving them flexibility in what content they engage with, I hope to give students space to express their opinions and preferences to direct their learning experience. I use the beginning of classroom time to introduce the students to a fruit crop or special issue related to production, then use the remaining class time for active learning. Each student identifies a component of the lesson that is most interesting to them and researches it further to engage more deeply with the content. I also gave students agency in the classroom through a mid-semester evaluation. I asked the students what was working well in the course and what could be improved. This gave my students the opportunity to communicate which teaching materials, activities, and assessment strategies were most useful in helping them succeed. I then responded to the students' feedback by adjusting my instruction to meet their individual needs.

A student's investment in their education begins with agency, but learning becomes meaningful when they are curious and asking challenging questions. In the Environmental Issues in Horticulture class, I created polarizing questions about current environmental issues to

encourage students to think more deeply about the material and engage with other students. They had the opportunity to listen to their classmate's opinion, ask further questions, and find new ideas and perspectives. Their curiosity about the content and other viewpoints led to deeper engagement with the material. In other classes, including Greenhouse Management and Sustainable Community Food Production, I used hands-on practice with course material in conjunction with worksheets and lectures to engage different learning preferences in the classroom. After giving lectures on topics such as irrigation systems, pest problems, and plant nutritional needs, I organized laboratory exercises to help students see the concepts applied to real plants. By using their creativity to problem-solve, students practice contextual thinking, determination, and communication.

Finally, I believe establishing clear communication is foundational to student success. I aim to build a trustworthy relationship through clearly communicating with the students what is expected of them and how they can be successful. I explain the assignments in-person and give the students a written description of the activity, then I provide rubrics and examples of high-quality work. In my Fruit Production course, students plan out a fruit farm and explain all components of management and production as the final project. Since the scope of this project can feel daunting at the start of the semester, I scaffold the complex assignment into smaller, manageable checkpoints. At each checkpoint, I provide formative feedback to the students to aid in their mastery of the material. Scaffolding this assignment not only helps students stay on track, but it gives me the opportunity to address what could be changed in their farm plan improve the quality of their work over time. During the semester, my students responded positively towards the checkpoints and told me it helped the larger assignment feel less overwhelming.

My passion for teaching is rooted in developing confident, independent learners. Throughout my teaching experiences, my growth as an educator has evolved from solely lecture-based instruction to including diverse instructional materials as well as acknowledging individual learner needs. Overall, I am to create a positive and supportive learning environment where students have the agency to guide their own learning experience.

Description of Courses Taught

Fruit Production (HORT 4020E/6020E)

Instructor of Record | University of Georgia Fall 2023

Learner Profile: 27 undergraduate students; 2 graduate students

Course Description: This course covers production of many fruit crops grown in the United States including apple, pear, cherry, peach, berries, grapes, citrus, tree nuts, and other minor fruits. Throughout the course we discuss crop needs, pest and disease issues, pollinator protection, environmental issues, migrant worker laws, and other special topics.

Teaching Responsibility:

- Designed the course structure and syllabus to reflect inclusive teaching practices.
- Created all course materials including lectures, activities, and assessments.
- Delivered all course content, regularly corresponded with students, provided timely feedback on coursework, and assigned course grades.

Horticulture as a Profession (HORT 2100)

Teaching Assistant | University of Georgia Fall 2021; Fall 2022; Fall 2023

Learner Profile: 14 undergraduate students

Course Description: This course is designed to assist students entering the horticulture major by introducing them to the size and scope of horticulture and helping them develop communication skills required for success in the profession.

Teaching Responsibility:

- Delivered lectures and active learning exercises on creating a resume and preparing for an interview.
- Met one-on-one with students to improve their resume and cover letter and prepare them for mock interviews.
- Reviewed student materials with the instructor of record and co-assigned grades.
- Improved assignment rubrics to clarify expectations.

Greenhouse Management (HORT 4050/6050)

Teaching Assistant | University of Georgia Spring 2021

Learner Profile: 16 undergraduate students

Course Description: This course familiarizes students with basic greenhouse design, operations, and crop production. Classroom lectures are supplemented with experiential learning activities in the greenhouse.

Teaching Responsibility:

- Created lecture slides, handouts, and laboratory activities on greenhouse irrigation systems.
- Independently led weekly classroom discussions and laboratory activities on best greenhouse practices.
- Developed exam questions and assisted in grading the exams and laboratory notebooks.

Herbaceous Perennials I (HORT 3500)

Teaching Assistant | University of Georgia Fall 2020

Learner Profile: 14 undergraduate students

Course Description: This course covers the identification and cultivation needs of herbaceous ornamental perennials. Garden walks supplement lecture-based instruction to give students the opportunity to identify live plant specimens.

Teaching Responsibility:

- Led weekly walks through the campus gardens to teach students plant morphology.
- Reviewed and graded students' journals with plant descriptions.

Environmental Issues in Horticulture (HORT 4990/6990)

Teaching Assistant | University of Georgia Fall 2020

Learner Profile: 14 undergraduate students, 2 graduate students

Course Description: This course introduces students to the environmental impacts of various horticultural practices. Classroom activities are targeted at encouraging critical thinking.

Teaching Responsibility:

- Led biweekly discussions on the environmental impact of horticultural practices.
- Engaged students in class discussions with the interactive survey tool Poll Everywhere.
- Encouraged critical thinking about the impacts of horticulture practices on society.

Organic Chemistry I Laboratory (CHEM 3441L)

Laboratory Teaching Assistant | University of North Georgia Fall 2015

Learner Profile: 20 undergraduate students

Course Description: This laboratory covers the reactions and mechanisms of organic molecules.

Teaching Responsibilities:

- Demonstrated activities and assisted students in completing their experiments.
- Assigned final grades based on student participation and laboratory notebook quality.

Principles of Chemistry II Laboratory (CHEM 1212L)

Laboratory Teaching Assistant | University of North Georgia Fall 2015

Learner Profile: 23 undergraduate students

Course Description: This course is a continuation of principles and applications of chemistry.

Teaching Responsibilities:

- Guided students through the concepts and procedures of the lab.
- Evaluated and graded students' pre-laboratory quizzes weekly.

Principles of Chemistry I Laboratory (CHEM 1211L)

Laboratory Teaching Assistant | University of North Georgia Summer 2014

Learner Profile: 18 undergraduate students

Course Description: This laboratory covers the fundamental principles of chemistry.

Teaching Responsibilities:

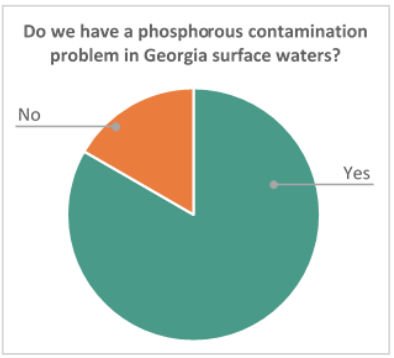
- Guided and aided students in understanding the concepts and procedures of the lab.
- Evaluated and graded students' laboratory reports weekly.

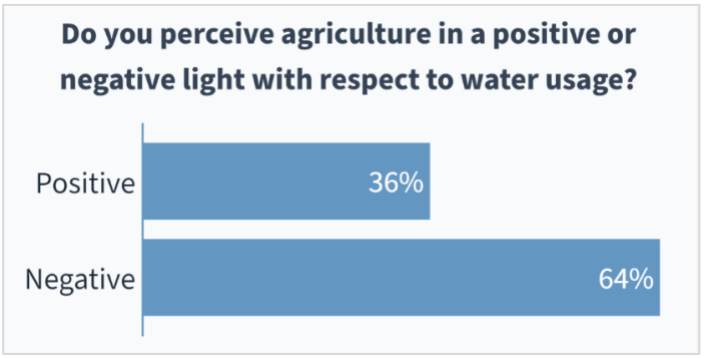
Sample of Teaching Materials

Environmental Issues in Horticulture (HORT 4990/6990)

Activity

The discussion section of this course challenges students to think critically about the environmental impacts of horticultural practices on their individual lives and society. Early in the semester, students were reluctant to openly give their opinions because environmental issues can be a highly polarizing topic. To encourage participation in class discussions, I created interactive polls for students to respond to for each topic throughout the semester. I also aimed to create a safe space for difficult dialogue by making the responses anonymous. After all students interacted with the survey, I displayed the results on the screen so each student could see how their peers responded. Here are examples of multiple choice, word cloud, and ranking questions with student responses:





Reflection

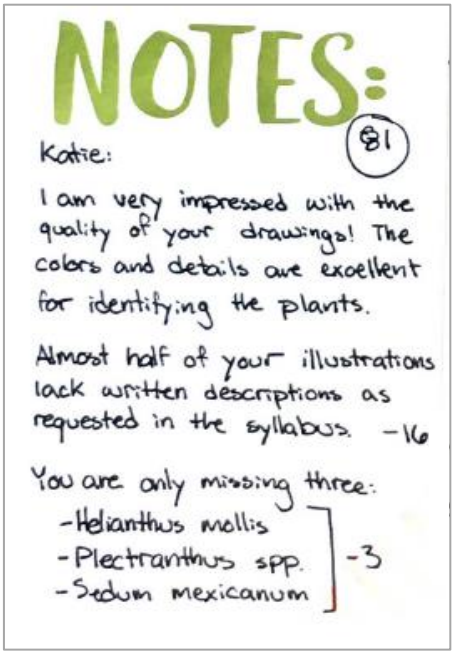
Because this activity was used solely to encourage participation in class discussions, it was not a graded assignment. Even though no points were associated with the activity, student engagement with the polls was very high. The questions were left open-ended, so students were able to express their individual thoughts. Although the class opinions were often divided, students were able to see that their perspectives were shared with at least some of their peers. This opened discussion and students began speaking more comfortably about their opinions with the class. The students told me the anonymous surveys helped them feel more confident giving their opinion out loud and starting a discussion with their classmates. Overall, students shared that they enjoyed the use of polls in class to kick off discussions (page 17).

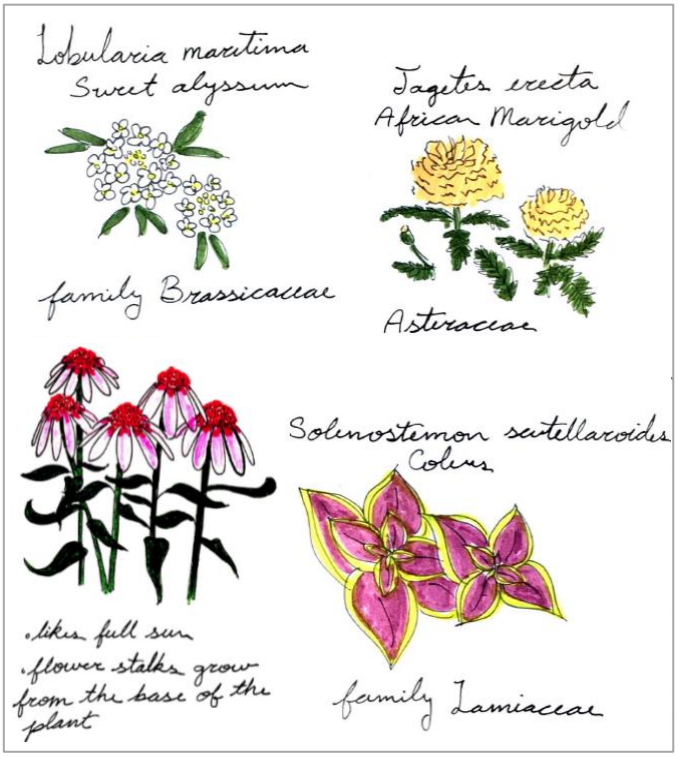
Sample of Student Work

Herbaceous Perennials I (HORT 3500)

Activity

Herbaceous Perennials focuses on the identification and cultivation needs of herbaceous ornamental perennials. Each week, I supplemented lectures with time spent in the garden to help students identify different plant families. By being physically present with the plants, students could interact with the material in a more concrete way. I asked students to draw pictures of each plant in a lab notebook and give written descriptions of each one to help them distinguish between subtle family differences. Here is a sample page from a student's notebook with my written feedback:





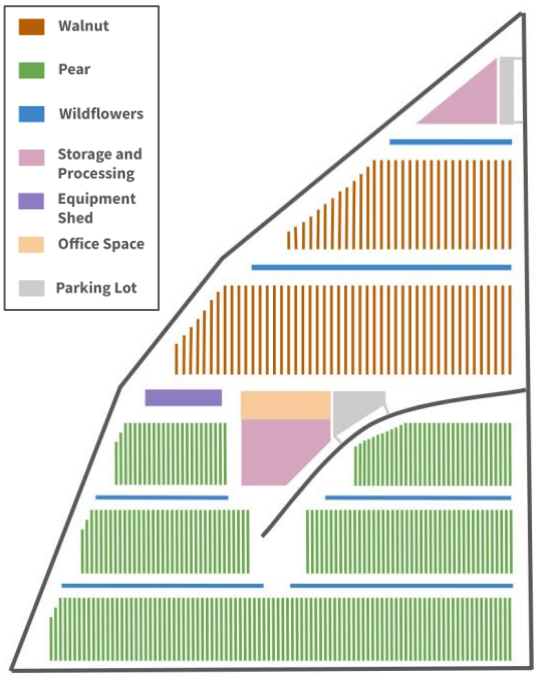
Reflection

The notebook was used to assess the students' ability to distinguish between different plant families and recognize distinct morphology. Students were encouraged to regularly update their notebooks with new plant families, but the notebooks were only collected for grading at the end of the semester. I found that some students did not include all components of the notebook that were outlined in the rubric. If I taught this course again, I would give students a visual example of what I expected in addition to the written description in the rubric to communicate more clearly what I wanted them to achieve with this assignment. I would also have a mid-semester check on the notebooks to make sure students understood the assignment and had the opportunity to make any necessary corrections before a final grade was assigned at the end of the semester. Also, after going through the notebooks, it appeared this assignment was enjoyable for the artistic students but tedious for others. In the future, I would give students the option to include a diagramed photo instead of hand drawing each plant.

Fruit Production (HORT 4030E/6030E)

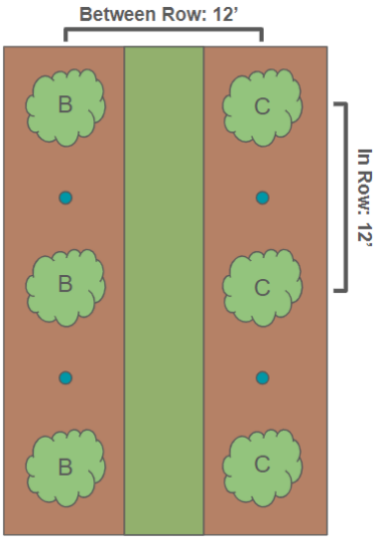
Activity

This course includes a final project of designing a fruit production operation. Students apply the management practices learned in class to plan a successful farm. This project includes selecting a suitable growing site with compatible crops; describing irrigation, fertilizer needs, pruning, harvesting, and pest/disease control; creating an annual schedule of operations, and estimating the cost of installation and maintenance. Because this project is a significant portion of the overall grade, it is scaffolded into smaller, guided checkpoints throughout the semester to help keep students on track with constructive feedback. Below are excerpts from a student's design:



"I will be growing pears and walnuts on my farm. Both crops are commonly grown in Oregon and Washington, as they are well suited to the soil and climate of the region. For both crops I have selected late blooming cultivars that are most likely to bloom after the last frost date. My site provides more than enough chilling hours for my crops, with pear requiring at least 600-800 and walnut at least 700-1000."

"Codling moth adults emerge around time of bloom with a second generation emerging in July/August. High populations during any of this time will result in significant fruit damage."



Pesticide	Mode of Action	Group Number
Assail	Nicotinic acetylcholine receptor agonists	4A
Dimilin	Uncouplers of oxidative phosphorylation	13
Entrust	Nicotinic acetylcholine receptor agonists	5
Intrepid	Ecdysone agonists/ molting disruptors	18
Diazinon	Acetylcholine esterase inhibitors	1B

Reflection

The farm design was created to encourage meaningful student engagement with the course content. The creative designs proposed by the students indicated that this project was an effective way to give students agency over their learning process. At the end of the semester, students reported that: "The farm design project was fun to develop throughout, really made me apply what I was learning in a different way, and the checkpoints throughout the semester were helpful." By the time students turned in their final project, it was clear they had made many improvements to their plan based on feedback in the guided checkpoints.

Teaching Project

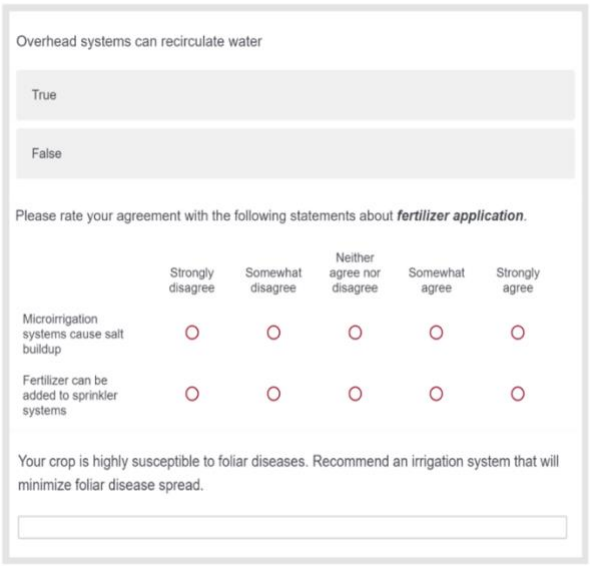
While I was a teaching assistant for multiple horticulture classes, I designed a teaching project to compare the effectiveness of teaching with a lecture-based approach to an active learning approach. The learner group was undergraduate college students enrolled in a senior-level horticulture class. Students in the Greenhouse Management course were assigned to the lecture group, while students in the Sustainable Community Food Production course were taught through active learning. The lessons were designed to present the same content to each group, varying only the method of delivery. These lessons covered concepts of water flow, disease spread, worker safety, and sustainability. The primary goal of this topic was to help students discover how irrigation systems functioned and encourage them to think critically about the impact of each system.

Lecture Approach

The lecture-based teaching method was selected as a form of passive instruction where students learned through a traditional organized presentation. Students were provided pictures of multiple irrigation systems and were told how each system operated. Throughout the lecture, students were told the benefits and drawbacks of each system and were encouraged to ask questions.

Active Learning Approach

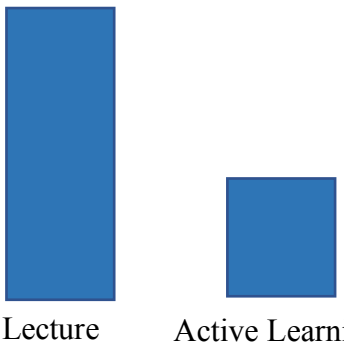
The active learning approach was chosen as a way for students to have more control over their learning experience. Students were divided into small groups and directly interacted with models of irrigation systems in a greenhouse. The groups used interactive worksheets to guide discovery and discussion. Students were also provided a fact sheet with the same information that was covered in the lecture section. Based on their observations and information on the fact sheet, students were asked to work with their groups to determine the function and benefit of each system.



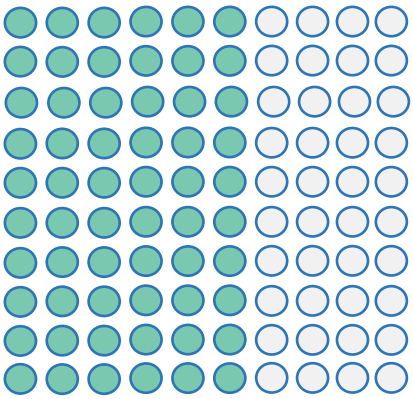
Assessment Strategy

Before the lesson, both groups of students were given a survey to measure their prior knowledge about greenhouse irrigation systems. After the lesson, the same survey was given to both groups of students to assess the effectiveness of each teaching style. The questions prompted students to demonstrate retention of course material, identify growing scenarios to apply each irrigation system and draw conclusions about irrigation methods based on presented information. Responses to survey questions were used to measure difference in performance between the two groups.

Student Learning Preference



73% of students in the *lecture* group had previously worked with or learned about irrigation systems compared to only 30% in the *active-learning* group.



60% of students in *both* groups preferred learning passively rather than by doing an activity.

Results and Reflection

Students the lecture group provided more correct responses to the survey questions. However, their performance was likely influenced by their prior experience. The most notable difference between the two teaching methods was individual achievement in the lecture group versus engagement in small break out groups in the active learning group. Although students passively listened to information about irrigation systems in lecture, the active learning groups shared with the class what they discovered about their irrigation system. As each group discussed how they thought each system impacted different issues, other groups began chiming in saying they came to the same conclusion or giving reasons for why they had a different opinion. As the instructor, I believe my role is to facilitate discussion and allow the students to have agency in the learning process. Through this teaching project, I found that students engaged more deeply with the content when they took ownership of their learning experience by teaching one another.

Teaching-Related Professional Activities

Teaching Grants

USDA Higher Education Challenge Grant ($500) August 2023
UGA Academic Affairs Instructional Program Development Grant ($7,500) February 2022

Publications

Maynard, R., B. Pennisi, and L. Lombardini. 2023. Identifying faculty opinions about implementing an online, non-thesis master's degree. Front. Educ. 8:1252353. doi: 10.3389/feduc.2023.1252353.

Presentations

Maynard, R., B. Pennisi, and L. Lombardini. Using Q methodology to determine faculty opinions on the implementation of an online, non-thesis MS in horticulture.
Southern Region Meeting of the ASHS | Oklahoma City, OK February 2023

Maynard, R., J. Campbell, and J. Ruter. Comparing teaching methods to optimize student performance in the horticulture classroom.
National Meeting of the ASHS | Denver, CO August 2021

Maynard, R. Experiential learning in the horticulture classroom.
AmericanHort Cultivate'20 Virtual | Columbus, OH July 2020

Leigh, K., Maynard, R., **Maynard, R.**, and Morrison, R. A multi-outcome experiment for the preparation of enamines in the undergraduate organic chemistry teaching laboratories.
National Meeting and Exposition of the ACS | New Orleans, LA March 2018

Departmental Service

Instructional Coordinator August 2021 – Present
University of Georgia | Athens, GA

- Meeting weekly with the Department Head and staff to determine priorities of the department for serving faculty, graduate, and undergraduate students.
- Organizing and leading the horticulture graduate student orientation every semester to advise new students on program of study development and certificate programs.
- Collaborated with the Department Head and faculty to propose an online, non-thesis master's degree to increase accessibility of graduate education to non-traditional students.
- Created a student learning outcomes assessment map for all undergraduate horticulture courses using Bloom's Taxonomy. Recommended revisions for faculty syllabi.
- Compiled data on the quality, viability, and productivity of the MS and PhD programs for the past 7 years as part of a regular academic program review.
- Assisted faculty in transitioning face-to-face courses into an online-delivery system using the Camtasia video editing software and the Brightspace learning management system.
- Represented the University of Georgia Department of Horticulture at regional and national recruiting events and recommended our programs to prospective students.
- Coordinated the annual meeting of horticulture department heads to better understand the instruction priorities of other universities.

Teaching-Related Professional Development

Certificates

Interdisciplinary Certificate in University Teaching	December 2021
Certificate in Diversity and Inclusion	December 2021

Teaching Development

Future Faculty Fellows Program January 2023 – December 2023
University of Georgia | Athens, GA

- Attended biweekly meetings with the Senior Assistant Director for TA Development and 14 interdisciplinary graduate teaching assistants to improve teaching effectiveness.
- Contributed to campus-wide TA development by co-facilitating two discussions on engaging students in the classroom and implementing effective peer feedback.

Supplemental Instruction Facilitator January 2016 – May 2016
University of North Georgia | Dahlonega, GA

- Collaborated monthly with a team of 20 members to identify effective instructional and assessment strategies to enhance student learning outside of the classroom.
- Designed chemistry lessons and guided post-lecture instructive sessions weekly.

Coursework

Introduction to Q Research Methodology (QUAL 8390E)	Spring 2022
Applied Correlation and Regression Methods in Education (ERSH 8320E)	Spring 2022
Educational Psychology of Race and Racism (EPSY 6170E)	Spring 2021
Intro to Instructional Design (EDIT 6170E)	Fall 2020
Graduate Teaching Seminar (GRSC 7770)	Spring 2020
Gardening for Teachers (HORT 6045)	Fall 2018

Educational Workshops

Food Systems, Equity, Education & Professional Development	May 2023
Supporting Neurodivergent Students	September 2022
Emotional Intelligence and Diversity	December 2021
Equity, Diversity, and Inclusive Teaching in the Community College Setting	December 2021
Diversity at UGA: Beyond the Numbers	November 2021
It's Really Not All in Your Head: Understanding Mental Health Disabilities	November 2021
Deepening Dialogues in Diversity	October 2021
Countering Unconscious Bias	October 2021
Embracing Diversity to Increase Inclusive Teaching Practices	October 2021
Global Dawgs: Intercultural Training	September 2021
Best Practices for Teaching Online	September 2021
Creating Inclusive Systems for an Equitable Green Industry	August 2021
Get the Right IDEA (Inclusion, Diversity, Equity, Acceptance) in Horticulture	August 2021
Investigating the Impact of Your Teaching on Student Learning	August 2021
Citation Practices: Student Struggles and Instructional and Emotional Support	February 2020
Increasing Student Success with Writing Across the Disciplines	February 2020

Evaluation of Teaching

Meeting Student Needs

"I love having flexibility extensions. It makes the assignments feel much more manageable, and it is an incentive to complete the assignments even if it isn't on time."

"She was always receptive to feedback and adjusted her teaching methods to best suit her students."

"She took feedback into consideration and actively made changes to help students learn better."

"As more of a hands-on learner, I really enjoyed the 'scavenger hunt' aspect of the learning tool."

"I liked that all [assignments] were different from each other in method of completion (discussion posts, questions, essays, etc.) We were also challenged to do research, watch videos and podcasts, and read articles, which kept the assignments from being monotonous."

Student Agency

"The course allowed me to think critically, have an interactive learning experience, and apply what I learned to real-world applications."

"Rebekah did a great job of encouraging us to think on our own and use our resources to accomplish assignments!"

Student Engagement

"Rebekah was enthusiastic, helpful, and all-around a wonderful discourse facilitator. I'm very grateful to have had the opportunity to take this class with her."

"I really appreciated that the assignments were designed to further enhance what was gone over in the lecture material. It always felt related to each week's topic and solidified what I learned in lecture."

"Rebekah did an AMAZING job as our TA. I really appreciated her creativity in finding and incorporating polls to engage the class into discussion."

Effective Communication

"Rebekah was one of the best instructors I've had here at UGA and I was so appreciative of the ways she was quickly able to respond to emails and grade materials. Rebekah also did a wonderful job at further explaining materials and giving space for her students to be open and honest about how we were doing throughout the course."

"Lectures were really well spoken and instructions for assignments were extremely clear. The feedback was very helpful and the grading is very fair."

"One of the best instructors I have had and the best at communication to their students."