Research by 2014-2015 Graduate Research and Teaching Fellows (GRTFs)

These students completed ALS 6015: Teaching in Higher Education and ALS 6016: Teaching as Research and a day-long summer institute, and attended and led workshops, as well as conducting research on teaching. Supported by the Center for Teaching Excellence and the Teagle Foundation. (Names are listed alphabetically.)

JAE B. CHO, City and Regional Planning
Methodological Paradigms and Assessment of Student Difficulties in Learning Advanced Quantitative Methods

JOHN FOO, Biomedical Engineering
Adaptation to the Modular Use of the Flipped Classroom in an Introductory Biomedical Engineering Course

MOLLY KATZ, English Language and Literature
Thinking Aloud Through Writing Prompts: A Case Study

NICHOLAS MASON, Ecology and Evolutionary Biology
Following Darwin’s Footsteps: Cognitive and Social Gains of Experiential Learning in the Galápagos

KAYLIN MYERS, English Language and Literature
The Digital Divide: Perspectives on Technology in First-Year Writing Seminars

JOONSUK PARK, Computer Science
The Effects of Peer and Self Assessment on the Assessors

VERA RINALDI, Comparative Biomedical Sciences
Meaningful Use of Technology for Teaching Histology

KIRSTIE SCHLAAUFF, English Language and Literature
To Like or Not to Like: Using Technology in the First-Year Writing Seminar

LINDSAY SPRINGER, Food Science and Technology

MEGHNA TALLAPRAGADA, Communications
Feel intellectually safe in your classroom!

Research by Spring 2015 Scholarship of Teaching and Learning (SoTL) Practitioner Fellows

These participants completed training workshops and designed accelerated research projects on teaching over the course of a single semester. Supported by the Center for Teaching Excellence, CUCIRTL, the Council of Graduate Schools, and the Great Lakes Higher Education Guaranty Corporation.

LACIE RAE B. CUNNINGHAM, Romance Studies
Teaching Teatro Campesino: Student Acts in Action!

EZEN CHOO, Pharmacology
Professional Development Workshops on Teaching: Motivations, Experiences and Recommendations

CHUAN LIAO, Natural Resources
How Do Rubrics Enhance Learning: Using a Place Journal as a Case Study

M. LUKE McDERMOTT, Chemistry and Chemical Biology
Autonomy in Undergraduate Lab Projects: Crafting Independent Scientists with Craft Beer

Learn more at www.cte.cornell.edu or gradschool.cornell.edu/cucirtl
NIRAV PATEL, Natural Resources
University-wide Teaching Workshops (1989-2004; 2010-2015) at Cornell University: Evaluating the Metrics of Participation

LU TENG, Philosophy
They Do Listen: How Comments Improve Student Essays

DEXTER THOMAS, Asian Literature, Religion and Culture
Quizzes are Broken (But I Might Have Fixed Them)

Research by Spring 2015 CGS PREPARE Writing Assessment Fellows/SoTL Practitioner Fellows
These participants completed training workshops and designed collaborative research projects with a focus on assessing student learning in First-year Writing Seminars. Supported by the Center for Teaching Excellence, CU-CIRTL, the Knight Institute for Writing in the Disciplines, the Council of Graduate Schools, and the Great Lakes Higher Education Guaranty Corporation.

STEFFEN BLINGS, Government
& SARAH MAXEY, Government
Strategies for Teaching Evidence: The Effectiveness of Structured Writing vs. Classroom Discussion

Projects by 2014-2015 Graduate Teaching Assistant Fellows (GTAFs)
These students completed ALS 6015: Teaching in Higher Education, participated in a day-long summer institute and additional training workshops, and served as TA leaders by planning and running GET SET workshops, University-Wide Teaching Conferences, and departmental outreach sessions. Supported by the Center for Teaching Excellence.

ELEANOR ANDREWS, Development Sociology
Teaching Large Classes

IAN BAILEY, Development Sociology
& SHEILA SAIA, Biological and Environmental Engineering
Developing Service-Learning Components in Your Discipline

SIDDARTH CHANDRASEKARAN, Chemistry and Chemical Biology
Developing an E-Portfolio

ELIZABETH FOX, Nutrition
Roles of TAs in Cultivating an Inclusive Classroom

NICOLE BREANNE HILL, Soil and Crop Sciences
Teaching Physics to Environmental Science Majors Using a Flipped Course Approach

DAN HOUCK, Mechanical Engineering
Designing Learning Outcomes

ANDREEA MASCAN, Germanic Studies
Collaborative Learning

GIYOUNG PARK, Design and Environmental Analysis
Developing a Diversity Statement

JUSTIN ROSCH, Chemical Engineering
Creating Effective i-Clicker Questions