

**July 2020
Issue 7
News Update
Center for Teaching
and Learning**

**SRIS for Summer,
June-July, and July
Terms Opens July
22; Closes July 29**

Please encourage your Summer, June-July, and July Term students to complete the Student Rating of Instruction (SRIS) survey. We need a 65% completion rate for usable data. To locate updates to your class response rate, log in to [Campus Labs](#) using your Unify credentials.

**Russell Library
Schedule (through
August 11)**

**Monday-Friday:
9 a.m.-4 p.m.**

**Saturday-Sunday:
Closed**

The atrium doors will be open for access to the first and second floors. Library staff will assist patrons to retrieve library materials from the third floor.

Focus on Faculty



Dr. Dana Gorzelany-Mostak

As a highlight of this month's newsletter, the Center for Teaching and Learning (CTL) would like to share an interview with Dr. Dana Gorzelany-Mostak, our new Faculty Success Coordinator, about her passion to help Georgia College faculty and her experience with awards and grants.

Dr. Gorzelany-Mostak is an Assistant Professor here at Georgia College in the Department of Music. She teaches courses on Music and Conflict, American Music, World Music, and Musical Theatre at Georgia College. A musicologist by training, her research on popular song and electoral politics appears in *Music & Politics*, the *Journal of the Society for American Music*, the *Journal of Popular Music Studies*, and

American Music. Additional research interests include celebrity formation in the age of reality television and the representation of disability on the 19th-century stage. Dr. Gorzelany-Mostak is the founder of *Trax on the Trail*.

What inspired you to become an instructor?

I guess something about teaching has always felt very natural to me. I am super passionate about what I study, so it just feels right to be working in a context where I can share it every day. I am fortunate in that my research interests align with things that are happening right now. (My main area of interest is pop music and US presidential politics, but I have also done work on other contemporary topics.) I enjoy helping students connect events in history to the present moment. When I do this, they often become very engaged with not just the history, but *how* history is told. That is to say, I encourage students to *become historians* rather than students of history as they learn about the historian's process and toolbox and navigate the challenges historians face when researching and writing histories.

Tell us about your involvement in the Department of Music at Georgia College.

One of the things that I enjoy most about working in a music department within a liberal arts institution is the opportunity to wear a lot of different hats. I teach several music history courses, including History of Western Music, American Music, World Music, and Music and Civ, but I have also had the opportunity to teach voice lessons and direct the Women's Ensemble and Music Theatre Scenes classes.

In 2018 I developed a GC1Y titled "Music and Conflict". The goal of the course is to encourage students to acquire a more nuanced understanding of how people from different cultural and social backgrounds experience trauma and art's role therein during the 20th and 21st centuries. Music has played a role in traumatic events and national and international conflicts throughout history. Recently there have been numerous thoughtful musical responses in the wake of COVID, the Black Lives Matter Movement, immigration legislation, and the Trump presidency, but this is just the beginning.

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This course affords students the opportunity to conduct research that explores how musical works and performances about traumatic events shape public conversations about remembrance, memorialization, suffering, and policymaking and to consider how music intersects with other forms of testimony (such as Truth and Reconciliation Commission Reports, legal proceedings, documentaries, films, etc.).

I am also the founder and co-editor of *Trax on the Trail*, a Georgia College-sponsored website that tracks and catalogs the soundscapes of American presidential campaigns.

Would you share one of your success stories with awards or grants?

One of the flagship organizations in my field, the Society for American Music (SAM), offers competitive yearly grants to scholars who wish to create lectures for their Digital Lectures in American Music Series. As a scholar of American presidential campaign music, one of my long-standing goals has been to encourage the public to approach the sound, or should I say, the soundtrack, of presidential campaigns with a more critical and discerning ear. *How* exactly do candidates harness sound to persuade the public? I applied and was awarded a grant from SAM to create a digital lecture on this topic. Along with my student research assistant, Haley Strassburger, and Professor Angela Criscoe, I developed *Songs in the Key of President C: A Short History of Music on the Campaign Trail*, for which we received an Award of Excellence from the Broadcast Education Association. Projects such as this one have allowed me to connect with collaborators within and outside my field, and establish contacts locally, regionally, and nationally. They also work to establish Georgia College as an important center for interdisciplinary collaboration, faculty-student research, and public outreach.

What challenges do faculty members face as they balance teaching, research, and publication in their professional careers?

What balance? Just kidding. As a professor at a teaching-focused, student-centered institution, I think it can be extremely difficult to carve out time for research and publication activities. Engaging students with my research has been one way to navigate this time crunch. In the past few years, I have co-authored papers, presentations, and posters with several students. I have also found it helpful to include students in the early phases of my work. At present, I am writing a paper on Senator Kamala Harris' 2020 presidential campaign, with a focus on her music strategy. The paper investigates the media discourses surrounding Harris' music engagement through the lens of recent scholarship on the intersection of sound, race, and gender. My student research assistants, Sarah Griffin and Haley Strassburger, have been tracking candidate music strategies with *Trax on the Trail* and have shown an interest in music and identity formation in my music history classes, so their insights on my work in its early stages have been indispensable. Both are also working to develop their own research paths in this area.

What do you hope to accomplish as our new Faculty Success Coordinator?

I would love to see more GC faculty apply for competitive grants and awards! We are an institution of talented, committed, visionary scholars and teachers, and grants and awards are one pathway to funding our creative efforts, furthering the state of knowledge in our fields, and bringing recognition to our institution. Everyone is plagued by imposter syndrome sometimes (most of the time?). I feel the imposter monster combined with the never-ending to-do list discourages faculty from undertaking the labor required to apply for grants and awards. With the right guidance, I believe more faculty will take on these challenges. I welcome the opportunity to work with CTL and the Office of Grants and Sponsored Projects to provide this support.

Keep Up with the Center for Teaching and Learning on Social Media!



Updates for GeorgiaVIEW

The Create and Edit Assignments page has an updated look and feel. The classic tabbed view has been transformed into a new, fully immersive page layout. A new [Create and Edit Assignments](#) feature has been added. Instructors can opt-out of this experience, but it will become a permanent change later in the year.

The My Course Widget will have a new look with updated sort options to make finding your courses easier. The new look will include tabs by semesters, and a pinned tab.

The new [Quiz Builder Experience](#) will be set to "ON" and instructors will no longer be able to opt-out and use the old version of the Quiz Builder. The new Quiz Builder experience is an updated workflow within the existing Quizzes tool for creating, importing, editing, deleting, and reordering questions, question pools, and sections within quizzes. It streamlines the quiz creation and editing process without compromising advanced features.

Creating Media in GeorgiaVIEW: Video Note

Instructors and students now have a tool, [Video Note](#), that creates video recordings directly within GeorgiaVIEW using the computer webcam. Imagine how this might improve engagement with your students as well as providing a personal touch to the course. Although recordings can be up to 30 minutes long, consider using Kaltura for longer videos. Please note that Video Note cannot capture your computer screen.

Video Note can be used for a variety of purposes:

- Creating media content (announcements, video introductions to content/learning modules, etc.)
- Creating video feedback to student assignments
- Adding video posts to discussions

For instructors, Video Note is available in the Announcements, Assignments, Content, Discussions, Grades, Quizzes, Rubrics, and Survey tools. Students can use Video Note primarily in the Assignments and Discussions tools.

CTL Teaching Tips

"Can 'active learning' -- broadly, any instructional strategy that engages all students meaningfully in the learning process -- survive classroom environments this fall in which student interaction is severely limited by physical distancing protocols? Or will a fall semester in which instruction is delivered in physically distanced classrooms lead to an inevitable resurgence of a lecturing format that most learning experts agree is less effective?" *cont. next page*

GeorgiaVIEW Webinars

Reimagining Course Design: Leveraging Feedback to Improve the Online Learner's Experience

July 16, 2 p.m.

As more institutions adopt online teaching and learning, the question of how to leverage technology to provide substantive and timely feedback has become even more critical. Learn about the latest research on leveraging feedback experiences in online learning!

[Register for Reimagining Course Design!](#)

Building an Online Course in Brightspace

On Demand

Discover how to create and curate content quickly and easily, leverage video and social interaction to provide learner feedback, personalize learning paths, and measure student progress in Brightspace (also called D2L).

[Register for Building an Online Course in Brightspace!](#)

Quality Matters Webinar

Crossing the Bridge to Quality with the QM Course Design Guide & Course Plan

July 16, 2 p.m.

Take a tour of the QM Higher Ed. and K-12 Bridge to Quality Course Design Guides to see how you can build on the successes of emergency remote instruction. The important step of creating an alignment map with a tool such as CoursePlan will be discussed.

[Register for Crossing the Bridge to Quality!](#)

Read [Can Active Learning Co-Exist With Physically Distanced Classrooms?](#) to learn more.

The [Overview of Collaborative Learning Techniques](#) may be helpful as you plan for the Fall semester. Check it out for tips on discussions, reciprocal peer teaching, problem-solving, graphic organizing, writing, and games!

News from the Library

Course Reserves for Fall 2020

As a part of our efforts to make library materials safe for patrons, Russell Library is placing all physical items that are borrowed into a 3-day quarantine upon return before making them available for others to borrow. For Reserves, this would add delays for students in accessing supplemental course materials.

With this in mind, if possible, Course Reserves requests for Fall 2020 courses should be shifted to focus on digital resources. This shift would help to reduce multiple people handling materials, as well as to allow students more flexibility and quicker access to Reserve resources. Please use the [eReserve Request Form](#) to request an eReserve item be added to your course. For more information on the eReserve process, check out our [Course Reserves guide](#).

If you have any questions about eReserves, please contact us by phone at (478) 445-4047, by email at circ@gcsu.edu or by text at (478) 845-3057.

News from IT

The Serve Help Desk is open! Our summer hours are Monday – Friday from 8 a.m. to 5 p.m., Saturday from 10 a.m. to 6 p.m., and Sunday from 12:00 noon to 6 p.m. We always want you to give us a call if there is an emergency. Otherwise, we would prefer you complete the [online form](#) to request help. If you cannot get to the form, please send us an email. If a one-on-one meeting is needed, appointments will be made to meet either in Russell Library #122 or in your office.

We are working on a brand new ticketing system that will offer many more capabilities than our current system. Be on the lookout for more details after the first of August!

We have ordered equipment for providing video conferencing capabilities in many of our classrooms and labs this fall. The CTL has a working prototype if you want to experiment with the technology before the fall term begins. We will equip the classrooms and labs as soon as we receive all items.

To more fully support our needs going into fall, we have increased bandwidth for both on-campus and Resnet networks.

Stay safe, and let us know if there are other ways we can support your needs!



Online Course - Accessibility in Higher Education: Considerations and Strategies During COVID-19

This short course will explore components of effective accessibility programs and apply them to nascent issues resulting from the coronavirus pandemic. All live content is recorded and may be viewed asynchronously at your convenience.

**Deadline to
register: July 15**

[Register for
Accessibility in
Higher Education!](#)

Have Suggestions? Need Help?

Contact Us

**Phone:
478-445-2520**

**Email:
ctl@gcsu.edu**

**Location:
Ina Dillard Russell
Library, Room 375**