GEORGIA COLLEGE
GEORGIA'S PUBLIC LIBERAL ARTS UNIVERSITY
Center for Teaching and Learning

**November 2021**
**Issue 11**
**News Update**
**Center for Teaching and Learning**

**Transformative Experiences and Essential Learning Outcomes Workshop**

GC Journeys is the answer to several issues which came to the fore in 2015 as we reflected on 20 years of our liberal arts mission. How could faculty and staff make work more joyful, meaningful, and purposeful? How do we build more meaningful relationships with our students? How do we distinguish our curriculum in a system that doesn't provide much opportunity for creating something more liberal-arts-specific?

This workshop will help you better understand the GC Journeys initiative and make decisions about how you might like to incorporate transformative experiences and essential skills into your courses or program. Start here, and we'll help you move forward in ways that work for you. Drs. Cynthia Alby and Simeco Vinson will be hosting **this workshop on December 16 from 9 a.m. to noon**.

# The Lamp as Sculpture Spotlight



**Students in Ernesto Gomez's class, Three-Dimensional Design, create a display of their art lamps at the Russell Library.**

The Center for Teaching and Learning is delighted to spotlight Mr. Ernesto Gomez, Lecturer of Art at Georgia College, and his work with his students in Three-Dimensional Design (ARTS 1201), culminating in his students' exhibition at the Russell Library, **The Lamp As Sculpture**. His passion for making a difference and helping his students through a memorable activity that carries significance for their daily lives clearly came through in the interview - Ernesto, thank you so much for taking the time to talk with us. Your focus on experiential learning is inspirational and so are your students' creations. We encourage everyone to come by the third floor of the Russell Library to check out the display!

For the last six years or so, Mr. Ernesto Gomez, Lecturer of Art at Georgia College, has been leading his Three-Dimensional Design students in the design, construction, and exhibition of lamps as sculpture hosted by Evan Leavitt, Facilities Manager at Russell Library. This effort began when Ernesto noticed that many Art students wanted to incorporate lighting into their capstone projects but didn't know how to do so safely. He surveyed the students and found that a majority of them wanted to learn more about wiring so he came up with a project for the following semester to teach students the basics of electrical wiring. Although the initial project didn't involve lamp construction, it quickly became a focus, given Ernesto's education in sculpture at the University of Georgia and his experience repairing and building lamps as an undergraduate.



**Ernesto Gomez with his students.**

As academics know from personal experience, many students often run short of money, and Ernesto's undergraduate experience was no exception. While attending The School of the Art Institute of Chicago, he did what we now call dumpster diving, finding broken lamps and fans to repair and sell for extra cash. He didn't have a table lamp in his apartment to study by, so he found discarded lamp components and built a lamp, which is now on display in his office. These experiences plus an ongoing student interest in hands-on learning have driven this effort. There's a satisfaction that comes from using one's hands to make something one needs. Especially in light of the last two years spent in our individual bubbles, students seem to appreciate instructors and subjects that are getting them back into the classroom around people to work together (safely) to make things.

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The purpose of The Lamp as Sculpture is three-fold: for students to learn life skills, such as wiring and using the tools in the woodshop; to allow students to incorporate found objects into their artwork; and to understand what goes into creating a cohesive exhibition. Even though life skills are not often taught at the university level, Ernesto firmly believes in sharing those with his students. Over the years he has noticed that a majority of his students are used to doing everything on a screen, and they enjoy the challenge and opportunity of making utilitarian objects in a studio environment. The exhibition component is the students' final exam, teaching them how to meet a deadline for a show, and how to sequence artwork for display while considering height, materials, colors, and overall feel so that the exhibit is cohesive and orderly. This year, there are twenty-three lamps on display, up from previous years' displays of ten or twelve lamps.

As a 1000-level class, Three-Dimensional Design teaches students the basic skills and design rules necessary to move forward in their arts education. Many students have never set foot in a woodshop, and in this class, they learn to use table saws, drill presses, miter saws, and hand tools. After two weeks of hands-on training in the departmental woodshop, all the students are certified to use the studio by themselves without faculty or staff present, governed by the woodshop safety rules. To encourage safety, Ernesto tells students to be honest about their fear of the tools because a healthy fear will help to keep them safe. When it comes to electrical safety for wiring the lamps, Ernesto supervises assembly and conducts random walk-by tests. Ernesto asks his students to be ready for informal critiques and questions along the way to assess their work. The class meets a milestone, when the wiring for their lamp is complete, as students plug their wiring chain into a power strip in front of the class to be sure they have followed all electrical protocols. Right up to the exhibition, Ernesto is checking for safety issues, including light bulbs that may produce heat and could become a fire hazard when displayed.

Once the students have learned the basics of tool use and safety, Ernesto, and his Teaching Practicum student, Holly Duffy, offer hands-off verbal coaching to give students space to consider their ideas and master their skills. The first exercise for the students is the creation of a free-standing paper sculpture using the most basic design tools: an X-Acto knife, glue, and a straight edge before they start working with wood. This is because Ernesto has found that if someone can make a stable structure out of paper, they are prepared to do the same with wood, thus scaffolding the lamp art project. To create their lamps, each student is provided with a light socket, ten feet of electrical cord, and a plug. The rest of the supplies are provided by the students – even though there's scrap wood available at the woodshop, students realize their designs by researching and finding their own supplies. The students are also fortunate to have community support from the downtown Ace Hardware where Len and Dex work regularly with them to locate supplies, including switches, bulbs, and other items. Once the course is over, Ernesto shares a poster of the lamps with the staff at Ace Hardware as a thank you.

Ernesto's investment into his students and their success shines through, not only in his students' creations, but in the connections that are built between his experiences and his teaching, and even between the community and the college. His efforts support the growth of his students as artists through experiential learning, even through failures in class. It's an artist's job to be curious, to understand why their designs aren't working, and to solve those problems through material research. "All of my students," says Ernesto, "run into roadblocks and begin to doubt their artistic vision and sometimes themselves as a result. However, as the instructor, the goal is to teach students that walking away is not how we want to respond to failure. The experience of a designer and artist is getting from the initial idea to the final product by living life with one's tools and materials and working through the creative problems we encounter along the way." Ernesto's view is that the role of the instructor is to help students realize that they are capable of accomplishing their vision, and to keep trying because results are found through action.

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














# News from the CTL

**Service-Learning Support Information Session**

Join GC Faculty Service-Learning Champion, Dr. Stefanie Sevcik, to discuss resources available for Spring 2022 to support your new ideas and existing service-learning projects. Faculty and staff who are service-learning novices and experts are all encouraged to attend. Resources that will be discussed include project funding, learning community funding, and department mini-grants.

This virtual information session will take place on Wednesday, December 1 at 4 p.m. at **this link**.

**Student Rating of Instruction Survey (SRIS) Now Open**

The Student Rating of Instruction Survey (SRIS) opened November 16 and will be available for students to complete through December 6. Please encourage your students to complete the SRIS. 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.

Research and best practice consistently show the single greatest factor to increase participation in online student rating surveys is for faculty to express and demonstrate how the results are important and used in making meaningful change. The next most influential factor is to set aside time in class to complete the surveys.

We understand time in class can be limited. However, when applicable, if you allow approximately twenty minutes for your students to complete surveys during class, research shows response rates improve. Mobile devices with an Internet connection such as smartphones, tablets, iPods, etc. can all be used to access the survey **here**.

Students may log in with their Unify credentials. Students will also be receiving a notification and email reminders to complete their surveys. Even so, in-class reminders are very helpful. The student access link does not change and can be used from one term to the next.

# GeorgiaVIEW Updates

- From the Import/Export/Copy tool on Course Admin, users can view the **Course Import History** page, which includes the original package name, status of the import, user who created the import job, and the timestamp for the import attempt.
- In the Content module, there is now a **print button**, which is visible when viewing a PDF topic or the Course Overview as a PDF.
- In Evaluation mode, there is now a **Preview Activity** option in the Assignment context menu. Evaluators can use the Preview Activity option to view the assignment information but cannot edit the assignment properties or dates.

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## Respondus LockDown Browser and Monitor now available at Georgia College!

**Respondus LockDown Browser** is a custom browser that locks down the testing environment within GeorgiaVIEW to prevent cheating during exams. LockDown Browser prevents access to other applications, including messaging and screen-sharing. Right-click options, keyboard shortcuts, and copy/pasting functionalities are disabled during the exam attempt. Students cannot exit the quiz until their attempt has been submitted.

**Respondus Monitor**, used in conjunction with LockDown Browser, allows students to take online assessments from a remote location, while ensuring the integrity of the exam process. Students use a webcam to record themselves during an online exam. Afterward, flagged events and proctoring results are available to the instructor for further review. Alternatively, instructors may choose the live proctoring option available through Monitor to proctor a quiz during a live session of a third-party conferencing tool like Webex or Zoom.

Respondus LockDown Browser and Monitor are easy to set up and use for quizzes in GeorgiaVIEW. Students must download the Respondus software to attempt a quiz that requires LockDown Browser. CTL will be hosting instructional workshops for instructors on November 30 at 10 a.m., on December 1 at 2 p.m., and again in January (the exact date and time will be shared soon!). We are happy to meet with instructors individually - please send us an **email** to schedule a meeting.

**Register for either of the upcoming instructional workshops here!**

- **Drag/drop** and **copy/paste images** functionality is now available in the following areas: content modules/topic descriptions; quiz/survey/self-assessment description, headers, and footers; grade descriptions; content course overview description; and discussion forum/topic descriptions.
- Users can now opt in to receive an **email notification** when tagged in discussion posts and threads. To do so, access the notification settings and check the box for "email" next to "Discussions - mentioned in a discussion post or thread."

# News from the Library

**New Online Catalog Feature: StackMap**

Russell Library has recently added a new feature to its online catalog by partnering with StackMap. This new feature adds a "Map It" button to each item in your online search. When you click or tap the button, it will provide you with a map showing the precise location of the book or other library item for which you're searching.

The library catalog is available via any device that connects to the internet. To find a book or other item, just direct your browser of choice to **gil.gcsu.edu** or **library.gcsu.edu**. Once you enter your search term(s), you'll see a list of results, and blue "Map It" button beside each result.

# News from IT

Thank you to everyone who participated in the Cybersecurity Awareness Training. We are almost at a 100% completion rate!

Information Technology replaced the GoSecure IDR phishing alert system with a new product called Phish Alert from KnowBe4. Users should notice a button in their Outlook client ribbon (on the upper right) or under the "..." section of the Outlook app on a mobile device. The Phish Alert systems automatically determines whether it's Spam, Phishing (or a virus or fraud), etc. when you submit suspicious emails. Please submit all suspicious emails to Phish Alert.

Have you seen the new **Thunder Gets Phished video**? We think you'll find it both informative and entertaining.

We have additional Information Security Awareness training modules available to you from KnowBe4. Please contact **Hance Patrick** for more information or to enroll in the new training.

- Susan Kerr, CIO

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## Have Suggestions? Need Help?


**Contact Us**

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