MEG WALTERS, Ph.D., Mathematics
Calculus Sequence Comparison

Projects by 2015-2016 Graduate Teaching Assistant Fellows (GTAFs)
These TA leaders completed ALS 6015: Teaching in Higher Education and other training, and designed and ran GET SET workshops and University-Wide Teaching Conferences.

CHRISTINA ARGYROU, Doctoral Student, Civil and Environmental Engineering
& MEGHNAA TALLAPRAGADA, Doctoral Student, Communication
Using Theatre Techniques to Enhance your Teaching

ALICE BEBAN, Doctoral Student, Development Sociology
Developing Service Learning in the Disciplines

JOEL BROWN, Doctoral Student, Molecular Biology and Genetics
Designing a Teaching Portfolio for an Academic Job Search

HEATHER CONNELLY, Doctoral Student, Entomology
& YUE LI, Doctoral Student, Natural Resources
Integrated Course Design

ERIN CRESSWELL, Doctoral Student, Mechanical and Aerospace Engineering
& LIA TURTAS, Doctoral Student, Romance Studies
How to Facilitate and Evaluate Group Work and Projects

ELIZABETH FOX, Doctoral Student, Nutrition
Role of TAs in Cultivating an Inclusive Classroom

MARSHA JEAN-CHARLES, Doctoral Student, Africana Studies
& EMILY REISS, Doctoral Student, Horticulture
Best Practices for Teaching Across Abilities

SHEILA SAIA, Doctoral Student, Biological & Environmental Engineering
Utilizing Classroom Assessment to Evaluate Student Learning

CATHERINE SPIRITO, Doctoral Student, Biological & Environmental Engineering
Using Your Research Experience to Improve Your Teaching

ALLISON TRUHLAR, Doctoral Student, Biological & Environmental Engineering
& JING-MAO HO, Doctoral Student, Sociology
Developing a Diversity Statement

ZIJING ZHANG, Doctoral Student, Molecular Biology and Genetics
Overcoming Anxiety about Public Speaking

Symposium organized by the Center for Teaching Excellence and the Cornell University Center for the Integration of Research, Teaching, and Learning (CU- CIRTL), with financial support from the National Science Foundation (DUE#: 1231286) and the Great Lakes Higher Education Corporation and Affiliates.

Classroom Research and Teaching Symposium

May 16, 2016
Research by 2015-2016 Graduate Research and Teaching Fellows

These fellows completed ALS 6015: Teaching in Higher Education and ALS 6016: Teaching as Research, attended training, and led workshops while conducting research on teaching.

KIRSTEN BROCHU, Doctoral Student, Entomology
Fear and Loathing in the Classroom: The Effects of Student Attitudes on Learning

MARY LOUISE CENTRELLA, Doctoral Student, Entomology
Parent Institution Influences STEM Faculty Teaching Experiences

FRANCES FAIRBAIRN, Doctoral Student, Philosophy
Trust, Power, and Transformation in the Prison Classroom

ANNETTA FOTOPoulos, Doctoral Student, Asian Literature, Religion & Culture
Why are We Losing Students? Enrollment and Motivation in Chinese Language Learners

JING-MAO HO, Doctoral Student, Sociology
Habitus in Big Classrooms: Gender, Race, and Use of Electronic Devices

WHITTEN OVERBY, Doctoral Student, Architecture
“Scenes of Recognition”: Captioning Ethnography in the Architecture Classroom

KRISTEN PUESCHEL, Doctoral Student, Mathematics
Reading Quizzes in a Multi-Section Calculus Class

LAURA L. TUPPER, Doctoral Student, Statistics
Some People: Student Attitudes on Group Work

Research by Scholarship of Teaching and Learning Practitioners

These participants completed training workshops and designed and implemented accelerated research projects on teaching over the course of a semester.

GEORGIA ANDREOU, Postdoctoral Associate, Classics
Digital Environments in the Education of Humanities: The Benefits of an Organically Evolving Syllabus

CISSY BALLEN, Postdoctoral Associate, Ecology and Evolutionary Biology
Active Learning Promotes Diversity in Undergraduate Science

DAWN BERRY, Postdoctoral Associate, Einaudi Center for International Studies
Teaching Publication Process in Diverse Classrooms

JASMINE CRUMSEY, Visiting Scholar, Ecology and Evolutionary Biology
In-Class Polling, Pre-Lecture Quizzes, and Exam Performance as Predictors of Student Learning in an Introductory Ecology Course

PETER DELNERO, Doctoral Student, Biomedical Engineering
Community Engagement in Biomedical Sciences and Engineering

KATHLEEN HEFFERON, Postdoctoral Associate, Food Science
An Examination of Instructors’ Experiences with the Course Design of a New and Controversial MOOC

CHANTAL KOECHLI, Doctoral Student, Microbiology
Effectiveness of Active Learning Small Groups on Comprehension and Retention of the Concept of the Central Dogma

LEE YOKE LEE, Doctoral Student, Natural Resources
The Influence of Course Design on the Quality of Cooperative Learning

JILLIAN MARSHALL & ANDREW ZHOU, Doctoral Students, Music
Sounding Evidence: Performing Close Readings of Music as Aural Text

NICHOLAS MASON, Doctoral Student, Ecology and Evolutionary Biology
Using Learning Analytics to Examine the Biology Scholars Program at Cornell

NANCY QUINTANILLA, Doctoral Student, English Language and Literature
Breaking Boundaries: Performance Poetry and Vulnerability in Prison Education

RACHEL STURGE, Postdoctoral Associate, Ecology and Evolutionary Biology
Do Students Taking a Writing Intensive Version of an Ecology Course Understand Key Concepts Better Than Those in the Regular Version?

KATHERINE THORSTEINSON & BRIANNA THOMPSON, Doctoral Students, English Language and Literature
Collaborative Writing in the Humanities

ALLISON TRUHLAR, Doctoral Student, Biological and Environmental Engineering
“I didn’t know GMO’s cause cancer!”: Investigating Student Engagement with Course Content and Peers in Online Chat

ANDREW WAXMAN, Doctoral Student, Applied Economics and Management
Social Norms, Public Goods, and Peer Review in First-Year Writing Seminar

Research by University of Rochester Teaching as Research Fellows

These fellows completed two-semester research projects supported by mentors from across the College of Arts, Sciences, and Engineering, including Biology, the Writing, Speaking & Argument Program and the Center for Excellence in Teaching & Learning.

MEGAN HERR, Ph.D., Public Health Science
Difference in Grades Between Graduates & Undergraduates in a Public Health Course

ALEX KOTELSKY, Doctoral Student, Biomedical Engineering
Exploring Teaching Strategies in Workshop Sessions of a Biomedical Engineering Class