The Teaching, Learning and Innovation Summer Institute (TLISI) is Georgetown University’s annual conference on teaching and learning, and one of the only spaces on campus where hundreds of faculty, staff, and students can come together to explore topics like innovation in teaching, technology-enhanced learning, inclusive pedagogy, and more. This year’s institute proved to be the largest yet, with nearly 500 attendees over four days. We are proud to host this annual event, which provides a venue to showcase the impressive teaching happening on our campus, as well as an opportunity to explore new innovations in teaching and learning.

By the Numbers

- **TOTAL ATTENDEE**
  - 495 total attendees
  - 47% new to TLISI
  - Respondent mentions:
    - Technology: 32%
    - Inclusivity: 24%
    - Writing: 20%
    - Active Learning: 16%
    - Syllabus Design: 16%

- **TOTAL CONCURRENT SESSIONS**
  - 52 total concurrent sessions
  - 46% of total sessions live streamed

- **INTERDISCIPLINARY PODS TEAMS**
  - 8 interdisciplinary pods teams
  - More details on next page

- **CLOSED SESSIONS**
  - 6 specific project-based cohorts:
    - Doyle Fellows
    - Technology-Enhanced Learning Colloquium

- **PLENARY ADDRESSES**
  - 4 plenary addresses

- **POSTER SESSIONS**
  - 3 highlighting student, faculty, and staff pedagogical projects

- **SOCIAL HOURS**
  - 3 allowing cross-campus engagement

Top Reasons for Attending

- Faculty
- Staff/AAP
- Guests
- Alumni, Former Faculty, External Speakers, Invites from other Universities

Attendance Trends Over Time

- **TOTAL ATTENDEES**
  - 2015: 157
  - 2016: 157
  - 2017: 140
  - 2018: 222

In an attempt to make TLISI more accessible to the entire Georgetown community, this year we offered enhanced virtual participation options, nearly tripling the number of live-streamed sessions from the previous year. With the support of our partners in University Information Systems, we offered live-streamed options for our premier plenary sessions, as well as 23 additional sessions presented by GU students, faculty, and staff. Approximately 20% of our total attendees made use of this service, extending our audience well beyond those physically present.
FEATURING THOUGHT LEADERS IN TEACHING & LEARNING

Each year, TLISI features several plenary speakers who are well-known scholars in different areas of teaching and learning. This year, we welcomed an outstanding lineup of speakers, including Dr. Beverly Daniel Tatum (Talking About Race and Other Conversations); Dr. Deborah Norris (Mindfulness in Education: Bridging the Science and Practice of Mindfulness); Dr. Sean Eversley Bradwell (The Direction of Diversity: Exploring Diversity and Inclusion Practice on University Campuses); and for the first time we expanded our programming to offer a Thursday plenary with Georgetown’s own Dr. Yulia Chentsova Dutton (Belonging on Campus).

KEYNOTE:

DR. BEVERLY DANIEL TATUM
President Emeritus, Spelman College

DR. DEBORAH NORRIS
American University Scholar, Founder and Director of the Mindfulness Center

DR. SEAN EVERSLEY BRADWELL
Professor and Director of Outreach, Ithaca College

DR. YULIA CHENTSOVA DUTTON
Associate Professor of Cultural Psychology, Georgetown University

Recordings of most plenaries are available on Digital Georgetown tlisi.georgetown.edu/past-tlisi

OPPORTUNITIES FOR INNOVATION

TLISI is a space where innovation is celebrated and experimentation is encouraged. This year, attendees were invited to participate in various sessions and workshops that challenged them to rethink their traditional approaches to teaching and learning.

PRODUCTIVE OPEN DESIGN SPACES (PODS)

For the fourth straight year, we offered our Productive Open Design Space (PODS)—a four-day “innovation incubator.” Teams comprised of faculty and staff from five schools submitted proposals to design a curricular or pedagogical project in a flexible, collaborative, design-centered environment. This year’s eight teams included large-scale projects, such as working to enhance the cultural humanities by intensifying the Humanities, Arts, Literature, and Culture (HALC) requirement, as well as more targeted projects such as the Baker Center for Leadership & Governance’s exploration of scaling innovation grants to reach more graduate students.

2018 PODS Team Projects:
- Creating the Future of Career Services at Georgetown
- Building a Cross-Campus Health Justice Curriculum
- Design-Centered Thinking and Technologies to Support U.S. Public Health Professionals
- Smoothing the Pathway to Public Interest Careers
- Quantitative Thinking in the Disciplines (QuID) in Biology
- Baker Innovation Programs
- First in Class: Higher Education Citizenship for All & Programmatic Solutions Toward Educational Equity
- Enhancing Cultural Humanities via Intensiﬁng HALC

DOYLE FACULTY FELLOWS COHORT

TLISI served as the launch event for the 14-month Doyle Faculty Fellows Program, allowing fellows to participate in the inclusive pedagogy offerings at TLISI while beneﬁting from dedicated workshop experiences designed to assist them in the early stages of their course redesign projects. Working in both large and small group settings, 16 fellows were introduced to the framework of backwards design and the principles of inclusive pedagogy as they developed their proposed courses. Fellows were also given the opportunity to interact with and learn from the experiences of former Doyle fellows.

CNDLS TECHNOLOGY-ENHANCED LEARNING COLLOQUIUM

Our TEL Colloquium cohort members kicked off their year-long colloquium on Approaches to Blended Learning over the four days of TLISI. The small group of 20 faculty joined CNDLS staff facilitators to begin exploring topics in technology-enhanced learning (TEL). Concurrent to their discussions, the group will also design and implement an individual TEL project.

Over the course of the academic year, the group will explore a range of pedagogical approaches to blended learning (also referred to as flipped, hybrid, or mixed-mode learning). As part of this exploration, faculty will engage with various strategies and tools to integrate traditional in-class learning with learning beyond the classroom.

OPPORTUNITIES FOR INNOVATION

In preparation for full-campus adoption of the Canvas platform, we offered several Canvas sessions to provide support to faculty. We created a hands-on experimentation space for faculty through our “Canvas Build-a-Course” session. Additional sessions offered were “Designing your Course in Canvas,” “Assignments and Grading in Canvas,” “Canvas for Practitioners,” and “Getting Started: Building Your Course Site in Canvas.”

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Plenary addresses drew in a 35% larger audience than the previous year.

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