



# TEACHING LEARNING & INNOVATION SUMMER INSTITUTE 2022

## CREATING SPACE

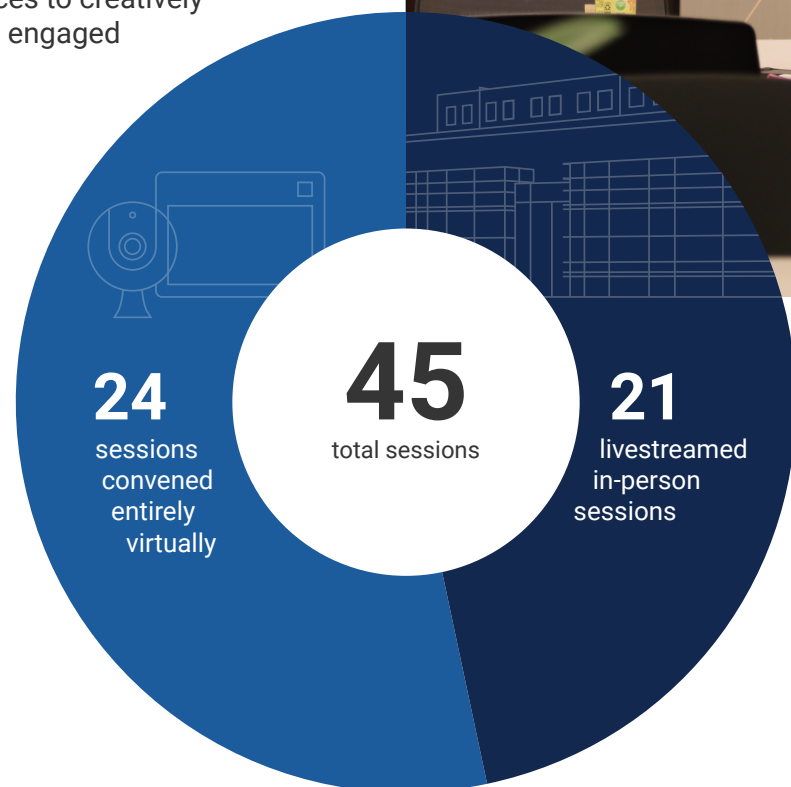
May 23-26, 2022

Since its inception, CNDLS' Teaching, Learning and Innovation Summer Institute (TLISI) has been a gathering place for Georgetown's community of educators to come together to learn, share best practices and research, and ask questions about teaching and learning at Georgetown and beyond. At its core, TLISI exists to support innovation in teaching and learning in an effort to continually drive the University forward in its mission to promote academic excellence. This year, we invited faculty, staff, and other campus partners to present and conduct workshops in response to the theme Creating Space, which drew topics ranging from rethinking inclusive practices in the sciences to creatively using technology tools for accessible and engaged learning.

### Topics Addressed

- Equitable and Accessible Teaching
- Adjusting in Post-Pandemic Era
- Creative Classrooms & Projects
- Racial Justice in Curriculums
- Sustainable and Environmental Education
- Centering Well-Being
- Technology-Enhanced Learning

"I find that the most useful and effective sessions are the ones that are concrete and specific, and focus on things that happen or can happen in classrooms."



## INVITED KEYNOTES



This year we featured two prominent scholar-authors in virtual keynote presentations on current topics in teaching and learning in higher education. Dr. James M. Lang kicked off the conference, presenting ideas and strategies from his book *Distracted: Why Your Students Can't Focus and What You Can Do About It*. On day two, Dr. Chayla Haynes Davison focused our attention on racial consciousness in the classroom in her keynote, "(Un)Doing Harm: A Pedagogical Imperative for Faculty Today."

### Dr. James M. Lang

A former Professor of English and Director of the D'Amour Center for Teaching Excellence at Assumption University, Dr. James M. Lang is the author of six books, the most recent of which are *Distracted: Why Students Can't Focus and What You Can Do About It* (Basic Books, 2020) and *Small Teaching: Everyday Lessons from the Science of Learning* (Jossey-Bass, 2016).

### Dr. Chayla Haynes Davison

Dr. Chayla Haynes Davison is an Assistant Professor of Higher Education Administration and past recipient of Texas A&M University's Robert and Mavis Simmons Faculty Fellowship. Her research centers on critical and inclusive pedagogy with an emphasis on college teaching and faculty development, Black women in higher education and critical race theory, and intersectionality scholarship methodologies.



The most valuable part of TLISI was "the expertise of the presenters, the topics, [and] the ability to be with colleagues either in person or online."

## GEORGETOWN PLENARIES

We were also proud to host two plenaries showcasing Georgetown students and faculty. These included a dialogic performance "In Your Shoes: Faculty and Student Dialogues," (left) and "Cura Personalis in the Cloud: Coming Full Circle," (below) a sequel to a TLISI 2020 student panel by the same name.

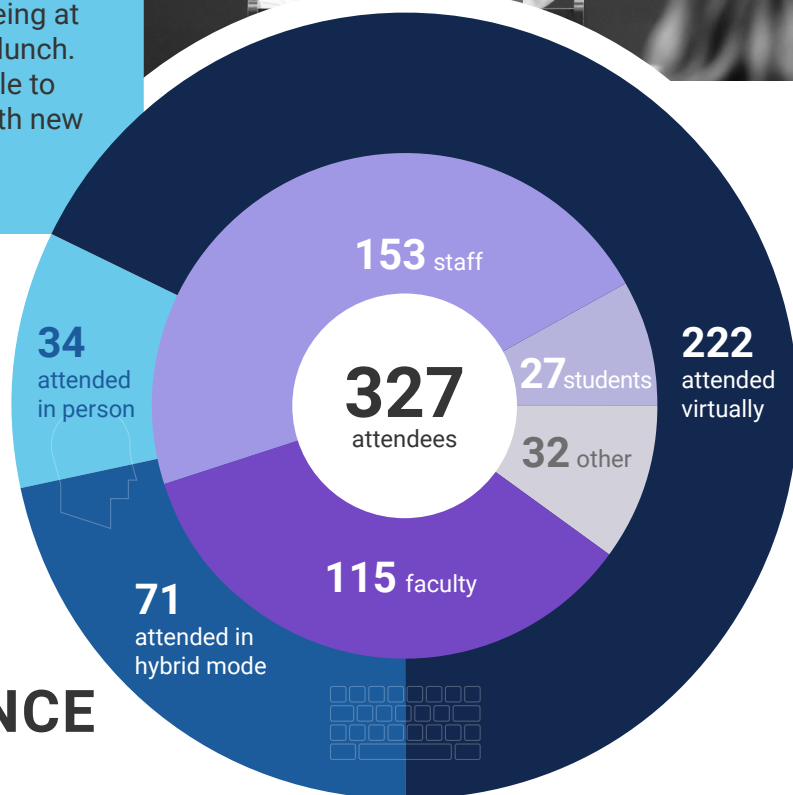
CURA PERSONALIS  
IN THE CLOUD

Coming Full Circle

Student Reflections on Learning Experiences in Past Two Years  
Thursday, May 26, 2022



"I realized that I missed in-person interactions and conversations with people that can come from being at the same sessions or lunch. I appreciated being able to create connections with new folks across campus."



Attendees came from over **36** schools and programs.

**40%**  
new to TLISI

**60%**  
returning

## HYBRID CONFERENCE DESIGN

After two years of supporting faculty through rapidly changing environments with exclusively virtual programming, we reintroduced TLISI to the Healey Family Student Center for the first time since 2019 with a hybrid approach. We balanced participation options by hosting two days of virtual and two days of on-campus programming, ensuring on-campus sessions were made available for all to join via livestream. We expect multiple modes of engagement will continue to be a priority as we navigate the coming years of teaching, learning, and innovation at Georgetown.



Survey respondents said the following about the hybrid conference mode:

**68%**  
positive

**20%**  
no effect

**12%**  
negative

"Despite hybrid [technology] hiccups at times, the hybridity allowed more people to attend my own sessions and made it easier to attend sessions myself."

## PODS

Our Productive Open Design Spaces (PODS) provide a way for attendees to dive deeper into their own teaching and learning project or challenge. As in years past, we expect to see much of the work being done in PODS to continue post-TLISI.

Participation: **12 faculty**  
**9 academic staff**



## PODS TEAMS



*Aligning  
Art History Curriculum  
for 2022 and Beyond*



*Designing  
Science  
For All*



*Graduate  
Student  
Support Services*



*Gateway  
to  
Spanish*



*Online  
Advising  
Manuals*

## TOP REASONS for ATTENDING TLISI

- Improve as an instructor
- Learn from others
- Community and connection
- Concrete, applicable information
- Diversity of interesting topics



Guided Eco Artwalk



Creative Expression in the MakerHub



Lunches and social hours, co-sponsored by the Red House and the University Library, anchored each in-person day and provided time for reconnection and reflection on presentations and workshops.

