



TEACHING, LEARNING & INNOVATION SUMMER INSTITUTE



TLISI

2019

25 YEARS OF INNOVATION

Georgetown's commitment to academic excellence is at the core of the mission of the Center for New Designs in Learning and Scholarship. Our annual Teaching, Learning, and Innovation Summer Institute (TLISI) invites the entire Georgetown community of educators to spend dedicated time reflecting on their own teaching and learning in an effort to continually refine and enhance the academic experience of our students. With opportunities for collaboration, experimentation, and innovation, TLISI is one of the only spaces on campus where faculty, staff, and students can come together to share new ideas and learn from one another.

Since 1994, TLISI has taken many formats, yet it has remained committed to serving the

intellectual community of Georgetown faculty, staff, and students. The four-day Institute (held May 20-24 this year) continues to challenge the landscape of teaching and learning at Georgetown, better preparing educators—both inside and out of the classroom—to teach the next generation of Georgetown students.

TLISI's goal each year is to continue to prepare our community to be responsive to the ever-changing demands of teaching and learning and meet the needs of all learners, ultimately deepening our shared commitment to academic excellence. We invite you to explore our website, tlisi.georgetown.edu, to access resources and learn more about the institute. We hope you'll join us at a future event.

SUPPORTING ACADEMIC INNOVATION

PRODUCTIVE OPEN DESIGN SPACES (PODS)

Now in their fifth year at TLISI, Productive Open Design Spaces (PODS) are a team-based opportunity for groups of Georgetown faculty, staff, and graduate students to explore a curricular or pedagogical project in a flexible, design-centered studio environment. With the support of a facilitator and CNDLS coaches, teams are provided space and time to think through their project, design potential solutions, get feedback from peers, and plan for continued development. This year, we welcomed 8 teams, totaling 32 faculty, 18 staff, 6 students and guests, and 1 fellow.

2019 PODS Team Projects:

- Collaborative Medical Humanities Major (COL, SOM)
- Designing Science for All (COL, SFS)
- Global Cities Initiative: Faculty Research Resource Toolkit (SCS)
- Growing a Program to Develop Early Academics in Education (SOM)
- HALC Faculty Fellows Cohort (COL)
- Public Writing at Georgetown (COL)
- Sanctioning with Learning in Mind (Student Conduct, Student Affairs)
- Whole Curriculum Project (COL, Red House)

DOYLE FACULTY FELLOWS COHORT

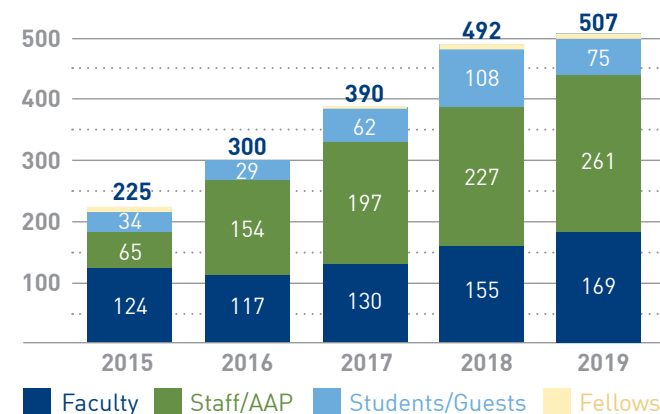
Every year, a new cohort of Doyle Faculty Fellows gathers at TLISI to begin their cohort experience together. Designed to support full-time faculty in choosing one of their undergraduate courses to redesign, the Doyle Faculty Fellows Program aims to enhance or incorporate themes of difference and diversity in a course. The 2019/2020 cohort consists of 16 faculty from across the university.

TECHNOLOGY-ENHANCED LEARNING COLLOQUIUM

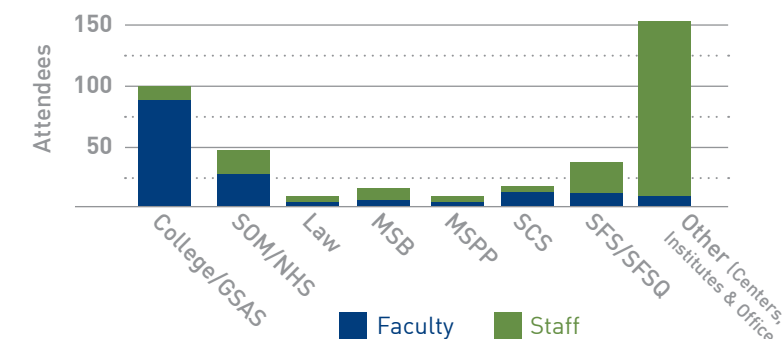
The TEL Colloquium cohort members kicked off their year-long colloquium on Approaches to Blended Learning over the four days of TLISI. The small group of 20 faculty joined CNDLS staff facilitators to begin exploring topics in technology-enhanced learning (TEL). Concurrent to their discussions, the group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

BY THE NUMBERS

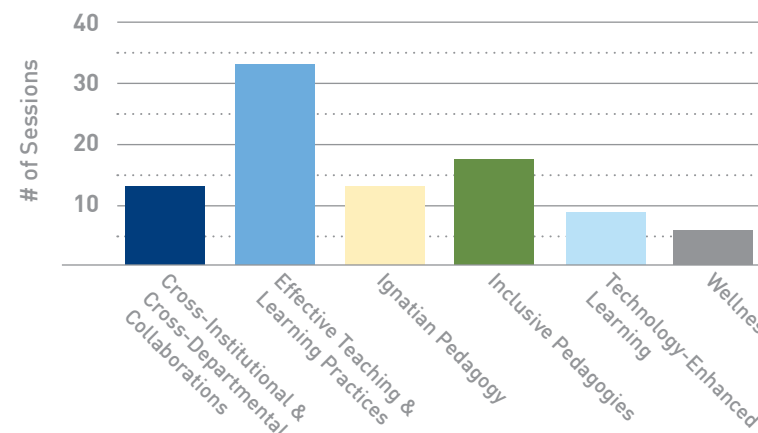
ATTENDANCE TRENDS OVER TIME



ATTENDEE SCHOOLS



2019 SESSION THEMES



MOTIVATIONS FOR ATTENDING*

PEER LEARNING/SOCIALIZE	69%
PLENARY SPEAKERS	60%
INSTITUTE TOPIC AREAS	46%
CURRENT PROJECT	45%
COLLEAGUE RECOMMENDATION	25%
TECHNOLOGY TRAINING	20%
FELLOWSHIP REQUIREMENT	9%

89% reported that TLISI strongly enhances teaching & learning at Georgetown*

84% reported that their experiences at TLISI strongly inform their conceptions and practices around teaching and/or mentoring*

86% reported that they anticipated their experiences at TLISI 2019 will inform their teaching and/or mentoring in 2019-2020 and beyond*

*Data gathered from post-institute survey

SUSTAINABILITY AT TLISI

Building off the university's expressed commitment to supporting sustainability, in 2019, we were intentional in making TLISI a more sustainable event. In particular, we strengthened our efforts around environmental advocacy and conscientious sustainability practices by supplying reusable TLISI aluminum bottles,

reducing our use of single-use plastics by 60% (40% of the 2018 quantity that was used), decreasing our consumption of water and carbon-intensive animal by-products by providing vegan and vegetarian full-protein catering options, and partnering with the Office of Sustainability to promote additional ways to "go green" in the office.

Additionally, similar to last year, we partnered with UIS to offer remote attendance as an option, with:

45% of all sessions live-streamed
↳ **27** live-streamed sessions

21% of attendees joined via live-stream

FEATURED KEYNOTE SPEAKERS



MONDAY, MAY 20

How Learning Works

Dr. Susan Ambrose
*Professor of Education and History, Senior Vice Provost for Educational Innovation,
Northeastern University*



TUESDAY, MAY 21

Teaching and Learning Behind Bars

Dr. Marc Morjé Howard with Halim Flowers and Sekwan Merritt
*Professor of Government and Law, Director of the Prisons and Justice Initiative,
Georgetown University*



WEDNESDAY, MAY 22

The New Academy: Trends for Future American Universities

Dr. Bryan Alexander
*Professor of Learning, Design, and Technology and Futurist,
Georgetown University*



THURSDAY, MAY 23

How Do Universities Confront Their Pasts?

Dr. Kathy Powers
*Associate Professor of Political Science,
University of New Mexico*

REFLECTIONS FROM OUR ATTENDEES



“I’m always shifting (attempting to improve) my teaching. It’s just helpful to know others are taking a similar path. It encourages me to keep going and adjusting.”

“This is one of [the] best things that Georgetown does. The cross department collaboration and crossing the faculty/staff lines is essential to pushing the boundaries of education and crafting the best experience for our students.”