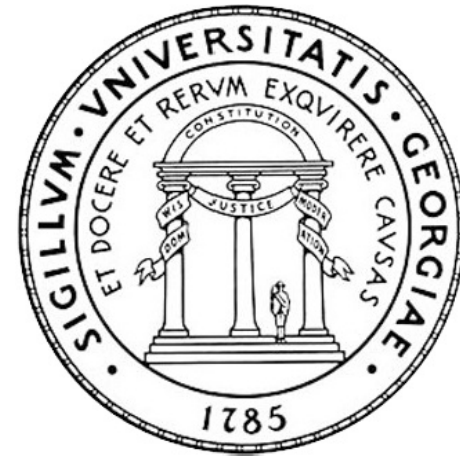


I want students to become aware of the portability of knowledge. . . . The theory is the handle that lets them open the window and that lets them see multiple things differently. They are absolutely delighted as they tell these stories, for they learn something, not for a test, but for building an intellectual life. This portability of knowledge serves the University of Georgia. Students bring their theoretical understandings – as well as the skills and factual knowledge that we use in class – and their affective understandings to their other classes, integrating the knowledge they gain in their college careers. *Carolyn Jones Medine*

Ultimately, I want to help equip my students to become successful communicators and critical thinkers, as well as to approach their lives in the twenty-first century – as workers and leaders, consumers and citizens – with a social and historical consciousness. By giving them a sense of intellectual leverage, by helping them learn that with work and thought they can discover, come to understand, and contribute to realms that lie outside their immediate experience, that they can rise to the challenge of the unfamiliar, I hope to help them accomplish those goals wherever their ambitions take them. *Richard Menke*

I have always known that I learn best through doing. In fact, and I am completely serious about this, my mother says that my first words were "Do it!" followed very shortly by "More do it!" followed by "Me do it!" Obviously, I was a hands-on learner from a very young age. This personal recognition of the value of actually doing something has certainly led me to heavy incorporation of service-learning into my teaching at the University of Georgia. I see in many of my students a familiar restlessness and detachment when forced to consider new subjects from only a distant and abstract perspective. When I do have the opportunity to take students out of the classroom and actually engage them in real places and activities their eyes light up and their questions are more insightful. I am convinced that field experiences and service-learning opportunities are critical components of higher education. *Alfred Vick*

Words of Wisdom
UGA Teaching Academy
Class of 2013



November 5, 2013

I consciously work to counter the near-pervasive climate of cynicism and resignation in the U.S. by encouraging young people to re-imagine themselves as and, hence, begin to re-fashion themselves into agents of change. . . . For me teaching and mentoring graduate students is the most time-consuming labor-intensive part of my professional life. However, it is also the most rewarding since one is gifted many times over not with disciples but with colleagues that are moving our shared field of scholarly inquiry in ever more interesting and significant directions.

Barbara Biesecker

My primary goal as a teacher is to encourage students to become informed global citizens who are effective problem solvers. My field, exotoxicology, is a practical one, but fraught with technical and often daunting scientific content. Students must first gain foundational knowledge prior to exploring how to apply it in a practical context. But they must also learn that knowledge in this field is not black and white or static; instead it is constantly evolving, composed of many shades of gray, and without geographic or knowledge-based borders. New knowledge is generated every day by researchers and students must learn to read, question and develop their own ideas and connections related to these new discoveries. *Marsh Black*

A core principle of my etching philosophy is that students typically have a greater potential than they realize, and to be most effective as a teacher I must remain committed to helping students realize this potential through respect, encouragement and mentoring. I believe that all individuals possess an innate desire to learn, and this desire is either fostered or hindered by the teacher. Therefore, I make every effort to create an environment in my classes that engages students' natural desire to learn. *Joseph Goetz*

Technology is transforming the role of teachers from traditional providers of information into facilitators of student learning. Technology is also changing the way students obtain information for their class assignments. Today, students have a wealth of information available to them at the click of a mouse or tap of a finger. In fact, students have the ability and opportunity to locate more information pertaining to a specific subject than any teacher could ever hope to cover in class. In light of these changes, I have endeavored to develop as a facilitator of knowledge and experience. In this capacity, I strive to promote students' awareness and appreciation of relevant course material, encourage them to focus on applying their knowledge and practical skills in authentic situations that help them to meet the challenges of their expected profession and the real world. I also strive to use new ways to engage students, to challenge them to explore different avenues of learning through self-discovery, and to have them reflect upon their development. Through this approach, I hope students will discover new insights, knowledge and skills that will stimulate their interest in life-long education. *Gary Green*

Consistent with the motto of the University of Georgia, which is "To teach, to serve, and to inquire into the nature of things", I believe that the mission of the academy is to: educate our students AND the general public so that they can make the most of their talents and be informed, responsible citizens; pursue excellence in research that positively impacts our communities (from local to global); and work in collaboration with our communities to identify their needs and find sustainable solutions. I strive to make significant contributions to teaching, service and research at UGA and have found that the most impact is made when these distinct parts of our mission overlap. *Anna Karls*