Engaged Student Learning: Essays on Best Practices in the University System of GeorgiaiaBete f oi a r i adoBet Stiaia ete f oiaia c e f giaiaBet

is on the student

and the student experience, one cannot help but to also note the excitement and trepidation on the faces of

the parents as they prepare to send their children out into the world. This summer, I am that nervous and

excited parent, and as I

prepare to send my own firstborn to college I find myself reading these essays with

dual lenses; one as educator, and one as parent. These assembled works impress and reassure me on both

fronts, offering a look at the continued progress that is being made

in our field.

Although it can be scary to try something completely new in the classroom, it can also be exciting and

energizing. I spent almost a decade teaching pedagogy and course design classes to graduate students, in

which we spent our semesters building a toolbox of engagement strategies and active learning techniques.

Often, my students also had teaching assistantships and were excited to try out the things that they were

learning about. Their trial runs were not always successful, but when they returned to our classroom to

report on their experiences we began by celebrating not the level of success, but that 1) they had the courage

to try something new, and 2) they felt comfortable enough with the classroom community to examine their

experiences, determine what did and did not work, and consider what future changes could be made.

Turner Improving Student Performance Online

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approach. Vanessa Slinger-Friedman discusses how she uses field trips to enhance learning through direct

experience.

Several authors describe ways that they have involved students in research at different levels. Arpita Saha

and Leah Williams talk about a semester-long opportunity for inorganic chemistry students to engage in

authentic research. Glenda Swan shares a course-long research project in art history, using peer -reviews to

create a “community of researchers.”

Simulations are another powerful way to provide students with a more authentic learning experience.

Samantha Bishop describes an intensive, four-hour model where nursing students work in a simulated

hospital environment. Josie Doss and Debbie Greene describe another nursing simulation that uses a

program designed to improve teamwork and communication. Jeffrey Berejikian and Molly Berkemeier

share a “future-oriented” foreign policy simulation to help students understand the past and think creatively

about the future.

While allusions to the long-lasting effects of COVID-19 in education are present in many of these works,

the two essays by Wendy J. Turner and Susan Murray each focus on lessons learned in the organization of

online courses during the pandemic, sharing research and experienced-based strategies to improve student

performance and achieve success in online environments.

Finally, Jordan Cofer describes the process of campus-wide collaboration and engagement that Georgia

College implemented to build and launch their award -winning “GC Journeys” program, which exposes

students to five high-