

2023 Teaching Innovation Grant Awardees

Andrew Britt, Division of Liberal Arts

In the spring semester of 2024 I will pilot a course titled “Justice in Immersive Realty.” Cross-listed in Humanities, History, and Arts Management, this upper-level digital humanities course will engage students in a collaborative project to produce an immersive narrative experience that advances social justice. The production of this experience will involve undergraduate research, collaborations on and beyond UNCSA’s campus, and the development of competencies in applications necessary to produce content in augmented reality (AR) and virtual reality (VR). I am excited to work with student and faculty collaborators as we discern how novel modes of storytelling technologies like VR and AR can advance positive social change.

Erica Fedor, School of Music

This Teaching Innovation Grant will allow me to attend the Lilly Conference on College and University Teaching in Asheville, North Carolina this summer. I am excited to connect with educators from varied disciplines to discuss diversity, equity, and inclusion in the classroom; classroom community/culture; and curricular design. I will leverage my findings into creating a series of project-based learning initiatives for the music history classroom, including pop-up museum exhibitions. I am very grateful for the support of the Teaching Innovation Grant, which will enable me to focus on teaching music history in ways that are innovative, inclusive, and empowering for all learners.

Eric Eason, School of Filmmaking

I am excited to have received this grant to purchase a video projector for my film directing students, which will enable them to explore visual art forms such as music videos, rear projection, video installation, and experimental cinema. This projector will be integrated into a third-year directing course where students will receive extensive training on its various creative uses and how to get the most of the technology. Each student will direct a final project that heavily relies on the projector as a key component. This hands-on experience will not only expose students to alternative modes of expression but also introduce them to potential income-earning opportunities beyond traditional narrative filmmaking and television. The grant represents a significant step forward in equipping our students with diverse skills, enhancing their creative confidence, and broadening their professional prospects.

Heidi McIver, School of Drama

I will use the TIG award to develop and implement a 6-week intensive study of classical text around the globe, which I'll add at the beginning of my existing Theatre & Culture course. The seniors in the High School Drama program have unique curricular requirements, as they come from diverse educational programs and are transitioning to the next step in their training. Most students have a gap in their knowledge when it comes to approaching and performing Shakespearean and other classical texts, and this unit will address that issue. Students will encounter texts and writers that are diverse in culture and gender, and we will practice working with text in dynamic, full-body ways that honor their strengths. I'm

excited to help students discover themselves in these classical pieces and to empower them with skills that ensure they can study and perform such texts with joy and confidence, rather than trepidation.

Stephanie Patterson, School of Music

Reimagining the Classical Canon, Starting with Bassoon will revamp and restructure my applied studio curriculum to diversify the featured voices and perspectives, and align it with the demands of the 21st Century music field. My work focuses on applied bassoon but will be made available online for other interested teachers to create similar modifications in their applied studios. My students and I will work with experts in the field to compile, commission, compose, and arrange new materials, organized into a curriculum that supports contemporary performance practice as well as extra-musical skills. This grant supports the initial redesign of these courses, which will continue to evolve as my students and I curate and produce content as part of the learning process. I am very excited for the opportunities this project will create for my students to be personally invested and engaged in the development of their own course of study.

Janet Orenstein, School of Music

I am developing a new course titled

Yoga Therapeutics for Performing Artists: Presenting a targeted use of yoga to address the mental and physical challenges of being a performing artist.

This class will provide a communal space for active and restorative yoga practice, while also being an interoceptive Garden of Eden—a safe space in which to feel and observe one’s internal landscape. For this reason, yoga therapeutics is particularly helpful in maintaining mental health and wellness. Knowing what to direct our attention to, and when, and being able to switch between inner-directed and outer-directed attention, is key to emotional health. Students will learn to use active yoga postures, as well as restorative yoga postures, meditation, and pranayama techniques to develop healthy bodies, positive sleep habits, and a sense of equanimity and balance.

Bailey Pittenger, High School Academic Program

With this Teaching Innovation Grant, I am designing a Creative Writing Senior English Seminar within the High School Academic Program, where students will have opportunities to engage with local NC Triad-area creative writers, scholars, and journalists. Through these community partnerships with a variety of local writers, the students will complete the Citizen Artist Project with a focus on the impacts and power of writing and advocacy. I am also excited to pilot a student-run literary magazine with this course.