ThinkBig - Living Learning Communities
Call for Faculty Proposals

Faculty members are encouraged to submit proposals to develop programs for Living Learning Communities for the Georgia Tech ThinkBig Program. These are faculty led programs that are jointly run by the Center for Academic Enrichment and the Department of Housing. Such communities create informal interactions with faculty to engage in inquiry-based discourse that are co-curricular (no course credit) in nature. This co-curricular approach is chosen to encourage students to concentrate on learning for its own sake, and avoid an unhealthy obsession with a grade that plagues many Georgia Tech students and sometimes interferes with the actual process of learning. It is hoped that this type of educational approach with transform our students into life-long learners.

The programs should include a weekly coffeehouse-style meeting with the students, and a more extensive program twice monthly. The weekly program should occur regularly in the residence halls and allow for reflection and interaction between the students and the faculty. These weekly coffeehouse-style meetings often involve refreshments, and can vary between a specific program and simple reflection on previous bi-monthly programs and general issues of concern to the students. The twice-monthly programs are generally at other locations in the Atlanta area and address the specific theme of the program. The goal of the program is engage and motivate the students to explore the Think Big program theme, and engage with the Georgia Tech faculty and community. Specifically, the program should address (i) the general goals of the Think Big program, (ii) the theme of the specific program, and (iii) two or more learning outcomes for the specific program determined by the program director.

Since its inception in 2009, the general goals of the Think Big program have been¹

1. Facilitating faculty student interaction outside of the classroom.
2. Stronger student and faculty connection with community at Tech.
3. Encourage a more engaging and inquiring approach to student learning.
4. Enticing students to be more reflective in their learning.

In the process of engaging the students with the specific theme, the program will likely also engage the students in the general ThinkBig goals above. The program should also address two specific learning outcomes associated with the program. One challenge associated with the ThinkBig Program is the assessment of these learning outcomes because ThinkBig program is co-curricular, and has no formal assessment requirements such as tests, quizzes and projects. If desired, the program director may utilize such assessments during the program, but an excessive amount of these assessments can counteract the co-curricular effect. At the least a question on the ThinkBig assessment survey should added for each of these learning outcomes.

Faculty leading one of these programs will receive a stipend of $7,500 for a program that has 30 students signed up. The programs are to span the academic year, Fall 2015 through Spring 2016. Descriptions of current programs may be found at www.thinkbig.gatech.edu.

¹ Task Force Report of GT Living Learning Communities, Dana Hartley & Dan Morrison, chairs, Fall 2008
The Proposal should include:

1) A signature page containing the approval signature of the faculty member’s supervisor (see a copy of this below)
2) A Title and Brief Description of the program (1/2 page maximum)
3) A description of the goals of the proposed LLC (aside from general ThinkBig goals above), and two or more learning outcomes you hope to achieve with this program.
4) A description of typical discussion topics for the weekly coffeehouse-style meetings and a brief description of how said events would potentially address (i) the general goals of the Think Big program, (ii) the specific goals of our program, and (iii) the proposed learning outcomes.
5) A list of typical bimonthly events (typically 6-7 for the first semester) and a brief description of how said events would potentially address (i) the general goals of the ThinkBig program, (ii) the specific goals of our program, and (iii) the proposed learning outcomes.

The deadline for submission of proposals for academic year 2015-2016 is **Friday, October 10, 2014**. Applicants should feel free to contact the program administrators or current community leaders with questions about developing a successful program and proposal or attend the information sessions below:

- **Thursday, September 25th**, 1-2pm  
  Clough Lounge (room 205Q CULC)
- **Thursday, October 2nd**, 1-2pm  
  Clough Lounge (room 205Q CULC)
- **Tuesday, October 7th**, 11 am-Noon  
  Clough Lounge (room 205Q CULC)

Submit proposals to:  
Allyson Tant, Think Big Program Coordinator, Center for Academic Enrichment (CAE) at allyson.tant@gatech.edu, Room 205K, Clough Undergraduate Learning Commons

Questions may be sent to:  
Pete Ludovice, Director, CAE; pete.ludovice@gatech.edu; 404-385-4026  
Holly Shikano, Coordinator for Residential Academic Initiatives; shikano@gatech.edu; 404-385-4184  
Allyson Tant, Think Big Program Coordinator, CAE; allyson.tant@gatech.edu; 404-385-7436
Living Learning Communities Faculty Proposal Form

Due Friday, October 10, 2014
Allyson Tant, Program Coordinator, CAE, allyson.tant@gatech.edu; 404-385-7436

The proposal should include:
1) A Title and Brief Description (1/2 page maximum)
2) A description of the goals of the proposed LLC (aside from general Think Big goals above), and two or more learning outcomes you hope to achieve with this program.
3) A description of typical discussion topics for the weekly coffee-house-style meetings and a brief description of how said events would potentially address (i) the general goals of the Think Big program, (ii) the specific goals of our program, and (iii) the proposed learning outcomes.
4) A list of typical bimonthly events (typically 6-7 for the first semester) and a brief description of how said events would potentially address (i) the general goals of the Think Big program, (ii) the specific goals of our program, and (iii) the proposed learning outcomes.
5) A signature page containing the approval signature of the faculty member’s supervisor.

Faculty Name:______________________________

School/Unit:______________________________

Proposed Living Learning Community Title (themed topic):
________________________________________

Brief Description:
________________________________________
ThinkBig Living Learning Community Proposal Signature Page

Living Learning Community Title:

Faculty Signature________________________________ Date________________

Chair/Supervisor Signature_____________________________ Date________________
# Appendix A

## Expectations of Faculty

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<th>Plan and Attend (with housing support)</th>
<th>Details</th>
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| 1) Retreat before classes begin for both Fall and Spring | • This is for orientation and to establish cohort connections.  
• Friday or Sunday | • Ice-breaking helps establish the community between all the students and with the faculty.  
• Housing can help with the ice-breaking activities and retreat coordination. |
| 2) One programmatic “event” every other week | • Related to the LLC subject.  
• To be designed in advance  
• Gives overall picture  
• Housing time to help coordinate | • This component is to accentuate the “Learning” component. Some of these should be within the living quarters, but others can be elsewhere  
• There will also be a student advisory council with each LLC. They will be charged with developing other “events”.  
• Faculty should plan to attend at least one “event” a week. |
| 3) A coffee/tea hour once a week | • Same time and place each week  
• Time and place are based on what is convenient for the faculty and students | • This is to keep a continuous casual community relationship between the faculty and the students.  
• Suggested place: Living space, Suggested time: 10 am or between 4-6pm. |
| 4) One special program/dinner at the end of each term | • Support from Housing  
• Support from Student Advisory | • This serves as a celebration of the group as a whole, their involvement together, and their connection with their common interest in this LLC.  
• This also helps to tie everyone together at the end of a term, so the next semester starts smoothly. |
| 5) Participation in Assessment | • Completing Assessment Instruments | • To be posted soon |
Appendix B
Example of a Faculty Proposal
(Actual “Applied Humor” Community that was taught previously)

Faculty Name: Pete Ludovice

Unit: School of Chemical & Biomolecular Engineering

Proposed Living Learning Community Title (themed topic): Applied Humor: Putting the HA in AHA

Brief Description:

In the movie “Dead Poets Society,” Robin Williams illustrated how humor can be used to engage students in the study of literature and poetry. Imagine if humor could be used to better engage students in other classes as well. This Living-Learning Community (LLC) explores the nature, and form of humor, and its application to improve technical communication, education and innovation. Students will explore how humor works and its various forms: stand-up comedy, cinematic humor, sketch comedy, written humor, and improvisation through recordings and live performances. Through live and recorded examples they will observe and experience how humor can be applied in the aforementioned areas.

The community director, Pete Ludovice, has been a professional comedian for over a decade and carries out research on the application of humor to improve technical education and communication. He lectures on such applications internationally.

General Goals:

1) Teach students the basic nature and theory of humor
2) Facilitate student exploration of the various types of humor and help them develop their own tastes therein
3) Teach students how to include humor in written and oral communication and allow them to explore this application.
4) Illustrate the types and style of humor that are, and are not effective in improving education
5) Teach the students improvisation techniques, and appreciation for this art form, and how it is relevant to improving one’s presentation skills
6) Show the students, via a live workshop, how improvisation can be used to explore idea space and improve

Learning Outcomes:

1) Students will understand the different types of humor and develop a personal appreciation for various types of humor.
2) Students will be able to apply humor to improve an individual piece of communication or education.
Typical weekly discussion topics or activities: (goals or learning outcomes addressed)

- Discuss excerpts from popular literature on humor such as “The Humor Code,” and “HA!: The Science of When We Laugh and Why.” (G1, LO1, LO2)
- Discuss what types of that humor interest you or your peers (G2, LO1)
- Discuss the bounds of appropriateness of humor and how these bounds are audience dependent (G3, LO1, LO2)
- Examine and discuss applied humor writing and presentations such as “Statistics and Why We Hate Them,” by Pete Ludovice, and excerpts from “Minute Physics,” by Scott Reich (G2, G3, LO1, LO2)
- Discuss the difference in humor tastes for people of the Millenial, Gen-X, and Baby-Boom generations (G1, G2, LO1, LO2)
- Watch videos of comedian Robert Wuhl using humor to teach American History (G1,G2,G3, LO2)
- Watch videos that use humor to promote public service messages such as the Delta Airline Safety Video, and the CPR video by physician/actor/comedian Ken Jeong (G2,G3,G4, LO2)
- Discuss elements of the thesis of Bill Cosby Ed.D. and listen to his previous interview about humor in education on WREK (G1,G3,G4, LO2)
- Listen to other WREK and Podcast interviews with comedians and educators that use applied humor (G3,G4, LO1, LO2)
- Watch episodes of “Whose Line Is It Anyway,” and other improvisation videos (G5, LO1)
- Discuss the creativity writings of Koestler & de Bono (G1, G5, LO1)
- Bring your own humorous YouTube video night (G1,G2, LO1)

Typical bimonthly events:

- Attend comedy shows at the Laughing Skull Lounge in midtown Atlanta (this is the only comedy club in Atlanta that does not require patrons to be over 21 years of age) (G2, G3, G5)
- Attend improvisation events at local venues (G5, LO1)
- Attend sketch comedy and humorous play events at local venues (G2, G4, LO1)
- Listen to visiting lectures on humor and its application (in a single day we listened to Steve Hofstetter talk about his views on the humor in the Clough Undergraduate Learning Center, and then attended his comedy show at the Hard Rock Café in Atlanta). Steve Hofstetter was one of the original columnists for collegehumor.com and now hosts his own television show entitled “Laughs” on selected FOX channels. (G1, G2, G4, LO1, LO2)
- Attend humorous movies and analyze the application of humor therein (G2, LO1)
- Rework technical lessons using humorous approaches (G3, G4, G5, LO2)
- Attend a live workshop on humorous improvisation techniques (G5, LO2)
- Attend a live workshop on the use of humor to catalyze technical innovation (G5, G6, LO2)

G1 to G6 = addresses General Goals above 1 through 6
LO1 or LO2 = addresses learning outcome 1 or 2