

Middle Georgia State University
Department of Media, Culture, and the Arts

2024 Felton Jenkins, Jr. Hall of Fame Faculty Award Portfolio

Letter of Nomination from Provost David Jenks	p. x
Condensed Curriculum Vitae (Focus on Pedagogy)	p. 1
Reflective Statement	p. 4
Summary of Innovative Teaching Strategies	



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	, Macon, Ga.	2012-present
	, Coral Gables, Fl.	2003-2012
	, Miami, Fl.	2007-2011

"Student Engagement in Online Settings." Interviewed by Sara Boutin for the National Foreign Language Resource Center, University of Hawai'i at Mānoa. Spring 2021.

If I can sum up my teaching philosophy in one word, it's . I strongly believe that connection fosters learning, and I strive to create a learning environment based on connections.

I started my career as a French instructor (now I also teach humanities and interdisciplinary studies (IDS)). In a language class, fostering a safe and friendly learning environment is of the utmost importance because students often feel anxious. Creating a safe space starts with sharing my own journey learning English, the importance of embracing mistakes as a

TiLT revolutionized my teaching and helped me build quality online classes is not an overstatement. I appreciate the value of TiLT for in-person classes, but I value TiLT even more in asynchronous online classes where I have adopted it as a philosophy: a transparent syllabus, transparent unit objectives, a transparent course structure, and transparent communication. The combination of teaching more classes online, discovering the power of TiLT and having no CETL led me to apply to become a USG Chancellor's Learning Scholar in 2019. I started my own FLC focused on TiLT and best practices for online teaching. Focusing on online teaching proved quite timely as the pandemic hit during our FLC's second semester. My group was able to present our findings and experiences at our institution and at national and international conferences during the pandemic. I also worked with a cluster of MGA colleagues who saw a need to bridge the void left by CETL: I presented at our Faculty Development Days and proposed online programming during the pandemic. I was really energized by my two-year CLS experience, continued as a member of another FLC, and was then nominated for the Governor's Teaching Fellow program where I met a group of faculty who was as passionate about teaching as I was. After that program, I became a Provost's Fellow with our newly re-established CETL, and in this capacity, I have enjoyed helping organize and present at the Faculty Development Days, presenting at the new faculty orientation, participating in panel discussions on AI and TiLT, and leading a reading group on

real as well. I use Perusall as an alternative to D2L discussion boards as it allows more organic conversations. In addition, I also give detailed feedback on assignments and vary the modality: audio, video, or written. I reach out to students who are falling behind and email them when they're doing well. I tell students that the class is online but not on autopilot. I let them know how long it will take me to grade or if something is preventing me from meeting a deadline. Asynchronous classes mean we are not together at the same time in the same space. But when my students log in, I want them

their major is, to talk about their strengths and skills they are developing, and give an example of work, volunteer experience, and/or involvement at the university. In other words, I have taken what is usually a unit on simply saying what classes you take and the job you want and turned it into a useful exercise to prepare them for the job market.

- : Every semester, I change an aspect of each class. Early November 2023, I finished a class with Michigan State University to improve oral communicative tasks in my language classes and will be implementing changes this spring. This fall, I redesigned the midterm paper for my Methods in IDS class giving the students the opportunity to either write a traditional academic paper or to write a magazine article (in the style of _____ or _____)

She has taught me three semesters of French, and during that time, I have watched her handle a lot of classroom situations, always with grace and dignity toward the student. She has impeccable manners and is not only well respected but well liked.

Dr. Wengier's teaching style is unusually creative. She assigns interesting projects designed to activate different parts of the brain, foster critical thinking and expand understanding and appreciation of cultural differences. For example, those assignments have included conducting an introduction on a French friendship match site, writing magazine opinion articles, filming a cooking video/tasting, creating a cartoon about an adolescent life

spring 2020	Elementary French I Elementary French II Perspectives on Narrative HUMN 1001	4.93 4.81 4.64
summer 2020	Perspectives on Narrative HUMN 1001	4.96
fall 2020	Elementary French I Elementary French II Methods in IDS	4.5 5.0 4.83
spring 2021	Elementary French I Elementary French II	4.89 5.0
summer 2021	Perspectives on Narrative HUMN 1001 IDS Madness, Literature, and Culture	5.0 5.0
fall 2021	Elementary French I Elementary French II Methods in IDS	4.08 4.2 4.75
spring 2022	Elementary French I Elementary French II Methods in IDS	4.78 5.0 3.67
summer 2022	Perspectives on Narrative HUMN 1001 HUMN Happiness, Literature, and Culture	5.0 4.99
fall 2022	Elementary French I Elementary French II Methods in IDS	

I am writing to enthusiastically recommend Dr. Sabrina Wengier for the Felton Jenkins, Jr. Hall of Fame Faculty Award. I have been in the enviable position in my fifteen years at MGA of benefitting from the guidance of many excellent mentors and role models, but none of them have had as profound an effect on my teaching as Sabrina.

I had the good fortune of participating in the Faculty Learning Community (FLC) that Sabrina began in 2019, and my pedagogy has been revolutionized as a consequence. Sabrina was introduced to Transparency in Learning and Teaching (TiLT) at a USG teaching workshop, and she based that FLC on sharing the principles of TiLT with her MGA colleagues. To say that adopting TiLT has completely transformed the way I teach is an understatement. My classes are more successful, more student-centered, and more aligned with student learning outcomes; I am a better teacher because I participated in Sabrina's FLC. After the conclusion of the FLC, Sabrina and I conducted an IRB-approved study on the effects of TiLT in our online classes and

to do so as well. I am grateful to work with Sabrina. She provides an example I strive to follow, and I can think of no one who deserves this award more.
Lorraine Dubuisson, Professor of English

I am writing this letter in support of Dr. Sabrina Wengier's nomination for the Regents' Felton Jenkins Jr. Hall of Fame Faculty Award. Dr. Wengier has been a valuable member of our community since 2012 and I am more than thrilled to write this letter of support. What impresses me most about Dr. Wengier, and what I think makes her particularly well-qualified for this award, is that her commitment to teaching is evident in her teaching, scholarship, and service.

Dr. Wengier's dedication to teaching is something that is widely known across our institution. She was a USG Chancellor's Learning Scholar and a leader of a Faculty Learning Community (FLC) as part of that program from 2019 through 2021. Most notably, she was then invited to be a Governor's Teaching Fellow at the University of Georgia Institute of Higher Learning in 2022. This is an extremely prestigious achievement that means Dr. Wengier is being recognized state-wide for her success in teaching.

Dr. Wengier focuses on the Transparency in Learning and Teaching (TiLT) framework, online teaching, and second language acquisition. Her work with TiLT is shared across campus and has an extremely positive impact on her teaching evaluations across the board. Her colleagues look at Dr. Wengier as a mentor for teaching and several have mentioned the positive influence she has had on their classroom teaching. She has routinely led workshops and teaching circles as part of her learning communities and as part of her service to our department and school.

Assistant Professor of French, I have witnessed her exceptional dedication, innovative teaching methodologies, and unwavering commitment to student success.

As a teacher who approaches her own vocation from a growth-oriented perspective, Sabrina is a model of learning and an inspiration to her students. She is constantly evolving as a teacher through intentional professional development -- including attending University System of Georgia