



Krista Capps, Ph.D.

Krista is an aquatic community and ecosystem ecologist. She works in both temperate and tropical freshwater systems and she is obsessed with wastewater. She earned a BS in biology and political science from Hope College, a MS in environmental science from the School of Public and Environmental Affairs at Indiana University, and a PhD from the Department of Ecology and Evolutionary Biology at Cornell University.

kcapps@uga.edu

Krista regularly teaches a large-enrollment course for non-majors (~300 students; ECOL 1000) and an upper-level split level course in Freshwater Ecosystem Ecology (~40 students; ECOL 4310/6310). In addition to the Active Learning Summer Institute, Krista participated in the Lily Teaching Fellows, the Service-Learning Fellows, and the Senior Teaching Fellows Programs. Krista is also a member of the UGA Teaching Academy. In 2022-2023, Krista received the Russell Award for Excellence in Undergraduate Teaching.

She completed the Active Learning Summer Institute (ALSI) in the summer of 2022 and has implemented an active-learning focused revision to her large enrollment course for non-majors (~280 students; ECOL 1000).

Office hours: 10-11am Mondays each month (Aug. 12, Sept. 9, Oct. 21, Nov. 11, Dec. 2;
<https://zoom.us/j/96451982245?pwd=cFhQZk1RRVRxSWVpY2phTlliYjcvZz09>)

I am excited to talk to you about: Large classroom instruction, co-teaching with active learning, enhancing transparency, how to evaluate what content to cut.

Most Used ALSI Concepts & Skills:

Backward design
Transparency in Learning and Teaching (TILT)

Biggest Surprise in your ALSI Redesign:

I was surprised by how much content I needed to cut, but also how easy those decisions were supported by backward design and centering all activities on the learning objectives.

Greatest Triumph in your ALSI Redesign:

Student responses were positive, even after the first, rocky semester!

Most Meaningful ALSI Memory:

The moment I realized that my assessment techniques were not matching up with my learning objectives. It was hard, but freeing. I realized that I needed to invest more time in re-thinking all assessments, not just my content. The same day, we had faculty mentors come in to talk and they all reinforced that it was OK to take years to make the needed changes!

Advice for Overcoming Roadblocks:

Pause, take a deep breath, and review your learning objectives, then take action.

Words of Wisdom: Transparency with your students is essential. Telling them what is going to happen is important but telling them why things are happening may even be more important.
