



nandanaw@uga.edu

Nandana Weliweriya, Ph.D.

Nandana Weliweriya is a lecturer in Physics and Astronomy. He has successfully integrated technology and cutting-edge applications to revamp lab activities, pre-lecture engagements, and post-exam initiatives in PHYS 1251: Studio Physics 1 for engineering majors. His dedication and commitment to enhancing learning experiences have been recognized through various accolades, including three consecutive CTL's LTG grants and Affordable Course Materials Grants from both UGA Provost's office and USG. Recently, Nandana was honored with the prestigious Franklin College's Sandy Beaver Excellence in Teaching Award (2024) and UGA'S Creative Teaching Award (2024).

OFFICE HOURS:

Thursdays, 1 pm – 3 pm: Aug 29, Sept. 26, Oct. 31, Nov. 28, Dec. 19

I AM EXCITED TO TALK TO YOU ABOUT:

Technology Integration, Professional Development, Inclusive Teaching Practices, Continuous Improvement

MOST USED ALSI CONCEPTS & SKILLS:

Formative Assessment and Reflection

BIGGEST SURPRISE IN YOUR ALSI REDESIGN:

There were two delightful surprises during my ALSI redesign: the students' response and the GTAs' involvement. One of the most astonishing revelations was the substantial rise in student engagement and active participation during interactive activities. Additionally, I was pleasantly surprised by how the GTAs embraced the enhanced lab activities and collaborated with me to consistently elevate the learning experience for our students, pushing boundaries every week, every month and every semester.

MOST MEANINGFUL ALSI MEMORY:

The micro-teaching activity has become a staple in my teaching routine each semester, replacing the traditional syllabus rundown on the first day of class. This approach allows me to not only communicate my expectations clearly but also establish a meaningful connection with my students right from the start.

GREATEST TRIUMPH IN YOUR ALSI REDESIGN: ADVICE FOR OVERCOMING ROADBLOCKS:

My greatest triumph in the ALSI redesign was witnessing a remarkable transformation in student learning outcomes. I observed a significant improvement in students' understanding, engagement, and enthusiasm for the subject matter. This triumph not only validated the effectiveness of the redesign but also inspired me to continue exploring new ways to enhance the learning experience.

Start Small and Iterate: Don't feel pressured to redesign the entire course at once. Start with one module or unit and implement active learning strategies gradually.

WORDS OF WISDOM:

Empower students to take ownership of their learning through active participation and engagement.