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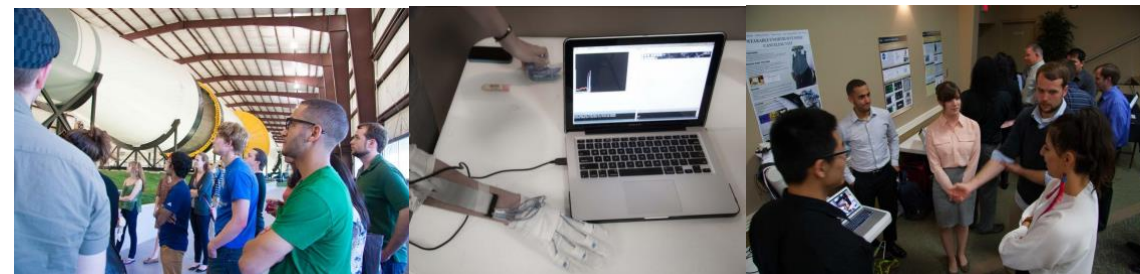
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TEACHING STATEMENT



In the fall of 2013 students from Georgia Tech's School of Industrial Design worked with dancers from glo atlanta dance to create wearable electronic garments. This work was done as a class project for Wearable Product Design ID 4510 / ID 8900 WPD.

I have been teaching courses at the college level for over 15 years instructing over 2600 students in over 30 courses at the Georgia Institute of Technology, while also teaching fashion design and textiles at Savannah College of Art and Design from 2008 to 2012. I have learned to teach both design and engineering students using a variety of methods. Early in my teaching career I focused on studio instruction, working with students to build skills in making, drawing, and presentation. Today I teach mostly lecture courses, but still assess the student's learning mainly through group project work.



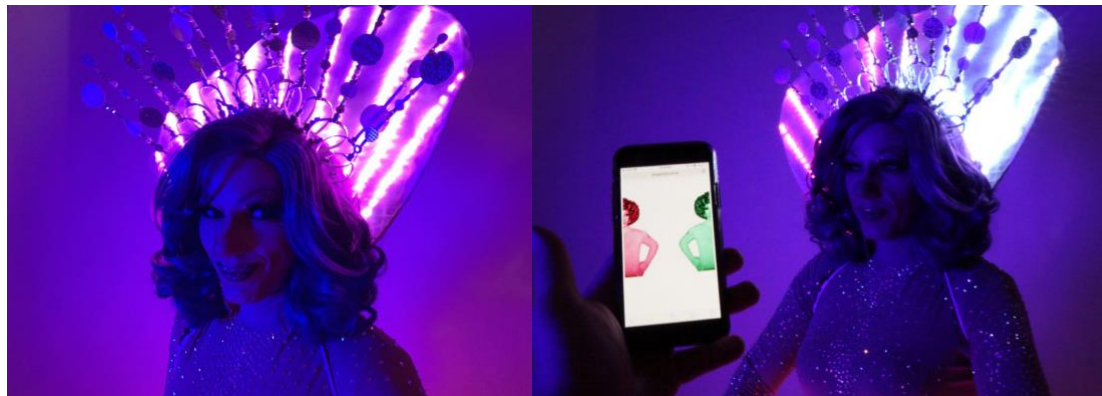
Georgia Tech students demonstrate their projects for mentors and fellow students during the poster session at the Wearable Technology Symposium at NASA Johnson Space Center.

In all cases I focus on project-based learning. I find that students are more motivated when working with external real-world mentors and collaborators, so I work hard to bring in projects that are interesting to the students. Past mentors and course collaborators include: Coca Cola, HP/Palm, Atlanta Braves, Hi Rez Studios, Museum of Design Atlanta, Georgia Tech Athletic Association, and Google among others. As a member of the NASA

Wearable Technology Cluster I also helped organize a number of Wearable Technology Symposia, where students were able to work on semester long projects with NASA engineer mentors and display their work at NASA Johnson Space Center. These types of group projects help students relate their work to real world solutions. Students also begin to build a network of professional contacts for future employment.

While group project work is a great way to motivate students it is also important to pull key concepts from lecture into the projects. Many times, I highlight course concepts during project critiques to emphasize and cement course goal retention. Readings in the courses I create contain both fundamental and foundational content, but also represent current academic research.

A full list of the courses I have taught can be found in my CV, however I am very proud of a couple of courses I developed. Working with Thad Starner I helped revamp the curriculum for a course entitled Mobile and Ubiquitous Computing (MUC). MUC is a three-hour lecture course assessed through a group project outcome. We cross listed the Computer Science course with an Industrial Design course requiring students from each discipline to work on teams together. The project outcomes from the course improved dramatically due to the transdisciplinary nature of the groups. The course now not only taught Ubiquitous computing theory, but also provided important transdisciplinary working skills to the students. I recently worked with a team of professors to create an Online Masters version of the course for the School of Interactive Computing.



In the fall of 2018, I developed and taught a course funded by a Georgia Tech Research Faculty Teaching Fellowship entitled Wearable Technology and Society for the School of Literature, Media, and Communication (LMC 4813). In the course students read and researched several topics pertaining to wearable technology, including fashion trending, social acceptability, and human factors. Project materials and support were funded by an Institute for People and Technology / GVU Center Engagement Grant. As the main project in the course the students formed groups and worked with performance artist collaborators on developing an interactive technology enhanced performance garment. Two of the three groups worked with Atlanta based Drag Queens Edie Cheezburger and Jaye Lish.

Another course I created was entitled Wearable Technology and Society. I received a Georgia Tech Research Faculty Teaching Fellowship from the Executive Vice President of Research Office to develop and teach the course. I was able to focus on teaching fashion

theory, trend forecasting, design, and experience of wearable technology to computational media students. Group projects focused on collaborating with performance artists so that group work was not only methodologically but also culturally transdisciplinary. This course was particularly satisfying because of the important diversity and anti-bias lessons that students were exposed to through working so closely with members of the LGBTQIA community. Issues of equity, diversity, and the recognition of implicit biases are vital to the education of students and in preparing them for the future of work.

Teaching is a significant portion of why I enjoy working within academia. I find it somewhat hard to separate research from teaching because they benefit so much from one another. Giving students structured opportunities to work on research projects with external partners is perhaps the most important aspect of working at a research university as a professor, and I would argue also the most rewarding.