

## Foreword

### Recognizing Excellent Teaching Practice for Bespoke Education

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The Felton Jenkins Teaching Awards recognize the best of the best across our large system. As an extension of this recognition, the *Engaged Student Learning* series invites all faculty nominated for the award to contribute to this peer-reviewed publication. We are indeed fortunate that this third volume again exemplifies what is being done to deepen and individualize learning and enhance the success of our students.

Four years ago, when I brought the Momentum Year to the USG and its vision of student engagement and student success, I also awaited the spread of those Momentum principles across the full breadth and length of each student's educational journey. Illustrative of this awaited growth of the Momentum Approach are the practices and activities contained in this new volume of essays that place student engagement, bespoke education, and the resulting success at the center of individualized learning.

It is both remarkable and significant that we now have three volumes of *Engaged Student Learning* essays in circulation – essays expressing the creative teaching strategies of many of the best faculty in the University System of Georgia. These volumes are a glimpse into the committed innovation that faculty across the system bring to their craft, helping our students successfully master the material being conveyed. This third volume is all the more remarkable, as it shares innovative teaching practices that were employed as the challenges of the pandemic swirled all around.

As we begin to emerge from those times, much of what was developed is beginning to join with past traditional practices in new and rich ways. Certainly, these essays reflect the many ways that faculty have adapted to necessity and moved the needle on best practices.



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