



Rachel Greene Harrison

SUMMARY

Learning, Design, and Technology graduate student with experience mentoring and facilitating peer learning environments. Passionate about helping learners achieve meaningful, long-term understanding. Experienced in guiding large cohorts of undergraduate students while developing instructional approaches that emphasize retention and equitability.

EDUCATION

M.Ed. Learning, Design, and Technology Concentration in Training and Development	January 2026 - (expected) 2027 University of North Carolina at Charlotte	GPA: N/A - Semester 1
B.A. Philosophy 4.00 GPA B.S. Psychology 3.70 GPA Minor in American Studies	August 2018 - June 2020 January 2024 - December 2025 University of North Carolina at Charlotte	Cumulative 3.55 GPA National Honors Society

CORE COMPETENCIES

- Articulate 360 (Storyline)
- Microsoft Suite/Google Workspace
- Canvas LMS
- Regulatory Compliance (HIPAA, FSLA, OSH)
- Training & Leadership (Agile, Scrum, Waterfall)
- Data Literate (Collection, Analysis, Reporting)
- Learning Experience Design (ID)(Addie/Sam) (Gamification)
- Academic Workshop Facilitation
- POS & CRM (Toast)

PROFESSIONAL EXPERIENCE

Philosophy Department Academic Recruiter *June, 2025 - December, 2025, Charlotte, NC*

- Department of Philosophy, UNC Charlotte
- Deliver presentations to lecture halls of 50+ peer students, promoting the Philosophy Department and increasing awareness of program benefits.
 - Developed and facilitated engaging outreach sessions, resulting in a measurable uptick in student inquiries and declared interest in philosophy courses.
 - Guided peers in exploring academic pathways by prompting over 100 students to reflect on the value of philosophy in relation to career and personal goals.

Peer Assisted Learning Leader of Deductive Logic *January, 2025 - December, 2025, Charlotte, NC*

- University Center for Academic Excellence, UNC Charlotte
- Design supplemental learning resources and lesson plans for ~150 students (semesterly), coordinating materials and communication across 5 course sections in a top DFW course, Deductive Logic, reinforcing comprehension of complex concepts.
 - Facilitate semiweekly active learning sessions, applying structured peer-led strategies that provenly improve student performance and engagement.
 - Earned a 100% reporting from peer students on leadership knowledgability, recommendability, and satisfaction.

University Center for Academic Excellence Tutor *January, 2025 - December, 2025, Charlotte, NC*

- University Center for Academic Excellence, UNC Charlotte
- Achieved a 100% positive satisfaction and course success rating, with all tutees recognizing leadership as responsive, encouraging, and effective in imparting advanced learning strategies.
 - Customize instruction to accommodate diverse needs, resulting in improved knowledge retention and individually measurable performance gains.
 - Monitor and report on peer learning progress in Deductive Logic and Critical Thinking.

Waitress *June, 2020 - October, 2024, Concord, NC*

- 44 Mills
- Operate and manage the POS and CRM systems, processing 50+ orders per hour with 100% accuracy.
 - Master a menu of 110+ items, enabling precise order accuracy and contributing to a 45% increase in gratuities.
 - Provide high-level hospitality service to 85+ guests per shift during peak hours, ensuring an exceptional dining experience.
 - Train and mentor 10+ team members on new systems and service protocols, improving efficiency and consistency across operations.

EXTERNAL EXPERIENCE

Project: Introduction to PHIL 2105 Multimedia Unit *January, 2026 - present, Charlotte, NC*

- Designed and developed a gamified Articulate Storyline module to address personally observed learning gaps in deductive logic translation through scaffolded practice and immediate, tailored feedback. Planned as a gift to PHIL 2105 professors.

Presenter at NC Peer Educators Conference *April 5, 2025, Raleigh, NC*

- Proposed, developed, and presented observations made during work as a Peer Educator at the 2025 NC Peer Educator's Conference, demonstrating the superiority of collaborative learning models.