



**KENNESAW STATE
UNIVERSITY**

NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCE
Office of Academic Innovation

SECOND ANNUAL STUDENT SUCCESS SUMMIT



May 12, 2025

KSU CENTER

3333 Busbee Dr. NW, Kennesaw, GA 30144

PROGRAM OVERVIEW

2025

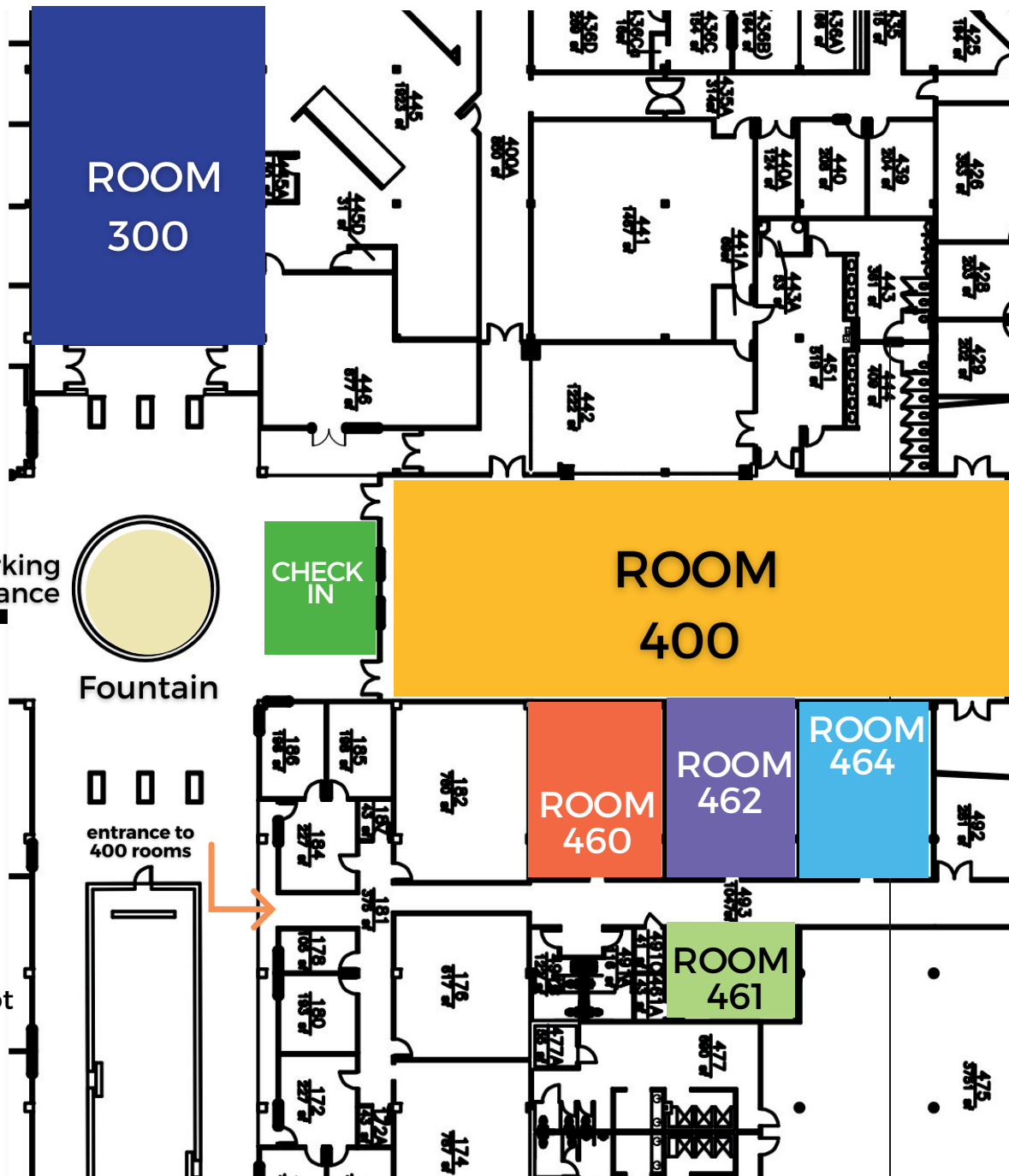
9:00AM - 9:15AM	CHECK IN AND COFFEE KSU CENTER ROOM 400
9:15AM	WELCOME
9:20AM- 9:30AM	STUDENT SUCCESS IN RADOW
9:45AM - 10:15AM	SESSION ONE
10:30AM - 11:00AM	SESSION TWO
11:15AM-11:45AM	SESSION THREE
11:45AM - 12:25PM	LUNCH KSU CENTER ROOM 400
12:30PM - 1:00PM	SESSION FOUR
1:15PM - 1:45PM	SESSION FIVE
2:00PM - 2:30PM	SESSION SIX
2:45PM - 3:15PM	SESSION SEVEN
3:20PM - 3:30PM	CONCLUDING REMARKS KSU CENTER ROOM 400

QR CODE TO SUMMIT WEBSITE



MAP OF KSU CENTER

ROOMS: 300, 400, 460, 461, 462, 464



QR CODE TO ATTENDEE FILLABLE FORM



SESSION ONE

9:45AM - 10:15AM

VICTORIA LAGRANGE

Room 460

Integrating Game Design into Teaching

This session examines the role of video games in inspiring innovative research questions and teaching practices. Drawing on pedagogy research, participants will explore how game design principles can be applied to foster student engagement and success in the classroom. The session includes a practical workshop on Twine, an accessible platform for creating interactive narratives, enabling faculty to integrate game-based activities into their courses.

STEVE MILLER

Room 461

Maximizing Critical Thinking Online and In the Classroom

Research shows successful companies are seeking critical and creative thinkers but have difficulty finding them. Yet, many college classes consist of merely transferring a set of notes from the professor to the students, without going through the minds of either. This session offers practical tips on sharpening and harnessing critical thinking to spark student interest and prepare them for successful careers. The presenter's book on this subject is available free of charge on KSU's Digital Commons.

JEFFREY GREENE

Room 462

Teaching Ethical AI Use through Creative Writing Assignments

This session will discuss approaches to teaching AI ethics for upper-level writing studies classes.

MINHAO DAI

Room 464

Integrating a Mixed-Methods Research Project in Undergraduate Topical Courses

This session discusses two effective methods to integrate a mixed-methods research project in various undergraduate courses: both topical courses and research methods (for social sciences). The session will discuss 1) how to link qualitative and quantitative research in one feasible project and 2) how to keep students engaged throughout the process (along with some promising results from the past).

SESSION ONE

9:45AM - 10:15AM

OUMAR CHERIF DIOP

Room 300, Table A

Enhancing Students' Attention in the Classroom

This workshop addresses the growing challenge of sustaining students' attention in our classrooms. Considering the increasing prevalence of digital distractions and shifting learning patterns, fostering sustained focus and engagement has become more critical than ever. Together, reflecting on, suggesting, and using innovative teaching methods, we can reclaim the classroom as a space for sustained intellectual engagement essential for the growth of critical, reflective minds.

BRIAN ARTESE

Room 300, Table B

Better Online Teaching with D2L Release Conditions

The D2L learning platform used by KSU faculty includes a useful tool called the "Release Condition" function, which is incredibly useful for creating multi-stage projects or assignments that require students to perform any number of tasks -- or even just answer a single question -- before the next part of the assignment is "released" to them. The step-by-step "process" mindset that we often hope to cultivate in students is frequently undermined by their natural desire to look ahead to a project's "final product."

MICHELLE DEVEREAUX

Room 300, Table C

Reading is More Than Words on the Page

When students come to us in college, we assume they are proficient readers, ready to interrogate and to engage with the texts in collegiate ways. However, we often find this isn't the case. In this session, participants will learn how to help students grapple with texts in critical ways through questioning, inferring, and focusing on symbols and important vocabulary.

BREAK 10:15AM-10:30AM

SESSION TWO

10:30AM - 11:00AM

CHANLER HILLEY

Room 460

Getting Started with Gradescope: A Tool to Make Grading More Efficient and Consistent

This session will orient faculty to Gradescope, a tool that allows instructors to administer a range of assignments including online assignments, written/paper submissions, quizzes and exams, and bubble sheets. Gradescope has several features to make grading more consistent and efficient. Faculty who work with UTAs can also use Gradescope for grading objective questions. At KSU, Gradescope is available at no cost to students and instructors, and it is already available in D2L.

KEIR SINGLETON & WILLIAM CARTER

Room 461

Increasing Engagement with University Services for Student Success

This session presents assignments and strategies that faculty can implement to facilitate scholarly growth among students through engagement with campus resources such as the Writing Center, Office of Undergraduate Research, and Office of National and International Scholarships and Fellowships. Previous classes have shown an increase in student utilization of campus services, improved course grades, a reduction in the DFWI rate, and higher participation in various research projects, when students engage with these units. The panel includes guests Dr. Mary Lou Odom and Rachel Greil from the Writing Center.

CARLOS GABRIEL KELLY

Room 462

Critical Latine Video Game Studies: Do Latines Exist in Video Games?

This session examines Critical Latine Video Game Studies by previewing video game research methods, providing excerpts from the award-winning book, Ready Player Juan. The session will also provide a window into an analysis of the God of War franchise via a Latina/o/x/e lens, even when there are no Latines present in the game.

ELAINE VENTER

Room 464

Enhancing Student Success and Engagement Through Instructor Video Communication

This session explores the impact of instructor video announcements, replies, and feedback posts on student success and engagement in both online and offsite classrooms. Drawing from her own experimentation with video feedback and emerging research in the field, the presenter will share key insights—both the benefits and potential challenges—of integrating video communication into teaching. Attendees will gain practical strategies for fostering meaningful student interactions and improving learning outcomes through video-based engagement.

SESSION TWO

10:30AM - 11:00AM

VALERIE SMITH

Room 300 Table A

How Do You Feel About This Assignment?

How do we assess students' understanding of an assignment? How do we gauge their confidence in completing the assignment? In short, we ask them. This workshop will present three effective teaching strategies to assess student confidence. These brief activities promote student success by emphasizing mental and emotional health. Participants will walk away from the session with new tools for student success and renewed confidence in their ability to assess student confidence in their assignments.

DEBRA BETHARD-CAPLICK

Room 300 Table B

Getting Past the Blank Stare: Fostering Student Active Engagement

Everyone has experienced it: that moment when you look at your students and see the blank, eyes-glazed expression that tells you students are disengaged and disinterested in what you're trying to communicate to them. Student engagement requires more from instructors than just instruction; it requires thinking about the classroom experience and teaching in new ways. In this session, the presenter will share engagement tactics that have been used successfully to encourage interaction with today's students.

KEI TOMITA

Room 300 Table C

Learning by Explaining: Mini-Presentation Generative Learning Strategy

This roundtable presents a new generative learning strategy, a "mini-presentation," for which each student gives a short (45-second to 2-minute) presentation to critique existing work or justify their own project using the theories covered in the lectures. This session will provide a detailed discussion of how the mini-presentation benefits communication skills, concept understanding, and remembering.

JOHN GREENE

Room 300 Table D

Theming Your GenEd Course: Benefits for Students and Professors

Creating a theme for a General Education course positively impacts student engagement by aligning with a professor's academic interests and career experience. This session covers how to theme a course, why you should consider building a theme, possible themes to explore, and how theming affects faculty motivation and student success. The session expands on the presenter's experience theming English 1102 since 2023 and provides theme documents and other artifacts used in the course.

BREAK 11:00AM-11:15AM

SESSION THREE

11:15AM - 11:45AM

KIM BUTUN

Room 460

The Cornerstone of Cognitive Development: Student Application of Knowledge via Writing

This session will focus on creating and utilizing detailed writing assignments that guide/require students to engage in higher order thinking. During years of university teaching, The presenter continually witnessed that as the quality and detail of writing assignments improve, so does the quality and detail of students' writing. Via clear writing assignment instructions and providing partial samples, students are guided to deeply process and to apply newly learned content in relevant, meaningful, and creative ways.

MEREDITH L. PRUDEN

Room 461

Adapting a Play2Praxis Format Across Disciplines for Student Success

The Play2Praxis format begins each week with a no-stakes "play" activity centered on an aspect of the week's course content and ends the week with a low-stakes hands-on, practical activity that reinforces the same concept or theory. This interactive session explains the Play2Praxis format, including its pedagogical value and how faculty can adapt it into their own courses across disciplines. Attendees will leave with concrete ideas about at least one week's Play2Praxis activities for their own classrooms.

CHRISTOPHER THOMPSON

Room 462

Innovative Coaching: AI-Driven Support for Student Success

This interactive presentation starts with real-world scenarios, prompting participants to discuss challenges learners face. Following a live demonstration of coaching models, small groups will practice coaching methods and design a framework tailored to their own disciplines, sharing ideas and receiving feedback.

DANIEL FARR

Room 464

AI and the Online Classroom: Video Discussions to Improve Student Engagement

This session focuses on transitioning from text-based discussion boards towards video short-form presentations by students, which reduces the concerns of AI while also working to increase students' skills speaking on camera and developing concise and clear ideas in short-form – skills which will become increasingly necessary in a changing job market. Details of implementation and assessment and student responses will be shared with participants.

SESSION THREE

11:15AM - 11:45AM

CONSTANCE BRIGGS

Room 300 Table A

Career Exploration: Getting Students Started with Networking and Career Choice Implications

This presentation shares an assignment that encourages students to explore their planned field of study/major/interest. This three-part assignment requires students to find and contact professionals in the field, interview these experts, research the field, and write a reflective-type argument with their findings. This session will include conversation about how to adapt a career exploration component to gen ed courses in other disciplines.

FRED CARROLL

Room 300 Table B

Team-Based Learning in the Humanities Classroom

In 2024-25, the presenter abandoned his lecture-based history survey course and embraced a flipped-classroom, team-based learning model. In this presentation, he outlines how he redesigned his course and reviews the challenges and successes he and his students encountered.

IAN DUNHAM

Room 300 Table C

Leveraging Machine Learning and AI in Computational Critical Cultural Research

This roundtable discusses how machine learning and artificial intelligence can be applied to analyze cultural data, such as literature, art, and social media, enabling researchers to process large datasets efficiently and uncover patterns and insights that traditional methods might overlook. The presentation will also address the ethical considerations inherent in using AI and machine learning in cultural research, emphasizing the importance of maintaining cultural sensitivity and avoiding biases in algorithmic analysis.

LAUREN TAGLIALATELA

Room 300 Table D

Quick Flexes: Amplifying Student Success Resources and Strategies

KSU offers numerous resources designed to foster student success, and despite having a prominent web presence and other promotional outlets, many students remain unaware of the breadth and depth of the resources available to them. In an effort to amplify the availability and value of student success services at KSU, the presenter created a series of one-page infographics including topics such as concept mapping, recall versus recognition, CARE Services, and the SMART Center. These infographics were distributed to all PSYC faculty and are housed in the Psychological Science department's SharePoint for sustained use across semesters.

LUNCH 11:45AM-12:25PM

SESSION FOUR

12:30PM - 1:00PM

LAURA PALMER

Room 460

Lightweight Tech: Using Low-Code or No-Code Tools for Engaged Teaching

Low-code/no-code tools mean just that--the coding interfaces are replaced with streamlined user interfaces. In this session, attendees will learn about low-code and no-code technologies as they apply to website/app development and engage with ideas about how these tools simplify the competencies required to build basic apps or websites for any number of pedagogical purposes. This session is hands-on and will provide everything you need for your very first build.

MEREDITH GINN

Room 461

365 Days of Learning & Service: Reflecting on Student Success and Impact

This session reviews three years of aligning a course to Radow College's 365 Days of Learning and Service initiative, each year focusing on a different theme and how students engaged in different activities related to the year's theme. In all three years, students participated in the college Creative Jam event, and many students also participated in the KSU Day of Service. Participants in this session will be asked to consider their own course objectives and how they might align their projects and presentations with future themes.

JEANNE B. LAW & TAMARA POWELL

Room 462

The Rhetorical Prompting Method: Balancing Career Preparation with Metacognitive Learning Using Generative AI

This interactive workshop will help participants understand how the Rhetorical Prompting Method can serve as a bridge between classroom learning and professional application. It introduces participants to the Rhetorical Prompting Method, a pedagogical approach that leverages the recursive nature of writing and critical thinking through generative AI tools and the idea of "Going-Meta" in writing—the ability to step back, reflect, and refine one's writing choices and create their own examples of this practice, which they can then apply to their own teaching.

JEFFERY L. JACKSON JR.

Room 464

A Student-Centered Approach to Responsible AI in the Classroom

This session discusses the process of introducing students to Generative AI using ChatGPT. In the activity, the presenter goes through the processes of letting AI generate content based on simple prompts that students might be asked for in composition courses and leads a discussion on the pitfalls of using AI sources like ChatGPT. The session will compare the differences between AI Generated material and source information from scholarly journals.

SESSION FOUR

12:30PM - 1:00PM

DANIEL NIEDERJOHN

Room 300 Table A

Terminated? AI's Value and Limits for Students' Mental Health, Education, and Social Relationships

With the rise of telehealth and potential use of Chatbots and “AI Friends” to replace or “terminate” traditional relationships, educators have an opportunity to lead students through a critical examination of intelligent agents. What makes human-to-human interactions unique? Can ChatGPT be a “friend,” “teacher,” or “counselor?” By providing classroom demonstrations and activities, faculty can help students answer these. This discussion will focus on specific course activities that demonstrate AI's utility and limits.

POLLY HOWES

Room 300 Table B

In-Class Symposium and Innovative Ideas for End-of-Semester Assessment Activities

This roundtable will explore creative alternatives to group end-of-semester projects that go beyond the often-used group paper and presentation formats, while emphasizing critical thinking and practical application. The “Public Relations Symposium and Executive Summary” will be shared as an example of an activity in which students assume the role of “public relations consultant,” develop an executive summary analysis of a PR program, and participate in an in-class symposium – informal presentations using poster displays. Other non-traditional ideas for assessing student knowledge and skills will be discussed.

DON GAMMILL, JR.

Room 300 Table C

Reimagining “Extra Credit” for Student Success

This roundtable reimagines the concept of “extra credit,” as an integrated and ongoing student success mechanism rather than a “bonus” or “replacement” for work. Focusing on ways to effectively leverage students’ overwhelmingly positive perceptions of the term “extra credit,” the session will point to results-supported practices that have increased student engagement. Participants will also complete a short exercise to apply (or re-apply) extra credit in a student-success-focused manner.

JENNIFER DICKEY

Room 300 Table D

Students in the Field with Community Partners

This session will focus on student projects carried out with community partners within the public history program.

BREAK 1:00PM-1:15PM

SESSION FIVE

1:15PM-1:45PM

MATTHEW TERRELL

Room 460

Improv for Student Success: Building Communication, Confidence, and Community in the Classroom

Improv isn't about comedy, it's about connection. In this interactive session, the presenter will lead a discussion that explores how simple, easy-to-lead improv games can help students develop stronger communication skills, break out of their shells, and foster meaningful connections with their peers. Participants will leave with practical, ready-to-use improv techniques that can be adapted to any discipline to support student engagement and success. No performance experience required - just a willingness to play!

AARON LEVY

Room 461

How Best to Teach and Run Writing Workshops in a Sensitive, Cancel-Culture Culture

Creative writing and English education faculty are stumped these days. How do they workshop new content in today's hyper political, tremendously "triggered," cancel culture classroom culture? In this session, the presenter will share research regarding best practices to introduce, teach, and lead successful workshops for writing students at the secondary and higher ed levels in today's challenging climate for content creation.

JOEL CROMBEZ

Room 462

Policy Memos: Crossing the Political/Scientific Divide While Developing Communication Skills

This workshop will demonstrate how to get students engaged in discussions on how to promote science in an evolving political landscape. This activity has students research politicians and those in positions of influence related to a major problem covered in a course (no matter the discipline) over the semester and craft an executive summary of a policy position that would advance the science or direct resources toward solving a specific problem related to the science. This session will discuss the details of how this assignment requires them to summarize evidence, consider stakeholders, and other aspects of the position.

KEATON LAMLE

Room 464

Early Alerts in General Education

The session will demonstrate methods for keeping students appraised of their progress by not only participating in KSU's institutional initiatives (early alerts, mid-term project) but also implementing the presenter's own interventions, particularly in general education.

SESSION FIVE

1:15PM - 1:45PM

DARREN CROVITZ

Room 300 Table A

Applied Scenarios as Assessment

How do we really know that students have learned something? Conventionally, they might demonstrate discrete knowledge on tests, or complete written essays or project work demonstrating their understanding. Another viable option, however, might be realistic scenarios that ask students to apply the principles of what they know and can do to new situations they've not seen before, contexts that mimic the actual demands and constraints of professional, field-specific, or public life.

KATYA VLADIMIROV

Room 300 Table B

Presentation: AI-Powered Research for Student Success

Artificial intelligence is revolutionizing humanities and social sciences research, providing students with powerful tools for text analysis, archival research, translation, data visualization, and pattern recognition. This presentation explores essential AI tools that enhance student success via research efficiency, support statistical analysis, and uncover new insights across disciplines.

TRACIE STEWART

Room 300 Table C

Fostering Student Engagement Through Connections with Fictional Characters

Faculty have noticed a drop in student engagement post-pandemic, with previous strategies proving ineffective. In Spring 2025, the presenter revamped their Social Psychology course to boost engagement and reduce AI usage by integrating the fictional characters we hold dearest. In this session, the presenter will discuss a series of class activities grounded in this approach. In the session, attendees will discuss these activities and consider ways they might be modified, improved, or expanded for other courses.

GRACE KO

Room 300 Table D

Improving Language Learning through Sentence Structure Awareness and Visual Aids

This small group roundtable explores a key difference between English and Korean sentence structure, as it is a fundamental challenge for language learners, especially when transitioning between languages with different grammatical patterns, such as English and Korean. Participants will be introduced to a flashcard-based activity that was designed to help beginner language learners visualize and internalize sentence structures. As a takeaway, faculty members will receive a sample set of flashcard templates and a guide on how to implement this activity in their classrooms, allowing for immediate application in their teaching practice.

Break 1:45PM-2:00PM

SESSION SIX

2:00PM-2:30PM

ELIZABETH HETZEL & LYDIA FERGUSON

Room 460

From Classroom to CV: Empowering Students Through Showcase Events

This session focuses on integrating student showcase events into the classroom. The co-presentations will focus on the back-end planning required of the instructor, as well as discuss recent student showcases organized by both presenters in several courses. This experience integrates career readiness preparation into the course structure while giving students confidence in sharing their research with a wider academic audience.

ANANYA VAHAL

Room 461

Increasing Student Success by Incorporating Visual Storytelling in the Classroom

Incorporating basic visual storytelling into class assignments improves student comprehension and retention, empowers students by providing them with a tool to create their own intellectual properties, teaches storytelling skills, and improves communication skills for students irrespective of differing literacy levels or writing skills amongst the students. This session offers research to support this and demonstrates ways in which visual storytelling can be incorporated into the classroom for different subjects.

NOAH MCCLAUGHLIN

Room 462

How Pitch Decks Develop Critical Thinking, Digital Literacy, and Career Readiness

A TV/film pitch deck is a multimedia document used to propose projects to producers and studios. Because they are multimedia, multifaceted, and (potentially) public-facing, creating a pitch deck helps students develop digital literacy and demonstrate creative and critical thinking; it also attaches their learning to career ready skills. In this workshop, participants will learn about this assessment and process as well as some common pitfalls and effective practices when implementing pitch decks. Attendees will leave with a plan to use pitch decks as a student assessment instrument for an AY 25/26 course.

NANCY PULLEN

Room 464

Learning Beyond the Grade

Many students anecdotally report that they view most courses as "do enough well enough" to get a certain grade. In other words, the end goal isn't the learning process or the content, but the completion of the course with a given grade. In this session, the presenter provides three teaching examples that take learning beyond the grade: (1) Student Agency, (2) Formative Feedback, and (3) Authentic Assessments. With these approaches, the goals are to prioritize and foster critical thinking, real-world applications, and personal growth rather than numerical assessments.

SESSION SIX

2:00PM - 2:30PM

KENNETH WHITE

Room 300 Table A

Don't Say "It"! Using Unique Writing Rules to Grade Short Answers Efficiently

This session will discuss using unique writing format rules to give students a challenging writing assignment, while also creating an objective and efficient way for faculty to score short answers or discussion posts. Something as simple as asking students not to use "it" language in their writing both challenges their conventional approach to writing and gives faculty a quick way to assess whether a student followed directions successfully. This session will offer sample criteria for increasingly busy faculty.

KATHRYN NEGRELLI

Room 300 Table B

Promoting Self-Directed Learning in AI-Assisted Writing

AI-assisted writing tools are revolutionizing foreign language education by providing instant feedback; guiding learners in grammar, vocabulary, and style; and fostering self-directed learning. This model may extend to other disciplines where AI can support students in structuring arguments, improving clarity, and fostering critical thinking. This presentation introduces the integration of AI in a writing-intensive upper-level language course and encourages participants to explore leveraging AI in their own fields.

RUTH MCINTYRE

Room 300 Table C

Engagement Success Through Mindfulness Practices in the Classroom

Our current focus on Mental Health and Wellness brings our attention to current innovative and successful practices as well as research, which shows that mindfulness practices increase students' sense of belonging, mental health, and their ability to focus (Bush 2011). This talk will outline a major assignment as well as a series of 1-2-minute mindfulness practices for classroom use. These practices will give instructors tools for success for building classroom community, a sense of belonging, and focused attention.

SERENITY HILL

Room 300 Table D

Enhancing Student Engagement and Critical Thinking: Integrating Identity, AI, and Social Justice in First-Year Composition

This presentation explores innovative teaching strategies in FYC that integrate identity formation, rhetorical analysis, and AI literacy to enhance student engagement and critical thinking. Key themes include strategies for identity and community building, AI usage in the classroom for research and argumentation, the integration of social justice and historical contexts, and the analysis of student success.

Break 2:30PM-2:45PM

SESSION SEVEN

2:45PM-3:15PM

KELLY BATCHELDER

Room 300 Table A

Bringing History to Life: Partnering with the Museum of History and Holocaust Education to Promote Student Engagement

This presentation highlights the ways in which the presenter partnered with the Museum of History and Holocaust Education (MHHE) in order to promote student engagement with course themes and texts. This includes in-person lectures from the MHHE, virtual lectures, interactive presentations, and virtual and in-person museum tours. The presenter utilized the MHHE in both World Literature courses that used Art Spiegelman's graphic novel Maus, as well as in English 1101 courses, in which humor was discussed as an act of resistance during the Holocaust.

EMILY HOLLER

Room 300 Table B

Core IMPACTS Implementation: Navigating the Future for Human Communication

In this roundtable, the presenter will discuss developing a "course map" as part of the IMPACTS initiative and her experiences implementing career-readiness assignments in the online learning environment. Finally, she will share student perceptions and feedback. Session participants will be invited to share their own experiences with the first year of core IMPACTS implementation, as well as considerations for the future.

EMANI COLLINS

Room 300 Table C

Making a More Inclusive Environment within College Classrooms

This roundtable will center on a case study that looks at the effects on students who are under the Deferred Action for Childhood Arrivals (DACA) program and pursuing postsecondary degrees at public institutions, such as KSU. The study highlighted the negative implications for postsecondary institutions, as well as the negative effect of the experience on students. Understanding and discussing this important matter and considering inclusive practices for our students allows us, as faculty, to support a more prosperous future for underprivileged students.

MADELYN FOX-DEFAGO

Room 300 Table D

Mediating the Syllabus: Student Success Through Shared Governance

It can be discouraging as a faculty member to pour significant time and effort into crafting a syllabus, only to feel like students largely ignore it. This workshop will present multiple strategies for fostering an environment of teamwork and trust by inviting students into the process of crafting course policies and expectations. Participants in the workshop will conclude by identifying areas of their own syllabi that have room for student input and negotiation, and brainstorming ways to implement this collaboration within their individual classrooms.

CONCLUDING REMARKS IN KSU ROOM 400 AT 3:20

SESSION SEVEN

2:45PM-3:15PM

NEFERTARI YANCIE

Room 460

They're Not Just Comics: Using Historical Graphic Novels to Teach Difficult Topics

This session explores how to teach difficult topics using historical graphic novels. Participants consider how the format of graphic novels facilitates student engagement and historical empathy. The presenter will provide resources for the activity, primary sources, and an appendix with suggestions for historical graphic novels that promote discussions and the teaching of difficult and controversial topics.

ANISAH BAGASRA

Room 461

Training Undergraduate Students in Conducting Research within Underrepresented Communities

Many undergraduate students aim to conduct studies in diverse communities or student populations but require training in culturally informed methods. This workshop offers guidance for faculty working with undergraduate students, helping them prepare to conduct such research. Topics include forming community partnerships, establishing mentoring connections with minority faculty, best practices in research design and data collection, and addressing challenges with response rates.

JENNIFER PURCELL

Room 462

Adventures in Undergraduate Research: Insights on Cultivating Student Research Skills and Advancing Your Research Agenda

There are a variety of ways to include undergraduate researchers in your study, each with benefits and challenges to consider when planning to engage students. This session will cover strategies for cultivating student research skills and advancing your research agenda through various programs. Attendees will gain insight on integrating undergraduate researchers and tips for planning and dissemination, including co-authorship considerations, conference proposals, and travel funding sources for student presentations.

ANJA BERNARDY

Room 464

Creating a Midterm Course Evaluation Survey in D2L

Mid-semester is a good time to collect formative feedback from students. The survey tool in D2L Brightspace allows you to anonymously collect qualitative, open-ended comments regarding course organization, instructional materials, teaching strategies, and other elements to allow you to adjust your course to improve student learning. In this workshop, you will receive step-by-step instructions on how to design and administer a survey in D2L, including midterm evaluation samples and ways to increase survey completion rates.

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KENNESAW STATE
UNIVERSITY

OFFICE OF ACADEMIC INNOVATION

NORMAN J. RADOW COLLEGE
OF HUMANITIES AND SOCIAL
SCIENCES

The Office of Academic Innovation in the Radow College of Humanities and Social Sciences is dedicated to enhancing student learning through evidence-based approaches in the humanities and social sciences. We foster exploration and active participation in cutting-edge educational methods, curriculum design, student support tools, and educational research. Through these efforts, we aim to create innovative practices and educational opportunities that will shape the future of learning.

CONTACT INFORMATION



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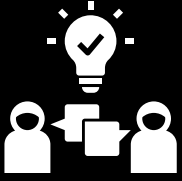


5086 Social Sciences Building

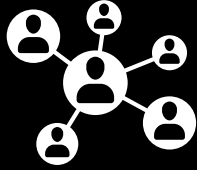


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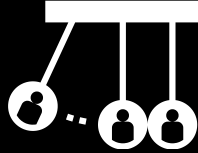
THE KEY GOALS OF THIS EVENT ARE TO:



Enhance effective practices that contribute to student success by promoting the exchange of ideas and experiences.



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Extend the effects of the summit's discussions and initiatives beyond the event itself.

STUDENT SUCCESS SUMMIT



**KENNESAW STATE
UNIVERSITY**

NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCE
Office of Academic Innovation