



**KENNESAW STATE
UNIVERSITY**

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

“TOOLS FOR SUCCESS” NEWSLETTER

FEBRUARY 2024

GENERATIVE AI SYLLABUS POLICIES

Generative AI tools can help both students access large amounts of information in a short time frame, generate new ideas, and get alternative explanations for course concepts. No matter what approach you take, clearly communicate whether and how generative AI tools can be used in syllabi. Your approach may vary from course to course.

RCHSS does not have an official policy regarding the use of AI. We instead recommend that each faculty member investigate best practices for the courses they teach and discuss those with students at the beginning of the semester.

Any syllabus policy on Generative AI should do the following:

- Clearly communicate expectations to students.
- Clearly communicate what constitutes academic dishonesty.

Additional suggestions include the following types of statements:

- Students are responsible for understanding the rules of engagement for using AI in this course and seeking out information if they do not understand or are unsure how to comply.
- Faculty and students are responsible for using AI appropriately and ethically.
- Faculty and students should disclose the use of AI in their work if such disclosure is expected.
- AI should be used in ways that respect confidentiality and privacy.
- AI should be used legally, ethically, and reasonably.

SAMPLE RESOURCES

- Sample Policies that [require the use of AI](#)
- Sample Policies that [encourage the use of AI](#)
- Sample Policies that [prohibit the use of AI](#)



OVERVIEW

This month we are highlighting a [tool from our “Generative Artificial Intelligence Toolkit”](#)

REFERENCES

- The University of Texas at Austin Center for Teaching and Learning, “ChatGPT and Generative AI Tools: Sample Syllabus Policy Statements.”
- Texas A&M Center for Teaching Excellence, “Generative AI Syllabus Statement Considerations.”
- Vanderbilt Syllabus AI Policies.
- The University of Vermont, “Examples of AI & ChatGPT Syllabi Statements.”
- Joel Gladd, Course Policies related to ChatGPT and other AI Tools.
- The Sentient Syllabus Project, “Collaboratively curated syllabus language, activities, and resources on AI.”
- AI Federal Policy Language.



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“TOOLS FOR SUCCESS” NEWSLETTER

NOVEMBER 2023

ONE MINUTE PAPERS

OVERVIEW

This series highlights a “tool” from our [Toolkit for Student Success in the Classroom](#). Each newsletter contains resources that are ready for you to try in your classroom! Try this innovation just once - a small change might have a big impact on student learning!

REFERENCES

Menges, R. (1988). Research on teaching and learning: The relevant and redundant.

Review of Higher Education, 11, 259-268

Lumpkin, Angela; Achen, Rebecca M.; Dodd, Regan K., [Student Perceptions of Active Learning College Student Journal](#) 49, 1, p121-133(13).

Campbell, M., E. M. Abel, and R. Lucio (2019) [The one-minute paper as a catalyst for change in online pedagogy](#). Journal of Teaching in Social Work 39:519-533.

Ashakiran, S. & Deepthi, R. (2012). [One-Minute Paper: A thinking centered assessment tool](#). Internet Journal of Medical Update.

A one-minute paper is a tool where an instructor gives students 60 seconds to write an anonymous response to an aspect of that day's class session. This adaptable tool can be used at the start of class, the middle, or the end as well as in online courses.

Minute papers can provide a bridge between classes, serving as a quick review at the beginning of class and creating connections to a previous class example or concept. At the end of the class, a one-minute paper can help focus student attention on the major point or issue addressed. Research studies indicate that if students engage in a short review of material presented at the end of class, they retain almost twice as much of its factual and conceptual content when tested for it at a later point in time (Menges, 1988). During class, minute papers can improve the quality of discussion by having students write briefly about a concept or issue before starting a class conversation.

Minute papers are an effective way of involving all students in class simultaneously. It includes students who may not be comfortable participating in other ways. Minute papers can promote class attendance and attentiveness. Some instructors award points for completed minute papers that count toward students' final course grade.

These anonymous responses can assist you in recognizing what students have learned, where there might be gaps in their knowledge, and what aspects of your teaching they are responding to. They can also help the class feel more democratic and allow you to quickly respond to class feedback.

Bearing in mind that the students only have one minute to write a response, limit the prompt and align it with what you would most like to focus on. This could be the most important, surprising, or confusing aspect of a class. See the list of sample prompt questions below to get started!

ONE MINUTE PAPER PROMPTS TO TRY



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“TOOLS FOR SUCCESS” NEWSLETTER

OCTOBER 2023

MID TERM PROGRESS SURVEYS

OVERVIEW

This series highlights a “tool” from our Toolkit for Student Success in the Classroom. Each newsletter contains resources that are ready for you to try in your classroom! Try this innovation just once - a small change might have a big impact on student learning!

REFERENCES

Rebecca L. Taylor , Kris Knorr , Michelle Ogradnik & Peter Sinclair (2020) Seven principles for good practice in midterm student feedback, International Journal for Academic Development, 25:4, 350-362, DOI: 10.1080/1360144X.2020.1762086

Karl R. Wirth and Dexter Perkins. "Knowledge surveys: An indispensable course design and assessment tool." Innovations in the Scholarship of Teaching and Learning (2005): 1-12.

Haas, Hannah J. "Internship Midterm and Final Evaluation Surveys Aligned with Course Goals and IUPUI+." (2022).

Midterms are a great time for an informal progress survey. Collecting midterm feedback can help you plan changes to immediately improve teaching and learning. Midterm surveys engage with students and give them a greater sense of control in their education as well as a sense of democracy in the classroom. They also allow the educator to see where possible gaps in knowledge can be filled.

Start by explaining to students why you want to collect anonymous feedback and why they want to give it. Also communicate to students that giving constructive feedback is a life skill. Additionally, be sure to emphasize the formative and communicative nature of mid-course evaluations, and work to help students provide substantive, constructive feedback.

Review the results with your goals in mind. Focus on trends that you see in the feedback. Thank students again for their feedback, communicate a few general observations, and discuss how you plan to address the feedback. Don't single out any individual students.

There are lists of general survey questions linked below, but you can also design a custom survey in [Qualtrics](#) based on your own teaching and learning goals, including gathering feedback about new content, activities, or assessments, or areas where your students seem to struggle.

SAMPLE MID TERM QUESTIONS TO TRY!

[OPEN ENDED QUESTIONS](#)



[LIKERT SCALE QUESTIONS](#)





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“TOOLS FOR SUCCESS” NEWSLETTER

SEPTEMBER 2023

OVERVIEW

This series highlights a “tool” from our Toolkit for Student Success in the Classroom. Each newsletter contains resources that are ready for you to try in your classroom! Try this innovation just once - a small change might have a big impact on student learning!

REFERENCES

Lovett, Marsha C. "Make exams worth more than the grade: Using exam wrappers to promote metacognition." *Using Reflection and Metacognition to Improve Student Learning*. Routledge, 2013. 18-52.

Carpenter, Tara S., Lisa Carter Beall, and Linda C. Hodges. "Using the LMS for exam wrapper feedback to prompt metacognitive awareness in large courses." UMBC Faculty Collection (2020).

Edlund, John E. "Exam wrappers in psychology." *Teaching of Psychology* 47.2 (2020): 156-161.

COGNITIVE AND EXAM WRAPPERS

Exam or Cognitive Wrappers are a reflective activity that “wrap around” an assignment to help students plan for or reflect on how they can improve their performance.

Often when students receive back a graded assignment, they focus on a single feature – the score they earned, which can lead students to miss out the learning opportunities self assessment can provide. Cognitive and Exam Wrappers are tools to assist students in focusing on the process of learning.

These wrappers can be given to students before an assignment to help them prepare effectively or completed after an assignment so that students can reflect on their experience.

COGNITIVE AND EXAM WRAPPER TEMPLATES TO TRY!

- RCHSS Pre-Test Exam Wrapper
- RCHSS Post- Test Exam Wrapper
- RCHSS Pre-writing Wrapper
- RCHSS Post-writing Wrapper
- RCHSS Discussion Wrapper



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JANUARY 2024

STUDENT GOAL SETTING

OVERVIEW

This series highlights a "tool" from our [Toolkit for Student Success in the Classroom](#). Each newsletter contains resources that are ready for you to try in your classroom! Try this innovation just once - a small change might have a big impact on student learning!

REFERENCES

Paulson, Eric J., and Laurie Bauer. "Goal Setting as an Explicit Element of Metacognitive Reading and Study Strategies for College Reading." NADE Digest 5, no. 3 (2011): 41-49.

Garavalia, Linda S., and Margaret E. Gredler. "An exploratory study of academic goal setting, achievement calibration and self-regulated learning." Journal of Instructional Psychology 29, no. 4 (2002): 221.

Kleingeld, Ad, Heleen van Mierlo, and Lidia Arends. "The effect of goal setting on group performance: A meta-analysis." Journal of Applied Psychology 96, no. 6 (2011): 1289.

Taking the time to have students write their goals for the class and/or assignments pushes students to find connections to their own future goals. This process is also an essential component for student growth as it personalizes the learning process based on their needs, creates intention and motivation, and establishes accountability to shift responsibility to students.

In our world we often use SMART goals. These are a good model for students as well. SMART Goals are:

S – Specific
M – Measurable
A – Actionable/Achievable
R – Relevant/Reachable
T – Time bound

Goal setting can also be useful in the classroom when employing group or team projects. Setting goals as a team gives everyone the opportunity to display and develop their skills and contribute their unique skills to the common goals. It also is a process that requires collaboration and communication and can then lead to generating an action plan, timelines, and accountability check ins.

SAMPLE RESOURCES

- [Student Individual Single Goal Setting Worksheet](#) (fillable PDF)
- [Self-Assess your Goal Setting Worksheet](#) (fillable PDF)
- [Group Project Planner Planner Template](#) (fillable PDF)

