



**KENNESAW STATE
UNIVERSITY**
NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES

OFFICE OF ACADEMIC INNOVATION



FACULTY TOOLKIT FOR STUDENT SUCCESS IN THE CLASSROOM

2024-2025

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How can I help students reach their academic goals?

How to Implement:



- **Utilize** project-based learning (PBL) to help students develop and improve self-reliant critical thinking skills. PBL is a series of activities designed to help students develop a deeper understanding of a particular topic or subject. These activities range from hands-on experiments and simulations to research projects and presentations. This learning approach has been shown to significantly improve students' learning outcomes and positively contribute to academic achievement, affective attitudes, and thinking skills.
- **Engage** in a Transparency in Learning and Teaching (TiLT) approach for assessment design. Transparent assignment design refers to teaching practices aimed at making learning processes more explicit for students by including the purpose, task, and criteria in the assignment. The goal is to demystify the assessment goals for students. One technique for transparent assessments is to give students an example of a successful submission, in addition to written instructions that explain how the assignment will benefit their learning and the specific knowledge and skills used to complete the assignment. Transparency also includes, as part of its purpose, how the assignment will be important in students' lives beyond the context of the assignment. Transparent assignment design promotes students' success equitably and allows students to not only demonstrate what they learn but also to see assessments as the basis for intellectual and academic challenges, which further a growth mindset.
- **Scaffold** complex concepts to foster student understanding. Scaffolding is a way of structuring assignments to support your learning objectives. There are several methods, such as breaking the literature review process into smaller components to help students master each step. Another strategy is to begin with assignments that demand lower-order critical-thinking skills, such as an abstract or annotated bibliography, and build towards more complex assignments, such as a literature review.
- **Communicate** the idea that students can improve their abilities through practice. This growth mindset approach offers multiple opportunities for students to engage with the course material through low-stakes assignments and considers practicing part of the learning process. This approach helps students become more persistent learners and understand that they can improve through effort.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. It also allows students to encounter different perspectives and viewpoints leading to a deeper understanding of the subject matter. One popular in class approach is "Think-Pair-Share," which can work classes of all sizes. First, the instructor poses a question and asks students to think about it. Then, they discuss their response with one person sitting near them in a pair; next the pair shares what they discussed with the class or other pairs. Other forms of peer-to-peer activities can include peer review, through which students evaluate and provide feedback on one another's work or collaborative assignments that have students work in pairs or small groups to discuss course concepts or find solutions to problems. This peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.



How can I help students reach their academic goals?

Resources:

- The Purpose Statement in a TiLT Assignment [Presentation](#)
- Sociology TiLT [Example Assignment](#)
- Psychology TiLT [Example Assignment](#)
- Communication TiLT [Example Assignment](#)
- Criminal Justice TiLT [Example Assignment](#)
- Political Science TiLT [Example Assignment](#)
- TiLT and Align Your Assessment [Infographic](#)
- Designing a TiLT Assignment [Checklist](#)
- Student Goal Setting Worksheet [PDF](#)
- Goal Setting [Assessment](#)
- Goal Setting Tools for Success [Newsletter](#)
- Goal Setting [Worksheet](#)
- Self-Assess your Goal Setting Worksheet [PDF](#)
- Student Self-Assessment [Template](#)
- Setting SMARTR Goals [Worksheet](#)
- Student Academic Self-Assessment [Template](#)
- Effective Assignment Sequencing for Scaffolding Learning [Strategies](#)
- Scaffold and Assignment Design [Overview](#)
- Scaffolding Research Assignments [Guide](#)
- Scaffolding and Sequencing Writing [Assignments](#)
- Scaffolding Instruction [Toolkit](#)
- Scaffolding Learning in the Online Classroom [Overview](#)
- Growth Mindset Diagnostic [Quiz](#)
- Growth Mindset Approach Faculty [Checklist](#)
- Low-Stakes Assignments [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)
- AAC&U High Impact [Practices](#)
- Using Design Thinking in Higher Education [Overview](#)
- Experiential Learning [Guide](#)
- Eight Principles of Good Practice for All Experiential Learning [Activities](#)
- Collaborative Learning [Activities](#)
- Family Feud Game Show Activity [Template](#)
- Role Playing Instructional [Guide](#)



How can I help students reach their academic goals?

Trainings and Modules:



- The Schedule Assignment [Articulate Module for Students](#)
- Organizational Skills [Articulate Module for Students](#)
- Critical Reading Skills [Articulate Module for Students](#)
- Effective Note Taking Skills [Articulate Module for Students](#)
- Successful Online Learning [Articulate Module for Students](#)
- Test Taking Strategies [Articulate Module for Students](#)
- Time Management [Articulate Module for Students](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Gamification [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Instructional Scaffolding [DLI Resource for Faculty](#)
- Transparency in Learning and Teaching [DLI Resource for Faculty](#)
- Student engagement [DLI Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- TiLT: Assignment Design for Transparency [CETL Resource for Faculty](#)
- Open Educational Resources [Information for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)

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How can I engage my students in self-evaluation?

How to Implement:



- **Develop** formative assessments, which take place during instruction, to measure student learning as you teach. Formative assessments are powerful diagnostic tools to monitor progress, identify areas of improvement, and guide instructional planning. Formative assessments are generally low-stakes and are as simple as an in-class quiz, questions on “Kahoot!”, an exit question, quiz your neighbor, or other simple methods of feedback. Formative in-class assessments help capture students’ level of understanding so you can make small, immediate decisions on how to support student learning.
- **Embed** self-assessments for students to monitor their progress at various waypoints in course units, even if it is just a one-sentence prompt. Self-assessment asks students to evaluate their own learning progress, skills, and knowledge. It may involve students reflecting on their own work, setting goals, and identifying areas of strengths and weaknesses. This approach encourages students to take an active role in their learning, develop metacognitive skills by understanding their own thinking processes, identify their own learning gaps, and develop skills that are valuable beyond the classroom, such as how to set goals, monitor progress, and adjust their performance.
- **Utilize** exam or cognitive wrappers. These tools “wrap around” an assignment to help students plan for or reflect on how they can improve their performance. Often when students see their graded assignment, they focus on a single feature – the score they earned, which can lead students to miss out on 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 and adapt their future learning. Various activity wrappers can focus on writing, class discussions, or exams, and they can be given before or after an assignment. These exercises foster the development of students’ metacognitive skills and help students build a growth mindset by focusing on improving learning.
- **Integrate** Project-Based Learning (PBL) to help students develop and improve self-reliant critical thinking skills. PBL involves students designing, developing, and constructing hands-on solutions to a problem. PBL, depending on the course and student level, can range from a single activity to a series of activities designed to help students develop a deeper understanding of a particular topic or subject. These activities range from hands-on experiments and simulations to research projects. Typically, PBL involves identifying a problem, devising a potential solution, and refining the solution. Often PBL is collaborative and interdisciplinary in nature. Unlike a typical content-focused project, PBL is driven by student inquiry, and the emphasis is on the process, not the final product. This learning approach has been shown to significantly improve students' learning outcomes and positively contribute to the academic achievement of students across all populations, increase student engagement, and prepare students for life after graduation.



How can I engage my students in self-evaluation?

Resources:

- Self-Assess your Goal Setting Worksheet [PDF](#)
- Student Self-Assessment [Template](#)
- Student Academic Self-Assessment [Template](#)
- Groupwork Self-Evaluation Student [Form](#)
- Study Group Agenda [Examples](#)
- Pear Deck Formative Assessment Slide [Templates](#)
- Low-Stakes Assignments [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Intelligent Agents [Recipe Book for D2L](#)
- Exam Wrapper Template [Word](#)
- Cognitive Exam Wrapper [Overview](#)
- Cognitive and Exam Wrappers Tools for Success [Newsletter](#)
- Goal Setting [Assessment](#)
- Goal Setting Tools for Success [Newsletter](#)
- Goal Setting [Worksheet](#)
- Setting SMARTR Goals [Worksheet](#)
- Note-Taking for Journal Articles Word [Template](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)
- AAC&U High Impact [Practices](#)
- Using Design Thinking in Higher Education [Overview](#)
- Council on Undergraduate Research Assessment [Toolkit](#)
- Free Research Poster PowerPoint [Templates](#)
- Poster Presentations [Tips](#)
- Oral Presentation [Help for Students](#)
- Journal Article Reading [PDF Template](#)



How can I engage my students in self-evaluation?

Trainings and Modules:



- The Schedule Assignment [Articulate Module for Students](#)
- Effective Note Taking Skills [Articulate Module for Students](#)
- Professional Communication [Articulate Module for Students](#)
- Critical Reading Skills [Articulate Module for Students](#)
- Test Taking Strategies [Articulate Module for Students](#)
- Time Management [Articulate Module for Students](#)
- What is Prior Knowledge? [DLI Resource for Faculty](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- Create Online Surveys with Qualtrics [Aid for Faculty](#)
- Student engagement [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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How can I foster a growth mindset in my classroom?

How to Implement:



- **Cultivate** a growth mindset for yourself. A growth mindset means you believe you can improve. A growth mindset means being ready to try new things in your classroom and continuing to search out new pedagogical approaches. This also means that when something does not go well in your class you view it as a chance to learn and grow. In addition, studies show students in growth-mindset classrooms report being more motivated to work hard in that class and feel that their professor cares about their learning.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. It also allows students to encounter different perspectives and viewpoints leading to a deeper understanding of the subject matter. One popular in class approach is "Think-Pair-Share," which can work classes of all sizes. First, the instructor poses a question and asks students to think about it. Then, they discuss their response with one person sitting near them in a pair; next the pair shares what they discussed with the class or other pairs. Other forms of peer-to-peer activities can include peer review, through which students evaluate and provide feedback on one another's work or collaborative assignments that have students work in pairs or small groups to discuss course concepts or find solutions to problems. This peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.
- **Design** courses with a Universal Design for Learning (UDL) framework, which is a teaching approach that accommodates the needs and abilities of all learners by presenting information in multiple ways and providing students options for demonstrating their learning. The UDL framework invites faculty to provide a variety of methods for students to interact with the course content, by example, providing text options when audio is used and audio or text options when visuals are used. A guiding principle is that students should have the opportunity to demonstrate their learning in different ways. For example, students might be offered the choice between paper, presentation, or project. The UDL approach of offering something to all types of learners in your class fosters a growth mindset.
- **Engage** in a Transparency in Learning and Teaching (TiLT) framework, which emphasizes communicating to students about your course design. The goal is to help students learn how to be successful in the course by understanding the objectives of each course component and how those relate to course goals. This approach has been proven to lead to better student learning and persistence as it offers students of all backgrounds an equal opportunity to understand the goals of the course and has been correlated to better student learning and persistence.
- **Utilize** course engagement tools such as the intelligent agents in D2L to offer personalized feedback to students for positive engagement and progress. Emails can be programed to go out when students improve over a previous score, to remind students when items are due, or to nudge students who have been inactive for a period of time. Consider employing self-assessments at various waypoints, even if it is just a one-sentence prompt. Such assessments promote self-directed learning and require students to reflect on their role in their own learning.



How can I foster a growth mindset in my classroom?

Resources:

- Growth Mindset Diagnostic [Quiz](#)
- Growth Mindset Approach Faculty [Checklist](#)
- Think Pair Share Active Learning Overview [PDF](#)
- Think Pair Share [Handout](#)
- Think Pair Share Toolbox [PDF](#)
- Assessing Prior Knowledge [Examples](#)
- Low-Stakes Assignments [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Pear Deck Formative Assessment [Slide Templates](#)
- Intelligent Agents [Recipe Book for D2L](#)
- Skill Assessment [Exercise](#)
- Self-Assess your Goal Setting Worksheet [PDF](#)
- Student Self-Assessment [Template](#)
- Student Academic Self-Assessment [Template](#)
- Goal Setting [Assessment](#)
- Goal Setting Tools for Success [Newsletter](#)
- Goal Setting [Worksheet](#)
- Setting SMARTR Goals [Worksheet](#)
- The Purpose Statement in a TiLT Assignment [Presentation](#)
- TiLT and Align Your Assessment [Infographic](#)
- Designing a TiLT Assignment [Checklist](#)
- Universal Design for Learning (UDL) [Guidelines](#)
- Universal Design for Learning (UDL) [Primer](#)
- Best Practices in Universal Design for Learning (UDL) [Toolkit](#)
- Collaborative Writing [Tools](#)
- Collaborative Learning [Activities](#)
- Group Accountability Report [Sample](#)
- Groupwork Self-Evaluation Student [Form](#)
- Group Assessment [Template](#)
- Group Project Planner Template [PDF](#)
- Teamwork Student Contract [Sample](#) and [Template](#)
- Ground Rules for Group Work [Walkthrough](#)



How can I foster a growth mindset in my classroom?

Trainings and Modules:



- Successful Online Learning [Articulate Module for Students](#)
- Critical Reading Skills [Articulate Module for Students](#)
- Effective Note Taking Skills [Articulate Module for Students](#)
- Test Taking Strategies [Articulate Module for Students](#)
- Time Management [Articulate Module for Students](#)
- Organizational Skills [Articulate Module for Students](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Transparency in Learning and Teaching (TiLT) [DLI Resource for Faculty](#)
- Instructional Scaffolding [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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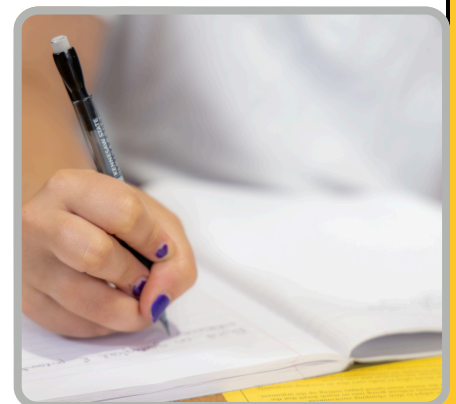
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How can I offer feedback to students to encourage their growth and success?

How to Implement:



- **Solicit** feedback from students through surveys. To offer students feedback in a productive way, you might first consider gathering student perspectives. Collecting student feedback is an important part of any continuous improvement practice and will help identify areas for development and clarification within a course. Explain your reasons for requesting feedback and let students know whether you plan to act on their responses during the semester or in a future semester. For example, a midterm survey is early enough in the semester to allow for immediate changes before the end of the term.
- **Utilize** KSU's opportunities for feedback including Early Alert and Midterm Grades. Early Alert starts in the fourth week of the semester and provides an intervention early enough for the student to drop the course and save some tuition money or allow them to get the support they need to be successful. Supplying students with a Mid-term Grade offers advisors a holistic image of how students are performing and allows them to triage at-risk students.
- **Scaffold** assignments to allow multiple feedback and intervention opportunities. Scaffolding an assessment requires breaking down a larger assignment into smaller steps. Scaffolding structures assignments in a way that learning objectives and goals are more transparent and manageable for students. Scaffolding also recognizes that learning is a process in which one skill must be mastered before the next. By placing parts of a higher-stakes assessment into several lower-stake assessments each with feedback opportunities, both you and the students can identify knowledge gaps or skills shortages.
- **Utilize** course engagement tools such as the intelligent agents in D2L to offer personalized feedback to students for positive engagement and progress. Depending on the level of the course, consider planning activities that require frequent logins to the course to keep students engaged and thinking about their own progress toward their goals. These logins should go beyond a simple click; rather, they should require a response. Such interactions encourage ongoing engagement and connection with the course and its topics. Consider employing self-assessments at various waypoints in course units, even if it is just a one-sentence prompt. Such assessments promote self-directed learning and require students to reflect on their role in their own learning.
- **Develop** formative assessments, which take place during instruction, to measure student learning as you teach. Formative assessment and serves as a powerful diagnostic tool to monitor progress, identify areas of improvement, and guide instructional planning. Formative assessments are generally low-stakes and are as simple as an in-class quiz questions on "Kahoot!", an exit question, quiz your neighbor, other simple methods of feedback. Formative in class assessments help capture levels of students' level of understanding so you can make small, immediate decisions on how to support student learning.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. Peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.



How can I offer feedback to students to encourage their growth and success?

Resources:

- Intelligent Agents [Recipe Book for D2L](#)
- Low-Stakes Assignments [Examples](#)
- Student Survey Questions [Repository](#)
- Mid Semester Three Question Survey in [Word](#)
- Exit Slips Sample [Prompts](#)
- Getting to Know Your Students Survey in [Word](#)
- Student Summative Reflective Question [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Pear Deck Formative Assessment [Slide Templates](#)
- Peer Review Response [PDF Form](#)
- Peer Review [Worksheet](#)
- Effective Assignment Sequencing for Scaffolding [Learning Strategies](#)
- Scaffold and Assignment [Design Overview](#)
- Scaffolding Research Assignments [Guide](#)
- Scaffolding and Sequencing Writing [Assignments](#)
- Scaffolding Instruction [Toolkit](#)
- Scaffolding Learning in the Online Classroom [Overview](#)
- Innovative Authentic Assessments [Overview](#)
- Collaborative Writing [Tools](#)
- Collaborative Learning [Activities](#)
- Group Accountability Report [Sample](#)
- Groupwork Self-Evaluation Student [Form](#)
- Group Assessment [Template](#)
- In-class Ethic Assignment Group [Scenarios](#)
- Exploring Identity in the United States [Set of Lessons](#)
- United Nations Office on Drugs and Crimes [Interactive Ethical Resources](#)
- Research Ethics [Resources](#)
- Ethical Case [Studies](#) and [Scenarios](#)
- Ethical Issues in Journalism [Cases](#)



How can I offer feedback to students to encourage their growth and success?

Trainings and Modules:



- Successful Online Learning [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Organizational Skills [Articulate module for Students](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- Create Online Surveys with Qualtrics [Aid for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)
- What Educational Psychology Can Teach Us About Student Success [CETL Micro-credential for Faculty](#)

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How can I involve students in their academic progression?

How to Implement:



- **Utilize** KSU's opportunities for feedback including Early Alert and Midterm Grades. Early Alert starts in the fourth week of the semester and provides an intervention early enough for the student to drop the course and save some tuition money or allow them to get the support they need to be successful. Supplying students with a Mid-term Grade offers advisors a holistic image of how students are performing and allows them to triage at-risk students.
- **Design** courses with a Universal Design for Learning (UDL) framework, which is a teaching approach that accommodates the needs and abilities of all learners by presenting information in multiple ways and providing students options for demonstrating their learning. The UDL framework invites faculty to provide a variety of methods for students to interact with the course content, by example, providing text options when audio is used and audio or text options when visuals are used. A guiding principle is that students should have the opportunity to demonstrate their learning in different ways. For example, students might be offered the choice between paper, presentation, or project. The UDL approach of offering something to all types of learners in your class fosters a growth mindset.
- **Create** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.
- **Employ** course engagement tools such as the intelligent agents in D2L to offer personalized feedback to students for positive engagement and progress. Emails can be programed to go out when students improve over a previous score, to remind students when items are due, or to nudge students who have been inactive for a period of time. Depending on the level of the course, consider planning activities that require frequent logins to the course to keep students engaged and thinking about their own progress toward their goals. These logins should go beyond a simple click; rather, they should require a response. Such interactions encourage ongoing engagement and connection with the course and its topics. Consider employing self-assessments at various waypoints in course units, even if it is just a one-sentence prompt. Such assessments promote self-directed learning and require students to reflect on their role in their own learning.
- **Solicit** feedback from students through surveys. To offer students feedback in a productive way, you might first consider gathering student perspectives. Collecting student feedback is an important part of any continuous improvement practice and will help identify areas for development and clarification within a course. Explain your reasons for requesting feedback and let students know whether you plan to act on their responses during the semester or in a future semester. For example, a midterm survey is early enough in the semester to allow for immediate changes before the end of the term.

How can I involve students in their academic progression?

Resources:

- Universal Design for Learning (UDL) [Guidelines](#)
- Universal Design for Learning (UDL) [Primer](#)
- Best Practices in Universal Design for Learning (UDL) [Toolkit](#)
- Sociology TiLT [Example Assignment](#)
- Psychology TiLT [Example Assignment](#)
- Communication TiLT [Example Assignment](#)
- Criminal Justice TiLT [Example Assignment](#)
- Political Science TiLT [Example Assignment](#)
- Pear Deck Formative Assessment [Slide Templates](#)
- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment Rubric and [Overview](#)
- Skill Assessment [Exercise](#)
- TiLT and Align Your Assessment [Infographic](#)
- Designing a TiLT Assignment [Checklist](#)
- The Purpose Statement in a TiLT Assignment [Presentation](#)
- Innovative Authentic Assessments [Overview](#)
- Using Brightspace Calendar & Dates [Tutorial](#)
- How to Prepare for Class [Checklist for Students](#)
- Intelligent Agents [Recipe Book for D2L](#)
- Student Self-Assessment [Template](#)
- Student Academic Self-Assessment [Template](#)
- Student Engagement Survey in [Word](#)
- Student Survey Questions [Repository](#)
- Mid Semester Three Question Survey in [Word](#)
- Exit Slips Sample [Prompts](#)
- One Minute Paper Prompt [Examples](#)
- One Minute Paper Prompts [PDF](#)



How can I involve students in their academic progression?

Trainings and Modules:



- [Successful Online Learning Articulate module for Students](#)
- [Effective Note Taking Skills Articulate module for Students](#)
- [Test Taking Strategies Articulate module for Students](#)
- [Time Management Articulate module for Students](#)
- [Critical Reading Skills Articulate module for Students](#)
- [Organizational Skills Articulate module for Students](#)
- [Create Online Surveys with Qualtrics Aid for Faculty](#)
- [Active Learning Techniques DLI Resource for Faculty](#)
- [How Do I Create Meaningful and Effective Assignments CETL Resource for Faculty](#)
- [TiLT: Assignment Design for Transparency CETL Resource for Faculty](#)
- [Student Engagement DLI Resource for Faculty](#)
- [Communication and Content DLI Resource for Faculty](#)
- [Constructivism Learning Theory DLI Resource for Faculty](#)

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How can I remove educational obstacles for students?

How to Implement:



- **Integrate** Open Education Resources (OER) to reduce course costs and provide accessibility for all students. OERs are any type of educational materials that are in the public domain or introduced with an open license. The nature of these open materials means that anyone can legally and freely copy, use, adapt, and re-share them, depending on the license. Affordable Learning Georgia (ALG) is a USG initiative that promotes student success by supporting the implementation of affordable alternatives to expensive commercial textbooks

and routinely offers grants to faculty to support the development of no- and low-cost materials to ensure textbook costs do not keep students from succeeding in class or graduating.

- **Create** a course map. Course mapping fosters clarity and showcases the alignment between the learning outcomes, course materials, and assessments. This helps both you and your students see the relationship between instruction and assessment; it also course expectations. Additionally, by charting out the entire course, you can identify potential gaps, redundancies, or misalignments. In addition, when feedback or challenges require revisions, a course map can help identify areas for interventions and additional support.
- **Design** courses with a Universal Design for Learning (UDL) framework, which is a teaching approach that accommodates the needs and abilities of all learners by presenting information in multiple ways and providing students options for demonstrating their learning. The UDL framework invites faculty to provide a variety of methods for students to interact with the course content, by example, providing text options when audio is used and audio or text options when visuals are used. A guiding principle is that students should have the opportunity to demonstrate their learning in different ways. For example, students might be offered the choice between paper, presentation, or project. The UDL approach of offering something to all types of learners in your class fosters a growth mindset.
- **Utilize** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.
- **Encourage** creative thinking as a first step to generating solutions. Creative-thinking activities can foster judgement-free thinking that can be an obstacle for some student's engagement. Some students, for example, dominate brainstorming and class discussions, while others fear judgment for their ideas. Creative thinking, however, such as asking students to imagine the worse possible solution to an issue, can validate all approaches and ideas.



How can I remove educational obstacles for students?

Resources:

- Open Educational Resources [Guide](#)
- Technology Tools for a Global Education [Toolkit](#)
- Course Map [Template](#)
- Three Course Map [Templates](#)
- Universal Design for Learning (UDL) [Guidelines](#)
- Universal Design for Learning (UDL) [Primer](#)
- Best Practices in Universal Design for Learning (UDL) [Toolkit](#)
- Skill Assessment [Exercise](#)
- Low-Stakes Assignments [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- Student Self-Assessment [Template](#)
- Student Academic Self-Assessment [Template](#)
- Think Pair Share Active Learning Overview [PDF](#)
- Think Pair Share [Handout](#)
- Think Pair Share Toolbox [PDF](#)
- Effective Assignment Sequencing for Scaffolding Learning [Strategies](#)
- Scaffold and Assignment Design [Overview](#)
- Scaffolding Research Assignments [Guide](#)
- Scaffolding and Sequencing Writing [Assignments](#)
- Scaffolding Instruction [Toolkit](#)
- Scaffolding Learning in the Online Classroom [Overview](#)
- Role Playing Instructional [Guide](#)
- Collaborative Learning [Activities](#)
- Creative Problem Solving [Test](#)
- Creative Thinking VALUE [Rubric](#)
- Catastrophic Thinking [Handout](#)



How can I remove educational obstacles for students?

Trainings and Modules:



- Ready for an Online Class? [Articulate module for Students](#)
- Successful Online Learning [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Organizational Skills [Articulate module for Students](#)
- Open Educational Resources [Information for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- What Educational Psychology Can Teach Us About Student Success [CETL Micro-credential for Faculty](#)

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How can students demonstrate they have learned the material?

How to Implement:

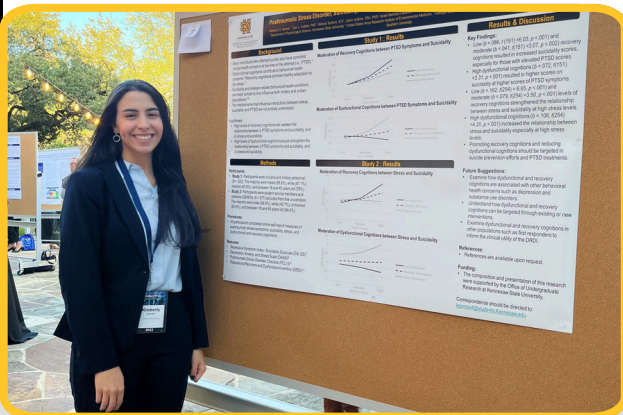


- **Utilize** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require

more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.

- **Encourage** students to form a reading or study group to discuss the required readings key ideas, terms, or concepts. Consider rewarding students by asking them to have their group generate a brief report or invite them to help lead classroom discussions.
- **Integrate** Project-Based Learning (PBL) to help students develop and improve self-reliant critical thinking skills. PBL involves students designing, developing, and constructing hands-on solutions to a problem. PBL, depending on the course and student level, can range from a single activity to a series of activities designed to help students develop a deeper understanding of a particular topic or subject. These activities range from hands-on experiments and simulations to research projects. Typically, PBL involves identifying a problem, devising a potential solution, and refining the solution. Often PBL is collaborative and interdisciplinary in nature. Unlike a typical content-focused project, PBL is driven by student inquiry, and the emphasis is on the process, not the final product. This learning approach has been shown to significantly improve students' learning outcomes and positively contribute to the academic achievement of students across all populations, increase student engagement, and prepare students for life after graduation.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. It also allows students to encounter different perspectives and viewpoints leading to a deeper understanding of the subject matter. One popular in class approach is "Think-Pair-Share," which can work classes of all sizes. First, the instructor poses a question and asks students to think about it. Then, they discuss their response with one person sitting near them in a pair; next the pair shares what they discussed with the class or other pairs. Other forms of peer-to-peer activities can include peer review, through which students evaluate and provide

feedback on one another's work or collaborative assignments that have students work in pairs or small groups to discuss course concepts or find solutions to problems. This peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.



How can students demonstrate they have learned the material?

Resources:

- [Implementing Project-Based Learning \(PBL\) Guide](#)
- [Project-Based Learning \(PBL\) Resources](#)
- [AAC&U High Impact Practices](#)
- [Using Design Thinking in Higher Education Overview](#)
- [Experiential Learning Guide](#)
- [Global Challenges List](#)
- [Teaching through Current Events Toolkit](#)
- [Eight Principles of Good Practice for All Experiential Learning Activities](#)
- [Technology Tools for a Global Education Toolkit](#)
- [Exploring Identity in the United States Set of Lessons](#)
- [Social Problems Instructor's Resource Manual](#)
- [Innovative Authentic Assessments Overview](#)
- [Authentic Activities Toolkit](#)
- [Authentic Assessment Rubric and Overview](#)
- [Collaborative Learning Activities](#)
- [Group Accountability Report Sample](#)
- [Groupwork Self-Evaluation Student Form](#)
- [Group Assessment Template](#)
- [Group Project Planner Template PDF](#)
- [Teamwork Student Contract Sample and Template](#)
- [Study Group Agenda Examples](#)
- [Ground Rules for Group Work Walkthrough](#)
- [In-class Ethic Assignment Group Scenarios](#)
- [Primary Source Research Worksheet](#)
- [Primary Source Analysis Worksheet](#)
- [Implicit Bias Toolkit](#)
- [Image Analysis Form PDF](#)
- [25 Questions to Ask Your Primary Source PDF](#)
- [Songs as Artifacts PDF](#)
- [Teaching Ethics Table of Exercises](#)
- [Family Feud Game Show Activity Template](#)
- [Role Playing Instructional Guide](#)



How can students demonstrate they have learned the material?

Trainings and Modules:



- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Identifying Credible Sources [Module](#)
- Organizational Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Gamification [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- What Educational Psychology Can Teach Us About Student Success [CETL Micro-credential for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)

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How can I engage my students in learning more challenging material?

How to Implement:



- **Utilize** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.
- **Engage** in service learning to create connections between the classroom, local, and global living. Service learning is recognized as a high-impact practice through which students learn theories in the classroom and work in the community to put those theories into practice. At the end of this experience, students engage in reflection, which deepens their understanding of what has been taught. The goal is for this cycle of theory, practice, and reflection to broaden both knowledge and critical thinking skills. Service learning connects the classroom with real-world experiences in the community, and students who participate in it are more deeply involved in their local communities and become more engaged citizens.
- **Design** courses with a Universal Design for Learning (UDL) framework, which is a teaching approach that accommodates the needs and abilities of all learners by presenting information in multiple ways and providing students options for demonstrating their learning. The UDL framework invites faculty to provide a variety of methods for students to interact with the course content, by example, providing text options when audio is used and audio or text options when visuals are used. A guiding principle is that students should have the opportunity to demonstrate their learning in different ways. For example, students might be offered the choice between paper, presentation, or project. The UDL approach of offering something to all types of learners in your class fosters a growth mindset.
- **Communicate** the idea that students can improve their abilities through practice. This growth mindset approach offers multiple opportunities for students to engage with the course material through low-stakes assignments and considers practicing part of the learning process. This approach helps students become more persistent learners and understand that they can improve through effort.
- **Integrate** activities through which students evaluate the credibility of sources. Learning to evaluate the credibility of information encourages students to think critically about the content they encounter. Primary sources teach students that records reflect the personal, social, political, or economic points of view of those who created them and teach students to question and analyze information. Such exercises help students develop well-supported academic work as well as responsible, ethical, and well-informed decision-making skills.
- **Incorporate**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.

How can I engage my students in learning more challenging material?

Resources:

- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- Service-Learning [Toolkit](#)
- Service-Learning [Handbook](#)
- Service-Learning and Assessment [Guidebook](#)
- Service Learning Student Reflection [Handouts](#) and [Criteria](#)
- Experiential Learning [Guide](#)
- Eight Principles of Good Practice for All Experiential Learning [Activities](#)
- Utilizing Service-Learning Projects in an Online Class [Presentation](#)
- AAC&U High Impact [Practices](#)
- Universal Design for Learning (UDL) [Guidelines](#)
- Universal Design for Learning (UDL) [Primer](#)
- Best Practices in Universal Design for Learning (UDL) [Toolkit](#)
- Growth Mindset Diagnostic [Quiz](#)
- Growth Mindset Approach Faculty [Checklist](#)
- Teaching through Current Events [Toolkit](#)
- Global Challenges [List](#)
- Exploring Identity in the United States [Set of Lessons](#)
- Social Problems Instructor's [Resource Manual](#)
- In-class Ethic Assignment Group [Scenarios](#)
- Primary Source Research [Worksheet](#)
- Primary Source Analysis [Worksheet](#)
- Implicit Bias [Toolkit](#)
- Image Analysis Form [PDF](#)
- 25 Questions to Ask Your Primary Source [PDF](#)
- Songs as Artifacts [PDF](#)
- Teaching through Current Events [Toolkit](#)
- Technology Tools for a Global Education [Toolkit](#)
- Global Challenges [List](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)



How can I engage my students in learning more challenging material?

Trainings and Modules:



- Effective Note Taking Skills [Articulate module for Students](#)
- Identifying Credible Sources [Module](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Organizational Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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How can I connect my course to social issues and real-world problems?

How to Implement:



- **Incorporate**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.
- **Develop** creative assessments which require students to solve real-world problems using the skills and knowledge described by your course outcomes. Problem based learning allows any issue to be tackled and made relevant. Real life scenarios have been shown to improve student motivation, recognize the lack of a singular solution to complex problems, engage in team building, and gain a sense of connection with the course material.
- **Utilize** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.
- **Integrate** activities through which students evaluate the credibility of sources. Learning to evaluate the credibility of information encourages students to think critically about the content they encounter. Primary sources teach students that records reflect the personal, social, political, or economic points of view of those who created them and teach students to question and analyze information. Such exercises help students develop well-supported academic work as well as responsible, ethical, and well-informed decision-making skills.
- **Encourage** perspective-taking by which students are asked to engage with new information to better understand different experiences and viewpoints. By exploring other perspectives, students are encouraged to place themselves in other people's shoes and learn to appreciate the differences between each other's values, counteract bias, and find empathetic solutions to problems.



- **Engage** in service learning to create connections between the classroom, local, and global living. Service learning is recognized as a high-impact practice through which students learn theories in the classroom and work in the community to put those theories into practice. At the end of this experience, students engage in reflection, which deepens their understanding of what has been taught. The goal is for this cycle of theory, practice, and reflection to broaden both knowledge and critical thinking skills. Service learning connects the classroom with real-world experiences in the community, and students who participate in it are more deeply involved in their local communities and become more engaged citizens.

How can I connect my course to social issues and real-world problems?

Resources:

- Teaching through Current Events [Toolkit](#)
- Technology Tools for a Global Education [Toolkit](#)
- Global Challenges [List](#)
- Exploring Identity in the United States [Set of Lessons](#)
- Innovative Authentic Assessments [Overview](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- Assessing Prior Knowledge [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Pear Deck Formative Assessment Slide [Templates](#)
- Primary Source Research [Worksheet](#)
- Primary Source Analysis [Worksheet](#)
- Implicit Bias [Toolkit](#)
- Image Analysis Form [PDF](#)
- 25 Questions to Ask Your Primary Source [PDF](#)
- Songs as Artifacts [PDF](#)
- The Tale of Two Robes, Perspective Taking [Video](#)
- Empathy Interview [Toolkit](#)
- Perspective Taking [Introductory Video](#)
- Perspective Taking: A Brain Hack that Can Help You Make Better Decisions [Reading](#)
- The Perspective Taking Educator [Facilitation Guide](#)
- Perspective-Taking in an Imaginary Society Role Play [Exercise](#)
- Service-Learning [Toolkit](#)
- Service-Learning [Handbook](#)
- Service-Learning and Assessment [Guidebook](#)
- Service Learning Student Reflection [Handouts](#) and [Criteria](#)
- Experiential Learning [Guide](#)
- Eight Principles of Good Practice for All Experiential Learning [Activities](#)
- Utilizing Service-Learning Projects in an Online Class [Presentation](#)
- AAC&U High Impact [Practices](#)
- Creative Problem Solving [Test](#)
- Creative Thinking VALUE [Rubric](#)
- Catastrophic Thinking [Handout](#)



How can I connect my course to social issues and real-world problems?

Trainings and Modules:



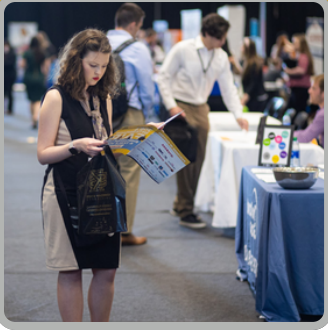
- Identifying Credible Sources [Module](#)
- Organizational Skills [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Student Engagement [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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How can I prepare my students for their desired career pathway?

How to Implement:



- **Connect** your course to workforce readiness. Be transparent about how the content, skills, and assessments in the course will assist students in their professional lives. Inform students of the various career opportunities that align with the course you are teaching. See if other professors will speak to your class about their research and excite students to be future majors. One way to help students make an informed choice about a future career is to inform them about opportunities for internships, mentored research, practicums, field-based learning experiences, service learning, and study abroad. Sharing these opportunities in your class helps students connect their coursework to their career goals. If possible, include research assignments on careers and industries associated with your course. Learning from professionals or completing an informational interview with an employer can excite students about your discipline. Consider requiring or giving extra credit to students who attend a job fair or other career event, or have students create a resume or do a practice interview.
- **Engage** in service learning to create connections between the classroom, local, and global living. Service learning is recognized as a high-impact practice through which students learn theories in the classroom and work in the community to put those theories into practice. At the end of this experience, students engage in reflection, which deepens their understanding of what has been taught. The goal is for this cycle of theory, practice, and reflection to broaden both knowledge and critical thinking skills. Service learning connects the classroom with real-world experiences in the community, and students who participate in it are more deeply involved in their local communities and become more engaged citizens.
- **Utilize** authentic assessments to have students apply knowledge. An authentic assessment is one that requires the application of what students have learned to a new, often real-world, situation. As such, these assessments are often tied to real world constraints and challenges, offering students the ability to use what they have learned in class while also recognizing the subtleties of applying knowledge effectively. Because they emulate real world tasks, authentic assessments are often motivating for students and connect them to their future professions. However, they can require more time to assess and more effort to develop, which is why they often work well as formative feedback with the faculty facilitating and peers reviewing for the assessment.
- **Consider** increasing student engagement through collaborative learning in cooperative groups through games, role play, or competition. These types of activities can foster collaboration as students have collaborate in a constructive manner while working towards a common goal. These types of activities encourage communication, help students gain additional perspectives on course concepts, and encounter common group dynamic issues they will need for their professional success.
- **Incorporate**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.



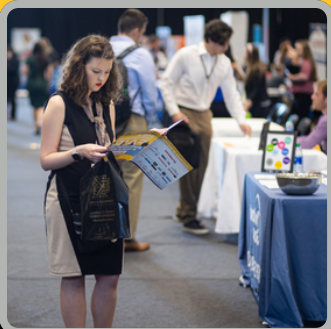
How can I prepare my students for their desired career pathway?

Resources:

- Career Fair [Assignment](#)
- How to Make the Most of Career Fairs [Handout](#)
- Career Fair Reflection [Assignment](#)
- Career-Related Classroom Assignment [Examples](#)
- Resume Writing [Assignment](#) and [Rubric](#)
- NACE Career Readiness [Competencies](#)
- Kennesaw State University Career Exploration [Webpage](#)
- Kennesaw State University Job & Internship Fair [Webpage](#)
- Collaborative Writing [Tools](#)
- Collaborative Learning [Activities](#)
- Service-Learning [Toolkit](#)
- Service-Learning [Handbook](#)
- Service-Learning and Assessment [Guidebook](#)
- Service Learning Student Reflection [Handouts](#) and [Criteria](#)
- Utilizing Service-Learning Projects in an Online Class [Presentation](#)
- Family Feud Game Show Activity [Template](#)
- Role Playing Instructional [Guide](#)
- Perspective-Taking in an Imaginary Society Role Play [Exercise](#)
- Peer Review Response PDF [Form](#)
- Peer Review [Worksheet](#)
- Group Accountability Report [Sample](#)
- Groupwork Self-Evaluation Student [Form](#)
- Group Assessment [Template](#)
- Group Project Planner Template [PDF](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)



How can I prepare my students for their desired career pathway?



Trainings and Modules:

- Resume and Cover Letter [Articulate module for Students](#)
- The Schedule Assignment [Articulate module for Students](#)
- Academic Honesty and Social Media [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Effective Strategies for Developing a Resume and Cover Letter Module
- Active Learning Techniques [DLI Resource for Faculty](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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- Zapalska, Alina M., et al. (2013). "[Teaching Global Issues in an Undergraduate Program.](#)" Universal Journal of Educational Research 1.1: 10-19.

How can I can foster student success through collaboration?

How to Implement:



- **Consider** increasing student engagement through collaborative learning in cooperative groups through games, role play, or competition. These types of activities can foster collaboration as students have collaborate in a constructive manner while working towards a common goal. These types of activities encourage communication, help students gain additional perspectives on course concepts, and encounter common group dynamic issues they will need for their professional success.
- **Integrate** perspective-taking by which students are asked to engage with new information to better understand different experiences and viewpoints. By exploring other perspectives, students are encouraged to place themselves in other people's shoes and learn to appreciate the differences between each other's values, counteract bias, and find empathetic solutions to problems.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. It also allows students to encounter different perspectives and viewpoints leading to a deeper understanding of the subject matter. One popular in class approach is "Think-Pair-Share," which can work classes of all sizes. First, the instructor poses a question and asks students to think about it. Then, they discuss their response with one person sitting near them in a pair; next the pair shares what they discussed with the class or other pairs. Other forms of peer-to-peer activities can include peer review, through which students evaluate and provide feedback on one another's work or collaborative assignments that have students work in pairs or small groups to discuss course concepts or find solutions to problems. This peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.
- **Encourage** students to form a reading or study group to discuss the required readings key ideas, terms, or concepts. Consider rewarding students by asking them to have their group generate a brief report or invite them to help lead classroom discussions.
- **Incorporate** Project-Based Learning (PBL) to help students develop and improve self-reliant critical thinking skills. PBL involves students designing, developing, and constructing hands-on solutions to a problem. PBL, depending on the course and student level, can range from a single activity to a series of activities designed to help students develop a deeper understanding of a particular topic or subject. These activities range from hands-on experiments and simulations to research projects. Unlike a typical content-focused project, PBL is driven by student inquiry, and the emphasis is on the process, not the final product. This learning approach has been shown to significantly improve students' learning outcomes and positively contribute to the academic achievement of students across all populations, increase student engagement, and prepare students for life after graduation.



How can I foster student success through collaboration?

Resources:

- Collaborative Writing [Tools](#)
- Collaborative Learning [Activities](#)
- Collaboration Tools [List](#)
- Role Playing Instructional [Guide](#)
- Perspective-Taking in an Imaginary Society Role Play [Exercise](#)
- Peer Review Response PDF [Form](#)
- Peer Review [Worksheet](#)
- Group Accountability Report [Sample](#)
- Groupwork Self-Evaluation Student [Form](#)
- Group Assessment [Template](#)
- Group Project Planner Template [PDF](#)
- Implementing Project-Based Learning (PBL) [Guide](#)
- Project-Based Learning (PBL) [Resources](#)
- Teamwork Student Contract [Sample](#) and [Template](#)
- Study Group Agenda [Examples](#)
- Ground Rules for Group Work [Walkthrough](#)
- Student Summative Reflective Question [Examples](#)
- Student Reflection [Handouts](#) and [Criteria](#)
- Student Self-Assessment [Template](#)
- Student Survey Questions [Repository](#)
- Student Academic Self-Assessment [Template](#)
- Student Engagement Survey in [Word](#)
- Perspective-Taking in an Imaginary Society Role Play [Exercise](#)
- Role Playing Instructional [Guide](#)
- Think Pair Share Active Learning Overview [PDF](#)
- Think Pair Share [Handout](#)
- Think Pair Share Toolbox [PDF](#)



How can I can foster student success through collaboration?

Trainings and Modules:



- Successful Online Learning [Articulate module for Students](#)
- Organizational Skills [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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How can I help students develop an ethical grounding?

How to Implement:



- **Integrate** activities through which students evaluate the credibility of sources. Learning to evaluate the credibility of information encourages students to think critically about the content they encounter. Primary sources teach students that records reflect the personal, social, political, or economic points of view of those who created them and teach students to question and analyze information. Such exercises help students develop well-supported academic work as well as responsible, ethical, and well-informed decision-making skills.
- **Incorporate** an Institutional Review Board protocol activity to teach students research ethics. This is necessary to teach students how to comply with the university's ethical standards as well as U.S. federal regulations. IRB's ethics review and approval is required for all research studies before participant recruitment, data collection, or dataset access.
- **Embed** ethical and civil considerations where appropriate. Civic engagement fosters abstract and higher order thinking and often requires multidisciplinary thinking in order to propose effective solutions to pressing social, environmental, educational, and economic issues. Facilitated opportunities, such as case studies, debates, or role-playing activities, not only encourage participants to develop their own views but promote a better understanding of opposing viewpoints and the various complications that are contained within dynamic problems. Issues with a policy element – public housing, transport, climate change, homelessness, etc., can deepen engagement, critical thinking skills, and increase their awareness of civic issues.
- **Encourage** perspective-taking by which students are asked to engage with new information to better understand different experiences and viewpoints. By exploring other perspectives, students are encouraged to place themselves in other people's shoes and learn to appreciate the differences between each other's values, counteract bias, and find empathetic solutions to problems.
- **Connect**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.
- **Employ** peer-to-peer activities during class. This approach requires learners to actively participate in the learning process and fosters collaboration among participants. It also allows students to encounter different perspectives and viewpoints leading to a deeper understanding of the subject matter. One popular in class approach is "Think-Pair-Share," which can work classes of all sizes. First, the instructor poses a question and asks students to think about it. Then, they discuss their response with one person sitting near them in a pair; next the pair shares what they discussed with the class or other pairs. Other forms of peer-to-peer activities can include peer review, through which students evaluate and provide feedback on one another's work or collaborative assignments that have students work in pairs or small groups to discuss course concepts or find solutions to problems. This peer collaboration can interject active learning into the classroom as well as assist with comprehension and support a growth mindset as students learn and improve through collaboration, revision, and feedback.

How can I help students develop an ethical grounding?

Resources:

- Primary Source Research [Worksheet](#)
- Primary Source Analysis [Worksheet](#)
- Implicit Bias [Toolkit](#)
- Image Analysis Form [PDF](#)
- 25 Questions to Ask Your Primary Source [PDF](#)
- Songs as Artifacts [PDF](#)
- Kennesaw State University IRB [Website](#)
- Model IRB [Activity](#)
- Teaching Ethics [Table of Exercises](#)
- Teaching Ethics with Short Stories [Toolkit](#)
- Research Ethics [Resources](#)
- Ethical [Case Studies](#) and [Scenarios](#)
- Ethical Issues in Journalism [Cases](#)
- United Nations Office on Drugs and Crimes Interactive Ethical [Resources](#)
- In-class Ethic Assignment [Group Scenarios](#)
- Teaching through Current Events [Toolkit](#)
- Global Challenges [List](#)
- Teaching through Current Events [Toolkit](#)
- Global Challenges [List](#)
- Exploring Identity in the United States [Set of Lessons](#)
- Social Problems Instructor's [Resource Manual](#)
- Student Summative Reflective Question [Examples](#)
- Role Playing [Instructional Guide](#)
- One Minute Survey [Template](#) in [Word](#)
- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- The Perspective Taking Educator [Facilitation Guide](#)



How can I help students develop an ethical grounding?

Trainings and Modules:



- Academic Honesty and Social Media: [Articulate module for Students](#)
- Understanding and Avoiding Plagiarism: [Articulate module for Students](#)
- Identifying Credible Sources [Module](#)
- Professional Communication [Articulate module for Students](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Pedagogies of Care [CETL Resource for Faculty](#)
- How Do I Create Meaningful and Effective Assignments [CETL Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)
- Communication and Content [DLI Resource for Faculty](#)

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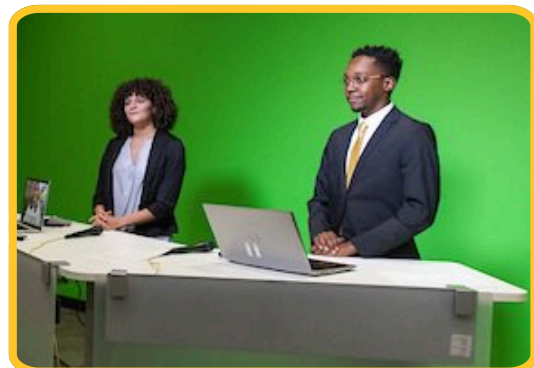
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How can I support students in taking initiative?

How to Implement:



- **Create** a course map. Course mapping fosters clarity and showcases the alignment between the learning outcomes, course materials, and assessments. This helps both you and your students see the relationship between instruction and assessment; it also course expectations. Additionally, by charting out the entire course, you can identify potential gaps, redundancies, or misalignments. In addition, when feedback or challenges require revisions, a course map can help identify areas for interventions and additional support.
- **Embed** goal-setting activities in coursework. Having students set specific course-related goals and develop strategies for accomplishing their stated goals can help them gain a sense of purpose, assist with time management, and develop a growth mindset.
- **Engage** in a Transparency in Learning and Teaching (TiLT) approach for assessment design. Transparent assignment design refers to teaching practices aimed at making learning processes more explicit for students by including the purpose, task, and criteria in the assignment. The goal is to demystify the assessment goals for students. One technique for transparent assessments is to give students an example of a successful submission, in addition to written instructions that explain how the assignment will benefit their learning and the specific knowledge and skills used to complete the assignment. Transparency also includes, as part of its purpose, how the assignment will be important in students' lives beyond the context of the assignment. Transparent assignment design promotes students' success equitably and allows students to not only demonstrate what they learn but also to see assessments as the basis for intellectual and academic challenges, which further a growth mindset.
- **Design** courses with a Universal Design for Learning (UDL) framework, which is a teaching approach that accommodates the needs and abilities of all learners by presenting information in multiple ways and providing students options for demonstrating their learning. The UDL framework invites faculty to provide a variety of methods for students to interact with the course content, by example, providing text options when audio is used and audio or text options when visuals are used. A guiding principle is that students should have the opportunity to demonstrate their learning in different ways. For example, students might be offered the choice between paper, presentation, or project. The UDL approach of offering something to all types of learners in your class fosters a growth mindset.
- **Encourage** creative thinking as a first step to generating solutions. Creative-thinking activities can foster judgement-free thinking that can be an obstacle for some student's engagement. Some students, for example, dominate brainstorming and class discussions, while others fear judgment for their ideas. Creative thinking, however, such as asking students to imagine the worse possible solution to an issue, can validate all approaches and ideas.
- **Promote** perspective-taking. By exploring other perspectives, students can better understand different experiences and viewpoints. Such exercises encourage students to place themselves in other people's shoes and can help them navigate the differences between each other's values, counteract bias, and find empathetic solutions to problems.



How can I support students in taking initiative?

Resources:

- [Course Map Template](#)
- [Three Course Map Templates](#)
- [Creative Problem Solving Test](#)
- [Creative Thinking VALUE Rubric](#)
- [Catastrophic Thinking Handout](#)
- [Goal Setting Assessment](#)
- [Goal Setting Tools for Success Newsletter](#)
- [Goal Setting Worksheet](#)
- [Student Self-Assessment Template](#)
- [Setting SMARTR Goals Worksheet](#)
- [The Purpose Statement in a TiLT Assignment Presentation](#)
- [Sociology TiLT Example Assignment](#)
- [Psychology TiLT Example Assignment](#)
- [Communication TiLT Example Assignment](#)
- [Criminal Justice TiLT Example Assignment](#)
- [Political Science TiLT Example Assignment](#)
- [TiLT and Align Your Assessment Infographic](#)
- [Designing a TiLT Assignment Checklist](#)
- [Universal Design for Learning \(UDL\) Guidelines](#)
- [Universal Design for Learning \(UDL\) Primer](#)
- [Best Practices in Universal Design for Learning \(UDL\) Toolkit](#)
- [Using Brightspace Calendar & Dates Tutorial](#)
- [How to Prepare for Class Checklist for Students](#)
- [Intelligent Agents Recipe Book for D2L](#)
- [Using Design Thinking in Higher Education Overview](#)
- [Teaching through Current Events Toolkit](#)
- [Global Challenges List](#)
- [Exploring Identity in the United States Set of Lessons](#)
- [Social Problems Instructor's Resource Manual](#)
- [Technology Tools for a Global Education Toolkit](#)
- [In-class Ethic Assignment Group Scenarios](#)
- [Primary Source Research Worksheet](#)
- [Primary Source Analysis Worksheet](#)
- [Implicit Bias Toolkit](#)
- [Image Analysis Form PDF](#)
- [25 Questions to Ask Your Primary Source PDF](#)
- [Role Playing Instructional Guide](#)
- [Collaborative Learning Activities](#)



How can I support students in taking initiative?

Trainings and Modules:



- Organizational Skills [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Time Management in Online Courses [Module](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Syllabus Mapping [OwlTrain Video for Faculty](#)
- What is Prior Knowledge? [DLI Resource for Faculty](#)
- Gamification [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Instructional Scaffolding [DLI Resource for Faculty](#)
- Transparency in Learning and Teaching (TiLT) [DLI Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)

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How can I foster students' organizational abilities?

How to Implement:



- **Utilize** exam or cognitive wrappers. These tools “wrap around” an assignment to help students plan for or reflect on how they can improve their performance. Often when students see their graded assignment, they focus on a single feature – the score they earned, which can lead students to miss out on 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 and adapt their future learning. Various activity wrappers can focus on writing, class discussions, or exams, and they can be given before or after an assignment. These exercises foster the development of students' metacognitive skills and help students build a growth mindset by focusing on improving learning.

- **Create** a course map. Course mapping fosters clarity and showcases the alignment between the learning outcomes, course materials, and assessments. This helps both you and your students see the relationship between instruction and assessment; it also course expectations. Additionally, by charting out the entire course, you can identify potential gaps, redundancies, or misalignments. In addition, when feedback or challenges require revisions, a course map can help identify areas for interventions and additional support.
- **Encourage** students to form a reading or study group to discuss the required readings key ideas, terms, or concepts. Consider rewarding students by asking them to have their group generate a brief report or invite them to help lead classroom discussions.
- **Utilize** course engagement tools such as the intelligent agents in D2L to offer personalized feedback to students for positive engagement and progress. Emails can be programed to go out when students improve over a previous score, to remind students when items are due, or to nudge students who have been inactive for a period of time. Consider planning activities that require frequent logins to the course to keep students engaged and thinking about their own progress toward their goals. These logins should go beyond a simple click; rather, they should require a response. Such interactions encourage ongoing engagement and connection with the course and its topics. Consider employing self-assessments at various waypoints, even if it is just a one-sentence prompt. Such assessments promote self-directed learning and require students to reflect on their role in their own learning.
- **Embed** goal-setting activities in coursework. Having students set specific course-related goals and develop strategies for accomplishing their stated goals can help them gain a sense of purpose, assist with time management, and develop a growth mindset.
- **Scaffold** complex concepts to foster student understanding. Scaffolding is a way of structuring assignments to support your learning objectives. There are several methods, such as breaking the literature review process into smaller components to help students master each step.



How can I foster students' organizational abilities?

Resources:

- Using Brightspace Calendar & Dates [Tutorial](#)
- How to Prepare for Class [Checklist for Students](#)
- Intelligent Agents [Recipe Book for D2L](#)
- Course Map [Template](#)
- Three Course Map [Templates](#)
- Study Group Agenda [Examples](#)
- In-class Ethic Assignment Group [Scenarios](#)
- Group Accountability Report [Sample](#)
- Groupwork Self-Evaluation Student [Form](#)
- Group Assessment [Template](#)
- Self-Assess your Goal Setting Worksheet [PDF](#)
- Student Self-Assessment [Template](#)
- Setting SMARTR Goals [Worksheet](#)
- Student Academic Self-Assessment [Template](#)
- Student Engagement Survey in [Word](#)
- Student Goal Setting Worksheet [PDF](#)
- Goal Setting [Assessment](#)
- Goal Setting Tools for Success [Newsletter](#)
- Goal Setting [Worksheet](#)
- Student Survey Questions [Repository](#)
- Mid Semester Three Question Survey in [Word](#)
- Exam Wrapper Template [Word](#)
- Cognitive Exam Wrapper [Overview](#)
- Cognitive and Exam Wrappers Tools for Success [Newsletter](#)
- Exit Slips Sample [Prompts](#)
- Getting to Know Your Students Survey in [Word](#)
- One Minute Paper Prompt [Examples](#)
- One Minute Paper Prompts [PDF](#)
- One Minute Papers Tools for Success [Newsletter](#)
- Low-Stakes Assignments [Examples](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Pear Deck Formative Assessment Slide [Templates](#)
- Effective Assignment Sequencing for Scaffolding Learning [Strategies](#)
- Scaffold and Assignment Design [Overview](#)
- Scaffolding Research Assignments [Guide](#)
- Scaffolding and Sequencing Writing [Assignments](#)
- Scaffolding Instruction [Toolkit](#)
- Scaffolding Learning in the Online Classroom [Overview](#)



How can I foster students' organizational abilities?

Trainings and Modules:



- Organizational Skills [Articulate module for Students](#)
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- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- What is Prior Knowledge? [DLI Resource for Faculty](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Instructional Scaffolding [DLI Resource for Faculty](#)
- Transparency in Learning and Teaching (TiLT) [DLI Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)

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How can I help my students be engaged citizens?

How to Implement:



- **Engage** in service learning to create connections between the classroom, local, and global living. Service learning is recognized as a high-impact practice through which students learn theories in the classroom and work in the community to put those theories into practice. At the end of this experience, students engage in reflection, which deepens their understanding of what has been taught. The goal is for this cycle of theory, practice, and reflection to broaden both knowledge and critical thinking skills. Service learning connects the classroom with real-world experiences in the community, and students who participate in it are more deeply involved in their local communities and become more engaged citizens.
- **Connect**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.
- **Incorporate** ethical and civil considerations where appropriate. Civic engagement fosters abstract and higher order thinking and often requires multidisciplinary thinking in order to propose effective solutions to pressing social, environmental, educational, and economic issues. Facilitated opportunities, such as case studies, debates, or role-playing activities, not only encourage participants to develop their own views but promote a better understanding of opposing viewpoints and the various complications that are contained within dynamic problems. Issues with a policy element – public housing, transport, climate change, homelessness, etc., can deepen engagement, critical thinking skills, and increase their awareness of civic issues.
- **Encourage** perspective-taking by which students are asked to engage with new information to better understand different experiences and viewpoints. By exploring other perspectives, students are encouraged to place themselves in other people's shoes and learn to appreciate the differences between each other's values, counteract bias, and find empathetic solutions to problems.
- **Integrate** activities through which students evaluate the credibility of sources. Learning to evaluate the credibility of information encourages students to think critically about the content they encounter. Primary sources teach students that records reflect the personal, social, political, or economic points of view of those who created them and teach students to question and analyze information. Such exercises help students develop well-supported academic work as well as responsible, ethical, and well-informed decision-making skills.
- **Identify**, where possible, current events that are germane to your course content that develop connections to local, state, national, or global issues. Such connections help students recognize the relevance of your course while researching, analyzing, and discussing current events hones media literacy skills, expands worldviews, and encourages informed participatory citizenship.



How can I help my students be engaged citizens?

Resources:

- Service-Learning [Toolkit](#)
- Service-Learning [Handbook](#)
- Service-Learning and Assessment [Guidebook](#)
- Service Learning Student Reflection [Handouts and Criteria](#)
- Teaching through Current Events [Toolkit](#)
- Global Challenges [List](#)
- Exploring Identity in the United States [Set of Lessons](#)
- Utilizing Service-Learning Projects in an Online Class [Presentation](#)
- Social Problems Instructor's [Resource Manual](#)
- Perspective-Taking in an Imaginary Society [Role Play Exercise](#)
- Perspective Taking Introductory [Video](#)
- The Perspective Taking Educator [Facilitation Guide](#)
- Role Playing [Instructional Guide](#)
- Primary Source Research [Worksheet](#)
- Primary Source Analysis [Worksheet](#)
- Implicit Bias [Toolkit](#)
- Creative Problem Solving [Test](#)
- Creative Thinking [VALUE Rubric](#)
- Catastrophic Thinking [Handout](#)
- Meaningful Assignments [Do's and Don'ts](#)
- Pear Deck Formative Assessment [Slide Templates](#)
- Innovative Authentic Assessments [Overview](#)
- Authentic Activities [Toolkit](#)
- Authentic Assessment [Rubric](#) and [Overview](#)
- AAC&U [High Impact Practices](#)
- Using Design Thinking in Higher Education [Overview](#)
- Experiential Learning [Guide](#)
- Eight Principles of Good Practice for All Experiential Learning [Activities](#)



How can I help my students be engaged citizens?

Trainings and Modules:



- Organizational Skills [Articulate module for Students](#)
- Effective Note Taking Skills [Articulate module for Students](#)
- Test Taking Strategies [Articulate module for Students](#)
- Time Management [Articulate module for Students](#)
- Critical Reading Skills [Articulate module for Students](#)
- Professional Communication [Articulate module for Students](#)
- Resume and Cover Letter [Articulate module for Students](#)
- Academic Honesty and Social Media [Articulate module for Students](#)
- Active Learning Techniques [DLI Resource for Faculty](#)
- Constructivism Learning Theory [DLI Resource for Faculty](#)
- Instructional Scaffolding [DLI Resource for Faculty](#)
- Transparency in Learning and Teaching (TiLT) [DLI Resource for Faculty](#)
- Student Engagement [DLI Resource for Faculty](#)
- Developing a Mindset of Growth and Learning [OwlTrain Course for Faculty](#)
- Building on Prior Knowledge [DLI Resource for Faculty](#)

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**KENNESAW STATE
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NORMAN J. RADOW COLLEGE OF
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OFFICE OF ACADEMIC INNOVATION

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