

Innovative Pedagogy

2023-2024



**KENNESAW STATE
UNIVERSITY**

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



**KENNESAW STATE
UNIVERSITY**

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DEAN'S MESSAGE



Welcome to our second annual publication focused on innovative pedagogical practices in the Norman J. Radow College of Humanities and Social Sciences.

Those featured in this collection were nominated by their chairs or school directors in recognition of their expertise in creating a dynamic and effective learning environment, leading to better student outcomes.

This publication serves to highlight our college's biggest strength – our faculty, whose contributions help to drive our mission and support our students. I am impressed by and proud of the contributions to innovative educational methodologies that are highlighted in this publication.

With appreciation,

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MOSTAFA ARASTOUNIA

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Mostafa Arastounia's courses are known for adaptability, collaboration, student engagement, and hands-on learning. Dr. Arastounia developed a new course in laser scanning to ensure students learn up-to-date technologies being applied in the fields of surveying, geospatial sciences, civil engineering, and more. Through a state-of-the-art laser scanner, drone, and data processing software packages, his course provides students with experience with the technologies being used by future employers. This advancement at KSU to high tech and innovative offerings in the classroom and through undergraduate research makes Dr. Arastounia's contributions to innovative pedagogy significant. In addition, Dr. Arastounia has a pilot license for Small Unmanned Aircraft Systems (SUAS) from the Federal Aviation Administration (FAA) and a certificate for Autodesk Certified Professional in Civil 3D for Infrastructure Design, allowing him to bring these new technologies into the classroom.

JONATHAN ARNETT

DEPARTMENT OF TECHNICAL COMMUNICATION AND INTERACTIVE DESIGN

Dr. Jonathan Arnett explores different approaches to teaching courses in his TCOM 2030 and TCOM 4120 courses. These range from using backwards design, experimenting with democratic pedagogy, and incorporating more hands-on activities. With these approaches, his goal is to help students develop the skills they will need in future courses and careers.



JOSH AZRIEL

SCHOOL OF COMMUNICATION & MEDIA



Dr. Josh Azriel taught the Fresh Take Georgia journalism course, offered through the Center for Sustainable Journalism, which prepares students to report for legacy news organizations like the Atlanta Journal-Constitution, the Associated Press, as well as non-profit news outlets. The Fresh Take news site provides digital news for these partner news organizations and helps to cover State House reporting during the legislative session. KSU journalism students contributed stories for the Atlanta Journal-Constitution's "Everyday Heroes" series, as one example of their work. These bylined articles provide great visibility for students and KSU and provide important portfolio pieces for students. Dr. Azriel promotes these published stories on LinkedIn, which provides more visibility for students' published work. Dr. Azriel has also been highly effective in recruiting student interns for Fresh Take Georgia and the Center for Sustainable Journalism, giving these students valuable internship experience.

ERINN BARITEAU

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Professor Erinn Bariteau is an innovative instructor who implements reflective practice and self-assessments in general education non-STEM geography courses. She utilizes a TILT framework alongside Open Education Resources (OER) to remove financial obstacles and provide material accessibility to all students. Bariteau developed and taught a new special topics course on Natural Hazards and Disasters which advances Radow College's strategic initiative around sustainability. Bariteau developed and leads the GeoAnth Teaching Circle, a resource for all faculty to meet and discuss teaching related issues, share resources, and present pedagogical innovations. Bariteau is also responsible for hosting a weather monitoring station at KSU that is part of the Georgia Automated Environmental Monitoring Network (AEMN) and works with students who use the data provided by KSU's weather monitoring station to support their forecast in the Weather Challenge Forecasting competition.



GARRARD CONLEY

DEPARTMENT OF ENGLISH

Professor Garrard Conley worked with the English Department to use his contacts in the literary community to facilitate a high-impact learning opportunity for students to attend a summer workshop at the Fine Arts Works Center, an artist-run organization that offers fellowships and workshops to writers and artists. Student recipients receive the opportunity to attend a FAWC summer workshop that is jointly funded by the KSU English Department and FAWC. They select a week-long workshop in an area of their creative interest and have the opportunity both to work on a project with the workshop facilitator and participants as well as to network with publishers and other writers. KSU's first recipient of this opportunity, MA in Professional Writing student Brittany Files, was immensely gratified at the opportunity, and KSU English looks forward to sending more students in the future. The opportunity would not have been possible without Professor Conley's efforts and contacts.



CAROLINE CONNER

DEPARTMENT OF HISTORY & PHILOSOPHY

Dr. Caroline Conner promoted student success in HIST 2111 by participating in the Midterm Grade Project in Fall. She created an assignment which required students to access their midterm grades, reflect on their progress, and set actionable goals. Moreover, she solicited student feedback for ways she could support student success in the remainder of the course.



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ALLISON DAVIS

DEPARTMENT OF ENGLISH



Dr. Allison Davis led a workgroup that founded an undergraduate research literary journal called Fusion. The workgroup solicited faculty feedback, reviewed design concepts, and wrote the journal's policies. The first issue will be published in April 2024. The efforts of Dr. Davis and her colleagues will increase the dissemination outlets for undergraduate research in the English Department, enabling English to deliver more high-impact learning opportunities to students.

MARY GRACE ELLIOTT

DEPARTMENT OF ENGLISH

Dr. Mary Grace Elliott created an innovative interpretation of the First-Year Composition Program's Narrative assignment. She is no longer teaching the assignment as a traditional essay, instead she asked students to create TikTok videos promoting their favorite piece of media accompanied by a 500-word narrative detailing their process making the video. According to Dr. Elliott, this assignment was far more successful than previous iterations.



NICHOLAS ELLWANGER

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Nick Ellwanger is a jointly appointed faculty member with the Honors College and serves as a significant bridge between academic units and high achieving students. In his courses, he promotes student success using scaffolded Un-Essays which have students engage with the material creatively, leading to 3D printed skulls, clay reproductions of stone tools, and other exploratory activities. Ellwanger also contributed to the expansion of biological anthropology by offering a special topics course on Primate Behavioral Ecology. Ellwanger serves as the instructor for Honors project-centered high impact practices courses designed to offer students opportunities to engage beyond the classroom. As an active member of the KSU Journey Honors College, Ellwanger directs the President's Emerging Global Scholars Cohort, or PEGS, which "prepares tomorrow's leaders to actively engage in their communities, develop global competencies, and grow as exceptional scholars."

MARARIO GARCIA

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Macario Garcia taught a new course offering on Incarceration that provided students with new analytic frameworks not offered previously. He developed new course activities such as mutual aid assignments, disability analyses, and multispecies projects. All his courses utilize open-access materials. His courses were designed as experiential learning that provided students opportunities to draw on their personal strengths and interests. Many of Garcia's assignments have a life beyond the classroom by directly engaging in students' communities. He also utilized Summary and Synthesis assignments to improve writing and retention skills. To continue to improve his pedagogical repertoire, he participated in CETL training on active learning and empathy and the concept of race and its impacts on the classroom. Garcia serves as the faculty advisor for the Student Anthropology Club, where they planned a World Anthropology Day event to engage with students and the broader community.



MEREDITH GINN

SCHOOL OF COMMUNICATION & MEDIA

Professor Ginn employs many innovative strategies in her Human Communication classes. She developed a creative "escape room" activity that remains popular with her students. She ran the "Escape the Office" simulation in two Human Communication sections to challenge students as they learned about group communication, teamwork, strategic interaction, and decision making. She regularly has students participate in college and university initiatives, such as the KSU Day of Service, the RCHSS 365 Days of Learning, and digital literacy through the Adobe Creative Jam (one of her students won the overall prize for his work). She supported the intercultural aspect of communication through participation in the Year of Senegal. We appreciate the innovative and student success-focused work of Professor Ginn.



DYLAN GOLBLATT

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Dr. Dylan Golblatt teaches across disciplines. In all his courses, his commitment to student engagement is evident. In rebuilding the GRMN curriculum with the WLC German Studies team and in his German Studies sections, he prioritized student success. In ENGL 2110, he integrated rare manuscripts from KSU's special collections, emphasizing the MARB archival collections. "The Craft of Argument," a pilot course he offered for the KSU Journey Honors College, enabled students to practice policy debate. Launching WLC 2306, "Voices of Dissent in World Cultures," showcased his commitment to reframing courses for student benefit, integrating technology for enhanced engagement and critical thinking. Finally, as the Principal Investigator for SAGA, the WLC AI Lab, a major research project exploring AI and linguistics, he secured funding from the Office of Undergraduate Research, RCHSS, and Microsoft, highlighting his dedication to nurturing undergraduate research.



ALICE GOODING

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Alice Gooding continues to build the premiere undergraduate forensics curriculum at KSU through new course offerings, field and lab based undergraduate research opportunities, and exposure to and engagement between forensic professionals and students. Dr. Gooding's pedagogical innovations include the development of an extensive forensics infrastructure available to KSU students, such as the Biological Anthropology Lab, the Bone Biomechanics Lab, and the Forensic Anthropology Field Lab (FAFL), or "body farm," where students learn to conduct practical forensic research. Students are also provided with the same training opportunities offered to local and regional law enforcement agents and agencies and regularly disseminate their findings in various academic and practitioner venues. Gooding's interdisciplinary teaching regularly impacts students in anthropology, exercise science, criminal justice, and more.

UDDIPANA GOSWAMI

SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT

In Dr. Uddipana Goswami's perception and practice, learning, and research are embodied exercises. In teaching Advanced Qualitative Methods, therefore, she tasks her students with writing autoethnographies that give them a metacognitive understanding of their positionality and situatedness within academia. She facilitates students' critical awareness of their academic interests and of the academic spaces and institutions that shaped these interests. Her classroom witnesses inspired conversations about colonized knowledge, critical intersectionality in the creation of such knowledge, and the need for and means to decolonize knowledge. One of the means, she believes, is to do research outside of the academy. She trains students to be public-facing intellectuals who can translate academic research into accessible writing for the general public. At the end of the semester, her students write and are encouraged to publish their autoethnographies as creative non-fiction pieces.



TIM HEDEEN

SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT



Dr. Tim Hedeem routinely employs small- and full-group debriefing of assigned readings to invite students to engage in work critically and deeply, while also considering peers' responses and insights. He uses a modified jigsaw method by handing out playing cards to students to facilitate their gathering in groups. Every card has a rank and a suit, providing an easy basis for group formation and re-formation and allowing him to create pairs quickly by partnering the same rank and suit color. These small-group conversations facilitate cooperative learning for students. Further, to model effective and respectful methods of training and meeting facilitation, he routinely intersperses inquiry-based lessons in his classroom approaches. Drawing on years of professional experience as an educator, moderator, and mediator, he encourages students to identify past challenges and future opportunities in his courses. Students also engage in a structured process to generate norms for the classroom community.

REBECCA HILL

INTERDISCIPLINARY STUDIES DEPARTMENT

Dr. Rebecca Hill introduced FLIP - a video sharing web and mobile app for the classroom to replace a student and response exercise that she had previously required on a discussion board. Through FLIP, students are able to record short videos of themselves and to respond to each other's videos either with a response video or a comment in the text. Dr. Hill found that using this platform had a positive impact on the course overall. It was easier for her personally to relate to the students as individuals when she could see and hear them. Students asked better questions in this format and engaged with each other in a more genuine way.



CHANLER HILLEY

DEPARTMENT OF PSYCHOLOGICAL SCIENCE



Dr. Chanler Hilley has incorporated reflection into his PSYC 3000 Statistical Applications in Psychological Science course. The initial assignment, completed within the first week, involves students completing the Metacognitive Awareness Inventory (MAI) in a Qualtrics survey which students use to articulate a plan for approaching the class. As the semester progresses, subsequent reflections prompt students to assess their performance, identify areas for improvement, and develop strategies for success. The third reflection encourages students to connect statistical concepts to the ways they see data in their everyday lives. The final reflection prompts students to write a note to future students, offering advice on how to succeed in the course. These reflections help promote students' metacognitive skills, which is important in a class that students often enter with anxiety and low self-efficacy. Reading the reflections also provides Dr. Hilley with invaluable formative feedback.

MELANIE HOLLAND

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Dr. Melanie Holland fosters critical thinking, material application, and student engagement throughout each of her classes. This dedication is evident in her Crimes and Defenses course, which incorporates case analyses, creative thinking breakout groups, and informal debates to solidify abstract themes. For example, students analyze case evidence to determine whether the acts that led to the tragic death of Halyna Hutchins meet the legal requirements for involuntary manslaughter. Creative thinking assignments are assigned in breakout groups to provide a springboard for assessing the role of law in pop culture. For example, students consider if crimes committed by fictional superheroes in defense of others should absolve them of guilt. The class also hones their communication proficiency while analyzing the strengths and weaknesses of controversial laws by holding informal debates on the ethics and legality of Nevada's "Bunny Ranch," and other complex legal topics.



KRISTINA HOOK

SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT



Dr. Kristina Hook's International Conflict Management doctoral students see the possibilities for theory evaluation and skills development in her "International Negotiations: Theory and Practice" class. Each week, students take turns designing a crisis scenario that allows their fellow classmates to evaluate negotiation logics, models, and skills. Students run immersive scenarios that range from East Africa water management arbitration, U.S.-China foreign policy disputes, international business mergers, and hostage rescue efforts. Working with a variety of sources, students critique the role of cultural, gender, and other biases that shape assumptions about negotiation theory and practice. At key points, students test negotiation tactics in their daily lives, reflecting on their implementation and evaluation of field paradigms. This applied learning results in an engaged and effective class of negotiators, ready to engage in the international conflict management issues they will face in their careers.

POLLY HOWES

SCHOOL OF COMMUNICATION & MEDIA

Dr. Polly Howes created a new topics course for Public Relations majors on generative AI in the public relations profession. This is the School of Communication and Media's first course dedicated to exploring the impact of generative artificial intelligence on the world of work. In addition to teaching her class, she shared her experiences in a SOCM professional development workshop on generative AI.



ULI INGRAM

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Professor Uli Ingram serves as the geography internship coordinator providing students with work-ready high impact practices. Ingram submitted three Affordable Learning Georgia (ALG) Affordable Materials Grants with colleagues to develop Open Educational Resources. Ingram supervises undergraduate research efforts and disseminates findings through StoryMaps. She embraces new technologies including uHoo Analytics to provide interventions for students. She employed intelligent agents to communicate with students about assignment feedback, deadlines, and other time sensitive components. She co-published a SoTL article on "Integrating ArcGIS Online and Digital Story Mapping for Active Learning in Systematic Geography Courses" and she participated in the SoTL Summit at KSU on assessing the effectiveness of intelligent agents. She also presented at the Association of American Geographers on "Teaching Undergraduate GIS Courses in an Online Modality."

RANBIR KANG

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Ranbir Kang supervised students in the First Year Scholars Program, Sophomore Scholars Program, and federal work study program. Dr. Kang uses intelligent agents in his courses to enhance his teaching effectiveness and student success goals. Kang also uses StoryMap format assignments in his Introduction to GIS course so that students can showcase their work, which helps them to develop their professional portfolios to be career ready. Furthermore, Kang submitted a collaborative Affordable Learning Georgia grant proposal to develop Open Access teaching resources, which highlight some of his SoTL activities. Kang engages students through public events as well by helping to organize the Geography and Geospatial Sciences Open Houses, GIS/GSS Night, and the tent at the Atlanta Science Festival. Kang most effectively demonstrates his innovative pedagogy by involving students in his ongoing local research projects including the scanning and evaluation of silting at Frey Lake near campus.



DAKOTA KINNEY

DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Professor Dakota Kinney maximizes student engagement through student designed mock experiments, case studies, and industry expert panels and presentations. Professor Kinney also engages students in real-world case studies to apply learning content and develop workplace readiness. His focus is on engaging students where they are at, encouraging them to explore their natural curiosity, and applying the lens of work through everything he teaches.



SUSAN KIRKPATRICK SMITH

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Susan Kirkpatrick Smith supervised 13 student internships and taught a study abroad experience in Italy and Greece offer students opportunities for international travel and research. Smith regularly leads students in an Osteology Field School experience on the island of Crete in Greece, having worked for the Institute for the Study of Aegean Prehistory in Pacheia Ammos, Crete since 2007. Furthermore, Smith supervised two practicums and three directed applied research (DAR) projects and an Honors research project. Two of these students presented their work at the Student Scholar Symposium. Due to her international innovative pedagogy, Smith won both the 2023 RCHSS International Achievement Award and the Madhuri and Jagdish N. Sheth Faculty Award for Distinguished International Achievement. Additionally, Smith was a co-awardee of an intra-departmental grant, which focuses on “Incorporating 3D Printing into Undergraduate Anthropology Courses.”



BETH KRONE
DEPARTMENT OF ENGLISH



In her English Education student-teaching supervision, Dr. Beth Krone advanced students' ability to make theory-practice transfers. Creating theoretical rationales is a part of all Kennesaw English Education program assessments, and Dr. Krone sought to improve transfer by leveraging the experiences of guest speakers. She invited Kennesaw graduates to visit class sessions to discuss how they operationalized the theory students were reading in their actual classroom. Students worked from a consolidated list of the theories they read to make clear connections together after students' second project in the course: a paired mini lesson. She found these practices successful in meeting the needs of her students.

AMELIA LEWIS
DEPARTMENT OF ENGLISH

Professor Amelia Lewis taught students the relevance of literature through an innovative AI-based assignment in ENGL2110. She asked students to prompt AI to create writings in the genres students studied in her class and then to compare those works to literary works from their anthology. This led to a fruitful dialogue over the use of AI and concerns they had about AI in their own fields.



DR. TANJA LINK
DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE



Dr. Link and Professor Pendergrass (COTA) are leading two projects that engage an interdisciplinary group of undergraduate KSU students with justice-impacted teens, The KSU Connections Project, and adults, The Clemente Course, to study side-by-side in a seminar-style class using innovative High Impact Practices. These community-engaged seminars afford college students, including future criminal justice professionals, the opportunity to step outside the traditional classroom to engage with incarcerated and returning citizens. This type of class creates a paradigm shift for all participants, encouraging transformation and breaking down barriers, as students have a chance to reassess stereotypes and myths. Students read and discuss literary texts, complete assignments, and write papers. Class sessions focus on active learning and engagement in small breakout groups as well as reflection and discussion with the entire class. In the final part of the class, students work together on a class project.

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JOHN LONG

DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Dr. John Long's Psychology of Career Development course offers students an introduction to both core and recent theories of career development. Students are provided with an array of targeted models, tools, and resources used by career development professionals serving in specific settings. Students learn how career counselors, career coaches, career advisors, training and development specialists, workforce development specialists, recruiters, etc. support individuals by effectively conducting interventions. Assignments in this course stem from authentic assessment and invite the student to simulate an intervention with an individual seeking assistance with their career exploration, potential pathway, progression, or transition. Examples include (a) simulating a Career Construction Interview with an individual, (b) a dialogue with a K-12 student using guided prompts to encourage career exploration and discovery, and (c) identifying and matching theories, models, tools, and resources to each scenario.



PAUL McDANIEL

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Paul McDaniel integrates ESRI ArcGIS online and Google Earth projects into geography courses like Health Geography and Geography of North America. This provides students in non-GIS courses an opportunity to engage with technologies that prepare them for future careers. McDaniel was the recipient of the 23-24 RCHSS Outstanding Online Teaching Award. McDaniel is also a leader in SoTL publishing, with articles, "The immediate impact of COVID-19 on postsecondary teaching and learning," "Teaching, learning, and exploring the geography of North America with virtual globes and geovisual narratives," "Beyond COVID Chaos: What postsecondary educators learned from the online pivot," and "Integrating ArcGIS Online and digital story mapping for active learning in systematic geography courses." McDaniel is a strong advocate of study abroad, having taught in Spain, Portugal, and Italy, and is experienced in helping students to navigate the complexity of living abroad.



LAURA McGRATH

DEPARTMENT OF ENGLISH

Dr. Laura McGrath integrated usage of intelligent agents and midterm grades in her asynchronous courses in order to support grading transparency and student success. Her approach included adding language to her syllabi articulating what midterm grades represent and the actions that students could take based on them, using a D2L intelligent agent to send emails to students reminding them of this information closer to the date of midterm grade submission, and formatting the D2L gradebook so that students can clearly view their midterm grades and understand their standing in class before drop date. Dr. McGrath based this implementation on her SoTL research on intelligent agents initiated with RCHSS colleagues during her Spring 2023 tenure as an RCHSS Fellow in the Office of Academic Innovation.



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NINA MORGAN

DEPARTMENT OF ENGLISH



Dr. Nina Morgan created a high-impact learning opportunity for students in her Fall 2022 Transnational Women's Leadership course, which contained a virtual exchange opportunity for students to collaborate with Moroccan students at Hassan II University of Casablanca. Nina worked with these students to secure funding through the RCHSS Student Travel Program to present their work at an international conference in Casablanca. Moreover, she mentored one of the students, Selah Randolph, in procuring an employment opportunity working with the High Atlas Foundation, a Moroccan sustainability NGO, after graduation. Selah's story can be found here: <https://www.kennesaw.edu/global-education/news/posts/morocco-partnership-inspires-graduate.php>

JASON MUELLER

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Dr. Jason Mueller in his Social Problems class facilitates a Socratic dialogue on the concept and relevance of the term "institutional racism," and how it might apply to problems in America today. He begins with the primary source from which the concept of "institutional racism" was outlined—in Kwame Ture and Charles V. Hamilton's *Black Power* written in 1967. After providing Ture and Hamilton's definition, Dr. Mueller asks students to consider if anything has changed, and if the term is still relevant to understand racism in 21st century America. As students respond, Dr. Mueller facilitates discussions of Socratic methods to help them understand the internal logic and implications of their assertions, allowing them to discern how individual acts of racism and discrimination can be sociologically differentiated from institutional policies/programs that disenfranchise or harm communities of color over long periods of time.



KATHY NEGRELLI

DEPARTMENT OF WORLD LANGUAGES AND CULTURES



In 2023, Dr. Kathy Negrelli established numerous pathways for undergraduate students to enhance their workforce readiness. Notably, she created and offered the innovative course FL4490, "East-West Ties: Japan-Georgia Connections." This pre-internship course, centering on Japan-US relations, featured substantial contributions from guest speakers, recorded interviews, and hands-on projects. Demonstrating her commitment to student development, she provided coaching for a student participating in the JBusiness Forum and took the lead in initiating a mentorship program sponsored by the Japan-America Society of GA. Her exceptional dedication and contributions were duly recognized when she became the RCHSS nominee and received the Coles College of Business award for the Shore Entrepreneurship Fellowship Program in April 2023.

JEE HYE PARK

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Dr. Jee Hye Park enhanced students' online learning experiences by integrating synchronous modalities in the Korean curriculum. Notably, in KOR 3302, she introduced a language exchange project on Padlet, allowing students to showcase their spoken Korean skills and explore cultural expressions. To support this project, she developed comprehensive Chat GPT guidelines, so that ChatGPT became a powerful revision tool (student reflections will be included for future implementation). In a virtual language exchange with South Korean students, she established dedicated time zones for pre and post-class interaction, enabling students to practice Korean and address coursework concerns. Additionally, she supervised undergraduate research via a 4400-directed study, ensuring academic excellence.



MARK PATTERSON

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Mark Patterson has spent considerable effort over the last two years co-leading a long-term SoTL student success research study evaluating effective interventions in geography general education courses at KSU to help improve overall DFWI rates. He also co-authored lab manuals for physical geography courses to provide students with higher quality and more cost-effective course materials. Beyond providing new lab manuals, he has also submitted three Affordable Learning Georgia (ALG) Affordable Materials Grants with colleagues to develop Educational Resources in introductory GIS, digital Earth, and introduction to cartographic processes courses at KSU and the University of North Georgia. These efforts have already impacted 12 faculty, 49 course sections, and 887 total students across two institutions with the potential to impact thousands more in the future. Furthermore, Patterson serves as the co-editor-in-chief of The Geographical Bulletin, a student friendly, peer-reviewed publication outlet.



TERRY POWIS

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Terry Powis engages students in undergraduate research through practicums and directed applied research opportunities. He provides hands-on and experiential learning opportunities to his students both in class and through archaeological field schools. Powis's students have opportunities to participate in both local and international field-based experiences with him that enhance their professional tool kits and help them get prepared for their future careers. Many of Powis's current and former students present their research at various local academic venues. Powis published his first SoTL article this year, "Tips for the Society for American Archaeology Dissertation Award" in The SAA Archaeological Record. As faculty advisor to the Student Anthropology Club, Powis involved students in events like International Archaeology Day where they had tremendous opportunities to engage in public scholarship and advance community engagement efforts on behalf of the university.



MEREDITH PRUDEN

SCHOOL OF COMMUNICATION & MEDIA



Dr. Meredith Pruden's Visual Communication students comment on how much fun they have in her class. She had adapted various learning strategies to engage her students and promote learning. Her "Play to Praxis" activities involve activities that are relevant to course content for the week. For example, during Making Meaning week, students find "meme-ified" news items and discuss the visual codes used to make meaning and make their own meme. For Brand Culture week, students create an example of culture jamming. A final project is creating a research-oriented zine on a visual communication topic that will be submitted for a special issue of the Kennesaw Journal of Undergraduate Research. The use of high-impact practices helps students internalize important concepts and have fun at the same time.

NANCY PULLEN

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

As GIS Internship coordinator, Dr. Nancy Pullen placed 24 students at internship sites in the last year and had 16 students complete the GIS practicum undergraduate research experiences under her guidance. To ensure a diversity of voices in her classroom, Pullen invites guest speakers into her Professionalism and Ethics course to help students discover ways to engage with their broader communities and provide students with invaluable networking and professionalism tools, often resulting in internship or job placements. Furthermore, Pullen co-edits the student-centered academic journal The Geographical Bulletin. Students also gain valuable research experiences through Pullen's active coordination of the B.I.R.D.S research consortium, a network of research projects including the Field Station Workshop, Field Station Forest Inventory and Research Plots (FIRPs), Tree Ring Lab, and Arboretum FIRP tree survey. This initiative provides biogeographic research opportunities for students.



TERESA RACZEK

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Teresa Raczek conducts SoTL research to help amplify evidence-based innovative pedagogy throughout the university. She has ongoing research related to intelligent agents, effective interventions in geography general education courses, and drivers of course withdrawal. She disseminates findings about these evidence-based best practices in teaching support to faculty throughout the college through various workshops and reports. For example, Raczek studied the effectiveness of intelligent agents in online courses, tried to understand student withdrawal, and looked for ways to disrupt student procrastination in online courses with the help of faculty teams. These initiatives enhance student outcome assessment tools and should improve overall student outcomes. Raczek is a strong proponent of open-access resources, engaging materials, and effective assessment. She has managed to incorporate all of these into her newest course preparations.

JASON RHODES

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Professor Jason Rhodes teaches the Geography of Clothing course for which his students had an opportunity to interview people working in Bangladesh's garment industry through a long-term initiative with Brac University in Bangladesh. In the Geographies of Sustainable Agriculture course, Rhodes developed a unit on cocoa and connected his students with high school students in Southwest Atlanta via a book club that meets weekly to discuss children working as forced laborers on a cocoa farm in Côte d'Ivoire. He offers his students hands-on learning experiences in sustainable agriculture, which is another high impact practice that provides opportunities for all types of learners. These students engage with their communities as they work toward making food accessible to all. As faculty advisor for EcoOwls and Student Geography Club, Rhodes developed important programming such as the sustainability film series for the college's 365 Days of Service and Learning about Sustainability.



ALLEN ROBERTS

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Allen Roberts created a new course that will introduce students to new laws and training needed for UAV/UAS/drone licensing at the federal level. He then created a new course as part of the GSS curriculum titled Drone and LiDAR Planning and Operations that will provide students with up-to-date information about technological advancements and practices in the field. Furthermore, Roberts Geospatial Sciences Practice course was enrolled in the QEP "It's About Engagement" due to its focus on high impact practices. As a capstone course, students were able to apply GSS technologies through project development with industry partners, helping to make them career ready upon graduation. According to Robert's students, they "felt engaged in transformative KSU learning." Roberts is also actively recruiting directed applied research students to work on a project with the leadership of the non-profit Environment Sandy Springs looking at climate change and the landscape in that community.

JENNY SADRE-ORAFAI

DEPARTMENT OF ENGLISH

In her graduate poetry writing class, Dr. Jenny Sadre-Orafi developed an assignment, "The Annotated Debut," to help students better understand the writing industry. Her course's assigned readings are debut poetry collections. She asked students to annotate one poet's acknowledgments page, bio, and blurbs. Although often viewed as extraneous to the literary work itself, these sections contain important information pertaining to issues such as networks, support systems, and other communities that are integral to the success of a writer. Students glean from their annotation of these components a roadmap to publishing a first book—from residences to professors and peers to publications where individual poems first appeared. Dr. Sadre-Orafi's inclusion of this assignment ensures that her students not only learn the craft of poetry but also develop essential professional skills that support their career-readiness.



ANDREA SCAPOLO

DEPARTMENT OF WORLD LANGUAGES AND CULTURES



Dr. Andrea Scapolo consistently delivers cutting-edge content, incorporating experiential and community engagement opportunities in the language and culture curriculum. In 2023, he conducted a section of HON 3660: The Developed World and Global Competency for the PEGS program, focusing on the evolution of post-war Italian society, complemented by a transformative Study Abroad experience in Italy. During the Fall semester, he led a section of ITAL 4402, Contemporary Culture, concentrating on sustainability in Italy from a global perspective. This course provided relevant academic content and featured community engagement opportunities through collaboration with the KSU Food Forest and the OWLSwap program. Recognized as a prime opportunity to foster a sense of community, the class was showcased as part of the 365 Days of Learning and Service initiative. Dr. Scapolo recently presented his work on sustainability in the language classroom at NEMLA 2024.

KATE SCHAAB

INTERDISCIPLINARY STUDIES DEPARTMENT

Dr. Kate Schaab uses TILT: Transparency in Learning and Teaching in many of her courses. One of her favorite strategies is including students in class planning. In a graduate seminar, her students recommend readings or choose subtopics that reflect their interests, such as a focus on rural women's healthcare in a course on reproductive justice. In an undergraduate course, students select two articles from a list that believe will inform their major course project. Students then submit a reflective paper explaining why they chose specific articles, how the authors/readings helped them make sense of the featured social institution, and what disciplinary insights the author integrates in the work, which sets the stage for thinking about how to integrate disciplinary perspectives in their final project. Involving students in class planning helps them assess and refine their interests in a topic, feel they are a valued member of the learning community, and contributes to a more equitable classroom environment.



VANESSA SLINGER-FRIEDMAN

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Vanessa Slinger-Friedman supervises undergraduate research and implements service-learning assignments into her courses. Her community service and engagement work with OwlSwap and the KSU Food Forest provide experiential learning opportunities for students through the federal work study program, AmeriCorps SummerVISTA Associate positions, internships, and supervised research. Slinger-Friedman published a case study about OwlSwap in the AASHE Campus Sustainability Hub highlighting this initiative as a high impact project that pioneers innovative research, promotes student leadership, and makes progress toward environmental, social, and economic health justice, OwlSwap as a finalist for the Campus Sustainability Achievement Award. According to Slinger-Friedman, "The focal point of much of my professional service is the desire to engage students in hands-on ways to address major sustainability challenges."

JUN TU

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Jun Tu supervised two master's theses and one student conference presentation. These high impact practices help ensure that students leave KSU career ready. He taught GIS in Public Health in a new modality, which he identified as part of the QEP initiative "It's about Engagement" and incorporated an undergraduate research component. Tu's course evaluations demonstrate that he effectively integrates research into his classes and makes the material applicable and accessible to students. He works hard to maintain effective communication channels and provides timely feedback on and assessments of students' work. His ability to remain flexible with students ensures their success. Tu recognizes students' competing commitments and provides them with a menu of options to meet students where they are. Tu promotes student success by working with undergraduate and graduate students on his many research initiatives around climate action.



CARLTON USHER

INTERDISCIPLINARY STUDIES DEPARTMENT



Dr. Carlton Usher developed an infographics assignment to encourage engagement, create awareness of current events, sharpen thematic research skills, and improve peer relationships. Infographics are defined as visual images such as charts or diagrams representing information or data. As we look for new ways to encourage engagement research and civic participation to achieve student success, we need to meet students where they are. The modern student exists in a profoundly digital world where social expression and connections are patterned via memes, video storytelling, and digital symbolic participation. Thus, this assignment connects digital learning, thematic research skills development, and civic engagement and fosters peer relationships to advance student success.

TOM VIZCARRONDO

SCHOOL OF COMMUNICATION & MEDIA

Dr. Tom Vizcarrondo explores new avenues of meeting the needs of Public Relations majors. He developed a new topics course focused on PR for Business to Business, a key area of PR work in the Metro Atlanta area and utilized many guest speakers to support students studying this area of public relations. His PR capstone students worked with four community clients, which provided learning and career-readiness experience. One campaign earned recognition from the nonprofit's national headquarters. Student teams also provided promotion of the first KSU Film Festival in spring 2023. Dr. Vizcarrondo also founded the PR agency class, Peak Communication.



KENNETH WILLIAMSON

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY



Dr. Ken Williamson is a jointly appointed faculty member with the Interdisciplinary Studies Department. Williamson supervised five students on independent research as part of their anthropology practicum experience to prepare them for their future careers by enhancing their scholarly portfolios. Williamson serves as a mentor to populations of students who find themselves underrepresented at KSU, helping them identify significant resources, advance their scholarship, and career trajectories. To enhance student engagement and learning, Williamson uses innovative techniques such as Quick Write assignments and collaborative projects, which are high impact practices that foster teamwork. Because of his recognition of the value of innovative pedagogy, Williamson served as a reviewer for the QEP "It's About Engagement" reflection essays. He also served on the Faculty Advisory Board for the Annual Country Study Program and as peer reviewer Assessment.

OFFICE OF ACADEMIC INNOVATION

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

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