



KENNESAW STATE
UNIVERSITY

NORMAN J. RADOW COLLEGE OF
HUMANITIES AND SOCIAL SCIENCES

INNOVATIVE PEDAGOGY

2022-2023



**KENNESAW STATE
UNIVERSITY**

NORMAN J. RADOW COLLEGE OF
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DEAN'S MESSAGE



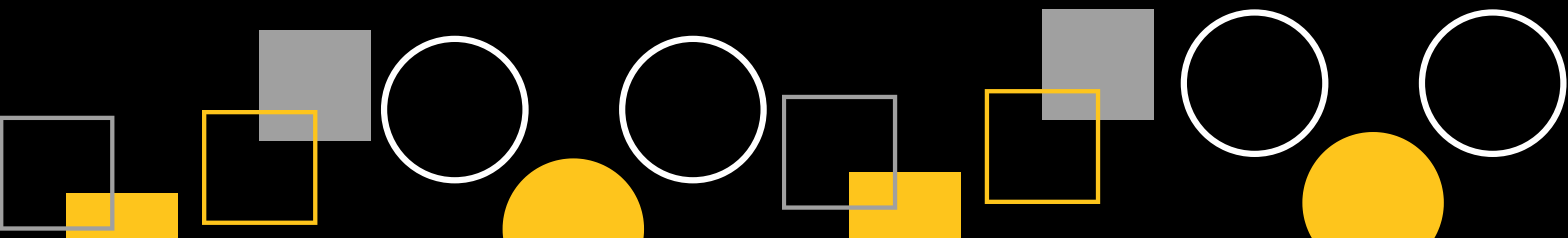
Welcome to our inaugural publication of innovative pedagogical practices in the Norman J. Radow College of Humanities and Social Sciences!

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

This annual recognition 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,

Catherine "Katie" Kaukinen
DEAN OF THE NORMAN J. RADOW COLLEGE
OF HUMANITIES AND SOCIAL SCIENCES





OFFICE OF ACADEMIC INNOVATION

THIS OFFICE ASSISTS FACULTY IN IMPROVING STUDENT LEARNING THROUGH RESEARCH-INFORMED METHODS IN THE HUMANITIES AND SOCIAL SCIENCES TO ENSURE ACCESSIBLE AND EQUITABLE OPPORTUNITIES FOR ALL STUDENTS.

THE UNIT DEVELOPS AND MAINTAINS RESOURCES FOR TEACHING IN ALL LEARNING ENVIRONMENTS, SUPPORTING BOTH FACULTY AND STUDENT PROFESSIONAL GROWTH.

WE SUPPORT FACULTY'S EXPLORATION OF AND ENGAGEMENT WITH INNOVATIVE EDUCATIONAL METHODOLOGIES AND CURRICULAR MODELS, INCLUDING BUT NOT LIMITED TO: SCHOLARSHIP OF TEACHING AND LEARNING, HIGH-IMPACT PRACTICES, STUDENT ENGAGEMENT, AND SUSTAINABLE COURSE DESIGN.

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RODOLFO AGUILAR



INTERDISCIPLINARY STUDIES DEPARTMENT

Rather than simply having students identify stereotypical tropes of Latinidad in popular U.S. media, Dr. Aguilar enhances his teaching pedagogy by employing narrative plentitude and narrative scarcity, concepts advanced by Viet Thanh Nguyen, into his U.S. Latina/o/x popular culture course. The employment of narrative plentitude and narrative scarcity opened the door for students to produce creative group projects on an array of topics. For example, one group critically analyzed Puerto Rican mega singer Bad Bunny and how he simultaneously embodied critiques of standard gender norms and benefits from “purple washing.” The use of narrative plentitude and narrative scarcity as pedagogical tools allowed Dr. Aguilar to improve his teaching strategies and creatively reimagine his classroom as a space for greater intellectual vibrancy.

ANISAH BAGASRA

DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Dr. Bagasra course creates a children’s book on death & dying in order to apply theories and concepts. For that project, students incorporate any elements of what they have learned about children’s concept of death and other information to create a children’s book aimed at a specific age range that explains some concept of death or dying. Dr. Bagasra has presented findings from this project at a SOTL conference. Dr. Bagasra also incorporates a faith development timeline to apply concepts of religious socialization, identity development and Fowler’s stages of faith to our own lives. Each student creates and presents a faith development timeline poster after that unit is complete.



ERINN BARITEAU



DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Bariteau enhanced the GEOG 1102: Earth from Above course with a collaborative \$10,000 grant from Affordable Learning Georgia (ALG) to update Open Education Resources (OER) for the course. This work benefited KSU and other institutions seeking free open access materials. She also maintains a weather station at KSU to provide hands on learning experiences to GEOG 1112: Weather and Climate students.

DEPARTMENT OF ENGLISH

In each of Dr. Benedict's courses, students use archival materials to facilitate almost every aspect of English studies. For creative writing, archival documents become the inspiration for building complex, nuanced worlds; for literary study, they build bridges between the literature and the complicated social web in which the text was born; and for cultural studies and the medical humanities, they become invaluable tools to understand how certain ideas about human physical and social potential have become etched into modern consciousness while others have been sidelined or erased.

LEAH BENEDICT



KIM BUTUN



DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Each week Dr. Butun's Cognitive Psychology students write a Written Response (WR) based on the content from that week's assigned chapter, which is from an advanced text. These WRs require students to deeply process the content as they need to not only be able to explain that content but also to be able to apply that content to themselves and to their life experiences. Each of these WRs are unique, have highly detailed instructions, and require critical and creative thinking. Student feedback notes that the WRs were extremely labor intensive and challenging but that the learning that occurs from doing them was well worth the work involved.

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Research Methods is one of the most challenging courses in our curriculum, but Professor Cabage makes learning not only meaningful but tasty! One example of this is the Starburst Sampling assignment they employ. The students are given a bag of Starburst candy that they have pre-sorted into snack size Ziploc bags. They are instructed to count each of the colors: red, orange, yellow, and pink. On the worksheet, they report the number of each color in their sample. They are then given the numbers of each color that was in the entire bag of Starburst. Then the class discusses populations and samples and how the Starbursts apply in this situation. This leads to additional important topics and a deeper understanding of the strengths and weaknesses of the various sampling methods.

NIC CABAGE



DEPARTMENT OF ENGLISH

Professor Carter utilizes recovery informed pedagogy, which occurs when an instructor leads a classroom with the guiding principles of 12-step recovery—willingness, honesty, and open-mindedness. This pedagogical practice asks for students to show up with these guiding principles and for the instructor to as well. In utilizing this pedagogical practice, the instructor meets the students where they are at and cultivates a classroom of safety, honesty, willingness, and advocating for individual needs. This pedagogical practice does not separate the student from the life they live outside of the classroom, but instead the instructor shows up to the classroom with an understanding that each student has a life outside of the classroom which dictates how they show up, what they research, and how they feel safe within spaces.

MORGAN CARTER



SANGSUN CHOI



SCHOOL OF COMMUNICATION & MEDIA

Professor Choi emphasizes "one-person" media production skills. His class collaborated with the Comprehensive Opioid Program in NE Georgia to create PSA videos about appropriate ways to discard medicines. He advised his students to submit their work to media art contests, and they received awards at the 93rd Georgia Communication Association Conference. Professor Choi also included his ongoing documentary project in the teaching materials so his students learned experiential lessons about media production skills. He launched the first KSU Film Festival and the MENT student organization to promote student success in the media and entertainment fields.

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Dr. Creekmur uses OER to eliminate textbook costs across all her courses, thanks to two ALG grants that she received with her program colleagues. She incorporated project-based learning in lower-level sections with projects created over the course of a year-long Faculty Learning Community that she co-led. Dr. Creekmur includes a variety of technologies to enhance learning and develop digital skills in online, hybrid, and face-to-face classes. She co-created a training for WLRC student-tutors as part of the WLC Student Success plan that was assessed as "very useful" by the tutors.

RENATA CREEKMUR



JENNIFER S. DAIL



DEPARTMENT OF ENGLISH

In 25 years of teaching, Dr. Dail found grades to be problematic in the literacy classroom. They often lead students to think more about getting those grades than about their work and learning, and they make students reluctant to take risks with their writing and composing ideas. The bottom line is, failure at literacy-based activities is vital to learn how to do them better. To that end, in spring 2022, Dr. Darren Crovitz and Dr. Dail started experimenting with labor-based grading in their English Education courses. The process strove to create a more equitable learning environment for all students by inviting them to negotiate a grading contract centering their work in courses around time committed and encouraging risk taking through inviting revision and reflection.

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Professor Davis uses project-based learning in Japanese courses and implemented innovative pedagogies and technologies such as video feedback, Flip, and VoiceThread to enhance learning. She also collaborated with Kanda University of International Studies to incorporate a weekly virtual exchange with Japanese students in the Practical Conversation course, which allowed students to develop diverse perspectives in addition to improving their target language skills. Additionally, Professor Davis co-organized the annual Japanese Speech Contest which brought nine universities, three high schools, and community leaders to the KSU campus. These teaching and service efforts were recognized with the Georgia Association of Teachers of Japanese (GATJ) College Teacher of the Year Award in spring 2022.

AKIKO DAVIS



JENNIFER DICKEY



DEPARTMENT OF HISTORY & PHILOSOPHY

Dr. Dickey taught a research seminar in History in which the students' research papers led to chapters for a book on the Georgia State Historical sites.

SARA DOAN



DEPARTMENT OF TECHNICAL COMMUNICATION AND INTERACTIVE DESIGN

Using her research on instructor feedback (Doan, 2019; 2020; 2021; 2022), Dr. Doan innovated small group feedback conferences. Four to six students meet with Dr. Doan to critique their project drafts. After reading, students offer their classmate one compliment and one suggestion, then Dr. Doan adds additional feedback. Prioritizing formative feedback quickens the grading process while prioritizing students' growth.

KRISTEN ELLEY

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Professor Elley incorporated project-based learning in all her classes, including digital posters. She designed a new activity for her 1001 students, as well as interactive, challenging real-world activities (for instance, successful "survival guides") that incorporate culture into language learning across levels.



GREGORY EMILIO



DEPARTMENT OF ENGLISH

"Ideas Worth Spreading" is the byline for TED, the global nonprofit platform that showcases innovative research and big ideas from the world's most inspired thinkers. Dr. Emilio believes that FYC students also have ideas worth spreading! For this hybrid, multimodal assignment, students design a 5-minute TED-style talk, including a speaking script, a presentation slideshow, and an audio recording of them giving the talk. This is an opportunity for students to see themselves as emerging scholars and researchers, and to give voice to the positive changes they wish to see in the world.

VOLKER FRANKE

SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT

Dr. Franke conducts a 3-day immersive simulation exercise focused on global migration. He also uses a lot of applied peacebuilding skills in his courses. In his "Adaptive Peacebuilding in Post-Conflict Contexts," he has students develop research instruments, logic models, actor maps and drivers of conflict analyses related to his grant on peacebuilding in Liberia.



SARA GIORDANO

INTERDISCIPLINARY STUDIES DEPARTMENT

Dr. Giordano's Introduction to Interdisciplinary Studies (ISD 1198) courses focus on working with students to collectively decide on a final group project for the last few weeks of the semester. The process aims to challenge hierarchical, individualized ideas of education and knowledge production through feminist, anti-racist, Freirian-inspired pedagogies. One semester students organized to have a say in proposed changes to the major. This past semester students chose to use an artistic form by co-painting a mural on a sheet that represented their ideas for a better university. They planned to install the art piece around campus to create a wider dialogue among students about what they would like to see change at KSU and more broadly in education.



ALICE GOODING

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Gooding has assembled one of the largest collections of cast skeletal remains in the southeast and uses these materials to provide her students with hands-on HIPs experiences. She also works with students on collaborative research and practical experiences through her Biological Anthropology Lab, Bone Biomechanics Lab, and Forensic Anthropology Field Lab (FAFL).



STEPHEN GOSS



DEPARTMENT OF ENGLISH

Dr. Goss works to create learning experiences that are not bound by the four walls of the classroom. That means publishing student words, ideas, and research, in sometimes unusual places. Dr. Goss emphasizes and values students' lived experiences, and encourages students to approach knowledge with curiosity and compassion through digital media. Dr. Goss's research focuses on opening spaces in schools and communities for students to publish written works, digital compositions, and public art pieces.

BOBBY GUTIERREZ

SCHOOL OF COMMUNICATION & MEDIA

Before turning on a camera or using any gear, the goal Dr. Gutierrez sets for his production classes is to gain confidence in their communication skills. One way this is carried out is through interactive storytelling sessions called "Circle Time." The students arrange themselves into a circle to answer a prompt, such as "Share if you would like, a turning point in your life...a time when someone or an event changed the path you were on." Students recall their stories and also describe emotions they felt during that time. Dr. Gutierrez then guides the conversations toward creative elements by asking students to explain how they would film an emotion such as jealousy. In doing so, they learn to analyze, visualize and then verbalize aspects of their stories as detailed scenes. This is an engaging way for students to build communication skills while having fun speaking candidly, and then channeling their ideas and thoughts creatively...all before turning on a camera.



MAIA HALLWARD



SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT

Dr. Hallward has been working with one of her graduate students on three different active learning innovations and is conducting a SoTL project based on these interventions within a Politics of the Middle East course. These three activities include a two-day role-play activity, a one day debate, and a Model Arab League simulation. She has also experimented with using short educational videos instead of assigned readings.

ROCHELLE HARRIS COX

DEPARTMENT OF ENGLISH

Drawing on the pedagogical techniques of project-based learning, service-learning, and course-based undergraduate research experiences, Dr. Harris Cox's general education students work in conjunction with community partners like the Zuckerman Museum of Art and the Marietta History Center to develop a line of inquiry, conduct research, document their methods, and compose documents for both academic and public audiences. Her students share their work through presentations at symposiums, archival contributions, interviews, showcases, public writing, and institutional documents. The long-reaching effects of these partnerships have led directly to student success as well as vibrant connections between Dr. Harris Cox's classes, KSU, and the Atlanta community.



EMILY HOLLER



SCHOOL OF COMMUNICATION & MEDIA

Although the principles of rhetoric have not changed during the twenty years Professor Holler has been teaching Public Speaking at KSU, it doesn't mean her educational approach should stay the same! One way she tries to bridge the gap between ancient rhetoric and contemporary communication is by sharing "TED Talk Tips" with her students. Based on the book by the CEO of TED, Chris Anderson, the tips offer a fresh look on confidence building and speaking with purpose. Professor Holler aims to instill the central idea of the book: "...anyone who has an idea worth sharing is capable of giving a powerful talk."

DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Dr. Horan leads students through a simulated application process. During a period of five weeks, students find a job or graduate program that they would like to pretend to apply to and complete the components of the application simulation. Each week features didactic education on each component. The students submit the application component and a reflection paper describing how they will apply the material from that module to their future educational and career endeavors and receive feedback from the instructor. These activities combine pedagogical best practices including student-to-material engagement, student-to-student engagement, student-to-instructor engagement, self-assessment, and exposure to realistic previews of future job or grad-school-relevant scenarios.

KRISTIN HORAN



RICHARD HUTCHINSON



DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Dr. Hutchinson uses the visual display in the FBI's UCR website for his unit on crime for SOC 1101. The display makes it possible to toggle to different time periods for the crime rate. It is quite dramatic to contrast what appears to be a big increase in violent crime if you only look at the last few years to what appears to be only a minor increase following the 50% reduction in crime since 1990.

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Professor Ingram worked with DAR students on a Diplomacy Labs project for the US State Department. The students conducted site suitability studies in several world cities finding the most suitable location for a future US embassy location. Professor Ingram also supervised first year scholar students related to Kennesaw campus maps. They worked on 3D printed maps for the visually impaired as well as on accessible data layers for a digital campus map.

ULI INGRAM



SARAH JOHNSON



SCHOOL OF COMMUNICATION & MEDIA

Dr. Johnson used an early intervention program called Navigate to help students who were falling behind in the lower-division Visual Communication class. She also added galleries of student design work. Sarah provided faculty direction for the Adobe Jam project, which showcased innovative student video work and was open to students throughout the university.

APRIL A. JOHNSON

SCHOOL OF GOVERNMENT & INTERNATIONAL AFFAIRS

Dr. Johnson's POLS 1101 class challenges students to address issues they view as relevant to their daily lives and to their community. This exercise in real-world civic engagement encourages students to bring their concerns, suggestions, or demands for change to local officials, business leaders, and organizations. Student reflections continually demonstrate the empowering nature of this assignment, particularly among non-political science majors. This approach emphasizes the ways in which students can find a voice within their community and cultivate efficacy in their ability to make a collective impact.



SUSAN KIRKPATRICK SMITH

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Kirkpatrick Smith, as the program director for her Greek Osteology Field School since 2007, has brought 38 different students into the field. No other anthropology department in the system offers undergraduates the prospect to participate in a program that offers both a study abroad experience and anthropological research opportunity. This kind of HIP, combining undergraduate research and international experiences, is valuable for students and impacts their career trajectories in significant ways. For example, seven of her former field school students have gone on to graduate school in anthropology or related fields, with two of them pursuing research in Greece.



FAROOQ KPEROGI

SCHOOL OF COMMUNICATION & MEDIA

Dr. Kperogi prepares students for the news industry, teaching students to write for broadcast media and publish in area news outlets. In order to engage students and prepare them for their careers, Dr. Kperogi brings in successful alumni.



PETER LATINO



SCHOOL OF COMMUNICATION & MEDIA

Dr. Latino uses multiple "personalization points" like announcements and Intelligent Agents to keep students on track in his courses. His student success initiatives include implementing an average of 20 in-class practice assignments per semester with real-time writing feedback to prepare students for graded work.

JEANNE LAW-BOHANNON

DEPARTMENT OF ENGLISH

Dr. Law-Bohannon collaborates with students and colleagues on the ethical deployment of AI as an invention tool for cultivating critical thinking. Their shared goals are to use large language models such as GPT and Bard as integral pieces of the writing process and to teach the digital literacies of prompt engineering.



ALLISON MARTIN



DEPARTMENT OF PSYCHOLOGICAL SCIENCE

Based on long-standing and evidence-based tactics associated with operant conditioning, most pointedly -- reinforcement, Dr. Martin has created and implemented several innovations in her classes to increase engagement and maintain that engagement, all in an effort to catalyze student success.

JIM MCCAFFERTY

DEPARTMENT OF SOCIOLOGY & CRIMINAL JUSTICE

Professor McCafferty teaches large (120+ graduate students) cybersecurity classes using the expandable online course model to manage high enrollment. The expandable model uses assistant instructors that assist the instructor of record with grading and other course related tasks. In these classes he offered three types of virtual events that would support and engage students: 1) welcome events, 2) drop-in sessions, and 3) exam reviews.



BRIAN OLOVSON

DEPARTMENT OF WORLD LANGUAGES AND CULTURES

Dr. Olovson created materials that provide step-by-step guidance on how to design assessments for future teachers in the FLEd Program. Dr. Olovson also created materials to a module on teaching students with disabilities (i.e., differentiated instruction). Based on the PACE Model grammar lessons the FLED students created, five of the students from this course and Dr. Olovson presented two sessions at the Foreign Language Association of Georgia. The students were awarded RCHSS funds for their conference registration.



SCHOOL OF GOVERNMENT & INTERNATIONAL AFFAIRS

In her POLS 1101: American Government class, Dr. Pincock utilized engaged/applied learning by having students form interest groups and develop a political advocacy plan for their issue of concern. The students then worked to implement their plans, which included a variety of activities, such as writing and/or calling elected official, attending public meetings, organizing a protest, etc. Students then completed a reflection memo about their experiences. In her POLS 4470 course, Heather uses experiential learning components, including mediation role plays with coaching from experienced mediators. She coordinates these class visits which offer an applied experience and professional networking opportunity for students.

HEATHER PINCOCK



TERRY G. POWIS

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Students need to have learning opportunities both inside and outside the classroom. Dr. Powis integrates archaeology field training for students who do and do not have the means to travel internationally to gain this experience. He directs a local archaeological field school at the Walnut Grove Plantation and Cummings Site located in Cartersville (ANTH 3335) as well as the international field program (ANTH 3335) at the ancient Maya site of Pacbitun, Belize, Central America.



JENN PURCELL



SCHOOL OF GOVERNMENT & INTERNATIONAL AFFAIRS

Through a community-university partnership, the Engagement Scholarship Consortium's Emerging Engagement Scholars Workshop leadership team and students enrolled in KSU's Human Services Program, under the supervision of Dr. Purcell, where they completed the first phase of a program evaluation. Students conducted a literature review, document analysis, and stakeholder interviews to inform a SWOT analysis and to produce a revised program logic model, evaluation matrix, and program evaluation plan for subsequent phases of the study. The student research team presented their findings at the Spring 2023 KSU Symposium of Student Scholars and have submitted a proposal for a national conference as well.

SCHOOL OF CONFLICT MANAGEMENT, PEACEBUILDING AND DEVELOPMENT

Dr. Reinke brings high-caliber coaches from diverse industries into her graduate-level Negotiation Theory course to help students hone skills and enhance their professional network. Coaches observe small groups as they role play a complex negotiation scenario to agreement. She also conducts virtual role plays to help students hone skills in e-negotiation, such as email, text, and video conferencing which are commonly used in negotiations.

AMANDA J. REINKE



JASON RHODES



DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Professor Rhodes creates hands-on learning opportunities for students by connecting course materials with a garment worker interview project. KSU undergraduates are paired with Brac University in Dhaka, Bangladesh. They come up with interview questions for garment workers, which the Brac students then use in interviews with garment workers and experts on Bangladesh's garment industry. The Brac students then translate these interviews into English and share them with the class.

ALLEN D. ROBERTS

DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Dr. Roberts, with the purchase of the Quantix Mapper drone, plans to start a UAS/UAV/Drone student club. The club will get students interested in geospatial sciences and STEM more generally.



VANESSA SLINGER-FRIEDMAN



DEPARTMENT OF GEOGRAPHY & ANTHROPOLOGY

Through Dr. Slinger-Friedman's leadership in OwlSwap and the KSU Food Forest, she was able to provide significant opportunities for hands-on experiential learning for many students, including in federal work study positions, AmeriCorps SummerVISTA Associate positions, internships, and supervised research. She also worked with students on individual projects like honors contracts and master's theses.

DEPARTMENT OF ENGLISH

Dr. Smith engages in innovative service learning with her students. Her English 1102 course is built on community engagement through discussions around housing insecurity. She uses Matthew Desmond's *Evicted: Poverty and Profit in the American City* to provide examples of ethnography, research techniques, documentation, rhetorical appeals, and community-engaged topics. She assigns a reading response essay in which students recognize broader definitions of community, as exemplified in *Evicted*, and identify issues tied to housing insecurity such as job security, poverty, discrimination, education, and mental health care. This serves as a launching pad for the students' three-part research project in which they examine a specific issue within one of their communities.

VALERIE A. SMITH



KEI TOMITA



DEPARTMENT OF TECHNICAL COMMUNICATION AND INTERACTIVE DESIGN

It is important for designers to communicate their decisions in logical, concise, and convincing manners. Within this context, Dr. Tomita constructed a new generative learning strategy named "mini-presentation," referring to learning-by-teaching literature. Each student gives a short presentation, ranging from one to two minutes, to critique existing work or justify their own project using the theories covered in the lectures. Mini-presentations provide opportunities for students to practice speaking logically and concisely and enrich the demonstration of design concepts as each student brings examples of how existing websites seem to follow or ignore particular design principles.

CARLTON A. USHER II

INTERDISCIPLINARY STUDIES DEPARTMENT

In his PERS 2700: Perspectives on the World of Work course, Dr. Usher introduced the concept and application of infographics as an innovative way to help students recall, evaluate, and memorize new knowledge. New software/portals used in the course included Padlet, Learning Apps.org, Flip, and Quizizz. Dr. Usher also utilized big data sets to draw connections between competing and complementary systems.





DEPARTMENT OF HISTORY & PHILOSOPHY

Dr. Wynn uses his own empirically tested problem-based learning (PBL) model to some extent in all his history and history education courses. The PBL model confronts history students with complex periodized historical issues and guides them to systematically apply postformal thinking operations and discipline specific skills like historical inquiry and historical thinking as they reach and defend their solutions/decisions and compare them with the actual outcomes and consequences of the turning point historical issue addressed.



KEYWORD INDEX

Analysis: Aguilar, Franke, Gutierrez, Purcell

Active Learning: Carter, Davis, Emilio, Doan, Hallward, S. Johnson, Martin, McCafferty,
Roberts, Usher II

Application of Theory/Concepts: Bagasra, Cabage, Franke, Horan, Pincock, Usher II,

Applied Experience: Pincock

Assessments: Horan, Olovson

Civic Engagement: A. Johnson, Davis, Goss, Harris Cox, A. Johnson, Purcell, Rhodes, Smith

Collaboration: Choi, Gooding, Law-Bohannon

Communication Skills: Choi, Emilio, Gutierrez, Holler, S. Johnson, Tomita

Conference Presentations for Students: Choi, Harris Cox, Olovson, Purcell

Creative Thinking: Aguilar, Butun, Choi, Giordano, Gutierrez

Critical Thinking: Aguilar, Butun, Law-Bohannon, Wynn

Digital Skills: Creekmur, Elley, Goss, Hutchinson, Ingram, S. Johnson, Law-Bohannon, Roberts

Engagement: Horan, A. Johnson, Pincock

Experiential Learning: Bariteau, Choi, Gooding, Pincock, Powis, Slinger-Friedman, Rhodes

Group Projects/Work: Aguilar, Doan, Giordano, Pincock, Reinke

Instructor Feedback: Davis, Doan, Horan, Latino

Open Educational Resources: Bariteau, Creekmur

Problem Based Learning: Wynn

Project Based Learning: Creekmur, Davis, Doan, Elley, Giordano, Hallward, Harris Cox, Ingram, S.
Johnson, Slinger-Friedman, Rhodes, Smith, Tomita

Reflections: Dail, Horan, A. Johnson, Pincock

Role Play: Hallward, Pincock, Reinke

Self-Assessment: Horan

Service Learning: Harris Cox, Smith

Undergraduate Research: Dickey, Gooding, Franke, Goss, Harris Cox, Kirkpatrick Smith, Purcell,
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University-Community Partnership: Harris Cox, Purcell




Writing: Benedict, Kperogi





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