

RADOW COLLEGE



STUDENT SUCCESS SUMMIT

MAY 13, 2024

KSU CENTER
ROOM 400



**KENNESAW STATE
UNIVERSITY**

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

KSU CENTER ROOM 400 MAP

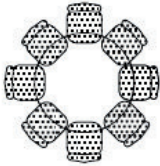


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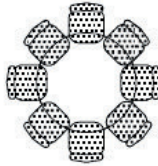


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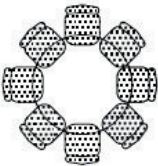


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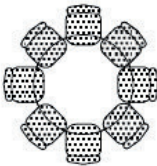


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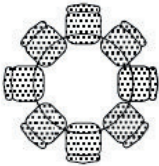


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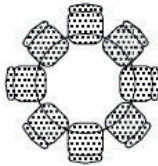


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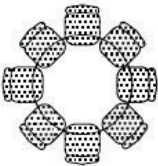


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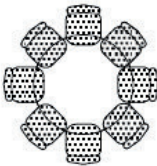


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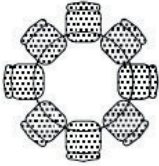


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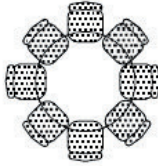
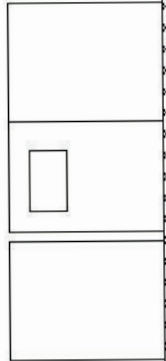


Table 10

**Entrance
/Exit**

**Entrance
/Exit**



Screen

Screen

SCHEDULE OF EVENTS

12:30-1:00PM DOORS OPEN AND REGISTRATION

1:00-1:10PM WELCOME FROM THE DEAN

1:10-1:20PM KICK OFF ACTIVITY

1:20-1:30PM BREAK AND SESSION SET UP

1:30-2:00PM ROUNDTABLE SESSION ONE

2:00-2:15PM BREAK AND SESSION SET UP

2:15-2:45PM ROUNDTABLE SESSION TWO

2:45-3:00PM BREAK AND SESSION SET UP

3:00-3:30PM ROUNDTABLE SESSION THREE

3:30-3:45PM BREAK AND SESSION SET UP

3:45-4:15PM ROUNDTABLE SESSION FOUR

4:15-4:30PM CLOSING ACTIVITY

4:30-5:30PM CLOSING RECEPTION

QR CODE
TO SUMMIT
WEBSITE



SESSION ONE 1:30-2:00PM

TABLE 1

**ABIGAIL
ALEXANDER**

**GLOBALLY MOTIVATED: ENHANCING
STUDENT ENGAGEMENT THROUGH
AN INTERNATIONAL COMMUNITY
ONLINE**

In fall 2023, the French program piloted a cost-free international virtual exchange program in Morocco. This presentation addresses the challenges, evolution, and processes for the implementation and maintenance of this relationship and concludes with an exploration of our application for an NEH Humanities Initiatives grant to support the KSU Saga Lab's development of tailor-made AI software to enhance this program.

TABLE 2

**CHRISTOPHER
PALLAS**

FLIPPING THE CLASSROOM

Looking for an alternative to lecturing? In flipped classroom teaching, students are exposed to new material using readings and other media before class and then use class time to apply that material. Class consists of a series of scaffolded exercises, done in large and small groups with instructor coaching. This approach fosters student engagement, promotes critical thinking, and creates space for relationship-building between students and their classmates and instructors.

TABLE 3

**DARINA
LEPADATU**

**SUCCESS FROM THE STUDENTS'
PERSPECTIVE**

What are the major factors and barriers affecting student success? Using data collected from Sociology seniors, this session will discuss students' perceptions of their success that happen inside and outside the classroom.

TABLE 4

**DEANDRE
FIELDS**

**WHAT'S YOUR WHY? EXAMINING
STUDENT SUCCESS STRATEGIES
THROUGH TWO LENSES**

The focus of this presentation is to remind both students and professors of why they are here. What is your purpose as an educator with respect to teaching a new generation? Can students trust the process?

TABLE 5

**OMAR
CHERIF DIOP**

**FOSTERING STUDENT SUCCESS
IN THE ENGLISH LITERATURE
CLASSROOM**

Using self-efficacy theory, this session focuses on strategies to boost students' self-confidence in the classroom.

SESSION ONE 1:30-2:00PM

TABLE 6

LAURA DAVIS ENCOURAGING STUDENT SUCCESS THROUGH TIME MANAGEMENT STRATEGIES IN THE ONLINE CLASSROOM

Students often struggle with time management in the online classroom. This presentation focuses on strategies to help students successfully complete a course in ways that also ease the demands online teaching places on the instructor. This session will also discuss ways to help students with time management in compressed summer sessions and eight week courses.

TABLE 7

KATYA VLADIMIROV DATA-INFORMED STRATEGIES: INTELLIGENT CONVERSATION WITH AI FOR STUDENT ASSIGNMENTS

This presentation focuses on proper interactions with AI for successful student assignments, including student research projects and the proper use of AI tools. I will share several strategies to ensure a successful outcome and focus on a creative approach to AI use in the classroom.

TABLE 8

MADelyn FOX-DEFAGO WORK SMARTER, NOT HARDER: LOW-STAKES, HIGH ENGAGEMENT PRACTICES FOR STUDENT SUCCESS

This session will provide actionable strategies for increasing student engagement and a sense of belonging with activities and course policies that can reduce instructor workload. We will discuss the intersection of natural consequences and anti-racist/-ableist pedagogies, and how those contribute to relationship-rich, equitable teaching practices, and, ultimately, student success.

TABLE 9

MACK CURRY IV FLIPGRID, LEARNINGAPPS, AND A FUN ICEBREAKER

This presentation focuses on creating engagement for students. Faculty will learn about Flipgrid and its multimodal capabilities, LearningApps and how it can assist with comprehension, and the importance of a good icebreaker. Faculty will learn to use each resource and see the impact each can have on student engagement.

TABLE 10

AMY SANDEFUR TIME HACKS FOR GRADING: SAVING YOUR SANITY AND INCREASING STUDENT ENGAGEMENT

Participants will learn 4-5 strategies for making grading more efficient while also improving student success, with participants trying out one or more of the strategies as well as sharing their own strategies for grading efficiency.

SESSION TWO 2:15-2:45PM

TABLE 1

**JEE HYE
PARK**

CHAT-GPT AS A WRITING REVISION TOOL IN FOREIGN LANGUAGE EDUCATION

This session will contribute to the ongoing dialogue on the role of AI tools in language education and underscores the importance of balanced and informed approaches to their integration. By providing evidence-based recommendations and insights from both students and instructors, this session aims to inform future pedagogical practices and promote responsible and transparent usage of AI tools in language learning environments.

TABLE 2

**ALLISON DAVIS
AMELIA LEWIS**

BEYOND WALLS AND SCREENS: SERVICE-LEARNING TO ENGAGE STUDENTS (ONLINE MODALITY)

In Fall 2023, the English Department started a pilot to incorporate service learning into General Education Literature courses. In this session, pilot members will discuss aspects of incorporating service learning in a course for the first time, including the benefits and challenges for students and how it supports student success by connecting students to the world and community around them. Panelists will focus on service-learning: 1) in online courses, 2) as career-readiness, 3) as response to AI, and 4) as a connection between theoretical and real-world experiences.

TABLE 3

**ELIZABETH HETZEL
KEIR SINGLETON**

BEYOND WALLS AND SCREENS: SERVICE- LEARNING TO ENGAGE STUDENTS (F2F MODALITY)

See description above.

TABLE 4

**RUTH
MCINTYRE**

INTENTIONAL ASSIGNMENT SEQUENCES FOR MIDTERM GRADES

This presentation applies "backward design" principles to make the midterm grades work in the best interest of students and faculty. This talk will also consider creating a "sense of belonging" as central to pre-midterm assignment design.

TABLE 5

**MEREDITH
GINN**

KEEP LEARNING FUN! GAMIFICATION AND COMPETITION IN THE COLLEGE COURSE

This session focuses on keeping learning fun through gamification and competition. I will discuss and demonstrate activities such as competitive speech talks, educational escape rooms, and familiar board games to keep students engaged in active learning.

SESSION TWO 2:15-2:45PM

TABLE 6

EMILY SCHEINFELD

GETTING STUDENTS INTERESTED IN THE MATERIAL, AND NOT JUST THEIR GRADES

Grades seem to be the most important thing to students in 2024 - getting that A. This workshop works through tactics to help students get interested in the material, focus on the skills as the end goal of the class, and embrace being challenged as part of the learning process.

TABLE 7

ANJA BERNARDY

CUSTOMIZING THE D2L HOMEPAGE IN YOUR F2F COURSE

Your D2L course page is the first point of contact with your students and serves as a platform throughout the semester to provide information and maintain contact. In this interactive session, you will learn how to customize your homepage using a variety of D2L tools to reduce clutter, organize content, provide clarity, and facilitate communication. You will have the opportunity to consider different options and make decisions about your own courses so that you leave ready to implement changes for the summer and fall semesters.

TABLE 8

MICHELLE DEVEREAUX

THE PROCESS OF STUDENT LEARNING: FORMATIVE ASSESSMENTS AND COLLABORATIVE CLASSROOMS

Participants will learn how to build community and support collaboration in their classrooms. Participants will also be introduced to several formative assessments that help ensure students are learning the course material in a scaffolded way, such as Agree/Disagree and Midterm Feedback.

TABLE 9

ULI INGRAM

USING OER RESOURCES IN UNDERGRADUATE COURSES

This session provides an introduction to Open Educational Resources (OER) and how to incorporate them into your courses. I will discuss the various OER grant opportunities available through Affordable Learning Georgia, and give an overview and assessment of several OER grant projects implemented in GIS courses at KSU.

TABLE 10

EMILY HOLLER

THE SHINING STAR OF STUDENT SUCCESS: REFLECTIVE LEARNING

Reflective learning can be the shining star of student success. Having students reflect on the material covered and what impact it has on their academic goals and careers encourages more ownership for student learning. Reflection begs these critical questions: What do I already know? Why does this matter? What is next for me to learn?

SESSION THREE 3:00-3:30PM

TABLE 1

JEANNE LAW
TAMARA POWELL

**ETHICAL OUTPUTS:
COLLABORATING WITH AN AI
ASSISTANT ON PEER
REVIEWS**

This session focuses on preparing students for AI infused workplaces where collaboration is key to success. Participants will learn how to collaborate with an AI assistant such as GPT, Claude, or Perplexity, to support students in peer review assignments in any discipline.

TABLE 2

**GAIL
MARKLE**

**(IN)FLEXIBLE ASSIGNMENT
DEADLINES: IMPLICATIONS FOR
STUDENT SUCCESS**

What is the appropriate level of flexibility to offer students? How can instructors determine when deadline flexibility might improve student assignment outcomes and lessen stress and when it is important to have firm assignment deadlines? What impact might flexible assignment deadlines have on students' post-college lives? How can deadline policies be equitable and effective for students and not burdensome to instructors?

TABLE 3

REPEAT SESSION

ALLISON DAVIS
AMELIA LEWIS

**BEYOND WALLS AND
SCREENS: SERVICE-LEARNING
TO ENGAGE STUDENTS
(ONLINE MODALITY)**

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**BEYOND WALLS AND
SCREENS: SERVICE-
LEARNING TO ENGAGE
STUDENTS (F2F MODALITY)**

See description above.

**SARAH
YOUNG****EFFECTIVE MANAGEMENT OF
ENGAGED PROJECTS**

Incorporating service learning projects into academic curricula presents faculty with unique challenges, particularly in managing complex, day-to-day requirements and addressing inevitable issues. This presentation provides a comprehensive framework, offering faculty strategies for the successful integration of engaged projects into upper-level courses, centered on the principles of course planning, design, and implementation.

TABLE 6**DAN
NIEDERJOHN****BRIDGING THE GAP:
CONNECTING COURSEWORK
AND CAREER SKILLS**

This presentation provides diverse examples of how existing course assignments and activities can be enhanced with slight modifications to bridge the gap between coursework, career goals, and skills. Practical examples include using self-reflection, creating e-portfolios, developing resumes, and connecting with Career Planning professionals. The presenter will challenge participants to modify one current course assignment or activity to connect with goals related to career readiness and transferable skills.

TABLE 7**DONALD
GAMMILL****HARNESSING THE
“APPROACHABILITY FACTOR”:
COUPLING KSU’S SUPPLEMENTAL
INSTRUCTION PROGRAM WITH
ACTIVE AND COLLABORATIVE
LEARNING PEDAGOGIES**

This presentation shares classroom experiences to begin a discussion about how KSU’s Supplemental Instruction/Learning Assistant program can help instructors leverage the synergy of near-peer mentors in order to supercharge active and collaborative learning methods. The aim: for first-year students to be more comfortable and productive as they grapple with their new educational environments and new/sometimes-intimidating cognitive challenges like abstract/critical thinking, appreciating differing perspectives, and tolerating ambiguity.

TABLE 8**KAREN SICHLER****PIVOT POINT: CRAFTING
WORKFORCE-DIRECTED
DIGITALLY FORWARD
ASSIGNMENTS**

To create a pedagogically sound, collaborative, online space to teach public speaking, the faculty member must conceive of entirely new ways of both teaching and assessing the speech of digital rhetors. Using computer-supported collaborative learning, this presentation provides an overview of a new model for online public speaking emphasizing workforce skills. This will also assist faculty in developing new assignments in their own disciplines.

SESSION FOUR 3:45-4:15PM**TABLE 1****KATHY
NEGRELLI****CULTIVATING CONNECTIONS:
LANGUAGE LEARNING AND
COMMUNITY ENGAGEMENT**

This presentation integrates intercultural and sociocultural instruction with networking and community engagement to enhance pragmatic communication skills in a foreign language, including the utilization of cultural assimilators for simulating cultural scenarios that guide individuals in understanding how to navigate cultural differences effectively, and mandatory affiliation with a culturally relevant organization, coupled with active involvement in its sponsored events.

TABLE 2**LYDIA
FERGUSON****EMBRACING THE
INTERDISCIPLINARY: THE AEGIS
DIGITAL MUSEUM & MAKER'S
SPACE**

The Aegis Digital Museum & Maker's Space are concomitant initiatives in student success and professionalization aimed at fostering interdisciplinary praxis between faculty and students from outside the college. These virtual and physical spaces are designed to provide coders, tinkerers, and makers opportunities to work on projects that exhibit the fundamental and indispensable interconnections between the Humanities, Social Sciences, and STEM fields and serve the students as deliverables they will be proud to reference in resumes, applications, and interviews.

TABLE 3**LYNN
BOETTLER****THE VIRTUAL TOURIST EXPERIENCE
- CULTIVATING STUDENTS'
INTERCULTURAL UNDERSTANDING**

This session shares a project that prompts students to interview individuals from a culture other than their own regarding their beliefs, customs, and mindsets and their views on leadership. Students become virtual tourists learning about a multitude of cultures via traveling through interview reports on the discussion board. This project intentionally integrates an intercultural discovery strategy with an academic discipline and involves qualitative data analyses where cross-cultural themes are noted. The project framework can be adapted to a variety of disciplines.

TABLE 4**REBECCA
HILL****USING FLIP TO FOSTER STUDENT
INTERACTION IN ONLINE
ASYNCHRONOUS CLASSES**

Participants will learn how to use "Flip" to have students make short videos to interact with class materials and each other. This approach allows instructors to experience their students as whole people, encouraging students to engage with other students in the class, and fosters student engagement and continued participation over the course of the semester. Students also have options to do voice-only recordings if they are uncomfortable being on video.

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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.

CONTACT INFORMATION



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5086 Social Sciences Building



<https://radow.kennesaw.edu/academic-innovation/>

RADOW COLLEGE STUDENT SUCCESS SUMMIT

The key goals of this event are to:



Deepen the comprehension of effective practices that contribute to student success through encouraging the exchange of ideas and experiences.

Encourage collaboration by providing an opportunity for faculty members to connect across disciplines, facilitating a culture of mutual learning and support with the aim of improving student outcomes.



Create a foundation for ongoing impact with the goal of extending the impact of the summit's discussions and initiatives beyond the event itself.

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