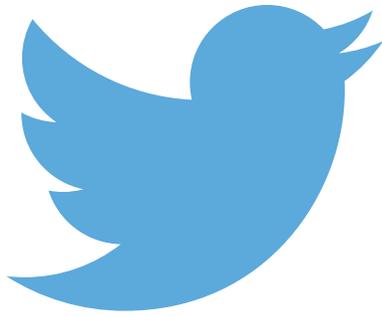




**RESEARCH ON  
TEACHING AND LEARNING  
SUMMIT**

**Program  
October 14-15, 2016**





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RESEARCH ON  
TEACHING AND LEARNING  
SUMMIT

Save the Date!  
OCTOBER 13TH & 14TH  
2017  
Kennesaw, GA



# Keynote Speakers



**Todd Zakrajsek**  
University of North  
Carolina at Chapel Hill

## **Opening Plenary and Invited Address** *Effective Teaching and Student Learning*

Todd D. Zakrajsek is Associate Professor in the Department of Family Medicine at The University of North Carolina at Chapel Hill, where he also serves as the Associate Director of Fellowship Programs. In addition to his work at UNC, Todd serves on several boards: Journal of Excellence in College Teaching; Journal on Centers for Teaching and Learning; International Journal for the Scholarship of Teaching and Learning; Higher Education Teaching Learning Portal; Education Research Initiative (Lenovo Computer); Technology Enriched Instruction (Microsoft); and Communicating Science in K-12. Todd is also serving a three-year term as an elected core committee member for the Professional Organizational Developers Network. His current academic work and publications pertain to faculty development, effective instructional strategies, and student learning. His two most recent books include *The New Science of Learning* (co-authored with Terry Doyle; Stylus; 2013) and *Teaching for Learning* (co-authored with Claire Major and Michael Harris, Routledge Publishing; 2015). Todd has delivered keynote addresses and workshops at over 200 campuses and teaching conferences.



**Beth Schwartz**  
Heidelberg University

## **Closing Plenary and Invited Address** *Creating a Culture of Academic Integrity*

Beth M. Schwartz is Vice President for Academic Affairs and Provost, and Professor of Psychology at Heidelberg University in Tiffin, OH. Prior to Heidelberg, Beth was on the faculty for 24 years and served as the Assistant Dean of the College and Thoresen Professor of Psychology at Randolph College in Lynchburg, VA. She is a fellow of the American Psychological Association, a member of the Association for Psychological Science, and serves on the Executive Committee of the Society for the Teaching of Psychology. Beth was recognized for her teaching and scholarship at Randolph with the Gillie A. Larew Excellence in Teaching award, and the Davidson Excellence in Scholarship award. In addition to numerous presentations and workshops, her recent publications include articles in the *Journal of Higher Education*, and in *Ethics & Behavior*. Dr. Schwartz continues her SoTL, including two edited volumes titled *Evidenced-Based Tools and Techniques for University Teaching*, and *Using SoTL to Enhance Your Academic Position*, and a co-authored book titled, *Optimizing Teaching and Learning: Practicing Pedagogical Research*. In addition to her current research program on academic integrity, her scholarship also includes a series of books published by Sage focused on the intricacies of APA style, research design, statistics, and presentations.

# Program Overview

## Friday, October 14, 2016

8:30 am - 9:00 am Pre-Conference Check-In/Breakfast *(Pre-Conference Registrants Only)*

9:00 am - 12:00 pm Pre-Conference Workshop

12:00 pm - 1:00 pm Check in Opens

1:00 pm - 2:00 pm Concurrent Sessions I

2:15 pm - 3:15 pm Concurrent Sessions II

3:30 pm - 4:30 pm Concurrent Sessions III

4:45 pm - 5:45 pm Friday Invited Address: Todd Zakrajsek

5:45 pm - 7:00 pm Reception and Networking Event

## Saturday, October 15, 2016

8:30 am - 9:30 am Poster Session and Continental Breakfast

9:45 am - 10:45 am Concurrent Sessions IV

11:00 am - 12:00 pm Saturday Invited Address: Beth Schwartz

12:00 pm - 1:00 pm Lunch

1:00 pm - 2:00 pm Concurrent Sessions V

2:15 pm - 3:15 pm Concurrent Sessions VI

3:30 pm - 4:30 pm Anchor Session: Mandy McGrew, Linda Stewart

# Friday, October 14, 2016 *Continued...*

1:00 pm - 2:00 pm

## Symposium 2

Room 460

### ***Partnering with your Local Chamber of Commerce: Developing Contributing Citizens Inside and Outside the Classroom***

Jim Fatzinger

***Georgia Gwinnett College***

Neoteric literature describing partnerships forged between higher education and local Chambers of Commerce emphasizes the importance of developing a community's economic talent pool – ideally, student interns and graduates enter the workforce as contributing citizens prepared for meeting the needs of the surrounding community. This workshop, designed for education professionals at all levels as well as community leaders, engages attendees in an interactive discussion demonstrating how Georgia Gwinnett College, the first, four-year public institution of the 21st century, has forged an innovative partnership at the intersection of Business and Higher Education – a partnership engaging faculty inside and outside the classroom.

1:00 pm - 2:00 pm

## Symposium 3

Room 462

### ***What do Honors Students Want? Assessing the Honors Experience***

Katherine Kinnick, Stacey Solomon

***Kennesaw State University***

Honors students have unique expectations and needs that colleges and universities must address in order to recruit and retain top students. This session describes assessment initiatives and findings implemented with two populations of honors students and honors faculty at Kennesaw State University. Exit surveys, focus groups and faculty surveys reveal key dimensions for serving undergraduate honors students and Dual Enrollment honors high school students that are applicable to other institutions. Implications for honors education will be discussed. Copies of assessment instruments will be provided to attendees for adaptation on their own campuses.

1:00 pm - 2:00 pm

## Symposium 4

Room 464

### ***Headline Lessons: Bringing Classes to Life***

Joan Ledbetter

***Kennesaw State University***

This session will help you tie course material to everyday life and concerns, making your subject more relevant and interesting to your students. By bringing current events into the classroom, no matter what your subject, students will have the opportunity to apply their learning, making learning deeper and more meaningful. Session participants will create a lesson and class activity using current news sources, making each class a new headline that students will be excited to share.

2:00 pm - 2:15 pm

Break

# Friday, October 14, 2016

8:30 am - 9:00 am

Pre-Conference Check-In/Breakfast (Pre-Conference Registrants Only)

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9:00 am - 12:00 pm

Pre-Conference Workshop

9:00 am - 12:00 pm

Room 460

## ***Moving Your SoTL Projects Forward***

Michele DiPietro, Thomas Pusateri  
*Kennesaw State University*

This workshop will provide practical suggestions for faculty at any stage of the SoTL research process, from generating initial ideas to presenting or publishing the research. SoTL research focuses on investigations of teaching pedagogies within a discipline or across disciplines that promote student learning in undergraduate or graduate degree programs. The workshop presenters will engage participants in developing ideas for SoTL projects, designing studies, and preparing their research for presentation and publication.

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12:00 pm - 1:00 pm

Check in Opens

Room 400

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1:00 pm - 2:00 pm

Concurrent Sessions I

1:00 pm - 2:00 pm

Symposium I

Room 174

## ***An (Old) Professor's View of the (New) Methods and Tools for (Counteracting) Plagiarism***

Rich Halstead-Nussloch, Jose Carrido  
*Kennesaw State University*

The playwright Wilson Mizner said, "If you steal from one author it's plagiarism; if you steal from many it's research." With the web today, our understanding and responses to plagiarism need to change, because plagiarism is quickly becoming indistinguishable from research in many dimensions. In this interactive session, we first define plagiarism in the new learning environment created by the web. Then, we address important questions germane to plagiarism within the university, e.g., what are significant tools for (counteracting) plagiarism? Finally, we will share tools, websites, assignments, policies, etc. that can be effective today in counteracting plagiarism in our universities.

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# Friday, October 14, 2016 *Continued...*

2:15 pm - 3:15 pm

## Concurrent Sessions II

2:15 pm - 3:15 pm

### Symposium 5 Room 174

#### ***Communication Methods to Facilitate Student Development***

Chuck Aust  
*Kennesaw State University*

The flipped classroom provides an instructional model for active and collaborative learning in a learner-centered classroom. Lectures are moved to computer-based multimedia instruction students access at their own pace outside of formal class time. Classroom meetings are transformed into a vibrant, interactive environment where students transfer knowledge and skills to applied situations. In this session, facilitators will guide participants in an interactive session, exploring instructional strategies utilized in the design, development, implementation and evaluation of the flipped classroom model at their institution.

2:15 pm - 3:15 pm

### Symposium 6 Room 460

#### ***Learning Can Be Fun: Reading and Writing a Graphic Novel to Teach the Economics of Discrimination***

Janet Orr  
*Georgia State University | Perimeter College*

March: Book One, a graphic novel about John Lewis' early life and the beginnings of the civil rights struggle in the United States, was Georgia Perimeter College's selection for incorporation across the curriculum in fall 2015. Adding a unit on the economics of discrimination solved the problem of integrating this novel into an economics class. An innovative project requiring students to present the results of their research into this topic in the form of graphic novel panels turned out to be particularly engaging. Students across the test-grade spectrum produced well-done graphic novel pages. Faculty will develop some questions in their subject areas that could be answered with pictures and words and will learn first-hand how easy it is to use the design software. A round-table discussion of effective project design will be included.

2:15 pm - 3:15 pm

### Symposium 7 Room 462

#### ***Teaching with Purpose: Using Applied Learning Strategies across Disciplines***

Monica Widdig, Michele Kegley  
*University of Cincinnati Blue Ash College*

We, as educators, are so focused on the learning objectives and mechanisms to achieve them; we often lose sight of the fact that our students don't comprehend why we are doing what we do. Students get lost in the minutiae of the details. This session will explain how to redirect your teaching to incorporate a purpose driven framework to incentivize student motivation for learning. Participants will come away with strategies and instruction on how to establish purpose and how to design applied active learning strategies to provide relevance in the classroom, to a program, and across disciplines.

# Friday, October 14, 2016 *Continued...*

2:15 pm - 3:15 pm

## Symposium 8

Room 464

### ***The Converged Classroom: Eliminating the Differences between Face to Face and Online Delivery***

Bill Bailey, Tom Ball, Greg Wiles, Robert Keyser,  
Keely Clay

***Kennesaw State University***

The quality of online versus traditional face to face course offerings is a common topic in education. We developed a delivery system that we believe eliminates much of the difference and consequently cause for disagreement. We call this system the "converged" classroom. To create a converged course, first a traditional course is converted to a hybrid, with 50% of course material prerecorded. The other 50% is delivered both face to face in the classroom and synchronously online. These two groups of students share the same course structure, the same materials and assignments, and the same instructor, at the same time.

3:30 pm - 4:30 pm

## Concurrent Sessions III

3:30 pm - 4:30 pm

## Symposium 9

Room 174

### ***Developmental Counseling: A Reality Check for Students That Works!***

Terry (Tee) Barron, Angi Lively

***Kennesaw State University***

Developmental Counseling is an effective tool that engages students and leads them to take responsibility for their academic and personal goals. Developmental Counseling combines Progress Counseling (how students are performing in class) with General Counseling (mentoring both with respect to academic and personal goals as an example). Counseling sessions can be formal using written counseling statements or informal such as a casual conversation. This study demonstrates how Developmental Counseling continues to be successfully used in a myriad of courses including Student Success Courses. Success includes improved student performance, accountability, as well as positive student and instructor feedback.

3:30 pm - 4:30 pm

## Symposium 10

Room 460

### ***It's Not About the Coffee: Lessons Instructors Can Learn From Starbucks***

Linda Marie Golian-Lui

***Kennesaw State University***

Starbucks is a company that is well known for their coffee. More importantly, it is an organization that is monitored by their competition, studied by other corporate businesses, and by academic professors for their structural effectiveness. Their corporate belief in putting people first, both customers and employees, is considered the heart of their success by their founders and current executives. Instructors can effectively utilize Starbucks' top ten leadership strategies for developing organizational, employee, and student ethics, values, skills, and goals. Similar to the Starbucks belief that there "can be no coffee without quality people," instructional leaders can utilize these ten guiding values to improve services, buoyed elevate morale, become more effective, increase efficiency, and build an organization that can endure tough times. We invite those interested in learning more about strategies that can advance the goals of your institution to come learn about the Starbucks' principals and how they can be applied to your instructional world.

# Friday, October 14, 2016 *Continued...*

3:30 pm - 4:30 pm

## Symposium 11

Room 462

### ***Lights, Camera, Action: Utilizing Multiple Interactive Strategies to Bring an Interprofessional Classroom to Life***

Mary Beth Maguire, Dwayne Hooks, Judy Slater-Moody,  
Lynn Varagona, Kandice Porter, Monica Nandan  
*Kennesaw State University*

This session will present the details of a course created to advance interprofessional healthcare education. After a three-year process of creation, coordination, and planning, an upper-level undergraduate elective course was designed. An experiential learning framework was utilized to construct meaningful learning activities throughout the course. This interactive, one-hour panel session will highlight the journey from idea to course implementation. Course instructors will present various teaching strategies used throughout the course that included: simulated clinical experiences, case studies, audience response quizzing, and team performance evaluation. Audience engagement opportunities will highlight first-hand the interactive nature of this unique course.

3:30 pm - 4:30 pm

## Symposium 12

Room 464

### ***Rethinking the Triangular Model of Research—Teaching—Service: A Seamless Approach Toward Advanced Career Faculty Productivity***

Randy Kohlenberg  
*University of North Carolina at Greensboro*

The paradigm by which faculty in higher education develop their approaches to faculty productivity has been examined extensively. Rather than focusing upon the triangular model of productivity, teaching—research—service, a more seamless integration of these areas is advocated for advanced career faculty in terms of professional planning, development, and evaluation. Especially in the professional areas for practitioners, this approach is intended to build and amplify the productivity of advanced career faculty who continue to mentor prospective and current faculty, search for best practices in their research, and inspire others within the academic community and colleagues across the country.

4:30 pm - 4:45 pm

Break

4:45 pm - 5:45 pm

Friday Invited Address

Room 400

### ***Effective Teaching and Student Learning***

Todd Zakrajsek  
*University of North Carolina at Chapel Hill*

5:45 pm - 7:00 pm

Reception and Networking Event

Room 400

# Saturday, October 15, 2016

8:30 am - 9:30 am

Poster Session and Continental Breakfast

Room 400

- 
- 01** *High-Impact Practices in Anthropology: Creating a Bridge between Liberal Arts and Neoliberal Values*  
Brandon D. Lundy, Susan Kirkpatrick Smith  
Kennesaw State University
- 
- 02** *There's not an App for That...Until Now*  
Susan Buchholz, Wakita Bradford  
Herzing University
- 
- 03** *Faculty Development: The Case for Experiential Learning*  
Tyra Burton, Jennifer Hutchins, Mona Sinha  
Kennesaw State University
- 
- 04** *Lessons from Experiential Learning: Instructors' Reflections and Recommendations*  
Phillip Hartley, Luis Torres, Amanda Wilsker, Will Holmes  
Georgia Gwinnett College
- 
- 05** *The Use of Adaptive Learning Technology to Improve Student Competencies: ECG Interpretation Utilizing Online Training Modules*  
Mallory Aycock, Sheena D. Brown  
Mercer University
- 
- 06** *Experiential Learning through Participant Observation and Self-Reflection: Examples and Insights*  
Tracey Schaller  
Georgia Gwinnett College
- 
- 07** *Patching the Pipeline: Scholarship and Enrichment Program for Associate-Degree Transfer Students*  
Jennifer Louten, Rajnish Singh, Matthew Weand, Philip Patterson  
Kennesaw State University
- 
- 08** *Using On-line Quizzes for Mastery Learning*  
Kyle Huff  
Georgia Gwinnett College
-

# Saturday, October 15, 2016 *Continued...*

8:30 am - 9:30 am

Poster Session *Continued...*

Room 400

**09** *The Implication of the Model of Working Memory for Teaching Vocabulary in Chinese as a Foreign Language (CFL)*  
Yumin Ao  
Kennesaw State University

**10** *Instructional Design in a Higher Education Institution*  
Semire Dikli  
Georgia Gwinnett College

**11** *Using Twitter in a College Classroom - A Step-By-Step Tutorial on How to Get Started*  
Yuri Feito  
Kennesaw State University

**12** *A Proposal to Improve Pass Rates in Financial Accounting and Reporting I*  
Karen McCarron  
Georgia Gwinnett College

**13** *"I Want to Learn This!" - Impacting Student Perseverance and Grit With Activities Using Cutting Edge Devices*  
Mai Yin Tsoi  
Georgia Gwinnett College

**14** *Teaching and Learning in HBCUs: A Case Study of Success*  
Lauren Yearout, Alan Tharpe  
Miles College

**15** *Putting the Buzz Back into the Andragogical Approach to Teaching*  
Mary Amanda Boone  
Georgia State University | Perimeter College

**16** *Using Service Learning to Enrich Student Learning Experience*  
Pingping Song, Kyle Huff  
Georgia Gwinnett College

# Saturday, October 15, 2016 *Continued...*

8:30 am - 9:30 am

Poster Session *Continued...*

Room 400

17

***Examination of Feasibility and Utility of Virtual Learning Experiences in Higher Education***

Kate Zimmer, Melissa K. Driver  
*Kennesaw State University*

18

***The Re-entry Pathway for Study Abroad Students***

Adrienne Royo  
*Southern Adventist University*

# Saturday, October 15, 2016 *Continued...*

9:45 am - 10:45 am

## Concurrent Sessions IV

9:45 am - 10:45 am

### Symposium 13

Room 174

#### ***Effective Mentoring: Promises and Principles of Intentional Faculty Guidance***

Edward Matusek, Professor Lisa Mallory  
*Atlanta Metropolitan State College*

Intentional faculty mentoring is crucial for both new and experienced faculty members to ensure long-term success in their career. Such mentoring ideally includes both cross-disciplinary categories of guidance and discipline-specific categories so that newly hired faculty members make a smooth transition to the institution (and to the career itself) and more experienced faculty members receive input for the new situations they will inevitably encounter. After we equip attendees with principles gleaned from a faculty survey given at Atlanta Metropolitan State College, attendees will apply those approaches to several scenarios and discuss their results.

9:45 am - 10:45 am

### Symposium 14

Room 460

#### ***Operation S2S: Supporting the Student-Veteran's Transition from Service to Scholar***

Mary Saunders, Wendy Anderson  
*Georgia Gwinnett College*

Military veterans are entering colleges and universities today in increasing numbers. Although the needs of this unique group of students have been documented, many colleges have not put in place the resources for supporting this group. In addition, those resources that are available lack a unifying conceptual basis for guiding these efforts. The learning theory of Adult Education, known as "Andragogy", is proposed as the needed foundation for these efforts. Session participants will be able to work in small groups to discuss hypothetical cases describing the challenges that student-veterans face and to suggest solutions.

9:45 am - 10:45 am

### Symposium 15

Room 461

#### ***Financial Institutions Course Project***

Atul Saxena, Allison DuBose, Alex Robles, Dahiana Perez,  
Kim Phan Susan Osnayo  
*Ball State University*

Research Assignment for Financial Institutions Course ABSTRACT. This assignment enables students in an upper level finance course to learn the necessary techniques for doing a research project and write a scholarly article. The paper to be presented will outline all the steps undertaken in the process. Step 1: Determine an interesting, current, and relevant topic that is related to the course. Step 2: Divide the class into smaller groups or teams. Step 3: Each team gets assigned a unique peer group of data. Step 4: Team members collect data from a publicly available database online. Step 5: Data are analyzed. Step 6: Submit a written report. Empirical results from all teams in the class will be completed, collected, and analyzed by the end of Spring semester (mid-May). It will then be compiled in a summary and a paper will be presented at the conference this Fall.

# Saturday, October 15, 2016 *Continued...*

9:45 am - 10:45 am

## Concurrent Sessions IV

9:45 am - 10:45 am

### Symposium 13

Room 462

#### ***How Blogging and Research-Driven Design Can Help Foster Active Learning and Enhance the Classroom Experience***

Carole Mauge-Lewis, Katia Lord  
*Kennesaw State University*

This current generation of students has grown up in a world of virtual communication, and is constantly "on" and connected. They embrace the digital world fearlessly for socializing and learning. Knowing this, instructors, serving as facilitators of their learning, can use open source technologies, such as blogging, as a pedagogical tool, to create opportunities for research, for building community and for enhancing their classroom experiences. Research has shown that learning improves when students are engaged as active participants in their learning environment, researching, making and sharing relevant information and consolidating new knowledge to advance specific course objectives and learning outcomes.

Keywords: Blogging, Community, Critical Thinking, Enhancing Classroom experiences, Open source tools, Student Interaction.

9:45 am - 10:45 am

### Symposium 14

Room 464

#### ***How Strong are Your Student-Faculty relationships? Elements of trustworthiness from research with nursing and MBA students: A convergence of Two Studies.***

Lynn Varagona, Judith Hold  
*Kennesaw State University*

Does your teaching approach bring out the best in your students? Are you doing all that you can to foster your students' engagement and maximize their performance? This interactive session will present findings from a quantitative study of MBA students and a qualitative study of nursing students, then show how the elements of trustworthiness are consistent across these disciplines and among student-faculty relationships and teams. Prior to presentation of the findings, you will rate yourself on three behavioral polarities. After the presentation, you will identify your well-developed and less-developed characteristics, then determine any less-developed characteristics you would like "to try."

10:45 am - 11:00 am

## Break

11:00 am - 12:00 pm

## Saturday Invited Address

Room 400

#### ***Creating a Culture of Academic Integrity: Variables and Strategies to Consider***

Beth Schwartz  
*Heidelberg University*

# Saturday, October 15, 2016 *Continued...*

12:00 pm - 1:00 pm

Lunch

Room 400

1:00 pm - 2:00 pm

Concurrent Sessions V

1:00 pm - 2:00 pm

Symposium 15

Room 174

### ***Getting Serious About SoTL***

Tracie Justus, Pamela Moolenaar-Wirsiy  
*Georgia State University*

The Scholarship of Teaching and Learning (SoTL) Retreat at Perimeter College supports faculty through individual research projects. This presentation will detail the institutional integration of SoTL and the development of Perimeter College's SoTL retreat. This retreat supports faculty in the research process, provides support and direction on different types of teaching innovations, and impact on student learning. Session attendees will explore the opportunities for and obstacles to SoTL integration at their own institutions in small groups. Attendees and presenters will then collaboratively analyze commonalities and differences across institutions and work to create a list of best practices for integrating SoTL.

1:00 pm - 2:00 pm

Symposium 16

Room 460

### ***Feedback Loop: Connecting Field Partners to the Program Outcomes***

Shinaz Jindani  
*Savannah State University*

"[H]ow can we get more movement into our students' learning?" (Doyle, T., 2001, p. 158). This session responds to that question by proposing campus research walks as pedagogy-in-action. Beginning with a presentation describing how humanities students collaborate in campus research walks armed with questions and a camera, participants will be introduced to similar examples from the fields of architecture, geography, landscape history, and more. Next, participants will collaborate in a small group exercise and discuss how to adapt research-photo walks to their disciplines and campus landscapes to improve student research, observation, critical thinking, and collaboration.

1:00 pm - 2:00 pm

Symposium 17

Room 461

### ***Technology Enabled Student Cheating: New Tools and Ways to Respond***

Melinda Cline, Alice Collins, Will Holmes, Robert Mason  
*Georgia Gwinnett College*

Student integrity is an issue for all instructors in all classes. This interactive session discusses recent student integrity literature findings, examines motivations for student cheating, presents an overview of new technologies currently available that have been designed specifically to enable and enhance student cheating, and includes a workshop session for audience members to participate and share their experiences and ideas on how to deal with these new challenges. Ideas will be summarized and shared with all participants following the session.

# Saturday, October 15, 2016 *Continued...*

1:00 pm - 2:00 pm

## Symposium 18

Room 462

### ***Using Metacognition to Reframe Our Thinking about Learning Styles***

Hillary Steiner, Stephanie Foote

***Kennesaw State University***

The learning styles movement has been embraced by many instructors in an effort to respond to learning differences among students despite a lack of scientific evidence to support the idea. As instructors seek to help students capitalize on their individual cognitive differences, other well-researched constructs like metacognition may prove to be more useful in the classroom. In this session presenters and attendees will examine research on learning styles and metacognition, reflect on their own thinking, and share ideas for incorporating metacognition into the college classroom.

1:00 pm - 2:00 pm

## Symposium 19

Room 464

### ***Pathways to Community Engagement: Teaching to Be Teachers***

Karen Berman, Kathy Newman

***Georgia College & State University***

Faculty, staff and students, with or without Theatre and Dance knowledge, will be interested to discover how an internal university grant is subsidizing an entire department in their quest to ensure that every major has a SOTL community engagement experience as a teacher. The Georgia College Department of Theatre has implemented a 3-year innovative, all-inclusive program which will ensure that every Theatre Major has a meaningful, mutually beneficial community engagement experience with a community partner in which they teach the pedagogy they are learning. Discover the nuts and bolts of the program and how we assess success.

2:15 pm - 3:15 pm

## Concurrent Sessions VI

2:15 pm - 3:15 pm

## Symposium 20

Room 174

### ***Debating for Deeper Learning***

Joan Ledbetter

***Kennesaw State University***

Debates are excellent for building critical thinking skills, developing awareness of issues, and learning tolerance and civility. Debates can be utilized in most academic classes, with special application in freshmen seminar classes and those that involve sociological cause and effect, such as history, sociology, economics, philosophy, education, and political science. The pedagogy of debates as classroom lessons will be explored, then demonstrated. This session is for faculty who would like to help students think about their subject on a deeper level and appreciate points of view different from their own.

# Saturday, October 15, 2016 *Continued...*

2:15 pm - 3:15 pm

## Symposium 21

Room 460

### ***Teaching Outside The Box***

Theodore Bullard, Yen Rodriguez  
*Kennesaw State University*

This presentation is designed to deliver best practices for engaging millennial students in progressively diverse and evolving classrooms. In an increasingly interconnected world, classroom diversity is evident through our great mix of students, and inclusion is the ability to foster an environment that allows that great mix of students to effectively learn together.

2:15 pm - 3:15 pm

## Symposium 22

Room 462

### ***The Cinderella Project: Crossing the Disciplinary Divide between Math and English to Improve Teaching***

Linda Stewart, Mary Garner  
*Kennesaw State University*

Despite a move toward interdisciplinarity to improve teaching in higher education, educators find it difficult to make connections with faculty outside their discipline (Frost & Jean, 2003). Faculty interested in interdisciplinarity often begin through shared reading practices and collegial conversations (Lattuca, 2001). This interactive presentation describes an interdisciplinary reading project designed to uncover commonalities and differences in how we approach teaching in our disciplines. The presenters outline a conceptual framework and review the literature about the disciplinary divide. Participants will reflect on their assumptions about other disciplines and engage in activities to generate ways to create their own interdisciplinary connections.

2:15 pm - 3:15 pm

## Symposium 23

Room 464

### ***Benefits and Challenges of using Online Discussion Blogs: Collaborative Problem Solving***

Kayla Davis, Savannah Lane, Anne Marie S. Marshall  
*Berry College*

Teacher educators balance the focus of prospective elementary school teachers' (PSTs') learning goals by attending to both the development of their content knowledge and their exposure to instructional strategies associated with learning these content concepts. Learning to teach should include a range of educational experiences that go beyond learning through classroom discussion and individualized homework. Teacher preparation programs can expand the PSTs' views on how to learn by encouraging collaborative problem solving that involves exchanging ideas through online discussion blog assignments. This session will report on research findings that explored 10 PSTs' views on the benefits and challenges of collaborative problem solving by adding a virtual component to a traditional classroom setting.

# Saturday, October 15, 2016 *Continued...*

3:15 pm - 3:30 pm

Break

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3:30 pm - 4:30 pm

Anchor Session

**Room 400**

*The Danger of a Teacher's Story*

Amanda McGrew, Linda Stewart

*Kennesaw State University*



# Nearby Restaurants

## **Papi's Cuban Grill**

Cuban, Caribbean  
745 Chastain Rd  
Kennesaw, GA 30144  
(678) 797-0502

## **Mellow Mushroom**

Pizza  
1133 Chastain Rd  
Kennesaw, GA 30144  
(770) 426-9900

## **Marlow's Tavern**

American (Traditional)  
745 Chastain Rd NW  
Kennesaw, GA 30144  
(770) 425-8777

## **Five Guys Burgers and Fries**

Burgers, Fast Food  
600 Chastain Rd  
Kennesaw, GA 30144  
(770) 420-3804

## **Mediterranean Grill & Pizza**

Mediterranean  
1025 Chastain Rd  
Kennesaw, GA 30144  
(678) 668-6913

## **Taco Mac**

Tex-Mex, Chicken Wings, Sports Bars  
600 Chastain Rd NW  
Kennesaw, GA 30144  
(770) 874-7781

## **California Dreaming**

American (Traditional), Seafood, Salad  
745 Chastain Rd NW  
Kennesaw, GA 30144  
(770) 428-2055

## **Yellow Tail Sushi & Bar**

Japanese, Sushi Bars  
745 Chastain Rd  
Kennesaw, GA 30144  
(770) 421-2918

## **Cracker Barrel**

American (Traditional)  
3389 Busbee Dr NW  
Kennesaw, GA 30144  
(770) 429-1524

## **Panda Express**

Chinese  
741 Townpark Ln Nw  
Kennesaw, GA 30144  
(770) 218-8986

## **Firehouse Subs**

Sandwiches, Fast Food, Delis  
745 Chastain Rd. NW  
Kennesaw, GA 30144  
(678) 354-6032

## **Lopardo's NY Pizza and Pasta**

Pizza  
2950 George Busbee Pkwy  
Kennesaw, GA 30144  
(770) 423-0082

## **Panera Bread**

Sandwiches, Salad, Soup  
600 Chastain Road NW  
Kennesaw, GA 30144  
(678) 581-0227

## **Los Reyes Mexican Restaurant**

Mexican  
777 Townpark Ln  
Kennesaw, GA 30144  
(770) 420-9181

## **Ruth's Chris Steak House**

Steakhouses, Seafood  
620 Chastain Rd NW  
Kennesaw, GA 30144  
(770) 420-1985

## **Jimmy John's**

Food Delivery Services, Delis,  
Sandwiches  
1133 Chastain Rd  
Kennesaw, GA 30144  
(678) 310-0766

## **Tin Lizzy's Cantina**

Tex-Mex, Bars  
3470 George Busbee Pkwy NW  
Kennesaw, GA 30144  
(770) 467-3015

## **O'Charley's**

American (Traditional), Breakfast &  
Brunch  
705 Town Park Lane  
Kennesaw, GA 30144  
(770) 792-7866

## **Cook-Out**

Hot Dogs, Burgers, Barbecue  
745 Chastain Rd  
Kennesaw, GA 30144

## **J Christopher's**

Breakfast & Brunch  
2700 Town Center Dr  
Kennesaw, GA 30144  
(678) 213-2400

## **Starbucks**

Coffee & Tea  
745 Chastain Rd  
Kennesaw, GA 30144  
(678) 581-0285

## **Highlands Grill**

Sports Bars, American (Traditional)  
2615 George Busbee Pkwy NW  
Kennesaw, GA 30144  
(770) 426-1515

## **Fuji Hana & Thai Peppers**

Japanese, Thai  
2606 George Busbee Pkwy NW  
Kennesaw, GA 30144  
(770) 419-9500

## **Sushi Bites**

Sushi Bars  
2500 Cobb Place Ln NW  
Kennesaw, GA 30144  
(770) 792-0222

# KSU Center Map

- Summit Registration Table
- KSU Center Rooms
- Summit Session Rooms
- Restrooms
- Entrances

