THIRD ANNUAL

RADOW COLLEGE STUDENT SUCCESS SUMMIT

FRIDAY, NOVEMBER 6, 2026

PRILLAMAN HALL • KENNESAW CAMPUS



KENNESAW STATE UNIVERSITY

NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

Office of Academic Innovation

THIRD ANNUAL
RADOW COLLEGE
STUDENT SUCCESS
SUMMIT

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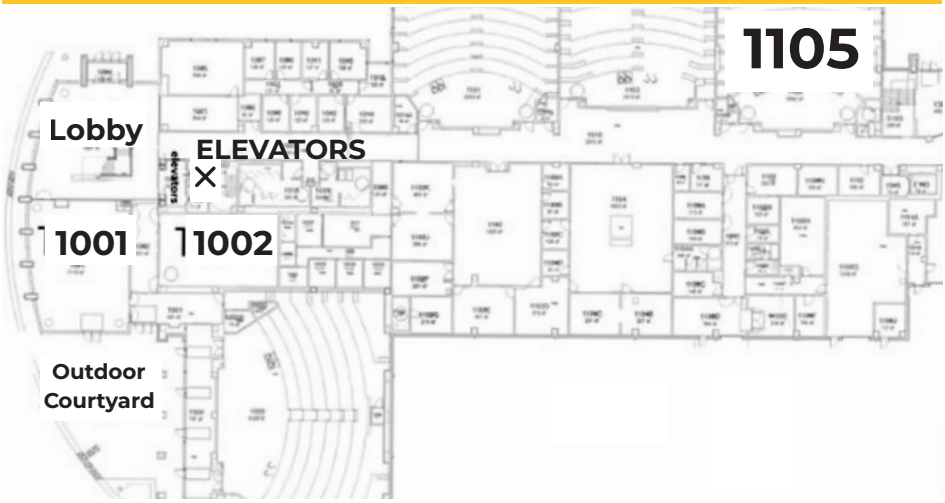
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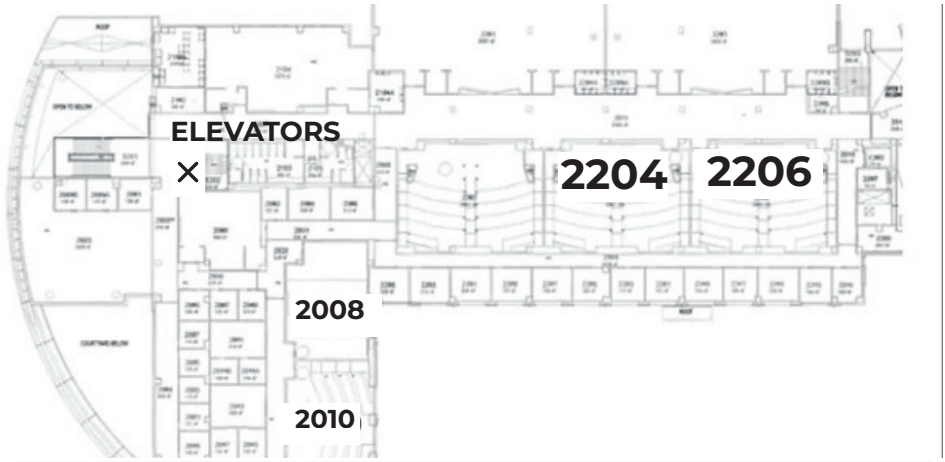
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FLOOR PLAN AND ROOM MAPS

FIRST FLOOR
1001 · 1002 · 1105



SECOND FLOOR
2008 · 2010 · 2204 · 2206



QR CODE FOR SUMMIT WEBSITE

Concurrent Session 1 · 9:20–9:50 AM

Applying Dynamics of Group Work to Increase Learning Retention

Connie Briggs

9:20–9:50 AM • HS 1001 • 30 min

This session examines structured collaborative learning as a strategy for increasing student engagement and knowledge retention. Using a rhetorical analysis assignment as a model, the presenter will demonstrate how instruction in effective group dynamics can strengthen students' ability to apply critical-thinking concepts collaboratively, rather than simply divide tasks among group members. This approach provides multiple opportunities for students to engage with rhetorical concepts, first as creators and then as critical observers and evaluators.

A Comparative Study Using Release Conditions in an LMS: Does Using Release Conditions Improve Student Performance in a Course on Popular Culture?

Carlton A. Usher

9:20–9:50 AM • HS 1002 • 30 min

This presentation compares two sections of the same online course. In one section, release conditions required students to complete readings or videos before accessing later content; the other remained open access. Grades and assignment completion rates differed, although other variables may have contributed. The presenter will describe the study design, comparison method, and observed outcomes, offering practical insights for instructors considering how content sequencing may affect student engagement.

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Concurrent Session 1 · 9:20–9:50 AM

Breathing into Presence in the College Classroom

Kristin Rajan

9:20–9:50 AM • HS 1105 • 30 min • Interactive Workshop

Drawing on reflective teaching, student feedback, and contemplative pedagogy, this workshop demonstrates how beginning each class with three guided breaths cultivates attention, presence, and connection as foundations for meaningful learning and student success. Introduced in 2020 in response to pandemic stressors, this practice has fostered deeper listening, richer discussion, and stronger classroom community. Student surveys indicate strong support for continuing the practice, while reflections describe benefits beyond the classroom. Participants will experience the practice and consider how this simple contemplative exercise might benefit both teachers and students.

Interview Assignments: AI-Resistant and Engaging for Students

Rebecca Hill

9:20–9:50 AM • HS 2204 • 30 min

This session explores ethnographic and oral history assignments as engaging take-home work that is difficult to reproduce with AI. Attendees will learn how to prepare students for interviews and adapt these assignments for online and in-person courses. The presenter also has an article on this topic under review by a teaching journal.

9:50-9:55 AM • TRANSITION BREAK

Concurrent Session 2 · 9:55-10:15 AM

From Classroom to City: Experiential Undergraduate Research as a Pathway to Student Success

Zaya Rustámova

9:55–10:15 AM • HS 1105 • 20 min

This presentation examines a research-intensive final project developed for a Maymester course in Seville, Spain. Students investigated sites associated with the Spanish Civil War and Franco's regime, documented and analyzed representations and silences, integrated scholarly research, and communicated their findings through digital projects. The assignment promotes student agency, critical inquiry, research and digital literacy. This presentation offers an adaptable framework for designing experiential research that strengthens engagement, learning, and academic confidence.

Beyond Algorithmic Panic: Teaching AI Risks on Creative Labor and Contemporary Trends in Entertainment

Michael Reinhard

9:55–10:15 AM • HS 1002 • 20 min

This presentation moves beyond broad concerns about AI to examine its effects on creative labor in media and entertainment. Drawing on the Writers Guild of America and SAG-AFTRA strikes, the presenter will explore debates involving creative rights, image use, and compensation. An assignment featuring an AI-generated film script will demonstrate how students can evaluate authorship, coherence, and the role of human creativity. The session concludes with an overview of how talent agencies are working to protect artists.

Concurrent Session 2 · 9:55-10:15 AM

Embodied Pedagogy: Principles and Practices for Any Course

Ruth McIntyre

9:55–10:15 AM • HS 2204 • 20 min

This presentation introduces the principles, scholarship, and
classroom applications of embodied pedagogy. The presenter will examine how movement and multisensory engagement can inform course design, instruction, and assessment. In contrast to passive models that emphasize receiving and reproducing knowledge, embodied learning actively engages students in the learning process. Drawing on scholarship in psychology, neuroscience, and philosophy, the session offers adaptable, interdisciplinary approaches for reimagining teaching and learning.

Assessments That Do and Do Not Concern AI

James Fontini

9:55–10:15 AM • HS 1001 • 20 min

This presentation examines assessment approaches developed in response to AI-related concerns. Rather than focusing on AI itself, the presenter will discuss strategies that shift assessment toward in-class activities and varied demonstrations of learning, including oral recitation. These approaches emerged through ongoing experimentation and offer practical alternatives to traditional assessment formats.

10:15–10:25 AM • BREAK

Concurrent Session 3 • 10:25-10:55 AM

Sharing Student Research and Scholarship with the Community: Public Art, Student Publication, and Making Space Beyond the Classroom

Stephen Goss

10:25-10:55 AM • HS 1002 • 30 min • Interactive Workshop

This workshop examines how public, physical displays of student work can strengthen engagement and student success. The presenter will use the Temple of Thought, an eight-by-eight-foot installation featuring student art, writing, research, and zines, along with smaller, more accessible projects, to illustrate how student work changes when it reaches audiences beyond the instructor. Participants will contribute ideas from the day's sessions to an on-site graffiti board.

Curating, Adapting, and Delivering Open Educational Resources in Teaching

Chanler Hilley

10:25–10:55 AM • HS 1105 • 30 min

Open educational resources (OER) encompass a wide range of free, typically online materials that support learning. Unlike traditional textbooks, however, OER often lack integrated homework systems, requiring faculty to curate materials from multiple sources or create their own. The presenter will discuss tools such as LibreTexts, a free online platform that allows faculty to combine OER materials, including chapters, into a single, polished resource with features commonly associated with paid materials.

Concurrent Session 3 • 10:25-10:55 AM

Teaching the Hidden Curriculum: How Faculty Communication Builds Belonging, Academic Agency, and Student Success

Christopher Thompson

10:25–10:55 AM • HS 1001 • 30 min • Interactive Workshop

Students enter college with unequal access to the unwritten rules of academic success, including how to seek help, interpret feedback, communicate with faculty, navigate expectations, and recover from setbacks. This interactive session presents faculty communication as a practical student-success strategy in introductory social science courses. Drawing on examples from communication courses, the presenter will demonstrate how transparent expectations can strengthen belonging, confidence, help-seeking, and academic agency. Participants will identify elements of the hidden curriculum and redesign one course practice to make student success more accessible.

10:55-11:00 AM • TRANSITION BREAK

QR code to REQUIRED 2026 Student Success Summit Teaching Practice Implementation Plan Attendee form

Required for all attendees.
Document how you will apply what you learned.

Concurrent Session 4 · 11:00–11:20 AM

Designing for a Moving Target: Building AI-Ready Design Courses Without Chasing Every New Tool

Maral Keramat Dashliboroun

11:00–11:20 AM • HS 1105 • 20 min

AI tools evolve faster than design courses can be updated, yet graduates must be prepared for a field in which AI is increasingly part of professional practice. Drawing on scholarship, conversations with design practitioners, and Contemporary Practices in Design, a special topics course in development, the presenter will identify where generative AI tools support design education and where they fall short. The session will offer criteria for determining whether a tool belongs in the classroom before students invest time in learning it.

From Classroom to Impact Through Student-Created PSA Videos

Sangsun Choi

11:00–11:20 AM • HS 2204 • 20 min

This presentation examines a multi-year project in which students create public service announcement (PSA) videos addressing campus alcohol and drug prevention. In partnership with KSU's Center for Addiction Recovery, Prevention & Education, the presenter provides a practical learning experience that connects media production with public health advocacy. Students develop production skills while deepening their understanding of addiction prevention and recovery. Their projects have earned a top national DEA award and screened at film festivals. The session highlights how hands-on learning can support student success and meaningful creative work.

Concurrent Session 4 · 11:00–11:20 AM

AI and the Online Classroom: Transitioning Discussions to Videos to Improve Student Engagement, Critical Thinking, and Career-Related Skills

Daniel Farr

11:00–11:20 AM • HS 1002 • 20 min

This presentation examines a redesigned online discussion format that addresses AI use, writing authenticity, and academic integrity. The presenter will show how replacing written posts with video discussions can increase student engagement, strengthen professional skills, and reduce reliance on AI. Scaffolded across the semester, the assignment progresses from introductory "talking head" videos to media applications and, finally, observations that apply course concepts to the social world. Increasing expectations at each stage supports critical thinking and concept application.

11:20 AM–12:20 PM LUNCH AND NETWORKING HS 1101 AND 1102

QR code to REQUIRED 2026 Student Success Summit Teaching Practice Implementation Plan Attendee form

Required for all attendees.
Document how you will apply what you learned.

Concurrent Session 5 · 12:20–12:50 PM

From Coursework to Career Currency: Building a Micro-credential into Existing Course Design

Sarah Johnson

12:20–12:50 PM • HS 2206 • 30 min

This session examines how a micro-credential integrated into a Digital Brand Identity Design course can help students translate academic learning into demonstrable professional skills. Using the course as a case study, the presenter will show how authentic projects, professional artifacts, personal branding, and skill documentation can align with micro-credential requirements. Attendees will gain practical strategies for incorporating micro-credentials into existing courses while maintaining academic rigor.

Beyond Engagement: Assessing Learning in Virtual Field Trips

Sara Z. Evans

12:20–12:50 PM • HS 1105 • 30 min

Virtual field trips and tours (VFTs) can expand access to authentic environments, professional perspectives, and real-world applications of course content. This session examines how intentional assessment and reflection can transform VFTs into applied, high-impact learning opportunities. Using backward design and high-impact learning principles, the presenter will share strategies for aligning learning outcomes, immersive experiences, and evidence of student learning. A virtual field trip to a real-time crime center will illustrate these approaches.

Concurrent Session 5 · 12:20–12:50 PM

The "Year of" Annual Country Study Program: Bringing Global Learning into Your Classroom

Meredith Ginn

12:20–12:50 PM • HS 1002 • 30 min • Interactive Workshop

For 40 years, KSU's "Year of" Annual Country Study program has used lectures, performances, exhibits, seminars, and events to build intercultural understanding and connections across cultures. In this interactive workshop, the presenter will, drawing on five years of communication courses, demonstrate how the program can be integrated into classroom instruction.

Increasing Student Success by Incorporating Visual Storytelling in the Classroom

Ananya Vahal

12:20–12:50 PM • HS 2204 • 30 min

This presentation examines how incorporating visual storytelling into class assignments can improve comprehension, retention, and communication skills across varied literacy and writing levels. Visual storytelling also empowers students to create original intellectual property. Drawing on Scholarship of Teaching and Learning (SoTL) research, the presenter will highlight evidence of improved student success in disciplines including foundational art, English composition, and science education.

12:50-12:55 PM • TRANSITION BREAK

Concurrent Session 6 • 12:55-1:15 PM

Rhetorically Analyzing AI

M. Todd Harper

12:55–1:15 PM • HS 1105 • 20 min

This presentation examines a rhetorical analysis assignment in the presenter's English 1101 course, in which students were instructed to ask ChatGPT to compose an argument on a familiar topic. Students then evaluate the argument's claim, evidence, reasoning, and use of sources, including whether cited evidence exists or was generated by AI. The presenter will show how the assignment helps students identify the strengths and limitations of AI-generated arguments while developing rhetorical, argumentative, and critical analysis skills.

Reimagining the Assignment: Meaningful Learning in an AI World

Ginny Zhan

12:55–1:15 PM • HS 1002 • 20 min • Roundtable

Generative AI is changing what students can produce and prompting instructors to reconsider course assignments. Rather than focusing solely on detecting AI use, this presentation explores how assignments can be redesigned to promote meaningful, authentic learning that is difficult to outsource. The presenter will discuss strategies emphasizing process, reflection, critical thinking, and application. Examples from redesigned psychology assignments will illustrate approaches that support genuine learning in an AI-assisted world.

Concurrent Session 6 • 12:55-1:15 PM

Addressing Engagement with Choice
Jamie McCandless

12:55–1:15 PM • HS 2206 • 20 min

This presentation examines the challenge of supporting content mastery and assignment completion in in-person world history survey courses amid attendance rates that declined during the pandemic and have not returned to previous levels. Drawing on student-centered pedagogy and intrinsic motivation theory, the presenter will discuss an approach that gives students choices in how attendance contributes to their course experience and success.

Losing Yourself to Your Other: The "Colonizer/Colonized" Experiential Learning Exercise
Robert Simon

12:55–1:15 PM • HS 2204 • 20 min

Colonial and postcolonial theory shapes critical discourse across world languages and literatures, cultural studies, queer studies, and the social sciences. Concepts such as the subaltern, the "Other," and the exoticized self within a hierarchy of outside power, continue to illuminate tensions between external power and local needs. Drawing on several years of teaching World Languages and Cultures and World Literatures, the presenter will introduce a physically engaging, experiential, multi-phase exercise designed to help students examine and challenge these concepts.

1:15-1:25 PM • BREAK

Concurrent Session 7 · 1:25–2:05 PM

Beyond US: Critical Proximities in Writing Classes

Ankita Rathour, Michael Rumore, and Jason Christian

1:25–2:05 PM • HS 1105 • 40 min

In the first-year writing classroom, texts should serve not only as academic requirements but also as opportunities for students to think, question, communicate, and make meaning. This panel examines how international perspectives can help students develop as writers, thinkers, and members of an interconnected world. The three panelists will share texts, classroom strategies and projects that engage students with cultures and communities beyond the United States, deepen their understanding of themselves and others, and connect classwork to substantive global issues. This session highlights classroom strategies and projects that have proven successful in reigniting students' passion for writing and connecting classwork to an increasingly interconnected world.

Merlin Wealth Management Beyond the Classroom

Jeffery L. Jackson Jr.

1:25–2:05 PM • HS 2010 • 40 min

This session highlights the integration of the Merlin Wealth Management Financial Literacy Micro-credentials across multiple English sections to support a shared theme of investing in financial knowledge, personal growth, and the KSU community. The presenter will share strategies for incorporating micro-credentials into course content, reinforcing financial literacy through writing and reflection, and helping students recognize how financial knowledge can advance their academic, personal, and professional goals.

Concurrent Session 7 · 1:25–2:05 PM

Analysis of a Witness's Perceptual Errors That Led to a Wrongful Conviction

Jan R. Phillips

1:25–2:05 PM • HS 2204 • 40 min • Interactive Workshop

This presentation highlights a best-practice assignment used in COMM 1100: Human Communication. Using an Innocence Project video, participants apply concepts of locus and internal and external influences. The presenter will also examine reforms prompted by wrongful convictions, including revised witness instructions, double-blind administration, and sequential lineups. The assignment is appropriate for introductory courses in communication, psychology, and criminal justice.

Alt Texts: Rethinking Student Engagement & Success in the Age of AI

Lydia E. Ferguson

1:25–2:05 PM • HS 2008 • 40 min • Roundtable

This roundtable invites attendees to share successful assignments and collectively brainstorm additional prompts that encourage students in ethical research and writing practices through engaging projects they are excited to complete themselves. Drawing on learning methodologies and out-of-the-box pedagogies, roundtable participants will discuss alternative texts and assignment formats to incorporate into the classroom. Additionally, session participants will collaborate on an interdisciplinary idea bank and list of resources to reference and share with other faculty rethinking what student engagement and success might look like, both now and in the future.

Concurrent Session 7 · 1:25–2:05 PM

Press Start: From Kahoot to Dungeons & Dragons—Using Play to Engage Students and Support Learning

Tamara Powell, Jeanne Beatrix Law, and Stephen Bartlett

1:25–2:05 PM • HS 2206 • 40 min • Interactive Workshop

Play can transform students from passive recipients of information into active participants in their learning without requiring an entire course redesign. This interactive workshop explores playful teaching strategies, from accessible tools such as Kahoot, Factile, and Mentimeter to role-playing activities, a Dungeons & Dragons-inspired learning game, and immersive escape-room learning. The presenters will demonstrate how play can support engagement, formative assessment, collaboration, rhetorical thinking, and disciplinary learning. Participants will conclude by identifying a course challenge and designing a practical playful intervention to implement.

Three Easy Grammar Hacks for Powerful Writers

Michelle Devereaux

1:25–2:05 PM • HS 1001 • 40 min • Interactive Workshop

In this session, participants will learn three practical grammar strategies that help students make purposeful choices in their writing. The strategies address identifying complete sentences, developing thoughtful thesis statements, and composing concise prose. By minimizing complex terminology and emphasizing application, the session offers a direct approach to more effective, intentional writing.

Concurrent Session 7 · 1:25–2:05 PM

Looking Back to Move Forward: Low-Stakes Reflective Activities to Aid Knowledge Transfer

Madelyn Fox-Defago

1:25–2:05 PM • HS 1002 • 40 min • Interactive Workshop

Research consistently shows that reflection and metacognition foster deep learning and knowledge retention. However, instructors may struggle to make time for reflection in busy course schedules. Writing Across the Curriculum (WAC) and Writing to Learn (WTL) strategies provide a practical framework for incorporating short, low-stakes reflective activities across disciplines. These activities offer instructors valuable insights into student learning, reinforce course content, and help students identify what they have learned and transfer that knowledge to new contexts.

2:05-2:15 PM • BREAK

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Required for all attendees.
Document how you will apply what you learned.

Concurrent Session 8 · 2:15–2:45 PM

Zines: From Demonstrating Understanding to Communicating Research

Danica Kulibert

2:15–2:45 PM • HS 1002 • 30 min • Interactive Workshop

Zines, or mini-magazines, are short creative works used to communicate information, explore ideas, and share perspectives. This presentation introduces zines as a creative, tech-free activity that encourages students to move beyond recall by organizing, interpreting, and communicating what they have learned. The presenter will highlight how zines support reflection, creativity, and active engagement while providing a break from screens. Examples will demonstrate adaptation across disciplines.

Beyond the Rubric: Using AI to Turn 360-Degree Assessment Data into Meaningful Student Feedback

Matthew Terrell

2:15–2:45 PM • HS 2010 • 30 min

Traditional assessments show how well students complete assignments but may not address what students most want to know: What am I like to work with, and how can I improve? In a Digital Media Production course, students participate in a 360-degree review combining self-assessment, peer feedback, and instructor observations focused on workplace communication. DiSC profiles and working agreements establish team expectations, after which students assess their performance and receive feedback based on shared professional criteria. The presenter will demonstrate how generative AI can synthesize anonymized feedback into individualized comments, allowing faculty to retain responsibility with AI making personalized assessment scalable.

Concurrent Session 8 · 2:15–2:45 PM

Transforming Student Engagement from a Small Classroom into a Large Auditorium-Style Class

Minhao Dai

2:15–2:45 PM • HS 2206 • 30 min

A persistent challenge in classes of approximately 250 students is maintaining engagement throughout the semester, as activities and assignments designed for smaller classes may be less effective in large settings. The presenter will share recommendations and examples for adapting small-class activities to promote participation and engagement in large auditorium-style courses.

What If? Rewrite History and Make AI Prove It

Katya Vladimirov

2:15–2:45 PM • HS 1105 • 30 min • Interactive Workshop

What if the Vikings had remained in North America? This interactive workshop uses alternative history to help students reconsider the past. Students analyze sources about the Viking settlement, imagine how history might have unfolded if it had survived, and use evidence to distinguish likely, possible, and unlikely outcomes. They then ask AI to address the same question and evaluate its response. The assignment combines historical knowledge, imagination, critical thinking, and AI literacy.

Collaborative Peer Review in the Classroom

Haley Hamilton

2:15–2:45 PM • HS 1001 • 30 min • Roundtable

This roundtable introduces a collaborative peer-review method centered on direct engagement with peers' writing rather than traditional review forms. Participants will explore how this hands-on approach can deepen involvement in the writing process, promote meaningful feedback, and reduce reliance on AI.

Concurrent Session 8 · 2:15–2:45 PM

Mapping for Student Success: Geospatial Technology as an Active Learning Tool Across Disciplines

Paul McDaniel

2:15–2:45 PM • HS 2008 • 30 min • Roundtable

This presentation shares practical strategies for integrating Google Earth and ArcGIS Online StoryMaps as active learning tools in courses serving students from varied majors, many with little or no prior geospatial experience. Drawing on several semesters of implementation and peer-reviewed publications, the presenter will demonstrate how high-impact, project-based assignments build spatial thinking and digital communication skills. Attendees will gain concrete assignment ideas, scaffolding strategies, and lessons for engaging students regardless of major or technical background.

Best Practices for Grade Integrity of Online Exams

Lauren Taglialatela

2:15–2:45 PM • HS 2204 • 30 min

Drawing on a year of collaborative work, this presentation introduces tools designed to strengthen grade integrity in online exams. The presenter will highlight detailed, student-centered instructions for Respondus LockDown Browser and Monitor, including second-camera setup and required exam-taking practices; a customized, macro-enabled spreadsheet with drop-down fields for recording Respondus video review information; and a training module for undergraduate teaching assistants.

2:45-2:50 PM • TRANSITION BREAK

Concurrent Session 9 • 2:50-3:10 PM

Understanding Millennial and Gen Z Students in the Age of AI

Darina Lepadatu

2:50–3:10 PM • HS 1001 • 20 min

Millennials, born from the early 1980s to the mid-1990s, and Generation Z, born from the late 1990s to the early 2010s, are often described as digital natives. This presentation examines the traits of these generations and their complex relationship with AI. Because Millennials and Generation Z comprise 74% of the current workforce, the research has practical implications for higher education, employment, and sectors across the economy.

Close Reading of Historical Texts

Yoshina Hurgobin

2:50–3:10 PM • HS 2206 • 20 min

This session examines close reading practices of historical texts in HIST 1112 sections over several semesters. Analysis of student responses suggests that small-group discussions that implement such practices contribute to students' broader ability to engage with primary sources later in the semester.

Encouraging Dissemination: Student Success and Career Readiness in Screenwriting

Anna Weinstein

2:50–3:10 PM • HS 2010 • 20 min

Student success and career readiness in screenwriting require students to move their work beyond the classroom and share it with wider audiences. The presenter will discuss strategies used in screen and television writing courses to encourage students to disseminate screenplays, pitch decks, and critical analyses including presenting at regional and national conferences, pitching to producers, and submitting scripts to national screenplay competitions.

Concurrent Session 9 • 2:50-3:10 PM

Expanding Student Learning Beyond Classroom Boundaries Through Cross-College Virtual Learning Communities and Community-Engaged Experiences

Jee Hye Park

2:50–3:10 PM • HS 1002 • 20 min

This presentation examines strategies for extending student learning beyond the classroom through virtual and community-based engagement. The presenter will highlight three models: a virtual exchange connecting students from four U.S. institutions; virtual cultural exchanges among courses in the Korean program; and a community outreach initiative connecting college students with young Korean heritage learners. The session will share implementation guidelines, student work, participant feedback, and instructor reflections, offering practical approaches to cross-campus collaboration, intercultural learning, and community engagement.

Encouraging Student Success Through an Extra-Credit Course Reflection Opportunity

David Measel

2:50–3:10 PM • HS 2008 • 20 min

This presentation introduces an end-of-course reflection activity typically offered for extra credit on the final day of class. Students respond to two questions: What worked well in the course? What did not, and how should it change for future students? The presenter will explain how a live discussion gives students an opportunity to reflect on their experiences, share constructive feedback, and contribute to course improvements that support current and future student success.

3:10-3:15 PM • TRANSITION BREAK

Concurrent Session 10 · 3:15–3:35 PM

Metacognition in the Classroom: A Study of the Efficacy of Metacognitive Instructional Strategies for Content Knowledge Acquisition

Ben Brooks

3:15–3:35 PM • HS 1002 • 20 min

This presentation examines a recently completed quasi-experimental study using quantitative analysis to assess how metacognitive instructional strategies may improve content knowledge in Leadership Studies. The presenter will provide an overview of metacognition, relevant theoretical and conceptual frameworks, and specific instructional strategies before discussing the study's design, results, and interpretation. The session will conclude with ideas for incorporating metacognition into instruction across educational and disciplinary contexts.

PhreeWriting: Music-infused Exploratory Writing Practices to Enhance Student Experience and Voice

Chris Prince

3:15–3:35 PM • HS 1001 • 20 min

This presentation introduces "Phreewriting," a formative writing practice that combines traditional freewriting with experiential listening and viewing sessions featuring musical performances from varied genres and cultures. The practice can be adapted across courses and disciplines. Drawing on qualitative and quantitative data collected over several years in first-year composition courses, the presenter will demonstrate how Phreewriting can strengthen student engagement, enjoyment, creative expression, and overall success.

Concurrent Session 10 • 3:15–3:35 PM

Learning Can Be Easy: Reducing Your Students' Cognitive Load

Will Carter

3:15–3:35 PM • HS 2010 • 20 min

Recognizing the increased stress many students experience, this presentation examines how cognitive load theory can guide teaching practices that reduce unnecessary stress, create multiple pathways to learning, and support student success. The presenter will share practical strategies grounded in empathetic teaching, including effective grouping, assignment choice, and connections to student services. Meaningful learning requires rigor and effort, but it should not create excessive stress for students.

Using Case Studies to Facilitate the Development of Career-Ready Skills

Gail Markle

3:15–3:35 PM • HS 2206 • 20 min

This presentation examines learning outcomes among 176 undergraduates in an upper-level sociology course, Intersections of Race, Class, and Gender, that used case studies as a teaching strategy. The presenter will share quantitative findings indicating improved communication and analysis skills and qualitative findings showing stronger critical thinking and problem-solving skills. Mini-case studies in a lower-level Social Problems course also increased participation and engagement. The session highlights
how case studies can be an effective pedagogy to facilitate the development of career-ready skills essential for employment in a variety of professional occupations.

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Concurrent Session 10 • 3:15–3:35 PM

Research-Based Study Abroad Experiences: Two HIPs in One

Susan Kirkpatrick Smith

3:15–3:35 PM • HS 2008 • 20 min

Drawing on nearly 20 years of experience leading a research-based study abroad program, the presenter will share practical strategies for developing and sustaining an academically meaningful international experience. The session will explore funding, budgeting, and program design to control costs and expand access. Attendees will gain ideas for balancing research, educational value, and affordability while supporting student learning, participation, and success.

3:35-3:40 PM • TRANSITION BREAK

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Document how you will apply what you learned.

3:40-4:00 PM Closing Remarks • HS 1105

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Prince, Chris	10	HS 1001	25
Rajan, Kristin	1	HS 1105	5
Rathour, Ankita	7	HS 1105	16
Reinhard, Michael	2	HS 1002	6
Rumore, Michael	7	HS 1105	16
Rustámova, Zaya	2	HS 1105	6
Simon, Robert	6	HS 2204	15
Smith, Susan Kirkpatrick	10	HS 2008	27
Taglialatela, Lauren	8	HS 2204	22
Terrell, Matthew	8	HS 2010	21
Thompson, Christopher	3	HS 1001	9
Usher, Carlton A.	1	HS 1002	4
Vahal, Ananya	5	HS 2204	13
Vladimirov, Katya	8	HS 1105	20
Weinstein, Anna	9	HS 2010	23
Zhan, Ginny	6	HS 1002	14



Notes

SURVEY AND ATTENDEE QR CODES

SUMMIT FEEDBACK

Thank you for participating. This brief survey is designed to gather your feedback on the overall conference experience. Your responses will help us assess the value of the conference and improve future offerings.

QR code to REQUIRED 2026 Student Success Summit Teaching Practice Implementation Plan Attendee form

Required for all attendees. Document how you will apply what you learned.

Thank you!

A special thank you to the OAI and Dean's teams for helping make this event possible.

THIRD ANNUAL

RADOW COLLEGE STUDENT SUCCESS SUMMIT



KENNESAW STATE UNIVERSITY

NORMAN J. RADOW COLLEGE OF HUMANITIES AND SOCIAL SCIENCE

Office of Academic Innovation