

INNOVATIVE PEDAGOGY

2025-2026



**KENNESAW STATE
UNIVERSITY**

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

DEAN'S MESSAGE



Welcome to the fourth annual publication highlighting innovative teaching in the Norman J. Radow College of Humanities and Social Sciences.

Each colleague featured in this collection was nominated by their chair or school director in recognition of the innovative approaches and excellence they bring to the classroom. Their work deepens learning, strengthens student support, and expands what students can imagine through the humanities and social sciences.

This publication is, above all, a tribute to our greatest strength: our faculty. Thank you for the energy, thoughtfulness, and commitment you bring to our students and to our shared mission.

With appreciation,

A handwritten signature in black ink that reads "Cathy Kaukinen".

Catherine "Katie" Kaukinen

*Dr. Norman J. Radow Endowed
Dean's Chair of Humanities
and Social Sciences Professor
and Dean of the Norman J.
Radow College of Humanities
and Social Sciences*

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David Bennett

Department of History and Philosophy

Professor Bennett is currently teaching a course that uses gaming to teach history. His students have created games that explore and analyze historical events, and three projects from his class were approved to be showcased at the Center for Integrated Media Launch.

Keith Botelho

Department of English

Dr. Botelho enhances student learning by implementing various HIPs and innovative assignments. For instance, in his literary theory course focused on animal studies, he asked students to visit or volunteer at local animal-related sites, such as Mostly Mutts Rescue in Kennesaw, and connect their experiences to literary works. In his Shakespeare course, he assigned a review of an Atlanta Shakespeare Tavern production and also shared Shakespeare Behind Bars with students to illustrate the relevance of Shakespeare.



Fred Carroll

Department of History & Philosophy

Dr. Carroll has restructured his US History survey courses to focus on general themes rather than chronology. For example, he and the students spend 3-4 weeks researching a topic such as international relations in the 20th century to determine whether the United States has had a positive or negative effect on the world. In doing so, the students are placed in groups to examine primary and secondary sources on foreign policy and its consequences, and present their findings based on the evidence they have acquired.



Sangsun Choi

School of Communication and Media

Professor Choi is an accomplished, award-winning filmmaker and educator. Beyond the classroom, he engages students in multiple high-profile competitions with the Broadcast Educators Association local film festivals, and other juried screening competitions and virtual exhibitions. Further, Professor Choi has been the creative and strategic force behind launching and sustaining the Kennesaw Film Festival, which completed its fourth successful year of public screenings of student work.

Renata Creekmur

Department of World Languages and Cultures

Professor Creekmur integrates the use of technology-enhanced language learning, alternative assessment, and experiential education. She includes the use of tools such as AI-supported applications to develop communicative competence and formative feedback, as well as the adoption of OER materials across Italian courses to enhance student access. She has also implemented portfolio-based assessment and designed intercultural learning opportunities, including virtual exchanges with Italian universities and community-engaged activities, fostering student agency and global engagement.



Akiko Davis

Department of World Languages and Cultures

Professor Davis implements technology-enhanced, globally engaged learning experiences. She developed Padlet-based projects, video-supported virtual exchanges, and news-based analytical activities that foster students' critical thinking and intercultural communication. These innovations were recognized at the SEATJ Conference. Professor Davis's mentorship of students extends into competitive and co-curricular contexts, such as the Georgia Japanese Speech Contest.



Jeff DeWitt

School of Government and International Affairs

Dr. DeWitt believes in helping students develop critical skills to evaluate nuance, context, and the ethical use of information they encounter (or, increasingly, generate) through artificial intelligence tools. To support student learning and success, Dr. DeWitt creates assignments that require students to responsibly use and reflect on AI in academic settings. In POLS 2280: Research Methods, students use AI to assess content from political party websites alongside their own analysis. In POLS 3380: Mass Media and Politics, students analyze a dataset with AI to draft a Content Analysis Report on U.S. presidential social media communication, reflecting on rhetoric and the role of AI. In POLS 4499: Senior Seminar, structured discussions invite students to share perspectives on AI in education, creating a reflective space that allows Dr. DeWitt to learn from graduating seniors engaged with emerging technologies.

Aarika Forney

School of Government and International Affairs

Professor Aarika Forney uses an interactive, decision-based approach to teaching governmental relations that moves beyond traditional lectures and engages students in applied, real-world problem solving. Her course is intentionally scaffolded to challenge students' assumed familiarity with concepts such as federalism and intergovernmental relations and guide them toward systems-level understanding. The semester begins with a multi-stakeholder simulation in which students assume roles across federal, state, local, nonprofit, and the private-sector, responding to a shared policy crisis. Before learning formal terminology, students must negotiate, make decisions, and navigate competing authorities, resources, and constraints. This experiential foundation helps students grasp the complexity of governance firsthand and supports later course content. Throughout the semester, scenario-based assignments and discussions require students to engage critically with peers' reasoning, culminating in a portfolio-based project applying course concepts to real policy contexts.





Volker Franke

School of Conflict Management, Peacebuilding and Development

Dr. Franke's pedagogical approach to the classroom is shaped by the case studies and Paulo Freire's conception of problem-posing education which moves beyond passive knowledge transmission towards active, emancipatory learning. Case studies, as high-impact practices, heed Freire's call for a horizontal, collaborative relationship where everyone in the learning process is both teacher and learner. Dr. Franke has been developing case studies and simulation exercises for nearly three decades and has conducted more than thirty case writing workshops across the globe. Dr. Franke is currently coordinating a cyber security case study program at the United States Military Academy at West Point.

Alice Gooding

Department of Geography and Anthropology

Dr. Gooding uses evidence-based teaching practices that integrate experiential learning, continuous assessment, and applied professional preparation to support student success. Dr. Gooding's work at the Forensic Anthropology Field Lab serves as a key site of pedagogical innovation, where hands-on training prepares students for graduate study and professional practice. To expand access, she co-leads an Intradepartmental Research Initiative developing immersive virtual field trips using 360-degree imaging and interactive software. This project engages students as research collaborators and supports experiential learning across face-to-face, hybrid, and online formats while advancing the scholarship of teaching and learning.





Stephen Goss

Department of English

Dr. Goss leverages arts installations to engage students in learning experiences. He led the installation of the Temple of Ideas in the English building to foster a common intellectual experience. Students shared that writing reflections on the Temple walls led to greater community engagement and provided a memorable

learning experience centered on resilience that they will carry with them for a long time.

Chanler Hilley

Department of Psychological Science

Undergraduate statistics classes are challenging and require students to engage in repeated practice to master concepts. Although many traditional textbook materials have accompanying online learning systems, these materials are expensive and are often not tailored to applications in psychological research. To address this



gap, Drs. Chanler Hilley, Dianhan Zheng, and Hansol Rheem revised a static OER textbook and programmed online homework assignments for each chapter. They embedded activities and instructional videos into each subsection of the textbook. The online homework assignments, hosted on MyOpenMath, present statistical concepts using psychological examples and provide students with opportunities to repeat the questions with a new data set each time to iteratively practice the course concepts and get instant feedback. Preliminary findings suggest that these new no-cost OER materials had a similar impact on students' learning experiences, and as both the textbook and homework platform are free to students, resulting in an estimated savings of nearly \$7,000 each semester.



Nancy Hoalst Pullen

Department of Geography and Anthropology

Dr. Hoalst Pullen integrates laboratory-based learning, collaborative student research, and applied professional training across the geospatial sciences. Central to this work is her management of the Biogeography Inventory Research and Dendrology Studies (BIRDS) initiative and the Tree Ring Lab, where students engage in field-based data collection, species identification, dendrochronology, and geospatial analysis. Students also conduct original biogeographic and historical geography research at the KSU Arboretum and Field Station, producing ArcGIS Online StoryMaps linked to QR-coded signage. This work becomes public-facing scholarship, strengthening collaboration and students' applied research and communication skills.

Pauline Howes

School of Communication and Media

Dr. Howes has been a consistent course developer who brings relevant topics to the public relations classroom to support student learning. Her recent work focused on developing a course on the practical applications of Artificial Intelligence in Public Relations. The class is in response to a practical mandate from employers to help graduates skill build in professional, ethical applications of AI in PR work, and has been well-received by students in the Public Relations program.





Uli Ingram

Department of Geography and Anthropology

Professor Uli Ingram's teaching is distinguished by student-centered practices that integrate emerging technologies, applied research, and open-access learning to enhance student success in GIS. First-year and DAR students learn to design, model, and test 3D-printed objects. These projects require students to engage in iterative problem-solving, spatial modeling, and technical troubleshooting, culminating in formal presentations at the Student Scholar Symposium. In related work, Ingram supervises students investigating whether AI-generated 3D models can meet professional standards for printing, exposing students to the intersection of GIS, artificial intelligence, and digital fabrication while building research and data-management skills.

Sarah Johnson

School of Communication and Media

Professor Johnson engages students with industry partners in his Visual Communication and PR Design courses. In addition to a strong balance of skills-applied exercises with instruction on principles, she continues to reinforce "learning by doing" through project-based learning with client partners in the community. Her active partnership with Professor Sangsun Choi in helping launch a creative media competition, OWLuminate, and continued engagement with Radow College's Creative Jam! are high-profile opportunities for students to skill build and benefit from industry feedback.





Ian King

Department of Sociology and Criminal Justice

Dr. King uses high-impact practices to keep large sections of introductory Criminal Justice classes engaging and interactive. Dr. King applies individualized feedback to add lively discussions and debates in classes, even in the largest sections by using small group techniques and discussion-debate formats, which have been well-received by students. They also enjoy his use of the game-based learning platform Kahoot! when reviewing course material, thus keeping the class involved in their own learning. Dr. King also brings in guest speakers for Question-and-Answer sessions, thus bridging the gap between textbooks and the real world. To continually improve his pedagogical craft, Dr. King asks students to evaluate him at mid-term evaluations in an ongoing class as well as at the end, applying that feedback to improve assignments and exams.

Susan Kirkpatrick Smith

Department of Geography and Anthropology

Dr. Kirkpatrick Smith's teaching integrates global learning, honors pedagogy, experiential education, and professional engagement to enhance student learning and success. As a Journey Honors College Faculty Fellow, she designed honors courses informed by professional development from the HON 1100 Faculty Summit, emphasizing discussion-driven pedagogy, scaffolded assignments, and intensive feedback that cultivate an "honors mindset." Her commitment to extending learning beyond KSU is reflected in her Provost's Visiting Scholar appointment at Georgia College and State University, where she engaged students through lectures and public scholarship. Global and field-based learning further define her pedagogy through study abroad and hands-on instruction, including teaching Death in the Mediterranean in Italy and leading the Greek Osteology Field School.





Dorian Lee Jackson

Department of World Languages and Cultures

Professor Jackson has demonstrated a strong commitment to innovative pedagogy through curriculum development, instructional design, and the integration of career-focused learning experiences. His work includes the development of a Portuguese 1001 shared shell, which reflects a scalable and sustainable approach to course design and instruction. He also designed and launched WLC 4000: World Cultures Through Media, a new interdisciplinary course that expands access to upper-level, world languages and cultures coursework across language programs and for non-majors. Within this course and others, he has implemented innovative assignments such as conference-style pitch deck projects connected to micro-credential opportunities, supporting the development of professional skills alongside academic learning.

Tanja Link

Department of Sociology and Criminal Justice

Dr. Tanja Link develops innovative programs and courses that extend learning beyond the traditional classroom. The New Connections Project is an interdisciplinary collaborative program, connecting KSU students from different colleges and majors with incarcerated individuals to learn alongside one another.

another. First offered in Fall 2024, the New Connections Project has expanded under Dr. Link's leadership. She continues to co-create and co-facilitate the program, adding the interdisciplinary course ISD 4497: New Connections in Literature. The project helps students better understand the correctional system and the transformative role of education for justice-impacted individuals. Dr. Link, with Dr. Sabine Smith, also developed the Emergent Leaders in Global Partnership, a study abroad program in Germany focused on leadership across disciplines, including criminal justice. Implemented in 2025, the program connects students with international professionals through immersive experiences.





Molly Livingston

Department of English

Dr. Livingston performed an extensive revision of her ENGL 1102 courses to make them more suitable to teaching writing in the Artificial Intelligence era. Specifically, she implemented a flipped-class format in which a more significant portion of scaffolded writing and composition class time. She elevated students

engagement and achievement based on the practice.

Paul McDaniel

Department of Geography and Anthropology

Dr. McDaniel is a leader in high-impact global learning experiences. A cornerstone of his approach is the design, planning, and delivery of study abroad courses, particularly through the KSU in Italy program in Montepulciano. These courses integrate classroom instruction with immersive field experiences across multiple European cities, enabling students to apply geographic concepts directly to cultural landscapes, urban form, population dynamics, and regional development. In other contexts, Dr. McDaniel enhances learning through the intentional use of geospatial technologies, especially semester-long Google Earth Projects that replace traditional research papers. Students analyze real-world geographic processes, develop digital spatial narratives, and gain hands-on experience with widely accessible geospatial tools, strengthening both analytical skills and professional preparedness. These projects reflect his commitment to evidence-based pedagogy and are informed by his peer-reviewed Scholarship of Teaching and Learning research.





Matt Mitchelson

Department of Geography and Anthropology

Dr. Mitchelson's pedagogy is grounded in the intentional creation of a caring ecosystem that supports both academic success and student wellbeing. As the department's Introduction to Human Geography specialist, Dr. Mitchelson maintains a strong instructor presence through daily, real time student surveys that function simultaneously as attendance checks, participation tools, and formative assessments. These surveys allow him to adapt instruction responsively and to identify students who need additional support early in the semester. He also revises course content to address current events students care about, including a real time global analysis of democracy using the Economist Intelligence Unit's Democracy Index, drawing exclusively on no cost library resources. To promote career readiness, Dr. Mitchelson creates reflective assignments inspired by Stanford's Designing Your Life, helping students connect personal values, work aspirations, and human-environment relationships.

Robert Montgomery

Department of English

In his supervision of English Education students completing their yearlong clinical internships, Dr. Montgomery hosted professional learning discussion with his teacher candidates, thus prioritizing the National Writing Project concept of "teachers teaching teachers" and treating his supervisees as as peers. He also maintained strong communication between partner schools and collaborating teachers to inform the feedback he provided the students. His strategies strengthened student learning, career readiness, and resilience.





Jason Mueller

Department of Sociology and Criminal Justice

Dr. Mueller offers a great example of how to incorporate student feedback using high-impact practices. Students asked if he would offer a study/review guide before exams, and if he could find ways to be less lecture-heavy and create more space for student-led discussion. In response, Dr. Mueller created the in-class “Reading Debriefs Assignment,” offering students a chance to unpack the dense upper-division materials in his Sociology of Violence class. Using the Socratic method, a high-impact-practice, students lead class discussion in a supported environment. Each small group was responsible for guiding the class through reflections, questions, and comments on the prior weeks’ topics and readings.

Brian Olovson

Department of World Languages and Cultures

Dr. Olovson has demonstrated a strong commitment to innovative pedagogy through the design and implementation of a new departmental capstone course, WLC 4409, which integrates language proficiency, intercultural competence, and career readiness within a portfolio-based framework. Developed as the ML&C Program’s primary site for assessing student learning outcomes, the course represents a significant advancement in aligning curriculum, assessment, and student development. This innovative model has been extended to other programs, including the WLC Asian Studies capstone, reflecting its scalability and broad impact. His efforts reflect a transformative contribution to curriculum design and program-level assessment.





Mark Patterson

Department of Geography and Anthropology

Dr. Patterson has sustained the integration of evidence-based pedagogy, learning analytics, and scalable instructional infrastructure that directly enhances student success. A central feature of his approach is the implementation of the Transparency in Learning and Teaching (TILT) framework, supported through an Affordable Learning Georgia OER grant. By clearly defining learning goals, tasks, and evaluation criteria, this framework reduces ambiguity, promotes equity, and helps students see how coursework aligns with broader learning outcomes. His teaching innovation is further strengthened by a data-driven Scholarship of Teaching and Learning agenda. Through a multi-year study of student procrastination, he developed a predictive model with 88% accuracy and translated findings into bi-weekly, targeted time-management communications.

Sharon Pearcey

Department of Psychological Science

Dr. Pearcey demonstrates innovative teaching through immersive, research-intensive mentoring that integrates undergraduate students into authentic scientific inquiry using high-impact practices. She emphasizes early engagement, scaffolded skill development, and hands-on learning in research. She trains, through the first year scholars program, students in neurobiological, and psychophysiological research ethics and methods. Her mentorship continues through Sophomore, Junior, and Senior Scholar pathways as students design independent projects, analyze data, and disseminate findings. Under her guidance, students present original research at institutional, regional, and national venues, and receive recognition for applied work on substance use, mental health, and executive functioning. Central to this work is her leadership of a collaborative undergraduate research lab integrating wet lab techniques, participant data collection, and interdisciplinary teamwork.





Justin Pettigrew

School of Communication and Media

Dr. Pettigrew is committed to the professional development and industry-readiness of his students. He has been active in developing project-based course activities that permit students to build strong portfolios while they learn. Additionally, he developed a strong online version of the Crisis Communication course that is consistently praised by students for its accessibility and alignment with current events. During the 2025 academic year, Dr. Pettigrew was recognized by 23 of our graduates for his contributions to their professional development and to the successful completion of their studies.

Heather Pincock

School of Conflict Management, Peacebuilding and Development

Dr. Pincock has worked in collaboration with colleagues to develop and refine a variety of high-impact experiential teaching practices. These include simulations, roleplays, customized applied learning opportunities, and alumni and professional networking opportunities. For example, in MSCM 7210 Conflict Theory, students complete a simulation activity called “Win As Much As You Can” which places them into a group negotiation context with a prisoner’s dilemma payoff structure. It provides students with direct experience of many of the conflict dynamics covered in the course and an immediate opportunity to apply theories of competition, cooperation, trust, and the principal/agent problem. Students regularly comment that this activity helps them learn and apply the foundational theories of our curriculum.





Terry Powis

Department of Geography and Anthropology

Dr. Powis's teaching is grounded in a commitment to community-engaged, field-based learning that enables broad student participation in archaeological training at local and international scales. Central to this approach are credit-bearing local field schools, such as the Cummings Site in Cartersville, Georgia, where undergraduates gain hands-on experience in excavation, documentation, and analysis without the financial barriers of off-campus programs. Embedding field training within required coursework lowers costs while maintaining professional-level experiential learning. Internationally, Dr. Powis extends this model through long-running field programs at the ancient Maya site of Pacbitun, Belize, emphasizing collaborative research teams of KSU students, Belizean students, post-graduates, and avocational archaeologists. Students receive training in excavation, laboratory management, artifact processing, and project coordination.

Teresa Raczek

Department of Geography and Anthropology

Dr. Raczek's teaching exemplifies high-impact, community-engaged practices that connect anthropological theory to real-world application and career preparation. Two signature courses are Material Life of Museums and Engaged Archaeology, centered on the Jonesville Historic Black Cemetery in Marietta.

In Material Life of Museums, Dr. Raczek uses experiential, career-oriented pedagogy aligned with KSU's workforce readiness goals. Students visit museums and work directly with professionals, gaining exposure to curatorial practice, collections management, public interpretation, and heritage ethics while developing resume-ready skills. Engaged Archaeology demonstrates applied, community-responsive learning through partnerships with Cobb County stakeholders. Students conduct hands-on cemetery documentation, guided fieldwork, and research with county commissions and archives, culminating in student-produced preservation plans shared with community partners.





Hansol Rheem

Department of Psychological Science

Undergraduate statistics classes are challenging and require students to engage in repeated practice to master concepts. Although many traditional textbook materials have accompanying online learning systems, these materials are expensive and are often not tailored to applications in psychological research. To address this gap, Drs. Chanler Hilley, Dianhan Zheng, and Hansol Rheem revised a static OER textbook and programmed online homework assignments for each chapter. They embedded activities and instructional videos into each subsection of the textbook. The online homework assignments, hosted on MyOpenMath, present statistical concepts using psychological examples and provide students with opportunities to repeat the questions with a new data set each time to iteratively practice the course concepts and get instant feedback. Preliminary findings suggest that these new no-cost OER materials had a similar impact on students' learning experiences, and as both the textbook and homework platform are free to students, resulting in an estimated savings of nearly \$7,000 each semester.

Luciane Rocha

Department of Interdisciplinary Studies

In Dr. Rocha's Black Biographies course, innovative assignments invite students to engage biography as a living, political practice rather than a static historical genre. One signature assignment, "Inspirational Soundscapes," asks students to connect the ideological foundations of Black freedom movements to contemporary music. Through collaboratively curating a shared Spotify playlist, students integrate theory, affect, and culture while producing a collective class archive. A second assignment, "The Future Biography of Freedom," shifts students into narrative future-making by having them write biographies of fictional Black individuals living in imagined liberated futures. Drawing on Afrofuturism, the project reframes critique into possibility, encouraging imaginative thinking about justice, self-determination, and freedom while positioning students as creators of shared intellectual work.





Thomas Rotnem

School of Government and International Affairs

Dr. Rotnem's classroom simulation in POLS 4440, Comparative Democratization, exemplifies innovative, high-impact pedagogy that brings democratic theory to life. At the end of the semester, students participate in an intensive simulation serving as members of a constitutional assembly in

Tuzkyrkazstan, a fictional post-communist state undergoing democratic transition. Drawing on democratic theory, institutional design scholarship, and comparative case studies, students are tasked with creating political institutions capable of sustaining democracy. Students assume diverse political roles requiring negotiation, compromise, and confrontation with the tensions of transitional politics. Through this experiential exercise, students synthesize theory with decision-making, deepen their understanding of institutional constraints, and reflect critically on why democratization succeeds or fails.

Kayla Sargent

Department of Psychological Science

Professor Sargent employs innovative, evidence-based teaching practices that emphasize multimodal learning, skill development, and rigorous assessment. Her courses function as dynamic learning environments, regularly revised in response to student feedback, cultural contexts, and advances in

the science of learning to ensure relevance, inclusivity, and intellectual challenge. A hallmark of her pedagogy is the use of live, structured debates in PSYC 3425, where students argue multiple sides of complex gender-related issues using peer-reviewed research and diverse theoretical frameworks. These debates foster deep content mastery, critical thinking, and professional communication. Professor Sargent also piloted oral final examinations, conducting individualized, rubric-guided assessments that promote flexible application of course concepts and confidence in verbal reasoning.





Sandra Scheier

Department of Psychological Science

In Professor Scheier's PSYC 2258: Psychology of Adjustment course, students engage in applied learning and self-reflection through an experiential, two-week project in which they practice a self-selected stress management technique such as yoga, meditation, or exercise. By applying one technique consistently, students connect psychological concepts related to stress, coping, and behavior change to their daily lives, increasing relevance and retention. Students submit private daily journal entries in D2L, allowing them to reflect on emotional states, identify stressors, and monitor personal growth over time. They also create simple data visualizations to analyze changes in stress levels, supporting quantitative literacy alongside psychological insight. A final summary requires students to synthesize outcomes, challenges, and future applications.

Vanessa Slinger Friedman

Department of Geography and Anthropology

Dr. Slinger-Friedman connects geographic inquiry to real-world environmental and social challenges by emphasizing durable analytical skills such as critical thinking, spatial reasoning, and public communication. Her teaching prioritizes experiential and applied learning that aligns coursework with students post-graduation goals. She integrates Living Learning Labs, including the KSU Food Forest and OwlSwap, directly into courses, transforming campus spaces into instructional laboratories that support sustainability education, service learning, and interdisciplinary collaboration. Students engage in applied projects that link academic content to workforce readiness, civic engagement, and community impact. Slinger-Friedman also leads a USDA SARE grant supporting sustainable agriculture education through online modules, workshops, and field-based learning. Through an Intradepartmental Research Initiative, she also enhanced accessibility by co-creating immersive virtual tours of the Living Learning Labs.





Lauren Taglialetela

Department of Psychological Science

Dr. Taglialetela demonstrates a sustained commitment to innovative, student-centered pedagogy through course redesign, scalable instructional systems, and high-impact mentoring. Across multiple courses she strategically scaffolds content and assessments to promote active learning skill development, and applied outcomes. Her MythBusters writing project strengthens information literacy by requiring students to identify and correct common misconceptions using empirical psychological research, reinforcing ethical, evidence-based reasoning. Beyond individual courses, Dr. Taglialetela co-supervised the development of best-practice teaching resources focused on academic integrity and scalable implementation.

Katherine Taylor

Department of Technical Communication and Interactive Design

Professor Taylor enhanced instruction in TCOM 2010: Introduction to Technical Writing by implementing strategies to teach ethical AI use. In particular, she provided examples of responsible use tasks for each major assignment to help frame ethical boundaries for students.





Kei Tomita

Department of Technical Communication and Interactive Design

Dr. Tomita assigns mini-presentations throughout the term for students to practice communication skills while also reinforcing understanding of course content and their progress on projects. Dr. Tomita reports that the practice also benefits her, as it gives her insight into which concepts or project steps students are struggling with, enabling her to adapt accordingly.

Ananya Vahal Perez

Department of English

Professor Vahal-Perez incentivized effective implementation of visual rhetoric in ENGL 1101 and 1102. The practice enhanced student learning and engagement. She supported the assignment by collaborating with faculty from COTA to illustrate visual storytelling techniques. She is now conducting SOTL research with BCOE faculty regarding the benefits of visual storytelling as a pedagogical technique.



Elaine Venter

School of Communication and Media

Dr. Venter is a student of teaching, and actively engaged in continuous improvement in practices to better meet the needs of students in the classroom, while connecting them with industry-current practices. In the past year, she's effectively onboarded video feedback on writing for students in COMM 2135, as part of a committed effort to bring feedback to students where they can better process and apply it to improve their work. Dr. Venter is also an effective collaborator, bringing colleagues and industry partners together to implement and launch workshops for those seeking to continuously improve their practices.



Denise White

Department of English

Dr. White designed an innovative ENGL 4370: Medieval Literature course design. In particular, she implemented a "pilgrim project" to enhance student study of *The Canterbury Tales*. The project engaged students in collaborative profile of the jobs represented by the pilgrims. Students engaged in feedback to each others contributions. Students reported high levels of engagement and satisfaction with their learning.

Kenneth White

School of Government and International Affairs

In Spring 2026, Dr. White used the I.R.A.A.C. formula to teach Criminal Law and Criminal Procedure. Building on the traditional law school I.R.A.C. (Issue, Rule, Analysis, Conclusion) framework, Dr. White requires another "A" where students analyze both sides of an issue using an "on the one hand/on the other hand" structure. This method highlights the adversarial nature of the American legal system, prompting students to consider how plaintiffs and defendants present competing interpretations of the same facts. Students report that this approach is challenging but effective, strengthening analytical reasoning and critical thinking skills.





Brian Wooten

Department of Interdisciplinary Studies

In Dr. Wooten's World of Work course, career readiness is embedded as applied learning experiences that prepare students for an evolving labor market. Rather than relying on a static textbook, the course integrates current workforce reports, labor-market data, and recent research from organizations such as the United Nations and the National Association of Colleges and Employers. Core assignments emphasize professional skill-building, including resume development, professional self-introduction presentations modeled on interview contexts, and the creation of a polished LinkedIn or professional online presence. The course culminates in a Career Exploration Final Project, where students investigate two potential career paths through research and direct engagement with professionals via interviews or job-shadowing.

Dianhan Zhang

Department of Psychological Science

Undergraduate statistics classes are challenging and require students to engage in repeated practice to master concepts. Although many traditional textbook materials have accompanying online learning systems, these materials are expensive and are often not tailored to applications in psychological research. To



address this gap, Drs. Chanler Hilley, Dianhan Zheng, and Hansol Rheem revised a static OER textbook and programmed online homework assignments for each chapter. They embedded activities and instructional videos into each subsection of the textbook. The online homework assignments, hosted on MyOpenMath, present statistical concepts using psychological examples and provide students with opportunities to repeat the questions with a new data set each time to iteratively practice the course concepts and get instant feedback. Preliminary findings suggest that these new no-cost OER materials had a similar impact on students' learning experiences, and as both the textbook and homework platform are free to students, resulting in an estimated savings of nearly \$7,000 each semester.

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