Keynote Speakers

Regan A. R. Gurung
University of Wisconsin - Green Bay

Opening Plenary and Invited Address
Using Pedagogical Research to Cultivate Learning and Energize Teaching

Regan A. R. Gurung is the Ben J. and Joyce Rosenberg Professor of Human Development and Psychology at the University of Wisconsin, Green Bay. Born and raised in Bombay, India, he received his Ph.D. in social and personality psychology at the University of Washington (WA). He has authored a textbook, Health Psychology: A Cultural Approach, co-authored/co-edited 12 other books, and published articles in a variety of scholarly journals including Psychological Review and Teaching of Psychology. He was Co-Director of the University of Wisconsin System Teaching Scholars Program, has been a UWGB Teaching Fellow, a UW System Teaching Scholar, and received several awards including CASE Wisconsin Professor of the Year, UW System Regents Teaching Award, UW-Green Bay Founder’s Award for Excellence in Teaching and Founder’s Award for Scholarship, and UW Teaching-at-its-Best, Creative Teaching, and Featured Faculty Awards. He has organized statewide and national teaching conferences, served as President of the Society for the Teaching of Psychology (Division 2 of the American Psychological Association), and is the newly appointed founding Co-Editor of APA’s journal SoTL in Psychology.

Pam Marek
Kennesaw State University

Closing Plenary and Invited Address
Making the Case for SoTL

Pam Marek is a Professor of Psychology at Kennesaw State University where she has taught since 2005. During her graduate study (PhD, 1998, University of Florida), and throughout her academic career, her main scholarly focus has been on teaching and learning, collaborating on a wide range of articles about teaching-related topics (e.g., writing, reading, evidence-based teaching, classroom demonstrations, and textbook analyses). She has also published introductory material for several experiments incorporated into the American Psychological Association’s Online Psychology Laboratory, multiple invited book reviews and book chapters linked to pedagogy, and has regularly presented at local, regional, and national teaching conferences. On a national level, she has been an Associate Editor for Teaching of Psychology since 2008. She is recipient of the 2013 Kennesaw State University Foundation Distinguished Teaching Award, the 2015 Georgia Board of Regents’ Felton Jenkins Jr. Hall of Fame Faculty Award and the 2015 Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology (Division 2 of the American Psychological Association).
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<th>Time</th>
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<tr>
<td>8:30 am - 9:00 am</td>
<td>Pre-Conference Check-In/Breakfast (Pre-Conference Registrants Only)</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td>Pre-Conference Workshop</td>
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<tr>
<td>9:00 am - 12:00 pm</td>
<td><strong>Room 400</strong></td>
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<tr>
<td><strong>Moving Your SoTL Projects Forward</strong></td>
<td>Michele DiPietro, Thomas Pusateri</td>
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<td>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.</td>
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<tr>
<td>12:00 pm - 1:00 pm</td>
<td>Lunch (Pre-Conference Registrants Only)</td>
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<td>12:00 pm - 1:00 pm</td>
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<tr>
<td><strong>Concurrent Sessions I</strong></td>
<td>1:00 pm - 2:00 pm</td>
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<td><strong>Symposium 1</strong></td>
<td><strong>Room 174</strong></td>
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<td><strong>Developing an Academic Honesty Module</strong></td>
<td>Lynne Bost</td>
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<td>Educating students about academic honesty is a daunting task in classes which involve writing and using outside sources. In a culturally diverse classroom, the expectations of academic honesty need to be made clear at the beginning of the semester and then reinforced throughout the semester. By compiling a series of readings, quizzes, and real-life examples into a module in a learning management system, students are exposed to the concepts of academic honesty and trained in the skills needed to avoid plagiarism.</td>
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**Symposium 2**  
**Room 460**  
**Five Steps for Better Course Evaluations (and Better Teaching)**  
Mary Clement  
*Berry College*  

Today’s students have high expectations of their instructors, and they want to know YOUR expectations. This session will provide ways to 1. Share expectations, 2. Teach with simplified planning, 3. Grade in a manner that students understand, 4. Seek and use student feedback, and 5. Be humane and still have a rigorous course. When implemented, these steps also help to raise your course evaluations. This session will be essential for new faculty members, and any without formal training in curriculum and instruction.

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**Symposium 3**  
**Room 462**  
**Using Google Tools to Enable and Enhance Learning, Navigation and Collaboration across the Cloud**  
Rich Halstead-Nussloch  
*Kennesaw State University*  

21st Century teaching has changed: Teachers must serve as learning navigators to guide students through volumes of content and coach them towards meaningful learning outcomes; 20th Century teachers had limited volumes of content, namely course text and school library. Furthermore, many forces bear on teachers now to get online, support collaboration and research, engage students in service and community-based learning, etc. This interactive presentation describes cost-free Google tools supporting teachers in their learning navigator roles. Please bring your mobile device and join in to learn/teach navigation and collaboration across the cloud and help refine the teacher’s role of learning navigator.

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**Symposium 4**  
**Room 464**  
**Developing Cross-Cultural Competencies Amongst Undergraduate Students through Transformative Learning Experiences**  
Shannon Howrey  
*Kennesaw State University*  

In this session I will briefly share a study-in-progress of my classroom efforts for developing cultural competency amongst undergraduate students in an initial teacher preparation program. In a participative format, I will share reflection questions and resources designed to aid participants across disciplines in choosing materials from a variety of genres that can be implemented in their classrooms in transformative learning experiences. Session participants will further engage in reading comprehension strategies and discussion formats with sample materials, and will leave the session with directions for implementing the same techniques with their own students.
**Flipped Learning: A Framework for the 21st Century Classroom**  
Natasha Barreto, Mary Clare DiGiacomo  
*Athens Technical College*

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.

**One Voice: Interdisciplinary Student Behavior Policy**  
Traci Crenshaw, Mainsha Mishra  
*Miles College*

As teachers, improved student learning should be our goal. Students face the challenge of adapting and conforming to expectations from their previous experience. Student success involves all facets of life. Grounded on Ronald Morrish’s “Real Discipline” theory, Humanities faculty at Miles College developed The “One-Voice Presentation” that displays learner self-regulation and self-facilitation by stating expectations that promote learner responsibility. This collaborative effort showcases faculty behavioral expectations from the students and highlights the consequences of broken rules with clarity. Students’ behavior is an important indication of their performance in class, and this presentation can be used across curriculum.

**Developing Advanced Career Faculty: Embracing the Concepts of Informal and Self-Mentoring**  
Randy Kohlenberg  
*The University of North Carolina at Greensboro*

A project to reinvigorate the careers of advanced career professionals in higher education was initiated in 2009. Through successful implementation of an informal mentoring approach, the project for participants has come to a successful conclusion. Based upon the virtues of the heart and soul (Huang and Lynch, 1995), academic professionals returned to being creative, productive, and effective. At the conclusion of participation in the project, the goal has been to insure that the professionals continue in a positive career path. The follow-up project has focused toward implementing the concept of self-mentoring or self-managed mentoring.
Room 464
Symposium 8
2:15 pm - 3:15 pm

What Students think History is For
Kay Traille
Kennesaw State University

Teaching social studies in increasingly more diverse schools is challenging. The majority of teachers are white, female middle-class and the majority of the students they will eventually teach are not (Feistritzer, 2011; Gay, 2010). We need to teach from a place of knowledge, and understanding about the preconceptions and misconceptions that students hold about a discipline. Only then can we begin to direct our teaching to engage and challenge the increasingly diverse students we meet in places of learning.

3:15 pm - 3:30 pm
Break

3:30 pm - 4:30 pm
Concurrent Sessions III
Room 174
Symposium 9
Using the I-Search Essay to Teach Research Methods in a Writing-Intensive Class
Martha F. Bowden
Kennesaw State University

The I-Search Essay is a narrative assignment that allows students to reflect on their research and its effect on the development of their topics, providing a creative alternative to the annotated bibliography. The workshop will begin with a presentation on the use of the I-Search Essay in a writing-intensive class. I will demonstrate the strategy’s theoretical basis and the way it transfers from English studies (my area) to other disciplines. During the session, attendees will develop and share an assignment. Participants will receive a packet that includes my assignment guidelines, peer review instructions, and the grading rubric.

3:30 pm - 4:30 pm
Symposium 10
Enhancing Faculty Performance through Coaching: The Walden University Coaching Model
Melissa McDowell, Lyda Downs
Walden University

Continuing professional development is essential to the success and effectiveness of online instructors in higher education. However, rarely is a plan in place to provide one-on-one customized support to faculty who are looking to improve and build upon their teaching methods in the online classroom. Likewise, college leadership may not have an avenue to recommend faculty who they have identified as needing additional support. During this presentation we will share The Walden University coaching model that provides a collaborative, safe and confidential environment to support the online instructor and meets the needs of these two scenarios. Lastly, we will share data and our published manuscript on faculty coaching at Walden University.
**Observations on the Effectiveness of Best Practices for Designing Online Assignments**  
Sean Murphy  
*Georgia Perimeter College*

Empirical observations about student educational results and learning outcomes will be presented from my online courses over the past 8 years regarding the potential effectiveness of various best practices for designing online assignments that promote critical thinking, active learning and improved levels of student engagement with course content while prioritizing individual academic responsibility.

**Just Let them Do It! Student Engagement through Active Involvement Inside and Outside of the Classroom**  
Amy Sandefur, Amasett Economy  
*Kennesaw State University*

A primary goal of many educators is to find ways to engage students. To this end, one often looks for ways to help students “buy in” to their education and to see themselves as contributing members of an academic and global community. This interactive presentation offers practical ideas for how to get students actively involved and even take the lead during classroom activities and while participating in community service/engagement projects. Participants will also have an opportunity to brainstorm ideas for incorporating active learning opportunities in their own courses.

**Making the Case for SoTL**  
Pam Marek  
*Kennesaw State University*
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<th>No.</th>
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<th>Author(s)</th>
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<tr>
<td>01</td>
<td>A Quadruple High-Impact Course: Service-Learning in a Global Learning, Writing-Intensive, First-Year Seminar</td>
<td>Kate Brinko, Jessica Wood, Ray Miller, Terri Lockwood</td>
<td>Appalachian State University</td>
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<td>02</td>
<td>How to get Students to Use Critical Thinking Skills Without Their Knowledge</td>
<td>Robert Correia</td>
<td>Trident Technical College</td>
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<td>03</td>
<td>Point Reward System: A Method of Assessment that Accommodates a Diversity of Student Abilities and Interests and Enhances Learning</td>
<td>Josip Derado, Mary Garner</td>
<td>Kennesaw State University</td>
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<td>04</td>
<td>Engaging Students in Experiential Learning by Creating a Socially Innovative and Entrepreneurial Mindset in the Classroom</td>
<td>Casey Dexter</td>
<td>Berry College</td>
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<td>05</td>
<td>Improving Students’ Motivation to Learn through Formative Assessment</td>
<td>Rebecca Dibbs</td>
<td>Texas A&amp;M-Commerce</td>
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<td>06</td>
<td>A Reflective Overview of a Process Approach to Writing in EAP Classrooms</td>
<td>Semire Dikli, Justin Jernigan, Susan Bleyle</td>
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<td>07</td>
<td>Learning Happens: Incorporating a Rhizomatic Perspective into Teaching and Learning</td>
<td>Michael Dillon</td>
<td>The University of Georgia</td>
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<td>08</td>
<td>Mapping My Campus: A Multi-Modal Project Integrating iPad Technology and Team Based Learning</td>
<td>Lindsay Doukopoulos</td>
<td>Auburn University</td>
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<td>09</td>
<td>On-Campus versus Online Professional Development: Is the Face-to-face Time Really Needed?</td>
<td>Mark Dula</td>
<td>Milligan College</td>
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<td>Applying the Concepts of Development: A Collaborative Approach</td>
<td>Pamela Dunagan</td>
<td>Berry College</td>
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<td>11</td>
<td>Develop New Learning Materials and Strategies for Improving CHEM 1151 Course</td>
<td>Antara Dutta</td>
<td>Georgia Perimeter College</td>
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<td>12</td>
<td>Alternative Methods in Learning Structures Basics</td>
<td>Bronne Dytoc</td>
<td>Kennesaw State University</td>
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<td>13</td>
<td>Using Student-Centered Teaching Strategies in STEM Courses: Challenges and Successes</td>
<td>Belinda Edwards, Hillary Steiner, David Glassmeyer, David Rosengrant</td>
<td>Kennesaw State University</td>
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<td>14</td>
<td>Course-Embedded Authentic Research Experiences for Undergraduates</td>
<td>Brenda Harmon</td>
<td>Oxford College of Emory University</td>
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<td>15</td>
<td>The Impact of Short Term Study Abroad on Cultural Intelligence</td>
<td>Kyle Huff, Spero Peppas, Stephanie Peppas</td>
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<td>16</td>
<td>From the Classroom to the Exam Room: The New Frontier for Clickers</td>
<td>Meshagae Hunte-Brown</td>
<td>Drexel University</td>
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<td>Teaching and Learning Change from the F.aN.N. Club Perspective: The “F” Really Matters</td>
<td>C. Douglas Johnson, McKenzie Preston, Jessica Faus, Teshami Reid</td>
<td>Georgia Gwinnett College</td>
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<td>18</td>
<td>Building an Honors Program on a 2-Year Commuter Campus: Struggles and Successes</td>
<td>Katherine Kipp, Matthew Horton</td>
<td>University of North Georgia</td>
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<td>Documenting Competency-based Professional Development</td>
<td>Stephen LeBeau</td>
<td>Western Carolina University</td>
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<td>20</td>
<td>Combining the M1 and M2 Classroom: An Effective Method For Vertical and Horizontal Integration of Core Competencies</td>
<td>Renee LeClair, Andrew Binks</td>
<td>University of South Carolina School of Medicine-Greenville</td>
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<td>21</td>
<td>Comparison of Active Learning Techniques in a Science Course</td>
<td>Alex Lowrey</td>
<td>University of North Georgia</td>
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<td>22</td>
<td>Distance Learning (India - USA) Model</td>
<td>Rakesh Malhotra, Linda Tomlinson</td>
<td>Fayetteville State University</td>
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<td>Manish Sharma</td>
<td>Panjab University</td>
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<td>23</td>
<td>Table Top Movie Making: An Active Learning Strategy for Developing Cross-disciplinary Transfer</td>
<td>Sheila Morton</td>
<td>Tusculum College</td>
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<td>24</td>
<td>Podcasts/Vodcasts for the Digital Learner: Using High-Tech Tools in Low-Tech Ways</td>
<td>Kathy Negrelli, Seiko Onuki</td>
<td>Kennesaw State University</td>
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<td>8:30 am - 9:30 am</td>
<td>Poster Session (Continued)</td>
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| **25** | *Using a Wiki as a Collaborative Space for an Online Class*  
Janet Orr  
*Georgia Perimeter College* | |
| **26** | *Connecting the Dots: Benefits of the ePortfolio within the College Classroom*  
Jennifer Randall  
*Dalton State College* | |
| **27** | *Collaborative Educational Enhancement of Field Experience Between Fort Valley State University and Master of Public Health Program*  
Oreta Samples, Clarence Riley  
*Fort Valley State University*  
Jeral Harris  
*Georgia Institute of Technology* | |
| **28** | *Preliminary Results of the Effects and Roles of Fun in Introductory Statistics Classes*  
John Weber  
*Georgia Perimeter College* | |
| 9:30 am - 9:45 am | Break | |
### Symposium 13

**Room 174**

**Herding Cats: Revising the Teaching Evaluation Method in One Department**

Elizabeth Boyd, Amy Henley, Samia Siha, Ellen Cross  
*Kennesaw State University*

The process of reaching agreement among faculty members has often been likened to the fictitious occupation of “herding cats.” Despite this challenge, it is important to have a reliable, transparent and objective system for evaluating faculty teaching within a department that is perceived as being fair. In this presentation, our team will share insights gained through the sometimes bumpy 9-month process of revising the teaching evaluation standards in our department. We will share quantitative insights regarding the measurement structure of the Digital Measures student evaluation tool, as well as qualitative insights regarding faculty feedback on the subjective aspects of teaching evaluation.

### Symposium 14

**Room 460**

**One Book, Three Professors, Six Credits, and 75 Students: The Integrated Curriculum Experiment at John Jay College of Criminal Justice**

Amy Green, Richard Haw, Susannah Crowder  
*John Jay College of Criminal Justice*

Funded by an NEH grant, the Interdisciplinary Studies Program/ISP at John Jay College/CUNY designed a 6-credit experiential, online hybrid course to facilitate deep immersion in a single, capacious work of literature. The first course focused on Gabriel García Márquez’s *One Hundred Years of Solitude*, the second Melville’s *Moby Dick*. This presentation will demonstrate ISP’s unique model of collaborative interdisciplinary teaching, outline the development and implementation of the courses, highlight the challenges, evaluate the results, and feature examples of student creative projects. Participants will work in interdisciplinary teams to develop skeletal syllabi for a similar course adapted to their own campus culture and requirements.

### Symposium 15

**Room 462**

**Flip it! Flip it Good!**

River Lin  
*Ball State University*

The flipped classroom model promotes students’ responsibility for learning and the teacher’s role to facilitate and support that learning. It is a very simple concept: students learn new information on their own at home (or wherever they would normally do their “homework”), and then, during class time, they do their “homework”. With the materials and information at their fingertips, students are able to work with it at their own pace and to whatever extent they want or need. When the students come to class, they have a collective and common knowledge to use for in-class activities.
Symposium 16
Room 464

Walking the Walk: Why College Students Should Investigate their Campus Landscape with Questions and Cameras
Linda Stewart
Kennesaw 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.

10:45 am - 11:00 am
Break

Saturday Invited Address

Room 400

Using Pedagogical Research to Cultivate Learning and Energize Teaching
Regan A. R. Gurung
University of Wisconsin - Green Bay

12:00 pm - 1:00 pm
Lunch

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

Symposium 17
Room 174

Effective Use of Short Video Clips in both Online and On Ground Classrooms
Thomas Anderson
Georgia Perimeter College

Most of us had teachers in elementary, high school, or even college classrooms who would show a complete film in lieu of actually teaching or having an interactive learning experience. Video clips can be a very effective component to reinforce key learning concepts, but instructors need to understand how and when to use them to maximize student engagement.
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<th>Time</th>
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<tr>
<td>1:00 pm - 2:00 pm</td>
<td>460</td>
<td>Symposium 18</td>
<td>Beyond Words</td>
<td>Lynn Boettler</td>
<td>Kennesaw State University</td>
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<td>Room 460</td>
<td>The literature on motivational teaching suggests that creating a supportive learning environment is crucial in motivating students. Methods for creating this environment in face-to-face classrooms abound, with verbal and nonverbal communication strategies that create affinity between teachers and students proving extremely effective. In online environments, these communication methods, especially the nonverbal (e.g. smiling/nodding), are more difficult to enact. Faculty teaching online or those simply using online course management tools to enhance face-to-face classes might find this session on how fonts, images, color, and even emoticons can be used to generate motivational learning environments valuable.</td>
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<td>1:00 pm - 2:00 pm</td>
<td>462</td>
<td>Symposium 19</td>
<td>Avoiding Group Project Failure to Launch: Can Educators Utilize Team Building to Successfully Facilitate the Development of Positive Team Dynamics?</td>
<td>Eric Gresch, Janita Rawls, Mary Saunders</td>
<td>Georgia Gwinnett College</td>
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<td>Room 462</td>
<td>Group projects are commonly used for facilitating student learning in college classrooms. While faculty members may give great consideration to the project’s design and learning outcomes, the role of facilitating positive group dynamics may be overlooked. This oversight could result in negative interpersonal student team experiences and poorer learning outcomes. Thus, this research study assessed student reactions to a team building event, particularly the event’s impact of team interpersonal dynamics and student attitudes towards a group project. Researchers used both qualitative and quantitative methods to analyze the data.</td>
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<td>1:00 pm - 2:00 pm</td>
<td>464</td>
<td>Symposium 20</td>
<td>A Framework for Using Concept Maps as a Tool For Lesson Study</td>
<td>Susanna Molitoris Miller</td>
<td>Kennesaw State University</td>
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<td>Room 464</td>
<td>Concept maps are an attractive teaching tool because of their open-ended nature. However this structure can also make it difficult for faculty to assess or analyze students’ concept maps. In this session participants will have the opportunity to engage in the first few steps of a process designed to support the use of concept maps as a form of lesson study including creating a master map, related learning goals, lists of key-words, associated lesson plans and finally collecting pre-and post-test measures.</td>
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### Symposium 21
#### Room 174

**20% Project: Put Knowledge into Action with Project-Based Learning**  
Nicole Lynch  
*Georgia Perimeter College*

What is a 20% Project? Originated by Google, 20% projects are now used by educators to stretch innovation and learning boundaries. This presentation will demonstrate how to connect students’ passion to course content using a project that promotes self-directed learning, problem solving, critical thinking, and social learning. Students dedicate 20% of their time and grade to research a course-related idea, blog about their learning, design a product, and showcase their work. A 20% project can be utilized in any discipline, in seated or online classes, and at any level of higher education.

### Symposium 22
#### Room 460

**Ladders of Logic: Using “Scaffolding” so that Students Can Climb Their Way to Success**  
Edward Matusek  
*Atlanta Metropolitan State College*

The pedagogical method of “scaffolding” is useful for teaching students to recognize the various methods of deduction that are used in Logic and Critical Thinking in a formal proof of validity of deductive arguments in symbolic form. Accomplishing these steps, in turn, provides the student with the necessary foundation for actively using those methods of deduction to produce formal proofs of validity. After involving the attendees in various examples of this incremental approach, I include examples from other subjects, including Math and English, in which this more gradual methodology could be utilized for teaching a variety of topics.

### Symposium 23
#### Room 462

**Inquiry ARC: Building a Culture of Critical Thinking in Colleges and Universities**  
Lorena Russell, Nancy Ruppert, Judith Beck  
*University of North Carolina-Asheville*

Inquiry ARC: Inquire, Apply, Reflect, Communicate, is a tool that UNC Asheville has embraced to enhance critical thinking across the campus. The program is our university’s first QEP (Quality Enhancement Program). Implementation began in fall 2012 following our successful reaffirmation visit in 2012 from SACS-COC. In this session we will share our process of building a culture within a university, discuss the faculty development and mentoring that has taken place, and provide examples of specific projects that are in place as well as assessment data we have captured across our institution.
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<td>2:15 pm - 3:15 pm</td>
<td><strong>Symposium 24</strong>&lt;br&gt;&lt;br&gt;<strong>Room 464</strong>&lt;br&gt;&lt;br&gt;<strong>Learning with ICE - Lessons From Integrating Cutting Edge Technologies to Increase Student Motivation</strong>&lt;br&gt;Mai Yin Tsoi, Evelyn Brannock, Robert Lutz&lt;br&gt;&lt;em&gt;Georgia Gwinnett College&lt;/em&gt;&lt;br&gt;Research indicates that students with high motivation and self-efficacy tend to persevere in STEM fields, even traditionally difficult ones. We attempted to impact these attributes with Cutting Edge Technologies like brain-computer interfaces. Qualitative results indicate that students’ beliefs about the importance of programming skills did change due to these new technologies, but were mitigated by their past technology experiences. Quantitative results on beliefs and self-efficacy varied depending on student demographics. We discuss the lessons learned when integrating new technologies into curriculum and provide ideas on how best to harness student interest with cutting edge technologies.</td>
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<td>3:15 pm - 3:30 pm</td>
<td><strong>Break</strong></td>
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| 3:30 pm - 4:30 pm | **Anchor Session**<br><br>**Room 400**<br><br>**Flipping the Mindset: Reframing Fear and Failure as Development Catalysts**<br>Traci Stromie, Josie Baudier<br><em>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

**Cook-Out**  
Hot Dogs, Burgers, Barbecue  
745 Chastain Rd  
Kennesaw, GA 30144

**O’Charley’s**  
American (Traditional), Breakfast & Brunch  
705 Town Park Lane  
Kennesaw, GA 30144  
(770) 792-7866

**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

**Tin Lizzy’s Cantina**  
Tex-Mex, Bars  
3470 George Busbee Pkwy NW  
Kennesaw, GA 30144  
(770) 467-3015

**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