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Recommended Citation

Georgia Southern University, "Newsroom" (2019). *Newsroom*. 1685.
<https://digitalcommons.georgiasouthern.edu/newsroom/1685>

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Georgia Southern professor accepted in 2019 PRIDE Institute summer program

APRIL 25, 2019

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Georgia Southern University Jiann-Ping Hsu College of Public Health (JPHCOPH) Assistant Professor Tilicia Mayo-Gamble, Ph.D., has been accepted into the 2019 Programs to Increase Diversity Among Individuals Engaged in Health-Related Research (PRIDE). She will be a part of the Functional and Translational Genomics of Blood Disorder Program.

"It is an honor to be selected for a prestigious program that has groomed underserved researchers to make strides in biomedical research involving blood disorders," said Mayo-Gamble. "I am also grateful that one of the PRIDE mentors is also the JPHCOPH's Associate Dean for Public Health Practice and Research, Dr. Joseph Telfair. Through his mentorship and the support of my department, I am confident that I will excel in the fellowship program. I take pride in having this opportunity to join a cadre of public health researchers who are making a difference in lives of those impacted by sickle cell disease."

PRIDE is an all-expense-paid summer institute, research education and mentoring initiative sponsored by the National Heart, Lung, and Blood Institute. PRIDE works to broaden the demographic profile of biomedical research by training junior researchers from underrepresented backgrounds to advance their scientific careers and become more competitive for external research funding in heart, lung, blood and sleep disorders. Candidates for this program receive two years of training through two summer institutes, mid-year networking events and research visits with their program mentor.

Mayo-Gamble is an assistant professor in the Department of Health Policy and Community Health. Her research focuses include implementing community engagement methods, health communication, health behavior, chronic disease self-management, sickle cell disease and patient-centered care.

The mission of JPHCOPH is to improve health, eliminate health disparities, and health inequities of rural communities and underserved populations globally through excellence in teaching, public health workforce development, research, scholarship, professional service and community engagement.

Georgia Southern University, a public Carnegie Doctoral/R2 institution founded in 1906, offers 141 degree programs serving nearly 26,500 students through nine colleges on three campuses in Statesboro, Savannah, Hinesville and online instruction. A leader in higher education in southeast Georgia, the University provides a diverse student population with expert faculty, world-class scholarship and hands-on learning opportunities. Georgia Southern creates lifelong learners who serve as responsible scholars, leaders and stewards in their communities.

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Logistics students place third in first-ever Innovation Challenge

APRIL 25, 2019



A team of Georgia Southern University logistics students placed third out of 14 schools and received \$1,000 in the first-ever FreightTech Innovation Challenge in Chattanooga, Tennessee, in March.

The FreightTech Innovation Challenge, organized by logistics industry leaders FreightWaves and CO.LAB and sponsored by Reliance Partners and U.S. Xpress, is a 24-hour transportation and logistics use case competition. Students spent two days working to solve challenges facing the transportation and logistics industries with the chance to win cash prizes and find potential employers.

Marc Scott, Ph.D., assistant professor of logistics, said the feedback the team received from the judges set this 24-hour case challenge apart from others our logistics students have participated in previously.

“This was a unique opportunity for our students to get great feedback from industry leaders in solving time-sensitive problems that real supply and logistics companies face on a daily basis,” said Scott.

The students were tasked with finding transportation and logistics solutions based on a fictitious customer looking to expand its operations throughout the Southeast. With FreightWaves’ SONAR technology system, a first-of-its-kind freight market data and analytics platform, the student teams proposed ideas to help find the most efficient and cost-effective transportation and logistics solutions for the customer.

Throughout the case competition, students were able to ask SONAR market experts and coaches from various corporate sponsors to help them solve the case, according to Jeff Mason, managing director of alliances of FreightWaves.

“I am impressed with the level of talent among the college students competing in this challenge,” stated Mason. “It was hard to pick a winner because they are all going to be successful. I would hire every one of them.”

Georgia Southern students simulate poverty, learn about socioeconomic challenges

APRIL 25, 2019

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What if you had to choose between feeding your family and keeping the power on in your home? What if you lost your job and spent hours, days and even weeks trying to figure out how to receive assistance to help keep a roof over your family's head?

Students in the Georgia Southern University College of Education were asked to put themselves in scenarios like these during a recent poverty simulation hosted by the College's faculty and staff.

Education majors were required to complete this role play activity as a part of a cultural issues course in order to expose

student teachers to the low socioeconomic challenges many of their K-12 students experience.

"It is important that as teachers we look deeper into why a student did not complete an assignment or falls asleep in class rather than assuming a student is lazy or otherwise unengaged," said Michelle Reidel, Ph.D., professor of middle grades and secondary education. "We need to understand that problems in the classroom are not always a direct result of a student's desire to learn. There are external factors that could be playing a role in their performance or behavior. We have to consider that not all students are having their basic needs met at home."

Scott Beck, Ph.D., associate professor of middle grades and secondary education, added, "Teachers need to understand that students' families are working hard to meet those basic needs, but face confusing, contradictory and problematic choices every day."

Participants in the simulation were assigned to family units of varying structure and provided with roles and scenarios unique to each family. They were asked to attempt to provide for all the basic needs of their families, including maintaining a residence, keeping the utilities on, feeding each member of the family daily and ensuring they covered loan payments as well as miscellaneous costs such as health and transportation.



Joey Shaffer, a senior middle grades education major, was assigned the role of a boyfriend who was attempting to take care of his girlfriend and their infant child.

“I had to work and hand over all the money to my girlfriend to try to pay the bills,” said Shaffer. “There was nothing left each week. I’ve lived some hard times myself, and it’s important that we think about how this would affect our students. They would be exhausted by this.”

Amber Culver, senior elementary education major, was given the role of a 42-year-old father with a wife, three children and a grandchild on the way. Culver’s scenario included that her character had lost his job and unemployment payments were no longer available.

“To be honest, even though it was just a simulation, it was very hard and very stressful,” said Culver. “There were times I felt like less of a person. I wanted to cry, and I even considered leaving the family so there would be one less mouth to feed.”

Culver said she often found herself relying on the 8- and 10-year-old children to take care of themselves because the wife and teenager needed to work to support the family.

“There were times that my brain would just freeze, and I thought, ‘I don’t even know what I should or would do,’” she added. “This activity put me in a real-life situation where I can relate more to my students. I want to let those students know that I will be there for them and know the resources they might be able to utilize.”

The poverty simulation was hosted for approximately 70 undergraduate education majors and Master of Teaching graduate students. The College is planning to host the activity every semester.

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Georgia Southern COE shows strong presence at state science teacher conference

APRIL 25, 2019

Georgia Southern University College of Education (COE) was represented with nine presentations during the Georgia Science Teachers Association (GSTA) conference held in Columbus, Georgia.

Students representing the Statesboro and Armstrong Campuses attended the conference and presented a wide array of topics.

Armstrong Campus presentations included:

- “Investigating the Use of Individual Student-Nurtured Plant Specimens (ISNPS) as a Tool for the Promotion of Self-Efficacy in the Secondary Science Classroom,” presented by MAT candidate Lindsay Norcross
- “Utilizing Game Strategies to Increase Student Participation and Learning in 8th Grade,” presented by MAT candidate Lorna Smith
- “Using Academic Language to Enhance Student Understanding,” presented by MAT candidate Caryn Nelson
- “Utilizing Question Driven Project-Based Learning Techniques in a Sixth Grade Research Classroom to Promote Abstract Learning that is a Necessary Foundation for Research,” presented by undergraduate Monique Ellis (BSED)
- “Understanding Freshman Adjustment to High School,” presented by undergraduate Allison Gladin
- “How to Use an Online Gaming Platform in a Science Classroom to Improve Student Engagement and Performance,” a workshop session presented by MAT candidate Kaitlyn Demirjian, Lauren Kelly of the STEM Academy at Bartlett, Britton Scott of the Polaris Tech Charter School and COE faculty member Mary Rebecca Wells, Ed.D.

Statesboro Campus presentations included:

- “Phenomena, 3-D Framework, and Collaboration: Working Together to Better our Practice,” presented by faculty members Lacey Huffling, Ph.D, and Heather Scott, Ed.D., as well as students Elissa Blount, Gabby Coumes, Regina Collins, CJ Elmore, Britt Gantt and Jonathan Riggins
- “Citizen Science: Collaboration that Authenticates Scientific Practice,” presented by students Regina Collins, Britt Gantt, Melissa Weeks and faculty members Heather Scott, Ed.D., and Lacey Huffling, Ph.D.

Faculty members also presented the following:

- “Okefenokee Swamp, TriState Water Conflict, and the Deepwater Horizon Event: Leveraging Water as a Tool to Engage Students in Problem-Based Learning,” presented by Lacey Huffling, Ph.D., and Heather Scott, Ed.D.

During the GSTA conference, board election results were announced. COE’s Institute for Interdisciplinary STEM Education (i2STEMe) Coordinator Kania Greer was appointed as the College Representative for the GSTA Board.