



# **Sunshine State**

TEACHING AND LEARNING  
C O N F E R E N C E

2017

ST. PETE BEACH, FL

## WEDNESDAY, FEBRUARY 15

Queen Foyer     *Registration*  
(2nd Floor)  
1:00–5:00

### Preconference Workshop Sessions

Blue Palm     *Workshop: Science of Learning*  
(3<sup>rd</sup> Floor)     *Staff from Academy for Teaching and Learning Excellence, University of South Florida*  
2:00–4:50

Queen Palm     *Workshop: Best Practices in Flipping the Classroom*  
(2<sup>nd</sup> Floor)     *Staff from Faculty Center for Teaching and Learning, University of Central Florida*  
2:00–4:50

Breezeway     *Cash Bar*  
5:00–6:00

## THURSDAY, FEBRUARY 16

Royal Palm     *Breakfast Buffet*  
(8<sup>th</sup> Floor)  
8:00–9:00

Queen Foyer     *Registration*  
(2nd Floor)  
9:00–4:00

King Palm     *Opening Session*  
(2<sup>nd</sup> Floor)  
9:00–9:30

## 9:30–10:30 Sessions

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
9:30–10:30

### **Innovating the UCF Classroom: Professionalization, Podcasts, and Role Play**

*Daniel Murphree, Robert Cassanello, and Sandra Sousa, University of Central Florida*

*Panel moderator: Amanda Helip-Wooley, University of South Florida*

The proposed panel addresses three innovative approaches implemented by faculty at the University of Central Florida to facilitate learning and prepare students for their post-graduation worlds. These approaches, while distinct and discipline-centered, incorporate interdisciplinary pedagogies and technologies to accommodate and inspire undergraduate students at a large, 4-year public university with an increasing emphasis on research. Each approach has stimulated student understanding of content in the classroom, community engagement off campus, and familiarity with transferable skills and perspectives that can be applied in a variety of career settings and civic engagement activities. Equally important, these strategies all call for students to actively interact with their majors not just through passive retention of content, but also through active application of discipline principles in varied environments.

King Palm  
(2<sup>nd</sup> Floor)  
9:30–10:30

### **The Courage to Teach: Using a Faculty Learning Community to Reframe the Role of the Professor**

*Julia Metzker, Rajni Shankar-Brown, and Michael Eskenazi, Stetson University*

Many colleges have embraced “engaged learning” as an antidote to disruptive forces in higher education. Engaged learning environments transform the classroom from a space where the professor is the deliverer of knowledge to the professor as a facilitator of learning, offering authentic opportunities to deeply engage with content and the learning process. Faculty involved in engaged learning need adequate preparation, resources and support. Three faculty members will report on their experiences as participants in a year-long learning community that uses Parker Palmer’s classic text, *The Courage To Teach*, as a guide to reflect on and develop impactful educational practices.

Queen Palm  
(2<sup>nd</sup> Floor)  
9:30–10:30

### **Forming Partnerships to Teach for Inclusiveness: Initiating the Process**

*Kris De Welde and Bill Reynolds, Florida Gulf Coast University*

This session will offer insights and concrete steps around creating a process for supporting faculty development to foster inclusivity in teaching. Facilitators will draw on direct experiences of forming a strategic partnership to provide leadership on their campus for modeling inclusivity within and beyond the curriculum. We walk participants through initial processes of building trust through conversations about the initiating partners’ backgrounds, assumptions, biases, and reasons for wanting to do this work. We then address how to strategize development of institutionally contextualized approaches for inclusive dialogues between campus community members. We offer our experiences of moving from aspiration to action.

Canary Palm  
(3<sup>rd</sup> Floor)  
9:30–10:30

**“Teaching and Engagement”  
(15-minute sharing sessions)**

**Engaging Millennials Before Class: Tips for Introverts**

*Sally Hastings, University of Central Florida*

One of the most useful learning tools that I implement as a teacher involves showing a video before class. I find that the video serves multiple purposes. First, as a shy instructor, I can engage with the students before class in a manner that is comfortable to me. Second, I show videos that the students actually want to watch. Third, showing the video prior to the beginning of class allows us to begin on a shared emotional tone. Finally, the video sparks curiosity about that day’s topic.

**The Three Ts of Academic Technology**

*Karen Consalo, University of Central Florida*

Gone are the days when a simple PowerPoint presentation could captivate scholars. Today, attention and engagement require virtual white boards, YouTube videos, educational gaming, on-line conferences and audio/video emailing. Determining which technological tools to use in class, and gaining proficiency in the use of such technology, is a key responsibility of the 21st century professor, akin to textbook selection. Depending upon approach, this task can be a joy of exploration or a gauntlet of confusion. The proposed presentation would assist faculty in selection and application of the best technological tools for their skill level and classroom needs.

**Engaging Online Students and Enhancing Learning via Web Conferencing Tools**

*Tommi Barrett-Greenly and Nancy Swenson, University of Central Florida*

Meaningful student-student and student-faculty interactions in the online learning environment are critical components in establishing an engaging and successful learning and teaching experience. In an effort to increase learning and a sense of community in the distance learning environment, a growing number of online faculty are supplementing and enhancing their online course interactions via the purposeful integration of web conferencing. This session will present several current web conferencing tools, suggested best practices for effective web conferencing instructional planning design and implementation, and other relevant items. An informational take-away and other related, shared resources for the participants will be provided.

Blue Palm  
(3<sup>rd</sup> Floor)  
9:30–10:30

**“Classroom Games”**  
*(15-minute sharing sessions)*

**Gaming to Win in Alternative Dispute Resolution**

*Abby Milon, University of Central Florida*

A desire to find a way to emphasize several of the abstract concepts that are discussed in my Alternative Dispute Resolution course propelled me to experiment with several cooperative games such as Pandemic and Desert. Gaming activities incorporate several of the “Seven Principles for Good Practice in Undergraduate Education” by Arthur W. Chickering and Zelda F. Gamson. The use of games in the classroom allows for meaningful student/faculty contact during the course of play, emphasizes cooperation among the students, encourages purposeful active learning, and provides a forum for the students to recognize and discuss diversity among themselves in their decision making in the game.

**How Tic-Tac-Toe Can Teach Game Theory**

*Jeff Felardo, Eckerd College*

This presentation will cover engagement, predicting, and retrieval teaching methods in a game/experiment format that has been found to be successful in large classrooms (150+ students). Tic-tac-toe is a game most students are familiar with and typically requires no additional instruction. After completing 10 tic-tac-toe games in pairs, the initial results are collected and the class elects representatives to play on their behalf in front of the whole class. By the end of the lesson, students are familiar with game theory, Nash equilibrium, and have fun in the process of competing against other students.

**Simple Games Can Lead To Deeper Learning**

*Silviana Falcon, Florida Southern College*

An inherent problem in the academic world starts, and ends, with our expectation of students to be active listeners while being passive learners. The academic environment from elementary school to higher learning is designed under such mental construct. This presentation will make the case, backed by three case studies, for the use of focused game-based activities to yield deeper learning. In general, students express positive feedback and are able to share a deeper understanding of concepts reinforced with an active learning activity. Secondly, a well-timed, well placed activity makes the classroom an enjoyable place for both students and professor.

## 10:40–11:40 Sessions

King Palm  
(2<sup>nd</sup> Floor)  
10:40–11:40

**Enhancing Metacognition, Grit, and Growth Mindset for Student Success**

*Peter Arthur, University of British Columbia Okanagan*

Research studies indicate a positive relationship between a student's metacognition, grit, growth mindset and academic success. These traits can all be taught and enhanced through experience. Further, these traits all assist students with being successful lifelong learners. This session focuses on evidence-based strategies teachers may embed in their learning environments. Participants will then be able to evaluate multiple ways these strategies can be integrated into one's teaching.

Queen Palm  
(2<sup>nd</sup> Floor)  
10:40–11:40

**“A Problem Well Put Is Half Solved”: The Art of Creating Intellectually Challenging Essay and Research Questions**

*Luis Martinez-Fernandez, University of Central Florida*

This interactive multimedia presentation is geared toward high-school teachers and college professors, as well as individuals interested in the subject of assessment. It has two interconnected objectives; on the one hand, teaching students how to generate challenging research questions; and on the other, providing guidance to instructors seeking to incorporate or improve the quality of essay questions.

Canary Palm  
(3<sup>rd</sup> Floor)  
10:40–11:40

**Panel: The Teaching Philosophy Statement as a Tool for Reflection and Improved Student Learning**

*John Sullivan and Bill Haley, University of South Florida*

To apply for the USF award for excellence in undergraduate teaching, faculty must submit a teaching portfolio with several components, including a teaching philosophy statement. Writing such a statement involves deep reflection about one's beliefs and practices in teaching, and inevitably leads to changes in the classroom. Panelists will discuss their own approaches to writing the philosophy statement and how it affected their teaching. Participants will leave with ideas on how they can engage in similar processes toward improving student learning.

Blue Palm  
(3<sup>rd</sup> Floor)  
10:40–11:40

**“Innovation and Student Success”**  
*(15-minute sharing sessions)*

**The 21st-Century Virtual Classroom: Providing a Roadmap for Student Success**

*Jennifer Macbeth, Florida Gulf Coast University*

The 21st century will represent an ever increasing virtual world with many non-traditional and distance learners. This opportunity provides us with the imperative to create quality online education courses without sacrificing engagement and student learning. Online courses in environmental education offer a unique set of challenges due to their experiential nature. Various learning modalities were employed and evaluated in the development of several online courses. Best practices are a work in progress with a virtual classroom that offers connection and inclusion while fostering personal growth, engaging the learner and ultimately meeting the learning outcomes. We will provide a rationale for online education as well as design concepts, assignment examples, and outcomes.

**Partnering Academics with Student Affairs / Student Development Offices Toward Enhanced Student Success**

*Kevin Yee, University of South Florida*

At many institutions, student affairs offices partner with academic affairs when possible, but operate independently as a business unit, which can lead to unintentional silos and a narrowing of missions. Borrowing a model from North Carolina State University, the University of South Florida has recently combined several units that meld academic units with student support offices, with a spoken mission of cross-pollination and partnering across units. We will discuss the many positive conversations, some far-reaching, that have resulted.

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
10:40–11:40

## **“Global Citizenship”**

*(15-minute sharing sessions)*

### **Global and Interdisciplinary Teaching at the College Level**

*Anna Wolford, University of Central Florida*

This presentation is dedicated to the idea of interdisciplinary, global teaching at the college level. At the University of Central Florida we offer many interdisciplinary courses. Recently, I offer the Global Theory and Practice course in the mixed mode of delivery. Thanks to the Canvas system, we are able to incorporate many innovative and integrative technological features. We use televised lectures, integrated videos, online discussions, Skype interviews, and electronic grading. I believe that the best way to teach about globalization is to cross several social science disciplines. In both traditional and online classrooms, we discuss globalization and education, global politics and economics, international trade, human rights, environmental degradation, and comparative education. We use an interdisciplinary framework to study globalization from multiple perspectives. Our graduate students, representing different departments, bring to the table solid knowledge of their field of study. Our customized interactive textbook allows us to update the existing chapters and activities on a regular basis. Thanks to high-tech customization, we listen to many contemporary voices, from the scientific to the popular, from the conventional to the provocative. Our overarching goal is to prepare UCF students to live in the larger pan-national communities. Globalization, perceived as an increase in the scope and magnitude of human contact, is the main reason for educating global villagers.

### **Global Citizenship and Social Justice in Teacher Education**

*Lauren Braunstein, University of South Florida*

This presentation will focus on teaching for social justice and empowerment. The presenter will introduce the course “Introduction to Diversity for Educators” and describe the process of certifying it for the Global Citizenship Award at USF. A review of the changes made to course objectives, materials, and assignments will be included. The presenter will describe the task-based final project (Social Justice Unit Plan) and provide examples of the products and students’ reflections on the experience. The presentation will also involve a discussion on the promise that Global Citizenship certification holds in light of recent legislative decisions to eliminate the course as a requirement for admission to the College of Education.

## Fostering Global Citizenship in the Classroom

*Oana Cimpean, University of South Florida*

With an ever-increasing international student population, our institutions should prepare students to become global citizens. In this session, we will explore ways to teach our students how to communicate with their international colleagues. The linguistic barriers are usually the first impediments blocking genuine communication. We will present some strategies faculty can model for students to learn how to overcome such obstacles. We will also examine how to incorporate teaching cultural competencies into diverse disciplines.

### Lunch

Royal Palm  
(8<sup>th</sup> floor)  
11:50–12:40

#### *Conference Lunch*

### 12:50–1:50 Sessions

King Palm  
(2<sup>nd</sup> Floor)  
12:50–1:50

#### **The Marketing Mindset: Tools to Increase Participation in Professional Development Programs**

*Diane Boyd, Lindsay Doukopoulos, and Marisa Rodriguez, Auburn University*

This session will feature data supporting the benefits of cultivating a marketing mindset in professional development. Presenters will share a set of effective strategies for driving engagement in development programs with particular emphasis on a faculty interview campaign that resulted in a persona report. Since we began using this report to customize communications participation in Biggio programs has increased by over 172%. Participants will use case studies and have access to our methodology to assist them in identifying their own possibilities for increasing professional development “reach” even without a dedicated marketing position in the organizational chart.

Queen Palm  
(2<sup>nd</sup> Floor)  
12:50–1:50

#### **Teaching and Learning with Virtual Reality in the 21st Century**

*Jowallah Roban and Luke Bennett, University of Central Florida*

This presentation will share one framework for the design, development, delivery and evaluation of lessons which include a virtual reality component.

Canary Palm  
(3<sup>rd</sup> Floor)  
12:50–1:50

#### **Improving STEM Education**

*Participants from the Helmsley Grant*

Blue Palm  
(3<sup>rd</sup> Floor)  
12:50–1:50

**“Teaching Strategies”**  
*(15-minute sharing sessions)*

**From Term Paper to Conference Paper: Embedding Research Methods in the Political Science Curriculum**

*Kelly McHugh and R. Bruce Anderson, Florida Southern College*

This presentation details the concept of a “project course,” a way to embed undergraduate research and research methods into existing Political Science courses. Specifically, project courses are junior or senior-level courses focused on a relatively narrow topic (Southern Politics, Revolutions, U.S. Foreign Policy), where students spend a significant portion of the semester designing and executing an original research project that is suitable for presentation at a professional academic conference. We provide a “how to” guide for creating of project courses. This requires a “backwards design” where the instructor identifies the end goal – the production of an original research project – and then designs the course so that students obtain the content and skills necessary to accomplish this task.

**Between the Personal and the Social: Using Multimodal Narratives in Language Teacher Education**

*Gergana Vitanova, University of Central Florida*

This presentation reveals how personal narratives—textual and digital—could be employed in second-language teacher education and, specially, in a graduate course for TESOL students. It claims that, like texts, images are a cultural and ideological phenomenon. In other words, while creating multimodal autobiographies was an important objective of the project, it was not a goal in itself. The stories were used as a reflective but also dynamic tool for the participants to explore lived experiences, to analyze these experiences in the contexts of their sociocultural realities, and to make connections to larger societal or institutional issues.

**Researching, Applying, Evaluating While Learning in a Face-to-Face Chemistry Class**

*Karin Chumbimuni-Torres, Mary Tripp, and Libua Xu, University of Central Florida*

In modern times, face-to-face classes need to develop new strategies in order to engage students and promote critical thinking. In this work, we proposed and developed an instrument for the students to apply the topics of the class by preparing a research proposal. The research proposal is prepared in a group to promote engagement among students and also receive guidance from senior peers. We expect that this instrument will motivate students to improve motivation towards lectures and at the same time to apply the knowledge obtained in lectures.

## 2:00–2:50 Sessions

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
2:00–2:50

### **Are Your Students Effectively Marketing Their Research Experiences?**

*Rosalie Richards, Stetson University*

A student's ability to successfully map her experiences to the competencies desired by employers and graduate schools sets her apart from other candidates. However, there is often a chasm between what is taught and what students must demonstrate. Undergraduate research as a pedagogy of engagement offers ample opportunity for mentors to evaluate a student's level of academic preparation. But are faculty well-equipped to help students effectively articulate the competencies acquired from participation in research? During this interactive workshop, participants will work together to help students, including marginalized students, situate themselves in a position of competitive advantage in a global marketplace.

Queen Palm  
(2<sup>nd</sup> Floor)  
2:00–2:50

### **Teaching Writing to Multilingual Learners: Challenges and Strategies for Success**

*Melissa Pompos Mansfield, Nikolas Gardiakos, Megan Lambert, and Nichole Stack, University of Central Florida*

As the number of multilingual learners in university classrooms grows, so does the need for faculty awareness of the educational demands of these students. This workshop addresses some of the challenges related to teaching multilingual students in first-year composition: meaningfully incorporating students' experiences and prior knowledge in writing curricula, promoting faculty development among instructors of multilingual students, creating transparent teaching materials, and managing digital tools for writing instruction. Participants can choose from activities related to their pedagogical interests and will work with presenters to create deliverables for their own courses.

Canary Palm  
(3<sup>rd</sup> Floor)  
2:00–2:50

### **Game-Based Learning for Student Success**

*Anastasia Salter, University of Central Florida*

Secret Societies of the Avant-garde is an alternate reality game developed using web-based technology. This digital art history game was initially run in Spring 2015 as an experimental alternate reality game within Webcourses, the Canvas-based learning management system for the University of Central Florida. This initial test has been evaluated and provides the foundation for building an independent digital game for future use. This workshop will discuss how to design, prototype, and test a web-based digital game for teaching and learning. My aim is to provide participants with a model for interactive pedagogy and explore the potential of game-based learning.

Blue Palm  
(3<sup>rd</sup> Floor)  
2:00–2:50

**“Gamification Strategies”**  
(15-minute sharing sessions)

**Character-Based Learning: RPGs as Active Learning Tools within Higher Education**

*Michael Greene, Bowling Green State University*

This presentation examines the use of role-playing games (RPGs) as tools for active learning use in higher education. Tabletop and computer-based RPGs are the focus of this discussion. Special attention will be paid to the immersive and motivational aspects of RPGs, and how these aspects interplay with contemporary understandings of how active learning works in higher education. Following the presentation, participants will have the opportunity to demo an example game designed for a college-level Introduction to Mythology course.

**Plenary Session**

King Palm  
(2<sup>nd</sup> Floor)  
3:00–4:00

**Transparent Assignments That Promote Equitable Opportunities for Your Students’ Success**

*Mary-Ann Winkelmes, Transparency in Learning and Teaching in Higher Education Project, University of Nevada, Las Vegas*

Transparent teaching/learning practices make learning processes explicit while offering opportunities to foster students’ metacognition, confidence, and their sense of belonging in college in an effort to promote student success equitably. A 2016 publication identifies transparent assignment design as a replicable teaching intervention that significantly enhances students’ success, with greater gains for historically underserved students (Winkelmes et al., Peer Review, Spring 2016). We’ll review the findings as well as educational research behind the concept of transparent teaching/learning in this session.

**4:10–5:10 Sessions**

Queen Palm  
(2<sup>nd</sup> Floor)  
4:10–5:10

**Building the Foundation: Rules of Engagement and Collaboration in Higher Education**

*Michael Preston, Florida Consortium of Metropolitan Research Universities*

Our organization, the Florida Consortium of Metropolitan Research Universities was formed to use collaboration to solve common problems faced by Florida’s metropolitan universities. This case study describes the background and context for one of the consortium's first projects, an inter-university faculty collaboration within the state of Florida. This presentation will also discuss the lessons learned from our initial collaborative venture as well as recommendations for others that may want to engage in similar collaborative efforts. We will focus on the key processes in the planning and facilitation of our inter-institutional faculty learning communities.

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
4:10–5:10

### **Fostering 1st Generation College Student Success through Inclusion and Empowerment**

*Miriam Rosalyn Diamond, Amy Ballin, and Margaret Costello, Simmons College*

First-generation college students represent diverse identities - often from marginalized groups; lower socio-economic families, families of color, immigrant and non-native English speaking households. They face challenges navigating higher education, resulting in lower degree completion rates. Participants in this session will explore how these students negotiate expectations of their home culture and demands of the academic environment. We will reflect on potential barriers to and facilitators of success, as well as strengths these students bring to the table. Attendees will develop strategies to create supportive and inclusive environments to empower first generation students for success.

King Palm  
(2<sup>nd</sup> Floor)  
4:10–5:10

### **The Unwritten Rules of College: Transparency and Its Impact on Learning**

*Mary-Ann Winkelmes, Transparency in Learning and Teaching in Higher Education Project, University of Nevada, Las Vegas*

Data from a 2014-2015 AAC&U study of students' learning at seven Minority-Serving Institutions indicates that transparency in assignments boosts students' success (and especially underserved students' success) significantly in three important areas: academic confidence, sense of belonging, and mastery of the skills employers value most when hiring (Winkelmes et al., Peer Review, Spring 2016). In this session, we'll review the findings about how transparent assignment design promotes students' success equitably, as well as educational research behind the concept of transparent teaching/learning. Then we'll apply that research to the design of class activities and course assignments. Participants will leave with a draft assignment or activity for one of their courses, and a concise set of strategies for designing transparent assignments that promote students' learning.

Blue Palm  
(3<sup>rd</sup> Floor)  
4:10–5:10

### **“Collaboration and Course Development” (15-minute sharing sessions)**

#### **Case Study—Utilizing Co-Teaching to Scale Up a General Education Natural Science Course**

*Mary Abercrombie and Alayde Barbosa, Florida Gulf Coast University*

Rising to meet the need for additional gen ed courses in the Natural Sciences, the M&ES Dept. at FGCU launched an initiative to offer additional multiple sections of Introduction to Earth Science in a new, large-format version. As co-teachers, we began by completely revising the syllabus to include proven SoTL as well as innovative pedagogy ranging from Team-Based Learning, to computer-based laboratory exercises, to concept mapping. Comparing our results with data from previous traditional-format iterations of this course, we will share what worked and what didn't, the challenges we encountered, and what we plan to revise for the future.

## **Developing a Research-Intensive Cancer Biology Course Using Student-Driven Lab Projects**

*Roslyn Crowder, Stetson University*

An authentic research experience for undergraduate students must include experience with primary literature, introduction to appropriate experimental design, and mastery of data collection and analysis. I will report on a newly developed upper-level Cancer Biology course, where students were charged with designing a novel cancer biology research project to investigate the ability of a chemotherapy agent to induce cell death in a human cancer cell line. I will review the schedule of major course activities and course learning objectives, show examples of student data obtained from the student lab projects, and discuss changes made to enhance the upcoming course offering.

## **Student Consultants on Teaching: Partnership Between Student and Faculty and University**

*Anna Turner, University of Central Florida*

Modeled after student consultant programs at other universities, the University of Central Florida's Student Consultants on Teaching program began with the goal of providing instructors with feedback on their courses to improve teaching and student success at the university. UCF's student consultants continue to provide faculty with valuable feedback, but, over time, the program has evolved to support additional goals, thereby creating valuable partnerships. In an addition to an overview of the program, participants in this session will learn about program goals, the training process, and benefits to all parties involved.

Breezeway  
5:10–6:10

*Cash Bar*

# FRIDAY, FEBRUARY 17

Royal Palm *Breakfast Buffet*  
(8<sup>th</sup> Floor)  
8:00–8:50

Queen Foyer *Registration*  
(2<sup>nd</sup> Floor)  
9:00–4:00

## 9:00–10:00 Sessions

Mediterranean **Panel: Best Practices in Interdisciplinary and Inter-Institutional Projects**  
Palm  
(2<sup>nd</sup> Floor)  
9:00–10:00  
*Kenyon Daniel, Chantale Bégin, and Ushiri Kulatunga, University of South Florida; Deb Ghosh, Hillsborough Community College*  
*Panel moderator: Amanda Helip-Wooley, University of South Florida*

An NSF-funded grant seeking to transform STEM education at a major research university and a large nearby community college led to a one-day retreat and several ensuing projects that were both interdisciplinary and inter-institutional. Panelists will share best practices, as well as pitfalls, in the process.

Queen Palm **The Simple Act of Teaching Students to Learn: The Missing link?**  
(2<sup>nd</sup> Floor)  
9:00–10:00  
*Robin Shepett, Keiser University*

A missing component in many higher education classrooms is providing students with the tools and techniques to become successful learners. To illustrate this concept, in 2015 a local allied health program was experiencing a 65.96% pass rate on national board exams. They developed and implement an initiative to teach and practice learning skills as part of the daily curriculum. In 2016 the pass rate climbed to 88.97%. Supported by this success, I will present an interactive hands-on workshop where participants will share techniques, activities and materials to assist those wishing to teach their students to become successful learners.

King Palm **ReQuest Success: An Instructional & Assessment Strategy for Student Success in Gen Ed Math**  
(2<sup>nd</sup> Floor)  
9:00–10:00  
*Kathleen Gibson-Dee, University of South Florida Saint Petersburg*

In an attempt to improve student achievement an innovative instructional strategy called Jam, Quest, ReQuest (JQR) is being used at the USFSP. Using JQR—a learning and assessment strategy supported by abundant literature—our students are now learning, enjoying, and becoming successful in the gateway math courses. This session includes opportunities for participants to practice and experience the strategy first hand, a full description of the strategy we are using, and highlights of our assessment of student learning. We will also share the secrets of successful implementation and the pitfalls to avoid.

Blue Palm  
(3<sup>rd</sup> Floor)  
9:00–10:00

**“Motivation”**  
*(15-minute sharing sessions)*

**Hello, My Name Is Sigmund Freud: Using Role Play Discussions to Facilitate Learning**

*Jessica Waesche, University of Central Florida*

We are always looking for new ways to increase engagement and facilitate student learning, particularly in the online learning environment. I will discuss how, using Mark Carnes’ *Minds on Fire*, I was inspired to create and implement a role-play discussion assignment in my online Abnormal Psychology class. I will discuss how I created the assignment, how students reacted to it, and the lessons I have learned.

**Diversity and Motivation: The Visual Arts Administration Course**

*Ilenia Colon Mendoza, University of Central Florida*

The 21st century teaching strategies for my Visual Arts Administration course center in meeting the four conditions of the motivational framework as presented and discussed by M.B. Ginsberg and R.J. Wlodkowski, *Diversity and Motivation*, Second Edition (John Wiley & Sons, 2009). I focus on providing: Inclusion, Attitude, Meaning, and Competence to maximize effective learning and cultural responsive teaching. Active participation, choice, real-world experiences, and authentic performance tasks allow students to enjoy first-hand interactions with art that foster success in the classroom and create long-term impact on their real lives and future careers.

**10:10–11:10 Sessions**

King Palm  
(2<sup>nd</sup> Floor)  
10:10–11:10

**Faculty Focused on Assessment Results to Promote Student Success**

*Ana Cowo and Michelle Jackson, Broward College*

This session focuses on fostering an inclusive and comfortable environment to engage faculty in conversations about analyzing and using assessment results to promote student success and continuous improvement. Through hands-on activities, the participants will be guided through the processes of data analysis and using assessment results. The presenters will share concrete evidence of how an institution used assessment results to create new energy and excitement among faculty for improving teaching and learning.

Queen Palm  
(2<sup>nd</sup> Floor)  
10:10–11:10

### **Teaching Privilege and Oppression: Opening Knapsacks**

*Christine Hanlon, Amanda Koontz Anthony, Anne Bubriski, Wanda Raimundi-Ortiz, and M.C. Santana, University of Central Florida*

As educators who are dedicated to teaching about privilege and oppression, we will offer practical ways for integrating these issues into courses. A variety of ideas will be presented, from techniques for prompting discussions (Santana's "Privilege Talk 101" and Raimundi-Ortiz's "Chuleta" videos) to in-class exercises (Bubriski's modified "Manipulated Monopoly, and Hanlon's modification of the traditional "Privilege Walk") and activities that span a longer period of time during the semester (Anthony's "gender journal" and Santana's "Time Capsule"). The goal is for each participant to leave with a toolbox of ideas for integrating concepts related to privilege and oppression in their courses.

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
10:10–11:10

### **Model United Nations Program: Experiential Learning Process**

*Houman Sadri, University of Central Florida*

In the last decade, the Model United Nations (MUN) program has become a popular learning tool in many universities. This role-playing exercise was established at UCF in 1996. Since then the MUN program has grown, but no official estimate of its impact on the students has been made. Now, it is time to evaluate the nature, impact, and effectiveness of this program as a teaching and learning tool for students.

Blue Palm  
(3<sup>rd</sup> Floor)  
10:10–11:10

### ***"Innovative Approaches to Learning"*** ***(15-minute sharing sessions)***

### **Fusing a Reversed Learning Scheme and Informal Learning Space in an Upper Level Chemistry Course**

*Julie Donnelly, University of Central Florida*

Herein, we present the results of using a reversed learning scheme in an informal learning space combined with a no-test assessment philosophy in an upper-level undergraduate chemistry course. We assess the results of this SoTL on reversed and informal learning scheme and space (SoTL on RAILSS) in terms of student performance and engagement. Our results show high levels of engagement as demonstrated by high attendance and student self-reports. In addition, we compare our students' scores on the American Chemical Society Physical Chemistry Exam with the national averages to show the effect of the no-test philosophy on student understanding of concepts.

## **A New Ecology of Education: Teaching (in) the Anthropocene Symposium Summary**

*Catherine Wilkins and Jeremy Gordon, University of South Florida*

This presentation will summarize the proceedings of the New Ecology of Education Symposium which took place in November 2016 at the University of South Florida. This presentation will speak to the urgency with which we educators must address the challenges of the era in which we live, in a way that is inclusive, interactive, and functional for faculty and students alike. We will share the most salient strategies that emerged from the symposium for incorporating an encounter with the Anthropocene in the classroom. The new geological epoch offers us an opportunity to explore productive, inventive, and critical pedagogies, and this session will present some performative exercises, readings, and activities that can be used by any instructor to do so.

## **Critical Friends Protocol: Building Knowledge Grounded on Collaboration and Reflection**

*Valerie Storey, University of Central Florida*

The Critical Friend is a powerful concept partly due to the inherent tension between a challenging critic and a trusting friend. Originally utilized in the PreK-12 sector in both England and the United States, the application of Critical Friends has expanded across a range of contexts. This presentation describes and operationalizes a critical friendship protocol in a higher education context. Consistent and regular application of Critical Friend protocol can develop and challenge the cognitive ability of graduate students suggesting that the Critical Friend model may be a successful andragogical strategy for developing classroom trust essential for enhancing rich Socratic dialogue.

### **11:20–12:20 Sessions**

Queen Palm  
(2<sup>nd</sup> Floor)  
11:20–12:20

## **Identifying, Developing, and Teaching Student Academic Skills**

*Kim Chambers, Embry-Riddle Aeronautical University*

Center for Teaching and Learning Excellence staff had the unique opportunity of consulting with First Year Programs staff and instructors to develop and implement modules that address student academic development. This process was designed to interject a stronger academic component to the University 101, introduction to the university curriculum. This interactive workshop challenges participants to examine what academic skills and practices they believe would benefit students at their colleges and to begin the development of ways to implement these practices in their curriculum.

King Palm  
(2<sup>nd</sup> Floor)  
11:20–12:20

## **Refracting Reflection: Using Bloom as a Prism to Convert Reflection into Classroom Practices with Intentionality**

*Jennifer Webb, University of South Florida*

"Reflection papers? I teach a serious subject" is a retort we commonly hear when promoting service-learning throughout our campus. But, reflection is an important part of service learning. Indeed, it is often considered the hyphen holding the two actions together. While reflection will always be an important component of community-engaged experiential learning, drawing students attention to the practice of critical reflection via innovative in-class activities ensures that the reflection components are rigorous and employed to hone one's analytical, ethical, or methodological self. In preparation for this workshop, the presenters have identified such practices in both the service-learning and learning-science literature and in the syllabi of our faculty. By examining these sources, we are able to explore practices which encapsulate reflection within some interesting and innovative classroom teaching techniques. The purpose of this workshop is to contribute to provide instructors of service-learning with innovative classroom teaching practices that can complement and enhance service-learning pedagogy and the critical reflection it requires.

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
11:20–12:20

## **"Large Classes and STEM" (15-minute sharing sessions)**

## **Effectively Engaging Students in Large Introductory Accounting Classes**

*Jeff Reinking, University of Central Florida*

Student engagement in large introductory classes (300+ students) can be problematic. The "check-in" is designed to increase both student-to-student and student-to-content engagement in class. The "check-in's" are medium-to-difficult-level multiple-choice questions presented after explaining a topic/problem. Students are given 60 – 120 seconds to work the problem (preferably with their class peers), and they answer through polling technology. This activity is considered an active-learning technique, provides incentive for students to take notes in class, and breaks up the class to allow students to actually participate in their learning during class.

## **The Lecture is Dead. Long Live the Lecture: The Role of Public Speaking Training in Faculty Development**

*Mary Dixon, University of Texas at San Antonio*

Research shows that despite the push away from lecture as a teaching strategy, 50 percent of faculty still rely on extensive lecture as a means of instruction. In STEM fields, the number goes up to 70%. While this represents a significant drop from a decade ago, the reality is that many faculty development programs fail to provide training in effective lecturing that can make classes interesting, engaging, and active. This workshop will present techniques for gaining and keeping interest, organizing information for learning, and actively engaging students. Participants will leave with a set of materials that can be used at their institutions.

## **Discipline-Specific Professional Development for the Widespread Adaptation of Evidence-Based Teaching**

*Erin Saitta, University of Central Florida*

Many academic departments continue to promote a culture of teacher centered practices despite research supporting the use of evidence-based teaching. Currently, there is a gap between existing knowledge and the widespread adoption of these practices in the classroom. How faculty developers and practitioners work to close this gap is an area of great interest, particularly in the STEM fields. This presentation closely examines the role that professional development played in an NSF funded project where Mathematics faculty and GTAs persistently and sustainably applied evidence-based practices in their Calculus courses. An overview of the project's design, implementation, and impact will be discussed.

Blue Palm  
(3<sup>rd</sup> Floor)  
11:20–12:20

***“Deciding When Technology Is Right”***  
*(15-minute sharing sessions)*

## **Swipe Right: Engaging Digital Natives through Mobile Devices in a Co-teaching Environment**

*Michael Cross, Sarah Kiefer, and Kim Macuare, University of South Florida*

The near ubiquitous use of mobile technology among students in higher education presents complex challenges in which teachers must balance the desire to engage digital natives with the risk of diminished learning resulting from distraction. Recent literature on mobile technology in the classroom presents both complex and contradictory results with regards to learning outcomes, activity design, and classroom policies. Here, we present perspective from co-taught courses in which a mobile computing device was required, discuss contexts in which devices are utilized, and provide strategies to minimize distraction and maximize learning.

## **When Objects Dance: Teaching Art History in the Digital Age**

*Margaret Zabo, University of Central Florida*

Art History, as a discipline, is spectacular, relevant, and crucial to a society inundated with images. It is the study of human cultural heritage and it fosters an appreciation of the static object. In the push to teach using technological razzle-dazzle, the inherent value of the discipline can get lost. If students believe one must animate a subject to make it interesting, it can send the message that there is something inherently dull or uninteresting about it. I suggest that while there is a place for technology in teaching, it is not always necessary to make objects dance.

## The Interdisciplinary Digital Video Essay Project: A Reflective and Creative Form of Scholarship for Learning

*Christina Petersen and Nathan Andersen, Eckerd College*

Due to the increasing availability of high quality digital technologies for creating and sharing video online, a new form of creative scholarship has emerged, known as the “video essay.” These popular and scholarly works, which originated in the field of film studies, explore ideas about film and television in a visual and creative format. At Eckerd College we have broadened this initiative across multiple disciplines, encouraging faculty members to assign digital video projects that provide a creative alternative to traditional writing assignments.

### Lunch

Royal Palm  
(8<sup>th</sup> floor)  
12:30–1:20

*Conference Lunch*

### 1:30–2:30 Sessions

Queen Palm  
(2<sup>nd</sup> Floor)  
1:30–2:30

#### Video Games in First Year Writing: Opening the Mind

*Gabrielle Turgeon, University of North Carolina at Charlotte*

Students often write in all manner of digital media without a second thought, yet struggle in an academic setting. This workshop will review research conducted on video games within the classroom, consider the usefulness of video games in the composition classroom to teach rhetorical theory and the concept of discourse communities in consideration of student access, and, finally, present ideas toward successfully implementing video games into the first year composition classroom. The workshop considers how to educate students about personal analysis, discourse communities, the concept of remediation, and how to have an open-mind in an ever changing society.

King Palm  
(2<sup>nd</sup> Floor)  
1:30–2:30

#### Refreshing Online and Blended Teaching through a Faculty Learning Community's Collaboration

*Pamela Haibach, The College at Brockport*

Despite the development of educational technology and increasing demand for online and blended courses, the results of the *Survey of Faculty Attitudes on Technology* (2016) indicate that concerns remain among faculty regarding the role of technology in education. In addition, once faculty members teach online and/or blended courses, what can be done to continuously support them to enhance student learning? The Online Refresh Faculty Learning Community (FLC) offers a collaborative approach for faculty across disciplines, to exchange ideas, practice tools and strategies to refresh teaching, and support each other to enrich experiences for all students in online and/or blended courses.

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
1:30–2:30

### **“Student Success”**

*(15-minute sharing sessions)*

#### **Strategic Planning and the Impact on Teaching and Learning Spaces**

*Don Merritt and Melody Bowdon, University of Central Florida*

The University of Central Florida is formulating specific plans and goals around a new Collective Impact Strategic Plan. The updated strategic plan requires more flexibility in learning space design and support to better accommodate our faculty’s evolving teaching and learning practices. These changes are targeted towards specific student learning outcomes that are part of the Collective Impact plan and are potential drivers of resources and other support for faculty. One specific project discussed in this session is the construction of The Sandbox, an active learning teaching lab meant to foster and support faculty development, improve instructional technology decision-making, and SoTL research.

#### **Undergraduate Program of Assessment of Student Satisfaction**

*Minyoung Lee and Kelly Merrill, Jr., University of Central Florida*

Undergraduate students study in their field for a large amount of time, approximately 4 years or more. Exhaustive and new information is waiting for them to be explored and learned. However, students feel that they are still lost or that they experience self-doubt while studying in their program. Is it entirely the student’s responsibility to resolve this matter? The answer is no. Investigating the role of the undergraduate program can help assess the outcomes a student expects to receive from the years of studying. Our research investigates what undergraduate students are getting out of their respective programs.

Blue Palm  
(3<sup>rd</sup> Floor)  
1:30–2:30

### **“Instructional Technology”**

*(15-minute sharing sessions)*

#### **Internationalize the Curriculum Through “Online Abroad” Activities**

*Wendy Howard, University of Central Florida*

With increased pressure to internationalize the curriculum and limitations on access to traditional study abroad programs, educators are forced to think out of the box to help their students develop global and intercultural competencies. Technology can now provide students access to live, interactive study abroad activities without leaving home or the classroom. Come see a demo of multiple case studies and brief review of evaluation research followed by a discussion of how this model may be adapted to multiple learning contexts.

## **Modifying the Teaching Squares Model for a Collaborative Workshop**

*Amanda Wolcott and Todd McMabon, University of Central Florida*

This presentation will cover a collaboration between two faculty support offices derived from challenges related to teaching and technology. The result is a workshop on the proper use of technology and pedagogy, which uses tenets from the Teaching Squares model, but has been modified to the time frame of a typical workshop. Based on faculty feedback, the modified workshop includes: 1) brainstorming, creating, and getting feedback, and 2) completing drafts of an activity, assignment, or in this case, a video. The workshop also provides a space for interdisciplinary work and collaboration with peers.

## **Serving Information Literacy on Any Platform: Engaging Students with Video on Their Terms**

*Stephanie Jacobs, University of South Florida*

As an instructional design librarian, I create dynamic digital learning objects such as videos and modules that are used in classes, library guides, and on their own. This presentation will illuminate how I create bite-sized learning in a style and cadence that engages students and speaks to their need for quick, concise information. I will discuss methodologies for conceiving and creating instructional videos, touch on the pedagogy behind information literacy instruction, and the pedagogies I employ as an instructor. My presentation will also cover opportunities and entry points for instructors to incorporate instructional video and instruction modules into their classrooms.

### **2:40–3:40 Sessions**

King Palm  
(2<sup>nd</sup> Floor)  
2:40–3:40

## **Creating a “Safe” Classroom in the 21st Century**

*Debbie Brown, Southeastern University*

“Safe spaces” and “trigger warnings” are terms that have received a lot of press lately. While the concepts are not new, recent political tension and sensational reporting are marring their meanings. This session will define safe spaces, discuss measurable benefits associated with them, and offer tangible techniques to incorporate these concepts into your own classroom.

Queen Palm  
(2<sup>nd</sup> Floor)  
2:40–3:40

## **Translating Midterm Student Feedback into Improved Student Evaluations and Learning**

*Douglas Holton, Hajara Mahmood, and Kathryn Cunningham, Embry-Riddle Aeronautical University*

A Midterm Student Feedback survey involves an instructor or outsider asking students for comments and suggestions for improving a course in the middle of the semester rather than at the end. Research studies have shown how to conduct this service such that it may improve both student ratings and student learning. In this workshop, participants will learn how to design and implement their own Midterm Student Feedback survey. Then we’ll share and discuss the most common student survey comments and how to translate each of them into specific strategies for improving student evaluations and learning.

Canary Palm  
(3<sup>rd</sup> Floor)  
2:40–3:40

**“Independent, Extra-Curricular, and Co-Curricular Activities”**  
(15-minute sharing sessions)

**Teaching for Equity: The Impact of Socioeconomic Status on Service Learning Outcomes**

*Cara Kozma, High Point University*

A substantial body of scholarship has documented the positive educational outcomes of high-impact practices in general, and service learning, in particular. This presentation will share the results of a survey of service learning students, which shows that middle income students reported more modest gains than upper and lower income students. The highest gains came among upper-middle and upper income students. The study raises many questions about the importance of students’ socioeconomic context and whether service learning and other high-impact practices actually promote equity in student learning outcomes.

**Structured Internships: Bridging the Gap from School to Professional Life**

*Mike Tracy, Florida Southern College*

Internships have become increasingly important in business education. Colleges and employers see them as a strong link to ensure that students are properly prepared for the transition from academia to a business setting. Internships impact students’ business skill sets and self-confidence, providing an effective bridge to a profession. Following a structured and easy-to-implement approach to business internships is highly effective in generating positive outcomes for students and employers alike.

**Hands-on Study: Inspiring Graduate Students to Engage in Solving Real-World Machine Learning Problems**

*Hsin-Hsiung Huang, University of Central Florida*

In the presentation, I will share my experience of inspiring and supervising graduate students for taking my independent study course or participating in data analytics competitions. I first introduced my current research to the students and encouraged them to participate in data analytics competitions. Some of them chose to engage in Kaggle’s or SAS data competition, while others took my independent study course. I will illustrate how they did and demonstrate the results.

Blue Palm  
(3<sup>rd</sup> Floor)  
2:40–3:40

**“Online Course Design”**  
*(15-minute sharing sessions)*

**Learning as Doing: What Are Students Doing in Online Writing Courses?**

*Emily Proulx, University of Central Florida*

This presentation discusses the learning practices of students in online writing courses. In order to identify these moments of learning, this presentation showcases results from both secondary and primary research methodology including screen capture software, interviews, and activity logs. This study identifies the practices of online writing students through both the student’s own perspective and a thoroughly coded analysis, in order to offer pedagogical suggestions to help improve online writing courses.

**Be an Online Pioneer: Leveraging Advanced Resources to Promote Innovation in Online Course Delivery**

*Sue Bauer and Kathleen Bastedo, University of Central Florida*

Join instructional designers from the University of Central Florida as they share professional development techniques for implementing innovative strategies and resources into faculty development. These techniques include current trends in online teaching such as available departmental services (e.g., adaptive learning, video, graphics, gamification, research, mobile course readiness, eTextbooks content possibilities and LMS support), campus resources (e.g., Library, Faculty Center for Teaching and Learning, and Faculty Multimedia Center), and open educational resources. This session will highlight how to share and implement available resources without overwhelming new and existing online faculty.

**Teaching Interdisciplinary Problem-Solving Through Digital Technology**

*Susan Jardaneh, University of Central Florida*

We argue that it is possible to emphasize conventional and innovative learning through integrating traditional academic writing and research with interdisciplinary concepts and approaches in the digital classroom. In the IDS Cornerstone course, students identify and analyze published research with regard to previously discussed interdisciplinary concepts and theories. In the Capstone course, students select a complex “real-world” problem relevant to their areas of study, and, develop an integrative framework for addressing this problem. Projects are showcased through digital stories created by students. Students who engage a complex problem relevant both to their areas of study and interests produce quality projects.

## 3:50–4:50 Sessions

Queen Palm  
(2<sup>nd</sup> Floor)  
3:50–4:50

### **Getting OnRamp with UCF Online**

*Beth Nettles and Bren Bedford, University of Central Florida*

UCF Online, the fully online program at the University of Central Florida, launched in Fall 2016. Prospective students (Florida state college transfer students) may take the online course, OnRamp, to explore UCF Online. The course developers will share about the development of the OnRamp Webcourse@UCF and where it is heading forward.

King Palm  
(2<sup>nd</sup> Floor)  
3:50–4:50

### **From Theory to Practice: Simulation Education**

*Jose Barboza, Gwendolyn Wantuch, and Kamila Dell, University of South Florida*

Rationale: Simulation bridges the classroom to a profession through hands-on activities mimicking real-life scenarios. Simulation-based education provides multiple benefits, including providing customizable experiences for different skill levels, the opportunity for students to make mistakes and learn from them in a structured format, recreate experiences for purpose of improvement, and provide structured feedback.

Blue Palm  
(3<sup>rd</sup> Floor)  
3:50–4:50

### **“Online Pedagogy” (15-minute sharing sessions)**

### **Using the Community of Inquiry Framework in an Online Course to Teach Students to Solve a Communication Task**

*Steffen Guenzel, University of Central Florida*

Online learning has grown as a mode of teaching over the past decade. The Community of Inquiry (CoI) framework served as impetus for the re-design of an online course for professional writing and as a way to assess the effectiveness of the re-design. The presenter reports on their analysis of the course re-design using the CoI framework for evidence of social, cognitive and teaching presence.

### **Rethinking and Retooling Teaching in Online Courses: Two Case Studies**

*Anne Anderson, Patti Cooksey, Sergei Novikov, and Amanda Hagood, Eckerd College*

Teaching online involves more than just uploading content, it requires a rethinking of assumptions about how we create a community of learning and a responsive retooling of teaching skills. Two instructors in an adult liberal arts college program working with a facilitator to re-imagine teaching their courses online—one for the first time and one revamping a course—overcame obstacles and discovered unexpected benefits. The facilitator captured in-the-moment thoughts, comments, and insights in field notes, and one instructor provided reflective notes throughout the process. Before-and-after screen shots of the Moodle portals document the changes made.

## Increasing Student Engagement through Gamification

*Phil Gaiser, University of South Florida*

Gamification is the use of game design elements in non-game contexts. This term has gained popularity over the past few years, and while many can see its value in increasing student engagement, it's often too difficult or expensive to implement. In this session, attendees will be shown visual data and common misconceptions about gamification. They will test their knowledge and see how the gaming approach has been put in place in USF online courses—using elements like interactivity, player control, and progression. Finally, attendees will learn how to use these approaches in their own practice, and discover that gamification can be much more than PBL (points, badges and leaderboards).

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)  
3:50–4:50

**“Community”**  
(15-minute sharing sessions)

## Experiential Learning: An Integrative Process to Foster Appreciation of Nursing Research

*Carrie Hall, Christy Skelly, Carrie Risher, and Beverley Brown, Florida Southern College*

Students often identify the value of research within practice but find it difficult to conceptualize. In an effort to bridge this gap, nursing faculty at FSC actively worked with senior community health nursing students in the development and delivery of a community educational event to increase female undergraduate college students' knowledge of women's reproductive health. The event included a student developed and delivered poster presentation, coupled with an IRB approved descriptive research study to evaluate pre/posttest knowledge. Students and faculty worked together in all aspects of the study implementation including: recruitment, consenting, delivery of the intervention, and testing.

## Exploring Cohort-Based Delivery of Educational Programs in the State of Florida

*Lou Sabina, Patrick Coggins, Chris Colwell, Glen Epley, Rajni Shankar-Brown, and Debra Touchton, Stetson University*

This 15-minute presentation will discuss the model currently employed by Stetson University to deliver cohort-based delivery of their Master's Degree in Educational Leadership. Participating faculty will discuss the strengths, weaknesses, challenges, and opportunities for growth in county-based delivery of educational leadership courses. While our subject area is educational leadership, our intention is to provide information regarding the model, which could easily be customized across other dimensions of education, including teacher preparation, curriculum and instruction, educational technology, ESOL, or reading and literacy education.

**Engaging and Empowering Campus and Community in Course Revision***Brenda Thomas, Florida Gulf Coast University*

The FGCU University Colloquium is a required interdisciplinary sustainability course designed to develop students' ecological perspective and sense of place. As sustainability theory and praxis have expanded and evolved, so has the need for course revisions. Challenges include how to revise the course authentically: maintaining high-impact practices, increasing relevancy, and addressing pressing sustainability concerns. The voices of multiple constituents came together at a Sustainability Chautauqua to discuss the revisions. FGCU faculty, staff, and community partners discussed sustainability priorities in southwest Florida, strengthened partnerships between FGCU and the community, and connected these conversations and partnerships back to the curriculum.

King Palm  
(2<sup>nd</sup> Floor)  
5:00–5:30

*Anchor Session*

5:30

*Adjourn*