



# Sunshine State

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

2018

ST. PETE BEACH, FL

# WEDNESDAY, JANUARY 31

King Foyer  
(2<sup>nd</sup> Floor)  
12:00

## Registration

### 1:00–2:00 Concurrent Sessions

Canary and  
Sabal Palm  
(3<sup>rd</sup> Floor)

## **Incorporating Organic Chemistry Research into Undergraduate Instruction via the Scientific Literature Project**

**Kimberly Fields**, *University of South Florida*

During undergraduate organic chemistry I and II, research illustrations build up to a course capstone. The scientific literature project requires the identification of real-world organic research connections beyond their existing experiences. Students explore an assigned journal through the library interface to identify an article of their choice containing a familiar reaction step. Students use both their critical thinking skills to analyze the mechanism of reaction and written communication skills to explain it. Different explicit objectives are addressed depending on whether they are in organic chemistry I or II. Rubric-guided peer-critiqued evaluation feedback occurs prior to the final summative assessment.

## **Active Learning: Preparing the Engineering Student for Success**

**Ricardo Zaurin**, *University of Central Florida*

Teaching and learning engineering is a challenging task that usually involves large size classes, especially for introductory engineering courses. Engineering education researchers are increasingly emphasizing that a traditional lecture-based learning environment does not adequately prepare students to succeed in the collaborative and challenging environment existing in engineering careers. This research was conducted in the University of Central Florida (UCF) and presents some very promising results of incorporating active learning in a large-size introductory engineering course called Engineering Analysis-Statics (EGN 3310).

King Palm  
(2<sup>nd</sup> Floor)

## **GIFs, Twitter, Docs, Oh My! Eliciting Unheard Voices with Technology**

**Emma Bjorngard-Basayne**, *University of Connecticut*

**Kristi Kaepfel**, *University of Connecticut*

As instructors striving for democratic classrooms, we are concerned with the limitations of traditional classroom discussions to elicit a wide range of voices and provide equitable opportunities for students of diverse backgrounds to demonstrate their thinking and learning. We also believe that there is an opportunity to use everyday social media and technology to create more naturalistic, authentic means of communication in class. Participants will learn how to use technology (Google Docs, Twitter, memes/gifs) to facilitate engaging activities that draw out a variety of voices that may usually go unheard.

## **Getting to Know Each Other: Using Technology to Promote Student Collaboration and Learning in the Classroom**

**David Perdian**, *Broward College*

Technology in the classroom, whether it is traditional clickers or mobile devices, can be used to effectively engage students in classes of any sizes. It can also be used as a tool to facilitate formative assessments that provide both the instructor and student feedback on the learning process. Many of these same technologies, when used in conjunction with collaborative learning activities, allow students to work with one another in the classroom and share the information they create or discuss with the instructor. As the students work together in the classroom they start to get connected to each other, and get to know each other. Students feeling connected to the classroom ultimately leads to higher student success rates and increased retention.

Queen Palm  
(2<sup>nd</sup> Floor)

## **STEM Professor Perspectives on Their International Undergraduates**

**Barbara Abendschein**, *Embry-Riddle Aeronautical University*

International students bring different world views, writing traditions and linguistic competency to college STEM classrooms. The mix of native and non-native English speakers and writers can be expected to complicate instruction. This study gives voice to STEM teachers revealing challenges, expectations, and appreciative beliefs about their international students.

## **Academic Relationships: It's Complicated**

**Allison Stack**, *University of Central Florida*

**Nikolas Gardiakos**, *University of Central Florida*

**Allison Pinkerton**, *University of Central Florida*

Teaching in a society saturated with powerful social and political discourse can pose a number of challenges for educators and students alike. This panel presentation proposes that navigating this charged rhetoric is not something to be avoided but to be embraced through curricular elements, regardless of field of or discipline. Panelists discuss research on writing and identity along with sample class assignments and activities, which will be followed by a Q&A session.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

## **Increasing Student Success by Balancing Students' Academic Load through Personalized Course Recommendations**

**Prateek Basavaraj**, *University of Central Florida*

**Ivan Garibay**, *University of Central Florida*

Higher education institutions must understand students' goal orientations, professional and extracurricular load to guide them in selecting suitable courses and the number of courses to take so that they are successful. We propose a system to increase student success by a recommending a suitable number of courses based on their goal orientations, an overall load which includes professional and extracurricular activities. We analyzed data to create course recommendations based on goal orientations and professional and extracurricular load. The initial results show that recommendations may help students to actively choose the right set of courses and succeed.

## Virtual Job Interviews in the Classroom: Preparing the Student for Success

**Iryna Malendevych**, *University of Central Florida*

**Abby Milton**, *University of Central Florida*

In response to Florida Governor Scott's challenge on higher education, updated university mandates, and the stronger need to develop students' skills set, an identified area was to prepare students for success in obtaining employment post-graduation. To attain this objective, a meaningful job interview experience accessible and available to students at any time was created. The presentation will demonstrate how to create a custom-made interview session using Optimal Interview customizable platform, various classroom mode uses, and benefits of it to students, reviewers and instructors.

### 2:15–3:15 Concurrent Sessions

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)

#### **Incorporating Learning Assistants in Gateway Courses**

**Leanne Wells**, *Florida International University*

Gateway courses establish the foundations for student success in college. Undergraduate Learning Assistants (LAs) provide students in these critical courses with mentorship and academic support that improve the learning experiences and increase students' likelihood of success. We present practical steps that will help you use LAs to develop learning communities and support active learning environments. Included in the discussion are ways to make the most of weekly planning sessions; build a culture of empathy among LAs and students; identify special needs of Gateway course learners and guide LAs in addressing those needs; and engage students and LAs in meaningful discourse.

King Palm  
(2<sup>nd</sup> Floor)

#### **Examining the Use of Group Messaging in Cohort Educational Leadership Programs**

**Lou L. Sabina**, *Stetson University*

**Anna Peters**, *University of Central Florida*

**Joe Huston**, *Seminole State College of Florida*

**Kiara L. Sabina**, *Seminole State College of Florida*

With many education programs moving toward popular cohort models for instructional delivery, our research presentation explores some of the options available for group messaging and chatting, which can be used by students participating in a cohort model. This paper/presentation explores different messaging options under the lens of social networking theory and provides options for professors and practitioners to implement in their programs.

Queen Palm  
(2<sup>nd</sup> Floor)

### **Implementation of Team-Based Learning: Pitfalls and Triumphs**

**Tamra Legron-Rodriguez**, *University of Central Florida*

This presentation outlines the implementation of team-based learning into a senior level forensic science lecture-laboratory course. A flipped model was employed whereby course content was delivered online through a combination of videos and reading, thereby allowing class time for team projects and activities. “Learn before lecture” assignments were incorporated to encourage students to complete the reading and videos before class. Weekly readiness assessments (team and individual), spaced practice strategies, and biweekly tests were also incorporated into the course. Team learning, while not without challenges, has been shown to have tremendous advantages.

### **The Effectiveness of Peer Assessment and a Proposal for Its Analysis Using Game Theory**

**Gene Klein**, *Keiser University*

A close look at the educational literature reveals both negative perceptions among peer assessment participants and evidence that peer assessment may not as effective as generally thought. An analysis of peer assessment using game theory is proposed and examined. This examination helps to explain the aforementioned lack of effectiveness and negative perceptions. The resulting model suggests interventions that may mitigate these negative perceptions and lead to an increase in peer assessment effectiveness.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **Teaching for Critical Thinking in the College Classroom**

**William Reynolds**, *Florida Gulf Coast University*

Although educators agree that improving students’ critical thinking skills is a major goal of education, evidence of success in producing critical thinkers is limited. In this workshop participants will learn a framework for teaching for critical thinking, and they will practice evidence-based strategies that are directly applicable in their classrooms. Particular emphasis will be placed on the role that hunting for assumptions plays in critical thinking. The facilitator will model discussion techniques for stimulating critical thinking, and participants will practice them in small groups. In addition, participants will reflect on authentic approaches to assessing for critical thinking.

## **3:30–4:30 Concurrent Sessions**

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)

### **Full STEAM Ahead: A CTL Initiative That Lead to State Funded Research**

**Annmarie Kent-Willette**, *Jacksonville University*

**Gretchen Bielmyer-Fraser**, *Jacksonville University*

**Melinda Simmons**, *Jacksonville University*

This session focuses on a case study and best practices surrounding two successful STEAM interdisciplinary research projects. The collaboration was fostered through events at the campus CTL developing into a two year research agenda. The presenters will discuss how the collaboration lead to grant applications and ultimately secured funding, successfully incorporated service learning, and managed teaching across very different disciplines.

**Full STEAM Ahead: Using Science & the Arts to Explore Great Human Questions in a Team-Taught Course**

Catherine Wilkins, *University of South Florida*

Rozalind Jester, *Florida Southwestern State College*

Sarah Lublink, *Florida Southwestern State College*

This presentation will explore the journey of three faculty members from differing disciplines – Humanities, Marine Science, and Philosophy – who developed a team-taught course exploring pressing questions and global issues through the lenses of their various fields. Creative assignments and service learning initiatives also contributed to students' understanding of topics such as "The Meaning of Life," "Sex, Gender, and the Body," and "Freedom and Responsibility: Individuals in Communities." We'll seek to demonstrate the benefits of a STEAM-inspired curriculum, explore the place of interdisciplinary courses in General Education, and assist other faculty members in managing the pragmatics of team-teaching across departmental boundaries.

King Palm  
(2<sup>nd</sup> Floor)

**Your Virtual Personal Assistant: Accessibility Checker**

Amy Clark, *St. Petersburg College*

Accessibility is a common buzzword at colleges and universities across the nation. As institutions increasingly rely on technologies to design, deliver, and facilitate their courses, accessibility is a concern that cannot be ignored. Is your content accessible to all? In this session, participants will learn how the Accessibility Checker tools in Microsoft Word, PowerPoint and Excel can help you create universally accessible content.

**ADA: Changing the Conversation for Change**

Susan Colaric, *St. Petersburg College*

College student diversity has increased in recent decades, most noticeably in the enrollment of students with disabilities. Nationally students with disabilities represent approximately 9% of the total post-secondary population. In Florida, 28% of students with disabilities exiting secondary school in 2012-13 and 2014-15 enrolled in higher education. College and university faculty attitudes and practices naturally contribute to the success or failures of these students. As with many social issues, faculty attitudes can be guided using a number of lenses or perspectives. This presentation will provide a way to approach the topic from four perspectives: legal, economic, learning success, and civil rights.

Queen Palm  
(2<sup>nd</sup> Floor)

**"Florida Topics" Unconference: General Education**

**5:00 Adjourn**

*Dinner on Your Own*

# THURSDAY, FEBRUARY 1

King Palm *Breakfast Buffet*  
(2<sup>nd</sup> Floor)  
7:45–8:45

## 9:00–10:00 Concurrent Sessions

Mediterranean **UCF-Hillcrest Foreign Language Program: Co-Curricular Opportunities for Students in a Real-World Setting**  
Palm

(2<sup>nd</sup> Floor)

**Anne Prucha**, *University of Central Florida*

**Marie Léticée**, *University of Central Florida*

**Amelia Lyons**, *University of Central Florida*

**Kacie Tartt**, *University of Central Florida*

This presentation will address the successes and challenges of a new program that offers university students the opportunity to use classroom-acquired skills in a community-based program, primarily but not exclusively, Spanish and French language skills. We will introduce the initiative we created at UCF in 2015 and reflect on our progress. Approximately 45 UCF students, 150 elementary students, and 15 UCF and elementary school faculty have participated. It will showcase the symbiotic relationship among the stakeholders, outline best practices for a community-based project, describe how it leads to post-graduation opportunities, and impacts students' future professional and civic lives.

**Connecting Communities: Teaching Service-Learning in Online Courses**

**Leandra Preston-Sidler**, *University of Central Florida*

**Maria Cristina Santana**, *University of Central Florida*

**Anne Bubriski**, *University of Central Florida*

This presentation focuses on strategies to provide meaningful service-learning experiences for both students and faculty in online courses. We discuss benefits and challenges of service-learning in online courses, provide specific assignment samples, project examples and outcomes, and share strategies for establishing effective community partnerships in various locations (including online). We hope to encourage those who might be hesitant about implementing SL in online courses, as well as incite discussion and gain feedback from others who have experience with service-learning in traditional and non-traditional classroom settings.

King Palm  
(2<sup>nd</sup> Floor)

## **Applications of a Virtual-Reality Empathy Training Simulation in Fields beyond Medicine**

**William Dorner**, *University of Central Florida*

**Emily Hensley**, *University of Central Florida*

In this session, presenters from the University of Central Florida's Karen L. Smith Faculty Center for Teaching and Learning will demo a virtual reality simulation, *The Alfred Lab* by Embodied Labs, that has previously been employed for use as an empathy training tool for medical students and discuss applications for the simulation beyond the medical school.

## **Using Virtual Reality to Reach Learning Objectives**

**Tina Calandrino**, *University of Central Florida*

Virtual Reality can now be an enhancement to your course. Learn about fun new programs aimed at teaching competencies and learning objectives in interactive ways with a variety of virtual programs. From Science projects to swimming with whales to standing in front of the Mona Lisa at the Louvre, this presentation will match the best VR programs to education fields.

Canary and  
Sabal Palm  
(3<sup>rd</sup> Floor)

## **Applying Cognitive Development Theory to Student Academic Work**

**Kim Chambers**, *Embry-Riddle Aeronautical University*

This interactive session briefly examines college student development theory as it applies to college student thinking and learning. We will focus on William Perry's stages of cognitive development where students pass through predictable stages of intellectual growth from dualist to relativist epistemologies. Participants will apply Perry's model for how college students understand knowledge and reason to the students with whom they work. We will develop "plus one" interventions designed to move students along Perry's developmental stages then share these interventions during the workshop.

## **Academic Early Intervention Strategies for Enhancing Student Performance and Engagement**

**Joe Huston**, *Seminole State College*

**Kiara L. Sabina**, *Seminole State College*

**Lisa Valentino**, *Seminole State College*

As a renewed sense of accountability emerges across all of higher education, student performance outcomes continue to be increasingly scrutinized within our colleges and universities. This research presentation uses self-determination theory to examine the efficacy of academic early intervention strategies for re-engaging undergraduate, general education students who are experiencing challenges in their coursework. This presentation examines a dialogic approach (academic success coaching) to supporting students and offers strategies and techniques for faculty and practitioners to integrate success coaching and early intervention initiatives into their courses and programs.

**10:15–11:15 Keynote Session**King Palm  
(2<sup>nd</sup> Floor)**Design for the Mind: Strategies from the Psychology of Learning****Michelle Miller**, *Northern Arizona University*

Attention, memory, and higher thought processes are three aspects of the mind that are particularly critical to learning, and are areas where instructional technology can be the most helpful. In this talk, Dr. Michelle Miller will explore principles connected to these three aspects of the mind, emphasizing the unique advantages that technology offers as we strive to use these principles in our teaching.

**11:30–12:30 Concurrent Sessions**Mediterranean  
Palm  
(2<sup>nd</sup> Floor)**Facilitating Faculty Development to Promote Self-Directed Learning****Amanda Wolcott**, *University of Central Florida***Eric Main**, *University of Central Florida*

In the U. S., only 63% of college students complete their degree, making it critical for universities to explore interventions that encourage student success. The foundational learning activity for college success is studying. However, several studies reveal that students lack effective study habits, especially regarding the quality and quantity of time-on-task. We will share a model of faculty development that tackles this challenge through course and assignment revisions that promote self-directed learning, metacognition, and generally improving students' learning approaches.

**Coming Back From the Storm: Strategies for Increasing Student Success After a Crisis Situation****Hilary Parmentier**, *Florida Keys Community College***Sharon Farrell**, *Florida Keys Community College***Melissa Nicholas**, *Florida Keys Community College*

Many faculty members are faced with different challenges from changing technology and curriculum to updating state guidelines. Faculty members have also been faced with crisis situations this year. Such situations include school shootings, riots, wildfires, and hurricanes. Schools and faculty members often find themselves at the forefront of beginning the rebuilding and healing process. This presentation will discuss the techniques faculty members have utilized after such crisis situations. It will focus on what the faculty at Florida Keys Community College did to help bring the community back together and help students to meet success after Hurricanes Wilma and Irma.

Queen Palm  
(2<sup>nd</sup> Floor)**Focus, Remember, Think: Activities and Resources for the Cognitively Optimized Classroom****Michelle Miller**, *Northern Arizona University*

In this structured small-groups discussion, we will revisit concepts presented in the keynote and engage in demonstrations that further illustrate those concepts. Participants will have the opportunity to share activities, approaches and resources that they have found useful in their own teaching, and to reflect on how they might apply concepts from the keynote to promote learning.

Canary and  
Sabal Palm  
(3<sup>rd</sup> Floor)

### **Applying Strategies for Non-Traditional Learners for Traditional Students**

**Alaina Tackitt**, *Eckerd College*

**Anne Geroux**, *Eckerd College*

**Margret Skaftadottir**, *Eckerd College*

**Amy Apicerno**, *Eckerd College*

Our panel will focus on translating techniques practiced with non-traditional students across registration, academic resources, student services, and instruction to residential students. As faculty and administrators, we will discuss our experiences shifting techniques geared towards non-traditional learners to traditional learners in order to optimize student success.

### **Staying Mindful: How Mindfulness Training Can Lead to Student Success**

**Gianna Nicholas**, *University of South Florida*

High stress can hinder a student's success. With colleges and universities seeing an increase in the number of students experiencing anxiety and high stress levels, this session will focus on how faculty members can practice mindfulness techniques with students, while helping them to stay focused in the present moment. Participants will walk away with an overview of research, what it means to be "mindful," and an understanding of how it can be applied to the classroom experience. Attendees will leave with a handout of resources, strategies for implementation, and specific mindfulness techniques.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **Getting Social Media**

**Dee Thornton**, *Jacksonville University*

**Anmarie Kent-Willette**, *Jacksonville University*

Social Media is much more than child's play. In this session you'll learn effective social media strategies to develop and manage your online presence and brand. Explore the benefits and possibilities of incorporating social media into your classroom and research agenda.

### **Creating a Social Media Persona for Professors**

**Kimberly Voss**, *University of Central Florida*

This presentation will address how professors can create a social media persona - without having to friend students on Facebook. The emphasis is about an authentic connection with students while still remaining professional. Platforms such as Pinterest, Twitter, Instagram, and LinkedIn will be addressed. The session will conclude with specific examples and best practices. There will be an emphasis for those teaching fully online classes

**12:30–1:30 Lunch**King Palm  
(2<sup>nd</sup> floor)**Conference Lunch**

Welcoming remarks by **Kevin Yee**, Assistant Dean of Undergraduate Studies and Director of the Academy of Teaching and Learning Excellence, University of South Florida; **Melody Bowdon**, Associate Dean of the College of Undergraduate Studies and Executive Director of the Faculty Center for Teaching and Learning, University of Central Florida; and **Elizabeth Dooley**, Vice Provost of Teaching and Learning and Dean of the College of Undergraduate Studies, University of Central Florida

**1:45–2:45 Concurrent Sessions**Mediterranean  
Palm  
(2<sup>nd</sup> Floor)**Rethinking Civic Education for the High School and College Classroom****Zachary Baumann**, *Florida Southern College***Bruce Anderson**, *Florida Southern College***Lisa Carter**, *Florida Southern College***Kelly McHugh**, *Florida Southern College*

While concerns about American's lack of civic knowledge are not new, it has recently become associated with a decline in the teaching of government in high schools and colleges. Attempting to address some of the concerns, we develop a new civic education program that incorporates both academics and practitioners and relies on both primary texts and examples from current political debates. This paper reports the results of a pilot class run during the fall 2017 semester with both high school and college students, examining its efficacy and future direction.

**Learning Through Engagement: Creating a Meaningful Service-Learning Experience****Iryna Malendevych**, *University of Central Florida*

Service learning allows students to connect theoretical knowledge gained in class with the practical involvement with the community partners. Service learning also affords students a chance to integrate their classroom experiences with extra-curricular activities, such as learning about themselves and others, exploring their values, passions, and career interests, developing and practicing effective leadership skills, practicing effective communication, acquiring new skills, resolving conflicts, dealing with unexpected last minute issues, and networking with professionals. All of these activities were evident in the classroom project that the students of the Victims and Criminal Justice System completed in the past semester. A discussion on individual service learning projects versus one large scope project for all, partnership with the organization/agency for the project, and benefits to students will be discussed during the presentation.

King Palm  
(2<sup>nd</sup> Floor)

### **Personalized Adaptive Learning at the University of Central Florida**

**Corrinne Stull**, *University of Central Florida*

**Jessica Tojo**, *University of Central Florida*

UCF is strategically implementing adaptive learning to improve student success in face-to-face, blended, and fully online courses. For example, large-enrollment courses are using adaptive technologies to engage students in online environments and support active learning. UCF instructors in specific disciplines are using adaptive learning systems such as Realizeit, ALEKS and LearnSmart from McGraw-Hill, and MyLabs from Pearson. The Center for Distributed Learning (CDL) is committed to providing pedagogical and technical resources to assist faculty in successfully integrating adaptive systems. Attendees of this session will learn about adaptive technology and strategies, as well as UCF's PAL6000 faculty development course/offering.

### **ETeacherFolio: Online Portfolio for Pre-service Teachers**

**Lauri Lott**, *Valencia College*

Digital portfolios are beneficial to pre-service teachers as a reflective, presentation and effective grading tool. Research was conducted to determine the effectiveness of digital portfolio instructions being offered via video or written instructions, to determine an appropriate online platform to house student's work and to align with recognized teaching standards. Pre-service teachers were required to create an online digital portfolio (eTeacherFolio) in several introductory teacher education courses; assignments required to meet the course outcomes were designed to allow students to add digitally to their eTeacherFolio. Pre-service teachers reflected on required assignments making sure their work was professional and met standards.

Queen Palm  
(2<sup>nd</sup> Floor)

### **Going Down the Rabbit Hole: Using Active Learning to Help Students Succeed and Instructors Grow**

**Ana Leon**, *University of Central Florida*

Promoting student success requires faculty members adopt active learning strategies helpful in developing creative ways to engage students. This is especially true in those courses that have 'dry' content and previously relied on traditional lectures. This session will discuss how the instructor moved out of her comfort zone in an undergraduate research course and implemented new teaching and learning strategies that promoted student and instructor growth. The workshop will include some results from a student survey that examined whether students perceived the new active learning strategies helpful in their learning research content.

**Getting the Most Out of Multiple Choice Questions**Kamila Dell, *University of South Florida*Gwendolyn Wantuch, *University of South Florida*

Writing high quality multiple choice questions (MCQ) can be time consuming and difficult. Often, higher education instructors lack training in the effective writing of MCQ. The purpose of this workshop is to provide guidance for creating high quality multiple choice questions which accurately assess learning objectives. Through active learning, this workshop will define when and where to utilize MCQ for assessment purposes, introduce a tool to help align MCQ with lecture and course objectives, discuss levels of learning and how to create questions that test appropriate cognitive levels, and evaluate the best practices of writing MCQ.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

**Goal Setting and Mindfulness in the College Classroom**Heather Olson, *Florida SouthWestern State College*

This presentation is based on research conducted in a first-year experience student success course and demonstrates how to use goal setting and mindfulness in the college classroom to increase student self-efficacy. Attendees will practice and learn mindfulness strategies that can be utilized to foster student focus, as a precursor to goal setting. The goal setting framework that will be demonstrated can be applied across disciplines to scaffold assignments in a manner that encourages students to prioritize, practice effective time management, and to utilize campus academic resources.

**Contemplative Pedagogy and Peer Review: Making Peer Review a Mindful Practice**Brandy Dieterle, *University of Central Florida*

This session will discuss a pilot peer review activity that engages in contemplative pedagogy practices, specifically focused attention meditation practices and deep listening, to encourage students to develop a keen awareness of the work they have prepared for peer review by examining their own thoughts, emotions, and reactions to their work. Further, I will discuss student reactions to engaging in a guided mindful peer review activity in comparison to previous peer review activities they have engaged in.

Canary and  
Sabal Palm  
(3<sup>rd</sup> Floor)

**Top 10 Things to Consider in Promoting Students Success in STEM Fields**Ruthmae Sears, *University of South Florida*Gerry Meisels, *University of South Florida*

In this presentation, we will describe ten (10) things to consider in promoting students' success from STEM Fields. Particularly, we will attend to the following: Having a clear vision, advising offered to students, using evidence based instruction, having administrative support, facilitating professional development of faculty, allocating sufficient time to monitor growth, the need to embrace diversity and promote equity, establishing and maintaining high standards, clarifying roles and responsibilities, and using data to inform future practices. We will provide practical strategies and examples to support claims made, based on the lessons learned from the USF- STEER grant funded initiatives.

## 3:00–4:00 Concurrent Sessions

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)

### **Teaching Empathy and Justice in a World of Privilege**

**Amanda Hagood**, *Eckerd College*

**Dawn Shedden**, *Eckerd College*

**Kat Robinson**, *Eckerd College*

**Ashley Scheu**, *Eckerd College*

In fields from neuroscience to multicultural education, empathy has recently emerged as a key component in how human beings understand and transform their relationships to the world. Classroom activities that foster empathy help students see beyond their situated values and identities, while connecting ethical theory to the complexity of human experience and providing insight on “real world” issues. This presentation will explore several methods for creating empathy in the classroom developed by four faculty members teaching a general education course centered around the concept of justice. These activities have applications for a variety of different courses and fields.

King Palm  
(2<sup>nd</sup> Floor)

### **Pump your Presentation: Take Your Lectures, Course Materials, and Presentations to the Next Level by Using PowerPoint as a Photo Editor**

**Stephanie Jacobs**, *University of South Florida*

In this session, we will cover several different methods for editing photos just using PowerPoint—you’d be surprised what it can do! These tricks and tips to make your presentations more dynamic & memorable include ways to crop photos, remove backgrounds from photos, turn photos transparent, play with selective color spotlight, make a photo cube, and more. This session will also delve into the ways in which creative visuals can support learning and decrease cognitive load for students, methods for finding quality free-to-use images online, as well as exploring and using Creative Commons and best practice tips for use and attribution.

### **How and Why Does Food Matter? Supporting Student Explanatory Thinking**

**Lisa Kenyon**, *Wright State University*

We designed a large nonscience majors course, approximately 70 students, to include more explanatory thinking about science concepts. We focus on how students used an app called Explain Everything to construct explanatory models to learn about the material in a biology food course. Using this app and iPads, students worked in small groups to create an Explain Everything model to answer six specific questions during the semester such as “How and why does food travel to my cells?” The purpose of modeling was to help support student thinking as they figured out how and why phenomena occurs.

Queen Palm  
(2<sup>nd</sup> Floor)

### **“Florida Topics” Unconference: Hurricanes and Calendar Disruption**

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **Mastery and Motivation in the Digital Writing Classroom**

**Andy Stanfield**, *Florida Institute of Technology*

This is an examination of blending pedagogy and technology in the modern writing classroom. By introducing game-like elements into the course design, there are both qualitative and quantitative increases in mastery and motivation.

### **Choose Your Own Adventure: Reimagining the First Year Writing Research Paper**

**Whitney Wilson**, *Emmanuel College*

This session will introduce the possibility of more flexible research paper scaffolding in a First Year Writing class. By giving students opportunities to develop self-efficacy around their own reading, evaluation, and writing process, they will grow more confident in their abilities to make choices in subject area classes, many of which provide limited structure around longer essays. This presentation will include a demonstration of a LMS based module/unit, as well as a discussion of students written responses to this project.

**4:15–5:30**

Royal Palm  
(8<sup>th</sup> Floor)

### **Posters**

### **Can You Create True Assessments in MOOCS?**

**Tina Calandrino**, *University of Central Florida*

MOOCs, BOOCs & DOOCs are seen as passing entertainment and not true education. What if you could introduce authentic, sustainable assessments that create a value to the course?

### **Elective Courses: An Opportunity for Students to Build a Curriculum and Promote Social Interaction**

**Karin Chumbimuni-Torres**, *University of Central Florida*

Engaging activities in face-to-face classes could help students to build their curriculum and promote peer-to-peer interactions, for an overall increased academic performance. Here, we propose to develop a visual and interactive aid activity, where students will prepare research-posters in a team and present in a class-symposium similar to a conference-setting.

### **Transformational Learning: Using Technology to Teach, Motivate, and Retain Adult Learners in Higher Education**

**Shernette Dunn**, *United States Air Force Academy Prep*

This presentation will focus on ways to engage and motivate students who are taking online classes. The premise will be to provide the audience with resources and strategies that could be used at their institution to assist students in the online learning environment. Although the strategies are applicable to all audiences, a majority of the information will be geared towards those who are involved in developmental education and/or have a large English as a Second a Language student population. Participants will learn to use online tools that will transform the way teaching and learning occur at their institutions.

## **Suggestions for Reducing the Cognitive Load of an Introductory Programming Course**

**Alessio Gaspar**, *University of South Florida*

Nationwide, introductory computer programming courses feature particularly high attrition and failure rates. Their primary learning outcome is to enable students to design solutions to simple algorithmic problems and implement them in a specific programming language. While multifaceted, the programming skill is often taught by presenting problems-solutions pairs to students and letting them reverse engineer the underlying problem-solving process on their own. We discuss a three pronged pedagogy to reducing the cognitive load of an introductory programming course. First, we separate algorithmic problem solving learning outcomes from those related to mastering the syntax of a modern programming language. Second, we present the Programming Thought Process (PTP) in an almost algorithmic manner, thus demystifying the programming activity, and decompose it into five explicitly defined subskills. Third, we scaffold students' practice as they apply the PTP. To prevent students from developing less rigorous alternatives to the PTP, e.g. skip using subskills they are unfamiliar with, they are guided through four levels of practice; Apprenticeship Exercises, followed by three types of Practice Exercises: Problots Tutors, CodingBat Exercises, and traditional Textbook Practice Exercises. These strategies are discussed in the context of an online asynchronous undergraduate course offered to USF BSIT students.

## **Inspiring Inquiry: Moving Away From Cookbook Protocols in an Introductory Biology Laboratory**

**Colbi Gemmell**, *University of South Florida*

We recently began updating curriculum in an introductory biology teaching laboratory in an effort to more effectively utilize the scientific method using an inquiry-based approach. In order to allow the curriculum to better align with lecture material, we have moved towards designing themed modules, applying repetition of biological laboratory techniques introduced at the beginning of the course. Due to the volume of students enrolled and TAs assigned to the course, numerous logistics go into curriculum design in order to ensure consistency and student success. In this presentation, we will focus on our objectives, applied changes, challenges, successes and future directions.

## **Ready, Set, Succeed: Meeting the College Readiness Need**

**Jennifer Haber**, *St. Petersburg College*

**Heather Roberson**, *St. Petersburg College*

**Ian Call**, *St. Petersburg College*

**Michelle Piper**, *St. Petersburg College*

Ready, Set, Succeed! is a program that provides students strategies to strengthen their self-efficacy, help them understand how they learn best, and use those strategies to persist and complete their academic goals.

## **Video in the Classroom: A Support Perspective**

**Jessica Harden**, *University of North Florida*

Video is an integral format for instruction in higher education in traditional face-to-face courses, hybrid courses, and online course. Faculty are using video in the classroom, to move lecture content online and make class time more about active learning, and to teach in distance learning environments. Best practices, common mistakes, and creative solutions that can make video projects more engaging for students and easier to create for faculty are learned by supporting faculty who are creating video content for a wide variety of reasons. This poster will share these findings to help others find success with video projects.

## **Faculty Handbook of Classroom Activities and Assignments Connecting Course and Program Learning Outcomes**

**Susan Jardaneh**, *University of Central Florida*

The presentation is about the creation and use of the UCF's faculty handbook that will serve to distribute information about the handbook and update the assignments. As a living document, the handbook has space for instructors to give feedback on assignments, reflect how assignments went for them, include video tutorials and testimonials and a place to submit an assignment/assessment to include in the handbook.

## **Investigation of Gene Mutations in Drosophila: Integrating Research into Laboratory Curriculum**

**Elizabeth Jones-Mason**, *University of South Florida*

We recently developed and integrated a hypothesis-driven research project into our Genetics laboratory curriculum that allows students to experimentally connect genotype to phenotype. Student teams sequence genomic regions of interest to investigate mutations responsible for mutant phenotypes in *Drosophila*. Basic computational tools are used to propose how the DNA mutations identified may influence protein function. Students use current literature to form a hypothesis, draw anticipated results at each experimental step, and analyze data obtained to draw conclusions. Other components introduced include a research paper and case study highlighting the medical use of DNA sequencing analysis in the clinic.

## **Tales from the Other: What College Teachers Should Know About High Schools Today**

**Randall McClure**, *Brevard Public Schools*

In this poster session, I will present a series of comparisons between teaching and learning writing in high school versus college. These comparisons are drawn from my current experience teaching English Language Arts in a Florida public school after close to two decades teaching first-year writing in different college and university settings. Areas of comparison will include pedagogy, particularly teaching with technology, professional development of faculty, areas of emphasis in the different curricula, and methods of assessment.

## **Restorative Practices: A Leadership Framework for Culture Change**

**Joyce Mundy**, *Stetson University*

**Lou L. Sabina**, *Stetson University*

**Chris Colwell**, *Stetson University*

It is important for educational administrators to understand the Restorative Practices model- its purpose, principles, and how it is currently being used in K-12 systems to increase equity and opportunity. Our presentation illustrates a potential framework that can be used to support administrators in effectively implanting a professional development model such as Restorative Practices for whole school or campus change.

**How I Learn**

**Mary Myers**, *Florida SouthWestern State College*

In this workshop, participants will examine the current research as it applies to learning styles and will discuss the current models associated with student learning. Concepts include neuroplasticity and learning strategies. The significant work of Dr. Barbara Oakley will be used to develop effective study habits that will help meet the diverse needs of student populations. These topics will be explored through various videos, discussions and activities.

**Visual Rhetoric: A Vehicle for Connection**

**Kimberly Occhipinti**, *Henry Ford College, St. Petersburg College*

Educators are required to balance pedagogy and differentiated learning practices inside curricula that can be restrictive. A focus on critical reading, critical writing, critical thinking while encouraging freedom of expression demonstrates the unparalleled value of a Liberal Arts education. It seems synthesizing the merits and faults of literature are implicit at the onset of a student's primary education. However, this could not be further from the truth; incomparable measures of diversity pepper every classroom. Students rarely begin from the same starting point, and often if ever have the same access to resources.

**Does an Active Classroom Improve Student Success If the Course Is Highly Structured?**

**Christopher Osovitz**, *University of South Florida*

Previous data have shown that active classrooms (e.g. clickers during class) and highly structured courses (e.g. those where the instructor specifies a large proportion of learning activities) improves student success. This study examined how different levels of activity in the classroom affected student success in an introductory biology course that was highly structured by comparing one highly interactive section to another with another section that was more lecture focused. Students in the high-interaction section showed a 15% greater learning gain than students in the low-interaction section but found the low-interaction classroom more interesting.

**Making It Your Own—How to Add the U in Course!**

**Michelle Piper**, *St. Petersburg College*

In this presentation, participants will discuss ways in which online courses can benefit from faculty presence and personality and explore methods for adding these elements to a course.

**Understand Universal Design? Check! Now what?**

**Michelle Piper**, *St. Petersburg College*

Accessibility is a vital topic at many institutions. Many individuals are looking for ways to meet the need of a growing population of students with various backgrounds, experience, and needs. The concept of Universal Design is often used as a guideline for how to approach the development of courses. While Universal Design provides a set of principles for design, it leaves many with the question of, "Now what?" In this presentation, we will introduce and discuss Universal Design as well as look at 10 practical things that can be done in course design with the Universal Design approach in mind.

## **Measuring Student Learning in F&B Cost Control: A Pretest-posttest Study of Knowledge Gain**

Colin Roche, *Johnson & Wales University*

Academic departments, colleges, and universities seeking to maintain accreditation and demonstrate compliance with professional and government guidelines increasingly must rely on assessment of students. Pretest-posttest course designs are one means of documenting that learning is taking place in the classroom. The objective of this study was to evaluate the effect of course completion on students cost control knowledge using a pretest-posttest design to measure students' prior course knowledge and to measure learning at the end of the course.

## **How to Make Writing Meaningful and Useful to Students**

Mariagrazia Spina, *University of Central Florida*

Julie Pomerleau, *University of Central Florida*

In our technology driven and interactive teaching environment, we strive to keep students constantly interested in the 4 language skills and make our audience transition naturally from anxiety into desire to experience more. Our focus has been on creating writing activities that have actively involved students in authentic scenarios. We have applied several techniques to build up confidence and achieve prompt and visible results. We have developed compositions ranging from low stakes to high stakes incorporating IPAs within technologically supportive platforms. Students have been responding very well to this methodology and as a result have increased their writing fluency.

## **Reaching Beyond the Writing Classroom: High Touch Advising for Student Success**

Cayce Wicks, *Florida International University*

In our current climate of increased focus on student success, writing programs are not exempt from participating in strategies to decrease the gap in college access and college completion. This interactive presentation aims to open discussion on a writing programs' decision to institute a Student Success Coordinator to integrate Proactive Advising strategies with classroom interventions to increase student success. Using student success research as a platform for discussion, attendees will brainstorm with the Student Success Coordinator ways to improve this new role and increase success for all students.

## **Bridging the Discipline Divide by Teaching the Interdisciplinary Subject of Longevity in Greece**

Crystal Young-Erdos, *Eckerd College*

Kristina Wenzel Egan, *Eckerd College*

Complex questions like those surrounding human longevity are more deeply understood when considered from an interdisciplinary perspective. This presentation will review our interdisciplinary study abroad course that investigated human longevity on the Greek Island of Ikaria. Inspired by "The Blue Zones" (Buettner, 2008), we—a family communication scholar and a biochemist—designed the course to study the factors that lead to a culture with one of the highest life expectancies in the world. With hopes to stimulate interdisciplinary courses abroad, we will present the design of the course and discuss challenges of interdisciplinary endeavors.

**5:30 Adjourn**

*Dinner on Your Own*

## FRIDAY, FEBRUARY 2

King Palm  
(2<sup>nd</sup> Floor)  
7:45–8:45

### *Breakfast Buffet*

### 9:00–10:00 Concurrent Sessions

Royal Palm  
(8<sup>th</sup> Floor)

### **Women in Academic Leadership: A Roundtable Discussion**

Sponsored by the American Council of Education (ACE) Women's Network of Florida. This session will feature comments and insights from women serving in key leadership positions at institutions across the state of Florida. Presenters will engage participants in discussions about challenges and opportunities for women in higher education today, strategies for navigating the move from faculty to administration, and ways in which the ACE Women's Network of Florida can support women as they emerge as leaders within and beyond their local campuses.

MODERATOR:

**Melody Bowdon**, Associate Dean, College of Undergraduate Studies, *University of Central Florida*

PANELISTS:

**Isis Artze-Vega**, Assistant Vice President for Teaching and Learning, *Florida International University*

**Theresa Chisolm**, Vice Provost for Strategic Planning, Performance, and Accountability, *University of South Florida*

**Elizabeth Dooley**, Vice Provost of Teaching and Learning and Dean of the College of Undergraduate Studies, *University of Central Florida*

**Lisa Guion Jones**, Associate Provost for Strategy and Special Assistant to the President, *University of Central Florida*

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)

### **The Changing Landscape of Information Literacy: Valuation, Navigation, and Control in Digital Spaces**

**Steffen Guenzel**, *University of Central Florida*

**Komysha Hassan**, *University of Central Florida*

While the internet has given the public an unprecedented forum for debate and access to knowledge, it has also redefined the landscape of information control and navigation in ways we have yet to fully recognize. Not only students struggle in this new environment to recognize the value of information. Educators are uniquely positioned to shape more savvy information consumers, well-equipped to navigate information sources and see-through implicit mechanisms of information control. This presentation will discuss a theoretical approach that has been emerging from research that suggests that context-focused, rhetorical frames of thinking might offer an answer to literacy education in the Digital Age. The presenters will describe the framework and also question whether current mechanisms for information assessment remain valid in our digitally-dominated world.

**Engaging Digital Literacies Across the Curriculum**

**Kim Haimés-Korn**, *Kennesaw State University*

The importance of digital literacies in contemporary culture is changing what it means to be a student and a teacher in the 21st century. Today's society is highly invested in digital forms and contexts and they are no longer supplemental to other forms of communication. Learning is interactive, participatory and engaged. In this presentation, I will introduce ways for teachers to expand our curriculum and integrate assignments to help students become digitally literate in purposeful ways. I provide a brief theoretical background along with engaging classroom practices that involve students in digital collaboration, research and data visualization, and multimodal projects.

King Palm  
(2<sup>nd</sup> Floor)

**Leveraging TOPkit Open Educational Resources to Enhance Your Online Courses**

**Jessica Tojo**, *University of Central Florida*

**Wendy Howard**, *University of Central Florida*

**Shelly Wyatt**, *University of Central Florida*

Developing engaging online courses can be a challenge for even the most seasoned instructor. This session is ideal for faculty trainers, instructional designers, and any instructors interested in advancing their skills and knowledge regarding online course design and development. TOPkit is an open educational resource that offers an online professional development course (self-paced) and a companion website that explores topics of interest to faculty who teach online or blended courses. Topics include checklists and rubrics, content considerations, and tools, techniques and strategies. Participants in this session will learn about these resources and how to apply them to their own courses.

**Harnessing the Flexibility of OER to Engage in Course Redesign**

**Anna Turner**, *University of Central Florida*

**Aimee deNoyelles**, *University of Central Florida*

**John Raible**, *University of Central Florida*

Open Educational Resources provide an affordable alternative to expensive textbooks, but they also provide faculty with an opportunity to engage in authentic course design. In this session, we will present our model for a faculty development cohort, which includes: the adaptation of an open online course; face-to-face workshops; and faculty deliverables. We will also share faculty experiences and lessons learned. Participants will leave the session with steps to implement their own OER programming, focused on course redesign and student learning. We will discuss the implications for the design of General Education Program courses and core courses in the major.

Queen Palm  
(2<sup>nd</sup> Floor)

### **Engage Student Self Efficacy**

**Larry Ducey**, *St. Petersburg College*

The level of student success and achievement can be accentuated by adding the component of student self-efficacy to the classroom. External, yet powerful and influential allies, await the creative faculty professor while building rich engagement filled curriculum content. Through the use of common technology tools, I will show faculty how they can build connections with student achievement, by incorporating the external motivational factors all students possess. Experience some time proven effective strategies to build student self-efficacy, or create new ones of your own to share and create high levels of student success.

### **Student Digital Storytelling as an Avenue to Deepen Clinical Reflective Practice**

**Kim Anderson**, *University of Central Florida*

This presentation reports on the reflective process of graduate social work students (N=45) as they engaged in the development and production of personal digital stories. In doing so they engaged in cognitive, affective and technical activities to explore their life experiences resulting in new personal and professional understanding and discovery.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **Integrative Learning**

**Gregg Buckingham**, *University of Central Florida*

**Lauri Lott**, *Valencia College*

**Staci Zavattaro**, *University of Central Florida*

**Jungwon Yeo**, *University of Central Florida*

**Estaban Santis**, *University of Central Florida*

This panel includes two institutions of higher learning—University of Central Florida and Valencia College. It includes faculty and a student. The panel focuses on four presentations centered around programming and class activities. A portion of the work is currently part of an IRB-approved research project. The presentations include use of technology, such as adaptive learning tools and social media, as well as integrative learning strategies to help students “connect their classroom knowledge and skills to real-world contexts and, thereby, to develop the ability to transfer knowledge and skills from one context to another” (UCF QEP). It is envisioned as an application session, but some for the work in related to ongoing research.

## 10:15–11:15 Concurrent Sessions

Mediterranean **5 Easy Ways to Incorporate Writing in General Education Classes**Palm **Morgan Gresham**, *University of South Florida St. Petersburg*(2<sup>nd</sup> Floor) **CeCe Edwards**, *University of South Florida St. Petersburg***Veronica Matthews**, *University of South Florida St. Petersburg*

Extensive research shows that students who practice writing to learn activities in content classes improve both their conceptual understanding of the material as well as their self-efficacy toward such tasks. In this presentation we three presenters will describe 5 easy ways that faculty members can incorporate writing in their general education courses. By the end of this session, faculty participants will walk away with different kinds of writing assignments that do not increase faculty workload, but do improve student-teacher-material connections

King Palm **Academic Integrity in a Virtual World**(2<sup>nd</sup> Floor) **Joe Huston**, *Seminole State College of Florida***Lou L. Sabina**, *Stetson University***Kiara L. Sabina**, *Seminole State College of Florida***Anna Peters**, *University of Central Florida*

Expansive growth in online course offerings and enrollments, coupled with market saturation of smart-device ownership in the U.S., has ushered in a new era of challenges to academic integrity in higher education. This paper and presentation explores the vast array of services, apps, and online tools to which students have access and that can be used to circumvent the intended rigor of college courses. Similarly, this research explores faculty tools and course design strategies that can help to mitigate this effect.

**Improving Online Courses through Quality Matters: Course Activities and Accessibility/Usability****Nicole Stowell**, *University of South Florida St. Petersburg***Martina Schmidt**, *University of South Florida St. Petersburg*

This presentation offers guidelines and applications that help improve online courses based on two of the Quality Matters (“QM”) standards. The Quality Matters program reviews an online course based on eight standards and 43 specific review standards that evaluate the design of the course. QM provides for explanations of the standards and a rubric that has a scoring system to determine if a course meets the standards for QM certification. Specifically, two standards will be presented on: “Course Activities and Learner Interaction” (standard 5) and “Accessibility and Usability” (standard 8).

Queen Palm  
(2<sup>nd</sup> Floor)

### **Teaching Information & Media Literacy in the Age of “Fake News”**

**Megan Lambert**, *University of Central Florida*

**Emily Proulx**, *University of Central Florida*

In this session, the presenters will discuss the challenge of teaching information literacy, rhetoric, and evidence-based argument in our current sociopolitical climate. With the current state of both print and digital media, we find that our students often come to our courses with a conflicted understanding of how to evaluate sources of information and interpret, create, and respond to complex media messages. Drawing from personal experience and current research, the presenters will discuss strategies to better prepare students to more critically navigate the “information overload” they encounter and apply this to construct well informed rhetorical responses and arguments.

### **Danger of a Single Story: Teacher Candidates and Resistance to Stereotypes**

**Lauren Braunstein**, *University of South Florida*

In this presentation, I will share preliminary results from a study that explores how students of color in a Diversity teacher education course articulate the complexities of their identity and how it relates to their future work as a teacher. The ways in which students of color narrate the complexities of their identity is vital to the formation of their future roles as teachers. I argue that teacher education programs must give all students, and particularly students of color, opportunities to explore their own identities and create connections to their future identities as teachers.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **“Florida Topics” Unconference: Civics**

## **11:30–12:30 Concurrent Sessions**

Mediterranean  
Palm  
(2<sup>nd</sup> Floor)

### **Effectively Incorporating Digital Media Content Via Mixed Modalities**

**Matt Dombrowski**, *University of Central Florida*

**Peter Smith**, *University of Central Florida*

**Ryan Buysens**, *University of Central Florida*

Creating an engaging and personal online course can be a difficult act for many professors. In this presentation we will be discussing creative teaching tools that effectively incorporate visual design into your lesson plan. From utilizing free web-based applications to spice up your assignments to utilizing YouTube to connect with your students, we will be discussing ways to incorporate technology in your lesson plans.

### **Faculty Teaching Observations through Asynchronous Feedback**

**Chad Rohrbacher**, *Embry-Riddle Aeronautical University*

**Hajara Mahmood**, *Embry-Riddle Aeronautical University*

**Kathryn Cunningham**, *Embry-Riddle Aeronautical University*

While student evaluations provide a snapshot of feedback for faculty, we believe that successful teachers regularly seek feedback from other sources, including their peers. Often, coordinating such observations is difficult for educational developers and faculty. However, by digitally recording courses and using Swivl technology, faculty are able to observe, reflect, and comment on peers' teaching and classroom experience. Additionally, this approach provides an opportunity for faculty developers to asynchronously observe courses on a larger scale and provide pedagogical feedback. This presentation describes the process of instituting the Swivl technology, the challenges faced, and explore the benefits and drawbacks.

King Palm  
(2<sup>nd</sup> Floor)

### **Three Strategies to Encourage Critical Thinking and Engagement through Online Discussions**

**Aimee deNoyelles**, *University of Central Florida*

**Beatriz Reyes-Foster**, *University of Central Florida*

**Brigitte Kovacevich**, *University of Central Florida*

Online discussions are commonly used to drive student-to-student interaction, but they must be carefully structured in order to encourage critical thinking through collaboration. Attendees will learn about three successful strategies employed in online discussions within the Anthropology department at UCF: (1) using word clouds to promote critical thinking and engagement; (2) using photovoice method to promote authentic learning and interaction; and (3) using debates to promote critical thinking. These strategies have all been explored through classroom-based research, and can be applied to most disciplines.

### **Successful Emergent Team Formation Methods and Process at UCF Digital Media, Using Webcourses Discussion**

**Maria Harrington**, *University of Central Florida*

The presentation will focus on new methods and processes used to support student success in emergent team formation and ideation for group projects. Used in undergraduate courses in digital media at UCF, the technique may be applied to any subject where diversity, creativity and ideation, and long term, stable, functional and cohesive team formation is desired. This technique has been used for over a year, in two classes, with diverse populations, resulting in groups that come together over shared ideas, collaborate to refine ideas, and co-create a term long final project, with no drama, no trauma, and no breakups.

Queen Palm  
(2<sup>nd</sup> Floor)

### **Using Socratic Journaling to Help Students Cope with Crises**

**John Davis**, *Keiser University*

This presentation will teach educators how to use the principle of Socratic Journaling to deal with various student traumas. Socratic Journaling is a research-backed method of producing student metacognition through the use of their own cyclical, stacked, and scaffolded questions in writing. This practice has been proven to create personal empathy through greater connection, while it also fosters greater understanding of material and develops introspective learning. Its research basis comes from the works of Paolo Freire, Lev Vygotsky, Daniel Pink, and Carol Dweck. This session will equip educators to use this successful and repeatedly proven practice during students' times of crisis, be they personal, academic, or emotional.

Date and Blue  
Palm  
(3<sup>rd</sup> Floor)

### **Supporting Latino Students through Culturally-responsive and Asset-based Instructions**

**Isis Artze-Vega**, *Florida International University*

**Ileana Hernandez**, *Florida International University*

**Belkis Cabrera**, *Florida International University*

As the number of Latino students in our institutions continues to rise, it is crucial we use instructional practices that better support their learning. This session will share two frameworks for inclusive instruction: Ginsberg's model, which relates cultural responsiveness to motivation, and Yosso's cultural wealth model, which reminds us that our Latino students have ample and varied "capital" we can leverage. It will share two case studies of FIU instructors using these frameworks in their curriculum and instructional practices, and guide participants in formulating plans for creating/enhancing culturally responsive and asset-based work in their context(s).

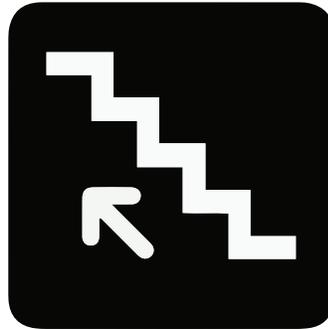
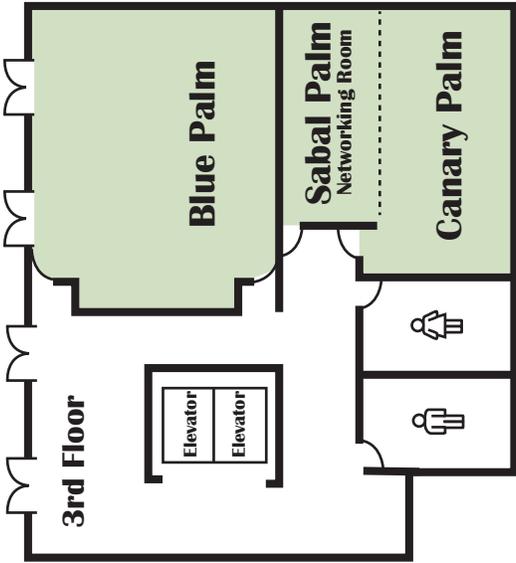
### **12:30 Adjourn**

King Foyer  
(2<sup>nd</sup> Floor)

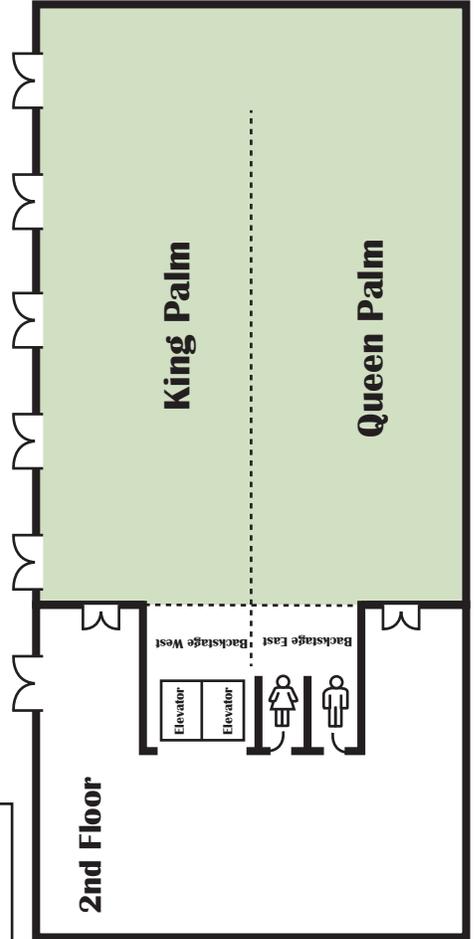
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# 2nd Floor

# 3rd Floor



Outside Hallway



**Royal Palm = 8th Floor**