

Agenda

WEDNESDAY, January 30

Registration: 11:00-12:00, France Hallway

Buffet Lunch: 11:45-12:45, Coastal

Wednesday, 1:00-2:00	
France A	<p>Supporting Student Transitions and Deep Learning through Contemplative Practices Brian Baldi, <i>University of Massachusetts</i></p> <p>Contemplative pedagogy, with its focus on self-knowledge, stress-reduction, attention, deep thinking, and empathy building, has the potential to actively engage new undergraduate students and help them build skills that will serve them well for their entire college career (Barbezat and Bush, 2014). This session will describe the design, goal alignment, assessment, and implementation of freshman seminar literature courses—Contemporary Short Story and The Literature of Food—that use contemplative practices to help students transition into the learning environment, think deeper and more creatively about course concepts, and understand diverse perspectives.</p> <p>Fostering Reflective Practice Through Analysis of Student Surveys of Instruction Melissa McAllister, <i>St. Petersburg College</i></p> <p>A key initiative of many institutions of higher education is to improve instructional practice; one way to do that is to encourage faculty to reflect on their teaching in order to improve instruction. This session will share one approach to foster faculty members' reflective practice by analyzing the qualitative data of student surveys of instruction. Suggestions of how to do this at an individual, teaching group, and department level will be shared.</p>
France B&C	<p>What Constitutes a Good BS in Cyber Security Program – An Academia – Industry Perspective Sriram Chellappan, <i>University of South Florida</i> Nathan Fisk, <i>University of South Florida</i> Jeremy Rasmussen, <i>Abacode</i> Thomas Reichherzer, <i>University of West Florida</i></p>

	<p>In this panel, we will address critical components of a quality BS in Cyber Security program that is gaining significant traction globally. However, there are challenges emanating from a) what are critical topics to be covered; b) how do these topics leverage existing majors at universities; c) how to ensure coverage in a four year plan of study; d) how to absorb industry perspectives; and e) what are job opportunities for students out there. A four member panel with experts from Computer Science, Engineering, Education and Industry will make presentations and participate in discussions to address related issues.</p>
<p>Petty</p>	<p>Promoting Global Health Awareness Through Community-Based Health Screenings in Belize Kevin Hunt, <i>Georgia College</i> Tommy Pittman, <i>Georgia College</i> McLane Montgomery, <i>Georgia College</i> Sam Steuer, <i>Georgia College</i></p> <p>The purpose of this presentation is to provide an overview of the logistical and conceptual design policies and procedures implemented to facilitate an effective medical based service-learning study abroad program in Belize. METHODS: Student recruitment, selection, training, in-country experience, and post experience debriefing strategies will be discussed in detail. RESULTS/ANALYSIS: Feedback from current partners articulate the essential services provided. Requests from potential partners for collaboration increases each year. The program is the most competitive SA on campus, with a 10% acceptance rate. Over six years, 100% of participating students who applied, gained acceptance into OT, PT, or PA school.</p>
<p>Dolphin</p>	<p>Evaluating the Long-Term Impact of a Taiwanese Study Abroad Program on Participants' Career Choice Lori Drum, <i>University of Central Florida</i> Kenan Sualp, <i>University of Central Florida</i> Su-I Hou, <i>University of Central Florida</i></p> <p>A convergent, mixed methods study is used to explore the long-term impact on career choice and professional development among Taiwan Study Abroad (TWSA) program participants between 2011 and 2015. Data were analyzed by prior study abroad and travel to Asia experience. An online survey was conducted in 2017 (n=38). Overall 77-87% of the participants reported high impact on both career choice and professional development, with no significant difference by prior study abroad experience. Participants with no prior Asia experience scored higher on career choice impact. Qualitative data strongly support the significant impact on both outcomes among all participants.</p>

	<p>Traveling Abroad and Within: Cultural Competency and Flexibility - Lessons Learned from a Study Abroad Program Jenni Sanguiliano, <i>University of Central Florida</i> Tania Alidina, <i>University of Central Florida</i> Su-I Hou, <i>University of Central Florida</i></p> <p>Study abroad programs provide unique opportunities for students to gain international and intercultural experience while fostering their ability to be flexible in their host country. While previous overseas travel is not a prerequisite for participation in study abroad programs, this study has found that prior experience changes the way students adapt in new surroundings. A mixed methods approach was used among 38 study students who participated in a Taiwan study abroad program from 2011-2015. This study shows the large impact the Taiwan study abroad program had on the transferable skills for life beyond university among participating students.</p> <p>Demotivational Factors for ESOL Students from High-Context Cultures Anca Garcia, <i>University of South Florida</i></p> <p>I will discuss a comparative study I conducted on two international students in an ESOL program at a small comprehensive university. The two students belonged to the so-called high-context cultures but were not performing well in class. My research was meant to explore the reasons for their lack of motivation and performance. My findings helped me understand better how cultural beliefs combined with societal values and expectations can affect an individual's motivation and his or her academic performance.</p>
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Wednesday, 2:15-3:15	
France A	<p>Promoting Success in Gateway STEM Courses: A Comparison of Introductory Chemistry Tracks Nicole Lapeyrouse, <i>University of Central Florida</i> Julie Donnelly, <i>University of Central Florida</i></p> <p>In this presentation, we will share the results of analysis of five years' worth of student performance data in General Chemistry. Specifically, we will compare the performance of General Chemistry 2 students who took General Chemistry 1 in the one- and two-semester sequences. The slower pace chemistry track was intended to increase students' performance and overall learning outcomes for Chemistry 1, however, students on this track perform significantly poorer in General Chemistry 2. We discuss alternative pathways to support student success in General Chemistry.</p>

	<p>Interactive Syllabus: Reimagine Your Course’s Most Unread but Most Important Document Beth Nettles, <i>University of Central Florida</i> Anchalee Ngampornchai, <i>University of Central Florida</i></p> <p>A syllabus is one of the most important documents for any class; yet it is often dull and full of lengthy text. In this session, we demonstrate ways to create online syllabi that reduce cognitive load and require active participation from students. We discuss the potentials of new technologies to develop interactive syllabi. We hope to have an open and constructive conversation about how to make the syllabi more effective for all in this digital age.</p>
<p>France B&C</p>	<p>Hot for Teacher(s): Expectations of Performance for Young Female Faculty Leslie Salas, <i>Embry-Riddle Aeronautical University</i> Samantha Harrison, <i>Embry-Riddle Aeronautical University</i></p> <p>Studies find that student evaluations are biased against women and that recommendation letters written by and for women seem to have less value. Even outside academia, professionals have noted how differently women are treated and the #MeToo movement has shed public light on an intimate truth of working women everywhere. This panel will address the obstacles faced by young women of different sexual and marital statuses and consider strategies for eliminating implicit bias in the virtual and face-to-face classrooms and on campus.</p>
<p>Petty</p>	<p>Obstacles to Encouraged University Multi-departmental Collaborations Abby Milon, <i>University of Central Florida</i> Iryna Malendevych, <i>University of Central Florida</i></p> <p>The University of Central Florida has encouraged inter departmental collaborations. This presentation focuses on the obstacles that were encountered by the professors in collaborating on adapting a Department of Legal Studies PLA 4935 Capstone course with a Department of Criminal Justice CCJ 3667 Victims and the Criminal Justice System. Conceptualizing the dual activities across the curriculum presented challenges and needed to be addressed in numerous meetings and FCTL workshops. Identifying integrative learning outcomes and assessment strategies that would be conducive for both courses were part of the initial process together with creating the materials for the client case scenarios that would allow the students to apply theoretical legal concepts in a real time controlled learning environment with feedback from the instructor. Obstacles arose in finding available resources to support the implementation of the collaborative project. This presentation will discuss the obstacles experienced in the development of this collaborative project by the two instructors across their disciplines and will offer tips for future collaborators for identifying and overcoming obstacles to the implementation of this type of project.</p>

	<p>Collective Intelligence: Digital Collaboration and Participatory Learning Kim Haines-Korn, <i>Kennesaw State University</i></p> <p>Teachers have long valued collaboration in our classes. When students work together, they engage in participatory learning and create knowledge within their own communities. Digital affordances offer many ways for teachers and students to interact, organize, compose and revise. Students engage in digital collaborative practices in the classroom, in professional contexts and in their own lives. In this presentation, I discuss ways to expand curriculum and integrate digital tools for meaningful collaboration. I will share classroom practices, assignments and student multimodal projects and give advice on ways to establish group identity and cohesion for successful collaboration in the digital spaces.</p>
Dolphin	<p>Using the Process of Care to Teach Clinical Reasoning in Advanced Practice: An Innovative Approach Marcia Johansson, <i>University of South Florida</i> Sharlene Smith, <i>University of South Florida</i></p> <p>The goal of this nursing education project was to develop objective, purposeful critical thinkers who can support the clinical reasoning necessary for practice. Pedagogical methods to transform the novice advanced practice student into the advanced practitioner role are limited. Critical thinking and clinical reasoning, the hallmarks of the experienced advanced practice provider, are almost subconscious for faculty and are sometimes seen as too complex to translate didactically to the novice. To this end, the authors have attempted to make the thinking visible for both the faculty and student to increase the students' ability to utilize clinical reasoning in their day to day functioning.</p> <p>Evidence-Based Practices and Research Capacity Building in Nursing an International Collaborative Partnership Connie Visovsky, <i>University of South Florida</i></p> <p>During this session we will present continued efforts undertaken by an ongoing partnership between the Colleges of Nursing at the University of South Florida (USF) and at the University of Panama (UP). After a brief introduction to teaching experiences with USF nursing students in Panama, we will describe a two-step effort in conference format to improve nursing practices. We describe the outcomes of (1) a three-day evidence-based nursing practices conference and (2) a three-day nursing research conference held two years apart.</p>

Wednesday, 3:30- 4:30	
France A	<p>The Challenges of “Lecture Capture” and “Active Learning”: iClicker Cloud to the Rescue Enrique Guerra-Pujol, <i>University of Central Florida</i></p> <p>In this presentation, I will talk about my experiences over the years teaching in both the “lecture capture” format and in a new “active learning” format at the University of Central Florida. In particular, I will discuss the most difficult challenges I confronted in both classroom formats and how I used the iClicker Cloud technology to address these challenges.</p>
France B&C	<p>Chunking History: Using Organizational Instructional Strategies to Increase Retention of Information Andy Stanfield, <i>Florida Institute of Technology</i></p> <p>The goal of much instruction is to help students achieve higher order thinking skills, such as the levels of creating and evaluating as shown in Bloom’s taxonomy. How can instructors help ensure students have retained basic facts before they attempt higher levels of thinking? Some instructional strategies for aiding in the retention of information include chunking and frames. This presentation will show how using detailed templates for reports on different civilizations in a Western Civilization 1 course affects students’ performance.</p> <p>Odysseus Enrolled: Roadmaps in Homer's Odyssey for Veterans and for Non-Veterans M.B. McLatchey, <i>Embry-Riddle Aeronautical University</i></p> <p>Homer's Odyssey offers today's returning veterans a map for coming home. However, as this presentation will demonstrate, the epic furnishes non-veterans and literature teachers a map as well—namely a map for facilitating the veteran's transition from combat to college, and later to civilian life. Through a consideration of recent research, combined with a close study of Homer's epic and her own scholarship in teaching veterans, Embry-Riddle Aeronautical University Professor of Classics, M.B. McLatchey, will examine this timely question: What instructions can non-veterans find in Homer's Odyssey for facilitating veterans’ transition from combat to civilian life?</p>
Petty	<p>Creating Integrative ePortfolio Narratives Through Guided Reflection Kevin Jardaneh, <i>Eastern Oregon University</i></p> <p>Reflection is considered a signature part of the ePortfolios’ design. However, for being vital to the e-portfolio’s structure, translating reflection into an integrative narrative that efficiently yet comprehensively demonstrates value for a target audience is difficult for students to develop. Subscribing to the suggestion that meaningful reflection leads to the transformation of experience, we explore guiding students through modular activities, encouraging metacognitive reflection on the</p>

	<p>relevance and meaning of experiences in their own goal-specific development. In considering reflection as a process, students can develop purposeful reflection toward articulating their learning, motivations and value in the form of compelling stories.</p> <p>ePortfolios as a High Impact Practice: Implementing an ePortfolio Pedagogy to Promote Student Agency over Learning Brandy Dieterle, <i>University of Central Florida</i></p> <p>ePortfolio pedagogy serves as a high impact and active learning practice that should be incorporated thoughtfully and intentionally in course curricula as ePortfolios provide students with important agency over their learning. This presentation reviews existing research on the value of ePortfolios for student success and learning, and then discusses strategies for focusing a course around an ePortfolio pedagogy and provides a case example of how I have done this work in my first-year writing classes.</p> <p>ePortfolio Curriculum Design to Promote Student Agency and Transfer Emily Proulx, <i>University of Central Florida</i> Megan Lambert, <i>University of Central Florida</i></p> <p>This presentation discusses implementing electronic portfolios (ePortfolios) as a high impact practice to promote learning and transfer of critical thinking skills across contexts. Drawing from their experience teaching First-Year Composition and current scholarship in the field, the presenters will discuss curriculum design and assessment procedures for the incorporation of ePortfolios. This presentation will provide the audience with take away best practices for their own ePortfolio curriculum design and assessment practices.</p>
Dolphin	<p>Let's Get Motivated! Grazia Spina, <i>University of Central Florida</i> Maria Redmon, <i>University of Central Florida</i></p> <p>The researchers will present their study and conclusions on the use of high impact and active learning strategies in language learning classes. Professors guided by Bloom's taxonomy and implementation of higher learning skills have introduced interactive strategies to increase student participation, interaction with peers and others, and motivation. Students realize that they can build a creative product and open their minds to new experiences within a foreign language by participation in creative, interactive strategies that increase motivation to participate because it is fun! Students see, feel and touch the reality of a language and culture. This experience is relevant, meaningful and personalized.</p>

	<p>Community Engagement in the Classroom Through the Use of Professional Mentors Marc Consalo, <i>University of Central Florida</i></p> <p>The Legal Studies Department at UCF utilizes local members of the legal community to assist students in learning pragmatic skills such as resume writing, interview techniques, and interacting with the public. These mentors are not adjuncts or teaching assistants as they have no grading authority or teaching responsibilities. Instead they act as mentors to the students to share life experiences, provide guidance, and provide an example of how students can achieve their goal of becoming paralegals, judges, or attorneys in the future. The possibilities that exist for utilization of the community to connect with our students is endless.</p>
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THURSDAY, January 31

Registration: 7:30-4:00, France Hallway

Buffet Breakfast: 8:00-9:00, Atlantic

Keynote Address: 9:00-10:15, Petty

The Undergraduate Experience: What Matters Most for Student Success?

Peter Felten, *Elon University*

In our book *The Undergraduate Experience* (Jossey-Bass, 2016), my co-authors and I identify six core themes that matter most for student success: learning, relationships, expectations, alignment, improvement, and leadership. This interactive keynote will explore the research that demonstrates why these themes are important not only for students but also for instructors and for institutional culture. During the session, we will critically consider what each of us can do, no matter what our context and role, to cultivate a generative culture of learning and teaching.

Thursday, 10:30-11:30	
France A	<p>Virtual Faculty Learning Communities—Breaking all the Rules Angela Atwell, <i>Embry-Riddle Aeronautical University</i> Juliet Cassidy-Floyd, <i>Embry-Riddle Aeronautical University</i></p> <p>Centers for Teaching and Learning must continually think and work outside of the box. For the past two years, our CTLE has offered Faculty Learning Community</p>

	<p>experiences in a virtual environment. We have seen great success in the past following more traditional Faculty Learning Community principles. However, in this new iteration, we have broken all the rules, even some of our own.</p> <p>Toward Humanizing an Online Hospitality Course with VoiceThread Cynthia Mejia, <i>University of Central Florida</i></p> <p>Engaging a large number of students in an online course can appear to be a daunting task. Humanizing an online course with video- and voice-enabled discussion platforms increases student interest, and ultimately student success. The cloud-based video/voice discussion platform, VoiceThread, was piloted with undergraduate students for the first full online offering of Hospitality Facilities Management in a Southeastern University. Overall, students rated the course favorably and most enjoyed their interactions with the discussion platform. The results from this pilot study offer best practices for instructors interested in using VoiceThread, including discussion design, grading strategies, rubric preparation, and scaffolding procedures.</p>
<p>France B&C</p>	<p>Converting Your Academic CV Into an Administrative CV Melody Bowdon, <i>University of Central Florida</i> Lua Hancock, <i>Stetson University</i> Lisa Jones, <i>University of Central Florida</i></p> <p>This networking session will begin with a brief overview of key strategies for converting your CV designed for applying for a faculty or staff position into one targeted toward an administrative or leadership position. Attendees will work in small groups to provide feedback to each other and will have a chance to meet and work with colleagues from a wide range of institutions. Please bring three copies of your current CV. (Workshop Sponsored by the ACE Women’s Network of Florida)</p>
<p>Petty</p>	<p>Teaching Courses on Violence: Balancing Critical Thinking, Academic Discourse, and a Safe Learning Environment Katie Kaukinen, <i>University of Central Florida</i> Ráchael Powers, <i>University of South Florida</i></p> <p>Many topics in classes in the social science disciplines involve timely, sensitive, and controversial topics surrounding violence. Professors and instructors must balance goals of critical thinking and academic discourse with the need to provide students a positive and safe learning environment. Furthermore, in light of recent legislation which mandates reporting of gender-based violence, professors and instructors must also balance federal compliance with students’ agency as individuals. This presentation outlines the challenges to these topics in the classroom and offers strategies to provide an intellectually stimulating learning environment while protecting students’ privacy and safety.</p>

	<p>Building Trust, Sharing Ownership, and Taking a Digital Leap within a Co-Constructed Doctoral Seminar Katie Tricarico, <i>University of South Florida</i> Olwyn Watson, <i>University of South Florida</i> Sophia McMorris, <i>University of South Florida</i></p> <p>With a course titled, Urban Schools: How Poverty & Policy Marginalize Youth, conversation is bound to veer into charged and complicated territory. In order to address the politically-steeped topics required by the course, as well as provide students a safe classroom space to grapple with the complexities of teaching and learning in such a charged environment, it was critical for the students to co-construct the syllabus with the instructor. However, there are challenges to this approach as there are constraints when teaching within a state university.</p>
Dolphin	<p>Using Discussion Boards to Build Community and Solidarity Among Marginalized students Lauren Braunstein, <i>University of South Florida</i> Chad Garcia, <i>University of South Florida</i> Ozgur Ozdemir, <i>University of South Florida</i></p> <p>Many faculty believe online spaces are lacking in their capacity to build community and solidarity. In this presentation, results from a student will shared to suggest otherwise. In response to Discussion board prompt on the TED Talk, Danger of a Single Story, students of color displayed solidarity building across multiple layers of difference. Presenters will discuss how discussion boards can be used as spaces of resistance, counter-storytelling, and community building. In addition, the presenters will provide concrete tools for how to best use discussion board and other online tools to build classroom community, particularly for marginalized populations.</p> <p>Invitational Design: Online Housekeeping Tips to Welcome All Students Karen Tinsley-Kim, <i>University of Central Florida</i> Anchalee Ngampornchai, <i>University of Central Florida</i> Raquel Austin, <i>University of Central Florida</i> Francisca Yonekura, <i>University of Central Florida</i></p> <p>Online instructors may be tempted to think it is too challenging to fully engage all of their students. This can be due to the variety of students whose identities may not be completely apparent in digital environments. Invitational design is a term that communicates the idea of welcoming all students to online courses to support their educational success. This implies a proactive approach to course design that is not expected to be easy and takes time, but the long-term benefits of student success should be kept in mind. Invitational design is thought to be like welcoming guests into your home.</p>

Buffet Lunch: 11:45-12:45, Atlantic

Thursday, 12:45-1:45	
France A	<p>We're In This Together: You, Me, and Your Peers Patty Farless, <i>University of Central Florida</i> Annabelle Conroy, <i>University of Central Florida</i> Regina Francies, <i>University of Central Florida</i> Jane Moody, <i>University of Central Florida</i></p> <p>This trans-disciplinary panel discusses peer review as a reflective and collaborative process that promotes active student learning. Annabelle Conroy's presentation focuses on peer-review and "reflection with a purpose" to teach students how to become self-directed learners. Jane Moody's work discusses two methods of peer-review to flesh out specific issues with identity and ownership. Regina Francies tackles the unexamined areas of infusing peer-review into oral communication to convince students of the value and efficacy of participating in the process both as reviewer and reviewee. Patricia Farless considers the effectiveness of low-stakes, targeted peer-review through scaffolded stages of student research.</p>
France B&C	<p>Using Technology to Facilitate Intellectual Discourse In Politically or Socially Complicated Times Christina Partin, <i>University of South Florida</i> Matthew Ahlfs, <i>University of South Florida</i> John Zheng, <i>University of South Florida</i> JC Banda, <i>University of South Florida</i> Christopher Guido, <i>University of South Florida</i> Georgi Georgiev, <i>University of South Florida</i></p> <p>Regardless of discipline, there are times when "the real world" seeps into the college classroom. A surprising election result, a new policy on campus, a natural disaster, or a tragedy in the local community... our students are people outside of the classroom, and it is unrealistic to expect that simply walking into the classroom environment would create a disconnect from a student's life or humanity. Knowing this, however, does not prepare an instructor to deal with the complexities of these situations when students come to class distracted or unfocused because of a situation not within the instructor's control. Instructors may experience anxieties over the consequences of classroom or schedule disruption, or the loss of authority in the classroom as a result of perceived lack of knowledge, control, or preparation (King, 2003). This presentation will offer suggestions for ways that instructors can use technology to meet their needs (providing content and instruction) and the needs of their students (addressing and deconstructing challenging social or political issues) while avoiding schedule disruption, and maintaining authority through authentic engagement with student concerns. Presenters will provide a lively discussion with participants while offering practical tips and tools to successfully implement these strategies.</p>

	<p>Do Faculty Educated in Foreign Countries Have Different Perspectives on What Constitutes Excellent Teaching? Emad Mansour, University of South Florida</p> <p>Faculty receiving undergraduate education in a foreign institution may have different views on what constitutes excellent teaching and that may influence their teaching and their students’ learning in American universities. The aim of this study was to identify the views of excellent teaching between US- and foreign-educated faculty based on different demographic information (ex. gender, and discipline). An online version of teacher behavior checklist (TBC; Buskist, 2002) was sent to faculty from 14 Southern Regional Educational Board (SREB) institutions, asking them to rank the top 10 out of 28 teacher qualities of excellent teaching. Both U.S.- and foreign-educated faculty agreed on nine qualities as the most important for excellent teaching, although in different order. Demographic information of participants did not significantly affect selection of the top 10 qualities as most important to excellent teaching. However, the significant difference in ranking order of those qualities between and within the two groups shows the unique perspectives of excellent teaching and what is maybe more central to each group. In this presentation, main results will be shared. Participants will also share their perspective of their excellent teaching using the TBC.</p>
Petty	<p>Introducing Meaningful Audience as a Part of Online Course Writing in Response to Readings Mark McCarthy, <i>Columbus State University</i></p> <p>I propose a shift in the way that online instructors ask students to engage with audience. Commonly, online courses utilize weekly responses to readings. This task may not capitalize on graduate student assets—namely, their work context. I believe the practical applicability of course concepts in their real-world spaces can scaffold students toward critical engagement with course readings. Therefore, I ask them to complete a series of writing assignments directed at an authentic audience of their colleagues—at work, not from class. I illustrate with examples of student work.</p> <p>Predictions: Priming the Brain for Learning Oana Cîmpean, <i>University of South Florida</i></p> <p>No matter what type of classes you teach, or what subject, prediction is a simple tool that makes them more interactive and interesting. In this presentation, you will learn the parameters of effective predictive activities and how you can easily implement this tool in the classroom.</p>
Dolphin	<p>Unconference: Disasters and Campus Closures Moderators from the University of South Florida</p>

	<p>This free-flowing discussion is an “unconference” in that there is no presentation in favor of an organic conversation following its natural contours as we explore the topic, share experiences, express questions and hopes, and become inspired by our communal wisdom. This topic reflects the need to consider what to do when disaster strikes a campus, which can include anything from security emergencies to weather-related events.</p>
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Thursday, 2:00-3:00	
France A	<p>The Power of Student-Faculty Collaboration: Gathering Formative Feedback from Undergraduate Assistants Hannah Jardine, <i>University of Maryland</i></p> <p>It is becoming more and more common for faculty to have undergraduates as teaching and learning assistants (UTLAs) supporting student-centered, active learning in their courses. Beyond aiding in facilitating student-centered instruction, UTLAs can be a valuable source of formative feedback to improve teaching and learning, due to their unique perspectives and experiences working with students. In this presentation, I will introduce a framework for thinking about the role of UTLAs in formative assessment processes, share examples of written and oral feedback from UTLAs, and suggest strategies that instructors can use to expand opportunities for gathering useful, formative feedback from UTLAs.</p> <p>Improving Critical Thinking Skills through use of Lateral Thinking Structured Activities in the Classroom Abby Milon, <i>University of Central Florida</i></p> <p>Introduction of Lateral Thinking concepts and techniques through structured activities in the classroom aids in improving the college student's critical thinking skill set. Students tend to think and study in a linear manner and need exposure to lateral thinking activities to develop a more global approach to problem solving and success in mastering course materials.</p>
France B&C	<p>The Role of Emoji in Higher Education Landon Berry, <i>University of Central Florida</i> Julie Donnelly, <i>University of Central Florida</i> Will Dorner, <i>University of Central Florida</i></p> <p>This presentation discusses the results of a quantitative study that investigated the role of emoji in academic settings. Though previous research argues that emoji provide useful contexts to social interactions, we suggest that academic settings do not create rhetorical situations that invite clear and enthusiastic student participation. In other words, though students are proficient users of emoji in peer</p>

	<p>settings, the academic classroom has yet to repurpose that same level of proficiency or enthusiasm.</p> <p>Project Work Management: Addressing the Needs of Impaired Learners of English as a Foreign Language Tatiana Makarova, <i>Moscow City University, Russia</i></p> <p>Project work is presented as a means of developing impaired learners’ intellectual potential and their communicative competence when studying English as a foreign language. The focus of this presentation is on developing educators’ project work management competence in order to increase the achievements of all their students, no matter what their health background is.</p>
Petty	<p>How Do We Talk About What Happened? Martha Brenckle, <i>University of Central Florida</i></p> <p>Monuments are built to commemorate people and events and represent the collected knowledge of our public lives. As public spaces, they invite people to become educated about events and historical figures. While filling in the gaps in public memory, they reflect values, priorities and ideologies. Asking students to research and interpret these representations of historical events means asking them to see beyond the exhibition case and not take for granted the significance of any public artifact. They learn that public monuments also have histories—of funding, of stakeholders in the event and of those who wish to control its story.</p> <p>An Asset-Based Approach to Faculty Secondary Trauma Lynell Hodge, <i>University of Central Florida</i> Melody Bowdon, <i>University of Central Florida</i> Amanda Wolcott, <i>Lynn University</i></p> <p>Educators are amongst a population at risk for exposure to secondary trauma because they have contact with young adults who may have or currently experiencing hardships such as mental health issues, relationship abuse, or financial insecurity. However, despite the vulnerability of educators to secondary trauma, little research has focused on this population or preventative techniques that might mitigate the effects of secondary trauma to educators. A faculty cohort was selected to identify levels of exposure and coping strategies used to navigate classroom and one and one interactions with students. In this presentation participants will discuss the results from this semester-long faculty cohort and major themes.</p>
Dolphin	<p>Making Quality Matter: Implications for Online Faculty Development Anchalee Ngampornchai, <i>University of Central Florida</i> Aimee deNoyelles, <i>University of Central Florida</i> Charlotte Jones-Roberts, <i>University of Central Florida</i> Annette Jones, <i>Florida State University</i> Christie Nicholas, <i>University of South Florida</i></p>

	<p>Minyoung Lee, <i>University of Central Florida</i></p> <p>The state universities across Florida are conducting quality reviews of online courses more systematically in order to continue the effort of offering high-quality education as well as to respond to the State University System of Florida’s 2025 Strategic Plan for Online Education. Three of these universities—UCF, FSU, and USF—will share data based on over 260 reviews of online courses. The results reveal trends that have meaningful implications for faculty development efforts and support services.</p>
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Thursday, 3:15- 4:15	
France A	<p>Teaching Social Justice Across the Curriculum to Enhance Student Learning Christina Partin, <i>University of South Florida</i> Cat Archer, <i>University of South Florida</i></p> <p>Previous research has revealed that students are more likely to learn and retain information when they are motivated and when they are invested in the application (Ames, 1992; Everaert, P., Opdecam, E., Maussen, S., 2017) in the material. College students today are interested in issues of social justice, and when students are encouraged to explore these issues academically through a disciplinary lens, they become invested in both the material being taught in class, as well as engaging in local and global issues as active, participatory citizens. As Bowman (2011) and others have recognized the importance of educating students as informed citizens, this paper explores the relevance of engaging students in social justice education in all fields. We will provide examples and suggestions for how this can be done in classes across the curriculum (including social sciences, hard sciences, humanities and arts, business, health, etc.), and we will engage the audience in a brainstorming session to encourage participants to consider ways to immediately begin to implement these ideas into their classes.</p> <p>Project Highlights from a Digital Learning Course Redesign Initiative Wendy Howard, <i>University of Central Florida</i></p> <p>In an effort to impact student learning by increasing successful course completion, particularly in GEP & STEM courses, UCF’s Board of Trustees made a strategic investment in a course redesign process that leverages the benefits of online, blended, adaptive, and active learning while also promoting open educational resources. This session will provide a brief overview of the 3-year initiative and spotlight several faculty led innovative course redesign projects. Come get ideas and join a discussion on implementing innovations at scale.</p>

France B&C	<p>Bringing Escape Rooms into the Classroom: Design Feasibility and Application Kamila Dell, <i>University of South Florida</i> Gwendolyn Wantuch, <i>University of South Florida</i></p> <p>Educational gaming is a current trend in higher education to promote engagement and critical thinking among students. On example is an escape room, which can be used to encourage teamwork and critical thinking, while adding a fun twist with clues and a time constraint. This session will cover escape room design, implementation, and classroom sequencing with a focus on effective technology utilization to overcome resource and classroom space limitations. Attendees will participate in an escape room learning activity that demonstrates the application of this active learning strategy.</p>
Petty	<p>Pre-Service Teacher Voices Amanda Wilkerson, <i>University of Central Florida</i> Lynell Hodge, <i>University of Central Florida</i></p> <p>Throughout the nation enormous efforts are underway to increase and retain a more diversified and highly qualified instructional workforce. Within educator preparation programs, pre-service instructors aim to respond to the national mandate through rigorous programming and exploratory field and clinical experiences. The preparedness or the lack thereof of pre-service instructors provides insight for this study. The ambition of this paper is to provide a reconceptualization of the interconnectedness among pre-service instructors, teacher educators, and teaching and learning in higher educational settings. The paper presentation will focus on the powerful experiences of pre-service instructors in urban settings to reflect on the praxis of teaching and learning.</p>
Dolphin	<p>Gamification: How the Principles of Games Can Make Teaching Fun Through “Playful Pedagogy” Kevin Yee, <i>University of South Florida</i></p> <p>Structured carefully, the core principles that make games fun can also be channeled to make the classroom (or online!) experience fun as well. In this fashion, students become energized about the course and, almost without conscious thought, the subject matter as well. Participants will leave with a discrete plan to employ game-inspired elements in their own teaching.</p>

Thursday, 4:30- 5:30	
France A	<p>Student Success From Data to Action Karla Moore, <i>Daytona State College</i> Andrea Gibson, <i>Daytona State College</i></p> <p>At Daytona State College (DSC), nothing is more important than the success of our students. The College is dedicated to removing obstacles and inspiring hope that</p>

	<p>will help to convince our students they belong in college. Success means achievement in the classroom, the workplace, and in life. In order to achieve this, Institutional Research and Institutional Effectiveness departments work closely with each academic department to understand how data analyses can lead to concrete actions that will increase student success.</p> <p>SOS: “Success” Our Students Elizabeth Doone, <i>University of South Florida</i> Sarah Semon, <i>University of South Florida</i> Gordon Brobbey, <i>University of South Florida</i> Barbara Lazarou, <i>University of South Florida</i> Nicholas Catania, <i>University of South Florida</i></p> <p>The University of South Florida’s (USF) Preservice Special Education majors are often drawn to this field because of a personal connection to special education or a strong desire to make an impact on the lives of children with disabilities. Approximately seventy-five percent of our Exceptional Student Education undergraduates are transfers, first-generation college students, and may have a disability themselves. Student success initiatives presented include: the development of weekly Professional Seminars, making connections between courses and practicum experiences, adjusting faculty roles to be responsive to individual student needs and providing support for our out-of-sequence students, and building cross-program collaboration.</p>
<p>France B&C</p>	<p>Self-Efficacy Building Strategies for the Classroom Amanda Helip-Wooley, <i>University of South Florida</i></p> <p>In this presentation, we will examine a bit of the theory behind self-efficacy, explore the four principal sources of information for self-efficacy in academic situations, and consider how to include practical self-efficacy building strategies in our courses.</p> <p>Student Success 3.0: Curriculum Analysis and Regional Labor Market Insights Allison Cleveland-Roberts, <i>University of South Florida</i> Bryce Aspinwall, <i>Burning Glass Technologies</i> LaToya Hodge, <i>Florida Consortium of Metropolitan Research Universities</i></p> <p>A unique collaboration at the University of South Florida, College of Arts & Sciences with Burning Glass Technologies, and Florida Consortium of Metropolitan Research Universities helped USF CAS faculty develop immediate and long term strategies aimed at helping students grasp important concepts and marketable career ready skills. Participants will discover ways to help students communicate overall mastery of key topics and career readiness from their recent course work.</p>

Petty	<p>Collaborative Design: Incorporating Students, Instructional Designers, & Faculty to Create a Course Gwendolyn Wantuch, <i>University of South Florida</i> Adrianna Hughes, <i>University of South Florida</i> Beth Jordan, <i>University of South Florida</i></p> <p>This session will describe a unique and creative way to incorporate student partnership in learning design through an independent study experience. The facilitators will navigate through principles of collaborative design from a student and faculty perspective. Major focus includes how to negotiate terms of the collaborative design while aligning with educational outcomes, and how to assess the partnership.</p> <p>You Can Teach an Old Dog New Tricks-Leveraging Resources to Promote Innovation in established Online Courses Sue Bauer, <i>University of Central Florida</i> Kathleen Bastedo, <i>University of Central Florida</i></p> <p>Join the University of Central Florida Instructional Designers as they share advanced techniques for implementing innovative strategies and resources into faculty development for online veteran instructors (IDL7000 course). These techniques include current trends in online teaching as available online learning 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 Multi-media Center), and open educational resources. This session will highlight best practices to collaborate with experienced faculty and how to implement available resources into your next offering of professional development!</p>
Dolphin	<p>Unconference: Evolutions in General Education Moderators from the University of Central Florida</p> <p>This session will invite contributions from all participants on the future of general education and its role in higher ed. Attendees will set goals and expectations at the beginning of the session and collaborate to pursue them.</p>

Poster Session and Hosted Bar: 5:30- 6:30, River

No Bluffing! Using a Deck of Standard Playing Cards to Maximize Class Participation

Humberto López Castillo, *University of Central Florida*

Liz Lockhart, *University of South Florida*

During this session we will demonstrate and describe our experiences using a standard deck of playing cards in an undergraduate sexual and reproductive health class. Due to the nature of the class content, students were not actively participating. Instructors then made students pick a card

from the deck and write their names on it. From the deck, instructors drew names at random to answer class questions or participate in class activities. Additionally, instructors sorted out groups in multiple ways from diverse sorting criteria.

What HIPs Motivate Faculty Teaching Capstones?

Morgan Gresham, *University of South Florida St. Petersburg*

The Faculty Capstone Experience project researches how instructors design, teach, and facilitate culminating experiences known as “capstone experiences” in higher education literature. This poster provides preliminary results from a faculty survey on teaching high-impact practices under the auspices for capstone experiences. A team of five researchers from diverse institutions are surveying and interviewing faculty who have designed and taught capstone experiences utilizing high impact practices. In this study, we are particularly interested in the intrinsic and extrinsic motivations for faculty.

It’s in the Syllabus!

Milton Wendland, *University of South Florida*

By embedding course-related images and photographs throughout your syllabus you can keep students' attention as you cover important course and policy information. Turning identification of the images into a low-risk, fun competition, instructors can excite students about course material and use the activity as an informal pre-test, avoiding "syllabus day eye glaze."

Podcasting for the Classroom

Jill Martiniuk, *University of South Florida*

This poster presents ways to use student developed podcasts in the classroom as a means of encouraging students to think about research and audience.

Student Perceptions of Academic Motivators: Attributes of Academic Achievement and Transfer of Skills from the Soccer Field to the Classroom

Nancy Carr, *University of South Florida*

This study examined how intramural soccer impacts the educational experience of community college students. Because there is a connection to outside forces that can impact student success, it is helpful to better understand how students perceive extracurricular activities to impact their academic success. Using interview questions as the instrument, this study explored student perceptions regarding the positive and/or negative impact intramural soccer has had on their academic experience.

Do Your Students Feel as if They Belong? Inclusion in Higher Education!

Karen Pagliro, *University of South Florida*

Inclusion in Higher Education, or better yet, a feeling of “Belonging” (Thomas, 2012) in Higher Education, is essential for ALL students to experience. Belonging leads to a feeling of “Safety” (Maslow) in the educational community. When students are immersed in a safe community on

their campus, they have a safe platform to construct their learning and develop profound ideas. It is here that as educational innovators we must address the “Human Element” (Maslov) and delve deeper into identifying the recurring theme of “Common Ground” among all students. This poster will give you pedagogical take-a-aways on “Common Ground” themes to implement on your campus with your general, international and special needs student populations.

Learning from Mistakes: A Virtual Simulation Approach

Irene Odell, *University of South Florida*

Learning from mistakes illustrates a novel instructional strategy to support learning by placing the learner in the role of instructor and rating the performance of others. This novel approach was implemented in an introductory nursing pharmacology course using customized video simulations. The learner-as-instructor rates performance and selects rationales. Further learning occurs through a comparison to experts’ ratings and rationales. Students have opportunities to build confidence as they identify mistakes made by the nurse in the video.

Enhancing Student Engagement with Snapchat

Jennifer Cainas, *University of South Florida*

Although Snapchat is a fun application for personal use, it has practical applications for classrooms and student engagement, especially for large class sizes. This poster will categorize and give examples of six different ways I utilize Snapchat to reinforce key concepts and enhance student engagement in my large, introductory accounting courses (with over 400+ students).

Owning Your Bias: Lessons Learned from an Online Course with No Right or Wrong Answers

Phillip Wagner, *University of South Florida Sarasota-Manatee*

As more and more courses find their way online, instructors whose disciplinary expertise straddles difficult topics like race, gender, sex and sexuality, and beyond face a conundrum. Whereas face-to-face environments afford greater opportunities for one-on-one connection that can help smooth over inevitable disagreement along social, political, religious or personal affiliations, online instructors may not be able to guide online discussions with as much ease. This poster session will explore how arts-based methods and immersive critical thinking can help solve some of these concerns. Learn how one instructor gave permission to their students to say anything they wanted with no judgement of “right” or “wrong” and what that did for the students, for the course, and for the instructor.

Blogs in an Epidemiological Research Methods Course

Aurora Sanchez-Anguiano, *University of South Florida*

This poster shows that the benefit of an in-class flipped course is to have several opportunities for students to apply what they learned “by doing”. Examples are shown.

Buffet Dinner: 6:30-7:30, Atlantic

FRIDAY, February 1

Registration: 7:30-10:00, France Hallway

Buffet Breakfast: 8:00-9:00, Atlantic

Friday, 9:00-10:00	
France A	<p>Organized Abandonment of Old-style or Obsolete STEM Content Rick Biehl, <i>University of Central Florida</i></p> <p>Instructors are constantly challenged to offer and cover more in each class as the fields we teach in evolve and grow. This requires that we be able to organize ourselves to abandon content and techniques that are obsolete or simply too old-styled for today’s students. It’s much easier to add new than to remove old. Introductory statistics provides numerous examples of content that is obsolete in the age of spreadsheets that are still taught as though we’re using appendix tables. These materials can be rethought in a more historical context to best prepare students for real-world work after graduation.</p> <p>Impact on Students Success and SPIs by Comparing Three Different Modalities of Class Assessments Ricardo Zaurin, <i>University of Central Florida</i></p> <p>Engineering Analysis: Statics (EGN3310) is a large engineering gateway course with a very high Fail (WDF)/Pass (C or better) ratio of around 50%. Students in general, do very well in their traditional online or pencil-and-paper homework assignments, but in many cases do not perform as well when given very similar problems in their tests. For this study three different sections of EGN 3310 are used to investigate the effect of different type of assessments with the aim to create the best model for student success.</p>
France B&C	<p>Supporting Faculty Partnerships: Shared Experiences from Four Florida Universities Melissa Jones, <i>Saint Leo University</i> Gianna Nicholas, <i>University of South Florida</i> Kyle Riding, <i>University of Central Florida</i> Meaza Stewart-Morrison, <i>Keiser University</i></p>

	<p>As institutions of higher education continue to create personalized and innovative development opportunities to support faculty, there has been an increased focus on offering programs that foster more meaningful collegial partnerships. While these programs have proven valuable for faculty satisfaction, they are not without their challenges. This panel, consisting of presenters from UCF, USF, Saint Leo University, and Keiser University, will explore some of these strategies and challenges and share their primary research from the four Florida institutions. Although each perspective is unique, the panelists have identified shared experiences and practical strategies for creating and supporting effective faculty partnerships.</p>
<p>Petty</p>	<p>Enhancing Student Belonging Through Improved Faculty Development and Support Cayce Wicks, <i>Florida International University</i> Justin Grant, <i>Florida International University</i></p> <p>Given the growing number of Hispanic/Latinx college students, writing programs are responsible for implementing success strategies that respond to the needs of these and other traditionally marginalized students. Strategic faculty development is one strategy to improve student success and their emerging sense of belonging within the university. This application session will present the programmatic changes made for faculty development at the nation’s largest Hispanic-serving university and will serve as a platform for discussion about how educators in other contexts can apply strategic faculty support to enhance student success.</p>
<p>Dolphin</p>	<p>What I Learned From Helping Students Organize a Conference Iryna Malendevych, <i>University of Central Florida</i></p> <p>A daylong student conference was designed to complement classroom activities for various department courses, with emphasis on those that deal with professionalism. The conference is organized by a group of students with oversight from a faculty member. Students majoring in criminal justice related fields of study attend this conference. February 2019 marks the third year of the conference. The conference affords many opportunities for the students who organize it and those who attend it. This presentation will cover many benefits for all students, where to begin with organization, lessons learned, and results of end-of-the-conference surveys from attendees (employers and students).</p> <p>Growing and Expanding Community-Based Conferences: The Expansion of Stetson's Poverty and Homelessness Conference Lou L. Sabina, <i>Stetson University</i> Rajni Shankar-Brown, <i>Stetson University</i></p> <p>This presentation explains the growth, expansion, and development of Stetson University's Poverty and Homelessness Conference (PHC), which started as a small, regional conference, and has now expanded to a national-level conference</p>

	with prominent speakers every year. Our presentation addresses the premise of the conference, its purpose and socially-responsible activism, but also how other colleges and universities can design professional development opportunities like conferences to grow and develop in a targeted and purposeful environment.
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N.B. Hotel checkout time is 11:00; OK to bring your bags into final sessions

Friday, 10:15- 11:15	
France A	<p>The "Big Six," Life Preparedness in Action Mike Tracy, <i>Florida Southern College</i> Nick Nugent, <i>Florida Southern College</i></p> <p>In 2014 Gallup-Purdue University commissioned a major study to identify key college experiences that lead to successful life preparedness for graduates. The study identified the “Big Six” experiences that have major impact on success in college and beyond. In the Barnett Business School we’ve embarked on a strategic initiative to deliver, measure and assess Big Six delivery. The case study presentation will share our approach to delivering “Big Six” experiences, results to date and strategic direction. The report will benefit others considering potential applications.</p>
France B&C	<p>Mixed-Mode: The Best of All Teaching Worlds? Karen Consalo, <i>University of Central Florida</i></p> <p>If created properly, mixed mode or "blended learning" can maximize the most desired elements of face-to-face and virtual learning courses. However, creating of a flexible, yet engaging, mixed-mode course requires extensive planning and consideration of pacing, placement of live classes, consideration of live versus virtual lectures, graded assignments, group work, guest speakers, and field trips. This discussion will provide advice in how to structure a mixed-mode course in order to maximize student and professor satisfaction and ensure active student learning.</p>
Petty	<p>The Impact of Frequent Student-Faculty Interactions on Repeater Students Shanda Hood, <i>University of Arkansas</i> Josh Girshner, <i>University of Arkansas</i></p> <p>Data show that half of all students who have dropped/failed Survey of Calculus or Finite Mathematics will drop/fail again. These students face a lack of motivation and a fair amount of math anxiety. To make connections and create an environment in which they are comfortable discussing issues with the professor, repeater students were asked to meet with the professor to complete a personalized academic improvement plan. This plan establishes the need for regular contact with the instructor and should increase the student’s comfort level with the instructor. We will address the impact of frequent interactions with these at-risk students.</p>

	<p>The Social Network: Connection and Motivation Sara Friedman, <i>University of South Florida</i></p> <p>As a number of leading theories have argued, learning is thought to work best as a social endeavor. In this session, we will focus on the relationship between social interactions and student motivation to learn. We will also consider how we can encourage students to connect with each other and the world around them.</p>
Dolphin	<p>Integrating Contemplative and Well-Being Practices for Student Success Amanda Wolcott, <i>Lynn University</i> Eric Main, <i>University of Central Florida</i></p> <p>Student success requires a holistic approach that facilitates more than the achievement of academic outcomes, but which also integrates purpose, meaning, wellness, and character development into their studies and their lives. Recent research shows the learning and health benefits of mindfulness. We will provide an overview of contemplative pedagogies, share development programing, and present a case study from one of our classes. Participants will also experience a practice they can adapt for working with their students. They will leave with a strong rationale for incorporating contemplative practices into learning spaces, ideas for applying contemplative practices, and a list of resources.</p> <p>The Fulbright-Hays Group Project Abroad at UCF Program Alla Kourova, <i>University of Central Florida</i></p> <p>The presentation will be based on the project "Building Bridges with Language and Culture in Russia" sponsored by the Fulbright-Hays Group grant. The Fulbright-Hays Group Projects Abroad Program includes 8 UCF faculty and 6 teachers from local high schools. The presentation will cover the description of the pre-program, in –country and post country activities of the project. In this session the presenter will share their curriculum development in Russian area studies focusing on culture, history, and politics as the means to understand the role and realities of Russia in the international community, its historical stages, and the current political influence.</p>

Friday, 11:30- 12:00	
France A	<p>Breaking Down the Silos: An Inclusive Approach to Teacher Education Dena Slanda, <i>University of Central Florida</i> Mary Little, <i>University of Central Florida</i> Donald May, <i>Daytona State College</i> Margie Hensler, <i>Daytona State College</i></p> <p>This session describes the innovations used to enhance an elementary education</p>

	<p>teacher preparation program at a large university with the competencies required to teach all students in an inclusive setting. The faculty’s learning and development process, use of collaborative partners, curriculum matrix created, and evolution of courses will be shared. In addition, an extension of this work, mentoring a local state college and school district through this process, will be highlighted.</p>
<p>France B&C</p>	<p>Improving Student and Faculty Success through Evidence-based Instruction Barbara Rodriguez, <i>ACUE</i> Catherine Wharton, <i>Lynn University</i> Jodi Robson, <i>Indian River State College</i></p> <p>The pressure for institutions to graduate more students has not waned. Instead, more states implemented performance-based funding measures, and regional accreditors require institutions to report student success data. Consequently, departments responsible for faculty growth and development are expected to do more and evaluate what they do. In response, Lynn University and Indian River State College are participating in a national initiative, led by the Association of College and University Educators (ACUE), to credential faculty in the use of evidence-based teaching methods that promote student engagement, persistence, and learning. The presenters will share their experiences to support student and faculty success.</p>