



Sunshine State

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

2020

DAYTONA BEACH, FL

AGENDA AT A GLANCE

Wednesday, January 29

- 8:30.....Registration opens
- 9:00–12:00.....Preconference workshops
- 12:15–1:15.....Lunch
- 1:30–2:30.....Session #1
- 2:45–3:45.....Session #2
- 4:00–5:00.....Session #3

Thursday, January 30

- 8:00–9:00.....Breakfast
- 9:00–10:00.....Session #4
- 10:15–11:15.....Session #5
- 11:30–12:45.....Keynote
- 12:45–1:45.....Lunch
- 2:00–3:00.....Session #6
- 3:15–4:15.....Session #7
- 4:30–5:30.....Session #8
- 5:30–6:30.....Hosted Bar (River)
- 6:30–7:30.....Buffet Dinner (Atlantic)

Friday, January 31

- 8:00–9:00.....Breakfast
- 9:00–10:00.....Session #9
- 10:15–11:15.....Session #10
- 11:30–12:00.....Session #11
- 12:00.....Adjourn

Coffee is available during conference hours in the hallway near the registration table. A room map is available on the back page.

To use the conference Wi-Fi, connect to the **TheShores** network with the passcode **shores123**.

To tweet about the conference, use the hashtag **#SSTLC19**.

WELCOME

Welcome to the 2020 Sunshine State Teaching and Learning conference. This event brings together faculty members and administrators from all types of institutions, both in Florida and beyond, to discuss contemporary challenges in college teaching and to collaborate to find solutions to those challenges. We invite all participants to enjoy the beautiful setting of Daytona Beach Shores and the rich opportunities for learning, sharing, and networking with colleagues.

The following pages include information about the conference sessions. To download a PDF version of this agenda with full session descriptions, go to <http://bit.ly/SSTLC-2020>.

Thank you for joining us, and have a great conference!

Melody Bowdon, University of Central Florida

Kevin Yee, University of South Florida



UNIVERSITY OF
CENTRAL FLORIDA



UNIVERSITY of
SOUTH FLORIDA

WEDNESDAY, JANUARY 29

8:30–6:00: Registration (France Hallway)

9:00–12:00: Preconference Workshops

France A

Lessons from Learning Science for Teaching AND for Showing Students How to Study

Cognitive science has solved the mysteries of memory formation and retrieval, but not every faculty member knows those principles, or how to leverage them in their teaching. We'll tackle how to adjust course design, assessment structure, and daily lesson plans with learning science in mind to best maximize the students' ability to retain and retrieval information. We'll also dive into the related question of student study skills and habits. Learning science demonstrates for us that this is far from a vague collection of best practices, and in fact faculty can do much to not only encourage, but indeed require effective study practices of their students.

12:15–1:15: Buffet Lunch

Coastal

- Mixed Green Salad
- Mojo Roasted Pork Loin
- Pasta Primavera
- Whipped Idaho Potato
- Roasted Broccoli, Carrots & Onions
- Chef's Choice of Cakes and Pies

1:30–2:30: Concurrent Sessions

France A
(60-minute
session)

Gaming the Gamers: Engaging Students through Games in College

Kiara Sabina, *Seminole State College*

Joseph Huston, *Seminole State College*

Gamification has recently become a popular topic and trend in primary, secondary and tertiary education. Students learn through a game-like design, with content that is similar to what is being taught in classrooms. While naysayers will negate the impact that this type of learning can have, others who actively support gamification of classroom environments will never return to the traditional way of learning.

France B
(30-minute
sessions)

Aligning Curriculum with Student Career Paths: The Role of Faculty in Promoting Career Readiness

Christina Partin, *University of South Florida*

Carley Geiss, *University of South Florida*

College students today are interested in career readiness and success and student demands for job placement are heard and answered through a variety of career readiness initiatives at colleges and universities. In addition to other requisite information, job placement rates and statistics are prominently displayed for accreditation purposes as well as for the goal of student recruitment. Unfortunately, career readiness is often reserved for conversations in a senior seminar or capstone course, just before students are ready to leave their programs. This presentation demonstrates that when students are encouraged to apply content from classes to their own career preparation efforts, they become more invested in the material being taught in class. In addition to increased interest in class content, students also strengthen their marketability and readiness for their careers.

Career Competencies

Megan Young, *Stetson University*

I will introduce the 4 pillars of Career Competencies: Conceptualization & Planning, Coalition Building, Resources, and Assessment. I will discuss beginning stages of competency initiative, establishing a plan, stakeholder engagement, resources and assessment of impact and ways to improve.

Petty
(30-minute
sessions)

Online and Ready to Help: Synchronous Chatting for Academic Support

Elizabeth Barnes, *Daytona State College*

Kristen Bales, *Daytona State College*

Dana Davidson, *Daytona State College*

Anibal Delgado, *Daytona State College*

The purpose of this session is to share Daytona State College's Academic Support Center, Library, and Writing Center live Chat available via each department's website. The Chat offers students a mode of communication familiar and comfortable to them, while giving academic support staff another way to engage students and refer them to appropriate, relevant campus resources.

Active Learning Strategies Using Free Access Course Materials to Engage Students in an Online Environment

Abby Milon, *University of Central Florida*

Meaningful measurable student engagement in an online course environment is challenging especially with skill building courses. Incorporation of free access materials on the course topics for the students beyond the textbook and associated power points expands the student's comprehension in a meaningful measurable way. The student's engagement with the outside materials is imported into the Online Course directly from the website so that the Instructor can track each student's progress and offers insight as to the level of understanding/ demonstrable skills performance by the students on an individual and class basis thus simulating interaction in a traditional environment.

2:45–3:45: Concurrent Sessions

France A
(60-minute
session)

When the Courage to Teach and the Courage to Lead Converge, Sponsored by the ACE Women's Network of Florida

Melody Bowdon, *University of Central Florida*

Marie Gnage, *Florida State College at Jacksonville*

Lisa Jones, *University of Central Florida*

Gwendolyn Singleton, *Florida A&M University*

This interactive workshop will engage participants to identify and explore connections between teaching and leading, highlighting ways in which the two can inform and contradict each other, considering ways in which leading is teaching and teaching is leading, and discussing the kinds of courage that both require, particularly among women leaders. The session will feature meaningful engagement with colleagues and opportunities to network and share challenges and opportunities. The session will be led by members of the Executive Board of the ACE Women's Network of Florida.

France B
(30-minute
sessions)

Understanding First-Year Students' Learning, Engagement, and Success

Masha Krsmanovic, *University of Central Florida*

This presentation will reveal the perceptions of nearly 3,000 first-semester students at the University of Central Florida regarding their first-year transition, learning, and development. The audience will have an opportunity to hear about the most prevalent transitional challenges encountered by students during their first year of college and to discuss the implications of these findings for teaching and learning. Through a collaborative and interactive exploration of factors that underline first-year student learning, participants will discuss the most effective strategies for promoting the academic success and cognitive development of students in the early stages of their collegiate journeys.

Developing Graduate Student Writers for Professional Success in Public Health

Kate Wolfe-Quintero, *University of South Florida*

Jaime Corvin, *University of South Florida*

Donna Petersen, *University of South Florida*

We will discuss how we revamped our MPH core curriculum with a large writing and communication component for online and on-campus master's students. We designed the curriculum to increase students' ability to communicate public health content for different audiences, identified as a weakness by public health employers. We created five communication projects with sequential writing tasks and formative assessment. The audiences include family, the general public, public health employers, funders, and lawmakers. Students with difficulty in communicating are identified and provided with support from doctoral TAs. We will show how students' writing becomes more professional and successful through these projects.

Petty
(15-minute
sessions)

Incorporating Self-Care into Pedagogy: Promoting Wellness and Student Engagement

Brandy Dieterle, *University of Central Florida*

Self-care is an important practice for teachers and students alike, and self-care has been shown to improve student engagement in courses. This presentation discusses a few different class activities and assignments for integrating self-care into pedagogy. Specifically, I focus on strategies for incorporating self-care into general education courses, as these are some of the first courses students enroll in.

Social Cohesion and Effective Teaching and Learning Practices at a Multi-Campus University

Kobus Mentz, *North-West University, South Africa*

The multi-campus university phenomenon is part of the higher educational landscape in many countries and poses several challenges. It also opens up opportunities for students who might otherwise not have been able to attend a single, centralized campus. The North-West University in South Africa is the result of a merger between two diverse universities. It was found that the main issues affecting multi-campus universities are ensuring quality in a decentralized setting, managing teaching and learning at all levels, establishing a common academic culture, maintaining a scholarship of teaching and learning that addresses diverse needs, and advancing a sense of belonging.

Improving Final Exam Outcomes in Introductory Chemistry Through Retrieval Practice Quizzing

Kaylee Todd, *University of Florida*

The cumulative aspect of final exams in chemistry courses is difficult for first-year students to manage. In Introductory Chemistry, a series of topic-specific retrieval practice quizzes given after each during-term exam is used to reinforce the long-term retention of exam material. Students who complete half of these retrieval quizzes or more perform significantly better (i. e., more than half a letter grade) on the final exam compared to those with a lower participation rate, despite no differences on their during-term exam performances. The long-term understanding and retention of cumulative curriculum is positively influenced by the retrieval quiz system.

4:00–5:00: Concurrent Sessions

France A
(60-minute
session)

Creating and Using Rubrics to Advance and Assess Student Learning

Roslyn Miller, *University of Central Florida*

Teachers can expand student learning by creating rubrics that align with course and unit objectives and using them to elicit student work that meets expectations and efficiently provide meaningful feedback to students. This session will provide a brief rationale for using rubrics in online course design and then present best practices for creating and using rubrics to advance student learning.

France B
(30-minute
sessions)

A Comparative Analysis of Students' Self-Directed Service Learning Projects and Literature Reviews

Gail Humiston, *University of Central Florida*

This presentation compares the integrative-learning outcomes and social justice perceptions of students as part of their Criminal Justice Ethics Capstone course. A quasi-experimental design was used to randomly assign either service learning or a literature review to six (6) class sections. Students were upper-level undergraduates completing their degrees in criminal justice (N=265). Preliminary data indicate 138 students were assigned to complete a traditional literature review and 127 students completed self-directed service learning for their capstone project. Course assignments and learning outcomes of the treatment and comparison groups will be compared.

Scrum for Agile Education: Developing a Signature Pedagogy for Computer Science

Dan Myers, *Rollins College*

Valerie Summet, *Rollins College*

Scrumage (Scrum for Agile Education) is a course management framework based on Scrum, a project management approach widely used for software development. In a Scrumage course, students work in self-organizing teams to learn course content and complete assignments over a series of short sprints. Teams are free to choose their own resources and schedules, while the professor functions as a coach and expert resource. We will describe how we have used Scrumage to redesign multiple computer science courses at Rollins College and present preliminary data from our in-progress study of student experiences in Scrumage courses.

Petty
(60-minute
session)

iGen, Microlearning and FLIP

Julie Donnelly, *University of Central Florida*

There is no doubt that learners today differ greatly from their counterparts 10 or 20 years ago. They have been coined “digital natives,” but are also referred to as the iGen or Generation Z. They are now entering colleges and universities, and bringing with them new definitions of interactivity and engagement. Additionally, they learn and process information in unique ways, differing greatly from their predecessors. Immediacy and accessibility are two distinctive values of these learners, and they expect these not only in their daily lives, but in their educational journeys. Accessing information anytime, anyplace is critical, as well as their need for instant gratification and rewards. So, how does this influence course design and delivery today? How is this generation impacting teaching and learning? Are these learners affectively prepared for class, group and project work? What pedagogies can deeper engage these learners, while increasing learner gains? This presentation first outlines the theoretical research regarding digital learners. Then, the presenter outlines the characteristics of this generation, and how these characteristics impact learning and teaching. Next, the presenter walks attendees through the concept of microlearning, and why it is beneficial to include microlearning in your courses. The ideological pillars of FLIP are outlined. Attendees gain an understanding of how adopting microlearning, by FLIPping intentional content enhances learning experiences, deeper engages digital natives, and builds both cognitive and affective learning domains. Lastly, tools to utilize when creating microlessons are explored.

5:00: Adjourn

THURSDAY, JANUARY 30

7:30–4:00: Registration (France Hallway)

8:00–9:00: Breakfast (Atlantic)

9:00–10:00: Concurrent Sessions

France A
(60-minute
session)

Using Emotional Intelligence to Become A Mindful Teacher

Robert Overstreet, *Southern Adventist University*

To be a mindful educator, one must be cognizant of others' emotions. Emotions are a complex science that provide a snapshot of what a person is thinking or feeling and can also provide information that can be valuable about a particular situation. Studies have shown that emotional intelligence can be taught and developed in schools. In fact, in schools and individual classrooms where Social and Emotional Learning (SEL) exist, students were found to be more involved in learning, were better classroom citizens, and learn material at a rapid rate.

Riverview
(60-minute
session)

Discourse Routines, Questioning, and Student Engagement in an Active Learning Mathematics Class

Douglas Lapp, *Central Michigan University*

This workshop will focus on basic discourse routines and questioning techniques that align with Sfard's (2008) construct of commognition. In this model, thinking itself can be thought of as a form of communication. This reflective process can happen both internally or as a result of interaction with others. Vygotsky's (1978) view of learning as a social experience suggests that rich discourses are essential for concept development. Therefore, if we wish to provide an environment conducive to student learning, we need to develop pedagogical practices that stimulate this communicative process. This session illustrates practices that help facilitate discourse among students.

Dolphin
(30-minute
sessions)

Credits, Curriculum, and Chairs: Paths That Divert Student Learning in Undergraduate and Graduate Programs

Keisha McIntyre-McCullough, *Florida International University*

Ilisa Lieberman-Leibovich, *Florida International University*

Natalie Carro, *Florida International*

Teaching and Learning is not at the forefront of higher education as measures taken in universities have become antithetical to their intended purpose with data-driven metrics, cursory advising and an emphasis on credits, rehashed curriculum, and full-time doctoral students are provided a minimal standard for educational quality. The hierarchy posited by some administrators and faculty concerning what constitutes educational viability and worth also impact student knowledge. Current practices ultimately disenfranchise students and faculty while attrition rates increase. This panel presentation presents these issues and proposed strategies for a renewed stance in higher educational practice.

Our Role in Supporting Transfer Student Success**Peggy Nuhn**, *University of Central Florida***Karen Kaufmann**, *Seminole State College of Florida*

Based on research by two faculty librarians - one a university librarian and the other a college librarian at a college with an established pathway to that university - who teach students planning to transfer to a university, or who have already transferred to the university. This presentation offers a deep dive into the transfer student population: who they are, what challenges they face, how they differ from “First Time in College” students, and the importance of scaffolding instruction between institutions to better support transfer students. Our findings will increase faculty understanding of this diverse and growing student population.

France B
(30-minute
sessions)

Encouraging Useful Classroom Discussion in Politically and Socially Complicated Moments**Stuart Dees**, *University of Central Florida***Allison Pinkerton**, *University of Central Florida***Nichole Stack**, *University of Central Florida*

Teaching in a society saturated with inflamed social and political discourse can pose a number of challenges for educators and students alike. This presentation proposes that navigating this charged rhetoric is not something to be avoided but to be embraced through carefully crafted discussions, regardless of field or discipline. Presenters briefly cover research on this issue, followed by example readings and discussion. Participants are then invited to share and discuss practices, assignments, and activities related to their disciplines and will work with presenters to create potential deliverables for their own courses.

Science in an Aviation Wrapper - An Application-Oriented Interdisciplinary Science Course**Michelle Whisenant**, *Embry-Riddle Aeronautical University - Worldwide*

“The Science of Flight” is a general education science course that integrates several science disciplines and directly applies each discipline to aviation. The course includes engaging discussions, critical thinking exercises, and collaborated activities focused on solidifying applications and making real-world connections. The goals of this course are to facilitate the learning process through the meaningful application of concepts, positively impact the perceptions and motivation of students new to the study of aeronautics, and promote the development of communication and collaboration skills necessary to succeed as professionals in today’s work force.

Petty
(30-minute
sessions)

The Escape Room Experience: Faculty Panel

Kamila Dell, *University of South Florida*

Gwen Wantuch, *University of South Florida*

Christy Williams, *University of South Florida*

Have you wondered how to incorporate an escape room into higher education? This presentation will discuss three different examples for use of escape rooms with varying classroom audiences and intents. Presenters will provide ideas of where escape rooms can fit into the classroom as well as novel approaches to overcome common challenges. Practical points about time, preparation, set up will be shared.

Online Discussion Boards: Student Learning and Expectations

Neetu Kaushik, *LaGuardia Community College, CUNY*

Online learning has gained momentum over the years and since then a lot of research and studies have been done to find ways that can make this instructional method more effective and promote students' engagement and learning. Out of many tools, discussion boards are considered as an important element in most online classes. Often they are treated as an equivalent to class attendance as in a regular in-person class. This presentation will examine the instructor's and students' expectations from such a discussion board and what makes them effective.

10:15–11:15: Concurrent Sessions

Riverview
(60-minute
session)

Embedding Metacognitive Strategies into Your Teaching to Enhance Student Success

Judy Ableser, *Oakland University*

This interactive session will demonstrate a range of meta-cognitive strategies to enhance learning. Although it is necessary for instructors to teach content knowledge and disciplinary skills, it may not be sufficient for successful learning. Meta-cognitive strategies, or skills to help students think about thinking, can enhance the probability that students will be successful in retaining, demonstrating and transferring deep learning. Exemplary instructors can support student success by embedding some simple meta-cognitive strategies and learning techniques into their teaching. Participants will receive a "Learning to Learn Handbook" and practice techniques including goal setting, meta-cognitive note-taking, critical reading and study skills.

Petty
(60-minute
session)

Can You Escape? Utilizing Escape Rooms in the Classroom

Kamila Dell, *University of South Florida*

Gwen Wantuch, *University of South Florida*

Christy Williams, *University of South Florida*

This session will briefly describe the escape room experience, elements to incorporate for successful delivery of an escape room, and take the audience through an escape room in the classroom. The audience will have time to debrief the activity, practical challenges, and brainstorm ways to create an escape room in their course.

Dolphin
(30-minute
sessions)

User-Centred Design as a Framework for Interdisciplinary Studies Teaching and Learning

Sharon Woodill, *University of Central Florida*

Yasushi Akiyama, *Saint Mary's University*

The aim in this research is to develop a framework for designing Interdisciplinary Studies (IDS) courses based on User-Centred Design (UCD) principles and techniques. UCD approaches have well established methods for addressing issues and needs of specific users in order to develop flexible interfaces and interactions. We will apply these methods and tools of UCD approaches in the field of IDS education in order to design courses that can be adapted to accommodate the diverse needs of IDS students while cultivating the requisite cognitive skills necessary for interdisciplinary work. The key feature of UCD approaches is the iterative design process. Each iteration enables assessment and refinement of the learning environment which will allow the course to be adapted to any given student body at any given time to produce optimal learning outcomes.

Practical Approaches for Providing and Assessing Authentic Learning Experiences to Improve Digital Literacy

Jennifer Wojton, *Embry-Riddle Aeronautical University*

Lori Mumpower, *Embry-Riddle Aeronautical University*

Sandy Branham, *Embry-Riddle Aeronautical University*

Alexandra Watkins, *Embry-Riddle Aeronautical University*

In this panel, four professionals with different points of view will discuss how to educate and support students and teachers who strive to provide authentic experiences that improve students' digital literacy. Panel participants include Embry-Riddle Aeronautical University's Director of the Center for Teaching and Learning, the Director of the Digital Studio, and two professors representing different classes/disciplines. We will address the importance of developing digital literacy skills for both students and instructors, identify some qualities of authentic learning opportunities focused on digital literacy, and address how those of us with limitations to our technical skills can and should be vested in making an impact in this area.

France A
(30-minute
sessions)

Teaching Science Using Stories: Applications of the Story-Based Inquiry Method

Michael Budzisek, *Johnson & Wales University*

Hear about applying the "Story Based Inquiry" method of teaching to a non-majors Introduction to Life Sciences course. A good story is a memorable one. Examples demonstrating how narratives designed to capture students' attention can be used to stress student inquiry, critical thinking, and application will be provided and discussed. Example topics will include: 1) How It All Started: The Big Bang and Matter; 2) How Unique is Life: What are the Chances of Finding Life Somewhere Else in the Universe (Astrobiology); and 3) Global Warming: How Will It Affect You and All Life On This Planet?

The Rhetoric of Relational Leadership: A Qualitative Case Study Analysis on Influence of Appreciative Inquiry**Harika Rao**, *Lynn University***Kendrick Scott**, *Lynn University*

The purpose of this research study is to explore the importance of mentoring based on the pillars of relational leadership and appreciative inquiry. The study is intended to provide relevant inputs to enhance the professional development of students and faculty by seamless transformation of their educational relationship into mentorship. The mentoring process in the practicum of student teachers constitutes a critical factor in their professional development. Student teachers view the process in their practice teaching as the best way to acquire professional knowledge and competence as a teacher (Hascher, Cocard, & Moser, 2004; He, 2010).

France B
(15-minute
sessions)

Generation Z and Industry Challenges**Hala ElAarag**, *Stetson University*

Cognitive research shows that students learn more when they are engaged in their studies and see them as important. Higher-level educators in all fields strive to find ways to teach core concepts using exciting hands-on and practical approaches. It gets harder to find novel ways to keep Generation Z excited and eager to learn. In 2018, a flight booking company (kiwi.com) offered a challenge based on a famous but very hard to solve algorithmic problem. We explain the experience of having the students participate in this challenge as a class project. Our classroom observation showed that this type of challenge provides a great tool to get Generation Z students excited about learning and arm them with the skills they need to succeed in the 21st century.

Collaborative Learning: The Impact of Students' Group Learning on their Confidence and Achievement**Neetu Kaushik**, *LaGuardia Community College, CUNY*

This presentation will emphasize the effectiveness of Team-Based Learning (TBL)—a pedagogical approach in introductory economics classes. TBL is an instructional strategy that can help students learn difficult concepts with ease in small group settings and develop their critical thinking at the same time. There is limited research done on TBL's effectiveness in economics and social science in general. This presentation will discuss the planning needed to adopt this approach and the challenges faced in implementing it. The results of the study will also be discussed and data analysis will be done to measure its effectiveness.

Generational Perceptions of Classroom Response Systems

Marc Rosales, *University of South Florida*

Yolanda Torres, *University of South Florida*

The positive effects of Classroom Response Systems (CRS) have been validated in multiple studies. Nevertheless, there is a dearth of data about the perception of the use of this technology by the different generations in today's diverse classroom. The purpose of this study is to examine the generational perspectives of CRS. The sample will include 350 students of a baccalaureate prelicensure nursing program in a state university. The study will use the CRS Perceptions Questionnaire (CRiSP) to examine this phenomenon. Data will be categorized, and descriptive statistics will be used for analysis.

11:30–12:45: Keynote Address

Petty

Why Don't My Students Think I'm Groovy? The New "R"s for Engaging Modern Learners

Christy Price, *Dalton State College*

What factors influence student motivation and desire to learn? Obviously, there are some influences beyond the professor's control, but research in educational psychology suggests one thing we can do to increase student engagement is to create learning environments that are in some ways linked to, and supportive of, the current student culture. During this session, we will briefly review the literature regarding the culture of students of today and apply the findings of the presenter's research regarding modern learners (both our traditional age 18-24 and non-traditional learners age 25 and older). We will specifically discuss the characteristics of ideal learning environments for modern learners, their preferences regarding assessments, their perceptions regarding the characteristics of the ideal professor, and their ideal institutional practices. Throughout the session, participants will engage in activities that will require them to reflect on their own teaching methods and/or institutional practices. Open-ended questionnaires, check-lists, and video clips of faculty and students will be utilized in order to create personal action plans regarding practical steps we can take to meet the needs of modern learners.

12:45–1:45: Buffet Lunch

Atlantic

- Mixed Green Salad
- Seared Atlantic Salmon
- Grilled Chicken Breast
- Southern Macaroni and Cheese
- Brown Butter and Garlic Green Beans
- Cookies and Brownies

2:00–3:00: Concurrent Sessions

Petty
(60-minute
session)

Tools and Resources to Build Your Own Escape Room

Kamila Dell, *University of South Florida*

Gwen Wantuch, *University of South Florida*

Christy Williams, *University of South Florida*

Have you wanted to incorporate an escape room in your classroom, but don't know where to start? In this workshop, facilitators will present various [free] resources faculty can utilize to create their own escape room. It will highlight at least six different puzzles and clues that can be used to promote critical and creative thinking, as well as how to skillfully incorporate course content-based clues. During this last section of the series, attendees will create puzzles for their own escape room experience!

Riverview
(60-minute
session)

The Subtle Art of Enticing Students to Read

Brian Baldi, *UMass Amherst*

Rebecca Petitti, *UMass Amherst*

This workshop is designed to help participants better understand students' relationship to course readings and increase reading compliance through careful course design decisions. Structured around the following four questions, this workshop challenges participants to consider the role of readings in their own classes: How do you choose the right readings? How do you integrate readings into your course design? How do you frame the readings? How do you teach effective reading strategies? The ultimate goal of the workshop is for participants to identify and commit to trying a few strategies to better integrate course readings into their course design.

France A
(30-minute
sessions)

Bridging the Cultural Gap: Active Learning for International Students

Masha Krsmanovic, *University of Central Florida*

Universities and colleges draw international students from all over the world. Many are from educational systems much like the United States; however, many are not. Their educational experiences have been quite different, and their expectations and understanding of their professors' expectations differ greatly. This often creates a cultural gap. International students may appear disengaged, or confused in class. How can you bridge that gap? What do you need to know to determine if it is cultural, or truly a lack of understanding? This presentation walks participants through a checklist as well as covers effective strategies to use when instructing international students.

Using Literature Circles and PBL to Investigate Nature and Nurture in Psychological Development

Teresa Neal, *Kennesaw State University*

In this session, methods for using literature to encourage students to engage with material in personally meaningful ways will be reviewed. My mixed-methods research on the application of literature circles and project-based learning will be discussed briefly. Literature circles will be presented as a strategy that promotes critical thinking and logical reasoning about issues related to course content. Additional benefits and lessons learned will be offered. The applicability of using literature in other courses will be discussed.

Dolphin
(30-minute
sessions)

Connecting with Online Learners Through Mixed-Reality Virtual Classroom Simulations

Roberta Ergle, *University of Central Florida*

Nancy Swenson, *University of Central Florida*

Virtual environments in teacher preparation programs are an innovative and exciting technology that can help professors combat the dissociation and unhealthy online environment factors prevalent in online classes today. This session explains one professor's use of the mixed-reality classroom and Skype to facilitate a small-group, synchronous event of authentic learning.

Engaging Students in an Online Environment

Cynthia Gettys, *Southern Adventist University*

Ronda Christman, *Southern Adventist University*

Robert Overstreet, *Southern Adventist University*

Polina Kadatska, *Southern Adventist University*

Darryl Hancock, *Fort Valley State University*

Gus Martin, *Southern Adventist University*

In the past, computer skills were considered a benefit, while today's world expects them a necessity for survival. A mixed methods design was used with an online survey containing both quantitative and qualitative questions made available to students utilizing Google Forms and the data populated Google Sheets. Of the 218 participants, the majority of online classes provided professor introductions. Half of the classes provided activities to help the students to get to know each other and build community within the course. Students readily identified preferred active teaching and learning strategies.

France B
(15-minute
sessions)

Increasing Student Engagement in Organic Chemistry Courses

Andrew Frazer, *University of Central Florida*

Roseanna Murray, *University of Central Florida*

Developing novel approaches to teaching Organic Chemistry is a difficult task. Professors are expected to create engaging curricula, while often receiving little formal training in teaching and education. Students meanwhile consider Organic Chemistry to be one of the most difficult courses for undergraduates and often struggle to successfully complete the course. The purpose of this study is to explore the impact of a project based credit opportunity on student success, and to evaluate different methods for engaging students in the Organic Chemistry curriculum. Students were given the option of submitting a video recording where they demonstrated mastery of a multi-step synthesis. This synthesis involves two complex reactions, a Claisen reaction, and a Saponification reaction. In the following test, both reaction mechanisms were tested in addition to Aldol reactions, which were used as a control. At the completion of the course, students completed the American Chemical Society's Organic Chemistry final which also tested these mechanisms.

Enhancing Discussion Board Responses for a More Active Online Learning Environment

Debra Ross, *University of Central Florida*

Iryna Malendevych, *University of Central Florida*

There are numerous purposes for using discussion boards in an online class. The two main purposes are to evidence learning and promote active participation. Many times discussion boards are effective for evidencing learning but fail at stimulating active participation. There are many strategies that one can use to encourage active learning. The 3C+Q method, divide and conquer, what-if statements, debates, and assigning specific actions are a few of these strategies. This presentation will explain these strategies and discuss their effectiveness from a sample of online classes taught by the presenters over the last few years.

Learner Self-Directedness: Implications for Two College-Level STEM Programs

Ryan Tainsh, *Johnson & Wales University*

Christos Dimos, *Johnson & Wales University*

Learner self-directedness was measured in undergraduate biology and health science student populations at a four-year university during the fall of 2017. These data were collected to understand student characteristics, inform program changes, and to maximize academic support strategies. Female students displayed higher control factor scores than males in the combined population, and learner GPA was significantly correlated to control and self-efficacy factors. Rising biology juniors displayed the greatest difference in self-directedness and the control factor was most correlated to academic success. These and fall data will be leveraged to maximize student success and persistence.

3:15–4:15: Concurrent Sessions

France A
(60-minute
session)

Powerful Ways for Cultivating a Sense of Belonging in Your Classroom

Kirsten Helmer, *University of Massachusetts Amherst*

A sense of belonging is a fundamental human need – within college classrooms it contributes to students’ well-being and it impacts how well students learn. Research indicates that students who feel connected and respected, and who have a sense of belonging are more motivated, more persistent and achieve higher academic success (National Academies of Sciences, Engineering, and Medicine, 2018). This interactive workshop will engage participants in a variety of reflective and experiential learning activities that support cultivating an inclusive learning community. Participants will leave the session with easy-to-implement strategies that can help to cultivate students’ sense of belonging in their classes.

France B
(30-minute
sessions)

Bridge to College Cadre: Strong Community Partnerships for Successful Student Transition

Andrea Gibson, *Daytona State College*

Karla Moore, *Daytona State College*

Amy Ringue, *Daytona State College*

Daytona State College (DSC) has developed a strong community partnership with its K-12 system. Established in 2013, the Bridge to College Cadre is a joint effort between DSC and Volusia and Flagler County Schools, with nearly 100 participants annually. Presenters will share the local efforts to establish a strong K-16 educational collaboration, along with event logistics, data elements, and cadre activities that include best teaching practices and vertical teaming on curriculum standards, school policies, and procedures.

Critical Pedagogy in Action! Co-production and Problem-Posing to Promote Student Success and Accessibility

Esteban Santis, *University of Central Florida*

Kristian Steele, *University of Central Florida*

In *Pedagogy of the Oppressed*, Paulo Freire (2005) explains that in the pursuit of knowledge, the teacher is “no longer merely the one-who-teaches, but one who is himself taught in dialogue with students, who in turn while being taught also teach” (Freire, 2005, p. 80). Apropos, the goal of this workshop is to demonstrate how instructors can promote this mutual pursuit of knowledge. To do so, we share two case studies from our classrooms that embody Freire’s work. In effect, this will be an opportunity to discuss strategies that promote student success and accessibility via critical pedagogy.

Petty
(30-minute
sessions)

Active Learning: The New Frontier for Online Learning

Alyssa Albrecht, *University of Central Florida*

Ashley Salter, *University of Central Florida*

Jessica Tojo, *University of Central Florida*

Immersing students in active learning increases student engagement, which in turn yields higher learning outcomes and greater retention. Determining how to incorporate online learning strategies in an online environment can be challenging. This session will equip attendees with several successful active learning strategies to implement in an online or blended environment.

Text As Play: In-Class Techniques for Automatic Writing

Monica Krupinski, *Florida SouthWestern State College*

Elijah Pritchett, *Florida SouthWestern State College*

This panel will explore techniques of in-class writing based on chance operations, creative scenarios, and found materials. It will include group discussions, group participation in demonstrations of these techniques, and sharing of responses to the writing activities. Use of these techniques has proved effective in combating student self-doubt, writer's block, inability to develop ideas, and in cultivating student engagement and intellectual daring. These techniques are based on Jacques Rancier's exploration of the Universal Teaching Method of Jean-Joseph Jacotot with its emphasis on chance operations and in-the-moment strategies to encourage quick thinking and resourcefulness in writing.

Dolphin
(30-minute
sessions)

Course Redesign: Integrating Human Centered Design Thinking to Reimagine Teaching and Learning

Kristen Migliano, *Lynn University*

Teaching and learning in the collegiate classroom is a collaborative exercise. Instructors and learners benefit from integrative learning strategies modeling real-world problem solving. Implementing the tenets of design thinking boosts student engagement to extract idea generation and introduce students to process ideation, brainstorming, and group problem solving. This session presents an experimental classroom instruction prototype to redesign class research project expectations utilizing human centered design principles.

Mixed-Mode Redesign for a Large Engineering Sophomore Course: A Win-Win-Win Situation?

Ricardo Zaurin, *University of Central Florida*

This presentation discusses the author's first attempt of a mixed-mode implementation for a large UCF engineering course: Engineering Analysis-Statics. The online section is hosted in Canvas Learning Management System (LMS) and contains video lectures, study-sets, e-homework, an adaptive-learning module for pre-requisites review, and proctored quizzes/exams. The face-to-face component includes learning activities, group quizzes, and hands-on active learning homework. A description of the implementation, as well as some results, struggles and successes (for both: students and faculty) are presented and discussed.

4:30–5:30: Concurrent Sessions

Dolphin
(60-minute
session)

Use Art that People Step On to Promote Creativity and STEM Skills

Mandayam Thirunarayanan, *Florida International University*

The author of the proposal takes pictures of patterns of art that he finds in smudges, leaks, spills, splatter, spit, and animal droppings on paved, semi-paved, and unpaved surfaces. While most people step on and walk over such areas, the author uses focused observation to identify patterns of what looks like art and takes pictures of such works of art. He has discovered images that look like birds, rodent-like creatures, and even human beings. He will use photographs that he has taken to engage participants in hands-on activities that will require them to use STEM skills such as observing, inferring, questioning and visualizing, and also use their creativity and imagination.

France A
(30-minute
sessions)

Secrets to Combating Cultural Bias During Pre-Service Teacher Training

Ann Fradkin-Hayslip, *SUNY Oneonta*

Well-meaning teacher candidates too often demonstrate behaviors consistent with cultural bias when they enter the classroom. These actions can and do cause dissension in the classroom and pose inequity issues. Well-intentioned candidates may unwittingly project these biases and hamper the development of positive class climate and healthy family-school connections. A combination of self-reflective practices and lessons of equity are designed to prevent unintentional bias and instead, to support and promote positive dispositions.

An Approach to Working in Linguistically Diverse Classes

Jane Harvey, *University of South Florida*

The number of international and mixed language background students at our universities means classes often consist of students with different levels of English language proficiency. Research findings suggest faculty face increasing challenges with this linguistic diversity in their classes but institutions rarely provide adequate support. Linguistically Responsive Instruction is an approach to working in linguistically diverse classes that can lead to greater success for all students and less stress for faculty.

France B
(30-minute
sessions)

Peer Reviewing Peer Review: Building Community Through the Support of Each Other

Patricia Farless, *University of Central Florida*

Landon Berry, *Lake Howell High School*

Regina Francies, *University of Central Florida*

Iryna Malendevych, *University of Central Florida*

This panel will discuss how a cohort of four faculty members explored Writing Across the Curriculum (WAC) methods of peer review over the course of a semester, and in the process became its own community of practice. Specific topics to be discussed include: redesigning student assignments, time spent grading student writing, modeling written feedback, and garnering student buy-in.

The Value of Teaching Mixed Research Methods to Pre-Med Students in Natural Science Disciplines**Carley Geiss**, *University of South Florida***Christina Partin**, *University of South Florida*

Historically, disciplines in the natural sciences have prioritized quantitative research design; relying primarily on experimental and survey methodologies (Newing, 2010). As such, there is a lack of attention to and appreciation for constructionist application and qualitative projects. Understanding various subjective aspects of practical issues is particularly important in medical and health science education, with demand for biopsychosocial models of clinical care (Geiss, ; Moon & Blackman, 2014). In this presentation, we shift attention from a naturalist model of science to a constructionist model, in which understanding the complexities of social life cannot be predicted or quantified and thus require qualitative methodologies. Providing students with methodological skills to understand social context and complexities is not counter, but rather complementary, to quantitative research and provides a richer, critical understanding of health and medicine.

Petty
(15-minute
sessions)

Exploring Formation in Online Debates: Groups vs. One-on-One**Aimee deNoyelles**, *University of Central Florida***Brigitte Kovacevich**, *University of Central Florida*

Debates have been found to exhibit higher levels of critical thinking in online learning environments. Engaging in a debate requires students to examine, compare, and contrast other solutions, exposing the advantages and disadvantages of the positions. In this research presentation, study results involving online debates in an online anthropology course will be shared. Specifically, what is the influence of group formation on online debates? Are there perceived differences in critical thinking between students who debated within groups versus students who chose to debate one-on-one? In addition, how could the online debate be improved for further semesters?

Over the Wire vs. Face To Face: Do College Students Perform as Well in A Distance Learning Environment as in Traditional Lecture STEM Courses?**John Griffith**, *Embry-Riddle Aeronautical University*

More students are taking courses online than ever before. In the case of one medium sized campus serving a mostly non-traditional college student population, approximately 90% of registrations are for distance learning courses. Are these students getting a solid foundation in their early college years? Is there a difference in end of course scores, pass rates or grade distributions between students who take courses online and students who do not? Researchers have examined hundreds of end of course scores in an attempt to answer these questions. Come see what we found out!

Shifting Definitions of Justice: A Study of Student Veteran Responses to Homer's *Odyssey***M. B. McLatchey**, *Embry-Riddle Aeronautical University*

In the final scene of Homer's epic *The Odyssey*, the returning veteran and would-be epic hero, Odysseus, massacres over 100 Ithacans in his home: men and women, who have been exploiting his family's resources, harassing his wife, and, most importantly, violating his country's core values. For a century, scholars have debated the justice of this scene. Is Odysseus a murderer, a vigilante, an epic hero? For the returning veteran, it would seem that Odysseus is none of these. He is, however, the archetypal combat veteran transitioning from combat to civilian life—and facing his second war at home.

5:30–6:30: Hosted Bar (Atlantic)**6:30–7:30: Buffet Dinner**

Atlantic

- Watermelon Salad
- Caesar Salad
- Braised Beef Lardons
- Baked Cod
- Herb-Roasted Red Bliss Potatoes
- Sautéed Seasonal Squash
- Chef's Choice of Cakes and Pies

FRIDAY, JANUARY 31

Registration: 7:30-10:00 (France Hallway)

8:00–9:00: Buffet Breakfast (Atlantic)

9:00–10:00: Concurrent Sessions

France A
(60-minute
session)

Creativity, Integrity and Academic Accommodations: A Path to Successful Advocacy

Deborah McCarthy, *University of South Florida*

As the numbers of students with disabilities on campuses increase, meeting a variety of accommodation needs within the classroom continues to be an on-going challenge. Utilizing a discussion and case study format, this presentation will focus on the relationships between accommodations and universal design, inclusion student success and academic integrity.

France B
(30-minute
sessions)

Engaged Gazes: Principles that Online and Flipped Teaching Can Learn From Themed Museum Exhibits

Kevin Yee, *University of South Florida*

We might think of the work on online teaching as “curation” (meaning selection of content), but if we look at what museum curators actually do, their planning goes far beyond content selection and includes careful decisions about layout and presentation, all done to be maximally appealing visually. We have much to learn from them when it comes to online experiences. This presentation will explore the principles they seem to follow, and suggest ways we can do the same for online classes.

Dealing with Classroom Incivility

Ann Miller, *University of Central Florida*

Natalie Yrisarry, *Valencia State College*

Uncivil behaviors in the classroom are not only discouraging for instructor, but they may also negatively impact students. Because these behaviors arise mainly out of interaction in the moment, instructors must make on-the-spot decisions about how to respond, knowing their communication may have repercussions for course climate in the future. In this session, we will discuss factors that contribute to incivility, as well as evidence-based guidelines for dealing with it in the classroom.

Dolphin
(30-minute
sessions)

Top 10 Questions to Ask Your Textbook Rep: Promised Online Enhancements, for Real?

Sue Bauer, *University of Central Florida*

Deirdre O'Shea, *University of Central Florida*

This session will highlight the important questions to ask a textbook representative before adopting a textbook for your online course. Their job is to sell the book. They promise you the world. But what do you need to ask and know before you adopt a textbook? Specifically, for your online course! This session will touch on some general questions to ask a textbook representative but will mainly focus on specific questions to ask when online course enhancements are promised with a textbook. What you and your students need to know!

Intellectual Property Considerations in the Online Classroom

Leslie Ann Dunn, *Georgia State University - Perimeter College*

As more and more classes are going to the virtual classroom, are you sure that your use of protected material is appropriate? Please join this presentation and discussion of how different intellectual property protections apply in the classroom, and evaluate techniques for identifying potentially protected content, and using protected content in a way that is appropriate and meaningful to online learners.

Petty
(15-minute
sessions)

Critical Narrative as a Tool for Integrating the Ethics of Sustainability into Engineering Education

Jeff Brown, *Embry-Riddle Aeronautical University*

Taylor Mitchell, *Embry-Riddle Aeronautical University*

Anke Arnaud, *Embry-Riddle Aeronautical University*

Chad Rohrbacher, *Embry-Riddle Aeronautical University*

For more than a decade now, professional engineering societies have articulated the challenges and significance of social and environmental issues and the need for engineers to include these considerations while balancing economic realities. We propose that critical narrative is a useful tool for engaging undergraduates in meaningful reflection and discussion surrounding sustainability to shape their understanding of professional identity as it relates to broader community responsibilities. The presentation will include preliminary findings from an analysis of pre vs. post student writing samples from an honors seminar course that relies heavily on critical narrative as a pedagogical tool.

Describing Teacher Knowledge about the Environment

Julie Donnelly, *University of Central Florida*

Landon Berry, *University of Central Florida*

Active Learning Classrooms (ALCs) have introduced a need for teachers at all levels to have some knowledge of the pedagogical use of physical space. Expanding on two established frameworks for teacher knowledge (Pedagogical Content Knowledge and Technological, Pedagogical, and Content Knowledge) we add “Environment” to the knowledge base. Using this new model, we have analyzed online discussions between faculty, as well as classroom observation data in order to describe the state of Environmental, Technological, Pedagogical, and Content Knowledge (ETPACK) of some of the faculty who have participated in our professional development programming on ALCs.

History Is Everywhere: Providing Context in Classes Across the Curriculum

Kimberly Voss, *University of Central Florida*

Just as many schools use a model of “Writing Across the Curriculum,” this presentation applies the same model to history. Using historical websites or local archives, instructors can add to lectures and activities that make current issues relevant. The benefits of this approach include connections to other classes, media literacy and critical thinking. In this process, students can become stronger thinkers and learners by in a discipline by processing their ideas using history. The presentation will include practical examples, helpful tips and a model rubric.

N.B. Hotel checkout time is 11:00; OK to bring your bags into final sessions

10:15–11:15: Concurrent Sessions

France A
(60-minute
session)

Let's Get Creative! Infusing Imagination and Innovation in Your Curriculum

Amanda Main, *Lynn University*

Are there ways to prepare your students with a competitive advantage while also having fun in the classroom? This session will show you how! According to Dan Pink, automation, abundance, and outsourcing have ushered us out of the information age and into the conceptual age, where success is no longer just what you know, but how you think and what you can do with your information. And in academic settings struggling to impart critical thinking skills, infusing creativity may be the best method to achieve both.

France B
(30-minute
sessions)

On-Campus/Off-Site: Addressing Location Constraints between Service Learning Faculty and Community Partners

Emily LaPadura, *University of Central Florida*

Vanessa Calkins, *University of Central Florida*

Much attention is paid to the relationship between college student service-learners and their community partners, but less research considers the professor's relationship with the site and its employees. While on-site involvement has proven to strengthen the sustainability of faculty and community partner's relationship, it's not always feasible. Time, location, and monetary constraints often prevent both professors from going off-campus and community partners from hiring staff to supervise service-learners. Reflecting on one strategy for these issues, we explore how collaboration between professor and teaching assistant working both at the site and the university, can work to mitigate challenges affecting all stakeholders.

Helping Students Find their Passion and Purpose in Learning to Enhance Motivation and Class Participation

Maria Mercier, *University of South Florida*

How do we bring a sense of meaning and purpose into our students' lives? When learners have a strong sense of purpose, it can make a significant difference in their motivation, active participation during class, and academic success. Embarking on this journey is critical, especially during the high school and college years. This presentation will provide attendees with interesting background information on this topic and "purpose-filled" teaching strategies to help our students during these challenging years.

Petty
(15-minute
sessions)

Cultural Learning and Reverse Cultural Shock in a Taiwan Study Abroad Program: A Mixed Methods Study

Xian Cao, *University of Central Florida*

Ruechagorn Trairatnanusorn, *University of Central Florida*

Su-I Hou, *University of Central Florida*

This study aims at exploring culture learning and reverse cultural shock in a study abroad program. We used convergent mixed methods design. The survey was used to collect both qualitative and quantitative data. The quantitative analysis found no significant difference between reverse cultural shock and racial identity/abroad experiences. Six themes about culture learning emerged in qualitative analysis: viable Taiwan healthcare system, holistic Chinese medicines, more physical activity, and no ice, vertical and horizontal collectivism, a new perception of race, and no value challenge. Students preferred Taiwan health systems and lifestyles. Minorities or having abroad experience showed more positive culture learning.

What HIPs Motivate Faculty in Capstone Experiences?

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

Our multi-institutional study adds to growing research on HIPs by considering the faculty experience of designing and implementing HIPs within their disciplinary and institutional contexts. Our multi-institutional team is researching what motivates faculty to teach/facilitate capstones and how they negotiate with the various expectations and pressures placed on this culminating experience. Do faculty, regardless of discipline, design capstones to promote students' transition/reentry into the work-force by engaging in real-world problem-focused learning that supports career-readiness? Does their design support students' integration of knowledge obtained within their degree programs, interdisciplinary general education programs, or through their engagement with the world? Why do they offer a capstone--does it offer them professional and personal satisfaction, or do they perceive it to be an obligation? How much support do instructors teaching HIPs receive? Our multi-institutional study sets out to measure faculty perceptions of what informs their experience as capstone instructors, but also what influences the design and implementation of capstones.

Interdisciplinary Service-Learning Projects for Community Partnership Building and Engaged Learning

Su-I Hou, *University of Central Florida*

PAF 7325 is a Policy and Program Evaluation course for our interdisciplinary Doctoral in Public Affairs Ph.D. program. In this course, students are assigned into small teams to work with community stakeholders to developing authentic and feasible evaluation proposals. The purposes of integrating these course-based service-learning projects are to build campus-community partnership for engaged student learning while providing assistance to evaluate programs addressing complicate social issues. Strategies of effective service-learning project design and management will be shared.

Dolphin
(30-minute
sessions)

Utilizing a Multi-University Network Improvement Model to Improve Student Success Outcomes

Michael Preston, *Florida Consortium of Metropolitan Research Universities*

The Florida Consortium of Metropolitan Research Universities composed of FIU, UCF, USF recognizes retention and completion rates in STEM disciplines must increase substantially in order to meet employment demands for STEM industries. This session reviews how we used the Carnegie Network Improvement Model to increase the number of STEM graduates, particularly limited income and minority students, through coordinated course and curricular redesigns at three major research universities by utilizing the expertise and the power of a multi-university collaborative, 2-year colleges, and industry leaders to identify appropriate enhancements to STEM teaching practices and curricula.

Metacognition Interventions for Student Success**Leslie Salas**, *Embry-Riddle Aeronautical University***Jennifer Nader**, *Embry-Riddle Aeronautical University*

Team researchers Leslie Salas and Jennifer Nader share the results of their research on whether an intervention of using McGuire's student-centered text, *Teach Yourself How to Learn*, would help students learn metacognitive study skills, and if so, if the intervention would be most effective to students if implemented during their first hurdle of a freshman-level English Composition course or in a sophomore-level Technical Report Writing course. The researchers will present the findings of their individual case studies, discuss comparisons between their results, interpret the implications of these results, and offer suggestions for future research.

Riverview
(60-minute
session)

Assessment Tools for Integrative General Education Program Outcomes**Melody Bowdon**, *University of Central Florida***Lindsey Neuberger**, *University of Central Florida***Rosalind Beiler**, *University of Central Florida*

This interactive session will invite participants to engage colleagues to explore integrative learning in general education, develop introductory criteria for authentic assessment of integrative learning, and develop an introductory plan for engaging faculty and students to improve GEP assessment. The session will be facilitated by faculty and administrators from a variety of disciplines who are leading a full-scale revision of general education at a large research university and will include discussion of innovative tools and technologies for meaningful assessment of learning that can be scaled to suit a variety of institutional contexts.

11:30–12:00: Concurrent Sessions

France A
(30-minute
sessions)

Empowering ESL Students Through Multimodal Composition**Estrella Garcia-Calvo**, *University of South Florida***Deepa Malavalli**, *University of South Florida*

Current student generations ask for different modalities in their learning process; different scholars (Jewitt, 2005; Takayoshi, Hawisher, & Selfe, 2007) consider that multimodality in writing tends to satisfy students' intrinsic skills to communicate using visual literacy. This presentation will show strategies to engage and empower students through multimodal essays to ameliorate the teaching-learning experience in ESL settings. Participants will be exposed to a diversity of multimodal options that they will be able to apply in class without overseeing course objectives or student learning outcomes.

The Effects of a Virtual Exchange on Students' Interest in Learning About Culture

Alla Kourova, *University of Central Florida*

A semester electronic exchange was conducted between a second year UCF Russian class and advanced English high school class in Russia. The exchange consists of emails between tandem partners, blogs, video conferences between both classes, and class essays. The study examined the effects of participation in the semester-long cross-cultural, cross-lingual exchange on students' interest in learning about the target culture. The results showed that students' interest in learning about the culture was high before and after the exchange. Likewise, students believed that learning about culture is an important part of learning Russian. The virtual exchange outlined here is an example of a standards-based approach to integrating language and culture.

Petty
(30-minute
sessions)

Reframing Faculty Recognition: A Departmental Response to a COACHE Survey

Iryna Malendevych, *University of Central Florida*

According to the latest COACHE survey, the appreciation and recognition of faculty accomplishments was an identified area of concern and recognized as one of the departmental challenges. With the UCF Faculty Excellence Mini-Grant Program and additional raised funds from the community partners, a sustainable departmental award program was created in the Criminal Justice department (UCF). The award program covers three awards to recognize a (1) full-time faculty member; (2) adjunct faculty, and (3) doctoral student that teaches. The award is adaptable for use in other UCF departments and other institutions. The goals, development and implementation process, and impact will be shared with the attendees.

A Transdisciplinary Approach to Redesigning a Doctoral Level Research Course

Janice Zgibor, *University of South Florida*

In 2017, the doctoral programs (both PhD and DrPH) at the University of South Florida, redesigned the 13-credit doctoral common core. The Advance Methods in Public Health Research Course, for the first time, would be taught to both research and practice-based doctoral students in an online environment. The course required a complete redesign with the objective of meeting both research and practice-based learners. A transdisciplinary team including an epidemiologist, biostatistician, librarian, community and family health, research, and instructional design. The course undergoes a rigorous evaluative process and has evolved over a three year timeframe.

France B
(15-minute
sessions)

Entrepreneurial Mindset Integration into Clean Energy Systems Course

Birce Dikici, *Embry-Riddle Aeronautical University*

This presentation describes the activity for students for Clean Energy Systems course. This 3-credit hour Mechanical Engineering course consists of 50-minute lectures 3 times each week for 15 weeks. Students consist of undergraduate and graduate students. The EM (Entrepreneurial Mindset) integration is a project which is writing a proposal report and giving presentations. Each team writes a research proposal during the course of the semester that involves the use of biomass composites. The proposal is assigned in the third week of the semester and is due at the end of the semester.

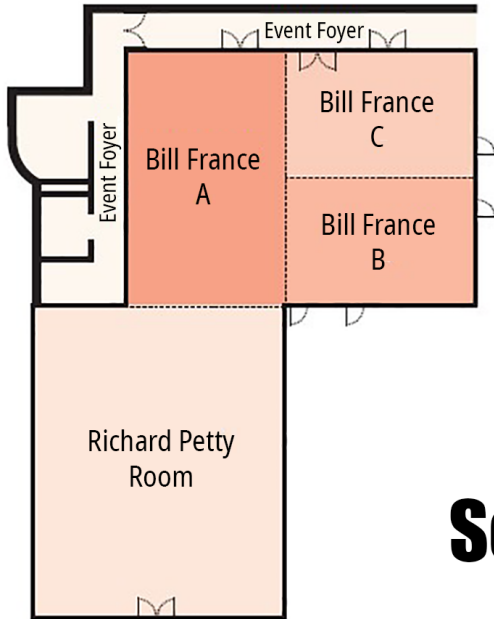
Comparison of Course Modalities for a Large Enrollment Fundamental Chemistry Course

Nicole Lapeyrouse, *University of Florida*

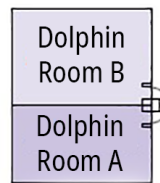
Offering a variety of course modalities has the potential to benefit a wider student audience. With introductory STEM courses being gateway courses into the physical sciences there is a need to make these courses more accessible to students as they are still taught primarily in a traditional manner. An issue with making this shift to online courses is being able to make sure students are able to learn from the online content and keeping them engaged. The following study compares two courses (face-to-face and mix-mode) for a large enrollment fundamental chemistry course at the University of Central Florida.

12:00: Adjourn

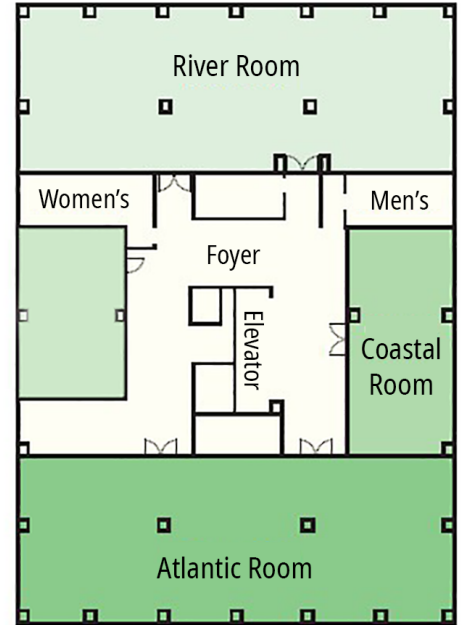
THE SHORES: MEETING SPACE MAP



First Floor



Second Floor



Rooftop

"R" in elevator