2021

AGENDA

Putting on the (Skills) Blitz!

Theresa Adelman-Mullally, *Mennonite College of Nursing at Illinois State University*

Teresa Novy, *Mennonite College of Nursing at Illinois State University*

During the Pandemic, many educators and students made the sudden shift from in-person to online learning experiences. This is particularly challenging when the course depends upon a kinesthetic experience (i.e., labs and practicums). This presentation describes an unplanned course redesign as well as some anecdotal outcomes.

Using Technology in Teaching Business Statistic for Active Leaning and Engagement

Serina Al-Haddad, *Rollins College*

Emmanuel Kodzi, *Rollins College*

This session describes an active-learning approach in a Business Statistics course that uses technology (Microsoft Excel and SAS JMP) to engage students. It also explains the benefits of this approach when teaching a hybrid or an online course.

Virtual Contact: How To Integrate an Online Conference Day for Asynchronous Classes

Gina Anderson-Lopez, *University of South Florida*

For those teaching asynchronously, students (and you!) may feel disconnected. Adding optional Conference Days before major project submissions can engage students and allow for interaction with teachers they may be missing due to the asynchronous set-up. My presentation will detail how I set this up in my classes, along with best practices, and outcomes.

Confidence Weighting: Augmenting Assessment Feedback in Online Courses

Zach Beasley, *University of South Florida*

Online assessments lack a window into students' metacognition during assessment. Confidence weighting rewards students for thoughtful feedback, increasing metacognitive activity when answering questions. An instructor gains quantitative feedback on both assessment (per-question difficulty) and student (confident or presenting misconceptions), allowing data-driven improvement.

Graphic Course Design for COVID Times: Incorporating Visual Elements

Diane Boyd, *Furman University*

Benjamin K. Haywood, *Furman University*

The SARS-COV2 pandemic required rapid course redesign for multiple modalities among colleagues who may have otherwise been reluctant to re-envision their courses. This session highlights three active learning redesign workshop activities with a visual twist that can be adapted for workshops or as class activities in a range of disciplines.

Tips for Successfully Moving from Classroom to Cloud

Diana Brannon, *Elmhurst University*

The concept of online learning became a reality for most universities and schools across the country this year. It left many faculty feeling overwhelmed, confused, and underprepared. This brief presentation will provide fun and effective ways to help faculty engage, assess, and keep in touch with their students.

Enhancing Student Self-Assessment Skills with Writing Exemplars

Nelli Cirineo, *University of South Florida*

The efficiency of revision, a necessary step of the writing process, depends on the student's ability to self-assess a writing draft objectively and critically. Using writing exemplars to develop this ability is one of the teaching strategies that will be discussed in this presentation.

Kahoot- A Fun Way to Incorporate Active Responding in the Classroom

Catia Cividini-Motta, *University of South Florida*

Hannah MacNaul, *University of Texas at San Antonio*

During this presentation we will demonstrate how to use Kahoot! a free, online, game-like response modality that can be accessed with any WIFI capable device. Kahoot has a competition component where student responses are scored based on 1) their accuracy of responding and 2) the latency to their response. Students that respond quickly AND correctly, obtain more points. We have used Kahoot! in our courses and have received positive feedback from students. Kahoot! can be easily incorporated into courses of any discipline.

Exploring the World: Virtual Field Trips to Engage Students and Enhance Learning

Karen Consalo, *University of Central Florida*

Experiential learning through field trips enhances student engagement and understanding in any academic field. This presentation will help colleagues develop and present high-impact virtual field trips. Options and instruction will range from professionally designed video series to amateur phone recordings as well as exploration of different platforms for presentation.

Connecting during a Pandemic: Office Hours in A Virtual World

Marc Consalo, *University of Central Florida*

My presentation is a pragmatic explanation of conducting virtual office hours for students during pandemic conditions. The presentation will explain how to use a free service called Sign Up Genius coupled with platforms such as zoom to conduct video office hours. This applies to all disciplines as it continues the need to advise students while still building connections.

Using Personal Research to Engage Students in Introductory Classes

Liz Cummins, *Embry-Riddle Aeronautical University-Worldwide*

Faculty research can be a great way to engage and motivate students in introductory classes. It can challenge preconceived notions of certain topics, show the relevancy of similar methodologies used in both introductory assignments and high-level research, and give a more complete view of the instructor and their passion for the subject.

Engaging Students in a Synchronous Online Classroom

Kamila Dell, *University of South Florida*

Gwen Wantuch, *University of South Florida*

Engagement in learning is key to students' success. Using Blackboard Collaborate Ultra, we can use the whiteboard and/or drawing tools to engage our students and improve participation with material and the class, no touch screen required!

Chunking Your Lectures Using Kaltura

Kamila Dell, *University of South Florida*

Gwen Wantuch, *University of South Florida*

To engage students in content, chunking material is a best practice. Short videos, that include active learning, are more effective than long videos. Through this demonstration, you will see how you can create short, engaging lectures for the online environment.

Teaching and Evaluating Active Listening Skills in a Virtual Platform

Amanda DePippo, *University of South Florida*

I teach in a master's level counseling program and I would like to share how I am teaching and evaluating active listening skills while utilizing a virtual platform. I would provide a basic overview of the skills I teach along with how I use the active learning strategy of virtual role plays for students to practice the skills. In addition, share how I grade and evaluate the skills. This could be useful for other disciplines who are wanting to incorporate more active learning strategies into their virtual classroom setting.

Managing Synchronous Hybrid Teaching Sessions with an Assistant

Priya Dozier, *University of South Florida*

In this session, we will share insights on how instructors can setup and leverage a former student/Grad Assistant or TA as a resource in synchronous hybrid teaching sessions. We will cover: preparation for class session, defining roles and responsibilities (content or support?), session goals, materials for the session, MS-Teams setup, technical check, during the class session, posting links and confirming audit, communicating with students in chat and troubleshooting as needed, providing links to breakout sessions qne forming breakout teams; post class session, recap and lessons learned, and summary report.

Becoming a Culturally Responsive Teacher: Beginning with Your Cultural Autobiography

Abigail Fuller, *Ave Maria University*

Pre-service teachers should create a cultural autobiography and participate in meaningful discussions with peers to take a look inward, identifying their cultural lens and how their views affect their teaching and decision-making. This prepares them for teaching diverse students, and the process is also beneficial for professor-student relationship-building as well.

Academic Integrity and International Students

Estrella Garcia-Calvo, *University of South Florida*

International students' background in relation to Academic Integrity differ from the practices, violations, and consequences that are commonly applied in American institutions of Higher Education. Colleagues from different disciplines will benefit from the awareness and practices that INTO USF instructors share with this student population to ameliorate the status quo.

Structuring Student Success: Construction and Design to Support Student Online Success

Morgan Gresham, *University of South Florida*

Alaina Tackitt, *University of South Florida*

In this presentation, we will show how faculty can scaffold assignments that foster reading and writing skills in online environments.

Covid or no Covid- Best Practices in Online Teaching: It Is All about Interaction!

John Griffith, *Embry-Riddle Aeronautical University- Worldwide*

Get best practices in distance learning instruction based on observations of a leading university for distance education. Discussion will include how to foster "social presence" in announcements, discussion boards and grading assignments. Learn how the first three weeks can be critical and what classroom observers look for when observing instruction.

Coaching with Self-Reflection: Two Tools For Effective Teaching and Learning

Shanu Gupta, *University of South Florida*

Jennifer Caputo-Seidler, *University of South Florida*

Candice Mateja, *University of South Florida*

Self-reflection is a vital tool in the acquisition and maintenance of learned material. As faculty, you serve as steward of knowledge, assessor of performance, and coach for remediation. Learn to utilize a self-reflection exercise to assess learner strengths and limitations and identify opportunities for coaching and remediation.

Engaging Students Using an Innovative Electronic Documentation System to Promote Success

Cindra Holland, *Wright State University*

Marlene Stuber, *Wright State University*

Molly Mellon, *Wright State University*

Beginning nursing students in a physical assessment course were introduced to an innovative electronic medical record system (EMRS). A customized EMRS using appropriate medical terminology was created by an interdisciplinary team. Educating future nurses to document patient related findings using technology helps prepare them for the real-world practice environment.

S.O.L. Service-Learning: Strategies for Online Service-Learning in Adapting to Remote Instruction

Brandon Hollingshead, *Florida Gulf Coast University*

Justin Fitzgerald, *Florida Gulf Coast University*

Miles Mancini, *Florida Gulf Coast University*

Jamie Wilson, *Florida Gulf Coast University*

Our presentation is on strategies for adapting to service-learning in remote instruction. We'll cover FGCU's commitments to service-learning; specific pedagogical choices and course design adaptations in an upper-level Foundations of Civic Engagement course and a Gen-Ed Humanities and Social Issues course; and address community partner, faculty, and student needs.

Using Blackboard to Facilitate Group Presentations

Shanda Hood, *University of Arkansas*

The "Groups" feature in Blackboard can be used in conjunction with Blackboard Collaborate to provide a way for students to create/record group presentations for online/remote delivery courses even when they cannot physically be in the same room.

Rebuilding the Model: Creating, Teaching & Assessing Information and Data Literacy Online

Stephanie Jacobs, *University of South Florida*

Barbara Lewis, *University of South Florida*

Maryellen Nash, *University of South Florida*

This presentation will outline the development, implementation, and current results of online library instruction modules in Canvas. Created by librarians at the USF Libraries Tampa campus, these modules align with the University's General Education information and data literacy outcome criteria using tutorials, activities, quizzes, and badges awarded for successful completion.

Innovative Opportunities for Advanced Practice Education During a Pandemic

Marcia Johansson, *University of South Florida*

Tracey Taylor, *University of South Florida*

Denise Maguire, *University of South Florida*

Christina Bricker, *University of South Florida*

The pandemic created many opportunities to explore innovative clinical experiences for advanced practice students, and a new algorithm prioritized students closest to graduation. New community-based opportunities such as telehealth in three different areas, partnering with the local health department in long-term care facilities, and COVID tracing will be discussed.

The Importance of "Course Readiness Quiz" in an Online Class

Neetu Kaushik, *LaGuardia Community College, City University of New York*

This presentation will focus on an important pedagogical tool, "Course Readiness Quiz," which is especially helpful for an online class. Furthermore, it will also explain how this quiz can help with student retention and performance. Finally, some sample questions and data will also be shared.

On Teaching a Flipped STEM Course Remotely

Autar Kaw, *University of South Florida*

Taking a face-to-face flipped course to an online environment requires more than a few adjustments. The presentation will show how a large (100 students) STEM course was offered differently through use of 1) discussion boards, 2) MS Forms as personal response systems, 3) breakout rooms in BB Collaborate Ultra, and 4) use of technology and TAs for a smoother in-class session.

Developing a Faculty Compendium of Teaching and Learning Resources in Pandemic Times

Virginie Khare, *Eckerd College*

In this presentation, presenters discuss their experience of developing a virtual hub for faculty that compiles resources on teaching pedagogy and technologies, hybrid and hyflex learning designs, instructional design resources, universal design for learning, and relevant campus requirements and policies during the COVID-19 pandemic.

Optimally Transitioning to Remote Instruction During a Pandemic

Gene Klein, *Keiser University*

Robert Watkins, *Keiser University*

For students and faculty who preferentially chose on-campus education, the pandemic inspired rush to transition online may have negated their choice. Recognizing stake-holder concerns (e.g., fixed scheduling, synchronous communication, and academic integrity), our presentation highlights distinctions between remote and online learning, and provides guidance for optimally transitioning traditional classrooms.

Engaging Students Through Novel Multimedia

Nicole Lapeyrouse, *University of Central Florida*

The following presentation will show one way to help engage students on an online platform through novel multimedia. This content is specifically curated to relate better to students and increase their retention during prerecorded lecture content. This will show colleagues another way to design online content.

In-Lecture Question Software for Online Class Engagement

Jenna Luque, *University of South Florida*

Teaching online, student engagement can be a challenge in any discipline. This presentation will discuss the use of in-lecture pop-up questions from both the professor and student perspective. PlayPosit and Kaltura will be discussed. As well as strategies for graded assignments, participation points, self-reflection, or knowledge checks.

The Effects of Professionalism and Learning Strategy Modules in an Online Class Environment

Amanda Main, *Lynn University*

I will discuss the results of trying a professionalism module vs. a learning strategy module in online classes. Results will be contracted against face-to-face courses that offer the same modules. We will explore how to incorporate supplemental modules in online courses that raises student motivation to learn and be disciplined.

Videos: Your Secret Weapon to Online Success

Diane Marks, *Florida Gulf Coast University*

C.J. Jordanek, *Florida Gulf Coast University*

Mel Rizzuto, *Florida Gulf Coast University*

Rebecca Yost, *Florida Gulf Coast University*

As schools pivoted to online learning, many feared that relationships with students would be lost. However, relationships were supported by including educational videos in online courses. This presentation highlights several high-impact tips from the text, 99 Tips for Creating Simple and Sustainable Educational Videos.

Digital Reading Journals as Moments of Reflection in Online Learning

Jill Martiniuk, *University of South Florida*

This presentation explores how to use student reflections in the form of digital reading journals to engage student in online environments. Digital reading journals allow students to engage with texts, reflect on their relationship with reading and share their experience with classmates when in-person reflection and discussion are not possible.

Lessons from Pandemic Teaching: Face to Face, Remote, and Online

Keisha McIntyre-McCullough, *Florida International University*

Ilisa Lieberman-Leibovich, *Florida International University*

Natalie Carro, *Florida International University*

Carolyn Brown, *Florida International University*

Three professors of education and one doctoral student will discuss their challenges with teaching in the three modes – face to face, remote, and online – during a pandemic and how they are mitigating and providing space for socioemotional wellbeing for both the students and themselves during these uncertain times.

The Impact of COVID-19: A Tale of Two Classrooms

Nancy Niles, *Rollins College*

During this historic health event that impacts our professional and personal lives, it is also important to implement strategies which encourage students' mental wellness. Strategies to encourage both active learning and mental wellness will be discussed.

Leveraging Teams for Synchronous Learning: Student Engagement in Breakout Groups

Alison Oberne, *University of South Florida*

During the pandemic, faculty have increased their use of online tools for student engagement. Microsoft Teams offers many opportunities for student engagement during synchronous learning. My presentation will describe the use of private channels to promote student engagement with course content and enhance peer connectedness during synchronous learning.

Teaching Science Through Science Fiction

Chris Osovitz, *University of South Florida*

In this presentation, I will argue that using science fiction to teach science not only encourages student engagement, but can also promote expert thinking by challenging students to analyze and/or evaluate novel integrative scenarios.

Engaging Synchronous Sessions: Class Flow and Productivity

Lindsay Persohn, *University of South Florida*

From a previous time-lapse photography self-study of my teaching practice, I discuss how principles of class flow and productivity apply to synchronous teaching in an online environment. In this session, participants will learn about strategies to meaningfully engage students with each other and with course material online.

Podcasting Professional Development

Kaitlyn Pickus, *Embry-Riddle Aeronautical University-- Worldwide*

This presentation will focus on how the Rothwell Center for Teaching and Learning Excellence created an interview-style podcast to easily distribute relevant and engaging professional development to faculty members on a quarterly basis. Podcasting technology is easily accessible and individuals in any field can use it enhance their training materials.

Making Difficult Text Clear through Transmediaiton of Concepts

Janet Richards, *University of South Florida*

Kristen Fung, *University of South Florida*

Reham Abuemira, *University of South Florida*

Shannon Peck, *University of South Florida*

Students in my classes transmediate prose (text chapter ideas) to other semiotic systems (poetry, visual art, letters to authors, etc.). Ideas in these texts are difficult to grasp. Transforming concepts written in prose to arts-based representations make these ideas clearer. Students will display and explain their transmediated arts forms.

A Method for Teaching Laboratory-Based Concepts in a Remote Environment

Kyle Riding, *University of Central Florida*

This presentation will outline how technology was used to help students learn laboratory techniques in an applied allied health laboratory environment. These techniques can be translated to other programs struggling to determine how to best leverage technology to achieve successful outcomes. Emphasis will be placed on still assessing students on the major critical thinking pathways independent of the tactile skills normally assessed in lab spaces.

Keeping the Essence in Experiential Online Teaching - Trust the Process

Stephen Rushton, *University of South Florida*

Heidi Schroeder, *University of South Florida*

Keeping highly experiential course content in an Online platform requires an exceptional relationship between the online designer and the professor. This talk will discuss the relationship, concerns and anxieties, and the unique writing course that maintained the integrity and essence of the course content.

Silver Linings Playbook: Seizing the Opportunity to Integrate Virtual Panels into Coursework

Laura Rusnak, *University of South Florida*

One silver lining of teaching during COVID-19 is the potential to integrate virtual panels into practically any course. Professionals from across the country can "attend class" to share what

they do in their jobs, give advice on how to enter the field, and provide valuable networking experiences to students.

Zooming In on Collaboration: Changing the Paradigm of the Sage on the Stage in Age of Virtual Classrooms

Adam Shoemaker, *Saint Leo University*

Deborah Bowen, *University of South Florida*

Zoom and similar tools offer opportunities for more flexibility in the lecture/discussion format than ever before. Why aren't we taking better advantage? Convenience for guest lecturers in the "classroom" is the tip of the iceberg. Change expectations so courses are team-taught, guests become a principal feature of course content, and even students will invite guest experts to contribute.

University Sponsored Mentorship and Induction: A Model for Retaining High-Quality Teachers

Dena Slanda, *University of Central Florida*

Susan Kelly, *University of Central Florida*

Mary Little, *University of Central Florida*

Lea Herbert, *University of Central Florida*

Lindsey Pike, *University of Central Florida*

The preparation of high-quality teachers in high-need settings extends into the first years teaching through coordinated and deliberate induction programs. Participants will gain an induction framework which provides content, resources, coaching, and mentoring in a coordinated effort which is applicable across disciplines and increases retention in an era of teacher shortages.

Buckle up for an Emotional Teaching Experience in the Remote World

Grazia Spina, *University of Central Florida*

I designed an innovative course to make my students travel virtually to Europe and interact culturally and linguistically with the natives. This initiative can be replicated in any discipline, filling the geographical gaps by traveling remotely anywhere and developing a fulfilling emotional teaching and learning experience.

Why I Stripped Down Instead of Dressing Up When We Moved Online

Rochelle Swiren, *Seminole State College of Florida*

When moving a face-to-face class online, it can be tempting to incorporate as much interactive technology as possible. However, there are advantages to stripping down our courses instead of pushing to dress them up. For many students, things like synchronous Zoom sessions aren't manageable for a variety of reasons, and there are benefits to meeting students where they are.

Using Negotiated Curriculum to Engage Students in Their Own Learning

Brenda Thomas, *Florida Gulf Coast University*

Negotiated curriculum is a pedagogical tool that overcomes barriers to learning by breaking down classroom power dynamics, building community, and increasing student engagement. This presentation looks at the application of negotiation in a sustainability education classroom and explores ways to incorporate negotiation in any classroom setting.

The Crossbreed of Active Learning: Bringing Small Seminar Teaching to Large Online Classes.

Nana Tuntiya, *University of South Florida*

This presentation will introduce an innovative idea of bringing active learning strategies often practiced in small seminar settings to large online sections. Specifically, it will address how to implement multi-level course communication and critical writing assignments to enrich student experience and learning outcomes. Applicable to all disciplines.

Engaging Critical Thinking Through Virtual Space Exploration

Gwendolyn Wantuch, *University of South Florida*

Kamila Dell, *University of South Florida*

The use of a virtual tour allows students to explore and assess situations or find hidden information to answer critical thinking questions in an online environment. It helps meet learning objectives typically only achieved F2F. We'll describe how we used a 360-degree camera to create virtual simulations and promote student engagement.

Checking Your "Course Pulse" in a Remote Learning Environment

Gwendolyn Wantuch, *University of South Florida*

Kamila Dell, *University of South Florida*

This session will present a way to tap into the pulse of your class to find out if it's dead, barely alive, or thriving through intentional non-content related "course pulse" questions. This technique can be implemented into a synchronous online environment to connect with learners and identify the classroom tone.

Starting Class off "Write"

Gwendolyn Wantuch, *University of South Florida*

Engage students in a synchronous online classroom environment before class even begins by using the whiteboard or drawing features in Blackboard Collaborate Ultra or Microsoft Teams! Establish rapport and get to know your students with a quick "would you rather" question, drawing activity, or other voluntary interactive slide for students who arrive early to class.

Promoting Teacher Resiliency

Jessica Werner, *Northshore Coaching & Consulting*

What if we told you there was a way to increase resiliency and decrease burnout in the education profession? We know there are benefits of SEL (social-emotional learning) for students. These benefits are applicable to teachers and school leaders as well. Studies have shown that a greater focus on SEL skills for educators can: 1) promote a positive school climate 2) lead to improved relationships between teachers and students, and 3) improve students' academic outcomes.

How to Increase Attendance When It is not Required in Online Classes

Ipek Yucelen, *University of South Florida*

Student attendance to synchronous online classes is poor unless instructors make it mandatory or perform pop quizzes. Based on a discussion with students, there are several factors affecting their desire to attend: 1) if it is easier to learn the course material from the instructor, 2) information provided will help them to get better grades, 3) interactions between the instructor and students, and 4) they enjoy being present. In this video, I will discuss how instructors can improve attendance by addressing these points.