2024 AGENDA

March 18-20, 2024
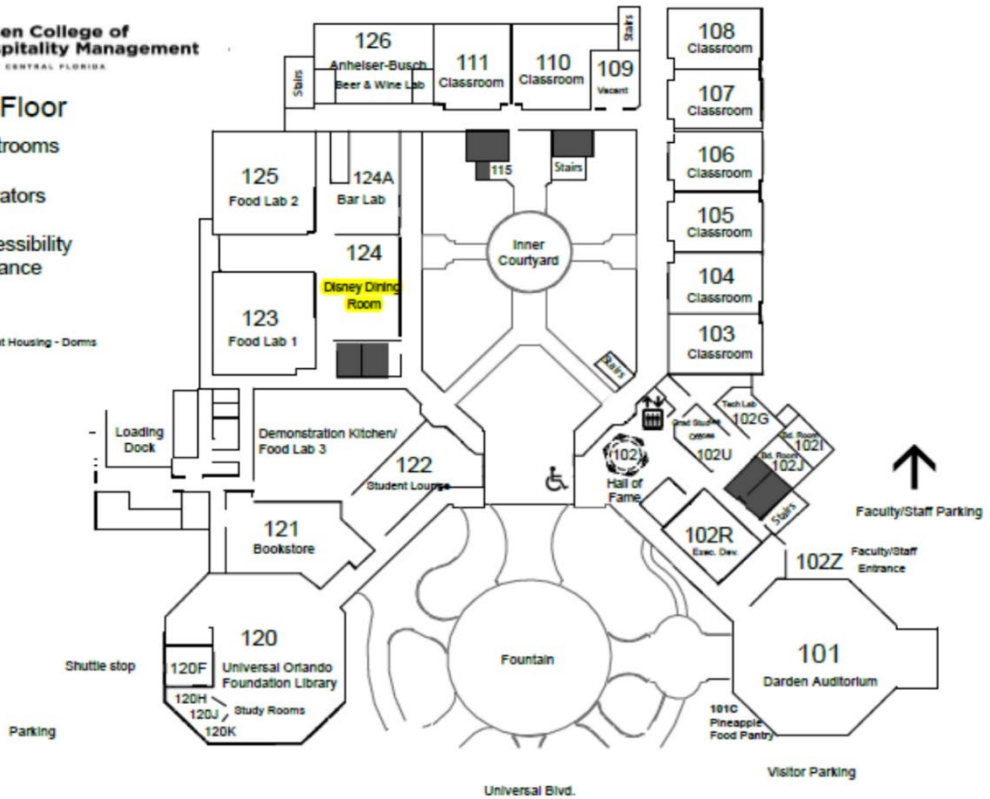
Sunshine State
TEACHING AND LEARNING
C O N F E R E N C E

UCF

Rosen College of Hospitality Management
UCF | UNIVERSITY OF CENTRAL FLORIDA

Ground Floor

- ▮ Restrooms
- Elevators
- ♿ Accessibility Entrance

126 Anheiser-Busch Beer & Wine Lab
111 Classroom
110 Classroom
109 Vacant
Stairs

108 Classroom
107 Classroom
106 Classroom
105 Classroom
104 Classroom
103 Classroom

125 Food Lab 2
124A Bar Lab
124 Disney Dining Room
123 Food Lab 1
115
Stairs

Inner Courtyard
Stairs

Student Housing - Dorms

Loading Dock
Demonstration Kitchen/ Food Lab 3
122 Student Lounge

102
Hall of Fame
Grad Student Offices
102U
Tech Lab
102G
102I
Sic. Room
102J
102R Exec. Dev.
Stairs
102Z

Faculty/Staff Parking
Faculty/Staff Entrance

121 Bookstore

120 Universal Orlando Foundation Library
120F
120H
120J Study Rooms
120K

Fountain

101 Darden Auditorium
101C Pineapple Food Pantry

Shuttle stop
Parking
Destination Pkwy.
Visitor Parking

Universal Blvd.

Sunshine State
TEACHING AND LEARNING
CONFERENCE

Agenda at a Glance

2024 Conference ● Orlando, FL
UCF's Rosen College of Hospitality Management

Monday, March 18

9-5	Registration
10-Noon	Free Preconference!
Noon - 1	Opening; Buffet Lunch
1 -2	Concurrent Session #1
2:15 - 3:15	Concurrent Session #2
3:30 - 4:30	Concurrent Session #3

Tuesday, March 19

8-9	Buffet Breakfast
9-10	Concurrent Session #4
10:15-11:15	Concurrent Session #5
11:30-12:30	Concurrent Session #6
12:30-1:30	Buffet Lunch
1:30-2:30	Concurrent Session #7
2:45-3:45	Concurrent Session #8

Wednesday, March 20

8-9	Buffet Breakfast
9-10	Concurrent Session #9
10:15-11:15	Concurrent Session #10
11:30-12:30	Concurrent Session #11
12:30-1:30	Buffet Lunch & Raffle

Welcome!

We are thrilled to bring together a vibrant community of educators from across Florida and beyond! The 2024 Sunshine State Teaching and Learning Conference is a unique space for faculty members and administrators, representing a wide range of institutions, to engage in thought-provoking discussions about the evolving landscape of college teaching.

Over the next few days, we will delve into the current challenges faced by educators. Through collaborative sessions and open exchange of ideas, we aim to develop effective solutions that enhance student and faculty success.

As you explore the UCF Rosen College of Hospitality Management's beautiful campus, embrace the enriching opportunities for learning, sharing your experiences, and building connections with your fellow educators. We look forward to a productive and inspiring conference!

Thank you for joining us!

Kevin Yee, PhD
Director, Karen L. Smith Faculty Center for Teaching and Learning
University of Central Florida

MONDAY, March 18, 2024

9:00 – 5:00

Pre-Function Area **Registration**

10:00 - Noon

Room 124 **Free Preconference: Teaching in the GenAI Era: Challenges and Opportunities**
Faculty across the higher education landscape have a mixed reaction to rapidly proliferating Artificial Intelligence (AI) tools. Some wonder how to preserve the integrity and rigor of their assignments when AI tools make cheating easy for students. Others hunger for ideas on how to incorporate AI tools into their assignments or teaching, under the assumption that AI is here to stay, including in the future workplaces of our students. In this interactive presentation, we will address both points of view, offering separate toolkits for faculty to take either approach or to forge a blended one.

Noon – 1:00

Room 104 **Lunch Buffet**
Grilled Chicken with Fresh Pineapple and Teriyaki Glaze (gf)
Artisan Salad (v, gf)
Eggplant Parmesan (v)
Three Cheese Potatoes Au Gratin
Steamed Broccoli (v, gf)
Chef's selection of dessert
Fresh brewed iced tea

Room 103
(25-minute sessions)

Considering Learner Self-Directedness and Grit in Higher Education STEM Learners: Preliminary Findings
Ryan Tainsh, *Johnson & Wales University*
Christos Dimos, *Johnson & Wales University*

Learner self-directedness and grit will be discussed in the context of higher education and specifically STEM students. Both have been positively correlated to academic success and goal achievement in several learner populations. Leveraging these learner characteristics can help education leaders inform course and program changes and develop and execute academic support strategies. Preliminary data of learner self-directedness and grit in undergraduate biology students at a four-year private university and potential impacts will also be presented and discussed.

Online Education in the Digital Age: Exploring the Impact of AI and Podcasting
Cesar Rivera-Cruzado, *University of Central Florida*

The use of podcasts has the potential to improve students' verbal skills and metacognition, fostering a direct teacher-student connection and rapport between the two. This personalized approach influences learning outcomes, motivation, and theoretical understanding. Research has demonstrated that student-created podcasts boost literacy skills, including reading, writing, and listening, fostering engagement and collaboration. This session delves into best practices and challenges for implementing online podcasts. Additionally, it explores the integration of AI, like Generative AI and LLM, to enhance reflective strategies, and it considers assessment methods for evaluating critical thinking in online courses.

Room 104
(25-minute sessions)

Using Sustainability to Unleash the Potential of Faculty and Students to Create a Better Future
Richard Plate, *University of Central Florida*
Devon Cadwell, *University of Central Florida*
Martha Hubertz, *University of Central Florida*

Our team has been part of an effort to increase UCF student and faculty awareness of sustainability-related challenges. Anecdotally, when we present or discuss sustainability to people not focused on the topic, they tend to view sustainability narrowly, for example, as recycling or protecting trees. As a result, while sympathetic to the concept of sustainability, they do not feel particularly connected to it. To address this misperception, we are developing an open-source, online textbook designed for adoption by faculty who teach courses that, while not focused on sustainability, cover some overlapping concepts. Faculty using our content will be able to adopt single, free-standing activities/exercises that introduce individual United Nations sustainable development goals (SDGs).

MONDAY, March 18, 2024

Room 104 (cont.)
(25-minute sessions)

Using Student Observers to Enhance Teaching Effectiveness and Evaluation
Emad Mansour, *University of South Florida*
Chris S. Ferekides, *University of South Florida*

Student evaluations of teaching (SETs), the primary method for gauging faculty teaching effectiveness in numerous academic institutions, have faced recent scrutiny over their reliability. As an alternative or supplementary approach, we proposed the utilization of student observers to assess faculty teaching within a STEM department at an R1 university. These observers, comprising graduate and undergraduate students trained in teaching observation, attend classes to evaluate teaching practices. They offer constructive feedback on both the strengths and areas requiring improvement in instructors' teaching practices in a confidential way. In this presentation, we will discuss the creation, execution, and obstacles confronted by the student observer program. We will also share collected data that showcase notably positive responses from both students and faculty toward this initiative.

Room 105
(25-minute sessions)

Information Literacy in an Era of Mis-and-Disinformation: Helping Students Navigate the Challenges
Peggy Nuhn, *University of Central Florida*

Information literacy impacts our daily lives and is central to research assignments in all disciplines. It involves recognizing whether an information source has "authority" based upon the credentials of the author(s) as well as context. As faculty we point students to peer-reviewed journal articles as reliable sources, although peer review is not without concerns. How do we foster students' information literacy and critical thinking in a world filled with mis-and-disinformation, some potentially AI-generated, for research assignments now, and for their post-graduation lives later? We will discuss practical ways to foster information literacy and critical thinking in assignments.

Experiential Learning through PhotoVoice: A Tool to Engage the Social Media Generation
Carrie Hall, *Florida Southern College*
Jennie Florkey, *Florida Southern College*
Christy Skelly, *Florida Southern College*

Photo Voice, a well-established method of inquiry in community action research, may provide educators with a novel tool to engage students who are accustomed to sharing within social media platforms. Join us as we share how Photo Voice has been used in our classes successfully. During this interactive session, we will demonstrate to participants how photo-voice can be incorporated into classroom activities in a meaningful way to increase student participation and understanding of course content. Bring your iPhone and be prepared to express yourself through photography!

1:00 - 2:00 Concurrent Sessions

Room 106 (25-minute sessions)	**Teaching Programming to Emerging Programmers: An Instructor+ Perspective** Cijy Sunny, *Florida Gulf Coast University*

Programming is an essential skill that is primarily taught in the first year of undergraduate engineering as this is integral in the formation of future engineering professionals. While lecturing is an effective and convenient style of teaching programming, it does not aid in the conceptual understanding of programming logic and design. This presentation will highlight an early career educator's teaching and learning moments from implementing a Programming I course in C/C++. The conversations will include experiences of the stakeholders (scholars, learning assistants, teaching assistant, peer observer, and course instructor) involved, lessons learned, pedagogies, and value to the profession.

Myth Maps: An Active Learning Strategy to Navigate through the Impenetrable and Unfamiliar
Jennifer Nader, *Embry-Riddle Aeronautical University*

This presentation will focus on an active-learning strategy from a class on Mesoamerican mythology that students can transfer. Myth Mapping helps students navigate a dense and unfamiliar cosmogony, places, and historical artifacts surrounding Mayan and Aztec civilizations. Students map information in a way that is most useful to their learning styles. This helps students learn the topic and practice close-reading skills, and it aids them in developing a transferable skill: a system of notetaking for large, unfamiliar projects in their workplaces. This presentation will go over how and why this strategy is useful and ways in which teachers can apply it in their classes.

2:15 - 3:15: Concurrent Sessions

Room 103 (25-minute sessions)	**Reflective Teaching: A Tool for Continuous Improvement** Addie Schoenberger, *Embry-Riddle Aeronautical University Worldwide* Shontell Woods, *Embry Riddle Aeronautical University Worldwide*

This presentation explores the transformative power of reflective teaching practices in enhancing pedagogical effectiveness. Reflective teaching empowers instructors to learn from their experiences to create more effective, student-centered approaches to education. This presentation delves into the theory and application of reflective teaching, demonstrating how it fosters professional growth, enhances student engagement, and leads to improved learning outcomes. Attendees will examine various tools and methods to implement reflective practices in their own teaching, contributing to a culture of continuous improvement in education.

MONDAY, March 18, 2024

Room 103 (cont.)
(25-minute sessions)

Campus As a Living Laboratory: How to Identify Partners and Develop Projects
Jessica Marcolini, *Florida Gulf Coast University*

A Living Lab is any educational use of the campus or the surrounding community to engage students in multidisciplinary learning and applied research projects. This active learning approach provides students with hands-on experiences and connects them with professionals from various fields. By using our facilities and community as a miniature model of the world at large, we can learn things that will make our campus—and the world—better. Current examples of Campus as a Living Lab will be shared, and participants will explore how they can utilize a campus to engage students in their disciplinary topics.

Room 104
(25-minute sessions)

Leveraging Simulations for Enhanced Engagement and Active Learning in Large-Enrollment Hybrid Classes
Sara Willox, *University of Central Florida*

This presentation investigates the profound influence of simulations in large enrollment hybrid classes, addressing the challenges inherent in limited face-to-face interaction with faculty. Through the strategic integration of simulations, we surpass conventional constraints, affording students dynamic, hands-on experiences. The session will elucidate practical methodologies, highlighting how simulations adeptly stimulate collaboration, critical thinking, and real-world application within the framework of a hybrid learning environment.

Shining a Light on Using Student Videos to Capture the Application of What They Learn in Your Class
Amy Ringue, *Daytona State College*
Lesley Nadal, *Daytona State College*

Have you ever wondered how your students are really applying theory to practice? Now more than ever, it's easy for students to record themselves and submit the video for your review. No fancy equipment is required–just a cellphone or tablet. The question is, what is the best platform for uploading those videos for instructor viewing and feedback? Considerations for ease of use, equal access, size, and quality are considered as we compare two popular platforms: Bongo and YouTube. Realtime student samples will be provided along with a demonstration on instructor use. In addition, benefits and pitfalls will be discussed.

2:15 - 3:15: Concurrent Sessions

Room 105
(25-minute sessions)

Mid-Semester Check-in: The Ins and Outs of Soliciting Targeted Student Feedback
Priya Dozier, *University of South Florida*

Studies show that soliciting student feedback may positively influence student perceptions of their learning and learning environment (Hurney et al., 2014; Hunt, 2003; McGowan & Osguthorpe, 2011). In this session, participants will get insights on developing, implementing, and analyzing mid-semester student feedback. The presentation will demonstrate how mid-semester feedback provides valuable metacognitive reflection opportunities for students and faculty using actual survey data. Participants will leave this session with a digital copy of a mid-semester survey form that they can edit and customize for their courses, along with best practices for soliciting targeted student feedback.

Lessons from Grace: Using a Generous Grace Period to Enhance Student (And Instructor) Experiences with Grading
Elizabeth Weatherford, Florida Gulf Coast University

In spring 2020, faculty were asked to adapt their courses to online environments, make accommodations for illness like never before, and generally be more lenient with attendance, submissions, and "excuses." While there may be encouragement and understanding about individual circumstances, we have begun to revert to pre-COVID policies, but students' abilities to attend class and submit work on time have not changed. This presentation will propose a return to (or continuation of) these more lenient policies, as well as the benefits to students and instructors of these more lenient policies. The presentation will offer steps and options for how to implement more lenient policies that do not overwhelm faculty, and in some cases, reduce faculty load.

Room 106
(25-minute sessions)

Revolutionizing Assessment Creation with QGenAI: Harnessing AI for Engaging and Efficient Teaching
Jaffar Ali Shahul Hameed, *Florida Gulf Coast University*

Discover how GenAI tools can streamline the assessment creation process, allowing educators to effortlessly generate assessments using their own educational materials. These tools not only save time but also enhance the overall quality of teaching and learning experiences, ensuring that educators can focus on what matters most: educating. Learn how educators can employ these AI-driven solutions to uphold academic integrity to dissuade potential plagiarism through the generation of intelligent questions. We'll showcase how we can use QGenAI platforms to revolutionize assessment creation, fortifying academic integrity and providing adaptability to educators navigating the rapidly evolving AIvolution era as a community. Be part of this transformative journey!

MONDAY, March 18, 2024

2:15 - 3:15: Concurrent Sessions

Room 106 cont.
(25-minute sessions)

Beginnings and Endings: Best Practices for Bell-to-Bell Instruction
Marisa Moks-Unger, *Florida Southern College*

Making every moment count in the classroom has many benefits, including managing students' behavior through academic routines, assessing lesson outcomes, connecting past knowledge to what is being presented, and avoiding stress and burnout as an instructor. In addition, curriculum mitigation from traditional in-person to online classes can challenge the retention of material. Therefore, instructors who adopt best practices through activities to begin and end classes with can set the tone for confident classwork across the curriculum. Several hands-on activities will be provided to ensure that participants can readily apply such activities to their current classes.

3:30 - 4:30: Concurrent Sessions

Room 103
(25-minute sessions)

Go Take a Hike: Using Technology to Reconnect with Nature
Shelbey Rosengarten, *St. Petersburg College*

Google Lens, iNaturalist, eBird, Project Noah, Starwalk-- apps about natural phenomena have proliferated for over a decade. Even if the term "crowdsourcing" sounds so 2015, it remains a powerful way to gather and share data and experiences. This session will focus on how using apps like these can help students reconnect with their local landscape. Whether for a reflective written response, a foray into ecocriticism, a citizen science project, or a bit of statistical analysis, bringing these apps into class can be a breath of fresh air, leading to intriguing discussion and authentic engagement. Who knows what you might find?

Cultivating Success: Strategies for Supporting Non-Native English-Speaking Students
Sarah Kennedy, *Embry-Riddle Aeronautical University*

It is not uncommon for non-native English-speaking (NNES) students to receive fewer resources or less support than their peers. In addition, academic challenges can be compounded by language barriers, cultural differences, and foreign language anxiety. In this session, we will explore common challenges faced by NNES learners and will identify strategies to support their success in the online environment, which can also be applied to other modalities. Grounded in research and survey data from faculty and students, this session offers insights into NNES learners' educational experiences and provides strategies for cultivating a learning environment that serves to benefit all learners.

Room 104
(25-minute sessions)

Becoming a Better Teacher: Looking Back to Move Forward
Melissa McAllister, *St. Petersburg College*

Faculty are subject matter experts in their discipline, but many faculty receive little to no teacher training. As a result, faculty may become overwhelmed by teaching demands which could lead them to fall back on familiar, yet less effective, teaching methods, e.g., lecturing without student interaction. Without this training, reflective teaching can provide another way to help faculty learn from the challenges they may face, grow in their confidence as teachers, and evolve in their practice (Farrell, 2017). This session will provide an overview of one way to approach reflection, followed by reflection practice and discussion.

Quality Improvement of Teaching Practices: How Consistent Are We?
Kamila Dell, *University of South Florida*
Gwendolyn Wantuch, *University of South Florida*
Kevin Olson, *University of South Florida*

We know our disciplines. But when discussing topics within our discipline, are we using the same language? Are we following the same rules? In this session, we will discuss a quality improvement project designed to standardize how medications are discussed in our curriculum. The project's inception was designed to create a culture of patient safety, starting with faculty modeling recommended techniques within teaching materials. The idea is that if materials are consistent between instructors, it sets clear expectations for students. We will discuss the design, implementation, and evaluation of the project framework and explore its utility for other disciplines.

Room 105
(25-minute sessions)

Levels Of Difficulty: Helping Students Learn Communication and Planning Skills with the Support of Digital Tools and AI
Mattea Garcia, *Rollins College*

From wellness centers to teaching centers, we see students struggling with some of the basic skills they need to be successful in college (communication, writing, planning), skills we know they need and employers want. In this session, we will discuss the challenges we are seeing. I will share an alternative assignment design based on *Wired's* "5 Levels of Difficulty" in which students must create messages/content to reach different audiences. This will include helping them use AI to generate ideas and using project/task management tools to plan for multiple deliverables.

MONDAY, March 18, 2024

Room 105 (cont.)
(25-minute sessions)

Breaking Barriers: Active Learning Strategies for Overcoming Student Fear in Challenging Subjects
Amanda Main, University of Central Florida

This session explores innovative approaches to dispel student apprehension surrounding traditionally intimidating subjects. Fear of challenging topics can hinder learning, but active learning techniques offer a dynamic solution. Here, we will share hands-on methods and interactive strategies that empower educators to create supportive AND challenging learning environments. From simulations to real-world experiences, I will showcase practical examples and success stories, equipping participants with tools to foster a positive mindset and resilience in students. Come to learn and share insights on using active learning as a powerful tool to break down barriers, instill confidence, and inspire a passion for learning.

*DINNER ON YOUR OWN

TUESDAY, March 19, 2024

	8:00 – 9:00
Disney Dining Room	**Breakfast Buffet** 　　Scrambled Eggs (v) 　　Pork Bacon (gf) 　　Turkey Bacon (gf) 　　Hash Brown Triangles (v)

9:00 – 10:00: Concurrent Sessions

| Room 103
(25-minute sessions) | **Integrating Mindfulness in Teaching: A Contemplative Pedagogy and Culturally Sensitive Teaching Approach**
Lien Nguyen, *Florida Gulf Coast University*

Increasing students' engagement in class discussion and openness to learning new information from different ideas and culture is challenging. To assist students in increasing attention, awareness, empathy, and compassion, researchers suggested contemplative pedagogy, a mind and body practice including different forms of meditation, mindful movement, journaling, and rational practice. This session is designed to provide audiences with helpful information about mindfulness and other forms of contemplative pedagogy, as well as how they can be used to teach higher education courses and create a safe learning environment where students can have meaningful dialogue about related topics and social justice issues and unlearn biases.

Starting Up a Students-as-Partners Program Year One: Critical Reflection
Jennifer Wojton, *Embry-Riddle Aeronautical University*
Sandy Branham, *Embry-Riddle Aeronautical University*
Teha Cooks, *Embry-Riddle Aeronautical University*
Traci Parodi, *Embry-Riddle Aeronautical University*

Bovill, Cook-Sather, and Felten explain that the Students-as-Partners model is a "reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis" (2014, 6-7). Our group will present a brief explanation of the goals of the Students-as-Partners program; we will share the basic processes and documents we used to invite participants, support their partnership, and assess the program as a whole. Finally, we will reflect on our experience and talk about the changes we are planning for next academic year. |

TUESDAY, March 19, 2024

Room 104
(25-minute sessions)

Integrating ChatGPT into the Engineering Classroom
Chung Seop Jeong, *University of South Florida*

The benefit of using ChatGPT to improve students' learning experiences in the field of engineering will be discussed in this presentation. The presenter will demonstrate how students and instructors can use ChatGPT in class environments to obtain clearer definitions of the course topics and detailed explanations on selected topics in electrical engineering, such as linear algebra, electrical circuit analysis, linear systems, programming, and beyond. Additionally, the presenter will explore other potential applications of ChatGPT in the classroom and will open a discussion with the audience on how the suggested method can be applied in other academic disciplines.

Grammar Gamification: Materia's Syntax Sorter
Liz Giltner, *University of Central Florida*

Language learners are often uncertain about where to put different parts of speech or about what is communicated by putting parts of speech in their correct order. Additionally, lack of feedback can leave learners frustrated and unsure of how to correct their written linguistic production. Materia's Syntax Sorter is an interactive tool that gamifies grammar and can help students use feedback effectively to confirm or correct their language production. Educators from several fields will appreciate its simplicity and data-driven insights; students will enjoy its novelty and instant feedback. Overall, the widget will create a more dynamic and engaging learning experience.

Room 105
(25-minute sessions)

Multiple-Chance Testing in a STEM Course
Autar Kaw, *University of South Florida*
Renee Mary Clark, *University of Pittsburgh*

Traditional grading systems can be often demotivating and unfair, as they can penalize students for early struggles. As demonstrated in a recent STEM class of 60-100 students, a multiple-chance testing system offers a solution. In this system, students have several opportunities to showcase their comprehension of the material, fostering a fair and motivating learning environment. It enables instructors to manage grading effectively and assess class understanding. Additionally, students can monitor their progress and persist even when initially struggling. This approach benefits instructors in terms of assessment and ensures more engaged and motivated students, particularly when tackling challenging subjects. The presentation will delve categorically into implementing this system in a large STEM course.

Room 105 cont.
(25-minute sessions)

Personalized Adaptive Learning (PAL) & Open Educational Resources (OER) in Language Classes
Anne Prucha, University of Central Florida
Kacie Tartt, University of Central Florida
Romina Saez Tapia, University of Central Florida

This session aims to showcase the positive impact of combining Personalized Adaptive Learning (PAL) and Open Educational Resources (OER) in language classes. The session will explore how this combination can enrich learning experiences, foster student engagement, and contribute to a more inclusive and accessible learning environment. The presentation will provide examples from the PAL platform RealizeIt and how to tackle the task of collecting OER.

10:15 – 11:15: Concurrent Sessions

Room 103
(25-minute sessions)

Do We Really Need to Have All That Work in the Course?
John Griffith, *Embry-Riddle Aeronautical University*

Are there too many assignments or quizzes students need to complete in your online course? Are they all necessary? We will discuss methods to effectively identify and eliminate extraneous online course workload which will enhance the learning experience without hurting grades. Some online courses may have too many activities which can discourage students from persisting through the entire course or even taking the course at all. Data from a 200-level course support this idea of reducing workload which also significantly lowers withdrawal rates. Takeaways include methodologies to identify tasks for elimination and a handout with best practices.

Preparing Students for an AI-Integrated Workplace: Authentic Assessments
Jo Smith, *University of Central Florida*

This presentation aims to guide educators across various disciplines in developing authentic assignments/assessments that enhance students' ability to work alongside AI. The presentation will focus on three core objectives: 1) illustrate the necessity of integrating AI competencies in education; 2) introduce adaptable assessment criteria for evaluating critical thinking, ethical reasoning, and creative problem-solving skills, which are essential in an AI-augmented environment; and 3) provide practical examples from different disciplines demonstrating the application and assessment of these criteria. Participants will gain insights into creating assignments/assessments that effectively prepare students for the evolving demands of an AI-integrated workplace.

TUESDAY, March 19, 2024

Room 104
(25-minute sessions)

Nurturing Relationships in the Classroom Through Mindfulness
Ursula Sorensen, Brigham Young University

Stress and depression have become an increasing epidemic among today's college students, especially during the COVID-19 pandemic (Son et al., 2020). This can have a substantial negative impact on the physical, mental, emotional, and social areas of health in students. To help students holistically in these areas, many universities and faculty are turning to mindfulness to assist. In this session, we will discuss the benefits of reflection and mindfulness, experience some contemplative/mindfulness exercises, and consider how these can be implemented in our classrooms and other student interactions.

Invitational Design with AI Feedback
Karen Tinsley-Kim, *University of Central Florida*
Francisca Yonekura, *University of Central Florida*

Our presentation will introduce the framework of Invitational Design, where the instructor is the host, the students are the guests, and the online course is the home. Emphasis will be on personalized feedback strategies from a variety of sources, fostering a welcoming environment for diverse learners while enhancing instructional efficiency. This session will offer insights into leveraging AI for tailored educational experiences, with AI serving as an interior designer, maker space, or planner for the course for instructor consideration.

Room 105
(25-minute sessions)

Seven Years of Lessons from a Department-Wide Flipped Classroom Instructional Journey
Gordon Henry, *University of Central Florida*

In 2016 the Integrated Business Department at UCF launched the first program of its kind in schools of business; a curriculum dedicated exclusively to the use of an interactive, flipped classroom instructional model that targeted the acquisition of both comprehensive business acumen and transferable skills known to engender success across a wide range of job titles and industries. Over the ensuing seven years, the department faculty have continued to create and implement innovative solutions to overcome numerous challenges, both pedagogical and logistical, faced when attempting to flip the classroom in a very traditional, lecture-based university learning environment.

10:15 – 11:15: Concurrent Sessions

Room 105 cont. (25-minute sessions)	**A Motivational Intervention to Help Students Overcome Barriers to Academic Success**

Paul Spector, *University of South Florida*
Chris S. Ferekides, *University of South Florida*
Ismail Uysal, *University of South Florida*
Chung Seop Jeong, *University of South Florida*
Joel Howell, *University of South Florida*

The concept of action-state orientation explains that students who are action oriented can turn goals into actions and success, whereas students who are state oriented struggle to maintain engagement with their academic work. In this session we explain action-state orientation and describe an intervention we developed to teach students strategies to overcome state orientation. We cover both a face-to-face and self-paced CANVAS (we can share with participants) online intervention that provides strategies for students to adopt to help them maintain focus on their academic work. We also provide some preliminary evidence for its effectiveness.

Room 106 (60-minute session)	**Open Forum: Florida Laws**

Kevin Yee, *University of Central Florida*

There will be no formal presentation in this "unconference"—instead, we will invite open conversation on the topic of "teaching today in Florida," which could include discussions about hurricanes, typical students in Florida, or Florida-specific laws. Participants are welcome to come and go from this session as their schedule allows.

TUESDAY, March 19, 2024

Room 103
(25-minute sessions)

Starting Strong with Goal-Setting Icebreakers
Emily Franklin, *University of Central Florida*

This presentation will provide two icebreaker activities that introduce students to each other and course content while promoting engagement, critical thinking, and goal-setting reflection in online courses. Participants will learn how to deliver both activities synchronously or asynchronously by modifying directions, structure, and tech tools, such as Jamboard, Padlet, and Wordwall. They will engage in a synchronous version of both icebreakers and discuss how the goal prompts can be applied or modified for their learners. They will also be given the "getting-to-know-you and your goals" icebreaker topics/questions list that can be adapted for any course along with options for follow-up activities.

Less is More: Strategies for Increasing Student Engagement in the College Classroom
Michella Basas, *Flagler College*

Student engagement is an essential component of effective teaching and learning in higher education. However, despite their best attempts, many instructors face challenges in designing learning environments that support high levels of student engagement. In this session, participants will explore strategies for designing instruction that promotes high student engagement through high-leverage practices. Participants will also explore strategies that encourage students to engage more deeply with assigned readings and course requirements through small, but meaningful changes in course planning and evaluation.

Room 104
(25-minute sessions)

ChatGPT is Coming for Us All (Or not): The Ethics and Effective Use of Artificial Intelligence in Education
Christian Moriarty, *St. Petersburg College*

The rise of AI has greatly influenced the landscape of modern education. With tools like ChatGPT, the processes of writing, researching, and creating have been greatly enhanced. However, like all powerful tools, there's a growing concern about their potential misuse in the academic realm, particularly with respect to academic integrity. The aim of this presentation is to equip educators and administrators with the knowledge to navigate this new landscape responsibly. We will explore the features, limitations, and ethical uses of ChatGTP and similar tools.

Room 104 cont. (25-minute sessions)	**The Generation Project: Engaging Students through High Impact Practices** Kim Haimes Korn, *Kennesaw State University*

Generation Z, has been defined as a highly collaborative cohort that cares deeply about others and has a pragmatic attitude about addressing issues (De Witte). Although the challenges they face–AI proliferation, global warming, income inequality, isolation, and anxiety–are perhaps unique, their evolution and placement within generational cohorts is not. Generational research engages students to see beyond their insular perspectives to better understand themselves and others. In this practical, interdisciplinary session, I present a project that draws connections across multiple generations to create critical engagement through a sequence of multimodal and high impact assignments.

Room 105 (25-minute sessions)	**Five Keys to Unlock Easy and Engaging Digital Escape Room Activities in Online Courses** *Debra Luken, University of Central Florida*

Are you looking for an activity to engage students in your online course? Have you ever considered creating a digital escape room activity for students to participate in? It's easier than you think! In this session, you will learn about some important considerations for developing this kind of activity. You will also get some helpful resources, tips, suggestions, and techniques to get you started creating your own digital escape room activity.

TUESDAY, March 19, 2024

Room 105 cont.

Expanding the Computer Science (CS) Pipeline
Matthew Gerber, *University of Central Florida*
Sarah Angell, *University of Central Florida*
Kyle Dencker, *University of Central Florida*
Arup Guha, *University of Central Florida*

Over the last decade, the UCF Computer Science department observed undergraduate students beginning without significant programming experience often dropped out early, creating an experience gap with disproportionate demographics. We sought to remedy this by strengthening education in basic programming. In 2021, we required inexperienced students to take an introductory course. Experienced students may opt-out via a placement test. We present results showing the new course is improving retention of CS majors and is also popular with non-CS students through the general education program. We then discuss identifying barriers to entry and retention in early major courses and curricula.

Room 106
(1-hour poster session)

Examining Supports to Help Kindergarten and Early Childhood Teachers with the New Curriculum
Sapna Datta, *Stetson University*
Rajni Shankar Brown, *Stetson University*

In 2023, the Florida State Department of Education changed both the mathematics and education standards to the new B.E.S.T. standards. These standards have now been implemented across all subject areas and grade levels in Florida. A concern is always prevalent for early childhood educators, as they are not in standardized testing grades; therefore, many miss out on professional development opportunities or critical support to prepare to teach these standards. This research study interviewed kindergarten teachers in 3 different schools in a large Central Florida School District. From those interviews, we were able to ascertain what supports are necessary for supporting early childhood educators with the new standards.

The Impact of Videos on External Tutoring in Online Courses and Satisfaction
John Griffith, *Embry-Riddle Aeronautical University*

Embedded videos in online courses increase instructor presence. Placement of videos in courses reduces student need for external tutoring which saves the university money and reduces student frustration in learning course materials. Attendees will learn course video best practices including length, types of videos, and placement within the learning management system. Data will also be presented on how course videos reduce the need for external tutoring services.

11:30 – 12:30: Concurrent Sessions

Room 106 cont.
(1-hour poster
session)

Using Innovative Technology to Stimulate Students' Interest in Learning about Argentinian Women Who Impacted Contemporary Society
Alma Alarcón, *University of Central Florida*
Maria Redmon*, University of Central Florida*

This poster session presents an innovative learning module about 12 influential women who had a significant impact on present-day Argentinian culture and society. The module utilizes multimedia and technology that consists of visual images of the women and brief descriptions of their respective societal contributions. This module is intended for language and Latin American cross-disciplinary studies. The use of this pedagogical technology will enhance student learning and engagement with the subject matter.

Faculty's and Students' Perceptions of Artificial Intelligence Usage in Classrooms
Carvis Durr, *University of Central Florida*
Abdul-Akeem Sadiq, *University of Central Florida*

This study will investigate faculty and student attitudes toward the use of AI for academic purposes at UCF. To accomplish this goal, the investigators will develop a comprehensive survey that cover a series of research questions. The survey will gather socio-economic and demographic data, including age, gender, race, major, first-generation, location, faculty rank, and income. The investigators plan to randomly select 50 faculty members and 100 students. After collecting the data, it will be analyzed using STATA and GIS applications, and the findings will be presented at international and national conferences and published in journals.

Teacher Perceptions of STEM in Early Learning
Abena D'Oyley Petruso, *Stetson University*
Anna Peters, *Stetson University*
Rajni Shankar-Brown, *Stetson University*
Deb Touchton, *Stetson University*
Chris Colwell, *Stetson University*

This presentation discusses teacher perceptions of STEM in Pre-K and K environments and offers ways in which STEM can be integrated into early childhood based on research findings. Preschools across the country are filled with infants and toddlers ranging from just six weeks old to children aged five or six. Preschool education can be defined as the formal education a child receives before the compulsory age to enter kindergarten which can vary from state to state. How can we be confident that we are effectively preparing our children to succeed in the world of the 21st century? We will discuss findings from a large-scale study involving preschool centers and their implementation (or lack of) implementation of STEM learning in their classrooms.

TUESDAY, March 19, 2024

Room 106 cont. (1-hour poster session

In Their Own Words: Collaborative Assessment of Undergraduate Intellectual Curiosity Via Literacy Landscapes of Home, Classroom, and Digital Technologies
Rachel Panton, *Nova Southeastern University*
Charlene Desir, *Nova Southeastern University*
Amenia Farraj, *Nova Southeastern University*

This study seeks to address how undergraduates develop and sustain their curiosity and learning in their classrooms, within their family structures and communities, and across digital technologies. Collaborative assessment of faculty and students in research on university student curiosity and learning is fairly recent. Therefore, this project seeks to fill gaps in collaborative assessments and contribute to the fields of educational psychology and composition & rhetoric. The researchers hope to inform pedagogical approaches based on how students integrate family, school, and technology in their learning processes, as well as how their learning/curiosity has changed during COVID-19.

Postmortem on Synchronized Learning in a Core Curriculum
Travis Meade, *University of Central Florida*

The presentation discusses the collaboration of computer science instructors aiming to synchronize course content. Focused on programming fundamentals, the course covers core algorithms and data structures crucial for computer science majors. Instructors coordinated lecture topics, homework assignments, and addressed challenges like discrepancies in topic sequence, handling cheating across classes, and date changes. Synchronization aimed to enhance assignment quality, share resources, and improve student learning experience. The possibility of pairing new or inexperienced instructors with experienced ones is suggested for effective course synchronization. A consolidated online resource for course modifications is also proposed for future implementations.

12:30 – 1:30: Lunch

Room 124 **Lunch Buffet**
    Caesar Salad (v)
    Braised Beef Short Ribs
    Portobello Ravioli with a Roasted Red Pepper Sauce
    Roasted Garlic Mashed Potatoes (gf)
    Crisp Green Beans Tossed in Sun Dried Tomato Butter (v, gf)

1:30 – 2:30: Concurrent Sessions

Room 103
(25-minute sessions)

Give Them Some Context: Using Virtual Field Trips in Online and Face-to-Face Classes
Paul Cutlip, *St. Petersburg College*

Virtual field trips are an effective tool for engaging online and face-to-face learners. Helping students see how their learning in the classroom is applied in the "field" can give students perspective and motivation. In this session, we'll discuss how to develop and use virtual field trips in a variety of settings. While the term "field trip" is usually associated with science, we will be extending the concept to other fields. We will discuss how showing students how what they're learning is used crosses disciplines and can be a valuable teaching technique.

Safety, Security, and Providing Warm Welcome on Today's College Campuses
Cynthia Mejia, *University of Central Florida*

We live in a time where increasing threats to safety and security on campuses are becoming a part of daily operational consideration. In prioritizing student, faculty, staff, visitor, and other stakeholders' safety, there is tension and constant negotiation between safety/security assurance and providing a sense of warm welcome characteristic of a college campus. In this session, we will explore how thoughtful facility design and stakeholder input can move college campuses and culture toward safety and security while preserving an inviting atmosphere. We will also discuss in small groups the important role that frontline faculty and staff have on a college culture that prioritizes safety, security, and friendly reception.

Room 104
(25-minute session)

How to Prevent Academic Misconduct Using ChatGPT: Recommendations by ChatGPT
Mandayam Thirunarayanan, *Florida International University*

The author of this proposal asked ChatGPT "How to prevent academic misconduct using ChatGPT." During this presentation, the suggestions/recommendations offered by ChatGPT will be shared. Participants will be encouraged to discuss each recommendation in small groups and then share their thoughts with other participants.

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TUESDAY, March 19, 2024

Room 104 cont.
(25-minute sessions)

Leveraging Generative AI Tools to Enhance Online Learning
Arthur Huang, *University of Central Florida*

Recent breakthroughs in generative artificial intelligence have gained global attention and demonstrated transformative potential in higher education. This study addresses the growing demand for innovative approaches in education by exploring applications of generative AI in crafting interactive, adaptive learning modules and assignments. Using two online graduate courses in tourism management at UCF as case studies, this project designs a series of generative AI-related assignments to assess generative AI tools' potentials and risks in teaching online courses. This study also discusses the opportunities and challenges associated with implementing Generative AI in online education and explores the potential impact of this technology on the role of educators and the effectiveness of learning.

Room 105
(25-minute sessions)

Hop Scotch in Teacher Preparation Coursework: A Blended Learning Approach, from Pedagogy to Application
Kristina DeWitt, *State College of Florida*
Nicholas Catania, *State College of Florida*

Blended learning is believed to be learner-centered and allows for flexibility in the learning process. In this session, we will present our "Hop Scotch" method to blended learning at a Florida State College in the education methods courses. This delivery method allows for better social interaction and open communication in students' learning. Although challenging, the transformation to blended learning in teacher preparation programs might be easier to implement allowing for pedagogical connections with clinical experiences. In the session we will share how we implemented a new slant on blended learning and give attendees tips to implement at their institution.

Empowerment and Leadership: Service-Learning Projects In and Outside of UCF
Anne Bubriski, *University of Central Florida*
Robert Cassanello, *University of Central Florida*

Students in the Women's and Gender Studies Program (WGST) at UCF turn knowledge into action by completing service-learning projects. WGST students log over 1,500 hours of service-learning hours every year through partnerships with over 30 community, national and international non-profit organizations. This panel includes an overview of how WGST implements these projects from addressing a community need, supporting course objectives, involving a connection between the campus and the world around it, and challenging students to be civically and critically engaged. Panelists consist of the former WGST Director, current WGST Director and WGST Affiliate Faculty.

2:45 – 3:45: Concurrent Sessions

Room 103
(25-minute sessions)

Beyond Gaming: Using Discord to Increase Communication in Your Courses
Christine Kugelmann, *University of Central Florida*
Carolyn Glasshoff, *University of Central Florida*

Discord is an easily accessible, free platform used for communication. With text and voice channels, Discord allows users to interact with each other instantaneously, making it perfect to use in education. Research shows that students find the platform effective, efficient (Barnad, 2021), and useful for learning course material (Arifianto & Izzudin, 2021; Banson & Hardin, 2022) and completion of assignment (Fonseca Cacho, 2020) since students can engage with one another at any time to get help. This presentation will discuss the benefits of using Discord in the college classroom and show the audience how to use the platform in their courses.

Analyzing Florida Board of Nursing Disciplinary Cases: A High-Impact, Active-Learning Strategy
Melissa Lynn, *Florida Gulf Coast University*

Nursing students tend to get overwhelmed when trying to learn and understand legal definitions and guidelines. When presenting the information in a traditional lecture format, it becomes boring and tedious. To increase learning and retention, students are, instead, challenged to analyze actual cases of nurses who have faced disciplinary actions within the last three years. Students compare the complaint against the nurse with the Florida Statutes, and after identifying the violation, the group determines the disciplinary action that they feel the Board of Nursing (BON) should issue. The actual discipline from the BON is then revealed and a discussion ensues. Student retention and learning improves.

Room 104
(25-minute sessions)

5-4-3-2-1 Switch! Using the Elementary Method of Centers in Your Higher Ed Classroom
Jenni Sanguiliano Lonski*, Rollins College*

Centers, stations, and rotations are all common in elementary school. They allow for the conservation of valuable resources, have been shown to increase engagement with students, and allocate time for teacher-led small group instruction. So why are we not using this strategy in higher education? This session will demonstrate the mechanics behind creating centers for college students that are sure to increase productivity, comprehension, and collaborative work, all while allowing you to spend more time discussing concepts with your students. Learn how to plan, schedule, differentiate, and implement centers while participating in a centers' activity!

2:45 – 3:45: Concurrent Sessions

Room 104 cont.
(25-minute sessions)

Reviving the Book Review as a High-Impact Learning Experience
Tyler Fisher, *University of Central Florida*

The conventional book review is outmoded. Predictions of its decline have been made since the 1950s, and its obsolescence seems only to be assured now that it contends with online customer comments, which is what many of my students initially imagine a book review to be. This presentation argues, however, that the book review is ripe for resuscitation as a high-impact learning experience. Outlining strategies I have honed while working with undergraduates successfully to publish 13 book reviews in the past five years, this presentation offers frameworks for guiding students through the development of a publishable piece of criticism.

Room 105
(25-minute sessions)

Beyond Bullet Points: Easily Enhance Engagement with Canva
Erin Doggette, *University of Central Florida*

Graphics and visual media are highly valuable tools for enriching learning, sparking creativity, and engaging 21st century students. This hands-on workshop introduces the intuitive graphic design platform Canva and focuses on diverse applications tailored to various college disciplines. Teachers of writing, STEM, business, foreign language, history, arts, and other subjects will take away practical techniques for using Canva templates to easily create handouts, interactive presentations, infographics, banners, and other compelling visuals. Whether used for individual assignments or group work, Canva boosts collaboration, encourages visual thinking, and gets students excited about demonstrating course concepts creatively.

Utilizing a Structured Problem-Solving Technique to Enhance Dynamics, Fluid Dynamics, and Thermodynamics Courses
Birce Dikici, *Embry-Riddle Aeronautical University*

Dynamics (ES 204), Fluid Dynamics (ES 309), and Thermodynamics (ES 305) courses pose significant challenges for students. In this presentation, we propose the implementation of collaborative learning techniques that utilize structured problem-solving methods. By providing students with a systematic approach to solving complex, content-based problems within a defined frame, this collaborative learning technique aims to alleviate feelings of overwhelm. Breaking down the problem-solving process into specific steps helps students navigate through challenges more effectively. By offering a structured format, this approach equips students with a solid foundation to tackle problems encountered in Dynamics, Fluid Dynamics, and Thermodynamics courses.

* DINNER ON YOUR O

WEDNESDAY, March 20, 2024

Room 124   Breakfast Buffet
    Cheddar Cheese Omelet (v)
    Turkey Sausage Patty (gf)
    Pork Sausage Link (gf)
    House Potatoes (v, gf)

9:00 – 10:00: Concurrent Sessions

Room 103
(25-minute sessions)

Increasing Student Engagement with OER: Tips for Using Open Educational Resources in the Classroom
Susan Jardaneh, *University of Central Florida*

The presence of student engagement in the classroom increases student motivation and satisfaction. However, developing student engagement has become increasingly more challenging. This session will explain why student engagement is difficult to create and give explicit, practical ways that OER can be used to mitigate the challenges. During the session we will gives takeaways of how OER can benefit student learning and engagement by expanding access to resources, promoting active learning, putting students in charge of their own learning, and promoting collaboration and sharing. The session will share a list of resources and activities to help implement OER activities and assignments into the classroom.

WEDNESDAY, March 20, 2024

Room 103
(25-minute sessions)

Unleashing Active Learning Strategies in College Math Classrooms for First-Time Students
Daniel Martinez, *Seminole State College*

Active learning strategies can be pivotal in facilitating math comprehension for first-year college students transitioning from high school. Recognizing these students' challenges, professors can incorporate dynamic methods to enhance engagement and understanding. Incorporating collaborative problem-solving, interactive discussions, and hands-on activities empowers students to participate actively in their learning process. These strategies foster a deeper understanding of mathematical concepts and promote critical thinking and teamwork. By tailoring active learning approaches to suit the unique needs of first-year college students, educators create an environment that nurtures mathematical proficiency and helps students bridge the gap between high school and college-level mathematics.

WEDNESDAY, March 20, 2024

Room 104
(25-minute sessions)

Teaching through Publications
Hossam Ashour, *University of South Florida*
Hatem Elshabrawy, Sam Houston State University

Publishing scientific papers is a dreaded territory for many. In this session, we argue that it is a very effective form of teaching. Referring students to one's own publications or publications of colleagues can be a strong learning tool. It can lead to better educational outcomes and enrich the learning experience. The session will involve practical tips about the art of picking an appropriate journal and common mistakes and pitfalls in the process of publishing. The session will also cover how to handle rejections, how to submit a revision, and when to decide to forego a revision and submit the manuscript elsewhere. The session will also educate the audience about some commonly used metrics for publishing such as impact factors and H-index. There will also be a discussion about publication fees and open-access publications. The session should be appropriate for all faculty members, including those in primarily teaching institutions. Publishing is feasible for all. We just need to learn how to do it.

Amplifying Student Voices through High-Impact Learning Experiences: A Closer Look into the Expectancy Value Theory and Interpretative Phenomenological Analysis
Duaa Lutfi, *University of Central Florida*

Every classroom has diverse students with diverse learning needs and interests. This calls for a need to utilize engaging, relevant instructional resources. Positioning ourselves to refrain from marginalizing our students in our classroom practices, mannerisms, and curricula leads to an open, reflective, and collaborative learning space. When students dive deeper into their learning they become well-versed in the world around them. In order for educators to do that, we need to invite the students to safe environments that are relevant to their lives, where all funds of knowledge are welcomed and appreciated.

9:00 – 10:00: Concurrent Sessions

Room 105
(25-minute session)

A Novel Curricular Approach to Prepare Undergraduate Engineering Students for Professional Careers

Joel Howell, *University of South Florida*
Chung Seop Jeong, *University of South Florida*
Wilfrido Moreno, *University of South Florida*
Chris S. Ferekides, *University of South Florida*
Thomas Ranstrom, *University of South Florida*
Arash Takshi, *University of South Florida*
Ismail Uysal, *University of South Florida*
Paul Spector, *University of South Florida*

The Professional Formation of Engineers (PFE) course is offered as a series of three 1-credit courses that help students develop critical professional competencies identified by the National Association of Colleges and Employers (NACE), engage with engineering industry representatives, researchers, and faculty, and understand engineering ethics from a practical/professional perspective. The purpose of this session is to share content information and lessons learnt on the PFE course series model. We will discuss how students implement experiential learning activities using a personalized career roadmap, use Risk Management processes to resolve ethical case studies, and develop technical proposals that meet community needs.

Different(iating) Teacher Prep at the State College Level
Nicholas Catania, *State College of Florida*
Kristina DeWitt, *State College of Florida*

State College of Florida recently launched a Bachelor's of Elementary Education Program and Exceptional Student Education Program. Approximately 50% of our student population are nontraditional, transfer, and/or first-generation students from diverse backgrounds. In many instances, they work full time as well. To address new frontiers in teaching and learning, we will present how we utilize differentiated instruction methods to support our students. We will also discuss institutional barriers, programmatic challenges, and current initiatives we use to recruit and retain our students. We will conclude with time for participants to reflect and discuss their own initiatives and programmatic challenges.

WEDNESDAY, March 20, 2024

Room 103
(25-minute sessions)

Professional Development Support for Adjunct Faculty: The Adjunct Academy
Bill Reynolds, *Florida Gulf Coast University*
Jessica Marcolini, *Florida Gulf Coast University*

Nearly 50 percent of all faculty teaching at post-secondary institutions are part-time employees. To support these instructors and give them a pathway to increased compensation we initiated the Adjunct Academy in spring 2022. This yearlong program includes four in-person sessions on units of pedagogical training including: designing inclusive courses and learning environments, learning theory, student engagement and active learning, and effective assessment practices. In this session, we will share details about the academy curriculum and discuss logistics and systems for tracking and compensating academy participants. We will conclude with a discussion of the transferability of this model.

Perceptions and Experiences of Interdisciplinary Students and Faculty about Incorporating Sustainability in the Classroom
Carlos Valdez, *University of Central Florida*
Devon Cadwell, *University of Central Florida*
Martha Hubertz, *University of Central Florida*
Stacey DiLiberto, *University of Central Florida*
Richard Plate, *University of Central Florida*
Iryna Malendevych, *University of Central Florida*

Incorporating sustainability in higher education has recently received attention in academic literature. This study uses a mixed-method approach to explore how students and faculty from different disciplines include sustainability in their courses. Members of our team incorporated sustainability into their own classes across a range of disciplines. Here, we combine interpretative phenomenological analysis (IPA) of our experiences with results from online survey with students to provide insights about incorporating sustainability in the classroom. The findings reveal the relevance of integrating sustainability in higher education.

Room 104
(25-minute sessions)

Enhancing Learning through Conceptual Memes in the Classroom
Gulfem Yucelen, *University of South Florida*

I propose the strategic incorporation of educational memes into our teaching practices to enhance student engagement and retention. Memes, known for their widespread appeal and relatability, offer a unique medium to present complex academic concepts in a digestible and memorable format. This method aligns well with the preferences of the digital generation, facilitating a more interactive and enjoyable learning environment. By integrating memes into lesson plans, we can simplify challenging topics, encourage active participation, and foster a deeper connection with the subject matter, leading to an overall improvement in educational outcomes.

Transformative Practices in Engineering Education: An Integral Approach through TRUE-Capstone Projects
Wilfrido Moreno, *University of South Florida*
Pallavi Singh, *University of South Florida*

We propose to share our Electrical Engineering Department's transformative journey in forming integral engineers, specifically through TRUE (Taking Responsibility to Understand Engineering) Capstone Projects. Our approach involves collaborative initiatives with industry partners, emphasizing our recently implemented and integrated evidence-based team-forming (EBTF) methodology. The presentation focuses on the innovative TRUE-Capstone Projects process, showcasing a commitment to fostering well-rounded engineers equipped with an understanding of real-world engineering challenges. We will share insights into our methodology, highlighting EBTF strategies to enhance student design experience and project success by considering AI-based multiple criteria such as student preferences, technical and soft skills, and team diversity.

Room 105
(25-minute sessions)

Using Readability Statistics to Elevate Student Writing
Michael Barnes, *Stetson University*
Elizabeth Barnes, *Daytona State College*

Readability statistics can be used in writing assignments to cultivate a sense of audience and style. The readability statistics tool in Microsoft Word calculates the grade level and reading ease of a document. This readily available (and free) quantitative tool can introduce students to audience adaptation and to the contrastive styles of parataxis (simple style) and hypotaxis (complex style). We ground this discussion by introducing engaging writing assignments that incorporate readability statistics as an editing tool and guide. These rhetorically based writing strategies effectively require students to consider style, edit for clarity, and engage with an audience in meaningful ways.

WEDNESDAY, March 20, 2024

Room 105 cont.
(25-minute sessions)

Elevate Online Teaching: Insights and Approaches through Intentional Practice
Leota O'Malley, *University of Florida*
Nikki Lyons*, University of Florida*
Lupita Eyde-Tucker, *University of Florida*

Discover insightful approaches for elevating online teaching with a presentation from the UF Center for Teaching Excellence's Online Course Quality Team. Join us in exploring methods for fostering engagement, building community, and acquiring clarity through a tiered approach, ranging across surface, sandbar, and deep-sea levels. Gather insights into leveraging surveys for constructive feedback, engaging in peer reviews, and implementing iterative improvements grounded in data-informed practices.

Room 106
(60-minute session)

Open Forum: Developing Self-Regulated Learners
Eric Main, *University of Central Florida*

There will be no formal presentation in this "unconference"—instead, we will invite open conversation on the topic of developing self-regulated learners, which could include discussions about teaching metacognitive strategies, growth mindsets, persistence and passion, motivational strategies, well-being, civility, or other student success skills. Participants are welcome to come and go from this session as their schedule allows.

11:30 – 12:30: Concurrent Sessions

Room 103
(25-minute sessions)

The Integration of Learning Goals, Soft Skills, Hard Skills, Flipped Classroom, Team-based Learning, and Active Learning for the Launch of the Integrated Business Program
Carlos Valdez, *University of Central Florida*
David Penn, *University of Central Florida*
Carole Ann Creque, *University of Central Florida*

This study describes the conceptualization, planning, and implementation of the Integrated Business Program at the University of Central Florida from 2016 until 2023. We explain how the general business degree was discontinued to start from scratch with a new business degree that will teach the right soft and hard skills guided by relevant learning outcomes that will challenge the student to go outside of their comfort zone. This learning process will happen using the flipped classroom, team-based learning, and the active learning approach. Also, each faculty member selects and curates free online, up-to-date resources for the student to review before class, replacing the traditional expensive textbook. After seven years, this new program has become the most extensive program at the College of Business, leading to high starting salaries and job acceptance rates for students and an outstanding evaluation from the AACSB. A blueprint is presented.

WEDNESDAY, March 20, 2024

Room 103 cont.
(25-minute sessions)

The Benefits of Virtual Experiences in Quality Online Education: A 360 Degree Tour of Barcelona's Modern Contemporary Museum

Shannon Whitten, *University of Central Florida*
Eric Fabra, *University of Central Florida*
Joseph Lloyd, *University of Central Florida*

Advancements in technology, such as 360-degree capture, offer students novel educational experiences that transcend geographical boundaries. This technique allows learners to virtually navigate faraway museums, adding a new layer to their aesthetic appreciation of art (Galeazzi, di Giuseppantonio, Matthews, 2015; Kim & Hone, 2020). Explorations into the potential of virtual, 3D experiences to boost educational outcomes are ongoing (Thomas, 2003; Eschenbrenner et. al., 2008; Yamamoto et. al., 2018). We'll exemplify this by presenting a virtual tour of Barcelona's Modern Contemporary Museum, captured in 360 degrees.

Room 104
(25-minute session)

Understanding Best Succession Planning Processes for Teachers and Leaders and Teacher Leaders in Education
Lou Sabina, *Stetson University*

This session addresses succession planning in educational leadership, particularly the transition from teacher to assistant principal or assistant principal to principal. We will explore methods for teachers to demonstrate interest in advancement to leadership positions, potential leadership traps that occur when individuals are seeking promotion, and effective ways to engage in strategic networking and self-promotion within a school district. This work follows my previous research (Russell & Sabina, 2014; Sabina & Colwell, 2018; Sabina, 2022) on succession planning and is the focal point of my newest book on the transition from assistant principal to principal.

Assessment of Inclusive Education in Practice
Veronica Ibitola Makinde, *Bamidele Olumilua University of Education, Science and Technology, Ikere-Ekiti, Nigeria*

In this presentation, we will delve into the dynamics of inclusive education by examining the integration of visually impaired and sighted students in a Nigerian secondary school. Focusing on coping strategies, available resources, and the challenges faced within this setting, we will discuss the study's methodology, employing quantitative and qualitative approaches. Additionally, the role and potential impact of guidance and counseling services in supporting these students will be explored. Our discussion will highlight key observations and explore the implications for the future of inclusive education.

WEDNESDAY, March 20, 2024

11:30 – 12:30: Concurrent Sessions

Room 105 (60-minute session)	**Open Forum: Artificial Intelligence (AI) in Higher Ed (session 11)** Erin Doggette, *University of Central Florida*

There will be no formal presentation in this "unconference"—instead, we will invite open conversation on the topic of "AI in Higher Ed " Participants are welcome to come and go from this session as their schedule allows.

12:30 – 1:30: Lunch and Raffle

Room 124   Lunch Buffet
> Artisan Salad (v, gf)
> Herb Crusted Chicken with a Flaky Crust
> Wild Mushroom Ravioli with a Basil Cream Sauce, Roasted Tomato, Asparagus Tips and Shaved Parmesan
> Rice Pilaf (gf) (or Fried Rice (gf))
> Fresh Seasonal Vegetables (v, gf)

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