Sunshine State
TEACHING AND LEARNING
CONFERENCE

2026
ORLANDO, FL

Agenda at a Glance
2026 Conference - Orlando, FL
UCF's Rosen College of Hospitality Management

Monday, March 16, 2026

8:00 – 5:00	Registration
8:00 – 9:00	Buffet Breakfast
9:00 – 10:15	**Free Preconference**: *Meeting the AI Challenges in College*
10:30-12:00	**Keynote**: *The Explorer Mindset: Civil Discourse as a Compass for Connection and Learning*
12:00 – 1:00	Buffet Lunch
1:15 – 2:15	Concurrent session #1
2:30 – 3:30	Concurrent session #2
3:45 – 4:30	**Plenary**: World Café
	*Dinner on your own

Tuesday, March 17, 2026

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8:00 – 9:00	Buffet Breakfast
9:00 – 10:00	Concurrent session #3
10:15 – 11:15	Concurrent session #4
11:30 – 12:30	Poster Presentations
12:30 – 1:30	Buffet Lunch
1:30 – 2:30	Concurrent session #5
2:45 – 3:30	**Plenary** : Closing
	*Dinner on your own

Monday, March 16, 2026

UNIVERSITY OF CENTRAL FLORIDA

Welcome Page

We are thrilled to bring together a vibrant community of educators from across Florida and beyond! This 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!

Monday, March 16, 2026
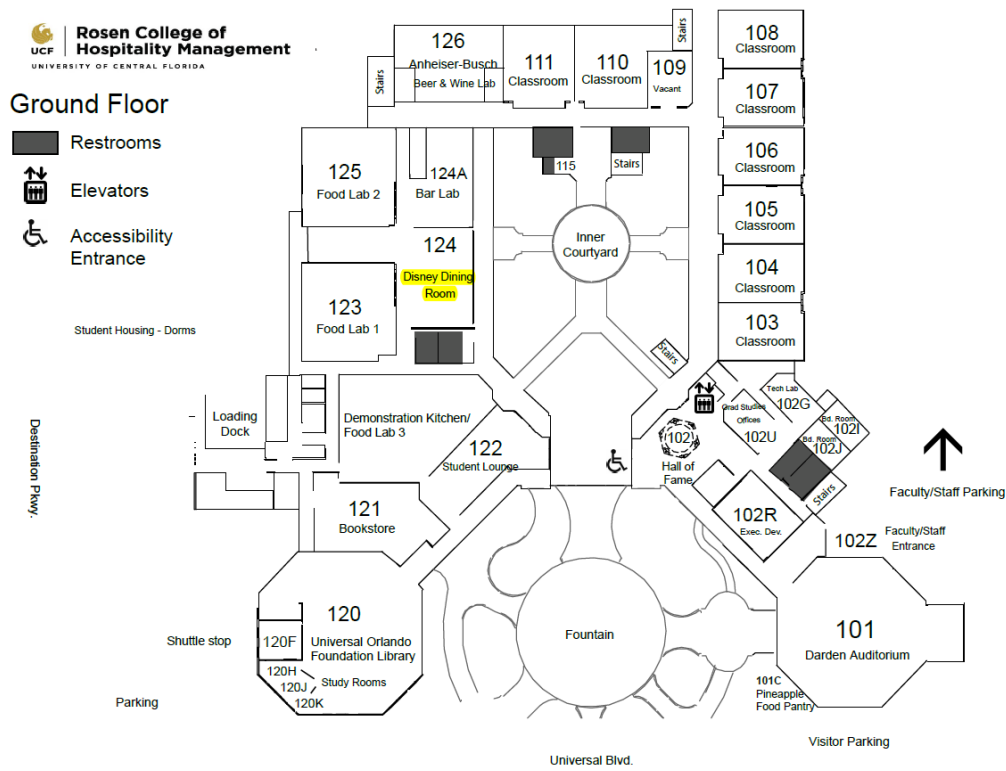
MONDAY, March 16, 2026

8:00 – 5:00

Pre-Function Area	**Registration**

8:00-9:00

Room 124	**Breakfast Buffet** Scrambled Eggs (v) Bacon (gf) Hash Brown Triangles (v) Fresh-cut Fruit (v, gf) Pastries with Jam and Butter

9:00 – 10:15

Room 101	**Free preconference session:** *Meeting the AI Challenges in College* This presentation explores options for integrating Artificial Intelligence (AI) tools in higher education, emphasizing academic integrity, ethical considerations, pedagogical implications, and challenges.

10:30-11:45

Room 101	**Keynote:** *The Explorer Mindset: Civil Discourse as a Compass for Connection and Learning* Haley Winston, *University of Central Florida* In a time of rapid information exchange and differing viewpoints, higher education classrooms can become spaces where challenges also create learning opportunities. This keynote introduces the explorer mindset, a teaching approach grounded in curiosity, connection, and intellectual humility that supports constructive dialogue and helps students engage thoughtfully with course material. Drawing on research and practical classroom strategies, participants will gain evidence-informed tools to strengthen critical thinking, promote respectful discussion across perspectives, and enhance student and faculty success across disciplines.

12:00 – 1:00

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)

Tuesday, March 17, 2026

1:15-2:15: Concurrent Sessions

Room 103
(25-minute
sessions)

Bridging Teaching, Policy, and Support: A Holistic Approach to Student Success
Kristine Acosta, *Florida International University*
Justin Grant, *Florida International University*
Cayce Wicks, *Florida International University*

This session presents a comprehensive strategy to enhance the academic experience and outcomes of multilingual students. It emphasizes the integration of curricular innovations, administrative roles, and faculty interventions to create an inclusive learning environment. Presenters will share evidence-based practices that strengthen student success and culturally responsive teaching. Through collaborative discussion, participants will explore how targeted interventions can collectively improve retention, engagement, and academic success for multilingual learners in higher education.

Negotiating the Roles of Students, Instructors, and Chatbots in the Classroom
Sandey Bonilla, *University of Central Florida*
Cynthia Mejia, *University of Central Florida*

AI is reshaping classroom dynamics and redefining the student-instructor relationship. This shift creates both challenges and opportunities; tensions may arise over trust, academic integrity, and collaboration, yet AI also enables personalized self-directed learning and critical thinking. This session highlights how AI can strengthen, rather than undermine, teaching and learning, moving from surveillance concerns to mentorship, inspiration, and critical thinking, while ensuring human connections remain central in an AI-driven academic environment.

Room 104
(25-minute
sessions)

Leveling the Learning Field: Course-Level Strategies to Address the Effects of Social and Economic Inequities in Nursing Bioscience Education
Jennie Floreky, *Florida Southern College*

Globally, nursing programs face persistent challenges in bioscience education, with courses such as pathophysiology and pharmacology contributing disproportionately to student failure and attrition. These barriers threaten student progression, retention, and preparedness for clinical practice worldwide. This presentation addresses the global "bioscience problem" through practical, course-level strategies that faculty can implement without curricular overhaul. Drawing on evidence-informed pedagogy, the session highlights intentional gamification to enhance engagement and motivation, scaffolded course design that links bioscience concepts to clinical relevance, strategies to cultivate student self-efficacy, and application of Universal Design for Learning principles to support diverse learners in nursing bioscience education.

Cracking the Code: Escape Room Strategies for Live and Virtual Classrooms
Jillian Harrington, *University of Central Florida*
Timothy Burns, *Florida Southern College*

Escape room-based learning transforms passive students into active problem-solvers through immersive, collaborative challenges. This session demonstrates practical strategies for designing and implementing escape room activities in both physical and virtual classrooms. Participants will experience a mini escape room challenge, then explore adaptable frameworks for creating discipline-specific puzzles that promote critical thinking, teamwork, and content mastery. We'll share low-tech and technology-enhanced approaches, assessment strategies, and solutions to common implementation challenges. Attendees will leave with ready-to-use design principles applicable across academic disciplines, class sizes, and delivery modalities.

2:30-3:30: Concurrent Sessions

Room 103
(25-minute
sessions)

Connecting the Classroom to Tech Use: Engaging Students in AI Policy Creation
Carolyn Glasshoff, *University of Central Florida*

There is unending advice on AI classroom policies, ranging from full bans to integration into every assignment. However, how many of these consider students' own experience with AI? This presentation will discuss classroom activities to help students unpack their expectations of AI and how they already use it in order create classroom AI policies that work with students where they are. These activities can be done quickly and easily early each semester to keep up with fast-paced changes in technology and to account for how students use AI in the specific context of each field.

Revolutionizing Education with Knowledge Graphs
Denny Czejdo, *Fayetteville State University*

Education has been mostly linear, yet our brains and the world operate in networks. This presentation advocates for a paradigm shift: adopting Knowledge Graphs (KGs) as the central framework for pedagogy. In the AI era, teaching students to visualize systems is critical for AI literacy and offers a robust solution to challenges like AI-generated plagiarism. We will demonstrate how to replace static multiple-choice tests with dynamic graph-based assignments. The session covers practical workflows: constructing KGs from text, transforming them to capture core relationships, and generating rigorous assessments that measure deep structural understanding.

Room 104
(25-minute
sessions)

The Analytics Blind Spot: What Digital Ethnography Reveals About Online Community
Chad Garcia, *University of South Florida*

Can a meaningful online community develop when media analytics indicate low engagement? Using mixed-methods - LMS analytics, video data, interviews, and content analysis - this research examined nine graduate students in a History of Higher Education course. This digital ethnography reveals a surprising paradox: despite low viewing metrics, graduate students using asynchronous video discussions reported the strongest sense of community they'd experienced online.

Sort, Think, Act: Station-Based AI Literacy Workshops for Students and Professional Development
P.D. Edgar, *University of Central Florida*

Not helped by both the public outcry and hype around the technology, the AI and media literacy gap exists on multiple fronts: How can we onboard students and their teachers to (1) how AI technologies themselves work, (2) their appropriate use cases, (3) their labor impacts, and (4) discerning between real and fabricated media? This multi-station workshop provides seven engaged learning activities with instructions and discussion questions at each stage of the consciousness-raising scaffold, from how AI thinks and writes to what is worth doing oneself.

3:45- 4:30 Plenary: World Café

Room 124

Join us for an engaging World Café–style plenary where you'll explore fresh ideas through dynamic, small-group conversations with fellow conference attendees. This interactive format invites you to rotate among tables, exchange insights, and build on one another's perspectives—no prior topic knowledge required. Stay, connect, and contribute to shaping the collective wisdom that will carry our conference forward.

*DINNER ON YOUR OWN

TUESDAY, March 17, 2026

8:00-9:00

Room 124

Breakfast Buffet
Cheddar Cheese Omelet
Pork Sausage Links (gf)
House Potatoes (v)
Fresh-cut Fruit (v, gf)
Pastries with Jam and Butter

9:00-10:00: Concurrent Sessions

**Room 103
(25-minute
sessions)**

Building a Culture of Pedagogy
Michelle Basas, *Flagler College*

Excellence in teaching is often included as an integral part of higher education discourse, yet institutional reward structures privilege disciplinary expertise and research productivity over sustained pedagogical development. Even at teaching-centric institutions, support for pedagogical growth is often fragmented and insufficient. Excellence in pedagogy is central to higher education's long-term viability and student retention and success. When teaching is treated as serious intellectual work and faculty have robust pedagogical support, student learning, academic rigor, and faculty purpose are enhanced. This session examines how institutions can cultivate a culture of pedagogy through intentional alignment, sustained professional development, collaborative reflection, and evidence-based frameworks, including the Critical Teaching Behaviors Framework.

Connecting Success: Curriculum Aligned & Faculty Guided Interinstitutional Assessment of CLO
Amy Darty, *University of Central Florida*
Harrison Oonge, *University of Central Florida*

Connecting our Course Learning Outcomes (CLO) planning to student engagement in applied context matters for successful knowledge transfer and persistence. While faculty and administration develop curriculum-aligned course outcomes, students value instructional clarity. Communicating the CLO in practice should enable students to leverage knowledge for success in subsequent course completion and degree attainment. Our study assesses how faculty communicate key CLO for increased student awareness using different methods for CLO scaffolding between course sequences and degree programs. Our presentation showcases the process and initial findings from five disciplines, with insights about assessment variations prompted by professional and discipline-specific needs.

**Room 104
(25-minute
sessions)**

Extending Learning After the Semester: Outcomes from Multiple Mathematics Courses
Roneet Merkin, *Florida International University*

At Florida International University, we developed a process to extend certain mathematics courses beyond the end of a regular semester for close-to-passing students. These "stretch" sections give students several weeks to build on their current knowledge, demonstrate proficiency, and possibly pass the course for which they were originally enrolled. This opportunity is at no cost to the students, allowing them to avoid retaking a course and potentially alleviating some of the time constraints on students that typically lead to failure.

SKYCARE: Building Pre-College Researchers Through Immersive STEM Mentorship
Chad Rohrbacher, *Embry-Riddle Aeronautical University*
Teha Cooks*, Embry-Riddle Aeronautical University*

SKYCARE is an immersive research experience at ERAU-Daytona Beach. Students partnered with faculty and graduate mentors, contributing to active research while exploring labs, field environments, and industry visits. On-campus collaborations in astronomy, simulation translation to application, and UAVs deepened engagement and built academic confidence and identity. This presentation outlines key outcomes and shares practical strategies, and logistical insights, offering adaptable tools for launching similar programs and initiating partnerships with schools and community organizations.

10:15-11:15: Concurrent Sessions

Room 103 (25-minute sessions)

If AI Is the Answer, What Was the Question? A Course Redesign That Gets It Right
Amanda Main, *University of Central Florida*
Sean Robb, *University of Central Florida*

This session shares a full redesign of a senior-level Conflict Resolution & Negotiation course that integrates AI to address persistent teaching challenges: disengagement outside class, limited practice opportunities, delayed feedback, and inequitable access to experiential learning. Rather than showcasing tools, the session focuses on pedagogy-driven AI integration, including AI-monitored small-group discussions, virtual negotiation agents for pressure-free practice, rapid formative feedback, and experiential activities not possible in traditional formats. The redesign process, adoption of Open Educational Resources, implementation choices, successes, and lessons learned are discussed. Participants leave with adaptable design frameworks and concrete examples applicable across disciplines and modalities.

AI-Supported Reflection on Challenging Classroom Situations
Marketa Kosatkova, *University of Central Florida*

Challenging situations in classrooms require teachers to make rapid decisions that are often guided by implicit beliefs about teaching, learning, and authority. This session explores how AI can provide research-based response options to common classroom dilemmas and use them as mirrors for reflective practice. By comparing their own responses with evidence-informed alternatives, teachers can surface and critically examine their underlying pedagogical orientations and professional reasoning, supporting the development of more intentional and coherent classroom management approaches.

Room 104 (25-minute sessions)

Integrating Guest Speakers in Asynchronous Learning: How to Embed Diverse Experts Using Community of Inquiry
Priya Dozier, *University of South Florida*

The Community of Inquiry (CoI) framework emphasizes teaching, social, and cognitive presence in asynchronous learning. Research shows that even limited interaction with guest experts can boost engagement and critical thinking when structured effectively. This presentation will provide practical steps for integrating diverse experts into online courses and demonstrate how intentional design fosters higher-order thinking and measurable learning outcomes. By leveraging CoI principles, instructors can create dynamic, inclusive environments that enrich asynchronous learning experiences.

Tuesday, March 17, 2026

How to build and AI Agent from scratch
Carlos Valdez, *University of Central Florida*

This research presentation introduces the design and development of an AI agent built from scratch for educational purposes. The agent was created for an Integrated Professional Selling course and supports students in calculating Total Addressable Market (TAM), Serviceable Available Market (SAM), and Serviceable Obtainable Market (SOM). Beyond automating market sizing, the agent helps students understand both the logic behind TAM, SAM, and SOM analysis and the foundational principles of building AI agents, including task decomposition and step-by-step workflows. The presentation demonstrates how applied AI agents can be used as effective learning tools in business and sales education and classroom settings.

11:30-12:30: Poster Presentations

Room 103
(60-minute
poster
session)

PERSIST: Project-Based Experience to Retain Students in STEM
Brian McFarland, *Morningside University*

Critical Justifications for Teaching Culturally-Diverse Literature
Rhys Petit, *University of Central Florida*

Optimizing Syllabus Analysis Pipelines with Large Language Model Integration
Yasushi Akiyama, *Saint Mary's University*
Sharon Woodill, *University of Central Florida*

Data Driven Universal Design for Affordable and Accessible Large Enrollment STEM Courses: A Scalable Model for Quality, Cost, and Access
Samar Younes, *University of Central Florida*

Room 104
(60-minute
poster
session)

Preventing "I Didn't Know": A Student Success Agreement to Reduce Predictable Course Mistakes
Ipek Yucelen, *University of South Florida*

Maximizing Undergraduate Student Success: Getting the Most Out of Research-Intensive Classes
Linda Walters, *University of Central Florida*

The Impact of Team Formation on Student Outcomes in a General Chemistry II Team-Based Learning and Flipped Classroom
Meghan McGreal, *Stetson University*

Function Explorer: Interactive Visualization Tool for Conceptual Understanding of Functions and Graphs
Minukuri Abhilash, *Rogers State University*

The "Soft Skill" That Pays the Bills: Teaching STEM Communication
Adam Parrish, *University of Central Florida*

12:30-1:20 Lunch

Room 124

Lunch Buffet
Artisan Salad (v)
Herb-crusted Chicken with a Flaky Crust
Wild Mushroom Ravioli with a Basil Cream Sauce, Roasted Tomato, Asparagus Tips and Shaved
Parmesan
Fingerling Potatoes with Lemon and Thyme (gf)
Fresh Seasonal Vegetables (v, gf)

1:30- 2:30 Concurrent Session

Room 103
(25-minute
sessions)

Empowering Educators with AI: Designing Writing Tasks Using Mizou
Mariani Ragoni, *University of Central Florida*
Joe Follick, *University of Central Florida*

This interactive session introduces Mizou, a free AI platform that empowers teachers to design
writing tasks, provide instant feedback, and monitor student-AI interactions. This tool's design is
easily focused on an English as a Second Language (ESL) context and versatile for diverse
educational settings. Its ease of use prioritizes the input of instructors to customize AI's role in
feedback and guidance. Presenters will demonstrate a live activity and share strategies.
Participants will leave with practical ideas for integrating AI ethically and effectively into their
teaching.

Getting Metacognitive with AI-Enhanced Annotations
Vee Kennedy**,** *University of Central Florida*

In this 25-minute interactive workshop, a writing teacher rejuvenates the annotated bibliography
in the age of AI by adding machine-enhanced reading and metacognitive reflection. This
gameified workshop will follow the digestible process of creating one AI-enhanced annotation,
which can be extended for longer student projects. Participants are asked to use an AI tool to
generate a summary of a document and provide attribution to the AI tool, while also verifying if
the summary content is accurate through a skim under a strict time limit. While this process is
efficient, does it lead to in-depth reading comprehension? Class applications and limitations will
be discussed.

Room 104
(25-minute
sessions)

Evaluating the Effectiveness of Student Marketing Internships
Virginie Khare, *Eckerd College*

In this presentation, the authors will share their approach designing and supervising a marketing
internship course at a small liberal arts college. The course is incorporated in the marketing major
curriculum to be taken after introductory courses. Focus will be given to the academic
assignments complementing the working experience and to the evaluation process by students and
employers.

AI-Resilient Assignments
Anastasia Bojanowski, *University of Central Florida*
Learn practical strategies to design assignments that preserve authentic learning while addressing
the ubiquity of AI tools. This workshop explores evidence-based approaches to create AI-resistant
assessments that emphasize process, metacognition, and personal engagement—with a measure of
jocundity.

2:45- 3:30 Plenary: Closing

Room 124   Join us for a reflective closing plenary that brings the conference community back together to explore key insights and shared takeaways. This final session invites you to pause, connect, and consider how the ideas sparked here can shape your work moving forward. Together, we'll leave energized, inspired, and ready to carry the momentum beyond the conference.

* DINNER ON YOUR OWN

Tuesday, March 17, 2026