



Agenda

8:30 – 9:00 AM	Registration
9:00 – 10:15 AM	Concurrent Session I
10:15 – 10:45 AM	Coffee Break & Resources Showcase
10:45AM – NOON	Concurrent Session II
NOON – 12:10 PM	Lunch Transition
12:15 – 1:30PM	Luncheon Keynote Speaker: Dr. James Lang <i>Small Teaching: From Minor Changes to Major Learning</i>
1:45 – 3:00 PM	Concurrent Session III <i>Graduate Student TA Training Session extended through 4:30</i>
3:15 – 4:00PM	Roche Fellows Meeting

Concurrent Session I 9:00 – 10:15 AM

I-A **Immediacy: Quick and Easy Ways to Increase Student Motivation for Learning**

Are you interested in increasing learning in your classrooms in an easy way that has been shown to also increase student evaluations? Research has shown that immediacy is positively correlated to increased student motivation and learning. This session will introduce participants to the theory behind immediacy, teach verbal and nonverbal immediacy behaviors, and provide examples of strategies for incorporating these behaviors into their classrooms. Participants will have the opportunity to hear faculty who have mastered immediacy in their classrooms share their proven techniques. Participants will also self-evaluate their immediacy in the classroom and take a personality test as part of a research project.

Presenters: *Karla Shelnett, FYCS; Grady Roberts, AEC; Charlotte Emerson, CALS; Gail Kauwell, FSHN; Tony Andenoro, AEC; Lynn Sollenberger, Agronomy*

I-B Roche Fellows

Authentic Learning in Agribusiness Management Online

A discussion of how a logical series of projects, created throughout the semester, allow students to actively engage and incorporate course content, outside research, and reality videos and experiences while interacting with others in the classroom to provide intellectual and fun inspiration in a 100% asynchronous, online course. These activities incorporate active learning, higher-order thinking, and cognitive decision-making as we accommodate different learning types and patterns.

Presenter: *Jane Bachelor, FRE*

Flipping the ENY 1001 Classroom

- This discussion will focus on how utilizing mid-course student feedback in an ENY 1001 course enabled a flipped approach to facilitate more interactive learning opportunities. Mid-term and final course evaluations, and exam averages from spring and summer 2014 to fall 2014 were compared to determine if there was an improvement in student learning or student satisfaction for ENY 1001.

Presenter: *Rebecca Baldwin, Entomology & Nematology*

Incorporating field visits to successful local nonprofits as a required part of FYCS Nonprofit Management courses

This presentation highlights my experiment of including in my FYC4409 & FYC6421 nonprofit management courses, an assignment that promoted active and experiential learning through 'field trips' to successful local nonprofits. During the field trips, students observed various management aspects of nonprofits from their executive directors, supervisors and employees. Students very much liked and appreciated this opportunity for the 'up close and personal' observation of nonprofits.

Presenter: *Muthusami Kumaran, FYCS*

Nutrition related issues facing students at UF and at UC

US and Australia are facing very similar health problems resulting from malnutrition. Both countries are experiencing large waves of emigration from Asia and incorporation of many different cultures into food customs and health care. Most students at UF do not realize that over-nutrition is not just US problem.

Presenter: *Agata Kowalewska, FSHN*

Bringing Microeconomic Theory to Life through Real World Applications

Microeconomics classes tend to be theory based, leaving students wondering when and how they will ever use the stylized models outside of the classroom. Group application activities were added to both an advanced undergraduate and a master's level microeconomics course, allowing students to learn how to apply theory to real life. The activities also resulted in higher levels of learning including application, analysis, synthesis, and evaluation.

Presenter: *Kelly Grogan, FRE*

Undergraduate Research Methods Curriculum: An Examination of Anxiety and Confidence Towards Research

The purpose of this pilot study was to examine student anxiety and confidence towards research in an undergraduate research methods course. Students (completed a pretest the first week of class and posttest the last week of class during the fall 2014 and spring 2015 semesters using Qualtrics. Preliminary findings will be presented.

Presenter: *Martie Gillen, FYCS*

I-C Trends of Today's College Students

This session will review trends of today's college student, including some UF student data. Recent literature shows increases in personal issues, the impact of technology, generational differences, complexity of society issues, and the role of parents as factors into what drives today's student and how they learn. This session will include interaction from the audience to make recommendations on best practices for teaching today's student.

Presenters: *Jeanna Mastrodicasa, UF IFAS Associate Vice President for Operations*

**I-D Teaching Resource Center Travel Grant Reports
Broadening participation in STEM through a hybrid distance education 2-year to 4-year program in Microbiology and Cell Science**

The Microbiology and Cell Science Department has developed an innovative 2+2 degree program that uses distance education as a way to increase participation and diversity in STEM. The program format is a hybrid of face-to-face lab courses and lecture courses by distance. Results indicate this model is successful in increasing STEM participation and diversity significantly as half of the DE students are from under-represented minority backgrounds. This approach is particularly compelling as the distance education cohort has comparable grade point averages and retention rates compared to the corresponding on-campus transfer cohort.

Presenter: *Jennifer Drew, Microbiology and Cell Science*

Instructional Activities to Engage Students in Higher Order Learning: Evidence from the Field

Presents evidence of a variety of instructional methods resulting in higher order learning outcomes. Examples of some of the most effective, compelling, and promising from universities across the country will be highlighted. These include video-taped exams, student-led webinars, complete research projects, online writing assignments, case studies, group work, and curriculum intervention. Examples will cover cognitive, affective, and digital learning based on Bloom's revised taxonomy.

Presenter: *Suzanna Smith, FYCS*

I-E UF Honors Program Opportunities

The Honors program offers a variety of ways to enrich your teaching. I'll discuss the program and opportunities to get involved.

Presenters: *Mark Law, UF Honors Program*

Coffee Break & Resources Showcase 10:15 – 10:45 AM

U Matter, We Care

UF Critical Thinking Inventory

Marston Science Library

Disability Resource Center

CALS Teaching Resource Center

CITT

Concurrent Session II 10:45AM – NOON

II-A Distance Education in Family, Youth & Community Sciences at the graduate level:

Facilitating career development through applied knowledge and use of online technology

This workshop covers how graduate-level DE courses can aid students in current and future career development, including the use of UF's Course Management Systems and online teaching technology as conduits for applied learning. The presentation will include: sharing of experiences in teaching online courses, discussions on two distinctly different, applied, graduate DE course types in FYCS Master's Program and the Nonprofit Management. There will also be an interactive component to engage participants on various aspects of online teaching.

Presenters: *Muthusami Kumaran, Kate Fogarty, & Angela Lindsey, FYCS*

II-B Focus on Evaluation: Beyond UF Faculty Evaluations - What Did Students Actually Learn?

FYC4622, a senior-level undergraduate course, titled "Planning and Evaluating Family, Youth, & Community Sciences Programs" is taught by multiple instructors throughout the year with approximately 75 students per section. As a first time instructor for this course, I redesigned it to incorporate many interactive components, such as weekly team-based learning activities, and quizzes requiring critical thinking as the basis for weekly learning assessments and discussions. Through a process/outcome evaluation created by the instructor and completed anonymously by students at the end of the semester, students were able to rate how well they believed teaching/learning methods used helped achieve the learning intended, how capable they became in specific content as a result of completing the course, how likely they were to use specific knowledge and skills taught in the course in their future careers, etc. Interesting differences were noted between this evaluation and the standard UF Faculty Evaluation, and compared to another section of the course taught by a different instructor.

Presenter: *Keith G. Diem, Family, Youth & Community Sciences*

Focus on Evaluation: Influencers of Student Ratings and Participation in the Faculty Course Evaluation Process

Faculty Course Evaluations (FCEs) are a key tool for assessing both teaching methods and course content in the classroom environment or in the distance, virtual, classroom.

This study analyzed 10-year data for a number of factors influencing student participation and course ratings to determine what factors most impact and influence both the amount of student participation and the ratings of student participants in the CALS Faculty Course Evaluation Process.

Presenter: *Jane Bachelor, IFAS/IRREC/FRE*

II-C Unlocking Creativity through Mindfulness – The New Campus-wide UF Mindfulness Program to Enhance Teaching

Mindfulness is a hot topic in Western psychology and has been recognized as an effective way to reduce stress, increase self-awareness, and enhance emotional intelligence. Mindfulness deliberately focuses one's attention on present experiences, such as thoughts, images, emotions, bodily sensations, on a moment-to-moment basis without judging them. In this session you can learn about mindfulness practices and how you can use mindfulness in your teaching and research

programs. We view mindfulness as an integral part of learning and campus culture that can counterbalance learning/work stress and anxiety, multi-tasking, digital overload, and other needs and demands of university life.

Presenters: *Sabine Grunwald, Soil and Water Science; Monika Ardel, Sociology and Criminology and Law (CLAS); Nancy J. Lassetter, UF Health Integrative Medicine Program; Louis A. Ritz, Neuroscience, UF Center for Spirituality and Health*

II-D Providing Student Services and Advising in an Online World

This session will provide insight into the ever-changing world of online education and student services. The partnership between UF and Pearson will be highlighted. Panelists will explain their approach to coaching UF Online students. Lessons learned from UF Online will be shared for the benefit of all UF online programs.

Presenter: *Glenn Kepic, Coordinator of UF Online Curriculum*

II-E Mentoring and Professional Development of Graduate Students

CALS Award Winner Graduate Student Mentors will share their experiences and insights regarding the mentoring of graduate students. Each panelist will share their best practices when guiding graduate students on their personal development plans.

Presenters: *Al Wysocki, CALS; Nicole Stedman, AEC; Madan Oli, WEC; Adegbola Adesogan, Animal Sciences*

Luncheon 12:15 – 1:30PM

Keynote Speaker

Dr. James Lang

Small Teaching: From Minor Changes to Major Learning

Concurrent Session III 1:45 PM – 3:00 PM

III-A Small Teaching in the Classroom: Practical Applications

Workshop participants will learn more about the "small teaching" approach outlined in the keynote presentation, and will have the opportunity to consider how small changes to their own teaching could improve student learning in their courses.

Presenters: *James Lang, Keynote Speaker, Assumption College*

III-B Development and Implementation of Hands-On Lab Learning Options for Distance Education Microbiology Students

A challenge commonly associated with offering STEM degrees by distance education (DE) is the administration of hands-on laboratory learning to this cohort of students. In the case of the Department of Microbiology and Cell Science (MCS) undergraduate major, all students (on-campus and DE) must complete a required introductory microbiology lab course, as well as fulfill an advanced lab requirement. This presentation will briefly introduce the MCS DE program, followed by discussion of the development, implementation and potential future directions of three options by which MCS DE students have been able to fulfill the laboratory requirements for their major.

Presenters: *Kelly Rice & Monika Oli, Microbiology & Cell Science*

III-C Student responses to the implementation of three core practices for improvement of instruction

During the past academic year three core practices for improvement of instruction were implemented in most courses given design assistance by the Center for Online Learning and Technology (COLT). Four of these CALS courses were part of UF Online (UFO), providing an opportunity to obtain student responses as part of the UFO midterm evaluation. This presentation will briefly describe each of the practices in the context of specific courses, supporting educational research, and faculty implementation.

Presenters: *Mike Harrington, CALS/COLT; Ron Cave, IRREC-Ft. Pierce (Ent&Nem); George Hochmuth, Soil and Water Science; Steve Johnson, Wildlife Ecology and Conservation; Jennifer Weeks, Entomology and Nematology*

III-D Working with IFAS Communications to achieve your PR and marketing goals

Promoting your program using proven public relations best practices can be an effective way to raise awareness about your majors, faculty, research initiatives and student opportunities. In this session, learn more about working with IFAS Communications to achieve your recruitment, promotion and marketing goals. You will learn more about how to work with the media, what makes a good story and what you can do to be a reporter's best friend.

Presenter: *Ruth Borger & Beverly James, IFAS Communications*

III-E Graduate Student TA Bootcamp (Extended through 4:30PM)

The focus of this session will be to equip graduate students with the skills and tools to not only survive, but thrive in the role of teaching assistant. Participants will learn practical tips that can be implemented right away in their teaching responsibilities. We will also discuss ways graduate students can further develop their teaching knowledge and abilities for future careers in academic and industry settings.

Presenters: *Brian Myers and Andrew Thoron, AEC*