



Agenda

8:30 – 9:00 AM	Registration
9:00 – 10:15 AM	Concurrent Session I
10:15 – 10:45 AM	Coffee Break
10:45AM – NOON	Concurrent Session II
NOON – 12:10 PM	Lunch Transition
12:15 – 1:30PM	Luncheon Keynote Speaker: Dr. Anabella Martinez-Gomez <i>Learning within Teaching: What Professors can Learn about Themselves and Their Students when they Innovate in their Teaching</i>
1:45 – 3:00 PM	Concurrent Session III <i>Graduate Student TA Training Session extended through 4:30</i>

Concurrent Session I 9:00 – 10:15 AM

I-A Distance students in the field: opportunities and challenges of collections-based courses
Many of distance education's greatest opportunities and challenges revolve around translating hands-on activities, field trips and laboratories into the online environment. Student-led, specimen-based projects can offer distance students meaningful training with discipline-specific tools and practices. This presentation details how a keystone project in a specimen-based discipline, Entomology, has been tailored to meet the needs of the online environment.

Presenter: *Andrea Lucky, Entomology & Nematology*

Roche Fellows Project: Creating a collaborative textbook

In having students collaborate on creating a textbook they researched, defined, described, explained, summarized, translated, analyzed, synthesized and assessed content. They were an active part of their own learning and had the opportunity to see where false information and misconceptions come from. This experience will be discussed in the session.

Presenter: *Kristina von Castel-Roberts, Food Science & Human Nutrition*

I-B Experiential Learning- Opportunities and Resources for Success

Explore how to incorporate experiential learning into your teaching program - hear research on why we want to use this approach, case studies of how it has been used, and get tips and resources you can use to ensure success.

Presenters: *Anna Prizzia, CALS; Andrew Thoron & Sarah Larose, Agricultural Education & Communication*

I-C Using analytics to enhance and broaden participation throughout the Microbiology and Cell Science curriculum

The goals of the presentation are to illustrate the different metrics and approaches used by the Microbiology and Cell Science program. Analytic approaches are used at multiple levels throughout the curriculum, from learning metrics of individual questions in a course to broad-scale predictive analytics of the degree program. The MCS program uses these approaches to assess their effectiveness in teaching and broadening participation for individuals underrepresented in STEM.

Presenters: *Jennifer Drew, Eric Triplett, Monika Oli, & Kelly Rice, Microbiology and Cell Science*

I-D Peer Assessment of Teaching - Using the Newly Revised Process

This will be an informative session that lays out the nuts and bolts of the recently revised peer assessment of teaching process in CALS. Guidelines on carrying out the peer assessment, as well as, suggestions and examples of a peer assessment process will be presented. Participants are encouraged to bring their questions and to engage in the discussion.

Presenters: *Al Wycoki & Joel Brendemuhl, CALS*

I-E Learning Assistants (LAs) Facilitate Active, Collaborative Learning in a Large Lecture Course

Learning Assistants (LAs) are undergraduate students trained to facilitate and lead collaborative activities in the Biology classroom. They make it possible to transform a large lecture course into an engaged atmosphere, and foster scientific teaching in the curriculum. LAs not only promote greater student success in the classroom, but may serve as catalysts for more widespread curricular reform.

Presenters: *Christine Davis & Alice Harmon, Biology*

Coffee Break 10:15 – 10:45 AM

Concurrent Session II 10:45AM – NOON

II-A Will That Be on the Test? Teaching Methods to Promote Learning ... and Evaluation Methods to Confirm It Happened

As faculty members, we are passionate about our course content and expect students will learn what we publish in our course syllabus. The tenure-promotion process makes us concerned about teaching effectiveness ratings but, sometimes, we lose sight of what students actually learn and whether they are likely to put any of it into practice as they continue their education or proceed to graduation and careers. Learn how engaging students in the learning process and integrating evaluation into a course can help in understanding what students actually learned and how they

plan to use it. Not only does the information help the instructor improve the course, it provides the students with evidence that they learned something meaningful not just required.

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

II-B Project-based Teaching and Learning: Innovative Methods, Successes, and Shortfalls.

We will share our experience in developing a project-based curriculum for undergraduate students in the Horticultural Sciences and key aspects of that curriculum that led to success in terms of improved student learning and engagement. We will also discuss some shortfalls recognized and suggestions for their possible mitigation.

Presenters: *Bala Rathinasabapathi & Xin Zhao, Horticultural Sciences*

DIY Quizzes—Students’ Perceptions about an Innovative Assessment Strategy

One way to promote active learning and teach higher-order thinking is to have students to develop quiz questions. This is both a fun in-class activity and valuable pedagogical practice. Attendees will learn several different strategies and hear the results of an undergraduate student perception survey.

Presenter: *Jennifer Jones, Family, Youth, & Community Sciences*

II-C A Multimodal Approach to Teaching a Three-Course Certificate in Mapping with Unmanned Aerial Systems

The UF Geomatics Program delivers courses with a mix of live, synchronous distance, and asynchronous distance methods to students in Gainesville and around the world. This presentation describes a case study of our multimodal approach to effective learning for three new courses in mapping with unmanned aerial systems.

Presenters: *Ben Wilkinson & Grenville Barnes, SFRC/Geomatics*

Broadening the voice of science: promoting scientific communication in the undergraduate classroom

I believe that an important step to improving science literacy is through engaging undergraduate students in authentic research while simultaneously training them on how to communicate that science to multiple audiences. This presentation provides a case study that offers guidance for those interested in applying science communication curriculum to other undergraduate classrooms. Undergraduate students that took this class completed several science communication assignments as well as learned about the nature of science.

Presenter: *Lauren Cirino, Entomology & Nematology*

II-D Enhancement of Student Engagement and Interaction in Online Courses through Implementation of a Scholar-ignite Program

Peer-to-peer learning and social connectedness can be difficult to implement in online course environments. To address this, an innovative teaching method modeled after society Scholar-ignite programs was developed and implemented in two online courses in spring 2016. Design and implementation of this learning tool was highly successful with positive student feedback.

Presenters: *Brian Pearson, MFREC/Environmental Horticulture & Kim Moore, IRREC/Environmental Horticulture*

Connecting to Distance Education Students

In this presentation, we will share feedback from students and an instructor about the use of Adobe Connect to have "live" class sessions with online students. We will also demonstrate some of the features that can be used in Adobe Connect to help students and instructors.

Presenters: *Lisa House & Dave DePatie, Food & Resource Economics*

II-E Enhancing Student Career Development and Utilizing Career Resource Center Services

Learn the best practices for engaging students in conversations regarding career development, discussing employers with students, how to effectively and ethically engage employers, and ways to partner with the UF Career Resource Center. Additionally, attendees will receive a demonstration of Gator CareerLink tools that faculty and staff can utilize to support students' career development.

Presenter: *Roshan Parikh, UF Career Resource Center*

Encouraging Resilience: UF Counseling and Wellness Center Resources

A struggle continues to increase regarding students' neediness and lack of resilience. Join in this session to hear of campus resources on this matter and discuss strategies for building resilience through a balance of support and challenge.

Presenter: *Meggen Sixby, Counseling and Wellness*

Luncheon 12:15 – 1:30PM

Keynote Speaker

Dr. Anabella Martinez-Gomez

Learning within Teaching: What Professors can Learn about Themselves and Their Students when they Innovate in their Teaching

In order to teach, professors learn. This learning can take on many forms in higher education; it may happen in both formal and informal settings. One context for such learning is in professor's daily teaching practice as they interact with their students. This session will approach what seems to be a common, but sometimes looked over, source of learning for professors: their interactions with students. It will focus on the content of this learning specifically when they decide to innovate in their teaching. At the end of the session, participants will be able to describe the main characteristics of learning within teaching and the outcomes of such learning for professors.

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

III-A Learning within and for Teaching: Opportunities in Faculty Development and Beyond

Professors learn from the multiple contexts in which they interact as they develop their daily activities. Teaching is one of these contexts. Learning within teaching takes place in the daily activities of professors as they interact with their students both in the classroom and outside. Professors may also learn about teaching from formal faculty development opportunities. Whatever the source of learning for professors, the goal is for it to be pertinent and sustainable. Building on the ideas introduced in the keynote session, this session will focus on exploring how adult learning principles apply to faculty development experiences in order foster opportunities for pertinent and sustainable learning for faculty.

Presenters: *Dr. Anabella Martinez-Gomez, TES 2016 Keynote*

III-B Teaching-Mentoring Experiences in CALS

Positive peer-mentoring is thought to enhance teaching. This session will report on a recent study of the teaching-mentoring experiences of CALS faculty and explore the next steps in facilitating enhanced mentorship of teaching.

Presenters: *Wendy Dahl, Food Science & Human Nutrition; Ricky Telg, Agricultural Education & Communication*

III-C Learning disabilities (LD) at the University of Florida: Current initiatives, resources, and strategies for supporting students with LD and related disorders

Learning and attention disorders are the most prevalent disabilities reported on college campuses. We present: (1) an overview of learning disabilities (LD) and co-occurring attention deficit disorders (ADD); (2) our cross-campus initiative to support students with LD/ADD at UF - the Comprehensive Support for STEM Students with Learning Disability (CS3LD) funded by National Science Foundation; (3) faculty role in providing accommodations and practical strategies for implementing principles of universal design into classroom practices; (4) resources available at UF; and (5) projects created by students with LD designed to deliver take-home messages about LD that they would like others to hear.

Presenters: *Consuelo Kreider & Marcia Schneider, Department of Occupational Therapy; Anthony DeSantis, Associate Dean of Students*

III-D 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, Agricultural Education & Communication*