



**TEACHING  
ENHANCEMENT  
SYMPOSIUM**

**TEACH. DO. UNDERSTAND.  
August 15, 2017  
Best Western Gateway Grand**

**Agenda**

8:30 – 9:00 AM	Registration
9:00 – 10:00 AM	Concurrent Session I
10:00 – 10:30 AM	Coffee Break
10:30 – 11:45AM	Concurrent Session II
11:45AM - NOON	Lunch Transition
NOON – 1:00PM	Luncheon
1:00 – 3:00 PM	Plenary Session with Dr. Ken Bain

**Concurrent Session I 9:00 – 10:00 AM**

**I-A Teaching Best Practices Panel**

Join the CALS Council for Teaching Enhancement & Innovation for this panel featuring best practices of teaching from CALS faculty members.

**Facilitator:** *Andrew Thoron, AEC*

**I-B Academic Misconduct - Two Sides of the Coin**

We want to highlight the side of the faculty and also the students view and understanding. The goal is to discuss with the audience ways to intercept and reduce academic dishonesty incidences on campus and online. We would like to solicit the audience's input on goals for the Academic Integrity Taskforce.

**Presenters:** *Monika Oli, MCB & Joel Brendemuhl, CALS*

**I-C Building Community and Student Engagement in Online Education**

The session will explore best practices for community building and enhancing student engagement in online courses.

**Presenter:** *Matthew Sowcik, AEC*

**Assessing Collections-based Learning in Online Classes**

Collection projects are a valuable learning activity that can be adapted for distance education, but like any online lab there are unique benefits and challenges to address: Do online students benefit as much as in-class students? Is academic dishonesty a greater problem online? This session highlights collections as effective distance teaching tools, and underscores the need for instructors to consider how to maintain academic integrity and deter cheating in online classes.

**Presenter:** *Andrea Lucky, ENT/NEM*

**I-D Enhancing Graduate Student Professional Development**

Learn about CALS graduate student and faculty perceptions of needs for development of professional skills, hear from three distinguished CALS faculty mentors about their graduate student mentoring best practices, and understand the rationale and procedures for developing an Individual Development Plan (IDP), mandated for all incoming PhD students.

**Presenter:** *Heather McAuslane, ENT/NEM, Christine Miller, ENT/NEM, Rob Fletcher, WEC & Lynn Sollenberger, Agronomy*

**Coffee Break 10:00 – 10:30 AM**

**Concurrent Session II 10:30 – 11:45AM**

**II-A Are You in a Healthy Relationship (Couple, Family, or Workplace)? Positive Indicators and Red Flags from Three Decades of Research**

Teaching as an intervention rather than topic-centered teaching is the focus of this presentation. You will learn about key components of healthy couple, family, and work relationships and how the processes of mapping pedagogy, learning outcomes, and effect size can be used to determine what healthy relationships look like. Application of these processes to determine how your pedagogy is influencing specific learning outcomes in your own teaching context through use of the effect size statistic will be discussed.

**Presenter:** *Victor Harris, FYCS*

**Integrating Diversity into the Curriculum: Using Narratives to Expand Students' Perspectives**

Classroom discussions of diversity can have great pedagogical value, improving critical thinking, leadership, and perspective-taking skills. Our approach is to use carefully-selected narratives, representing often unheard voices, to expand students' perspectives on diversity, as related to the course purposes and content. In this presentation, we describe two pedagogical strategies to integrate diverse narratives into two courses, report preliminary data about how students perceive these teaching interventions, and invite participants to dialogue about how they are or could potentially incorporate diversity narratives into their courses.

**Presenter:** *Jennifer Jones, FYCS, Suzanna Smith, FYCS & Lindsey McDougle, Rutgers University*

**II-B Using Multimedia Case Studies to Teach Agricultural and Natural Resources Issues**

This session will provide an overview of five multimedia case studies recently developed as a result of a USDA Higher Education Challenge Grant multi-institution collaboration. These case studies, using the context of specific issues like invasive species, rural community resilience, water conservation, antibiotic use in animal agriculture, and crisis communication at Blue Bell Creameries, were designed to encourage improved critical thinking about the communication process throughout students' discussions and interactions with food, agricultural, natural resources, and human sciences (FANH) issues. A partial case study will be modeled for those interested in adopting one or more of the case studies for use in their own courses.

**Presenter:** *Becky Raulerson, AEC, Ricky Telg, AEC & Jessica Harsh, AEC*

**Feast or Famine: Curriculum Development and Refinement for a Study Abroad Course**

Presentation will focus on the development, delivery, and refinement of a 6-week study abroad course taught in Florence, Italy in 2016 and 2017. We will address the expectations, opportunities, challenges, and benefits to internationalizing your teaching portfolio. Presenters will explain the development of this non-majors course, including student recruitment, instructor responsibilities, and planning required to successfully deliver a course in UF's largest study abroad program.

**Presenter:** *Phillip Kaufman, ENT/NEM & Jennifer Gillett-Kaufman, ENT/NEM*

**II-C Mentor vs. Tormentor: Best Practices in Mentoring**

Effective mentoring is critical to fostering the success of students and trainees at all levels of career development. This session will review best practices in mentoring, highlighting important aspects of working with trainees to enhance the quality of the mentoring relationship, thereby increasing trainees' likelihood of success.

**Presenter:** *Roger Fillingim, College of Dentistry*

**II-D CALS Statewide Programs: Current Status, Future Possibilities**

Statewide programs in CALS have been offering degree programs to students who are not able to, or choose not to, come to Gainesville to earn a variety of undergraduate degrees. During this session, we will provide a brief overview of the historical and current status of our statewide programs. The majority of our time will be used to create a list of strengths, weaknesses, opportunities, and threats facing our statewide programs. This session is for all those interested in the future of CALS statewide programs.

**Presenter:** *Brian Pearson, MFREC, Kim Moore, FLREC, Adam Benjamin, FLREC, Deb Barry, PCREC, & Mack Thetford, WFREC*

**Luncheon 12:00 – 12:50PM**

**Plenary Session 1:00 – 3:00 PM**

**Speaker: Dr. Ken Bain**

Ken Bain's Book, *What the Best College Teachers Do*, is a must-read for anyone involved in teaching. Dr. Bain interviewed 63 excellent teachers and distilled their successful practices into useful strategies for teachers of all disciplines. The stories provide insight into how students learn and the environment and activities that support success. His book won the 2004 Virginia and Warren Stone Prize for an outstanding book on education and society, and has been one of the top selling books on higher education. It has been translated into twelve languages and was the subject of an award-winning television documentary series in 2007. The sequel, *What the Best College Students Do*, also from Harvard University Press, won the Virginia and Warren Stone Prize in 2012, and has become an international best seller.