Teaching Enhancement Symposium  
August 16, 2022  
Empowering Students to Change the World

Agenda
8:30 AM – 9:00 AM  Registration
9:00 AM – 10:15 AM  Concurrent Session I
10:15 AM – 11:30 AM  Networking and Resource Fair
11:30 AM – 1:00 PM  Luncheon with Keynote Speaker: Dr. Haley Oliver  
  *Fostering Student Interest in Sustainability: Lessons from the Classroom*
1:15 PM – 2:30 PM  Concurrent Session II

Concurrent Session I 9:00 AM – 10:15 AM

**I-A Meeting UF+QM Standards – Experiences from Selected Courses Across CALS**
The UF+Quality Matters (UF+QM) standards were developed to ensure high quality online learning experiences for students at UF. Presenters will introduce the UF+QM program and share their experiences and tips for obtaining a UF+QM Standard designation. Presenters will demonstrate course adaptations, including improvement of course accessibility and syllabus, alignment of assessment methods with course and module learning objectives, enhancement and modification of the course website, development of course activities, and promotion of learner interaction.

**Presenters:** Henry Hochmair, School of Forest, Fisheries, and Geomatics Sciences – Ft. Lauderdale REC; Monika Oli, Microbiology and Cell Science; Brantlee S. Richter, Plant Pathology; Adam Watson, Agricultural and Biological Engineering; Alexandra Bitton-Bailey, UF Center for Teaching Excellence

**I-B Sustainable Development Goals in the Classroom and Beyond: University of Florida Faculty Guide**
Engage with the Sustainable Development Goals (SDGs) to explore how this interdisciplinary framework offers disciplinary connections to local and global challenges and understand the role higher education plays in the achievement of these global goals. This interactive session enables deeper understanding of global challenges that faculty can connect students to through the SDG framework, as well as develop a broader awareness of the SDGs.

**Presenter:** Natalie Coers, Agricultural Education and Communication

**I-C Best Practices in Using the IDP for Professional Development**
This workshop will cover best practices available to faculty and programs for using Individual Development Plans (IDPs), as a part of strategic advising and mentoring. IDPs are a critical part of student-centered planning for their academic and professional futures and can be used to identify targeted skills each student will need for their specific career path.

**Presenter:** Matt Mitterko, Graduate School

**Increasing Diversity – A Method of Support and Recruitment**
A new USDA funded scholarship program within the Food and Resource Economics (FRE) Department is being used to enroll and retain students from diverse backgrounds. Presenters will discuss diversity in industry and higher education, the grant proposal process, award implementation, establishment of advising and mentoring support for selected scholars, and support for experiential learning activities such as study abroad programs, research, and/or internships. This USDA program is heavily rooted in the NACADA core values as it concentrates primarily on supporting students and creating an inclusive environment. We hope the information provided will assist similar programs to improve diversity and inclusion.

**Presenters:** Danielle Shu and Misti Sharp, Food and Resource Economics
Making Interactive Video Work for You: Make the Most of PlayPosit in Your Course
Are students getting the most out of your video content? When using video content in an asynchronous or flipped teaching modality, the space between you and your students can leave them feeling disconnected. Many instructors might wonder if students are even watching the videos, let alone understanding how to apply the concepts to meet learning goals and objectives. In this session, we will illustrate our use of PlayPosit’s interactive video platform to engage students, structure their learning experience and increase real-time interactivity with video lectures.

**Presenters:** Kellie McDonald and Rachel Seaman, Center for Online Innovation and Production

Online Master’s Program Expands Access, Diversity, and Outcomes in STEM
Lessons learned regarding accessibility and diversity from the Microbiology and Cell Science online master’s degree program will be presented. This program was established in 2015 and is one of the only fully online MS programs in STEM offered nationally. Despite the pandemic, enrollment numbers continue to increase, and the program is one of the fastest growing degree options in CALS. To broaden accessibility, the GRE is not required for admissions. To date the program has graduated more than 400 students. Twenty percent of the MS graduates are from racial/ethnic backgrounds historically underrepresented in STEM, which represents an increase in college-wide graduation demographics.

**Presenters:** Jennifer Drew, Alexandria Ardissone, Eric Triplett, Jamie Foster and Jacqueline Lee, Microbiology and Cell Science

Building Accessibility into Digital Course Materials
Are the digital course materials you distribute equally usable for all students? Are you accidentally introducing barriers to students with disabilities? Learning how to create accessible digital content - including Canvas pages, PowerPoints, documents, and videos - is crucial to providing equitable learning opportunities and can benefit everyone in your course. Get pointers on what to consider while creating content and find out what resources are available at UF to help you build a course that is usable, accessible, and inclusive.

**Presenter:** Laura Jervis, UFIT – Center for Instructional Technology and Training

New Canvas Tools for Pedagogical Insights and Improvements
Learn about the latest efforts of UF Information Technology to improve the user experience with eLearning Canvas and provide greater access to data for evidence-based decision-making. We will explore Gradescope, a new tool for facilitating more authentic assessment, and other learning ecosystem data and resources (e.g., Unizin Data Platform and My Learning Analytics) now available to faculty and students for insights on achievement of learning goals. Gradescope uses artificial intelligence to help efficiently sort homework and exam responses into groups of similar answers to quickly provide feedback.

**Presenters:** Heather Maness and Ryan Yang, UFIT – Academic Technology

Beyond the Classroom: Utilizing Campus Resources to Enhance Engagement
The presenter will share her experiences working to link her classes to campus resources, including the Disability Resource Center and the Florida Museum of Natural History, to enhance engagement of students in course content. In Spring 2022 she designed a group project for her Functional Vertebrate Anatomy class where students took course content and combined it with museum exhibits to first write a literature review aimed at their peers, then create an outreach presentation they gave to museum visitors and school groups. The project enhanced communication skills, not only within a group but also in scientific discussion with different audiences.

**Presenter:** Connie Rich, Biology

Role-Play Simulation and Triad Teaching to Develop Students’ Employability Skills
This presentation explores the deep learning mindset and application of triad teaching and role-play simulations, with examples from courses in dietetics and human resource management in agribusiness. Recently, gaps in skills development have been identified that limit employability and early career growth for new graduates (APLU, 2020). Triad teaching and role-play simulations provide practical experiences that reinforce theoretical principles, apply situational context, and engage students in the feedback process.

**Presenter:** Jennifer Clark, Food and Resource Economics
Applying Virtual Exchange to Internationalize STEM Courses
This session will explore the integration of global and multicultural dimensions into STEM course content and form. Virtual exchange is one method by which courses can be internationalized, and may improve students' abilities to identify, describe, and explain global and intercultural conditions and interdependencies while analyzing, interpreting, and communicating course-related issues. Presenters will share examples of internationalization via virtual exchange in courses through the Department of Applied Physiology and Kinesiology.
Presenter: Diba Mani, Applied Physiology and Kinesiology

Networking and Resource Fair 10:15 AM – 11:30 AM
Various UF partners, resource providers, and organizations will be tabling in the foyer. Complete a stamp card by visiting tables for a chance to win a prize!

Luncheon 11:30 AM – 1:00 PM
Keynote Speaker: Fostering Student Interest in Sustainability: Lessons from the Classroom
Gen Z is seeking degrees and subsequent careers that are meaningful. Arguably, most careers are critical and therefore meaningful in a developed economy, but Zoomers are particularly focused on sustainability. Leveraging ten years of international research for development experience, Dr. Oliver will share short stories on sustainability successes and challenges through the lens of food safety and how she brings this work into the classroom.
Presenter: Haley Oliver, Department of Food Science – Purdue University

Concurrent Session II 1:15 PM – 2:30 PM
II-A Integrating Gen Z Ambitions and Priorities into Our Courses.
Faculty/staff will bring their current syllabi for a hands-on exercise to consider potential active learning strategies and/or changes in lecture topics that speak to/address Gen Z’s interests in meaningful careers where sustainability is elevated.
Presenter: Haley Oliver, Department of Food Science – Purdue University

II-B Mental Health Needs of Students, and Strategies to Help
College student mental health has been a concern for many years, but there has been a sharp increase in student mental health needs during the pandemic (Son et al., 2020). We know that major, level of study, background and gender all impact the emotional experience at college, and it is important to recognize who is most vulnerable. This presentation discusses the research on student mental health, provides examples of how student mental health issues are appearing in the classroom, and addresses how instructors can best assess student mental health needs and effectively use UF resources.
Presenters: Heidi Radunovich, Martie Gillen and Kate Fogarty, Family, Youth and Community Sciences; Nadene Reynolds, UF Dean of Students Office

Mindfulness Meditation: An Effective Tool to Improve Mental Health Among STEM Graduate Students
A recent study found that graduate students had rates of depression and anxiety that were six times higher than the general population (Evans et al., 2018). Mindfulness meditation has been shown to reduce stress levels among students enrolled in health-related programs, but little work has considered its efficacy among the broader graduate student population. Results are presented from a randomized control trial with graduate students recruited from CALS, HWCOE and CLAS in Fall 2020 to assess the efficacy of mindfulness meditation to reduce symptoms of depression and anxiety among our own graduate students.
Presenter: Kelly Grogan, Food and Resource Economics
II-C  Production Junction: Let’s Talk About Function – Scaffolding the Course Production Process for Success

Learn how to create intentional, incremental steps towards a fully developed, asynchronous online course in one semester. Strategies used to give instructional designers and faculty the structure needed to hit the ground running will be presented including: a productive initial meeting, organized planning documents, process workflows, and a supportive team of collaborators.

**Presenters:** Joleen Cannon, Brenda Such, Kellie McDonald and Lori Gibbons, Center for Online Innovation and Production

II-D  Improving Interactivity and Engagement in an Integrated Pest Management Asynchronous Course

IPM 3022 course was updated in spring 2022 with the help of the UF - Center for Online Innovation and Production. Objectives included improving multiple and diverse learning opportunities, videos in each module, and interviews with integrated pest management professionals. PlayPosit video promoted student interactivity and engagement. Accessibility and usability standards were also met, with alternative ways to access course material, including transcripts, slide descriptions, access captions, and appropriate color contrast.

**Presenter:** Silvana V. Paula-Moraes, Entomology and Nematology – West Florida REC

II-D  UF Micro-Credential in Artificial Intelligence for Professional Education

Artificial Intelligence and Data Science have become critical technologies in every sector of the economy. The University of Florida has instituted an AI micro-credentialing program designed to deliver in-demand skills training for anyone seeking to upskill or reskill and gain a competitive advantage in the workforce. The courses are available to anyone in the workforce interested in learning more about AI including university faculty and staff. Participants will learn how to be part of this initiative.

**Presenter:** Regina Rodriguez, Provost Fellow – AI Initiative

II-E  Empowering Transfer Students Through a Flexible Summer Undergraduate Research Program

The Microbiology and Cell Science (MCS) department designed and implemented a summer research experience program for nontraditional, undergraduate students in the transfer pathway. Funded by NSF, USDA and UF/IFAS, pre-transfer students from 2-year colleges located throughout the state are matched with faculty mentors in MCS and UF/IFAS based on location and research interests. Students present their projects to their peers and mentors. Program impacts will be presented, including students gaining valuable research and extension experiences, enhanced scientific identity, increased research accessibility and opportunity, and advancement of transfer students in STEM disciplines.

**Presenters:** Alexandria Ardissone, Jennifer Drew and Eric Triplett, Microbiology and Cell Science; Sebastian Galindo, Agricultural Education and Communication

Incentivizing Student Learning by Creating Public-Facing Products

Can assignments be crafted into visible communication products that build personal brand, and entice student investment in high-quality written work? This presenter incentivized student learning with the creation of online scientific publication and video efforts. Students learn scientific and journalistic writing styles and discover new facets of communications in video presentation. Professionally presented written and video compilations result in tangible products showcasing students’ writing and presentation styles and provide opportunity for potential employers to sample students work. Student participation and satisfaction with these exercises is high and favorable.

**Presenter:** Kevin Folta, Horticultural Sciences

Teaching Data Analytics to Social Science Students

The artificial intelligence revolution requires students to be empowered with advanced data analysis skills. Most educational materials on data mining and AI tools are oriented to quantitatively proficient natural science students. This session will explore the experiences of faculty who developed a tourism analytics program for students in social science disciplines. The selection of data sources such as social media, visual programming tools, integration of different classes around industry-related problems, and learning result dissemination at conferences and through journal publications will be presented.

**Presenters:** Andrei Kirilenko, Dr. Svetlana Stepenenkova and Mr. Ron Gromoli, Tourism, Hospitality, and Event Management