



Teaching Enhancement Symposium Agenda

Creating Engaging Learning Environments

DAY 1

Tuesday, August 18th

1:45pm to 5:00pm

1:45pm – 2:30pm

Welcome with Dean Elaine Turner
& Keynote Speaker; Dr. Nick Fuhrman
A Higher Education Mentoring Recipe: The CARE Model

2:30pm – 2:45pm

Scheduled Break

2:45pm – 3:45pm

Concurrent Session I

3:45pm – 4:00pm

Scheduled Break

4:00pm – 5:00pm

Comments from Vice President Angle and Dean Turner

DAY 2

Wednesday, August 19th

8:15am – 12:00pm

8:15am – 8:30am

Morning Welcome

8:30am – 9:30am

Concurrent Session II

9:30am – 9:45am

Scheduled Break

9:45am – 10:45am

Concurrent Session III

10:45am – 11:00am

Scheduled Break

11:00am – 12:00pm

Concurrent Session IV

Tuesday, August 18th 2020

Welcome and Keynote Speaker

1:45pm – 2:30pm

A Higher Education Mentoring Recipe: The CARE Model

As college teachers and mentors, we have the power to change lives forever. What many of us may not realize is that we have a lot in common with wildlife. In his keynote address, Dr. Fuhrman will share how great college teachers and mentors can create a "habitat" for learning and exhibit behaviors much like many native animals.

Presenter: *Nick Fuhrman, University of Georgia (UGA) - Agricultural Leadership, Education & Communication*

Scheduled Break	2:30pm – 2:45pm
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Concurrent Session I

2:45pm – 3:45pm

I-A Workshop Session with Keynote Speaker, Dr. Nick Fuhrman

The most effective mentoring relationships are those which professionally and even personally benefit the mentor and mentee. Participants will walk away from this workshop with tools to implement in their own mentoring meetings with undergraduates, graduate students, and even faculty colleagues which will result in mutually beneficial gains for all involved. The four ingredients in Dr. Fuhrman's CARE model are relevant for anyone in higher education and will allow mentors and mentees to track their progress over time and celebrate their collaborative wins.

Presenter: *Nick Fuhrman, UGA - Agricultural Leadership, Education & Communication*

I-B Internationalizing STEM Courses

Although science and math are a shared language across the globe, STEM courses are often the least "internationalized" classes. Students enrolled in STEM degree programs are often unable to take culture- or language-themed courses beyond general requirements. However, as demonstrated in an upper division physiology course, instructors can teach concepts pertinent to the curriculum while exposing students to different cultures and researchers around the world in an engaging, team-based learning format.

Presenter: *Diba Mani, College of Health and Human Performance - Applied Physiology & Kinesiology*

I-B Scientometrics in the Lab: Studying Gender and Geography of a Research Community Over Thirty Years

Engaging a lab group in a collaborative research project can be an effective way to involve undergraduates in research and offer graduate students and postdocs an opportunity for mentorship. This presentation describes my lab's process of carrying out a scientometric research study, by engaging a postdoc, undergraduates and graduate students in 1) identifying a suitable research question, 2) determining appropriate methods to answer the question, 3) collecting and analyzing data and 4) writing, editing, and submitting a paper.] With the goal of better understanding the contemporary demographic patterns in our field (myrmecology), we examined country-specific gender ratios of researchers and their gender-specific publication rates over the past three decades. The final publication is co-authored by the entire lab group.

Presenter: *Andrea Lucky, UF/IFAS - Entomology & Nematology*

Scheduled Break

3:45pm – 4:00pm

Comments from Vice President Angle and Dean Turner

4:00pm – 5:00pm

Join Vice President Scott Angle and Dean Elaine Turner for updates and time for Q&A.

Wednesday, August 19th 2020

Morning Welcome

8:15am – 8:30am

Join the CALS Dean's Office Team with your personal favorite morning beverage for casual conversation before TES - Day Two.

Concurrent Session II

8:30am – 9:30am

II-A Virtual Walking Field Tours – Horticultural Science in the Classroom

Field trips provide great active learning opportunities for student to explore the world outside of the classroom, discover new interests, identify questions, and transfer knowledge into new contexts. However, traditional field trips can cause budget and time constraints, as well as safety concerns during this time of the pandemic. This session will present virtual field trip ideas, technologies, and activities for agriculture and horticultural science in the classroom. We will also share our teaching experiences and students' learning activities when we conducted a virtual walk-and-talk tour to the Field & Fork Farm and Gardens in Tie Liu's class 'Fighting Food Waste and Loss' in Spring 2020. The instructor and program coordinator worked together to bring experiences enhanced by field trips into the online classroom. The tour covered key questions in horticultural science including plant production, plant care, postharvest management, sustainable gardening, and composting.

Presenters: *Tie Liu, UF/IFAS - Horticultural Sciences; Dina Liebowitz, Field & Fork Campus Food Program*

II-A Orange & New Creative Lab: Thinking Outside of the Classroom

The Department of Agricultural Education and Communication's Orange & New Creative Lab is an undergraduate capstone-style course that combines design thinking and project-based learning for agricultural and natural resources students to develop and apply creative communication skills and research. Students engage with university, extension, and industry employers to collaborate on creative projects and experiment with innovative communication technologies. First semester pilot outcomes indicate fostering a culture of creativity is equally as important as course design and structure. Attend this session to learn more about creative communication course design, the pilot of Orange & New, and future directions.

Presenters: *Kevin Kent, Whitney Stone, Jamie Loizzo and Lisa Lundy, UF/IFAS – Agricultural Education & Communication*

II-B Three Reflection Activities for Online Learners

Learners can reflect in various ways. In this presentation, I will introduce three different reflection exercises. First, in a health introductory course, students completed a “pre-reflection” before being introduced to module learning content and then completed a “post-reflection” after the module was finished to understand their own module learning. Second, in a community health course, students completed an end-of-project reflection based on the DEAL model. Lastly, in an upper-level “flipped” course, students completed short reflection-type assignments after watching video lectures. These activities were used for online courses but could be easily adapted to F2F courses.

Presenter: *Amber Emanuel, College of Health and Human Performance – Health Education & Behavior*

II-B Closed vs. Open Proctored Exams in Large Online Courses

This presentation will describe the outcomes of a study that compares closed vs. open proctored exams in an online course format for class sizes over 50 students. It is challenging to ensure that students do not use inappropriate resources during closed book exams in a face-to-face environment, but this challenge is especially difficult in an online course environment with remote proctoring. The presentation will include a design of the study, results, and lessons learned. Two different iterations of a course were given exams that contained a subset of the same questions and results indicate similar performance of students in a closed vs. open resource format. This analysis was repeated and observed in a separate course with different scope and set of students. Preliminary results indicate that in addition to strong student preference for an open resource exam, there is no difference in student outcomes for overall exam grade and for question performance when stratified by Bloom's taxonomy.

Presenter: *Jennifer Drew, UF/IFAS - Microbiology and Cell Science*

Scheduled Break

9:30am – 9:45am

Concurrent Session III

9:45am – 10:45am

III-A Excellence in online teaching – Exemplary Online Award Winners share their tips and tricks

Drs. Czyz, Inglett, and Spakes-Richter are CALS recipients of 2020 UF Exemplary Online Awards. Based on their experience and success with online teaching, each will describe the approaches, tips, and tricks that made their courses exemplary. Dr. Czyz received the award in the Student Engagement category. He will concentrate on techniques employed in his teaching that enhance and encourage student participation. Dr. Inglett was recognized for teaching an Exemplary Course. She will focus on the innovative teaching techniques that help increase student interaction in calculation-based online courses. Dr. Spakes-Richter received the award in the Quality of Course Materials category. She will highlight approaches to develop multifaceted and customized course components that support a variety of learning modes.

Presenters: *Daniel Czyz, UF/IFAS - Microbiology and Cell Science; Kanika Inglett, UF/IFAS - Soil and Water Sciences; Brantlee Spakes-Richter, UF/IFAS - Plant Pathology*

III-B Culturally Responsive Teaching: A Framework for Educating Diverse Audiences

Experts assert programs that do not consider the cultural differences of their students are frequently less effective. The purpose of this presentation is to outline a framework for culturally responsive teaching (CRT) developed by Geneva Gay (2018), a renowned expert highly decorated in the field of multicultural education. This framework can be applied to all ethnic and racial minority groups. CRT is a pedagogy that recognizes the importance of including student's cultural identities in all aspects of learning and empowers them socially, intellectually, politically and emotionally. We will present the framework's tenets, which include: (1) acquiring knowledge base of diverse cultures, (2) culturally relevant curricula, (3) cultural caring and developing a learning community, and (4) intercultural communications. We will provide relevant examples for educators to consider when developing and implementing programs for diverse audiences.

Presenters: *Cecilia (C.C.) Suarez and John Díaz, UF/IFAS - Agricultural Education & Communication; Laura Valencia, UF/ IFAS Extension - Osceola 4-H Youth Development*

Scheduled Break

10:45am – 11:00am

Concurrent Session VI

11:00am – 12 Noon

VI-A Connecting to Nature and 360° Science Communication in the UF/IFAS Austin Cary Forest

Preparing students to communicate about our natural resources requires teaching innovation and research. Studies show we are often disconnected from nature and more reliant upon technology for information and experiences. Graduate and undergraduate students in two science communication focused, project-based learning courses in the Department of Agricultural Education and Communication worked with scientists in the UF/IFAS Austin Cary Forest to learn about conservation, as well as develop photo essays and 360° Google Tours for public audiences on the Streaming Science platform. Mixed-methods research explored impacts of the courses on students' connections to nature, climate change attitudes, and learning experiences.

Presenters: *Jamie Loizzo, Christine Krebs, Whitney Stone, and Olivia Doyle, UF/IFAS – Agricultural Education & Communication; Shirley Baker, Scott Sager, and Raelene Crandall, UF/IFAS - School of Forest Resources & Conservation*

VI-B Stressing Student Stress: Before and During a Pandemic

This session will explore a semester-long study where undergraduate students rated and described their stress weekly throughout spring 2020. We will discuss students' descriptions of their stress, how instructors can be more proactive to reduce student stress, and COVID-19's effect on student learning.

Presenters: *Megan Stein and Kevin Kent, UF/IFAS - Agricultural Education & Communication*

VI-B Creating Engaging Environments for Advising

Leadership is a noun, but we measure leadership on action. As advisors, we strive to build leaders. Join us as we discuss strategies to create engaging environments for student advising. We will explore communication models that can lead to student engagement, activities that allow students to become peer advisors, and how to advise with purpose while performing tasks.

Presenter: *Rebecca Baldwin, UF/IFAS - Entomology & Nematology*