

Southwest Florida Symposium on Teaching and Learning

Transformation Through Reflection:

Our Teaching and Learning Journey

**Sponsored by: Florida Gulf Coast University &
Florida SouthWestern State College**

Sessions will be held February 4, 2022, via Zoom

9:00a-9:50a

The First Amendment: What Educators Need to Know

by Dr. Robert Diotalevi (Legal Studies)

Zoom Link:

As we deal with a new normal during Covid 19 our First Amendment rights of free speech, religious practice, assembly and petition have been under siege, so more than ever it is vital that we are familiar with these constitutionally-protected freedoms and the changes thereto. During the presentation the audience will be able to ask questions and gain a better understanding of the intricacies of the First Amendment. It is hoped that participants through reflection will gain an appreciation of how these important rights have been interpreted and altered during this world-wide pandemic.

Pedagogical Lessons Learned from the Covid-19 Pandemic and Associated Best Practices

by Jennifer Manegold & Bryan Schaffer (Management)

Zoom Link:

The focus of this session will be on the 'lessons learned' from the required pedagogical changes implemented during the pandemic. We will openly discuss these issues with experienced educators in the audience and identify some teaching best practices. Participants will leave the session with their own list of tips and tricks that they can reference to foster innovative teaching approaches across a wide array of classroom formats.

"Live from Monster Island" - Using World Building to Enhance Online Classes

by Sam Walch (Integrated Studies)

Zoom Link:

Why simply recreate the classroom online? Take control of the screen and really make your classes compelling.

Using Active Learning Examples to Promote Deeper Learning

by Cindy Farris (School of Nursing)

Zoom Link:

The presentation will be focused on examples of active learning strategies that promoted deeper learning. The participants will actively immerse themselves into two activities as the role of the student. Providing students with the theory portion of the concepts and then applying the concepts through active learning allows for deeper learning.

Cultivating Transformation: Self-Awareness and Vulnerability

by Terri Housley (Social Sciences)

Zoom Link:

Self-awareness provides us with clarity about what needs to change, and vulnerability allows us to make those changes. In this session, attendees are invited to engage in an open dialogue about how self-awareness, self-honesty, non-judgment, vulnerability, and courage contribute to more skillful decision-making and behaviors that can transform our lives both personally and professionally.

10:00a-10:50a

(c)opyright Law for Educators**by Dr. Robert Diotalevi (Legal Studies)****Zoom Link:**

This presentation deals with copyright law issues including but not limited to expression, fixation, originality, ownership, notice, registration, duration, fair use, web-based concerns and case law/statutory authorities related to the subject. The audience will be able to ask questions and gain a better appreciation of the intricacies of copyright law related to education. It is hoped that participants will also have a better understanding of how copyright law and online education have been affected and, in some cases, transformed in the Covid 19 era.

Creative and Effective Teaching with Learning Assistants During a Pandemic**by Katie Johnson (Mathematics) & Lindsay Singh (Center for Academic Achievement)****Zoom Link:**

We will share the various helpful ways Learning Assistants (LAs) were implemented in online, hybrid, and face-to-face classes during the 2020-21 school year, as measured by student mid-semester feedback and LA reflections. The participants will be able to share how they used LAs or other student assistants during this time, how that has or hasn't continued, and will brainstorm ways to assess the alignment between their expectations and student perspectives. LAs can be a powerful tool for supporting active learning, but a tool is only as effective as the person using it, and we will all benefit from thinking more deeply about how we integrate LAs into our courses.

Building Student Rapport with Unconditional Positive Regard**by Gail Mishler Murray, M.D. Ed, Academic Success Coach (Center for Academic Achievement)****Zoom Link:**

In the round table discussion Building Student Rapport with Unconditional Positive Regard, attendees will discuss the importance of building rapport with students (and peers), will define UPR and practice empathetic listening. Presenter will share how she is able to treat every student with unconditional positive regard, even in times of conflict.

Teaching Mathematics During and After the Pandemic**by Robert Cappetta (Mathematics)****Zoom Link:**

Teaching and learning mathematics has always been a challenge, but the pandemic has made it even more difficult. This presentation will examine strategies that might be used to address some of these issues. It will also examine how teaching and learning mathematics may change once things return to "normal."

Family Life AND Academic Progress?! Strategies from Professor Moms**by Dr. Kara Lefevre & Dr. Heather Skaza Acosta (Ecology & Environmental Studies), Dr. Jiehong Liao (Bioengineering), Dr. Starlette Sinclair (Psychology), Dr. Heather Walsh-Haney (Justice Studies)****Zoom Link:**

The theme of this roundtable is exploring lessons learned — from coping while teaching + parenting during the pandemic — that can be kept to apply generally to juggling family life and academic life. Participants will hear experiences of faculty at different stages of motherhood, and will have opportunity for reflective writing and sharing their own challenges in advancing scholarship while meeting family responsibilities. The goal is for each participant to identify takeaway strategies to thrive in their academic roles.

11:00a-11:50a

Transforming Assessment Practices: Putting Students First

by Nate Turcotte (Leadership, Technology & Research) & Melissa Rodriguez-Meehan (Teacher Preparation Programs)

Zoom Link:

This session will focus on student-centered assessment practices that prioritize learning over an emphasis on grades. During the session, the presenters will share how they have leveraged two approaches for assessing students' learning, namely ungrading (Blum & Kohn, 2020) and an equity-based approach to grading (Feldman, 2018). In addition to sharing their assessment methods, the presenters will encourage attendees to brainstorm possible ways that they can leverage these methods in their courses. The goal of these approaches is to transform student learning and assessment practices.

Giving Students Choice In Course Modality

by Jessica Marcolini (Integrated Studies)

Zoom Link:

This session will provide examples of how to offer students a choice in course modality and a chance to review students feedback on this practice. Participants will engage in a discussion on the positives and challenges of providing students choices. Takeaways include identifying ways in which participants can modify their courses to provide more flexibility for students.

Anybody Home? Developing the Online Learner

by Anne-Marie Bouche (Bower School of Music & the Arts)

Zoom Link:

During the pandemic, when online instruction was extended to the entire student population, we had to find ways to get all kinds of students on board and able to function in an online environment. In this session we will share practical strategies for developing students' independence, study skills and self-efficacy as online learners - and as learners in general.

Connection: The Secret of Effective Communication

by Sharon Hill (Adjunct Professor, Cornerstone-Academic Success)

Zoom Link:

The workshop "Connection: The Secret to Effective Communication", will present strategies for communicating and connecting with students and faculty in an impactful way. This hands-on interactive presentation engages the participants in relevant activities, and reflective discussion, about effective communication, and strategies for student connection and student engagement. The major takeaway about the subject of Transformation Through Reflection: Our Teaching Journey, is that we must continue to be flexible enough to adapt to inevitable changes, so that we can embrace new opportunities for growth and learning, as we learn to incorporate new tools and strategies that will enhance the students' educational experiences in meaningful ways.

Emerging Pedagogy: The Benefits of Breaking Out of Your Disciplinary Shell

by Jason Elek, Allison Dieppa & Elizabeth Weatherford (Language & Literature); Maureen Ungarean (Leadership, Technology, and Research) & Katie Johnson (Mathematics)

Zoom Link:

There's a reason why conferences like this Symposium are so valuable: often, hearing about your peers' experiences, strategies, and discoveries leads you to reflect on your own experiences, which in turn leads you to apply new strategies and make new discoveries in your own classroom. A similar exchange of ideas takes place in FGCU's Faculty Writing Partners program, where faculty members partner up to work on improving a writing assignment in one of their courses. In this roundtable, you will hear FWP participants and its administrator share what they've learned from their time working with faculty members outside of their department, and reflect on how their experiences have helped inform their teaching even beyond the direct effects of the partnership.

12:00p-12:50p

Open Educational Resources: Transform the Student Learning Experience

by Rachel Cooke, Regina Beard, Steve Rokusek & Kaleena Rivera (University Library)

Zoom Link:

Consult with librarians to identify and use open education resources (OER) to customize your curriculum. Customized class materials created from freely available sources will not only give instructors more control over the content they teach, it will also save students money on expensive textbooks and give them access to class resources from the first day of class. Rely less on commercial publishers and learn to take advantage of both OER and library resources to impact the student learning experience.

Teaching Post-Pandemic: Reflecting on Global Connections

by Jacqueline Salmond (Integrated Studies) & Dave Irwin, Ara Institute, Christchurch, New Zealand (video due to time difference)

Zoom Link:

This presentation reflects on experiences of global collaborations and connections during the pandemic and beyond. The audience will reflect on their own experiences of the pandemic in a global context and identify ways to incorporate global perspectives into their own courses. The main takeaway will be to reflect on how our own global experiences influence our teaching and our understandings of the world we inhabit post-pandemic.

The Value Action Gap and Transformative Learning

by Chad Evers (Ecology and Environmental Studies)

Zoom Link:

This roundtable discussion will introduce the topics of Transformative Learning Theory (TLT) and the Value Action Gap, and how I utilize them to develop a course model in environmental education that promotes and cultivates student transformation. . The roundtable discussion will include an introduction of both topics and a guided discussion of how TLT and its applications will provide utility to other fields in higher education and adult learners. Participants should takeaway a base introduction to TLT and the Value Action Gap and how they can begin applying these concepts to their own course models to promote student learning and guided student transformation.

Facilitating Critical Thinking in the Classroom

by Dr. Leslie Meskin (Social Work) & Dr. Denise Allen (Occupational Therapy)

Zoom Link:

This session will give a brief overview of critical thinking, describe literature around facilitating critical thinking in higher education and discuss recent strategies implemented in the classroom to heighten critical thinking. Participants will be encouraged to reflect on their professional and personal journey towards critical thinking, share techniques they use to promote active learning and critical thinking in the classroom and propose next steps to continue this important pedagogical voyage. The major takeaway of this session concerns the complex task of teaching students critical thinking, the ways we are already approaching this task in the classroom and actionable next steps for furthering our personal and professional journey as critical thinkers.

Transformative Technology: Tools for Reflective, Responsive Teaching

by Dr. Anne Angstrom & Dr. Caroline Seefchak (Education)

Zoom Link:

In this workshop, Dr. Anne Angstrom and Dr. Caroline Seefchak, professors of education at Florida SouthWestern State College, will explore a variety of engaging technology tools available to facilitate student learning and responses in the synchronous online environment. Web-based tools for instructors' responses to student work will be discussed, and there will be time for reflection on the purposes of response and its importance on student learning in a Zoom-type classroom.

1:00p-1:50p

Equipping Students for Career Success: Integrating and Articulating Career-Readiness Skills in Course Assignments, Activities, and Assessments

by Brandon Hollingshead (Integrated Studies) & Jessica Rhea (Experiential Learning & Career Development)

Zoom Link:

Through active and experiential learning, students in your courses are more than likely engaging in and strengthening career-readiness skills such as communication, leadership, critical thinking, and teamwork. This session will share how faculty can integrate opportunities for students to develop, practice, demonstrate, and reflect upon these career-readiness skills through transformative course assignments, activities, and assessments. Participants will leave with stronger knowledge about the updated National Association of Colleges and Employers (NACE) Career-Readiness Competencies, sample assignments and guidelines, and career-readiness resources.

Teaching Critical Thinking and Clinical Judgement by Integrating New Item Question Formats Into Student Education and Preparation

by Sharon Wright, Katherine Ingram & April Felton (School of Nursing)

Zoom Link:

This presentation will help you to teach critical thinking and clinical judgement to your students by creating new item question formats and incorporating them into your quizzes, exams, classroom active learning or simulation. You will be able to brainstorm some ideas to use in your classroom with existing books, case studies and simulations that you already have access to. These new question formats that you create can be used as an active learning event in your classroom.

Transforming Measures of Success: Reflecting on the Way We Measure Student Learning and Teacher Efficacy

by Laura Osgood, Ed.S. (Academic Affairs, Team AASPIRE)

Zoom Link:

The pandemic forced us to not only transform the way we deliver instruction, but also the way we measure the success of our students and ourselves as instructors as a result. In this session, you will have the opportunity to reflect on the traditional measures of success and the importance of these measures pre and post March 2020. You will also reflect on and discuss the changes you made, or didn't make, to your own policies and grading methods as a result of a shift in priorities.

FGCU Remembers: The Covid Memorial Project

by Patricia Fay (Bower School of Music & the Arts), Maria Roca (Department of Integrated Studies), Marcela Pulgarin, Breah Fyffe, Ximena Candelario (BA Art students) & Ashley Krieger (BA Philosophy student)

Zoom Link:

This session will offer an example of a transformative, collaborative campus project that gave students and faculty an active curriculum for making sense of an incomprehensible year of loss, upheaval, fear and constant stress. Following the presentation, the audience will have the opportunity to ask questions about the process, realization, and impact of FGCU Remembers: The Covid Memorial Project, a major public art installation and exhibition with accompanying class and campus events during the period of March 23 – April 5, 2021. The faculty and students delivering this presentation hope that participants will learn that through reflection and collaboration we can, together, accomplish far more than we realize.

Ungrading: Can Grading Less Be More?

by Amanda Parke (Communication)

Zoom Link:

In this session, let's talk about what "un-grading" means. We will begin with an overview of the concept, how to "un-grade," discuss frequently asked questions and look at some examples. We will then engage in a conversation as we explore the potential of un-grading.

2:00p-2:50p

Transformation Through the Co-Creation of Learning and Teaching

by Brenda Thomas (Academic Programs and Curriculum Development/Integrated Studies) & Viktoriya Bardenova (FGCU Alumna)

Zoom Link:

The co-creation of teaching and learning is a relational pedagogy that builds an inclusive community within the classroom by inviting students to participate in curricular decision-making. In this session, participants will hear about the experiences of a faculty member and student(s) who have engaged in this pedagogical approach, and will reflect on how co-creation can be incorporated into their work. Partnering with students to design their learning experience breaks down classroom power structures, increases student agency and engagement, enhances inclusion and belonging, models democratic dialogue, and can be transformational for all involved.

Alternative Assessment Strategies for the Language Classroom

by Alessandro Cesarano (Communication Studies & Foreign Languages)

Zoom Link:

This presentation will demonstrate how language learning can be facilitated with the help of alternative assessment strategies. Examples and tips will be shared and discussed with the participants. Participants will be interactively involved and a comprehensive handout will be provided.

Increasing Equity Through Access: Reimagining FSW Libraries

by Dr. Richard A. Hodges, Director of Library Services

Zoom Link:

The success of our students is inextricably tied to their ability to access course related materials. In support of a truly transformative and accessible learning experience, the FSW library has moved its entire print reserves collection to a digital platform. Learn how this change has increased access and equity for our entire student population.

Use the CAEF Model to Empower a Back Channel Assistant in a HyFlex Class

by Charles Wang, Katie Wing & Brenda Kuhn (Educational Leadership, Technology & Research)

Zoom Link:

“HyFlex” is a new type of blended instruction with some students attending physically in the classroom while other students are learning synchronously online from remote locations. Using the Back Channel Assistant (BCA) as an example, this roundtable discusses and demonstrates how an instructional design model of CAFE (Content, Activities, Facilitation, and Evaluation) can be used to prepare for instruction either in person or online.”

Leveling Up Online Learning: Reflections on FSW’s Elevate Elearning Study

by Heather Olson (Academic Success), Jane Charles (Faculty and Assessment Librarian), Dr. Rozalind Jester (Assistant Vice Provost, Online Learning) & Alisa Callahan (School of Business & Technology)

Zoom Link:

This session will focus on the results of qualitative student surveys, interviews, and focus groups facilitated by the FSW Elevate eLearning Taskforce to explore the online learning experience during AY 2020-2021. Participants will learn about and discuss the three main themes that emerged from this study: The role of support resources, instructor matters, and the online learning structure. By sharing best practices related to each of these themes, participants will be able to explore strategies that create an inclusive classroom that fosters active learning online.