CURRICULUM ALIGNMENT
CONFERENCE

MARCH 4, 2022

REALIZING
STUDENT SUCCESS

ABOUT

Each spring the Curriculum Alignment Initiative hosts a conference attended by academic leaders, faculty members and academic advisors from across the seven DirectConnect to UCF® institutions, and partners in the area public school systems. At this conference, participants share insights and information regarding the curriculum alignment efforts by attending presentations and informational or interactive sessions provided to enhance and promote the curriculum alignment efforts.

COLLEGE of CENTRAL FLORIDA – an equal opportunity college –

DAYTONA STATE COLLEGE

Eastern Florida STATE COLLEGE

Lake-Sumter State College

SEMINOLE STATE COLLEGE OF FLORIDA

VALENCIA COLLEGE

UCF

With the goals of Curriculum Alignment and transfer student success in mind, the tracks are:

Track 1 – Interdisciplinary Curriculum and Instruction
These sessions will focus on how interdisciplinary approaches are employed in course instruction to appeal to or reach a broader student audience.

Track 2 – Embracing Virtual or Remote Learning
We learned a great deal during the pandemic, and these sessions will focus on the advantages and "best practices" that were learned while we were all teaching remotely.

AGENDA

Time	Session Titles/Presenters
9-9:15am **Zoom Link**	**Welcome/Opening Remarks** *Theodorea Regina Berry, University of Central Florida*
9:15-10am **Zoom Link**	**Keynote Speaker** *Bridget Burns, Executive Director of the University Innovation Alliance* Dr. Bridget Burns is the founding executive director of the University Innovation Alliance, a unique consortium of public research universities collaborating to close achievement gaps through testing, scaling, and sharing innovative and successful practices.
10:05-10:35am **Zoom Link**	**Course Sequence Analysis** *Marino Nader, University of Central Florida; Shawn Putnam, University of Central Florida*
10:35-11:20am **Zoom Link**	**Math Pathways Panel – Updates from the Florida Mathematics Pathways Committee** *Abbey Ivey (moderator), Florida Student Success Center; Teresa Dorman, University of Central Florida; Tommy Minton, Seminole State College; Rachid Ait Maalem Lachen, University of Central Florida; Julie Phelps, Valencia College*
11:20-11:35am	**Announcements and Break**
11:35-12:20pm	**Concurrent Sessions: Select one to attend** **Track I: Interdisciplinary Curriculum and Instruction** **"Teacher don't teach me nonsense" in Freshman Composition Class: Action Research Upends Traditional Paradigm in the Instruction of Documentation of Sources in a Diverse Classroom** **Zoom Link** *Benjamin Ohwovoriole, Valencia College* A sizeable number of students are ill-equipped for academic writing in Social Sciences and Sciences courses even though Freshman Composition courses are a prerequisite for several General Education courses. Based on the outcome of an Action Research Project conducted in the spring of last year, this presentation will justify why English Faculty in American colleges, who are entrusted with the teaching of Freshman Composition courses, should not be biased towards the MLA. Data derived from questionnaires, interviews, workshops and writing assignment artifacts demonstrate that there is a need that is currently being overlooked by English Faculty whose responsibility it is to prepare students for academic writing beyond the requirements of General Education. This Action Research concludes that interdisciplinary approaches should be adopted in the teaching and learning of documentation of sources in Freshman Composition classrooms. **Track II: Embracing Virtual or Remote Learning** **Deeper Learning ONLINE Need Community** **Zoom Link** *Heather Elmatti, Lake-Sumter State College* The classroom environment and relationships developed have a direct impact on learning outcome success. Through utilizing experiential learning, team building, and service learning we can create a learning environment where students not only grow in their potential, but experience and create community. In this interactive workshop, we will look at why this is important as well as tips and techniques for creating a positive community environment in the online environment. **How to Get the Most from Zoom With Your Students** **Zoom Link** *Jennifer Lawhon, Valencia College* Did you know Zoom allows you to implement several of the same teaching methods you would regularly use in a face-to-face setting? Being online doesn't necessarily mean we have to miss out on great learning opportunities and experiences. Come see how you can use Zoom to its full potential with your students!
12:20-1pm	**Lunch**

Time	Session Titles/Presenters
1-1:55pm **Zoom Link**	**Discipline Breakout Discussions** *Discussion of Equity Gaps in Student Success* Within course, in target/requisite, for admission to program (e.g., Theatre/ Limited Access), in higher-level/vertical alignment. Examine for your discipline and consider both discipline-specific strategies and universal (all disciplines) strategies.
2-2:45pm	**Concurrent Sessions: Select one to attend** **Track I: Interdisciplinary Curriculum and Instruction** **More than "Bread and Circuses": Game-Based Learning in the Humanities** **Zoom Link** *Daniel Weber, Lake-Sumter State College* When asked what their favorite book is, many millennials and Gen Z students will remark that they do not read except when forced to do so. Given this response, how can we as instructors expect these students to fully engage with the traditional read/write modality of college course content? Learning sciences have recognized the benefits of game-based learning as an interdisciplinary approach aimed at reaching those whose learning styles are less compatible with textbook reading and lectures. Typically aligning with the principles of motivational design, one benefit of game-based learning is the efficacy of games with regard to engaging students. This presentation will discuss the impact of introducing game-based learning software into my Introduction to Humanities courses at Lake-Sumter State College. The gaming experience of the selected software from Triseum, ARTé: Mecenas, features the historical period referred to as the Italian Renaissance. Does the active learning and immersive experience of playing a role in a past culture in an educational video game enhance the motivation of a broader student audience in the humanities courses? Additionally, the presentation will share my own efforts to create a narrative adventure game using Twine focused on allowing students to explore the Greek Sanctuaries of Olympia and Delphi. **Track II: Embracing Virtual or Remote Learning** **Creating unique multimedia to increase students' perception and engagement of STEM courses** **Zoom Link** *Nicole Lapeyrouse, University of Central Florida* Imagine sitting down in a coffee shop enjoying a cup of coffee or tea discussing concepts you learned in class, or a subject you have general interest in. This is the image I wanted to convey for my courses, geology and its applications and chemistry fundamentals. As a result of the pandemic this forced many individuals to pivot to an online platform and into emergency remote teaching. The following presentation will focus on novel multimedia that were created as a result of the pandemic for an introductory geology course and fundamental chemistry course. The lecture videos were created specifically for the courses and used novel multimedia instruction to engage students and increase their perception and interest in geology and chemistry. Creating an environment to emulate student's social culture to enhance student engagement and retention. The following presentation will explore the construction of these videos along with engagement and students' perception of instruction of the course. **Are You Remotely Interested in Service Learning?** **Zoom Link** *Presented by Sue Wheeler, Daytona State College & Connie Hudspeth, Seminole State College* COVID caused the world to pause, assess, and eventually change many aspects of life. Learning became remote with virtually everything going online. As lifelong learners, professors changed the manner in which they delivered teaching almost overnight. Collaborating; using technology; and revising course content; sometimes kicking and screaming, faculty magically changed their courses into online platforms. But what about pedagogical practices that were not so easy to convert to online? Did they simply go by the wayside, or did faculty find a way to incorporate high impact pedagogical practices such as Service Learning into their curriculum? Are you remotely interested in Service Learning? Join this session and discover numerous tips and tricks for adding a remote Service-Learning component to your classes. Connie and Sue will lead this session and demonstrate how easy it is to incorporate virtual Service Learning into courses. Service combined with learning adds value to each and transforms both. We invite you to jump onboard and transform the lives of your students and the communities in which they reside by utilizing meaningful civic engagement integrated with instruction and reflection into your courses.
2:45-2:50pm **Zoom Link**	**Closing Announcements**
2:50-3:10pm **Zoom Link**	**Closing Remarks** *Wendy Givoglu, Valencia College*