CURRICULUM ALIGNMENT

2022 Curriculum Alignment Conference

Realizing Student Success

Conference Report

UNIVERSITY OF CENTRAL FLORIDA

COLLEGE of CENTRAL FLORIDA

DAYTONA STATE COLLEGE

Eastern Florida STATE COLLEGE
Explore. Achieve. Succeed.

Lake Sumter State College

SEMINOLE STATE COLLEGE OF FLORIDA

VALENCIA COLLEGE

CENTRAL FLORIDA DISTRICT SCHOOLS

CENTRAL FLORIDA REGIONAL CURRICULUM ALIGNMENT CONFERENCE

FRIDAY, MARCH 4, 2022
9:00 AM – 3:10PM

PRESENTED VIA ZOOM

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.

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*

The 11th Curriculum Alignment Conference was attended by a total of 101 who attended from UCF, six DirectConnect to UCF™ institutions, one participant from FIU and one from Florida Department of Education- Florida College System.

This conference was virtual. A list of attendees is found in Appendix 2.

WELCOME AND OPENING REMARKS

Opening remarks were provided by Theodorea Regina Berry, Vice Provost and Dean, University of Central Florida

KEYNOTE PRESENTATION

The keynote presentation was presented by Dr. Bridget Burns Bridget Burns, Executive Director of the University Innovation Alliance

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.

PRESENTATION: COURSE SEQUENCE ANALYSIS

Marino Nader, Associate Lecturer, University of Central Florida
Shawn Putnam, Associate Professor, University of Central Florida

PANEL PRESENTATION: MATH PATHWAYS

The panel specifically discussed updates and a timeline for the math pathways and was moderated by Abbey Ivey.

The panelists include:

- Teresa Dorman, University of Central Florida
- Abbey Ivey, Florida Student Success Center
- Rachid Ait Maalem Lahcen, University of Central Florida
- Julie Phelps, Valencia College
- Tommy Minton, Seminole State College

CONCURRENT TRACK SESSIONS:

Participants were invited to select a session to attend.

> **"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.**
> *Benjamin Ohwovoriole, Professor, Valencia College*
> Description: Description: 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.

Deeper Learning ONLINE Need Community

Heather Elmatti, Associate Professor, Lake-Sumter State College

Description: 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

Jennifer Lawhon, East Campus Faculty Senate President, Valencia College

Description: 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!

LUNCH

Lunch was provided to presenters who attended the live-streamed portion of the conference.

DISCIPLINE BREAKOUT DISCUSSIONS

Discipline discussions will provide space for faculty to discuss any emerging topics, alignment and articulation issues, various and best supplemental resources, next steps in alignment discussions, etc. A designated faculty member will lead the discussions for each discipline.

CONCURRENT TRACK SESSIONS

Participants were invited to select a session to attend.

More than "Bread and Circuses": Game-Based Learning in the Humanities

Daniel Weber, Lead Humanities Faculty, Lake-Sumter State College

Description: 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.

Creating Unique Multimedia to Increase Students' Perception and Engagement of STEM

Nicole Lapeyrouse, Lecturer, University of Central Florida

Description: 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?

Connie Hudspeth, Speech Professor, Seminole State College

Sue Wheeler, Communication Professor, Daytona State College

Description: 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.

DISCIPLINE BREAKOUTS AND WORKING LUNCH

A working lunch during which faculty joined their peers in their respective breakout rooms to engage in discussions around topics such as remote teaching challenges and opportunities, impact of alignment on upper-level course preparation, and emerging topics and concerns.

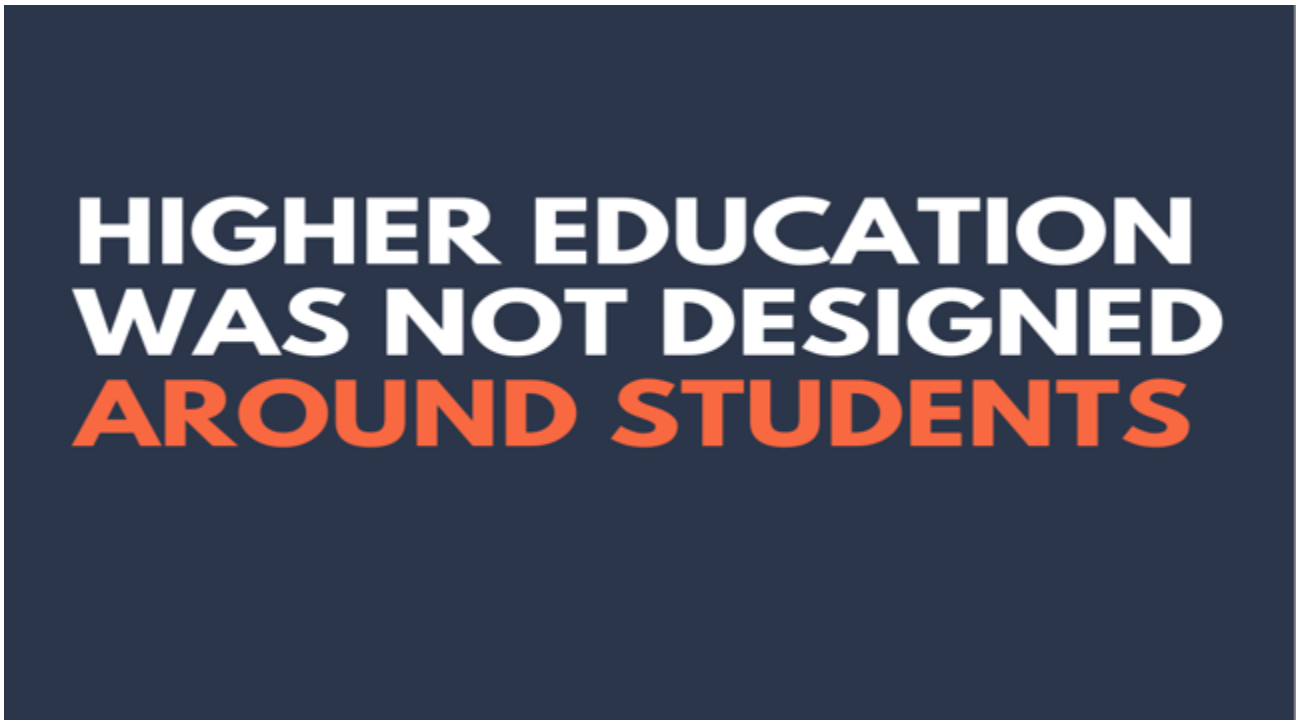
CLOSING REMARKS

Closing remarks were provided by Dr. Wendy Givoglu, Interim Campus President, East & Winter Park Campuses, Valencia College.

APPENDIX 1: Presentations

Keynote Presentation

Bridget Burns, Executive Director, University Innovation Alliance



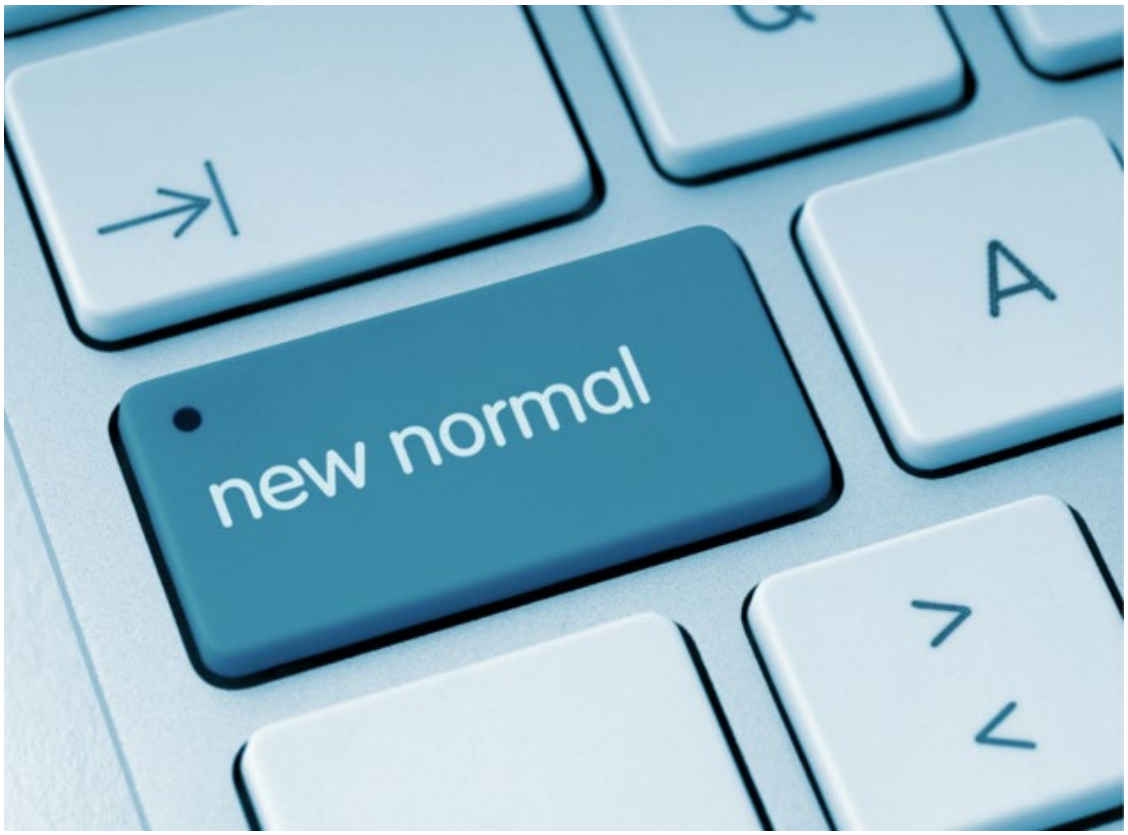
ISOMORPHISM:

The tendency of an organization to imitate another organization's structure because of the belief that the structure of the latter organization is beneficial.

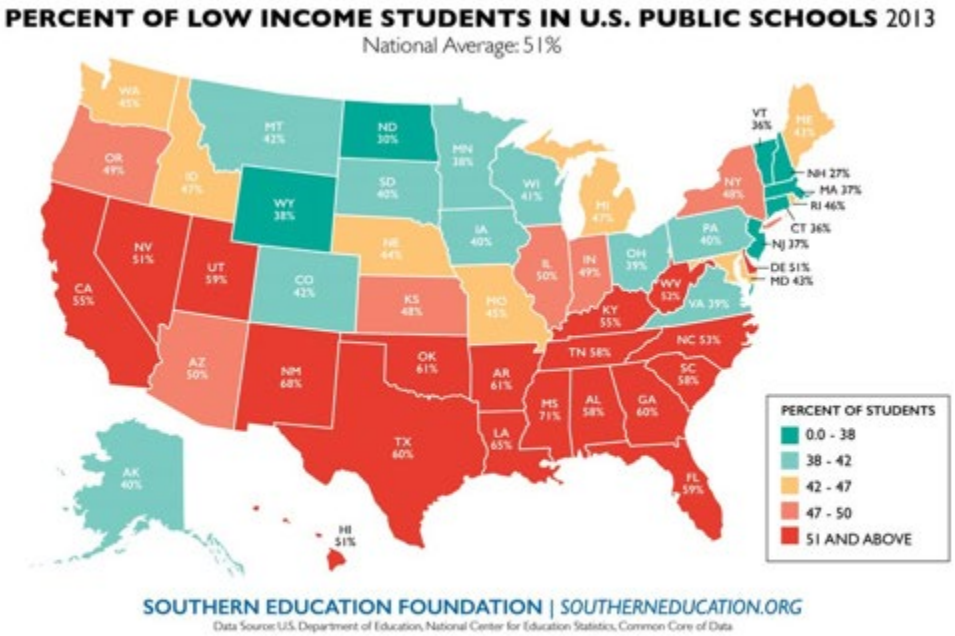
Dimaggio, P. J., & Powell, W. W. (1983). The iron cage revisited: Institutional isomorphism and collective rationality in organizational fields. American Sociological Review, 48(2), 147–160.

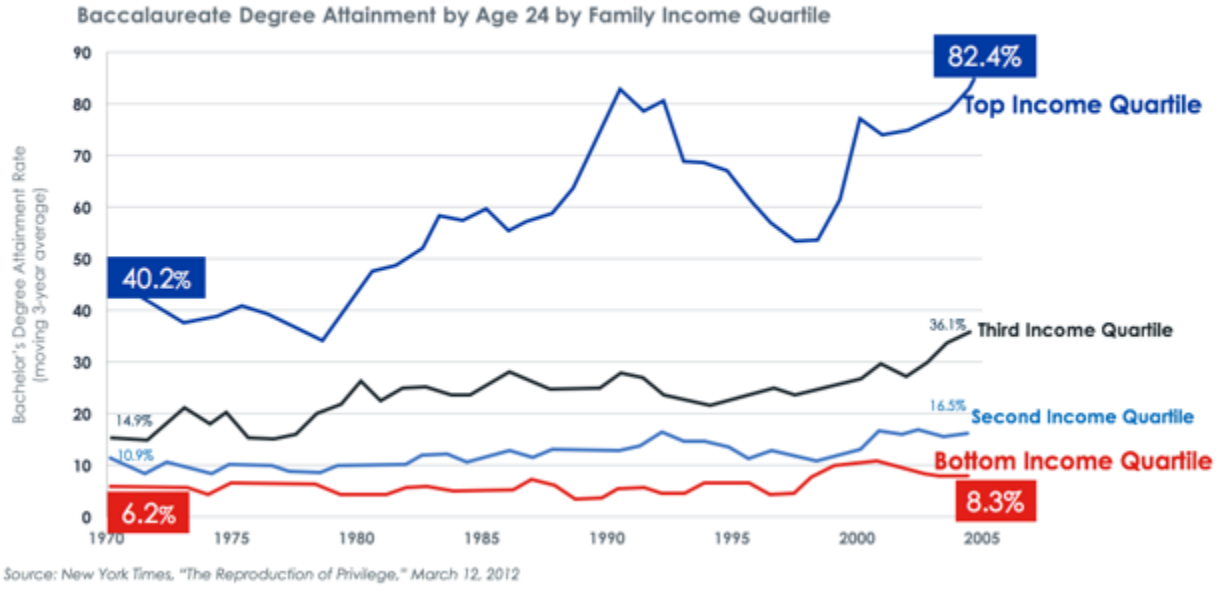
"EVERY SYSTEM IS PERFECTLY DESIGNED TO GET THE RESULTS IT GETS"

WILLIAM STAFFORD

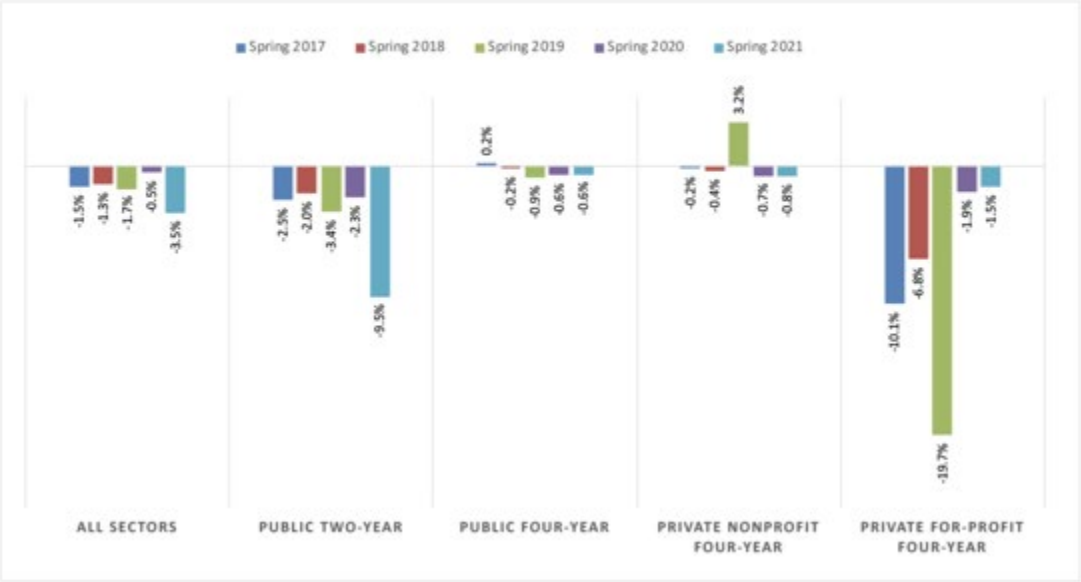

new normal


11
MILLION
2014
2025


PERCENT OF LOW INCOME STUDENTS IN U.S. PUBLIC SCHOOLS 2013
National Average: 51%
PERCENT OF STUDENTS
0.0 - 38
38 - 42
42 - 47
47 - 50
51 AND ABOVE
SOUTHERN EDUCATION FOUNDATION | SOUTHERNEDUCATION.ORG
Data Source: U.S. Department of Education, National Center for Education Statistics, Common Core of Data

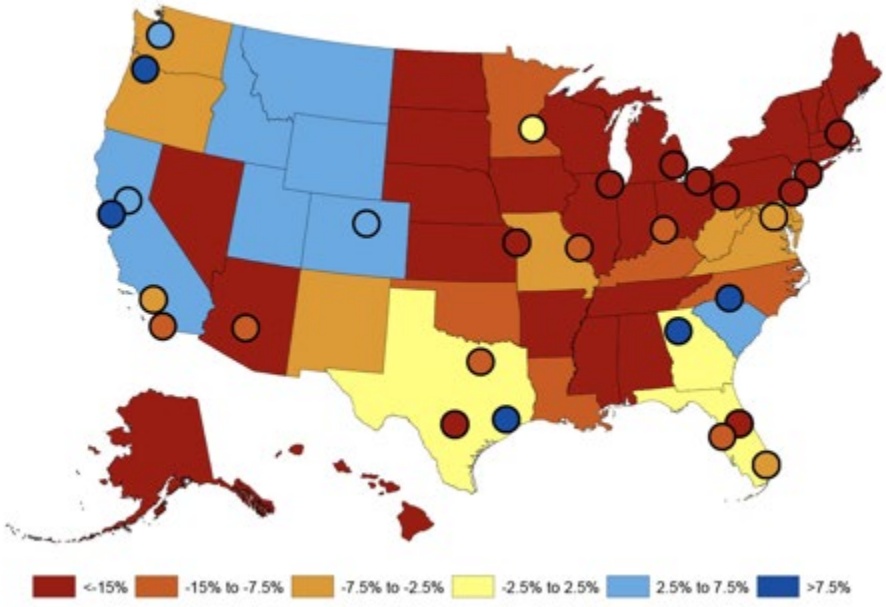

Baccalaureate Degree Attainment by Age 24 by Family Income Quartile
Bachelor's Degree Attainment Rate (moving 3-year average)
82.4%
Top Income Quartile
40.2%
36.1%
Third Income Quartile
16.5%
Second Income Quartile
14.9%
10.9%
Bottom Income Quartile
6.2%
8.3%
Source: New York Times, "The Reproduction of Privilege," March 12, 2012

Percent Change in Enrollment from Previous Year by Institutional Sector: 2017 to 2021



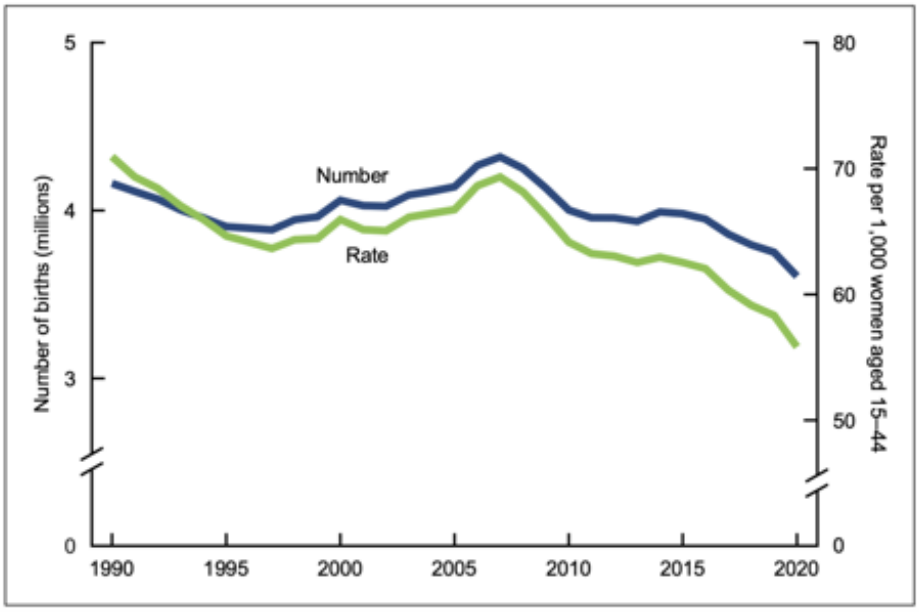
Source: National Student Clearinghouse Research Center Fall 2021 Current Enrollment Estimates report

Forecasted growth and decline in college-going students, 2012-2029

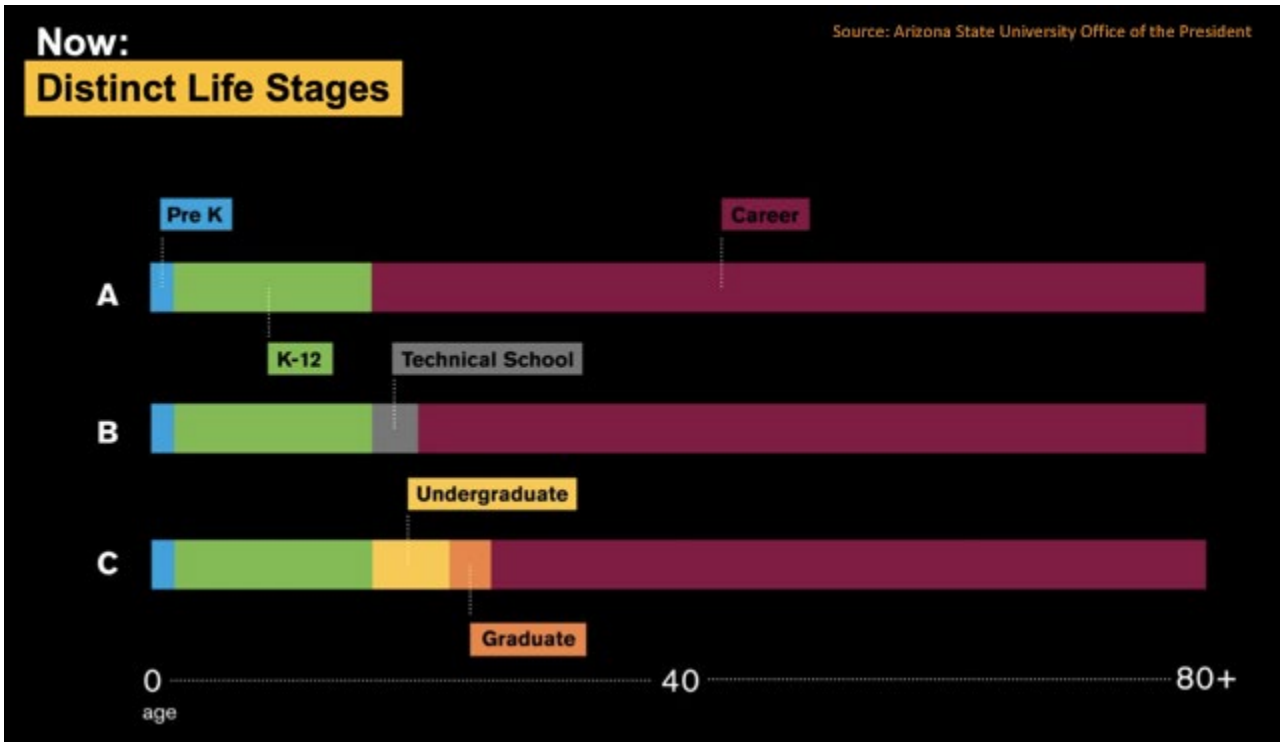


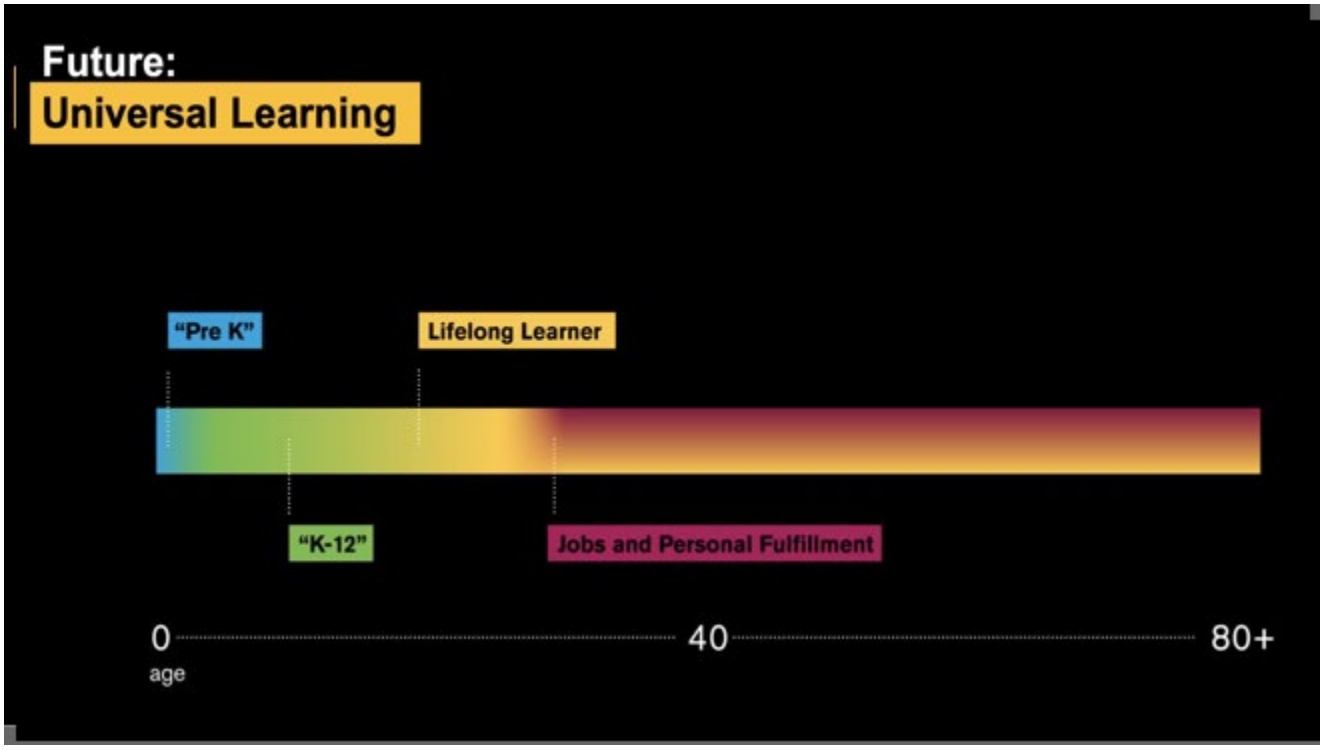
Source: Nathan D Grawe, Carleton College.pdf

Figure 1. Number of live births and general fertility rates: United States, final 1990–2019 and provisional 2020

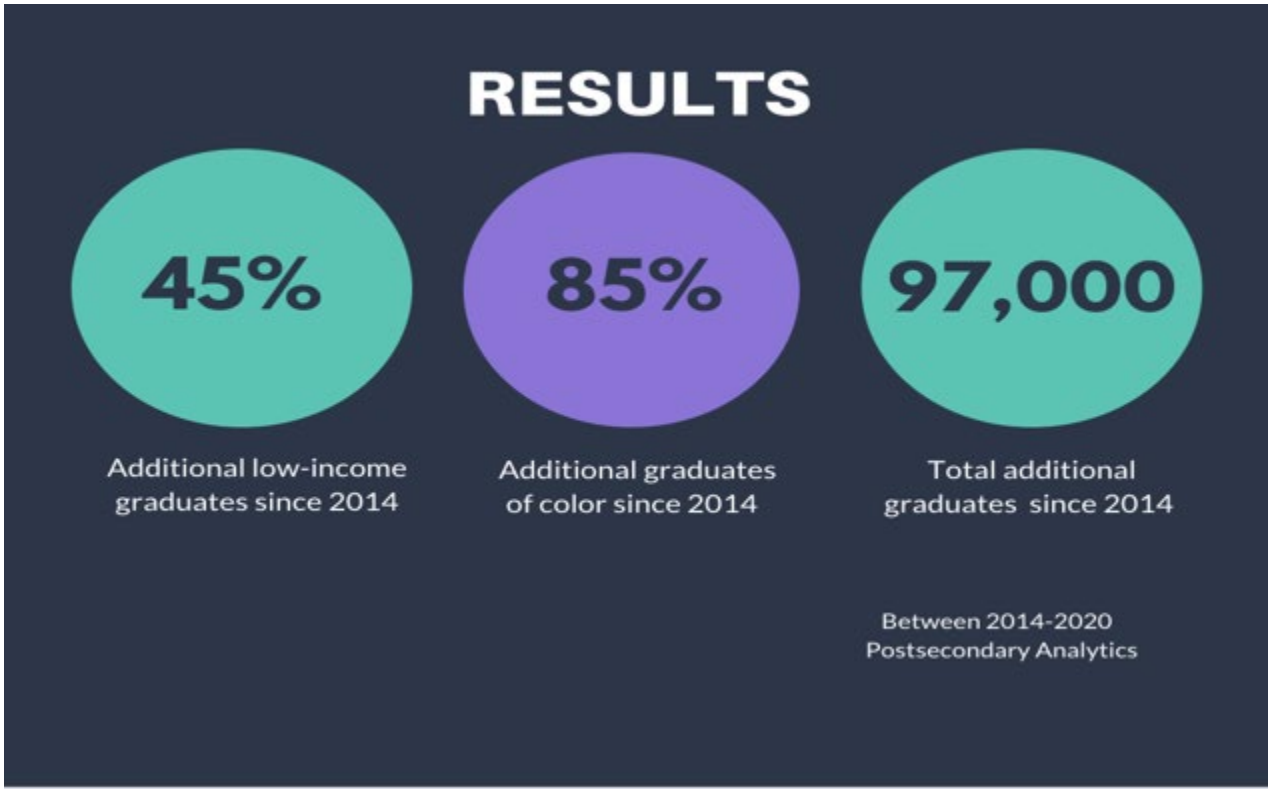


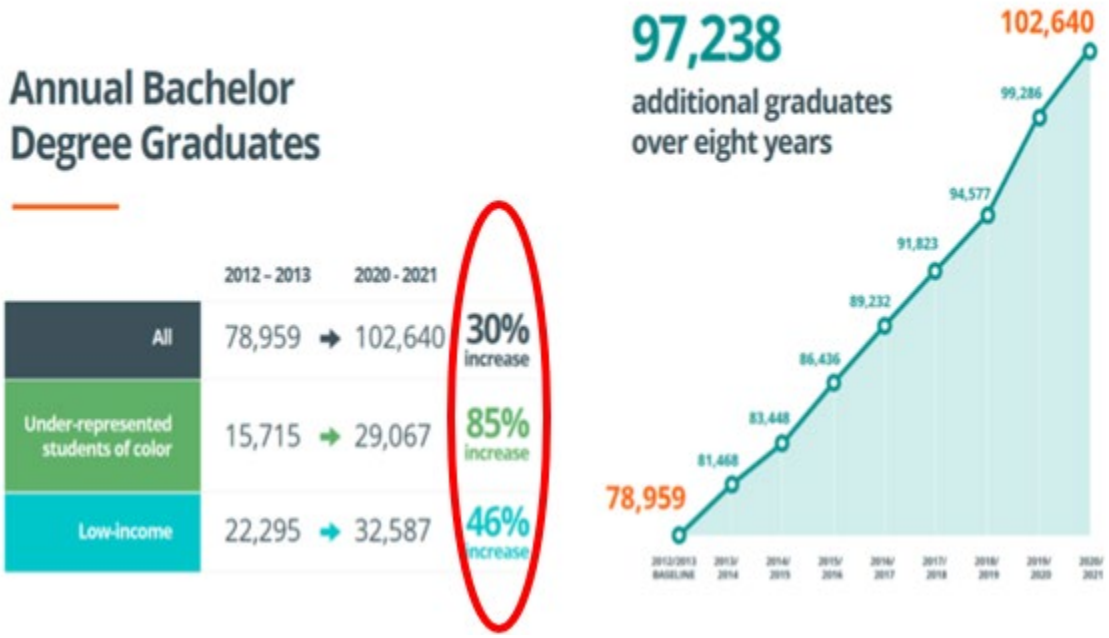
SOURCE: National Center for Health Statistics, National Vital Statistics System, Natality.



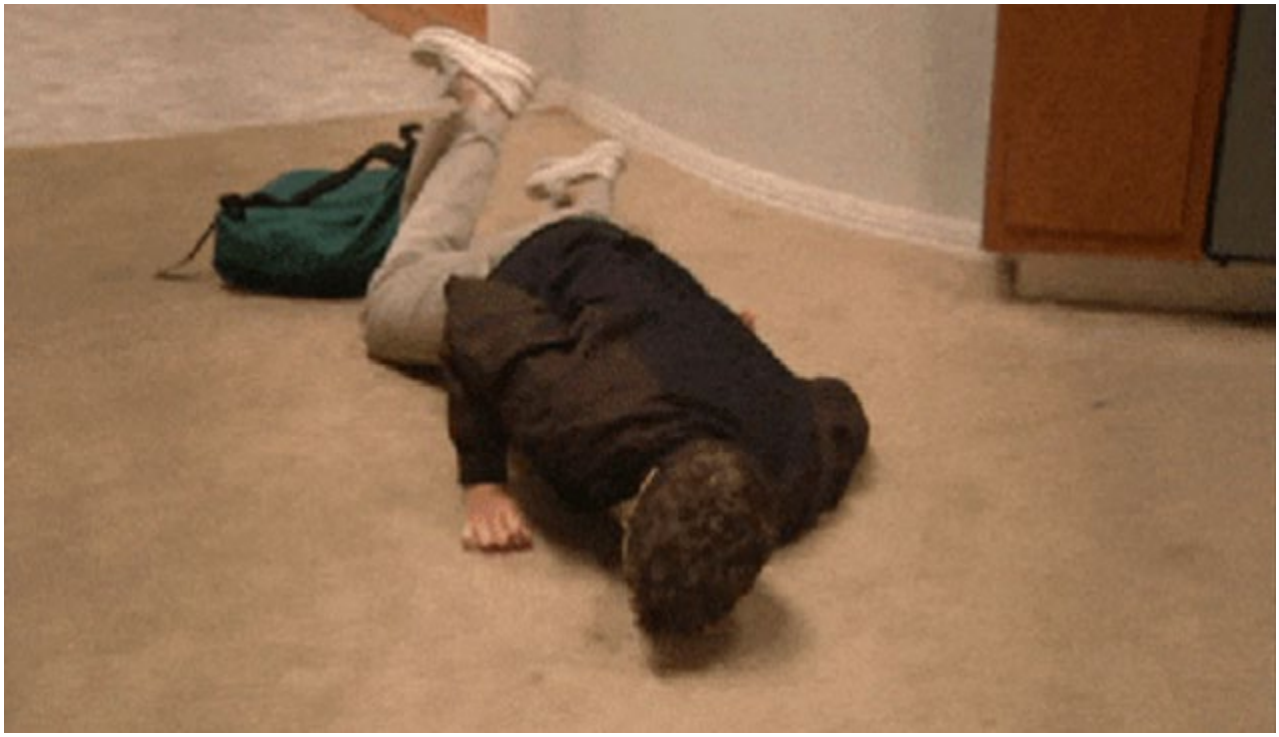

Future:
Universal Learning
"Pre K"
Lifelong Learner
"K-12"
Jobs and Personal Fulfillment
0
age
40
80+


UNIVERSITY
INNOVATION
ALLIANCE
Founding Members
Arizona State University
Georgia State University
Iowa State University
Michigan State University
The Ohio State University
Oregon State University
Purdue University
University of California, Riverside
University of Central Florida
The University of Kansas
The University of Texas at Austin
New Members
North Carolina A&T State University
University of Illinois Chicago
UMBC (University of Maryland, Baltimore County)
Virginia Commonwealth University


RESULTS
45%
Additional low-income graduates since 2014
85%
Additional graduates of color since 2014
97,000
Total additional graduates since 2014
Between 2014-2020
Postsecondary Analytics


Annual Bachelor Degree Graduates
2012 - 2013
2020 - 2021
All
78,959 → 102,640
30% increase
Under-represented students of color
15,715 → 29,067
85% increase
Low-income
22,295 → 32,587
46% increase
97,238
additional graduates over eight years
102,640
99,286
94,577
91,823
89,232
86,436
83,448
81,468
78,959

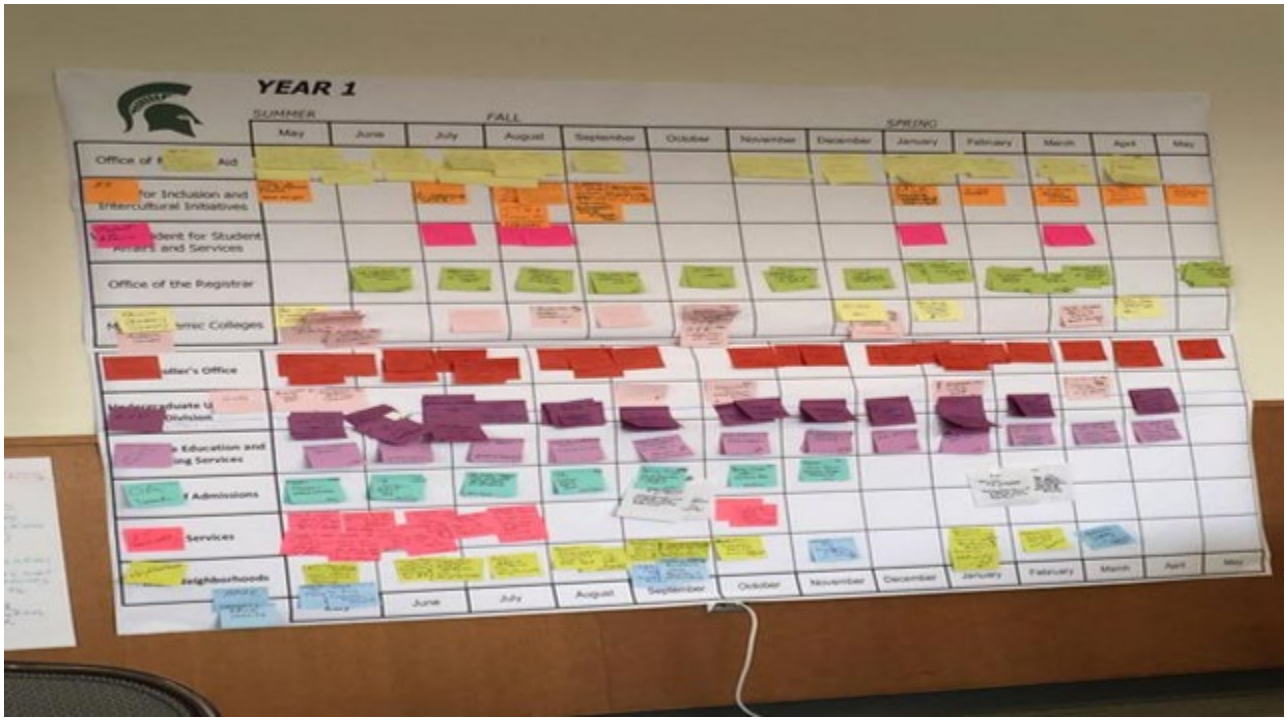

CHALLENGES TO INNOVATION




WHAT'S UP JAMES?


HEY EVERYONE
COME AND SEE HOW GOOD I LOOK!


Solutions


YEAR 1
SUMMER
FALL
SPRING
May
June
July
August
September
October
November
December
January
February
March
April
May
Office of the Registrar


Alliance-Wide Projects
Black Student Success Initiative
Project 6: Doctoral Research Fellows
Project 5: Chatbots
Including Question & Answer Knowledgebase
Project 4: College to Career
Bridging the Gap from Education to Employment
Project 3: Strategic Financial Interventions
Completion Grants
Project 2: Proactive Advising
First in the World Study: Monitoring Academic Analytics to Support Student Success
Project 1: Predictive Analytics


HOW DO
YOU TREAT
NEW
IDEAS?


STRATEGY
FOR
FAILRURE

HABIT:

BEHAVIOR THAT HAS BECOME NEARLY OR COMPLETELY INVOLUNTARY

Merriam-Webster


When universities collaborate, students win.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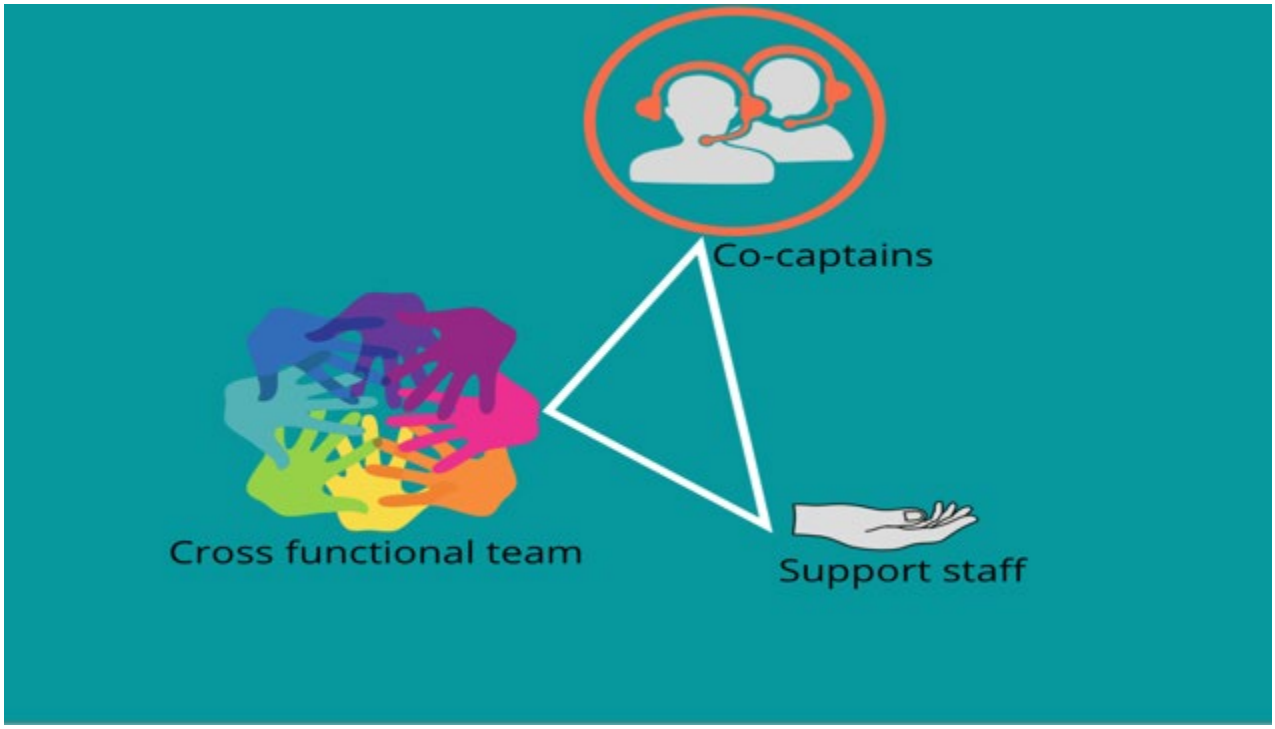
WWW.THEUIA.ORG
@UIAINNOVATION
INNOVATING HIGHER EDUCATION
FOR STUDENT SUCCESS
2022 CURRICULUM ALIGNMENT CONFERENCE
UNIVERSITY OF CENTRAL FLORIDA
Dr. Bridget Burns
CEO
UNIVERSITY
INNOVATION
ALLIANCE


Co-captains
Cross functional team
Support staff

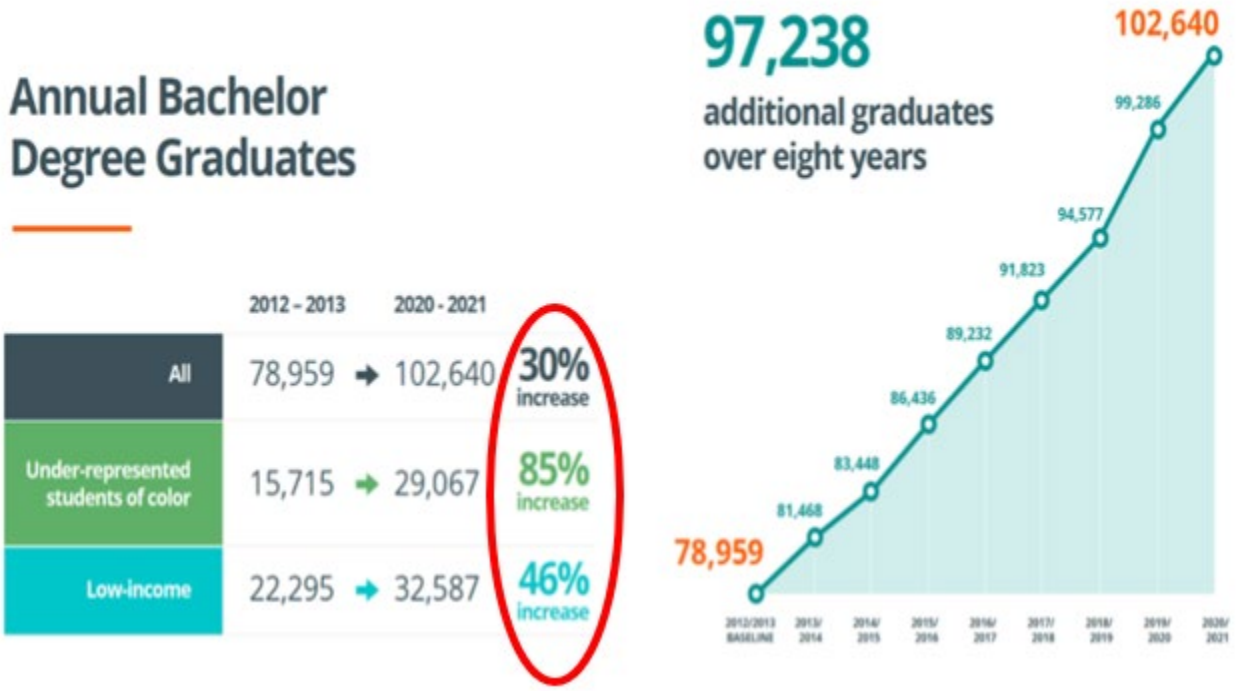

CROSS FUNCTIONAL
STUDENT SUCCESS TEAMS


COLLABORATIVE INNOVATION
SHARED PROBLEM
LEADERSHIP
PUBLIC GOALS
ACCOUNTABILITY
COMMUNITY


UNIVERSITY INNOVATION ALLIANCE
UIA Fellows and Alumni, 2015-2019

YOU DO NOT RISE TO THE LEVEL OF YOUR GOALS, YOU FALL TO THE LEVEL OF YOUR SYSTEMS."

JAMES CLEAR



Course Sequence Analysis

Marino Nader, Associate Lecturer, University of Central Florida
Shawn Putnam, Associate Professor, University of Central Florida

Course Sequence Analysis

Dr. Marino Nader
Associate Lecturer
Mechanical and Aerospace Engineering

Dr. Shawn Putnam
Associate Professor
Mechanical and Aerospace Engineering

- 2016-2017 thru 2020-2021 (5-year term)

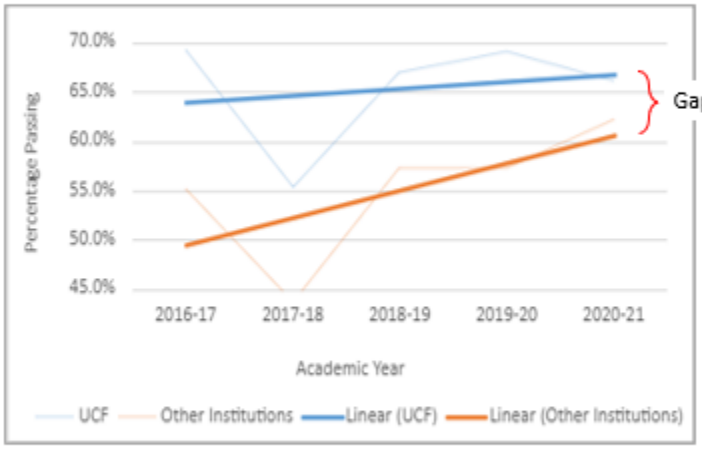
- UCF
- Valencia College
- Seminole State College of Florida
- College of Central Florida
- Daytona State College
- Eastern Florida State College
- Lake Sumter State College

- Need for CA
- Linear Regression Analysis
  - ENG– PHY
  - ENG – ENG
  - Math – Math
  - ENG – Math
  - PHY – PHY
  - PHY – Math
  - CHM – CHM
  - ACG – ACG
  - ACG – ECO
  - ECO - ECO
  - PCB - BSC
  - ZOO - BSC
  - MCB - BSC
  - MCB - CHM

2

Student Success Rates

- **EGN 3310** (Eng. Analysis-Statics)
- Pre-Req. **PHY 2048** (General Physics w/ Calculus-I)



Comments

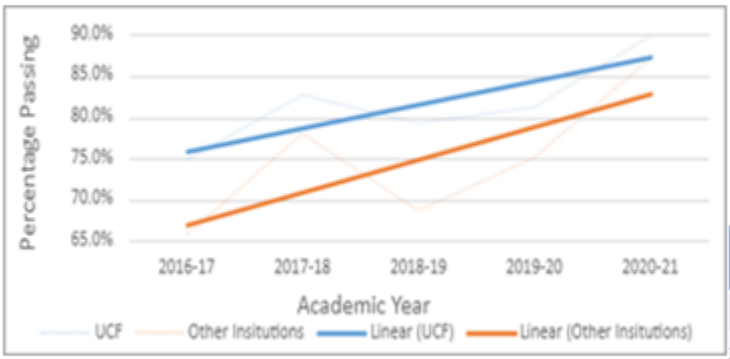
- Gap is potentially narrowing when students take Statics right after Physics series
- Student success rates improving (especially for transfer students)

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	235	126	109	922	639	283
2017-18	171	71	100	824	456	368
2018-19	160	85	75	749	501	248
2019-20	201	111	90	652	450	202
2020-21	169	104	65	584	386	198
Total	**936**	**497**	**439**	**3731**	**2432**	**1299**

3

Student Success Rates

- **EGN 3373** (Principles of Electrical Eng.)
- Pre-Req. **PHY 2049** (General Physics w/ Calculus-II)



Comments

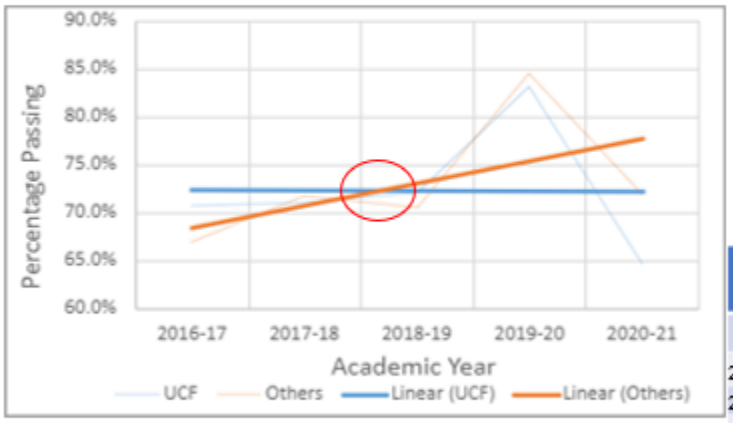
- Gap is potentially narrowing Student success rates improving for both UCF and Transfer students

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	96	61	35	465	348	117
2017-18	118	91	27	547	452	95
2018-19	135	90	45	533	423	110
2019-20	138	100	38	439	356	83
2020-21	110	95	15	318	286	32
Total	**597**	**437**	**160**	**2302**	**1865**	**437**

4

Student Success Rates

- **EEL 3004** (Electrical Networks)
- Pre-Req. **PHY 2049** (General Physics w/ Calculus-II)



Comments

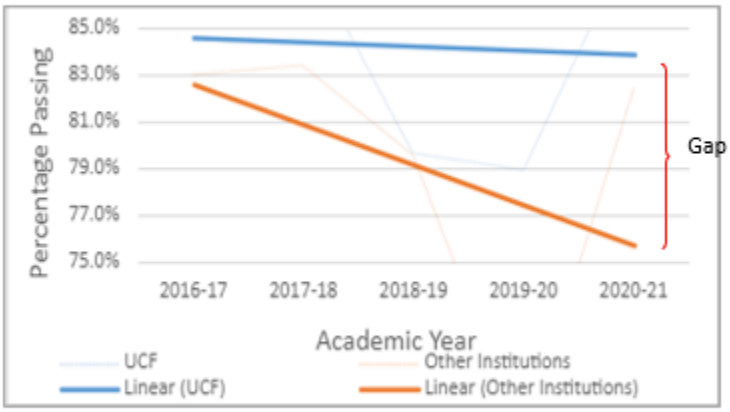
- Crossing point (Transf. students improving)
- Student success rates only improving for transfer students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	93	62	31	219	155	64
2017-18	100	71	29	239	170	69
2018-19	79	55	24	247	178	69
2019-20	89	75	14	213	177	36
2020-21	52	36	16	190	123	67
Total	**413**	**299**	**114**	**1108**	**803**	**305**

5

Student Success Rates

- **EGN 3321** (Eng. Analysis-Dynamics)
- Pre-Req. **PHY 2048** (General Physics w/ Calculus-I)



Comments

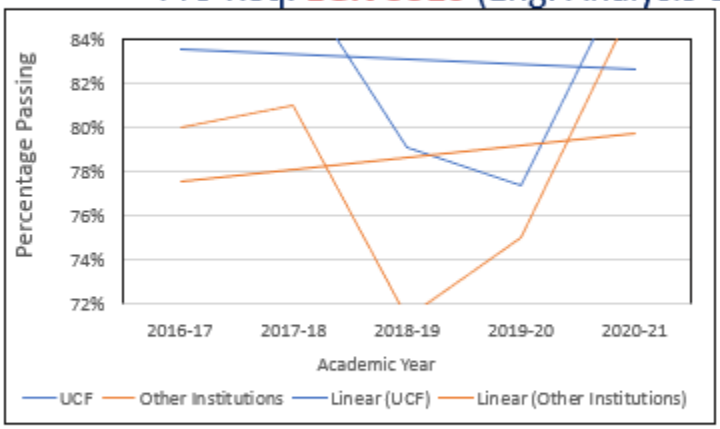
- Gap increases
- Transfer students' success significantly lower
- Time gap not accounted for

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	233	192	41	593	505	88
2017-18	214	178	36	621	550	71
2018-19	209	165	44	704	561	143
2019-20	190	126	64	522	412	110
2020-21	140	115	25	437	389	48
Total	**986**	**776**	**210**	**2877**	**2417**	**460**

6

Student Success Rates

- **EGN 3321** (Eng. Analysis-Dynamics)
- Pre-Req. **EGN 3310** (Eng. Analysis-Statics)



Comments

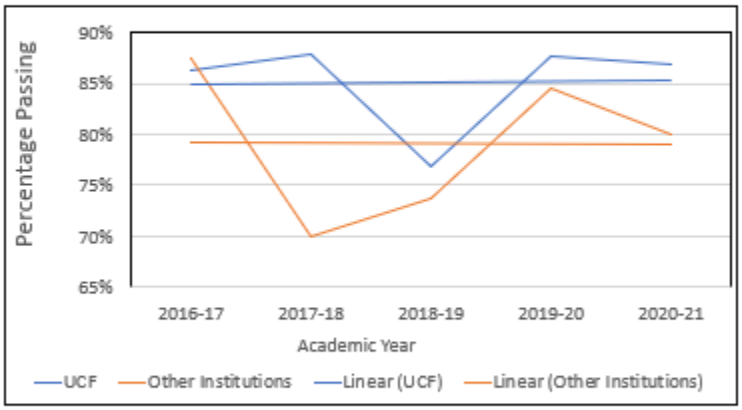
- Gap decreases
- Transfer students – higher success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	20	16	4	940	791	149
2017-18	21	17	4	948	825	123
2018-19	21	15	6	996	788	208
2019-20	24	18	6	738	571	167
2020-21	7	6	1	574	504	70
Total	**93**	**72**	**21**	**4196**	**3479**	**717**

7

Student Success Rates

- **EGN 3343** (Eng. Thermodynamics)
- Pre-Req. **EGN 3310** (Eng. Analysis-Statics)



Comments

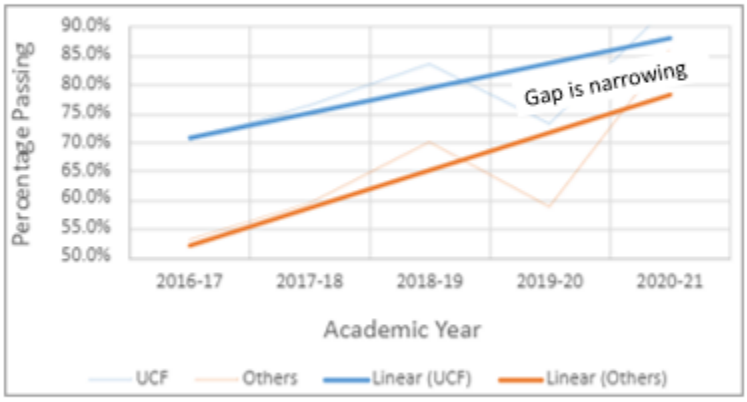
- Neutral – constant gap
- Constant Success – no improvement

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	8	7	1	753	650	103
2017-18	10	7	3	850	747	103
2018-19	19	14	5	761	585	176
2019-20	13	11	2	702	615	87
2020-21	10	8	2	495	430	65
Total	**60**	**47**	**13**	**3561**	**3027**	**534**

8

Student Success Rates

- **MAC 2311** (Calculus w/ Analytical Geometry-I)
- Pre-Req. **MAC 1114** (College Trigonometry)



Comments

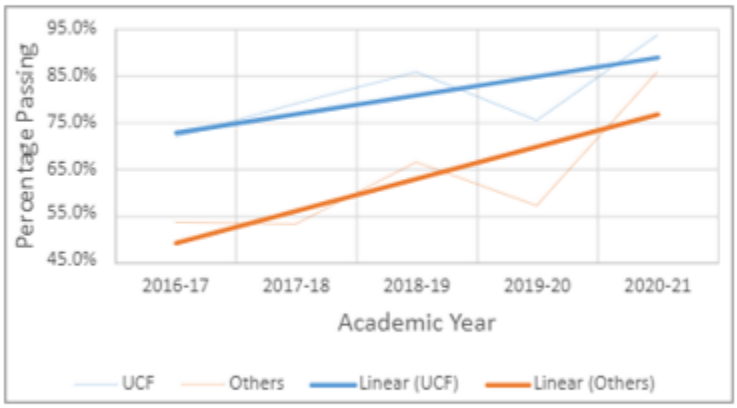
- Gap is narrowing
- Higher success to all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	183	92	91	646	455	191
2017-18	129	75	54	555	424	131
2018-19	182	127	55	735	614	121
2019-20	247	142	105	718	526	192
2020-21	149	127	22	551	516	35
Total	**890**	**563**	**327**	**3205**	**2535**	**670**

9

Student Success Rates

- **MAC 2311** (Calculus w/ Analytical Geometry-I)
- Pre-Req. **MAC 1140** (Pre-Calculus Algebra)



Comments

- Gap is narrowing
- Higher success to all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	183	93	90	622	446	176
2017-18	132	69	63	542	428	114
2018-19	178	117	61	731	627	104
2019-20	229	129	100	741	559	182
2020-21	151	129	22	558	523	35
Total	**873**	**537**	**336**	**3194**	**2583**	**611**

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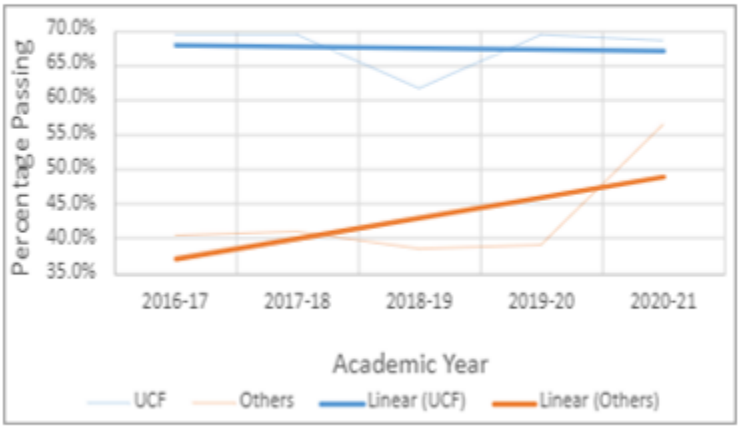
Student Success Rates

- **MAC 2312** (Calculus w/ Analytical Geometry-II)
- Pre-Req. **MAC 2311** (Calculus w/ Analytical Geometry-I)



Comments

- Gap decreases
- Transfer students – higher success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	113	43	70	1106	767	339
2017-18	125	50	75	1175	815	360
2018-19	120	43	77	1199	738	461
2019-20	151	55	96	1107	767	340
2020-21	111	60	51	684	468	216
Total	**620**	**251**	**369**	**5271**	**3555**	**1716**

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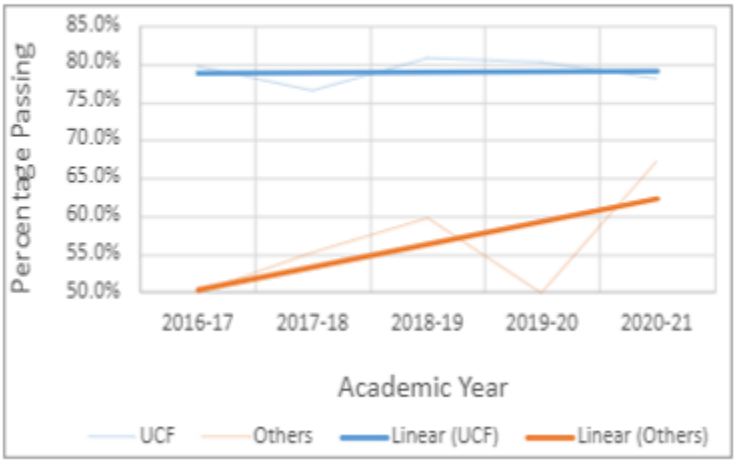
Student Success Rates

- **MAC 2313** (Calculus w/ Analytical Geometry-III)
- Pre-Req. **MAC 2312** (Calculus w/ Analytical Geometry-II)



Comments

- Gap decreases
- Transfer students – higher success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	139	64	75	1025	817	208
2017-18	149	82	67	1029	786	243
2018-19	173	102	71	1156	933	223
2019-20	199	98	101	1154	925	229
2020-21	158	104	54	915	715	200
Total	**818**	**450**	**368**	**5279**	**4176**	**1103**

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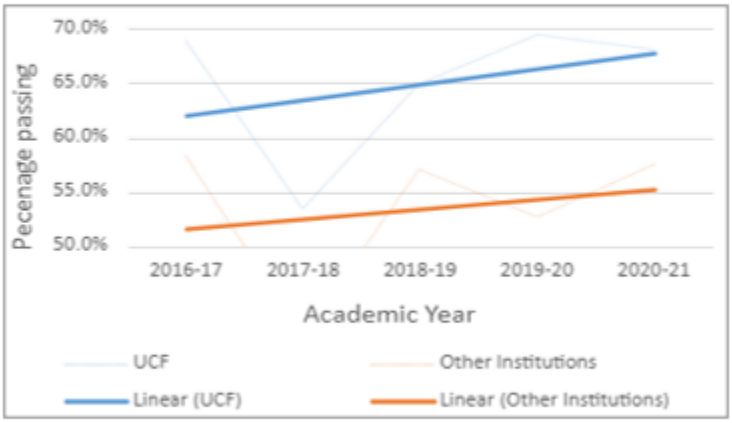
Student Success Rates

- **EGN 3310** (Eng. Analysis-Statics)
- Pre-Req. **MAC 2311** (Calculus w/ Analytical Geometry-I)



Comments

- Slightly increase in gap
- Higher students' success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	255	145	110	667	459	208
2017-18	188	71	117	605	323	282
2018-19	173	93	80	542	352	190
2019-20	214	108	106	504	350	154
2020-21	173	97	76	470	320	150
Total	**1003**	**514**	**489**	**2788**	**1804**	**984**

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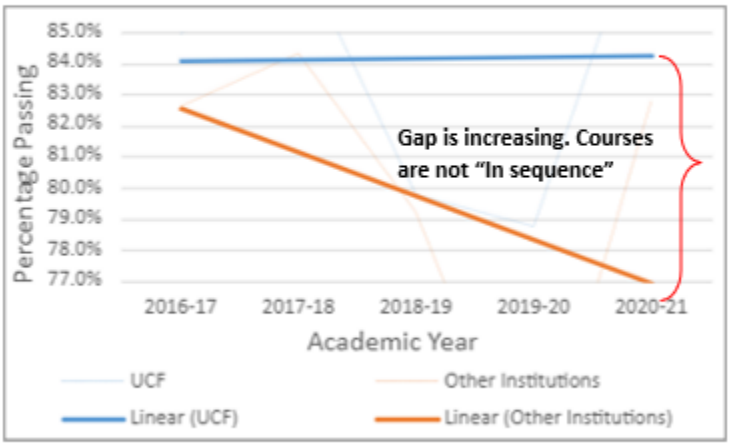
Student Success Rates

- **EGN 3321** (Eng. Analysis-Dynamics)
- Pre-Req. **MAC 2313** (Calculus w/ Analytical Geometry-III)



Comments

- Courses not in sequence
- Transfer students' success significantly lower

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	256	210	46	639	543	96
2017-18	214	180	34	691	606	85
2018-19	210	164	46	780	622	158
2019-20	183	126	57	583	459	124
2020-21	128	105	23	484	434	50
Total	**991**	**785**	**206**	**3177**	**2664**	**513**

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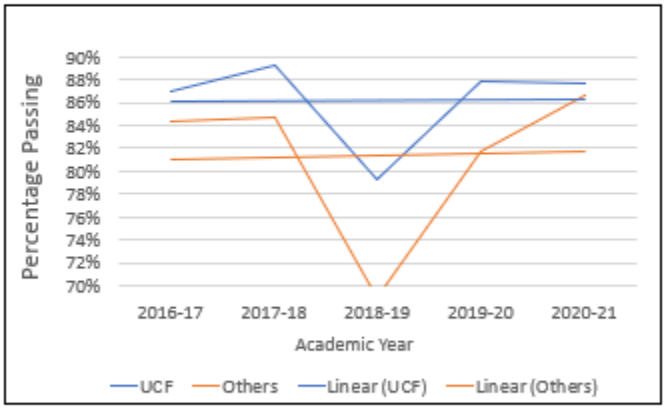
Student Success Rates

- **EGN 3343** (Eng. Thermodynamics)
- Pre-Req. **MAC 2313** (Calculus w/ Analytical Geometry-III)



Comments

- Neutral – constant gap
- Constant Success – no improvement

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	201	168	33	531	462	69
2017-18	233	197	36	628	560	68
2018-19	199	136	63	584	463	121
2019-20	209	170	39	545	479	66
2020-21	153	131	22	397	348	49
Total	**995**	**802**	**193**	**2685**	**2312**	**373**

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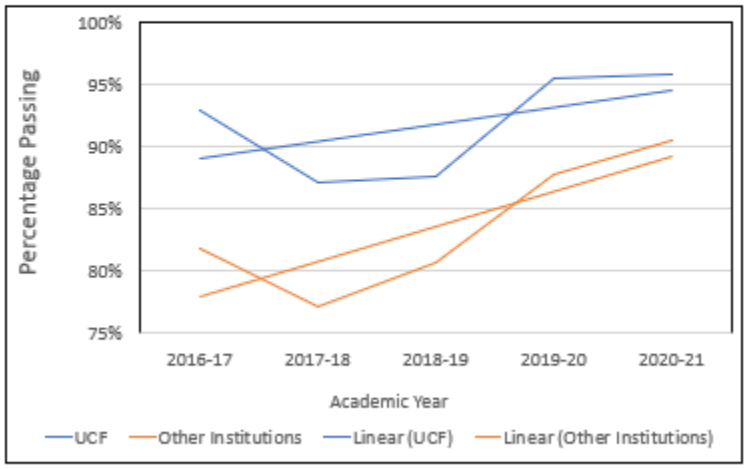
Student Success Rates

- **PHY 2049** (General Physics using Calculus-II)
- Pre-Req. **PHY 2048** (General Physics using Calculus-I)



Comments

- Gap is narrowing
- Higher success to all students

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	75	61	14	1009	938	71
2017-18	88	67	21	1229	1071	158
2018-19	88	70	18	1238	1084	154
2019-20	125	109	16	1176	1122	54
2020-21	63	57	6	923	884	39
Total	**439**	**364**	**75**	**5575**	**5099**	**476**

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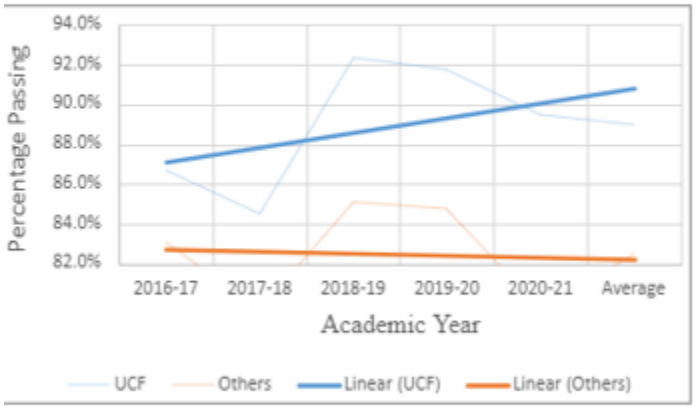
Student Success Rates

- **PHY 3101** (General Physics using Calculus-III)
- Pre-Req. **PHY 2049** (General Physics using Calculus-II)



Comments

- Gap increases
- UCF higher success
- Transfer Students' success almost constant

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	98	81	17	188	163	25
2017-18	96	76	20	181	153	28
2018-19	112	95	17	183	169	14
2019-20	90	75	15	195	179	16
2020-21	55	43	12	124	111	13
Total	**451**	**370**	**81**	**871**	**775**	**96**

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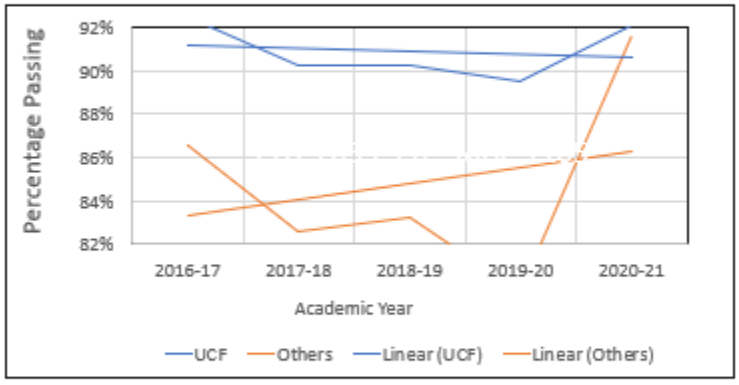
Student Success Rates

- **PHY 2053** (College Physics-I)
- Pre-Req. **MAC 1105** (College Algebra)



Comments

- Gap decreases
- Transfer students – higher success

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	441	381	60	437	404	33
2017-18	453	373	80	491	443	48
2018-19	446	370	76	526	475	51
2019-20	518	413	105	619	554	65
2020-21	369	338	31	470	433	37
Total	**2227**	**1875**	**352**	**2543**	**2309**	**234**

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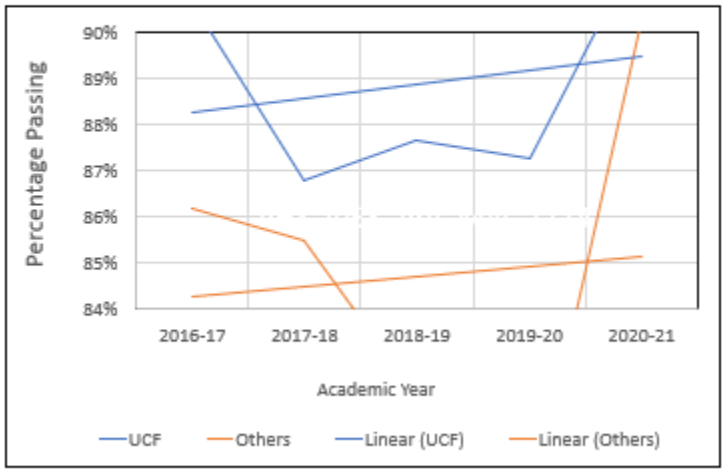
Student Success Rates

- **PHY 2053** (College Physics-I)
- Pre-Req. **MAC 1114C** (College Trigonometry)



Comments

- Constant gap
- Higher success for all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	402	346	56	698	633	65
2017-18	412	352	60	780	677	103
2018-19	347	284	63	844	740	104
2019-20	426	338	88	910	794	116
2020-21	274	247	27	699	643	56
Total	**1861**	**1567**	**294**	**3931**	**3487**	**444**

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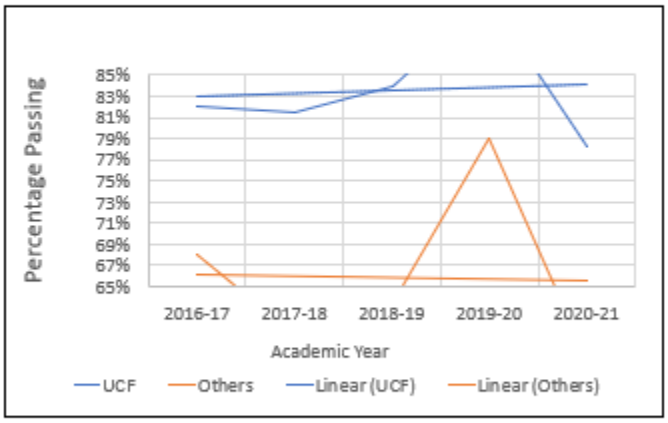
Student Success Rates

- **CHM 2046** (Chemistry Fundamentals II)
- Pre-Req. **CHM 2045**(Chemistry Fundamentals I)



Comments

- Neutral – constant gap
- Constant Success – no improvement

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	268	181	87	884	725	159
2017-18	191	110	81	756	616	140
2018-19	195	117	78	781	655	126
2019-20	230	180	50	738	680	58
2020-21	246	138	108	418	327	91
Total	**1130**	**726**	**404**	**3577**	**3003**	**574**

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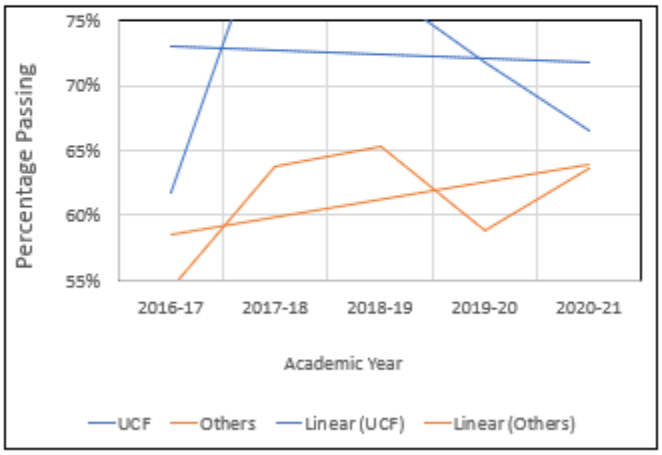
Student Success Rates

- **CHM 2210** (Organic Chemistry I)
- Pre-Req. **CHM 2046**(Chemistry Fundamentals II)



Comments

- Gap is narrowing
- Transfer students – higher success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	354	190	164	1566	967	599
2017-18	273	173	100	1357	1148	209
2018-19	280	181	99	1445	1121	324
2019-20	307	180	127	1578	1134	444
2020-21	117	73	44	1051	699	352
Total	**1331**	**797**	**534**	**6997**	**5069**	**1928**

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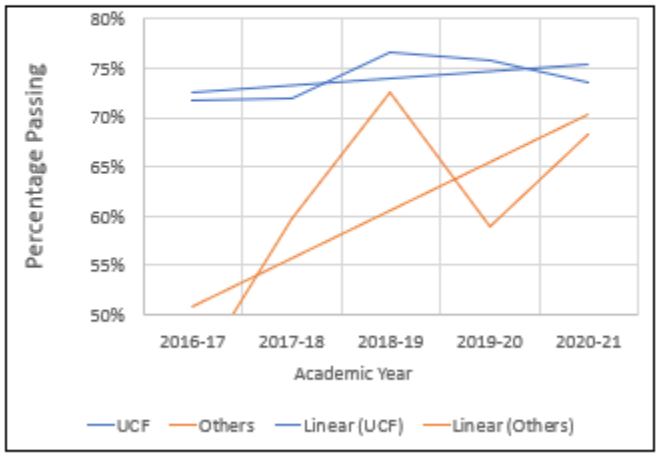
Student Success Rates

- **CHM 2211** (Organic Chemistry II)
- Pre-Req. **CHM 2210** (Organic Chemistry I)



Comments

- Gap is narrowing
- Higher success to all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	47	19	28	2059	1478	581
2017-18	32	19	13	1405	1012	393
2018-19	39	28	11	1736	1330	406
2019-20	48	28	20	1544	1170	374
2020-21	35	22	13	1286	946	340
Total	**201**	**116**	**85**	**8030**	**5936**	**2094**

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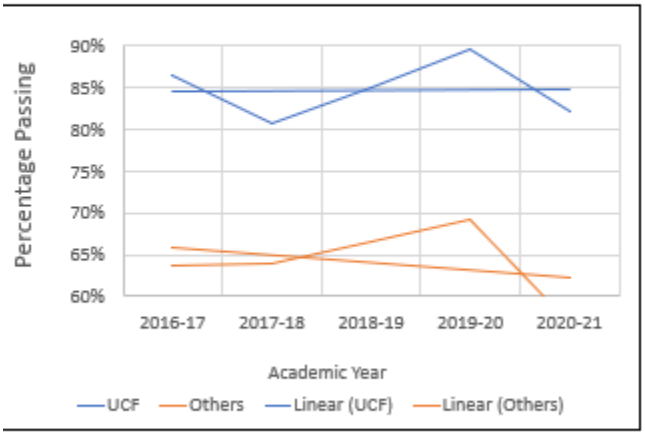
Student Success Rates

- **ACG 3173** (Accounting for Decision-Makers)
- Pre-Req. **ACG 2021** (Principles of Financial Accounting)



Comments

- Gap increases
- Transfer students' success significantly lower

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	686	436	250	1199	1036	163
2017-18	503	320	183	953	768	185
2018-19	698	464	234	976	829	147
2019-20	629	434	195	1043	933	110
2020-21	400	225	175	779	639	140
Total	**2916**	**1879**	**1037**	**4950**	**4205**	**745**

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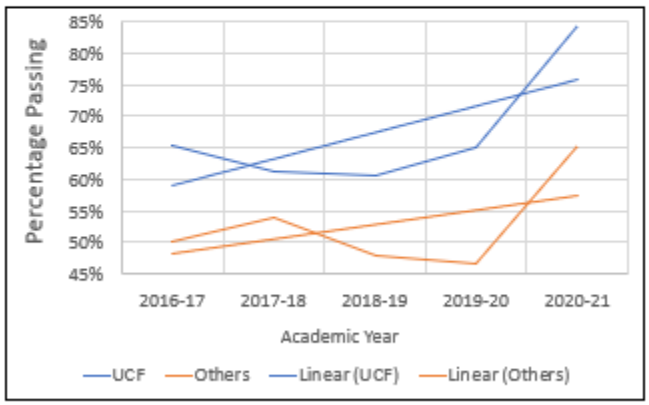
Student Success Rates

- **ACG 3131** (Intermediate Financial Accounting I)
- Pre-Req. **ACG 2021** (Principles of Financial Accounting)



Comments

- Slightly increase in gap
- Higher students' success

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	264	131	133	397	259	138
2017-18	211	112	99	316	194	122
2018-19	292	138	154	293	178	115
2019-20	215	100	115	314	204	110
2020-21	156	101	55	219	185	34
Total	**1138**	**582**	**556**	**1539**	**1020**	**519**

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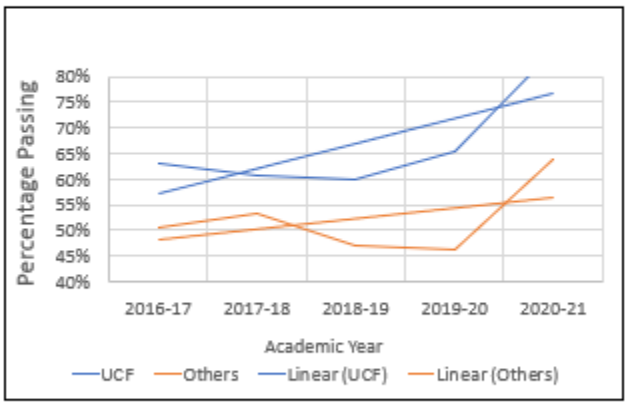
Student Success Rates

- **ACG 3131** (Intermediate Financial Accounting I)
- Pre-Req. **ACG 2071** (Principles of Managerial Accounting)



Comments

- Slightly increase in gap
- Higher success for all students

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	239	119	120	440	278	162
2017-18	202	106	96	330	201	129
2018-19	276	128	148	327	196	131
2019-20	194	89	105	334	219	115
2020-21	138	88	50	234	199	35
Total	**1049**	**530**	**519**	**1665**	**1093**	**572**

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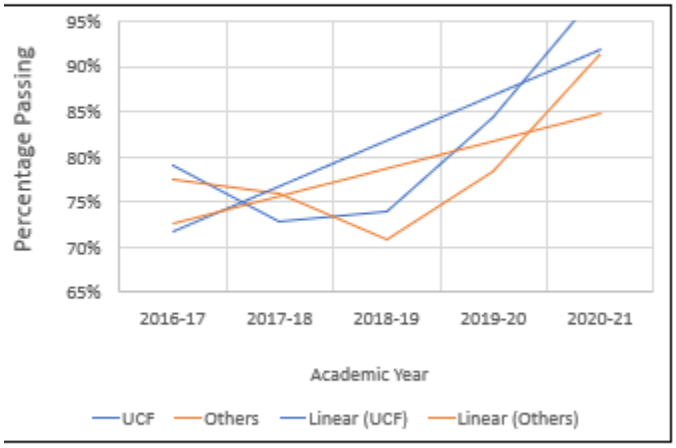
Student Success Rates

- **PCB 3023** (Molecular Cell Biology)
- Pre-Req. **BSC 2010** (Biology I)



Comments

- Gap increased
- Higher students' success

	Prerequisite Transferred From Another Institution			UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	169	96	73	187	148	39
2017-18	163	93	70	203	148	55
2018-19	173	102	71	180	133	47
2019-20	130	73	57	174	147	27
2020-21	151	79	72	149	147	2
Total	**786**	**443**	**343**	**893**	**723**	**170**

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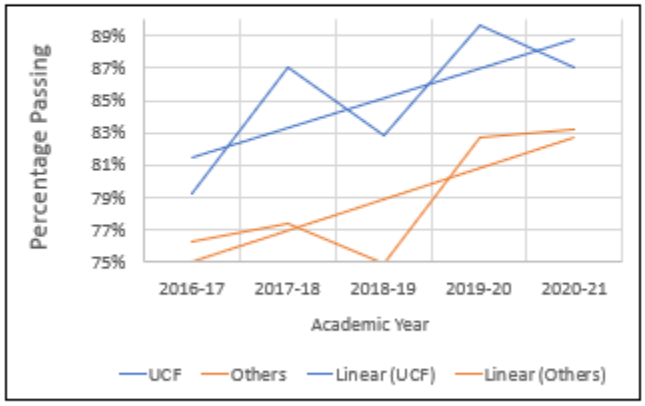
Student Success Rates

- **PCB 3522** (Molecular Biology I)
- Pre-Req. **BSC 2010** (Biology I)



Comments

- Constant gap
- Higher success for all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	230	131	99	274	217	57
2017-18	155	88	67	231	201	30
2018-19	213	123	90	298	247	51
2019-20	226	124	102	213	191	22
2020-21	247	135	112	262	228	34
Total	**1071**	**601**	**470**	**1278**	**1084**	**194**

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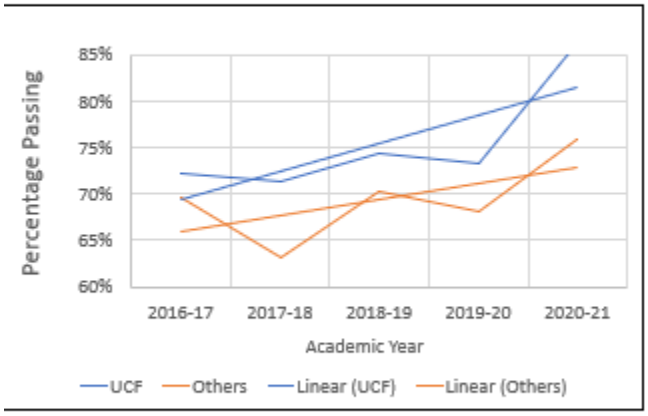
Student Success Rates

- **ZOO 3733** (Human Anatomy)
- Pre-Req. **BSC 2010** (Biology I)



Comments

- Gap increases
- Higher success for all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	718	424	294	1252	903	349
2017-18	634	390	244	1212	865	347
2018-19	656	386	270	1308	973	335
2019-20	512	305	207	1281	939	342
2020-21	525	299	226	1038	894	144
Total	**3045**	**1804**	**1241**	**6091**	**4574**	**1517**

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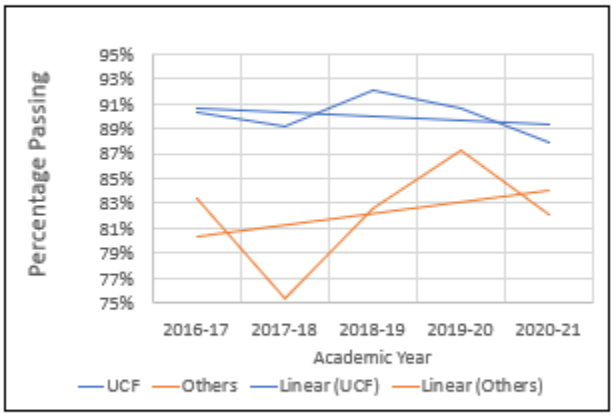
Student Success Rates

- **MCB 3020** (General Microbiology)
- Pre-Req. **BSC 2010** (Biology I)



Comments

- Gap decreases
- Higher success for Transfer students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	700	382	318	695	628	67
2017-18	615	352	263	680	606	74
2018-19	611	335	276	741	682	59
2019-20	712	381	331	651	590	61
2020-21	513	282	231	502	441	61
Total	**3151**	**1732**	**1419**	**3269**	**2947**	**322**

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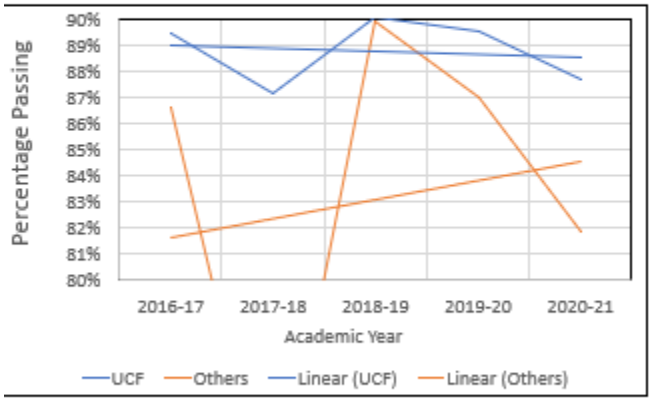
Student Success Rates

- **MCB 3020** (General Microbiology)
- Pre-Req. **CHM 2210** (Organic Chemistry I)



Comments

- Gap decreases
- Transfer students – higher success

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	296	159	137	1097	981	116
2017-18	230	136	94	1041	907	134
2018-19	248	131	117	1125	1013	112
2019-20	310	166	144	1068	956	112
2020-21	178	98	80	725	636	89
Total	**1262**	**690**	**572**	**5056**	**4493**	**563**

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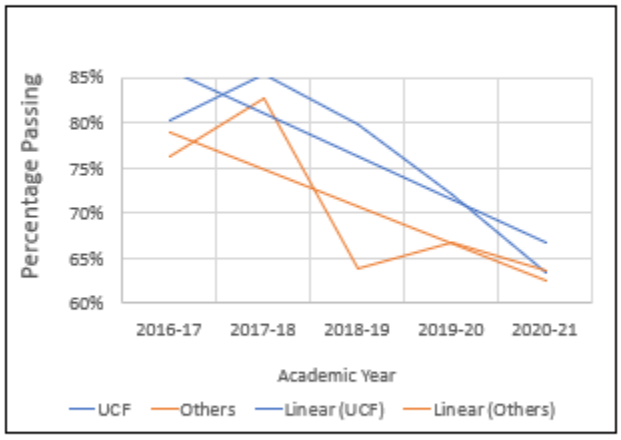
Student Success Rates

- **ECO 3101** (Intermediate Microeconomics)
- Pre-Req. **ECO 2013** (Principles of Macroeconomics)

Courses not included in the alignment



Comments

- Almost constant gap
- Success significantly lower for all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	28	20	8	56	45	11
2017-18	73	59	14	117	100	17
2018-19	70	42	28	114	91	23
2019-20	83	54	29	100	72	28
2020-21	52	29	23	90	57	33
Total	**306**	**204**	**102**	**477**	**365**	**112**

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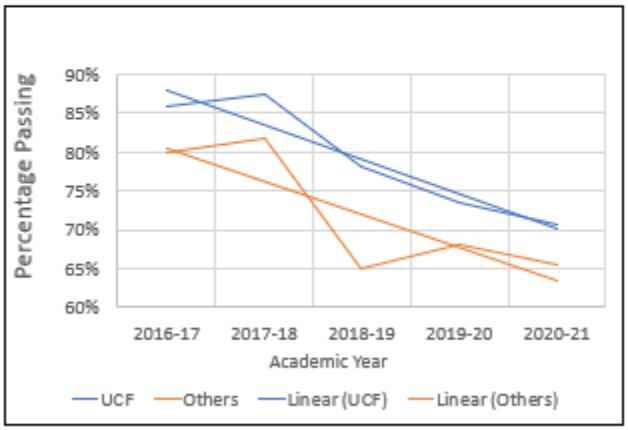
Student Success Rates

- **ECO 3101** (Intermediate Microeconomics)
- Pre-Req. **ECO 2023** (Principles of Microeconomics)

Courses not included in the alignment



Comments

- Constant gap
- Lower success for all students

Prerequisite Transferred From Another Institution				UCF		
Year	Tot	ABC	DWF	Tot	ABC	DWF
2016-17	31	23	8	64	55	9
2017-18	63	50	13	135	118	17
2018-19	58	36	22	146	114	32
2019-20	79	52	27	132	97	35
2020-21	49	28	21	109	77	32
Total	**280**	**189**	**91**	**586**	**461**	**125**

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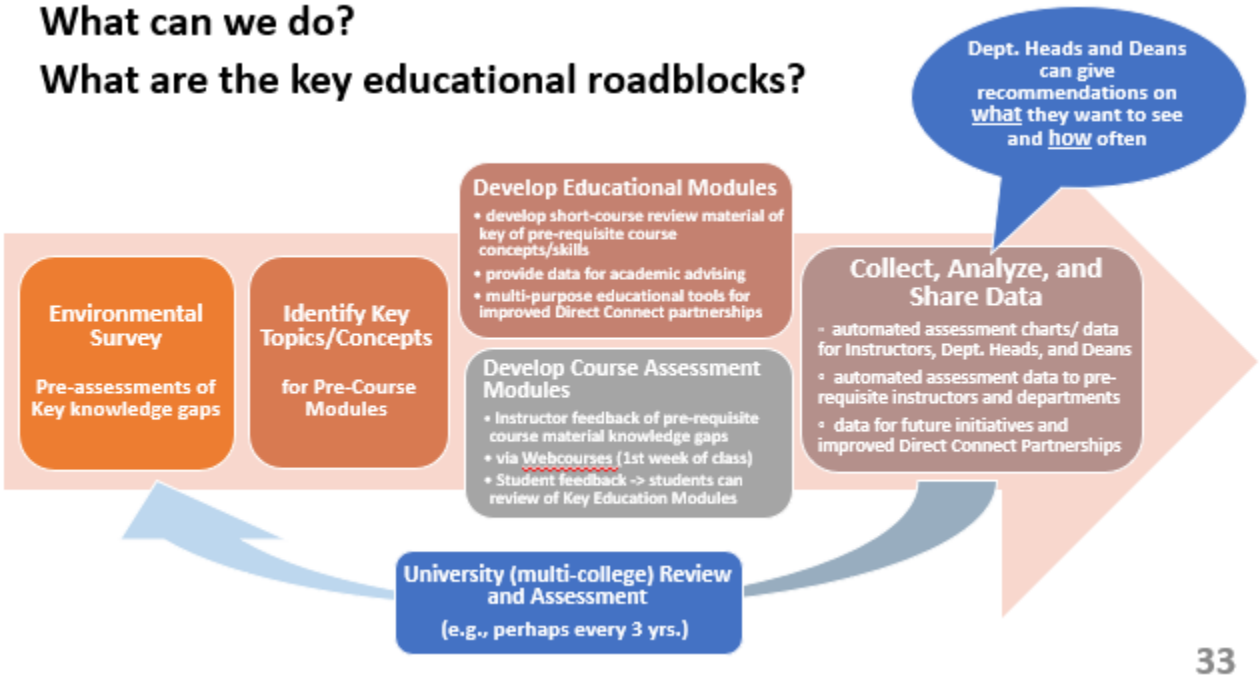
What can we do?
What are the key educational roadblocks?



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What can/should we do? What are the key educational roadblocks?

Prospective Plan/Vision

1. **Environmental Survey (Pre-assessments of Key knowledge gaps)**
   - requires concerted feedback from everyone
2. **Identify Key Topics/Concepts for "Short-Course" Modules**
   - again, concerted feedback (& should support ABET process)

3a. Develop these Educational Modules

3b. Develop corresponding "pre-req" Course Assessment Modules

4. **Collect, Analyze, and Share Data**
   - What do we produce (for automated feedback)?
   - How do we make decisions? - based on "Pre-Req. Assessments vs. Student Outcome Statistics"

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Thank You!

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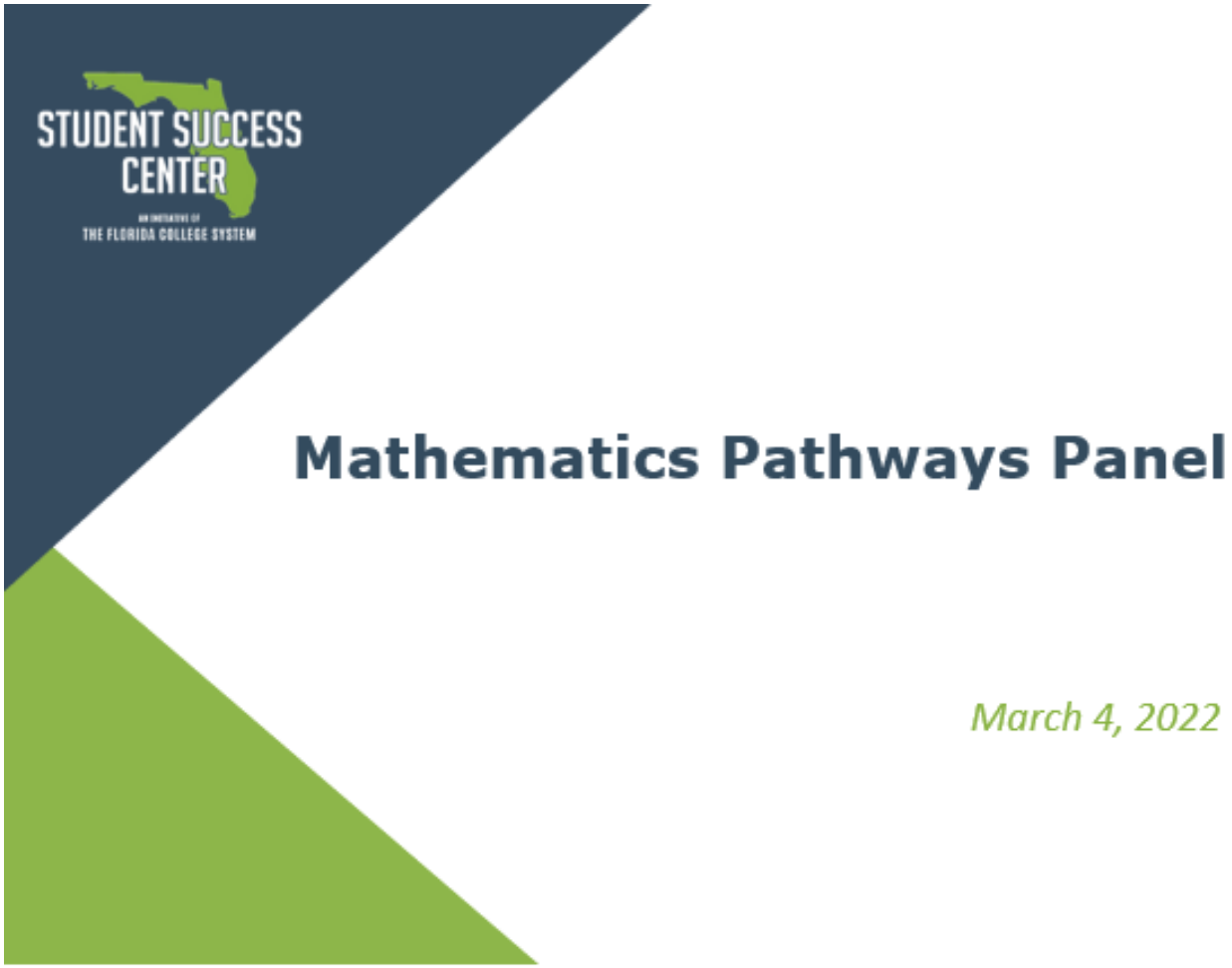
Abbey Ivey, Florida Student Success Center
Rachid Ait Maalem Lachen, University of Central Florida
Julie Phelps, Valencia College
Tommy Minton, Seminole State College

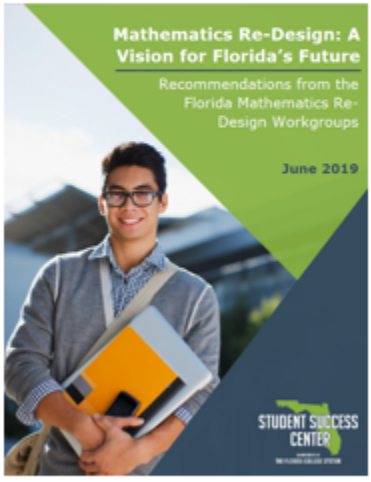


What is the Florida Student Success Center?

- Supports Florida's 28 state colleges' efforts to develop student-centered pathways and increase student completion rates
- The 15th state to join the national Student Success Network
- Launched in 2018 in partnership with
  - Jobs For the Future
  - Helios Education Foundation
  - Florida College System Foundation

Florida Mathematics Re-Design Recommendations

- Culmination of the year-long Florida Mathematics Re-Design Initiative
- Includes 11 recommendations for state policy, institutional policy and evidence-based practices designed for scale
- One of the recommendations was to "create common mathematics pathways by aligning mathematics courses to programs, meta-majors and careers in Florida"



Mathematics Pathways Legislation

- The pathways recommendation is reflected in SB 366 from the 2021 legislative session
- The bill states:

  To facilitate seamless transfer of credits, reduce excess credit hours, and ensure students take the courses needed for their future career, the articulation agreement must establish three mathematics pathways for students by aligning mathematics courses to programs, meta-majors, and careers. A representative committee consisting of State University System faculty, faculty of career centers established under s. 1001.44, and Florida College System institution faculty shall collaborate to identify the three mathematics pathways and the mathematics course sequence within each pathway which align to the mathematics skills needed for success in the corresponding academic programs and careers.

Committee Details

- Members of the committee have been collaborating since fall 2021 to identify the three mathematics pathways and corresponding course sequences.
- The committee is composed of:
  - 8 members representing the State University System (SUS)
  - 8 members representing the Florida College System (FCS)
  - 2 members representing the school district career centers
  - 1 non-voting member who serves on the Articulation Coordinating Committee - Dr. Kathleen Ciez-Volz

Timeline

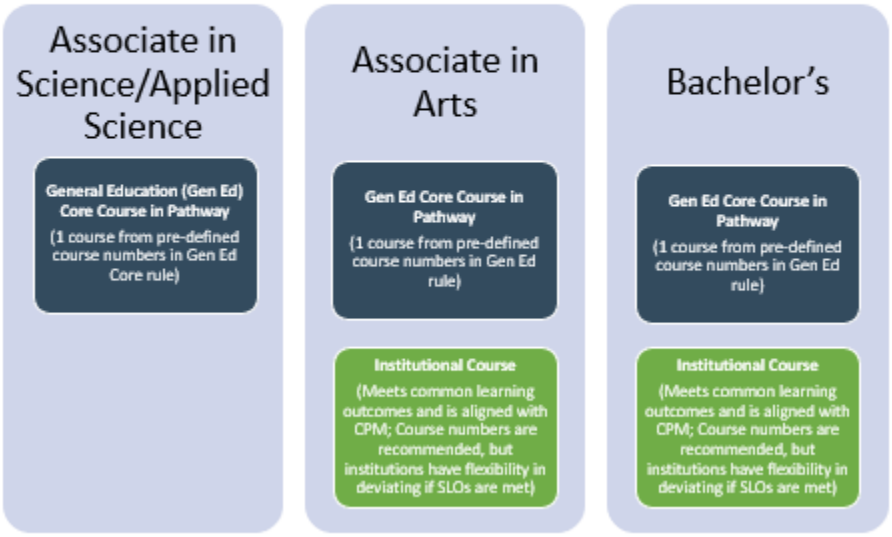
Activity	Expected Timeline
Committee finalizes mathematics pathways and course sequences	April 2022
ACC considers proposed mathematics pathways and course sequences	May 2022
Florida Department of Education (FDOE) initiates rule development process/Office of the Board of Governors (BOG) initiates regulation development process to incorporate math pathways	June-July 2022
State Board of Education/Florida Board of Governors considers mathematics pathways rule/regulation revisions	August 2022
FDOE/BOG notify institutions and provide technical assistance	August 2022
Mathematics pathways effective for entering students in associate and baccalaureate degree programs	2023-24 academic year

Status Update

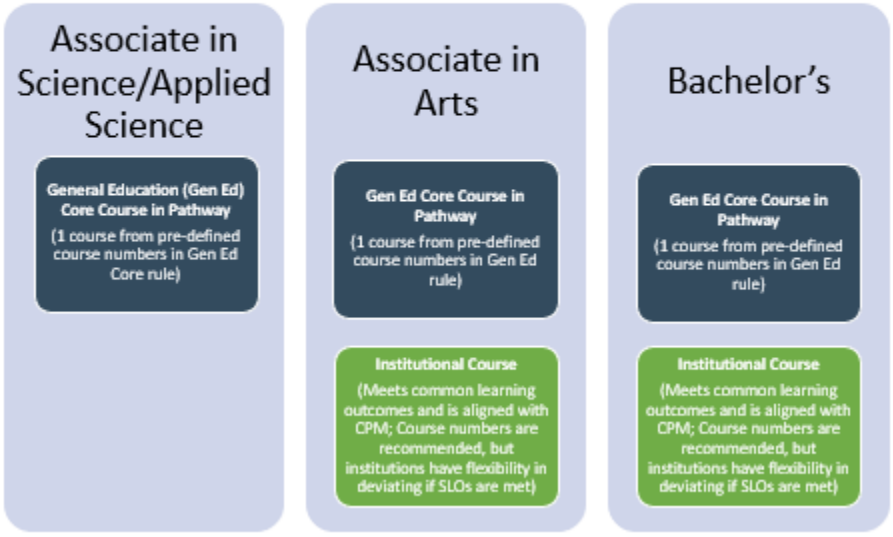
- The committee has identified the three pathways*:
  - Algebra through Calculus
  - Statistical Reasoning
  - Mathematical Thinking in Context
- Committee members are currently working on identifying the student learning outcomes and courses that will be associated with each pathway

*Pathway names subject to change pending committee discussions

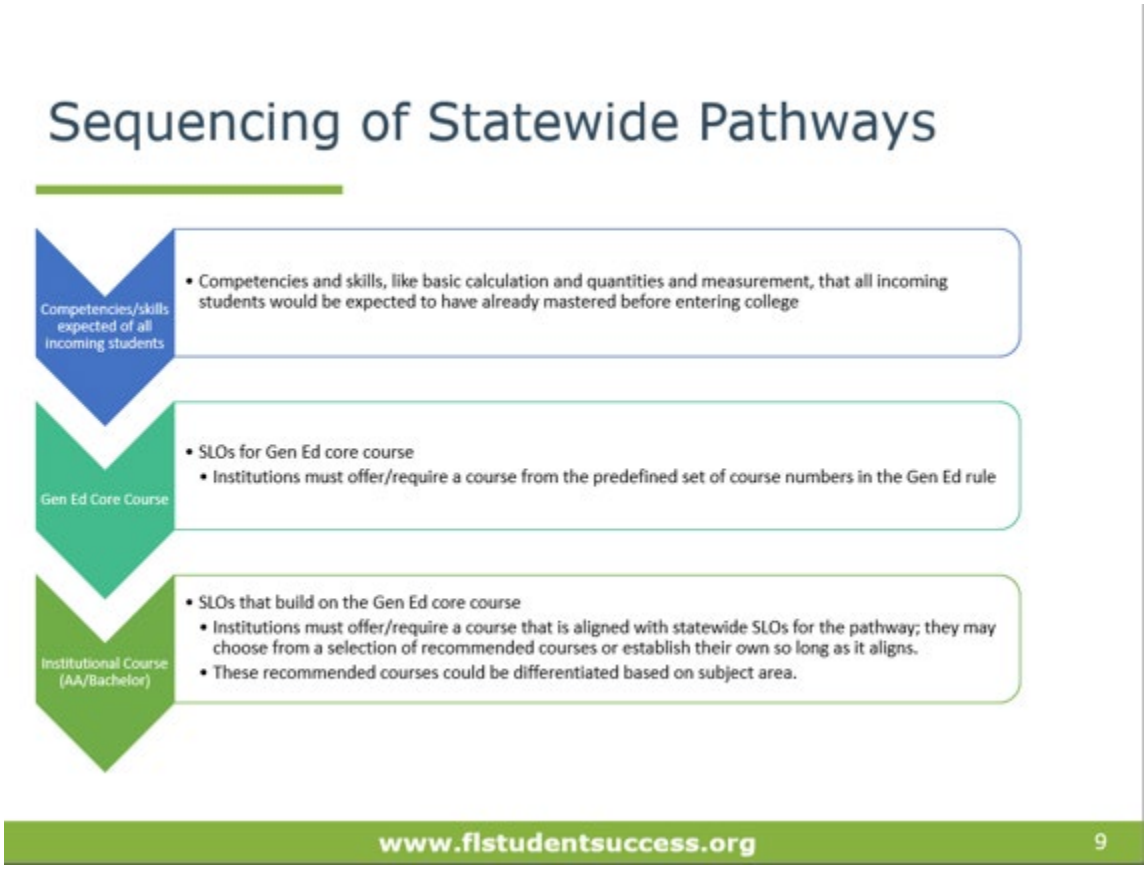
Scope of Statewide Pathways



Scope of Statewide Pathways



www.flstudentsuccess.org 8


Sequencing of Statewide Pathways
Competencies/skills expected of all incoming students
• Competencies and skills, like basic calculation and quantities and measurement, that all incoming students would be expected to have already mastered before entering college
Gen Ed Core Course
• SLOs for Gen Ed core course
• Institutions must offer/require a course from the predefined set of course numbers in the Gen Ed rule
Institutional Course (AA/Bachelor)
• SLOs that build on the Gen Ed core course
• Institutions must offer/require a course that is aligned with statewide SLOs for the pathway; they may choose from a selection of recommended courses or establish their own so long as it aligns.
• These recommended courses could be differentiated based on subject area.
www.flstudentsuccess.org
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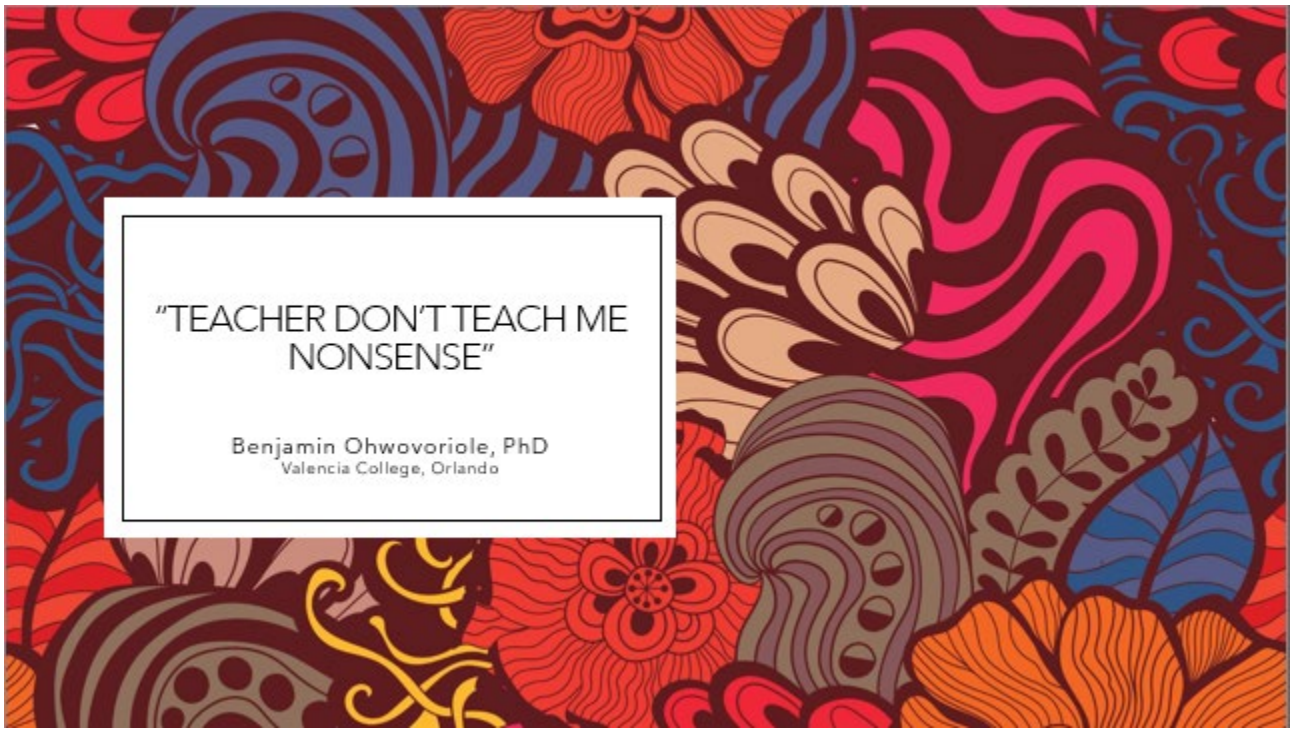
Benjamin Ohwovoriole, Valencia College



Part I:
About the title of this presentation

- The expression is Fela's!
  - "Teacher don't teach me nonsense" is the title of a song he released in 1986
  - Fela was the creator of Afrobeat
  - Randall F. Grass described him as one of Africa's most "challenging and charismatic music performers".
- Why Fela is referenced
  - Music is an integral aspect of my teaching practice
  - For this discourse, Fela's words are germane

3

STILL ON BACKGROUND

- **2012:** I started teaching Freshman Composition at Valencia College
- **2018:** I was credentialed to teach International Relations and U.S. Government, too.

Part II:
Colleagues' perspectives

- When asked to explain how they determine which academic style guide(s) to teach in ENC 1101 and ENC 1102, three colleagues provided the following responses:
  - **Response 1:** "MLA has traditionally been the citation format used by English and humanities classes. I used it in my own college education and have taught it for my entire career."
  - **Response 2:** "Most general education classes, outside of the sciences, tend to use MLA, so MLA is utilized in both my 1101 and 1102 classes to foster congruency."
  - **Response 3:** "MLA is for English."

Goals of Action Research

- To justify why English faculty in American colleges, who are entrusted with the teaching of Freshman Composition courses, should not be biased towards the MLA
- Because data from Action research demonstrate that there is a need currently overlooked by English faculty.

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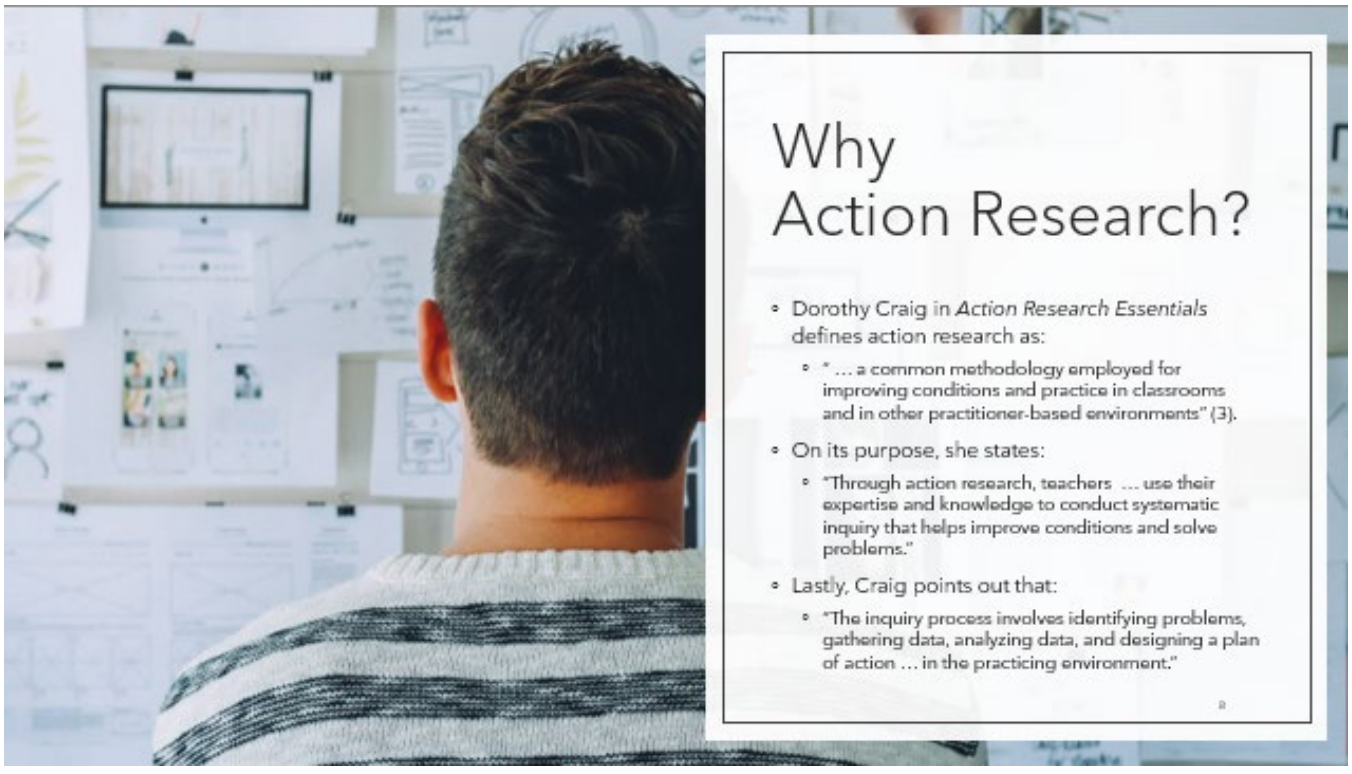

Why Action Research?

- Dorothy Craig in *Action Research Essentials* defines action research as:
  - " … a common methodology employed for improving conditions and practice in classrooms and in other practitioner-based environments" (3).
- On its purpose, she states:
  - "Through action research, teachers … use their expertise and knowledge to conduct systematic inquiry that helps improve conditions and solve problems."
- Lastly, Craig points out that:
  - "The inquiry process involves identifying problems, gathering data, analyzing data, and designing a plan of action … in the practicing environment."

8

RESEARCH QUESTION THAT INFORMED INQUIRY

Will teaching APA Style in ENC with active learning opportunities improve students' ability to apply correctly the APA style?

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Methodology

- Research employed qualitative method
- Data for this action research derived from:
  - Interview responses
  - Observations
  - Survey responses
  - Journal entries
  - Documented research essay
  - Used Test Group and Control Group

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My role in this action research

- Participant Observer
  - Takes part in all the activities in the environment being studied and interacts naturally with subjects in the environment
- Researcher-as-instrument
  - Relies on expertise, draw on experience, and use research skills in an unbiased manner in tasks such as conducting interviews and recording notes during observations

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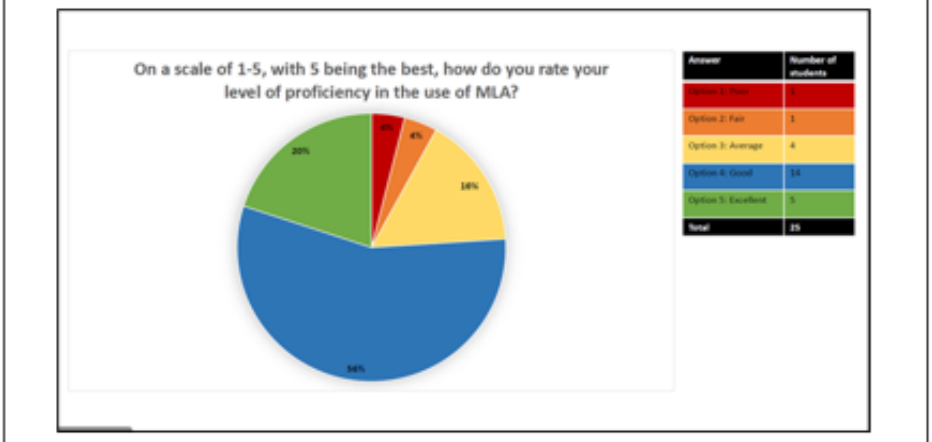

Quantifiable data collected from INR 2002

- How do you rate your level of proficiency in the use of MLA?
  - 20% = Excellent
  - 56% = Good
  - 16% = Average

- In this cohort, only 8% would have performed in a not too satisfactory way.

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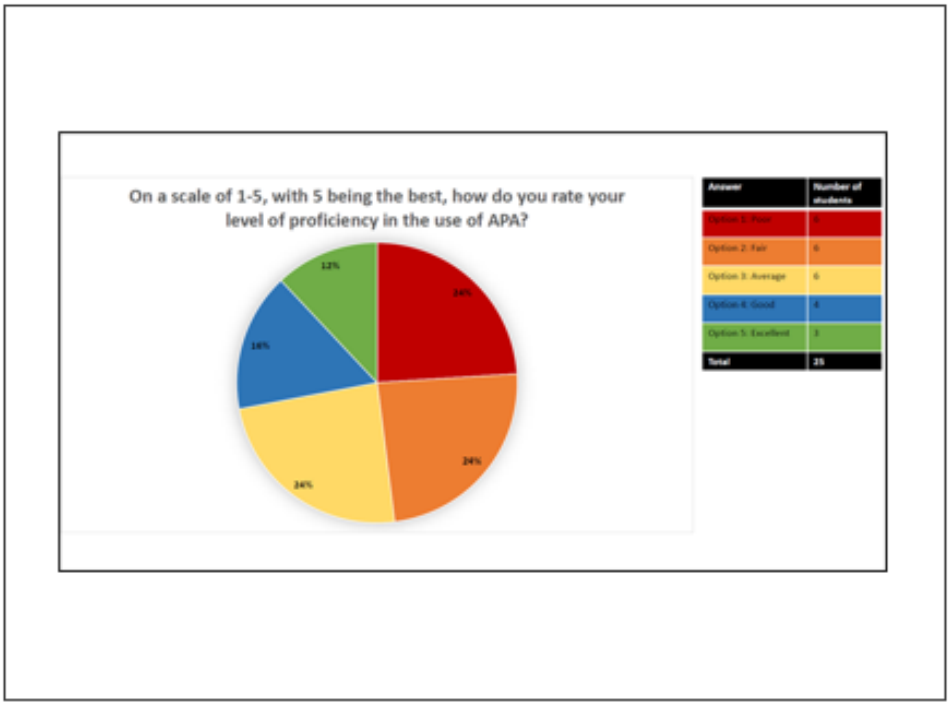

Quantifiable data collected from INR 2002

- How do you rate your level of proficiency in the use of APA?
  - 12% – Excellent
  - 16% – Good
  - 24% – Average
  - In this cohort, only 48% would have performed in a not too satisfactory way using APA.
- That is a significant number when contrasted with the 8% for MLA

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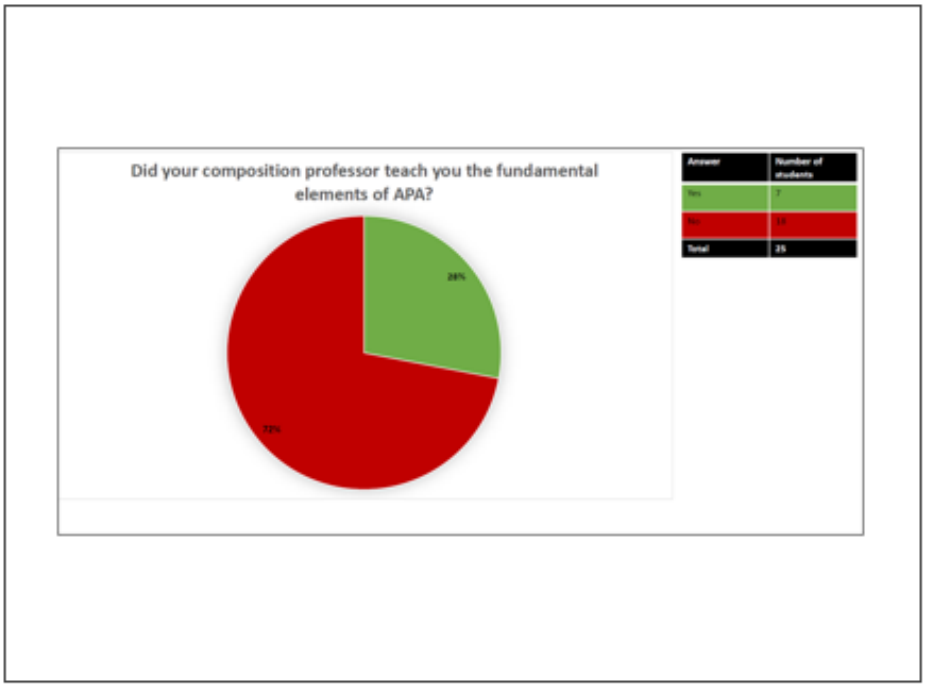

Quantifiable data collected from INR 2002

- Yes: 28%
- No: 72%
- Assumption: Based on the interview with my ENC students:
  - More students in ENC require APA
  - More students have not been prepared in ENC to use APA correctly.

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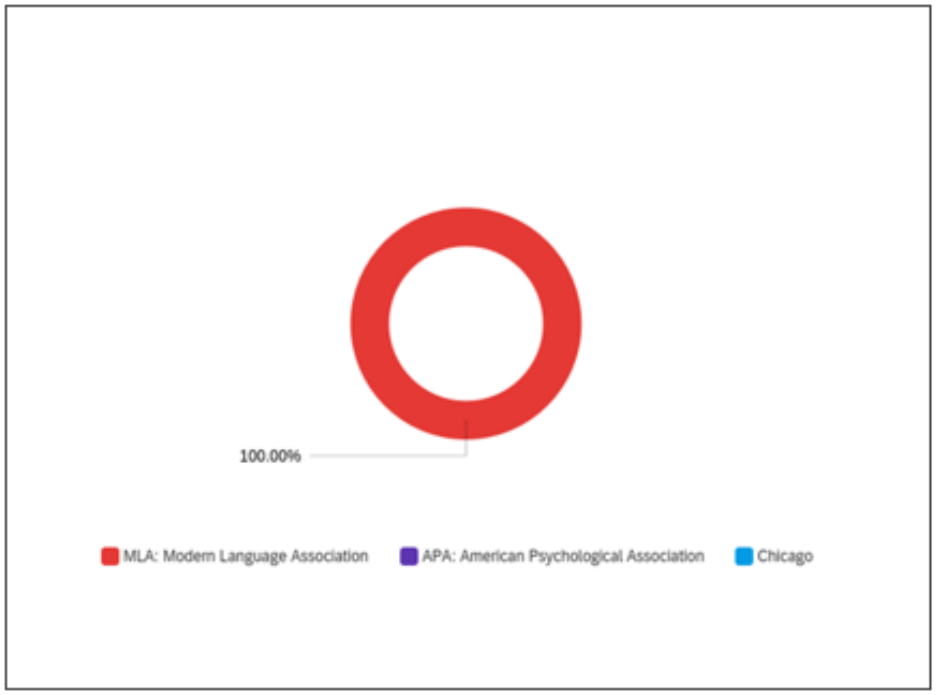

English faculty

- Which academic style guide(s) do you teach in ENC 1101? Choose the ones you teach from the following list:

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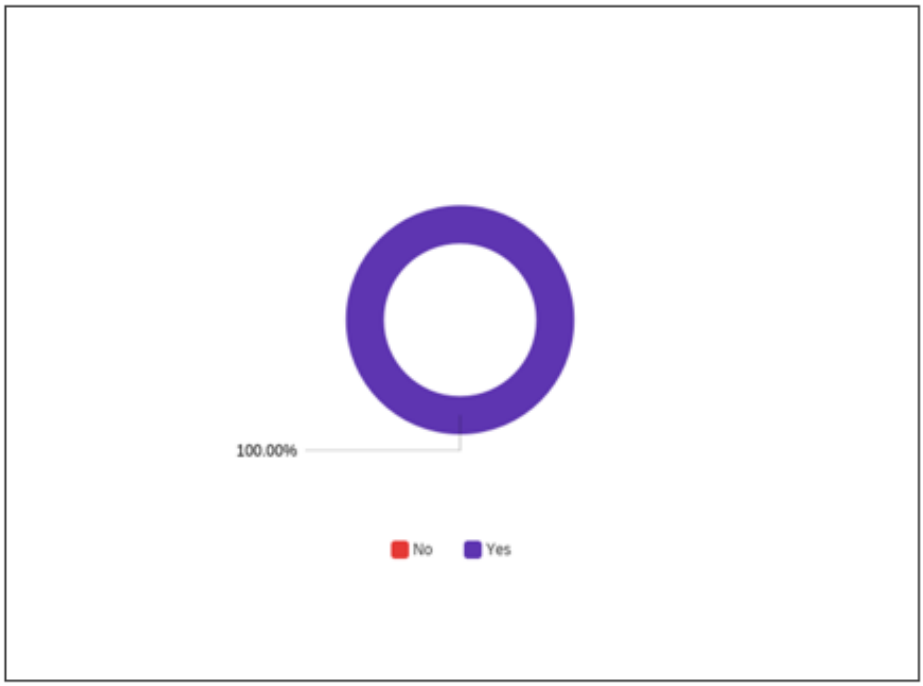

English faculty

- Do you teach the same academic style guide(s) in ENC 1102?
- From both responses
  - MLA is king!
  - But we do have in our diverse student populace with various academic disciples.
  - Some would want to study:
    - sociology
    - psychology
    - medicine
    - social work
    - Engineering
    - Not everyone would become an English major!

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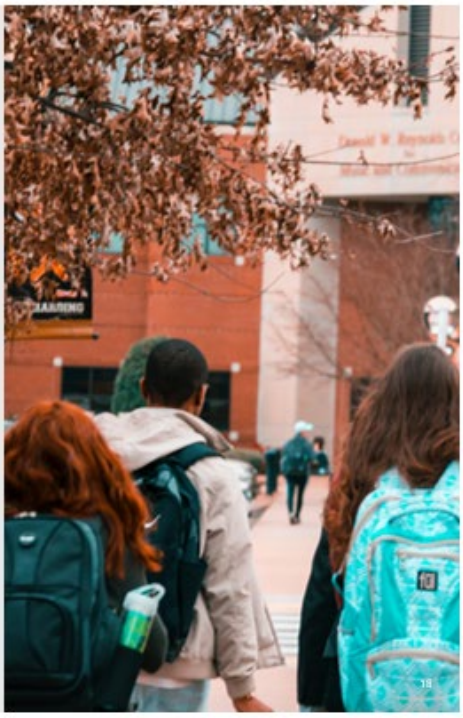
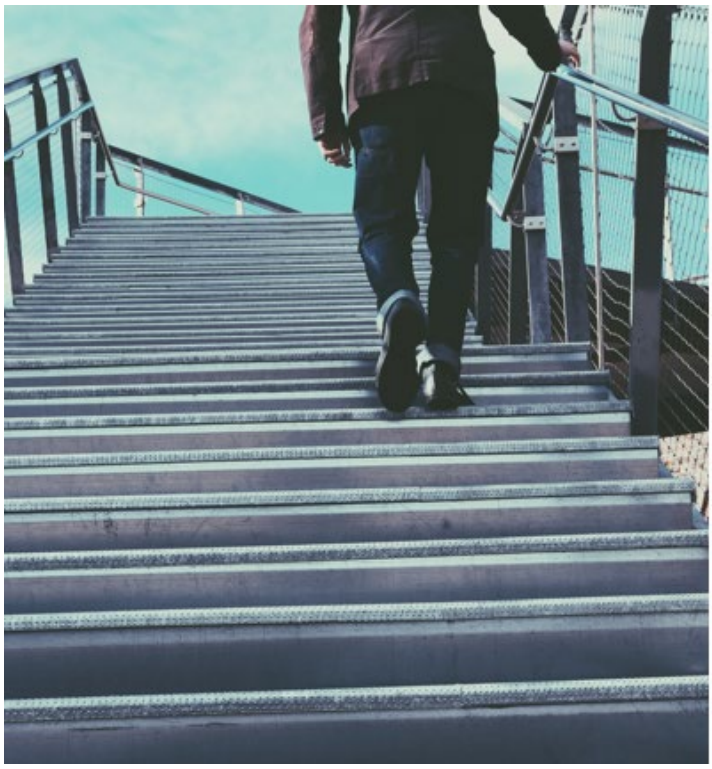
Disturbing trend

- Privileging MLA is a disturbing trend
  - Colleges and programs are now taking steps to redress the situation
  - Few years ago, Northern Kentucky University introduces a course, Writing in Psychology
  - I heard from an authoritative source that one of the colleges in Florida is thinking of introducing a writing course in its Nursing program
  - What does this mean?
    - English courses are failing in their purpose

Student Learning Outcome + Performance Indicators

- Student Learning Outcome
  - Students will correctly apply the APA style.
- Performance Indicators
  - A. Students will correctly format a paper in APA Style.
    - 1) Students will correctly apply paper elements and format to the following:
      - a) Student Title Page
      - b) Paper Format
      - c) Paper Organization
  - B. Students will correctly apply APA in-text citations formats.
  - C. Students will correctly apply APA documentation formats on Reference page.





Teaching Strategies

- **Step 1:** I conducted a background knowledge probe with a survey during the first week of the term
  - Quantify the number of students in this study who had received prior instruction in the APA format or otherwise.
  - Collect data used in measuring the confidence level of the students prior to designed intervention activity for ARP.
- **Step 2:** I provided a very limited instruction on APA style of documentation to the Test Group because some of the students were actively searching for learning materials online
- **Step 3:** For their first formative assessment activity, I asked students in both groups to format a title page using the 7th edition of the APA Style and write an abstract
- **Step 4:** I distributed the written assignments from Step 3 among the students in the Test Group for peer review activity
- **Step 5:** Building on the knowledge garnered from Steps 2, 3 and 4, I instructed the students in both groups to improve the quality of their title page and abstract as informed by the feedback they received from their peers. Thereafter, I directed them to write a diagnostic essay
- **Step 6:** I paired students in the Test Group and, in small groups, they workshopped and peer reviewed their respective diagnostic essay
  - After this activity, I conducted a self-confidence survey
- **Step 7:** I provided the students with additional online resources on APA Style. This was the alternative to lectures in a traditional classroom setting

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Assessment Strategies

- Formative Assessment: Pre-Intervention Survey
- Formative Assessment: Pre-Intervention – Peer Review Activity I
- Formative Assessment: Pre-Intervention – Post Peer Review Activity I Survey
- Formative Assessment: Pre-Intervention – Peer Review Activity II
- Formative Assessment: Pre-Intervention – Post Peer Review Activity II
- Formative Assessment: Post Intervention – Peer Reviewed Core Essay
- Summative Assessment: Graded Core Essay – with my comments
- Summative Assessment: Test Group Reflective Journal
- Summative Assessment: Final Essay

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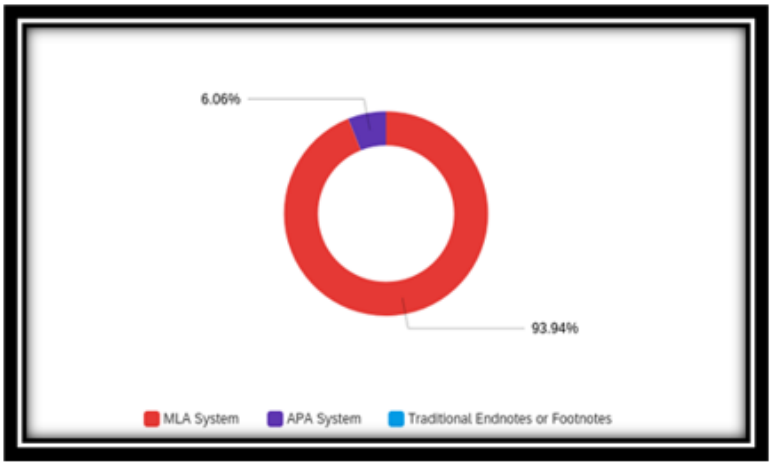

TEST GROUP: BACKGROUND KNOWLEDGE PROBE

MLA Instructions: 94% of the respondents indicated that they had received instruction in MLA while only

APA Instructions: 6% said that they had previously received instruction on APA style.

Observation: A significant number of participants in the Test Group might benefit from the planned intervention activities

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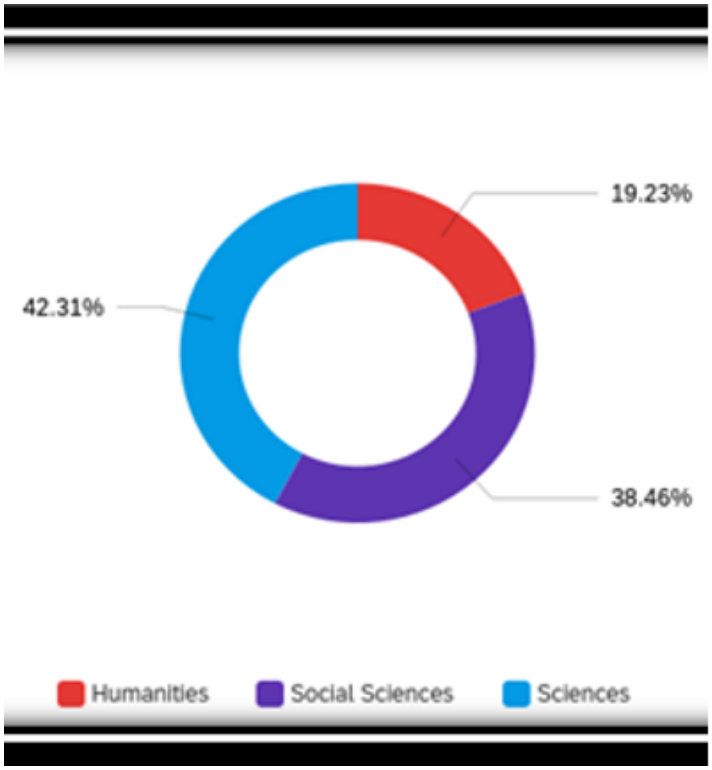
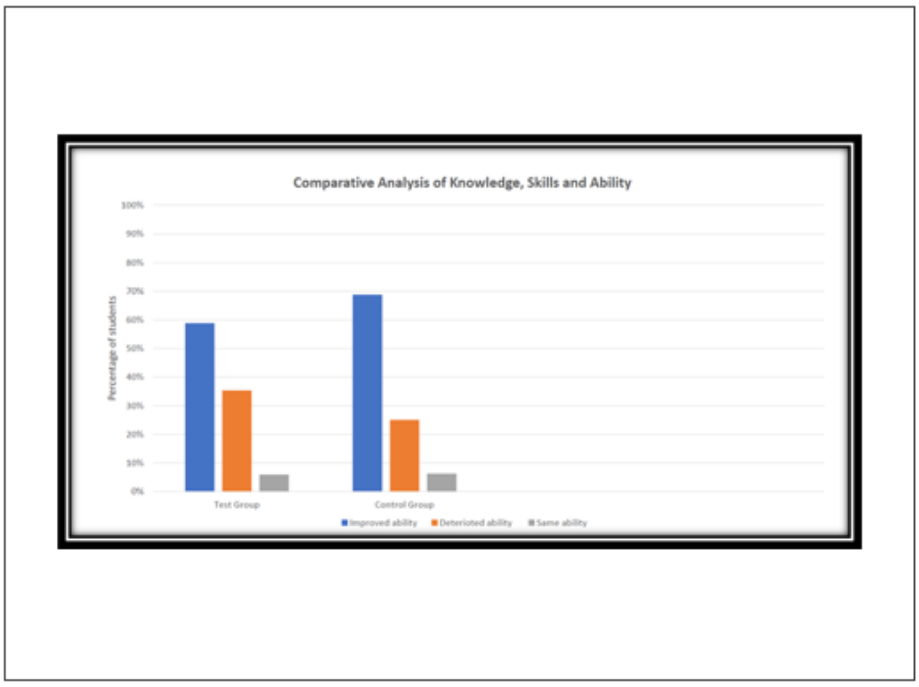


Classification: Disciplines in Test Group

- Humanities = 19%
- Social Sciences = 39%
- Sciences = 42%

Observation =81% need APA KSA

22



Comparative Analysis of ARP Groups

- 59% of Test Group improved their ability to apply correctly the APA style
- 69% of Control Group improved.
- However, **what made the intervention given to the Test Group significant and meaningful to this ARP is the fact that students in the Test Group demonstrated a higher performance level**.
  - Six students in Test Group scored the maximum grade assigned to for the APA format in the rubric (15%) whereas no one in the Control Group achieved the same level of knowledge, skills, and ability to apply correctly the APA format.
  - 94% had never received instructions on APA prior

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Deeper Learning ONLINE Needs Community

Heather Elmatti, Lake-Sumter State College

The journey is AS important AS the destination.

- JOURNEY=experience where learning occurs
- DESTINATION=learning outcome

ACTIVITY: LETTER TO SELF

Write a letter to yourself for YOUR EYES ONLY addressing the following:

- **Why are you here?**
- **What do you hope to gain from this experience?**
- **What will it take to achieve this?**

What is community?

- **Traditional understanding**
  - geographic, social system, relationship through direct association
- **Ferdinand Tönnies (1887-1957)**
  - social relationships created by an act of human will, involve whole person, interacting fully with one another
- **David McMillan & David Chavis, Sense of Community: A Definition and Theory (1986)**
  - sense of belonging, mattering, shared connection

--a group of people with a common purpose whose shared experiences or ideas result in a sense of belonging and connection—

(working definition)

What research says…

SENSE OF BELONGING =

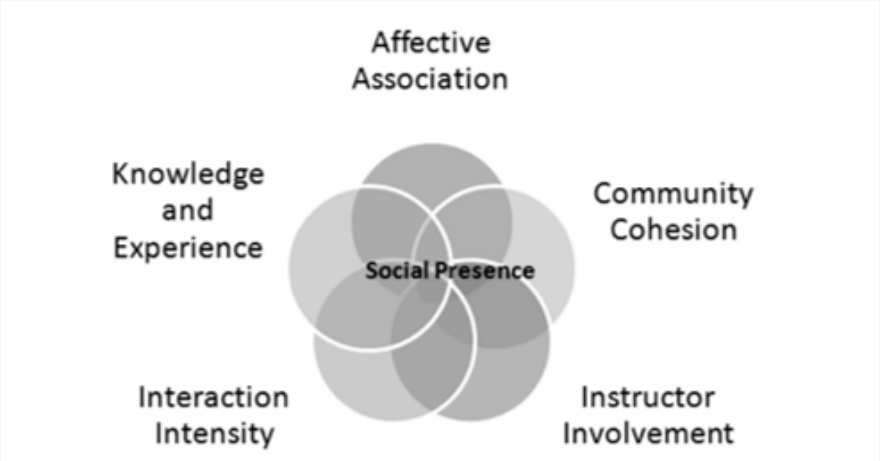
- willingness to persist to degree completion [Hausmann, Schofield & Woods 2007]
- higher level of engagement and academic performance [Williams J.D. 2000]
- higher learning outcomes (ex: motivation and lower dropout rates) [Osterman, K. F. 2000]

BUT...

How do we do this ONLINE?

Social Presence Model

--for maximizing online learning--



BREAKOUT:

--SHARE YOUR BEST PRACTICE--

In 30 seconds or less….

What have you done in your online classes to encourage:

- **INTERACTION**
- **ENGAGEMENT**
- **CONNECTION**

So how do we build community?

Community comes from:

- Beginnings & Endings
- Structure
- Culture

How to build community:

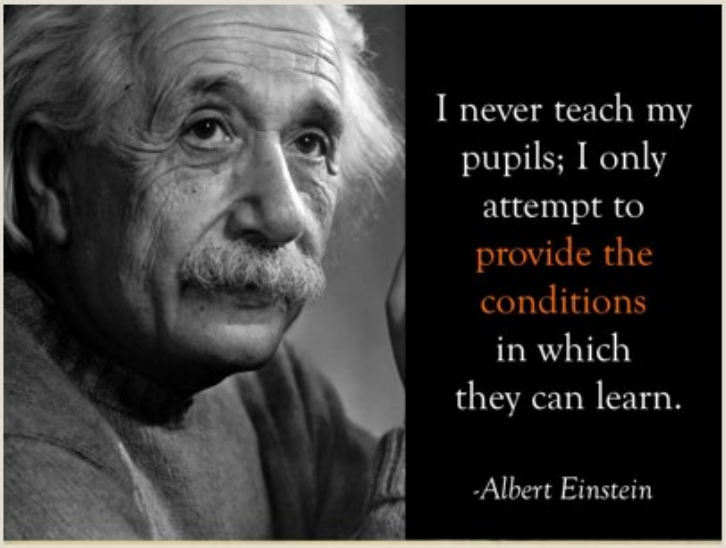
BEGINNINGS & ENDINGS

TIPS & TECHNIQUES

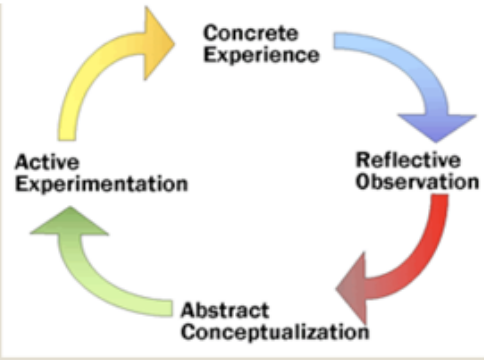
- **Begin Well**
  - Focus early on getting to know each other
  - ***Ex: Intro discussions, Show & Tell posts***
- **Share Life**
  - Acknowledge accomplishments
  - Share stories & make connections
  - Find tools to communicate with your students
  - ***Ex: Open Lecture, Experiment with social media***
- **End Well**
  - Give opportunities to reflect & share
  - ***Ex: Course wrap-ups, Learning Reflections***

How to build community:

STRUCTURE



TIPS & TECHNIQUES



- **Experiential Learning**
  - DO, reflect, apply
  - Design assignments to connect content with "real life"

- **Encourage Interaction activities**
  - Encourage interactions
  - Build in audio and video where possible to hear and see each other
  - **Ex: Group Feedback**

Click to add title

- **Engage different learning styles**
  - Model ways to engage with content via other tools
  - Seek out websites, applications, blogs, etc. to support instruction.

- **Service Learning**
  - Practical Application & learning through service
  - ***Ex: Make A Difference Strategic plan, Charity Challenge presentation***

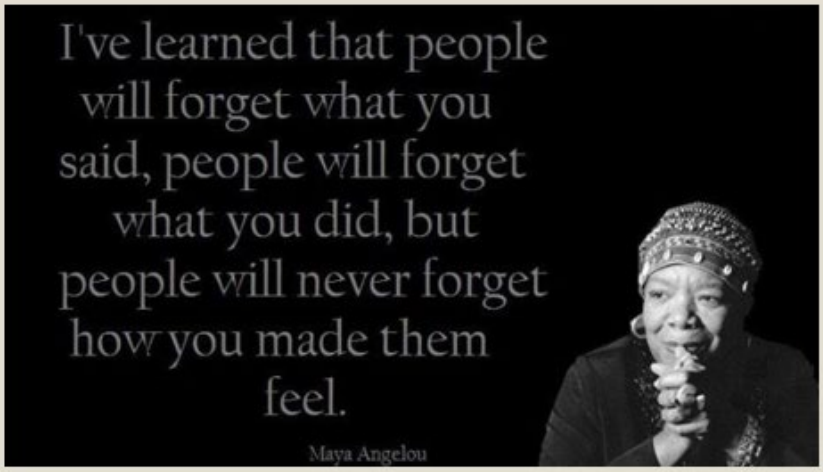
ACTIVITY: RAK

Pick a student or colleague that is in need of encouragement…

Send them a text or email.

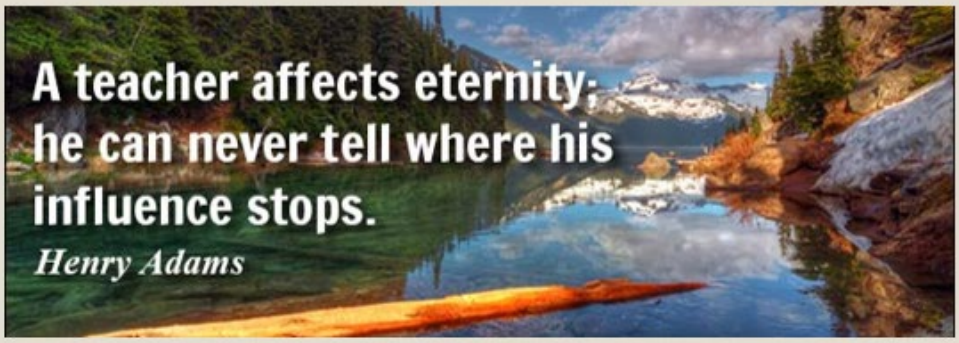
How to build community:

CULTURE



TIPS & TECHNIQUES

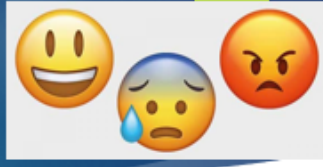
- **Culture of Kindness**
  - ***EX: RAK Projects***
- **Stretching comfort zones**
  - Provide opportunities to try new things
  - ***EX: REL 2300 Creative Project***
- **Creating a "safe" space**
  - Teach & model positive communication
  - ***EX: Positive Feedback Announcements***
- **Encourage Input**
  - Facilitate dialog & openness
  - Maintain communication & contact
  - ***EX: Encourage use of bold, underline, and appropriate emoticons in comments***



How to Get the Most from Zoom With Your Students

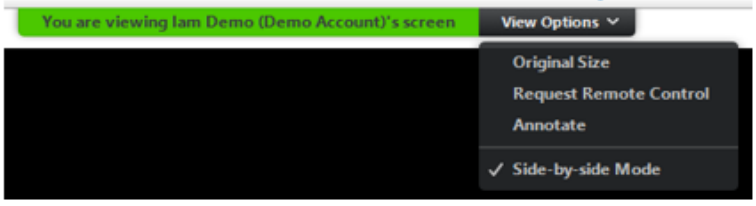
DR. JENNIFER LAWHON

First…



Describe how you feel about teaching using Zoom with one word. Write it on the white board.

(Note: Click on the tool bar and choose 'View Options' and then 'Annotate')



Second…

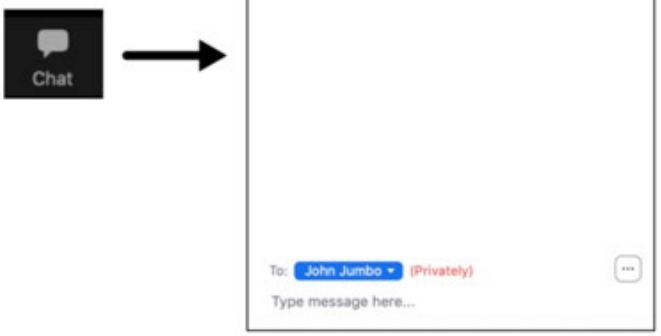
Raise your hand or give a thumbs up if…

(Note: At the bottom of your screen, click on 'Reactions' and then choose 'raise hand' or 'thumbs up')

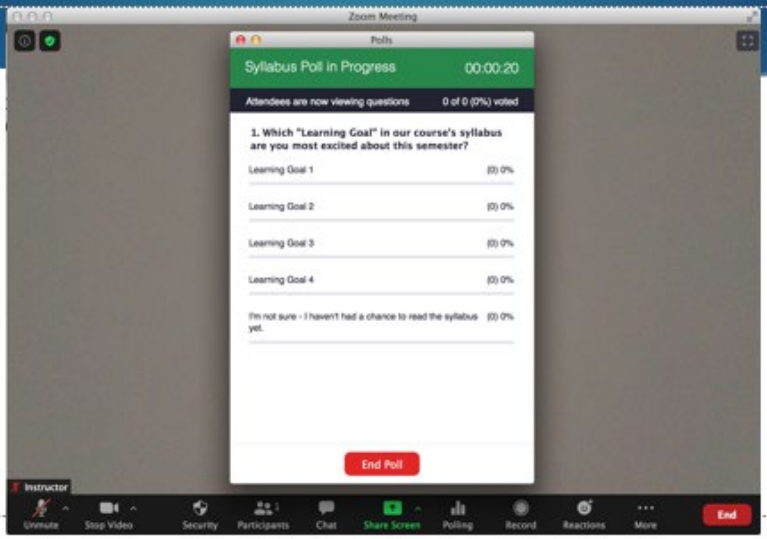
Did you know?

- You can briefly unmute yourself by pressing and holding the space bar on your keyboard? Let go and you are automatically back on mute.

Chat Feature

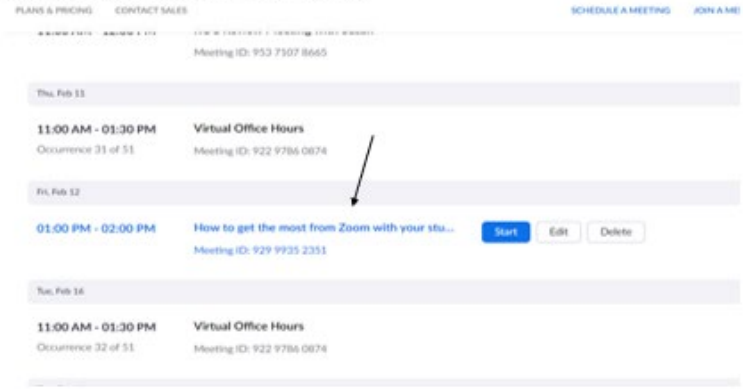


Polls



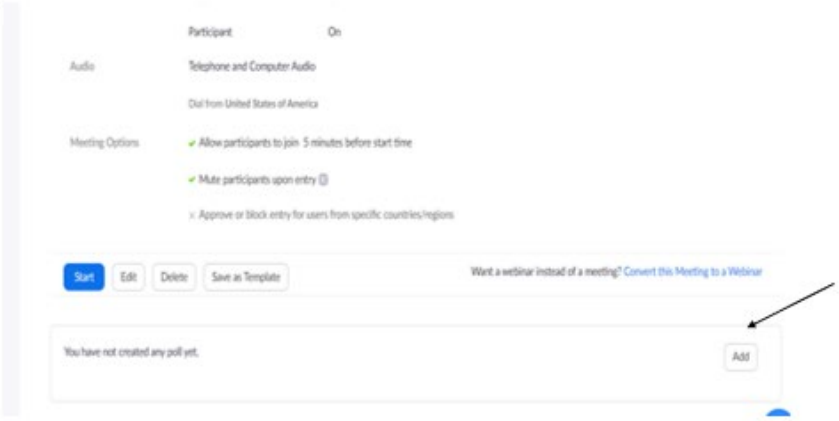
Polls

You can create polls before or during your meeting.
To create one before:



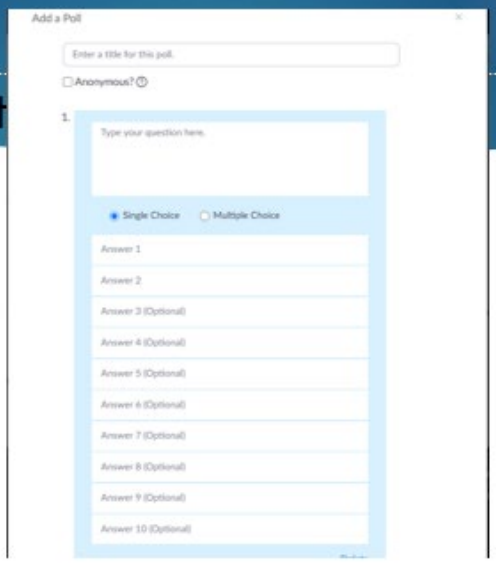
Polls

Scroll to the bottom of the meeting page and click on 'Add'



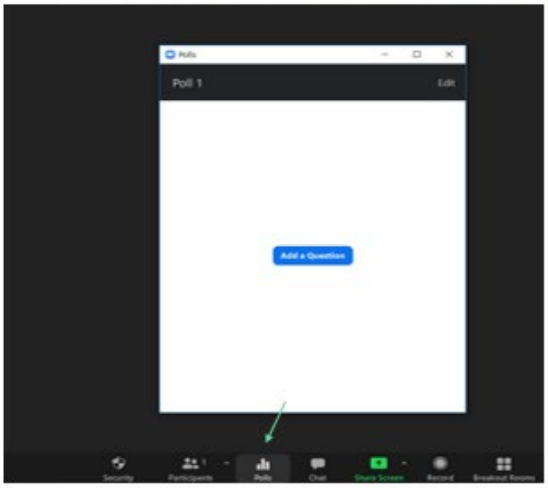
Polls

Click to add text

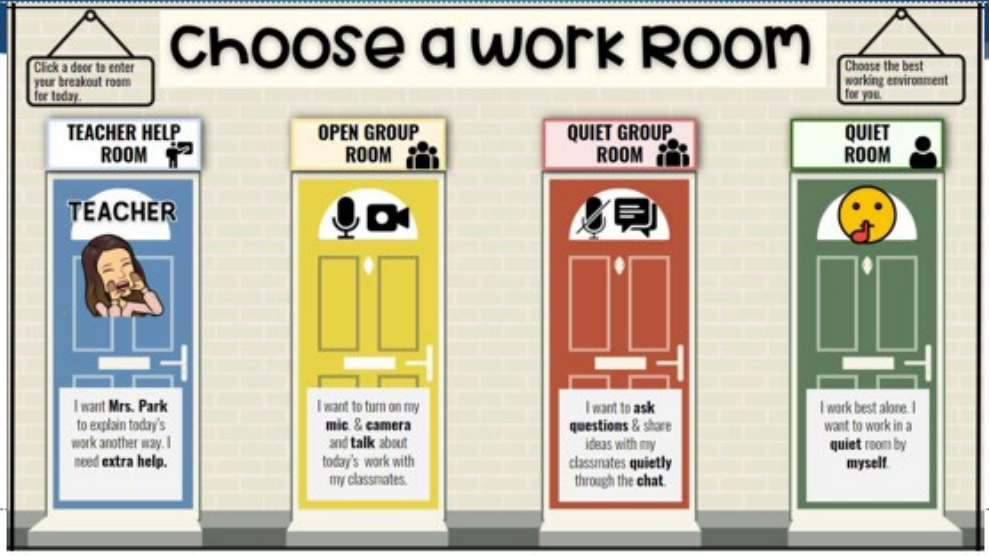


Polls

You can also create a poll during your Zoom class.

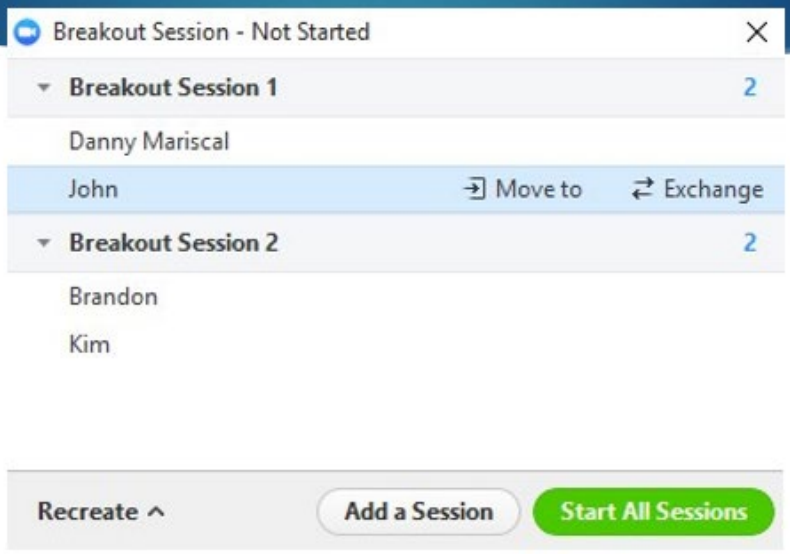


Breakout Rooms



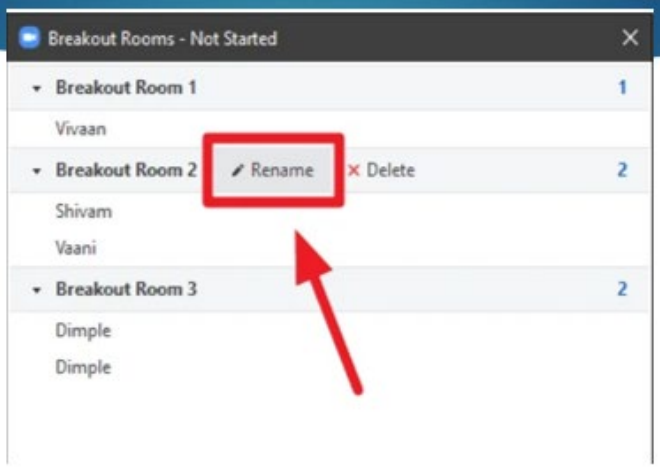
Breakout Rooms

You can....



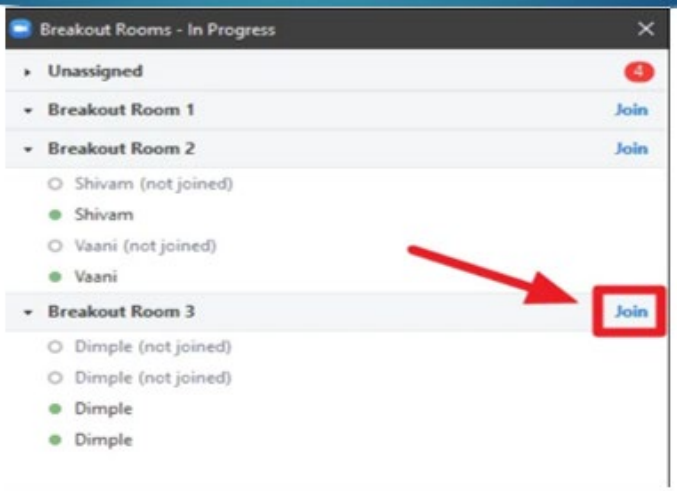
Breakout Rooms

You can....



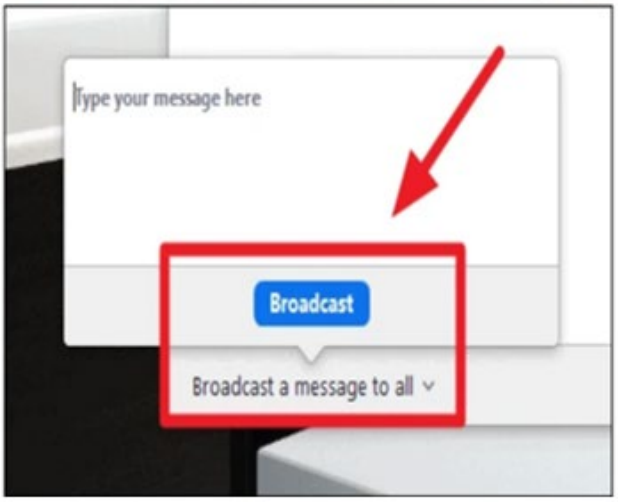
Breakout Rooms

You can....

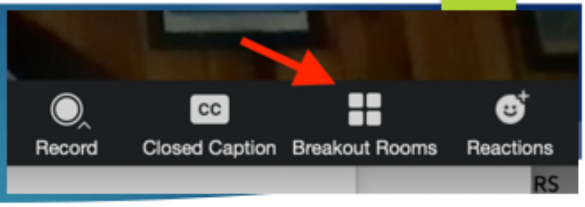


Breakout Rooms

You can....



Breakout Rooms

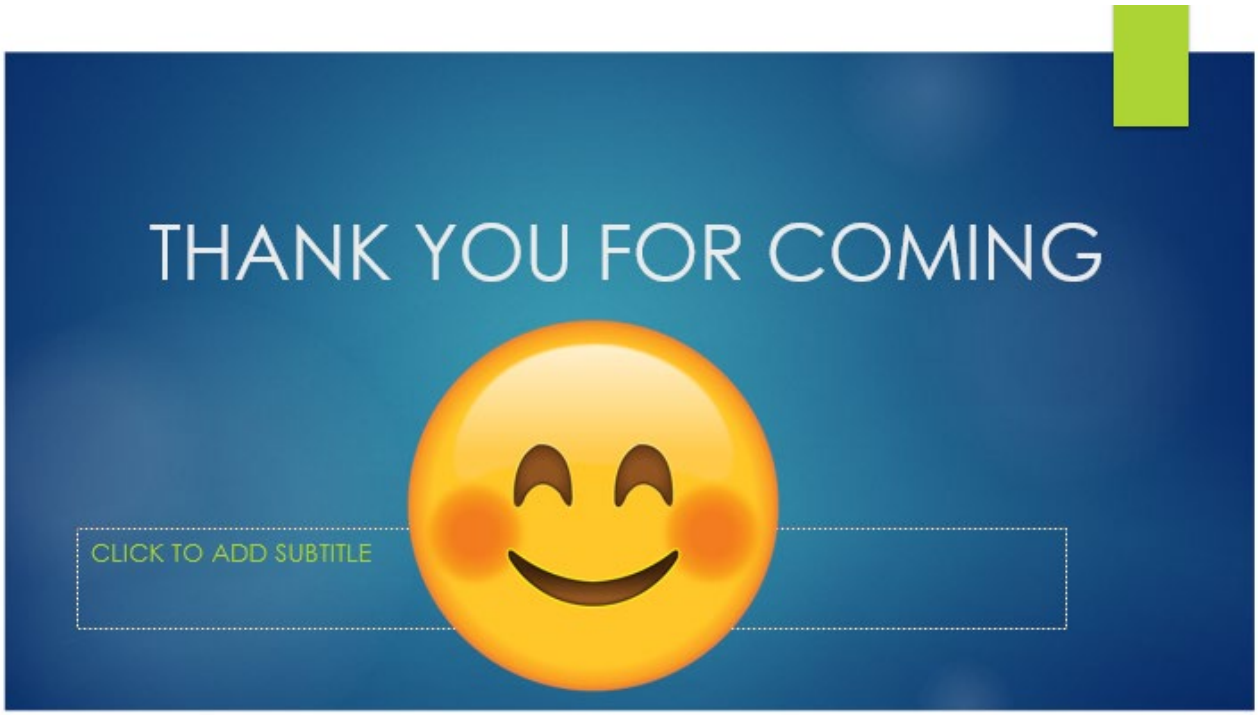


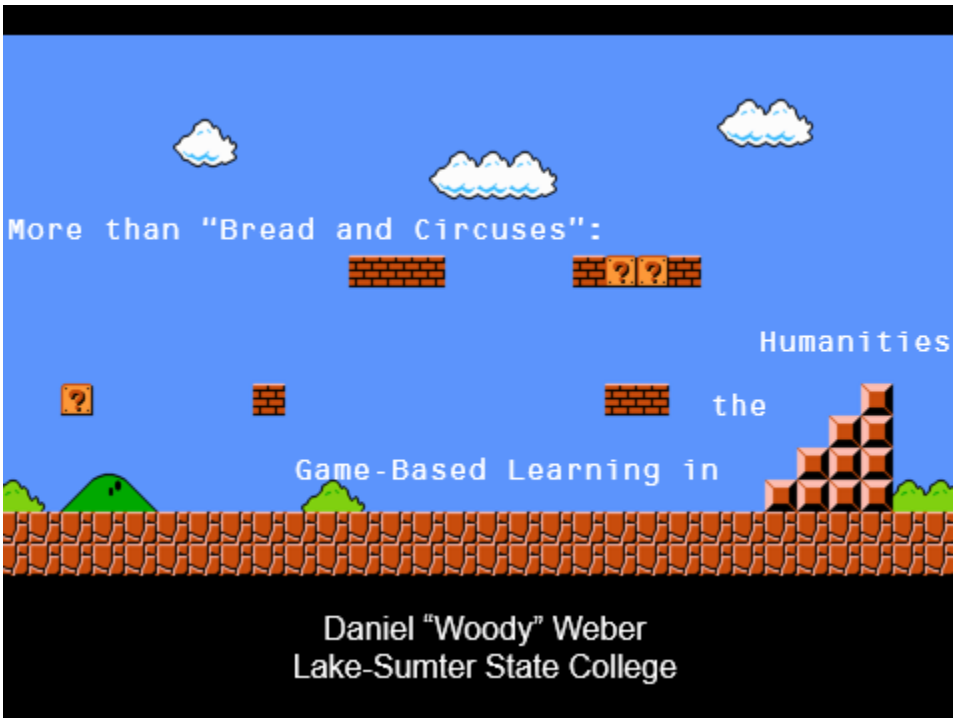
- Students work together in small groups
- Instructor can check on each group
- Students can utilize the white board or other websites
- Instructor can broadcast a message to all groups

Questions?

Resources

- https://symondsresearch.com/tips-using-zoom-online-teaching/
- https://www.weareteachers.com/zoom-for-teachers/
- https://zoom.us/docs/doc/Tip


THANK YOU FOR COMING
CLICK TO ADD SUBTITLE


More than "Bread and Circuses":
Humanities
the
Game-Based Learning in
Daniel "Woody" Weber
Lake-Sumter State College


CBS COLECO VISION
The arcade quality video game system
offers
• High quality sound and graphics.
• Game play variety for different skill levels.
• Precise control of game play through joystick controllers.
• Unique expansion capability:- 3 Expansion modules including personal computer.
CBS ELECTRONICS
HIGH RESOLUTION
CARTRIDGE INCLUDED


VIDEO GAMES
Two-thirds of Americans, 227 million, play video games. For many games were an escape, stress relief in pandemic
Mike Snider USA TODAY
Published 11:30 a.m. ET Jul. 13, 2021 | Updated 4:03 p.m. ET Jul. 13, 2021
"More than half of parents (59%) said their children played educational games and two-thirds of parents (66%) said video games made the transition to distance learning easier for their children."


Feb 16, 2022, 10:30am EST | 601 views
Gamification Versus Game-Based Learning: What Suits Your Business?
Forbes
Dmitry Baraishuk Forbes Councils Member
Forbes Technology Council COUNCIL POST | Membership (Fee-Based)
Innovation
"The statistics show that the game-based learning market is expected to rise from $3.5 billion dollars in 2018 to $24 billion by 2024."

Gamification vs. Game-Based Learning

- The two terms are often incorrectly understood as being the same thing.
- Gamification tends to employ game-design elements and principles (badging, leaderboards, quests) to encourage completion of a task or an activity.
- Game-based learning includes a game context and defined learning outcomes.

Benefits of Game-Based Learning

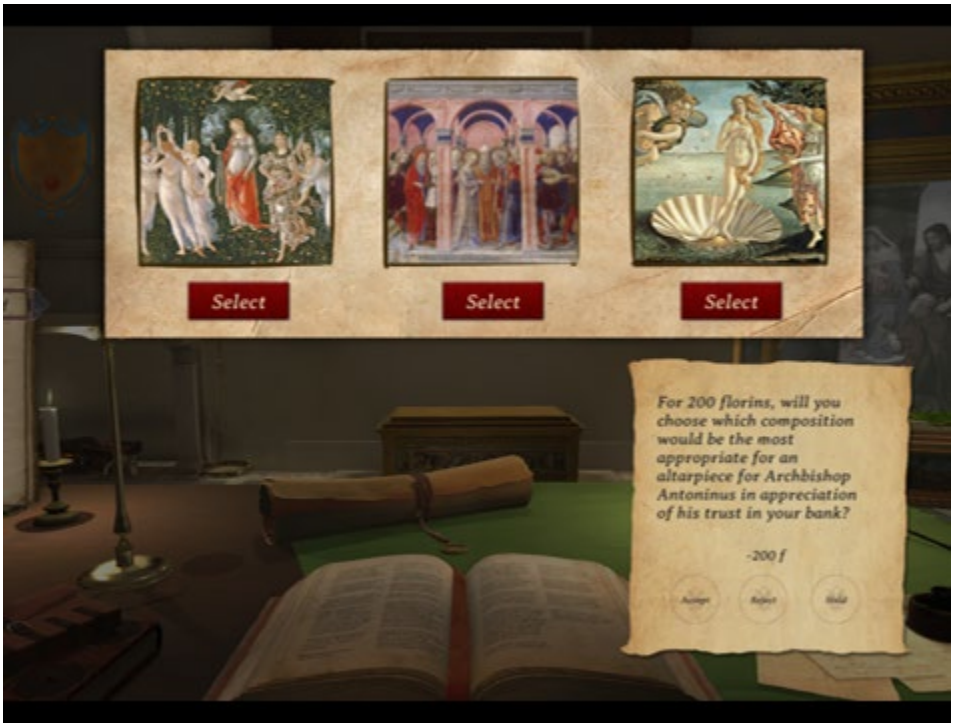
- Typically align with the principles of motivational design
- Efficacy of games with regard to engaging students
- Can add element of fun to learning

Oxford University Press. 2014.

My Game-Based Learning Investigation

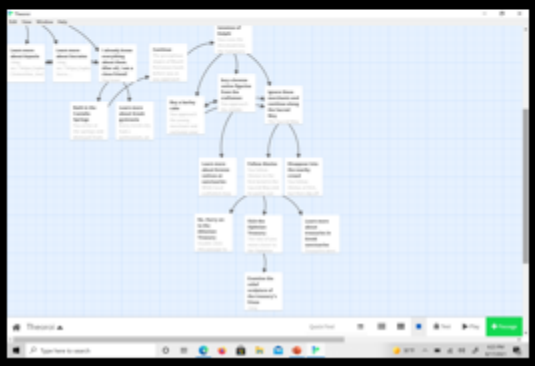
- Introduced game-based learning software into my Introduction to Humanities course sections beginning Spring 2020 semester.
- The selected software's learning objectives align with the course's student learning outcomes and course content (the Renaissance).
- The software also reinforces the HUM2020's general education competency – Analytical Thinking.
- Project was initially funded by a technology committee budget request and then a LSSC Foundation Special Project Grant.

- Students work for the Medici bank during the Italian Renaissance and build their financial empire.
- They must evaluate data to navigate the complex interrelationships between bankers, artists, wealthy patrons, and the church.



Game Design using Twine

- twinery.org
- An open-source tool for telling interactive, nonlinear stories.
- Choose Your Own Adventure!



Θεωροί (Theoroi)

- The game presents students with a narrative allowing them to explore either the Sanctuary of Olympia or the Sanctuary of Apollo at Delphi during the Classical Period of ancient Greece.
- While doing so, they would come into contact with the art and architecture found in these two panhellenic sanctuaries, fostering a greater understanding of how the works fit into ancient Greek culture.


Resources
Blumberg, Fran, ed. 2014. Learning by Playing: Video Gaming in Education. Oxford: Oxford University Press.
Gee, J.P. 2007. Good Video Games + Good Learning: Collected Essays on Video Games, Learning, and Literacy. Peter Lang.
Gee, J.P. 2007. What Video Games Have to Teach Us About Learning and Literacy. Palgrave Macmillan.
Plass, Jan, Richard Mayer, and Bruce Homer, ed. 2020. Handbook of Game-Based Learning. The MIT Press.
Squire, Kurt. 2011. Video Games and Learning: Teaching and Participatory Culture in the Digital Age. Teachers College Press.

Nicole Lapeyrouse, University of Central Florida

Lapeyrouse_CA conference.pdf (sharepoint.com)

Students' perception and engagement in STEM based courses using novel multimedia

Nicole Lapeyrouse, Ph.D.*
***email: Nicole.Lapeyrouse@ucf.edu**

University of Central Florida

1

Outline

Background

- Course content
- Statistics for online courses
- Learning theories

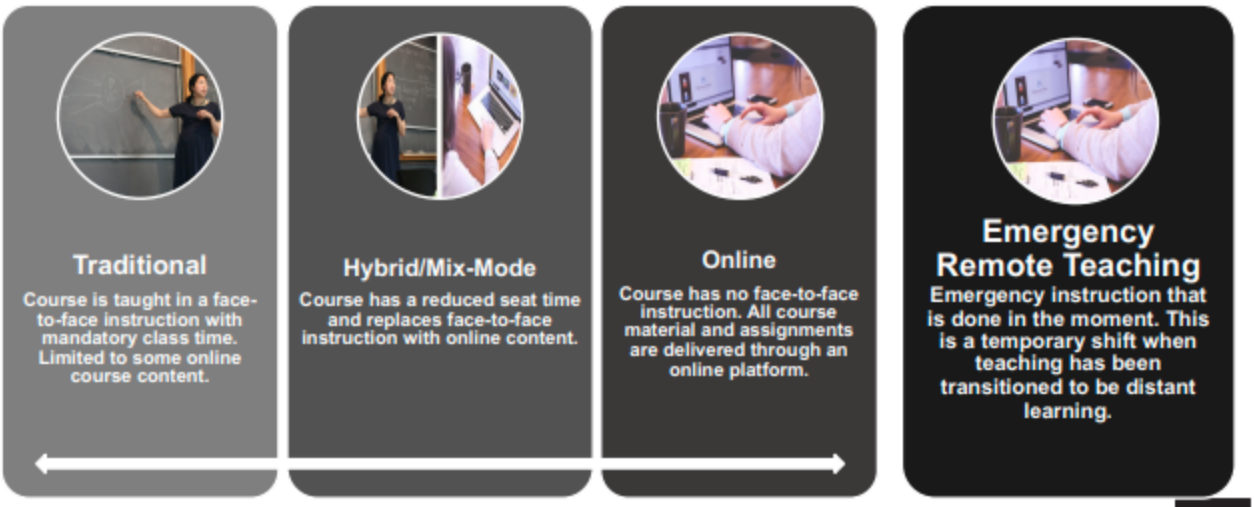
Students' perception of novel multimedia

- Chemistry and Geology

Creating novel multimedia

2

Course Modalities



Course modalities

Benefits to offering different course modalities

1. Flexibility for students and instructors
   - Flexible schedule
2. Decrease student costs
   - Decrease commute and cost associated
   - Living expenses
3. Students can learn at their own pace
   - Students can rewatch (or read) required materials numerous times

Background

Meta analysis of 6.9 million watched videos from four courses on edX identified the following major components to keep students more engaged:

1. Shorter videos
2. Videos with a “floating head” had a higher engagement
3. Personality (filmed in an informal setting)
4. Writing on a tablet had higher engagement than PowerPoint slides
5. Enthusiasm and faster talking speeds

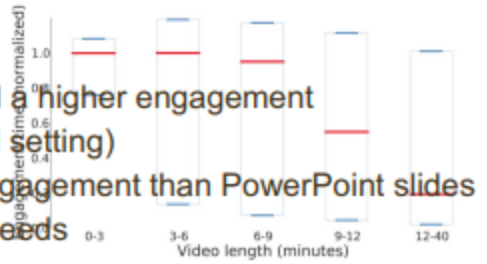


Figure 2. Boxplots of engagement times in minutes (top) and normalized to each video’s length (bottom). In each box, the middle red bar is the median; the top and bottom blue bars are 25th and 75th percentiles, respectively. The median engagement time is at most 6 minutes.

5 Guo, P. J.; Kim, J.; Rubin, Atlanta, Georgia, USA, 2014; pp 41-50.

Background

- Cognitive learning theory (CLT)
  - This theory sets a basic framework for instructional designers and sets basic guidelines to avoid overloading the learner and work within a learners cognitive capacity
  - Cognitive load is the amount of working memory
    1) Intrinsic cognitive load: demand level of the learner
       i. Intrinsic load can be relieved by chunking the content
    2) Extraneous cognitive load: Created from poor delivery and design of the material being delivered (includes unnecessary information)
    3) Germane cognitive load: pinnacle of the learning experience because it is the construction of schema, or the storage of new knowledge

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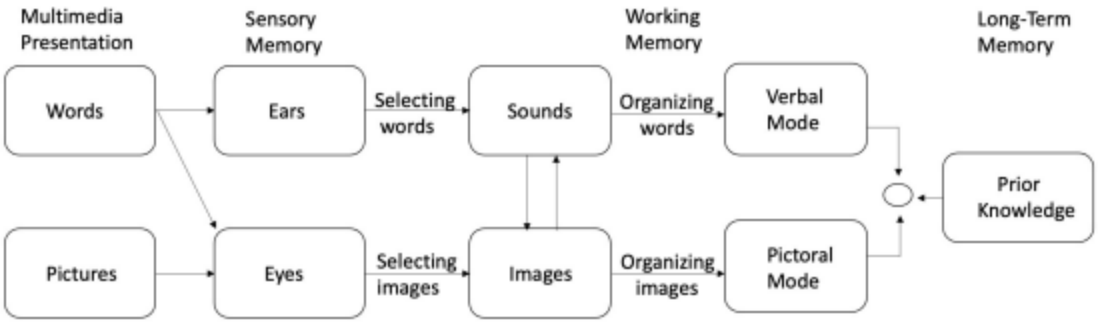
Background

- Cognitive theory of multimedia learning (CTML)
  - Builds further on CLT and Mayer states that the multimedia principle is that "individuals learn more deeply by pictures and words than from words only"



Cognitive Theory of Multimedia Learning image recreated from McGrawHill Education ("Richard Mayer's Cognitive Theory of Multimedia Learning," 2019)

Background

Key components from these theories:

1. Cognitive load
2. Non-cognitive elements that impact engagement
3. Features that promote active learning

Background

Key components from these theories:

1. Cognitive load
   - Signaling, or also known as cueing, is using on-screen visuals to draw the viewers' attention to an important piece of information by using symbols, keywords, high-lightening, or color changes
   - Chunking of material, or segmenting, allows learners to digest new content into smaller pieces
   - Weed out inessential information that does not pertain to the learning goal or objectives
   - Matching modality is the use of multisensory channels to convey information, for example, combining audio and visual channels for explaining a particular graphic

Background

Key components from these theories:

2. Non-cognitive elements that impact engagement
   - Shorter videos
     - Videos longer than 6-9 minutes are not effective since student engagement drops significantly to less than 50%
   - Discussion posts to promote conversations
   - Enthusiasm
     - Incorporating more personalized techniques into the dialogue creates a sense of social partnership with the speaker

Background

Key components from these theories:

3. Promoting active engagement:
   - Features that promote active learning for remote teaching
   - Interactive features
     - Integrate worked out questions in the video and features that allow students to interact with the content.
   - Discussion posts

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Students' perception of novel multimedia for a fundamental chemistry course

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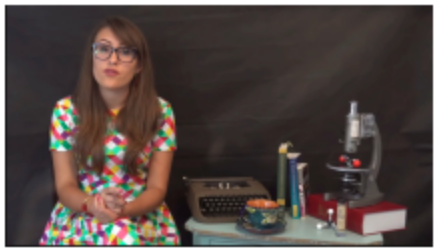
At home instruction

Online lecture videos

- 2-3 lecture videos weekly
- Novel multimedia instruction
- Guided notes



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At home instruction

Online lecture videos

- 2-3 lecture videos weekly
- Novel multimedia instruction
- Guided notes

Online quiz

- Open note and browser
- 10-15 questions

- Class met once a week for 60 minutes
- n= 439

In class instruction

iClickers

- Closed note

Collaborative Learning

- Group activity

iClickers

- Closed note

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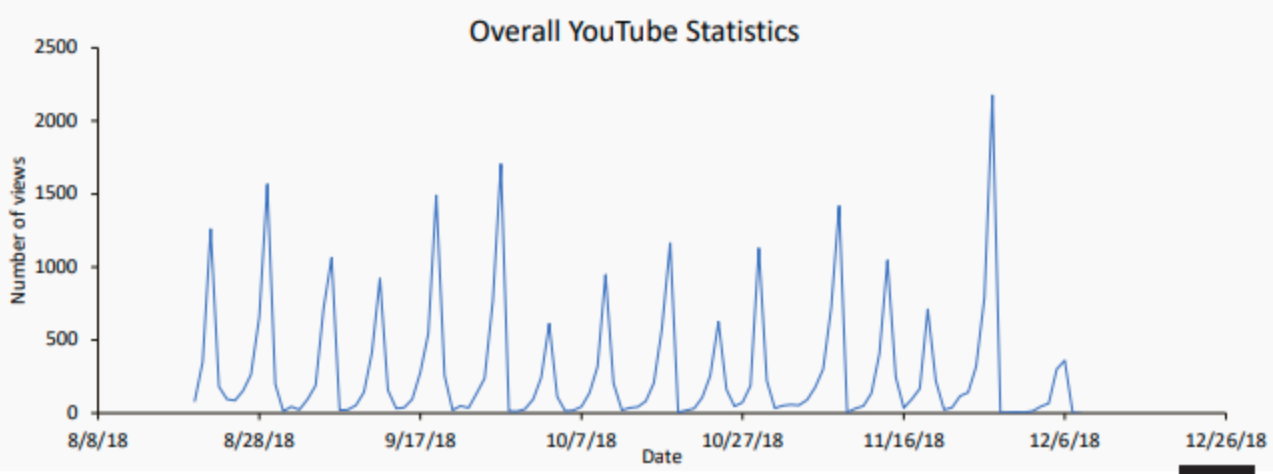
Video statistics



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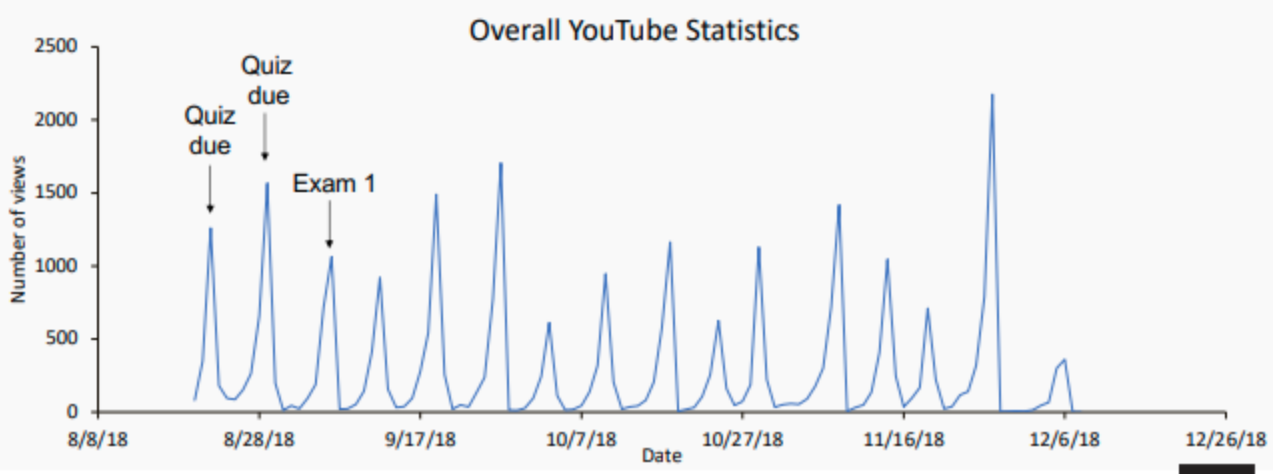
Video statistics



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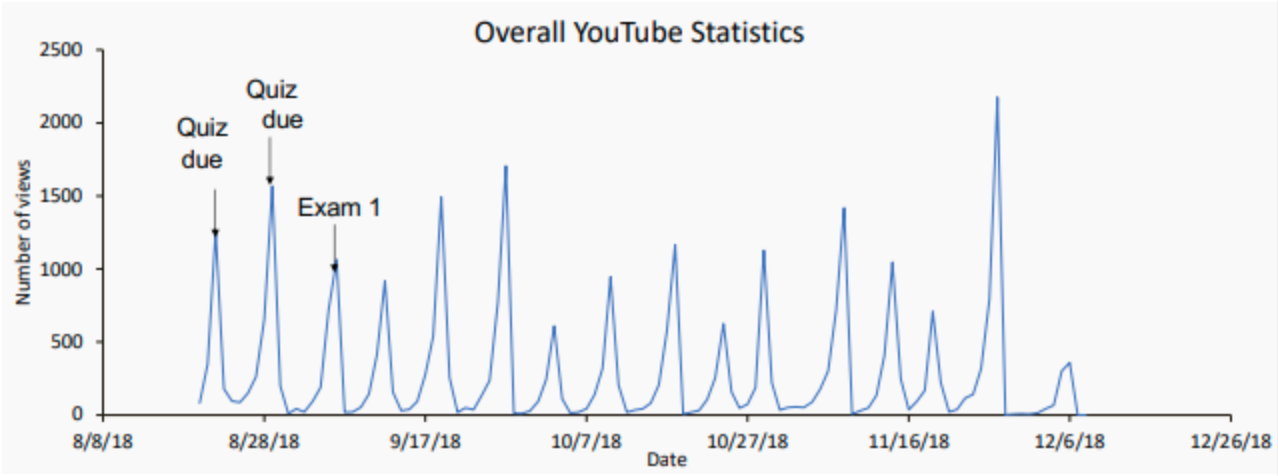
Video statistics



- Students on average watched 74% of each video

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Student Voice

They were so helpful and straight to the point. I loved the fact that if I didn't understand the video **I could go back and rewatch them if I missed anything**.

The were well organized and more helpful to me than sitting through a whole lecture. **I liked being able to do it at my own pace.**

Lecture videos were a good learning opportunity and **convenient considering my work schedule and obligations out side of school**.

Lecture videos helped drastically because if **I forgot a concept I could simply just rewatch the video**. **Traditional courses made me listen to the lecture once and if I forgot a concept I would have to learn on my own or go back on campus and go to office hours.**

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Student Voice

The structure was cohesive**, but would benefit from putting more emphasis on certain important or tested topics**.

The structure of the lecture videos were excellent! They really helped me learn a lot better than in lecture**. They were short and easy to pay attention to and were interesting and visually stimulating**.

I thought the lecture videos were **really helpful for the general ideas of the material**. I would have liked to **go more into depth** and a small reinforcement of the material in class since I would understand it completely during the video and quiz but not do as well on the exams.

How has teaching during COVID benefited or changed the way you teach?

Benefits

- You have this content indefinitely
- Supplementary material for students when we return to F2F instruction
- Students can use these resources to help study or refresh on any material they missed or didn't understand
  - *They can pause, rewind, and rewatch*
- You can use them to help flip your course or catch up if you're falling behind
  - *We have hurricanes and have had weeks that have been canceled and having online content makes a huge difference*

Students' perception of novel multimedia and course structure for an introductory geology course

Motivation

- Reach a broader audience for introductory STEM courses
  - UCF is a HSI and one way to serve this community is by offering courses on a variety of different platforms
- Be more inclusive to students with obligations that might affect their attendance in a face-to-face course
- Develop an online course that has similar student interaction to a face-to-face course

Course Structure

Course: Geology and its Applications (GLY1030)

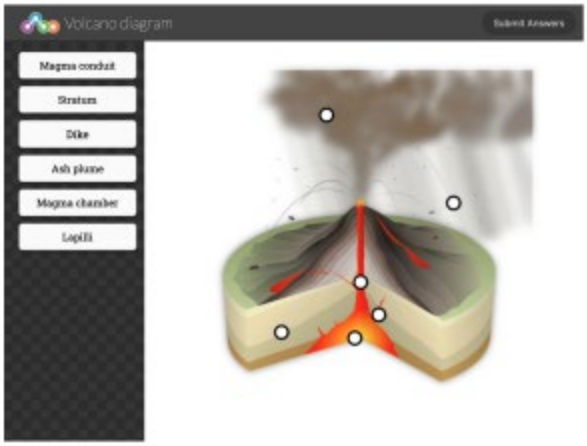
- Fall 2020 (n=88) and Spring 2021 (n=90)
- OER: LibreText

Assignment break down

Guided notes	15%
Discussions	20%
Weekly assignments	15%
Exams	30%
Final exam	20%

Course Structure

Course Structure



Methods

Student perception of instruction responses were coded using thematic coding (Fall 2020 (n=88) and Spring 2021 (n=90))

The two questions students responded to were:

- What did you like best about the course and/or how the instructor taught it?
- What suggestions do you have for improving the course and/or how the instructor taught it?

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Codes	Definitions	Examples
Relevant activities	Discussion of how the guided notes, discussion, and other activities helped students understand the module material better and prepare for exams.	"Writing the new definitions, additional notes, objectives, and a summary helped reinforce the information and as a result I remembered the geological concepts very clearly."
Beneficial videos	This code was applied to any general statements regarding the benefits of the videos that could not be classified into the three codes below.	"I liked how the professor made her own videos for class."
Beneficial videos – length	Discussion of the benefits of the videos being short, such as making it easier to focus and study with.	"The video lectures that were compressed and manageable to learn from and review without being too invasive of my schedule."
Beneficial videos – informational	Discussion of how well geology information was communicated within the videos and how they were helpful in understanding content.	"Plentiful lectures that were informative helped me out a lot during the year."
Beneficial videos – engaging	Discussion of the videos being interesting and unique to the students, such as it being more personal and fun to watch.	"The lecture videos provided were entertaining and made the material easy to grasp."
Organized setup	Discussion of how the modules and assignments were clearly set up each week on the course website.	"The way the modules were organized made the course easy to navigate and complete assignments."
Good communication	Discussion of quick and convenient communication with the instructor, such as through emails or discussion boards.	"Always answered my emails quickly, I appreciate it."
Manageable workload	Discussion of how the workload of the course was manageable and the number of assignments were broken down well each week.	"There was consistent work to do throughout the course that actually promoted learning but did not feel too overwhelming."
Good pacing/scheduling	Discussion of how the due dates of assignments were consistent and spaced apart enough to allow enough time to complete work well.	"I liked how it was fully online and we got to do things on our own time."
Creative assignments	Discussion of how some assignments, such as the research project using Genially, had students apply their geology information in creative ways and learn alternatively.	"I enjoyed the two mini projects we were assigned because it allowed for creativity and out of the box thought."

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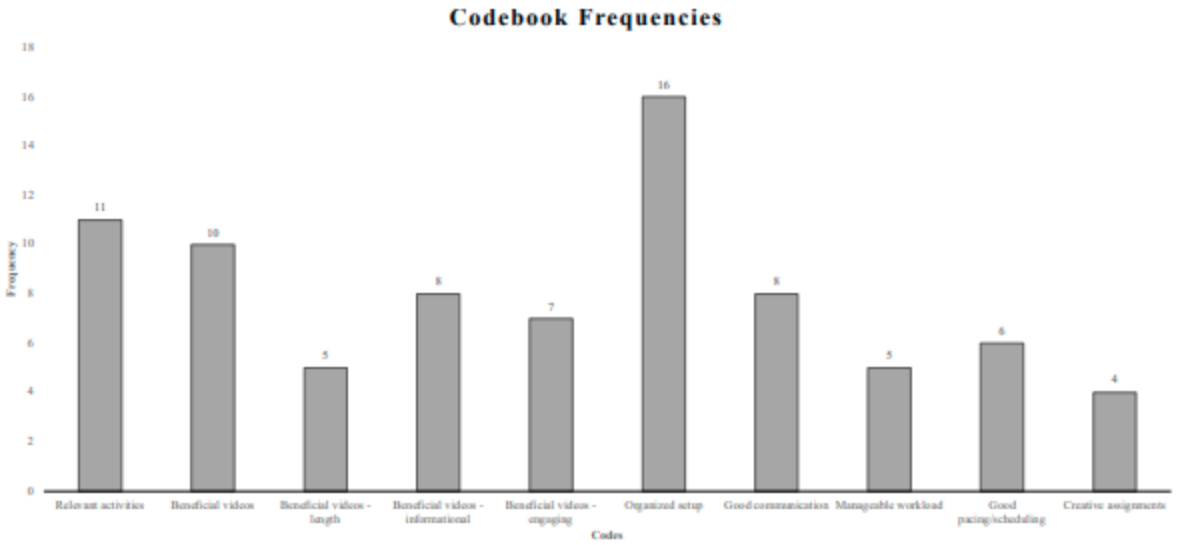

Results

Semester Fall 2020 and Spring 2021 (08/20/2020-05/09/2021)			
Video title	UCF Average percentage viewed (%)	UCF Views	Video length
Total average	75.9	292.8	5:31

Conclusion

1. Students found that the module structure helped them effectively navigate the course
2. Students found the videos to be beneficial
3. Video retention was high on average

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Creating content

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Overview

- Creating videos
  - Things to consider prior to recording
  - Briefly review different formats for video creation
    - *Voiced over PowerPoints, floating head, and informal videos*
  - Supplies and time commitment for video creation
    - *Knowledge of software required*
- Building a low-cost equipment
  - Supplies
- Tips
  - Student activity and engagement
  - OERs

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Overview

1. Do not improvise!
   - If you do not plan out what you want to do the quality of the video or content you are trying to convey can suffer
2. Start off with clearly outlining your SLOs that you want to cover for that video
   - By identifying what you want to cover will not only help you but help your students
   - This will serve as your guide and allow you to have a clear idea
3. Consider writing a script
   - Scripts will allow you to preplan what you want to say and keep you on track especially if you are not using a PowerPoint
   - Preplan if you want to incorporate any images (make sure of the licensing before using any graphics), graphs, data, etc.
4. Remember to chunk the information into small segments
5. Find a place to record
   - Keep in mind your environment, clothes, audio, location, and any potential distractions
6. Remember you can always use 3rd party videos as supplementary information

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Tools to consider

1. Make sure your microphone quality is good
   - Always test your microphone out before you start (this will save you time and headaches)
   - If you have grainy audio your students are less likely to watch the content
   - Microphones are inexpensive and can sometimes be supplied by your library resources or your department



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Tools to consider

2. Camera
   - Check with your institution to see if they have any equipment to rent
     - *Mics, tripods, lights, etc.*
   - Most smart phones have great quality and can be used to record content
   - Most laptops/desktops come with preinstalled cameras




36

UCF

Tools to consider

3. External lighting features
   - Make sure you are visible and can be seen
     - *I cannot stress enough always doing a quick check before you record*
   - Depending on the type of video you are creating you might need to invest in external lights




37

UCF

Voiced over PowerPoint

Advantages

- Low time commitment
- PowerPoint has an available feature that allows you to record directly from their program

Disadvantages

- Decrease student retention
- Not the most engaging
- Missing personality for students to connect to their instructor

38

UCF

Floating head

Advantages

- Low/Moderate time commitment
- Zoom (or Teams) allows you to record your screen and record your video at the same time
  - You can save the recording to your desktop and upload to your LMS or you can upload via cloud recording
  - You can use a tablet to work out problems or to record a lecture with it or use PowerPoint
- More engaging to students
- Adds a personal touch to the recording

39

Informal video settings

- More time consuming but captures student's attention
  - Takes more time up front but you will have them forever
- Requires knowledge of editing software (iMovie, FCPX, Adobe, etc.)
  - Highly recommend checking with your institution if they have these programs or a facility that can help edit/record videos

Things to consider:

1. Think about a location
   - An office
   - Set location
   - Light board video (will go into more detail later)
   - Get creative

40

Informal video settings

2. Add personality to the video
   - Pick a specific trait about yourself and incorporate into the video
     - *Mine centers around a coffee shop (coffee and tea)*
   - Incorporate your personality into the video
     - *Such as the staging or a theme*
- Use a clean backdrop
  - A painted wall or a plain colored sheet (keep in mind contrast)

41

UCF

Equipment

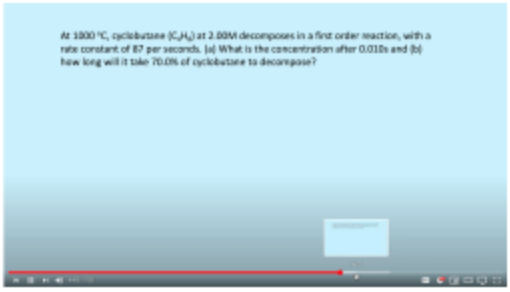
- Always check with your institution (or public library) to see if you can rent equipment
  - UCF has: cameras, microphones, tripods, lights, etc.
- Low-cost teleprompter:
  - You can use a computer monitor raised in front of the camera
    - *You might be able to tell you are reading but this is what I started off with in my first videos and it worked*
  - Build a teleprompter
    - *You need a black box*
    - *Glass picture frame*
    - *String*
    - *A smart device (tablet or smart phone)*

42

UCF

Embed questions

- You can embed questions into the video to make the student more engage in the video
  - Verbal question
    - *Make sure to stop for a moment to give students some time to pause (let them know to pause the video before moving forward)*
  - Add a slide with a question (via PowerPoint or on FCPX)
  - Or use H5P to overlay questions

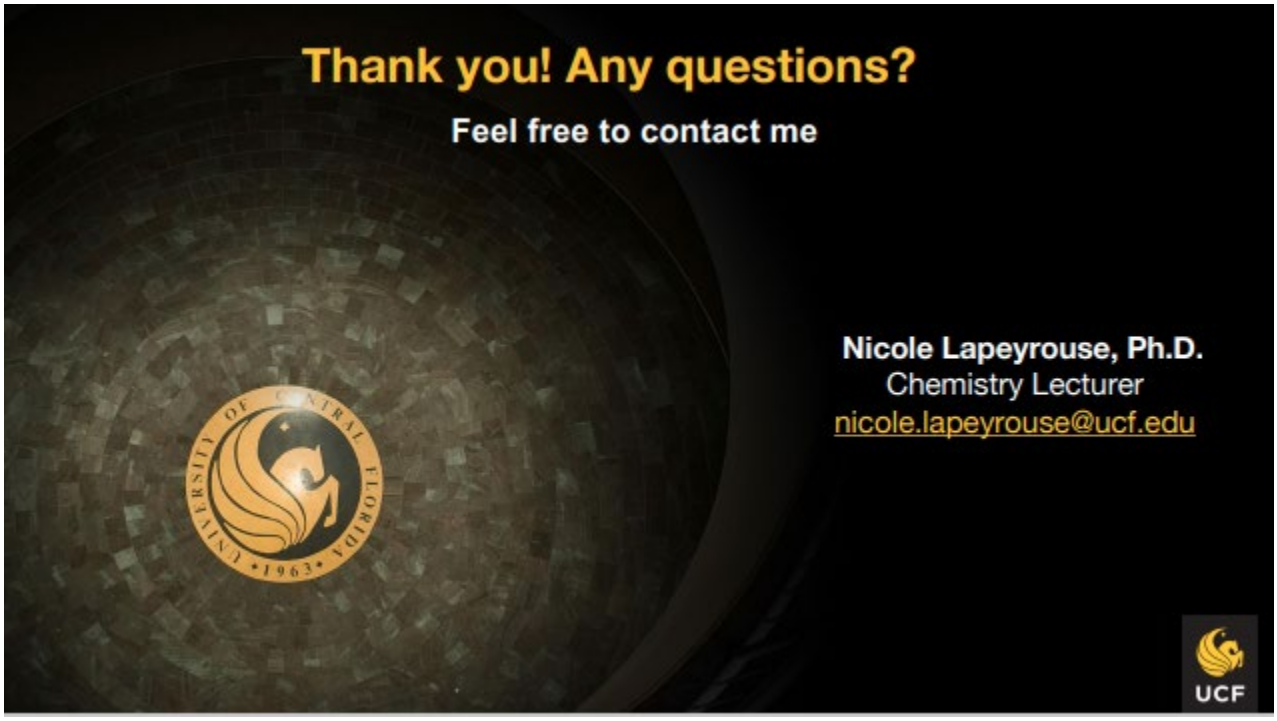


43

Embed questions

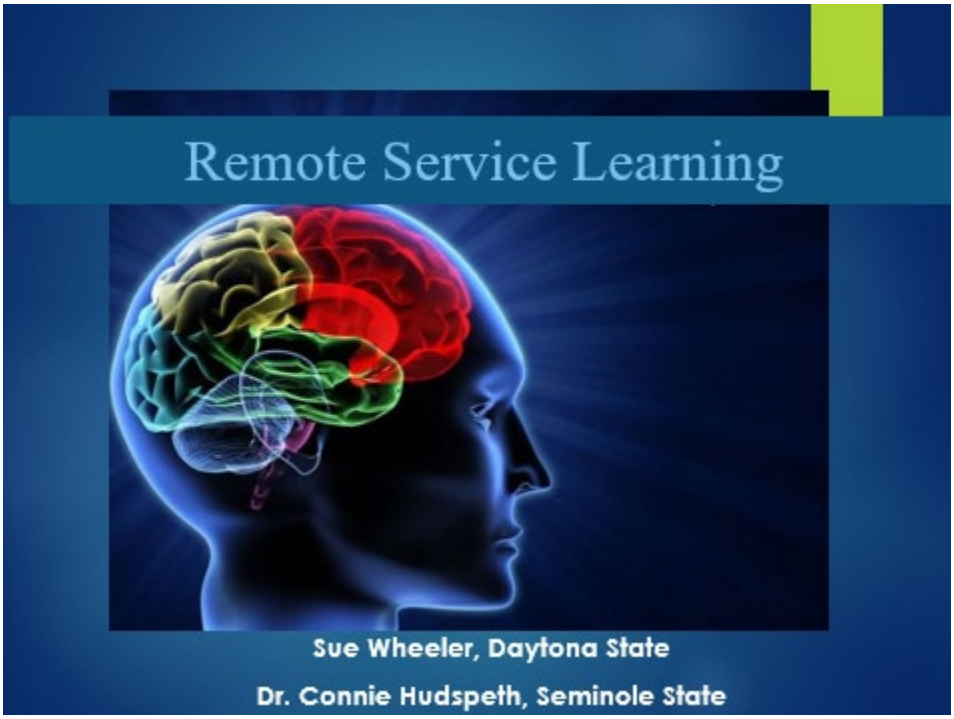
- H5P (requires a license I use this software through pressbooks which my institution has a license for): https://h5p.org
- Use a secondary video software to overlay interactive questions

44


Thank you! Any questions?
Feel free to contact me
Nicole Lapeyrouse, Ph.D.
Chemistry Lecturer
nicole.lapeyrouse@ucf.edu
UCF

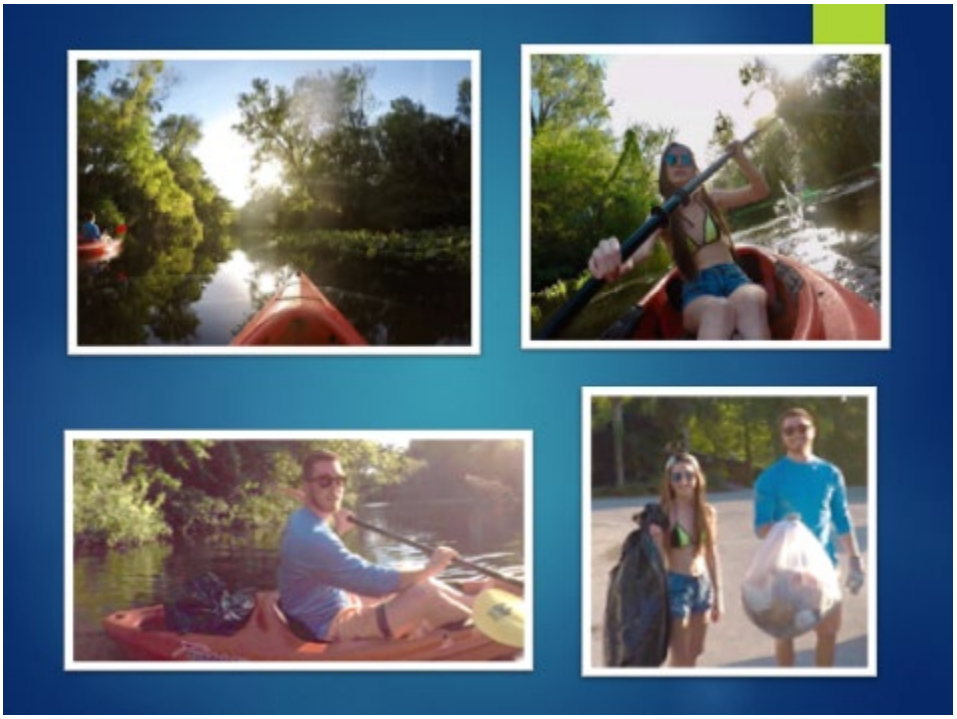
Are You Remotely Interested in Service Learning?

Sue Wheeler, Daytona State College & Connie Hudspeth, Seminole State College




Impact of Service Learning
in the Community


Environment Projects




Park & Beach Clean-up


Immigration Outreach

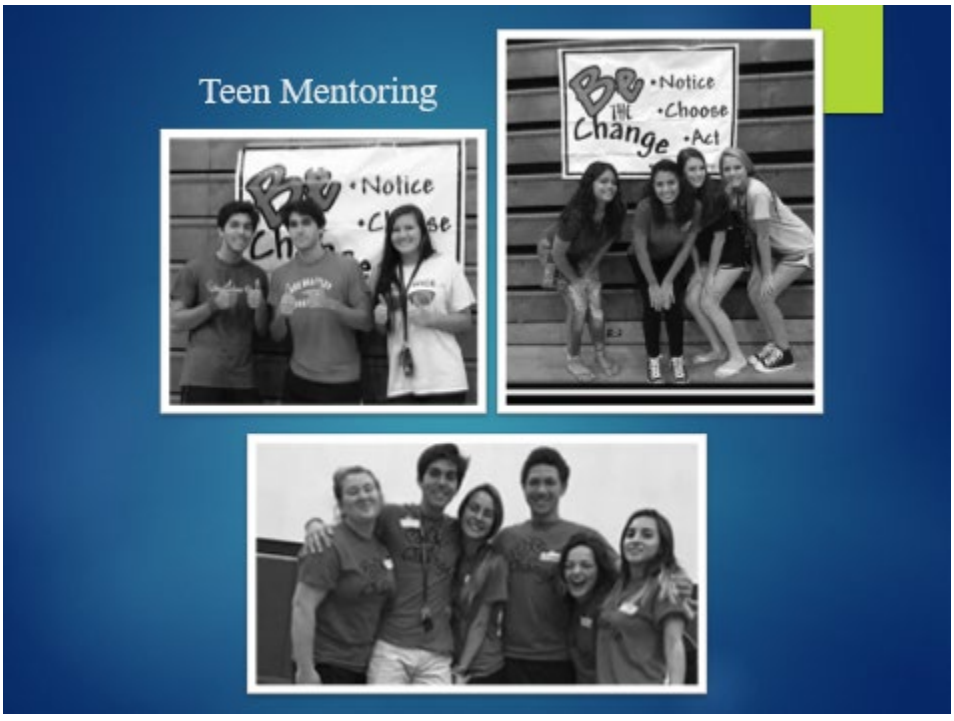

Refugees


Homeless


fighting hunger
feeding
HOPE

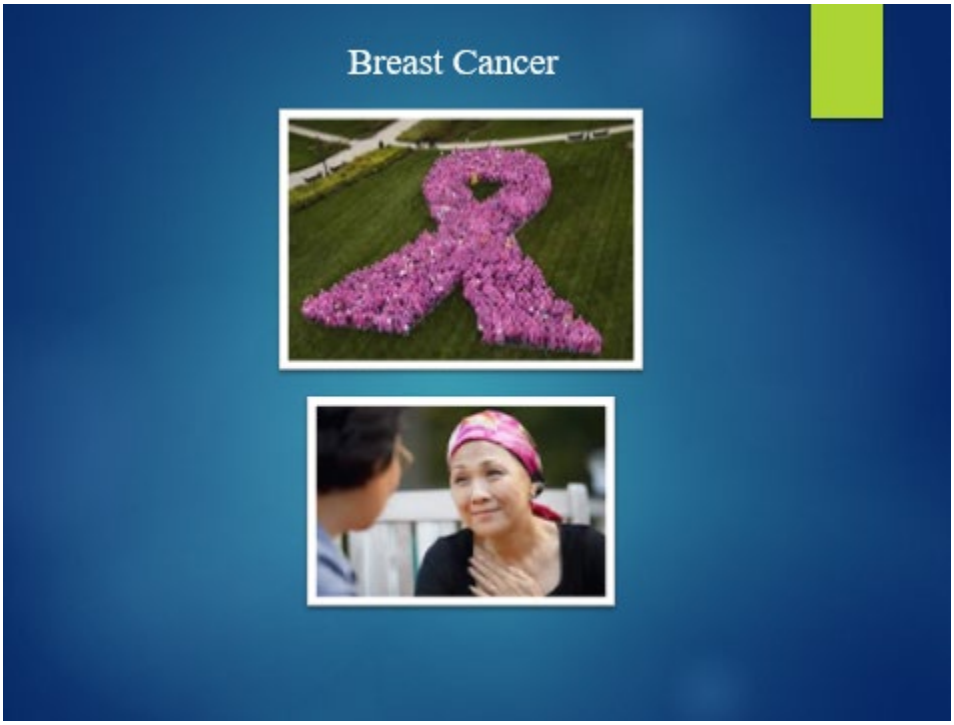
Hunger

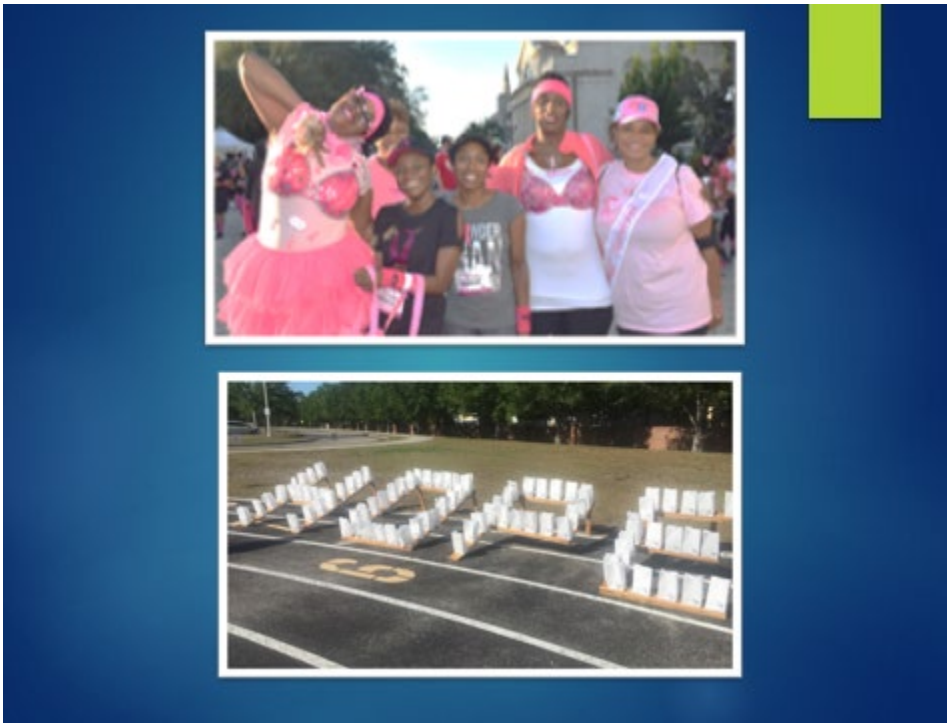
Mentoring

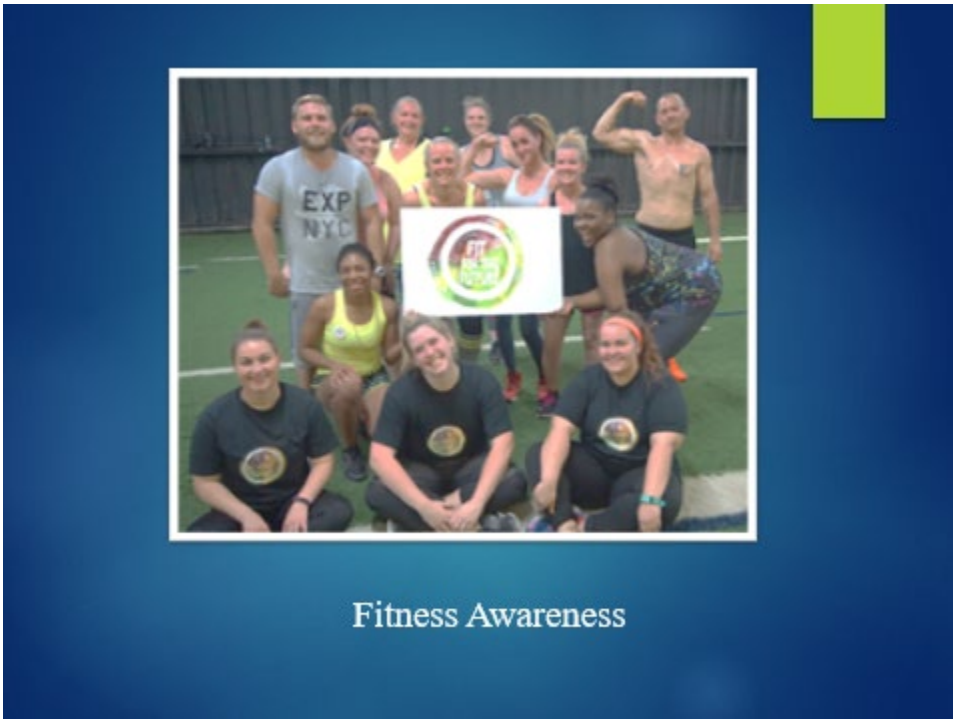

Teen Mentoring
•Notice
•Choose
•Act
Change


Best Buddies

Give Kids The World


Breast Cancer



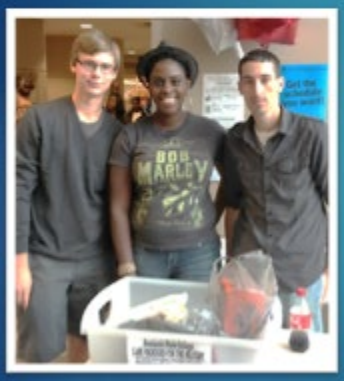

Fitness Awareness


Senior Citizen
Spa Day

Senior Citizen Game Day

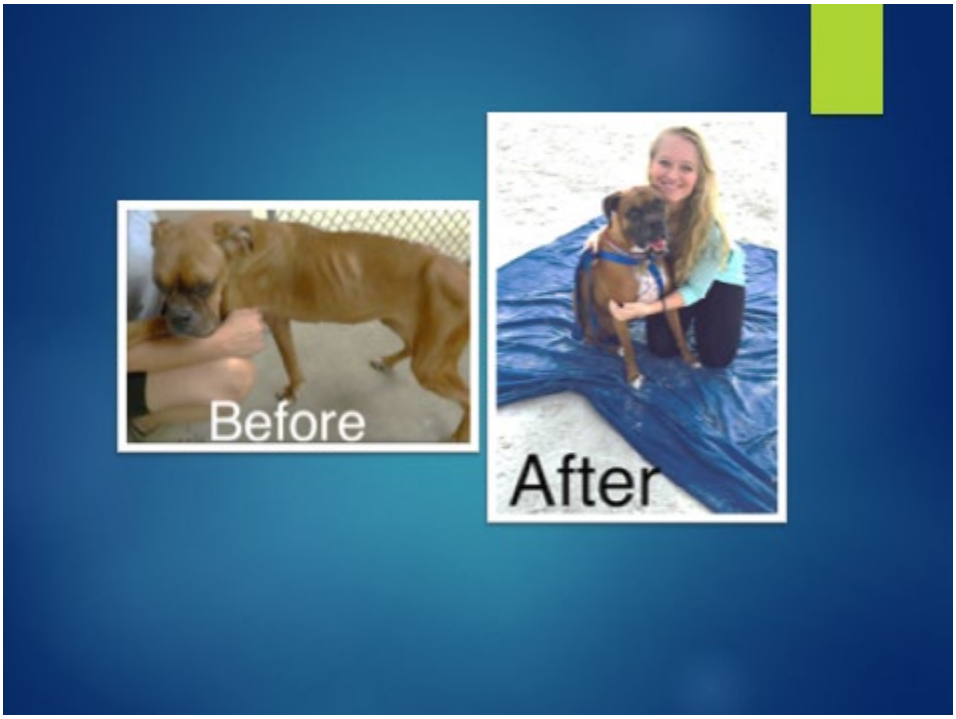
Senior Citizen Dance

Military Appreciation



Hurricane Relief


Pet Adoption


Before
After

Service Learning does not have to end
It can be done remotely

Activity:

Freehand Drawing of Service Learning

Freehand drawings

Develops meaningful connections with civic engagement.

Brings a level of comprehension that can be difficult to articulate with words.

Helps students identify tacit knowledge they already possess.

Feeney, S., and Hogan, J., (2019) "Using drawings to understand perceptions of civic engagements across disciplines: 'Seeing is understanding' " Politics 39(2) 233-251

Research

- What is Service Learning?
- What are the Benefits of Service Learning?
- What is Remote Service Learning?
- How can I do Service Learning Remotely?

Community Engagement vs. Service Learning

Synonymous and intertwined

Different

Community Engagement

"Collaborative and mutually beneficial partnership that enhances teaching, supports citizenship development, and addresses critical social issues."

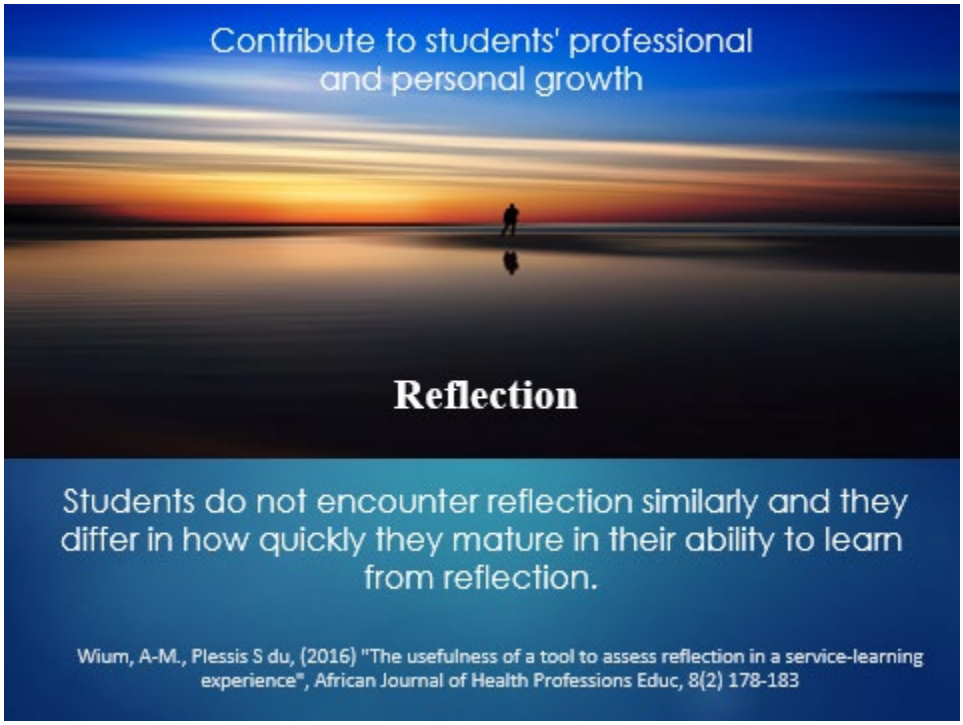
Shannon, C., (2016) "The Power of One: Using Service Learning to Promote Community Engagement" 6(1).

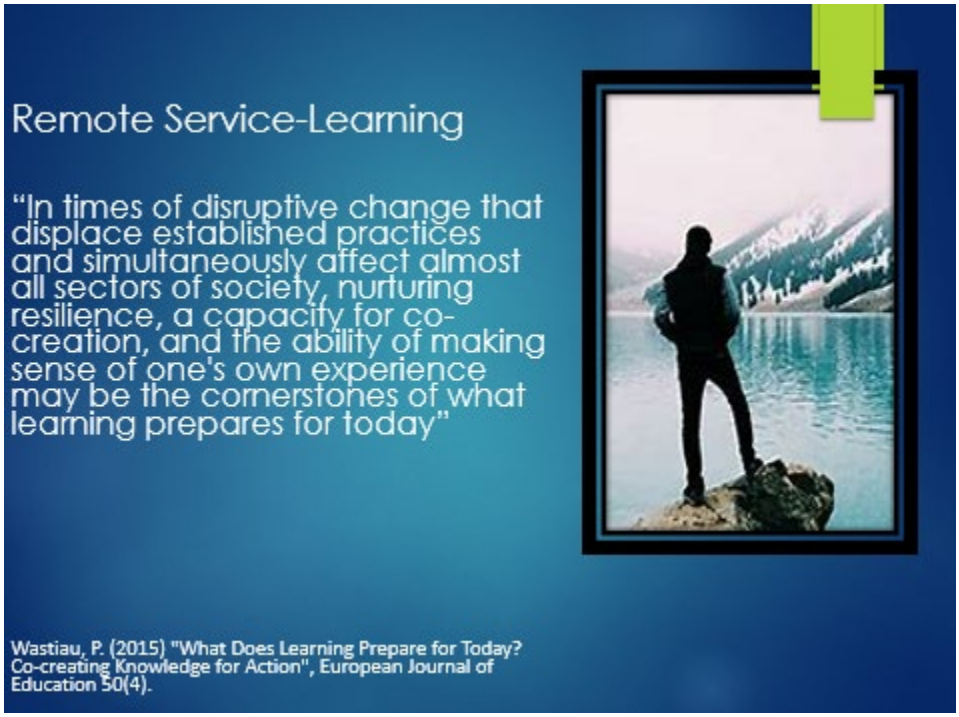
Service Learning - Experiential Education

"Students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development."

Reflection and reciprocity are key concepts (Jacoby et al , 1996).

Shannon, C., (2016) "The Power of One: Using Service Learning to Promote Community Engagement" 6(1).


Contribute to students' professional and personal growth
Reflection
Students do not encounter reflection similarly and they differ in how quickly they mature in their ability to learn from reflection.
Wium, A-M., Plessis S du, (2016) "The usefulness of a tool to assess reflection in a service-learning experience", African Journal of Health Professions Educ, 8(2) 178-183


Remote Service-Learning
"In times of disruptive change that displace established practices and simultaneously affect almost all sectors of society, nurturing resilience, a capacity for co-creation, and the ability of making sense of one's own experience may be the cornerstones of what learning prepares for today"
Wastiau, P. (2015) "What Does Learning Prepare for Today? Co-creating Knowledge for Action", European Journal of Education 50(4).

Service-Learning Courses

Bridge the gap between the university and the community

Attractive to administrators, faculty, and community partners

Students see the value of having an authentic experience beyond the traditional classroom.

Presley, E. (2020) "Students in Community Action: Service-Learning as Social Justice in Appalachian Communities", Journal of Appalachian Studies 26(2) 264-274.

First Generation Students

"Disadvantages faced by first generation students can be addressed using active learning or high-impact practices, including service-learning

Community-based education strategies have the potential to engage marginalized students more than traditional pedagogies."

Taylor, A., Yochim, L., and Raykov, M., (2019) "Service-Learning and First-Generation University Students: A Conceptual Exploration of the Literature" Journal of Experiential Education, 42(4) 349-363

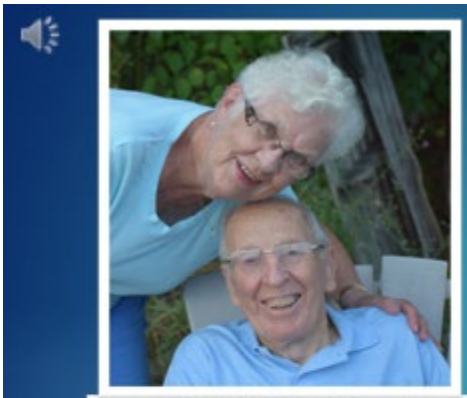
Benefits of Service Learning

Engagement

Critical Thinking

Retention

Campus Compact/ AACU



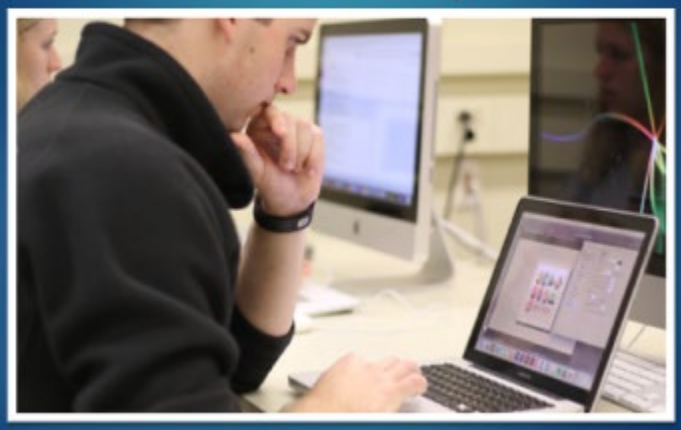
ACTIVITY

Service-Learning Ideas

Share your ideas in the Chat Section

Ideas for Remote Service-Learning

Remote Service-Learning Partners



United Nations Volunteers – advocacy, writing/editing. research. translation. 12,000 volunteers linked with 187 countries.

National Archives Citizen Archivist Program- tagging, transcribing, accessibility (Univ. of Kansas)

Smithsonian Institute –Transcribe Historical Documents

Federal Services –
Forest Service,
National Parks,
CIA

(U.S. Dept of State) (Michigan State Univ.)

National Parks –
Web testing

(Michigan State/Univ. of Kansas)

Red Cross Digital Volunteers
Social Media Assistance
during Disasters

(Michigan State Univ./ Univ. of Kansas/)

Amnesty Decoders

Amnesty International

human rights violations.

(Univ. of Kansas/Dosomething.org/ decoders.amnesty.org)

DNA Doe Project

Forensics Genealogy

(Auto accidents. Homicides, Suicides)

Anti-Slavery Advocates Manuscripts

Boston Public Library (Univ. of Kansas)

Translators Without Borders – humanitarian aid, crisis relief, health, education (Dosomething.org/Univ. of Kansas)

Global Project Based Learning Community –

150 countries, create projects about human rights , environment, robotics, and literature with a Global Pen Pal

Dosomething.org – Social change (dosomething.org)

Zooniverse- Virtual research for disciplines from biology to literature to medicine, identifying endangered animals, classifying systems, transcribing Shakespearean manuscripts (Michigan State Univ. / Univ. of Kansas)

Catchafire-

Links to Nonprofits in need. Write Letters, edit photos
(Dosomething.org/Univ. of Kansas)

Catchafire

Taproot Foundation-
Links to Nonprofits: social media, business plans, financial analysis, technology, assessment (Univ. of Kansas)

QuarantineChat.com

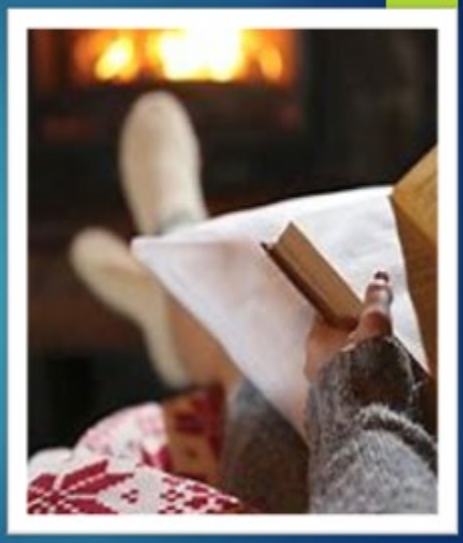
Links volunteers with isolated people (free)
(Univ. of Arkansas)

ICouldBe – Mentoring for High School Students
(Univ. of Kansas)

Reading Works Inc. –

Adult Literacy Program

Project Gutenberg – Largest digital book source.
(Michigan State Univ.)



Linking Service Learning to the Curriculum

DAYTONA STATE COLLEGE
SCIENTIA POTENTIA EST
FOUNDED 1957

SEMINOLE STATE COLLEGE OF FLORIDA

Daytona State College Service Learning

Seminole State College Service Learning

Frontline Workers

Appreciation Banners, Notes, Catering

Nurse.org/heroes

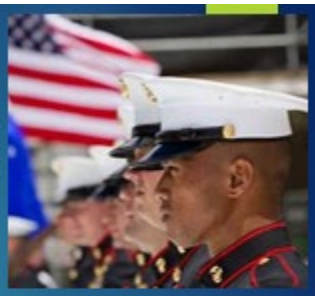
Speech Topics:

Stories from the Frontline: Highlights of Medical Worker's Journey Through Covid

Importance of Gratitude

MILITARY APPRECIATION

★ ★ ★ ★ ★ Saluting Those Who Serve.



Tribute to Our Heros Video - WWII

Storiesbehindthestars.org and www.fold3.com

Veteran Life Videos

Appreciation Letters – **Operationgratitude.com**

Speech Topics:

Famous Military Leaders

Ways to Honor a Military Veteran

History Briefs for Museums

Speech Topics:

The Role of Migrant Workers in Florida's History

Culture in Art: A tour of Art Galleries in Florida

The National Archives

Children's Archivist Dashboard

(Transcribe Historical Documents)

ConferenceKeepers.org –

document transcribe, scan

Speech Topics: Lessons From Our Past

People's Lives/Events in History

Health Challenges

Blankets/Quilts/Hats

ProjectLinus.org

Cards

HugsOfHope.org/

Speech Topics

Donating to Hospitals

Disease Awareness

Seniors

- Adopt a Grandparent
- Birthday Tributes
- Life Videos
- Virtual Music Concerts

- Speech Topics:
- Living Healthy: Mind, Body, Spirit
- Senior Care – Ways to Help

Economically Challenged

Food Bank Resource

Alerts – Social Media

Advocates

Coalition for the Homeless
The Sharing Center
Second Harvest
Harvest Time International

Speech Topics:

Children who are Hungry in America
Volunteering to Make a Difference

Domestic Violence and Human Trafficking

Polaris Project

Harbor House

Speech Ideas

Survivor's Courage

Awareness Videos

Environment

Awareness/ Clean-up

Florida Parks and Trails

Speech Topics:

Pollution and the Environment

Pet Adoption

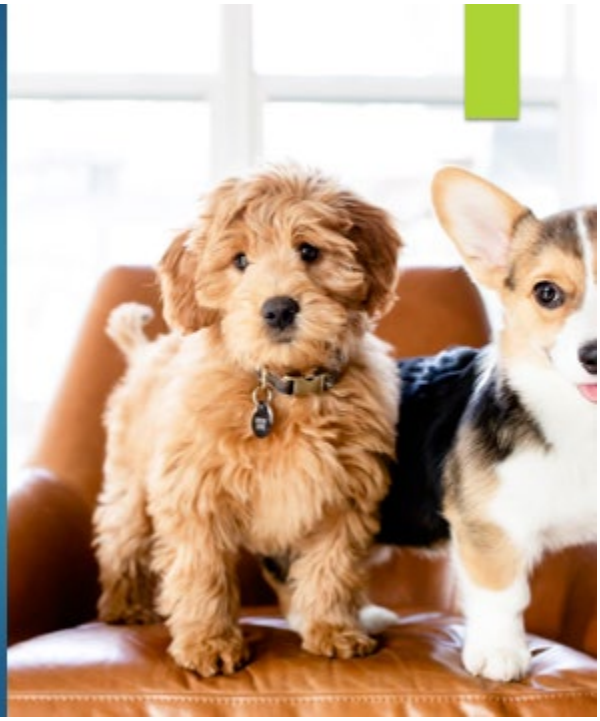
Pet Alliance

SPCA

Pets by Judy

Topics:

Psychological Effects of Owning a Pet



Ideas from Other Colleges

- Univ. of Central Arkansas
- Michigan State Univ.
- Univ, of Kansas
- Iowa Campus Compact
- Dosomething.org

Indirect

- Advocacy (Univ. of Central Arkansas)
- Research/Assessment
- Create a Manual/Business Plan

Direct

- Tutoring/Mentoring
- Wellness checks
- Host Virtual Event for a Nonprofit

(Univ. of Central Arkansas)

Volunteer

- Performances
- Info Sharing
- Videos
- Social Media (Iowa Campus Compact)
- Skilled Service (web design writing, translating, masks (Univ. Central Arkansas)
- Cards, Letters, hats, scarves, blanket seniors (Univ. Central Arkansas)
- Military Thank You baskets Covid-19 centers (Michigan State Univ)

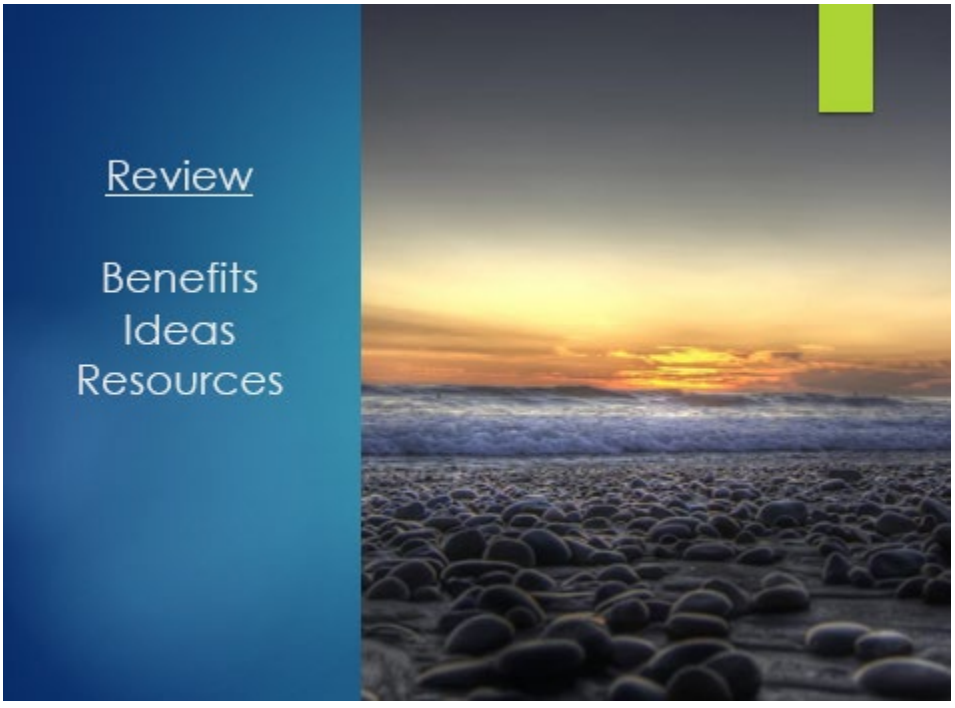
- Mentor/Educator

  (Iowa Campus Compact, Univ Central Arkansas)
- Advocate
- Policy Shaper

  (Iowa Campus Compact)
- Researcher
- Social Innovator

  (Univ of Central Arkansas)


Awareness / Empathy
Acceptance / Understanding
Changed Perspective


Review
Benefits
Ideas
Resources


Make a Difference

APPENDIX 2: List of Attendees

Name	Institution
Abbey Ivey	Florida Student Success Center
Adam J. Parrish	University of Central Florida
Agatha Shaw	Valencia College
Alan Gerber	Valencia College
Alicia Spring	
Allan Danuff	College of Central Florida
Amanda Norbutus	Valencia College
Amy Comerford	Valencia College
Amy Locklear	Daytona State College
Angelia Smith	University of Central Florida
Barry Gibson	Daytona State College
Benjamin Ohwovoriole	Valencia College
Bernard Huggins	University of Central Florida
Beth Ganz	University of Central Florida
Bianca Monfilston	Valencia College
Boris Nguyen	Valencia College
Brenda Skoczelas	Lake Sumter State College
Bridget Burns	UIA
Carey Krzeminski	Central Florida District Schools (K-12)
Cecilia Larsson	Seminole State College
Cheryl Robinson	Valencia College
Chris Leibner	Lake Sumter State College
Connie Hudspeth	Seminole State College
Dalia Fox	Seminole State College
Daniel Weber	Lake Sumter State College
Dante Leon	Daytona State College
Debbie Barr	Seminole State College
Delia M. Garcia	University of Central Florida
Elena Amesbury	College of Central Florida
Elizabeth Terranova	Lake Sumter State College
Erika Kisvarsanyi	College of Central Florida
Eunice Laurent	Valencia College
Farah Abass	University of Central Florida
Farrah Chmilnitzky	Seminole State College
Flora Chisholm	Valencia College
Gabrielle Younker	Valencia College
Gajendra Tulsian	Daytona State College
Germi Oliveras	Seminole State College

Harrison Oonge	University of Central Florida
Heather Elmatti	Lake Sumter State College
Holly Larson	Seminole State College
Ilana Grimes	Eastern Florida State College
James Backer	Daytona State College
Jason McGregor	Eastern Florida State College
Jay Clark	Lake Sumter State College
Jennifer Lawhon	Valencia College
Jerry Reed	Valencia College
Jessica Schrader	Eastern Florida State College
Jim McCloskey	Valencia College
Jo Smith	Valencia College
Joanne Bedlek-Anslow	Seminole State College
Joanne Kiriaze	Valencia College
Joseph Brennan	University of Central Florida
Julie Phelps	Valencia College
Karen Hogans	Lake Sumter State College
Katiuscia Teixeira	University of Central Florida
Keri Siler	Valencia College
Kerry-Ann Wright	Valencia College
Kersten Schroder	University of Central Florida
Kim Maznicki	Seminole State College
Kimberly Hardy	University of Central Florida
Krishendaye Brissett	Valencia College
Kristen Angel	Central Florida District Schools (K-12)
Kristen O'Brien	University of Central Florida
Kristin Abel	Valencia College
Laila Nimri	Seminole State College
Laura D'Alessio	Valencia College
Laurie Pinkert	University of Central Florida
Lina Williams	Seminole State College
Lisa Cohen	Valencia College
Lynn Sims	Valencia College
Marc D. Campbell	Daytona State College
Mark Paugh	College of Central Florida
Max Nagiel	Daytona State College
Mevlut Guvendik	Eastern Florida State College
Michael Preston	University of Central Florida
Michele Cuomo	Seminole State College
Michele Rudden	Lake Sumter State College
Mike Bosley	Valencia College

Muzaffer Oztek	Seminole State College
Nancy Parks	Lake Sumter State College
Nicole DeCaro	Eastern Florida State College
Pam Cavanaugh	University of Central Florida
Patricia Harmon	Eastern Florida State College
Pedro Patino	University of Central Florida
Pete Nicely	College of Central Florida
Sam Ajlani	College of Central Florida
Shari Hodgson	University of Central Florida
Shawn Putnam	University of Central Florida
Sidra Van De Car	Valencia College
Sybil Brown	Lake Sumter State College
Tatiana Zuvich	Eastern Florida State College
Teresa Dorman	University of Central Florida
Theodorea Berry	University of Central Florida
Tim Grogan	Valencia College
Toni Upchurch	Lake Sumter State College
Wendy Givoglu	Valencia College
Yasser Saad	Valencia College