

Southwest Florida Symposium on Teaching and Learning

**Promoting Inclusion and
Belonging In and Out of the
Classroom**

1/22/19: Florida Gulf Coast University Cohen Center

Registration begins at 8:30am at the Cohen Center Ballroom

9:00am – 11:00am

Opening Workshop in Cohen Center Ballroom: “Teaching, Learning, and Facilitating Across Cultural Strengths” by Dr. Alicia Chavez and Dr. Susan Longerbeam (authors of *Teaching Across Cultural Strengths*)

Facilitating learning across cultures is a daily challenge and opportunity for faculty and staff. Campuses increasingly reflect culturally diverse populations which bring varied world views, strengths and needs into learning environments. This interactive session will introduce classroom activities and models of cultural frameworks in college teaching and learning that participants can immediately apply to their teaching, advising, or interactions with students. The workshop is open to all faculty, staff and students.

11:15am – 11:45am

CC Ballroom *Appreciating Diversity: Crossing the Line Activity* by Sonji Nicholas

CC 213 *The First Year Student Perspective: Learning, Teaching, and Mentoring* by Catherine Gorman and Gabrielly Cordon

- This session will discuss the significant impact of peer mentoring in the first-year classroom. It will include discussions regarding best practices in teaching and mentoring to facilitate learning. The session will include an activity presented by a FSW Peer Mentor and will allow the audience to learn about and share ways in which advocacy in the first-year classroom promotes belonging.

CC 214 *Promoting Respect for Diversity Inside and Beyond the Classroom Through Problem-Based Learning – Ethics: A Design Science Research Approach* by Chrissann Ruehle, Jennifer Manegold, and Eric Dent

- We designed a study to investigate the levels of moral identity and prosocial behavior of management students enrolled in an Ethics course and evaluated the influence of an ethics focused problem-based learning pedagogy on these variables. Attendees will prepare action steps for implementing this pedagogy in their own classroom by comparing and contrasting traditional problem-based learning approaches with the innovative Problem-Based Learning – Ethics approach.

CC 245 *Strategies for Supporting Student Veterans on Campus* by George Harvey

- Student veterans present unique challenges in the classroom. The Audience will have an understanding of challenges and gain strategies to assist student veterans through a PowerPoint presentation, role-play, and audience discussion. The audience will gain knowledge and strategies to help student veterans thrive in the classroom.

CC 246 *How can you connect with rural inland communities?* by Susan Cooper

- Attendees will participate in and contribute to a discussion to share connections with people and organizations in Hendry and Glades Counties. The goal is to locate resources available in these outlying communities and to facilitate outreach to meet their needs.

CC 249 *The Rules of Engagement: An Examination of Active vs. Passive Learning Environments* by Yvette Holmes

- As a guide or moderator in the classroom, professors more actively engage students in the learning process and capture their interest. Students' performance expectations of themselves are also impacted based on the learning environment created by instructors and the classification of the student. The audience will learn the best way to complement the learning experiences of traditional vs. non-traditional students and graduate vs. undergraduate students.

11:45am – 12:30pm

Lunch in Cohen Center Ballroom

12:30pm – 1:00pm

CC Ballroom *Mentoring in Undergraduate Research* by Rachel Walter and Billy Gunnels

- Mentoring in Undergraduate Research introduces faculty to common obstacles, disadvantages, and adversities that minority, underprivileged and non-traditional students face as undergraduate students seeking meaningful experiential learning. The goal for this activity and discussion is to create a culture of mentoring between faculty and students, and to also provide a platform for discussion about being a more effective campus and community leader in education.

CC 213 *Teaching Across the Generations* by Laurice Garrett, Elizabeth Schott, and Arentia Herren

- Age diversity among students and/or their Instructors can prove to be challenging. A Baby Boomer, a Gen Xer, and a Millennial will lead a discussion highlighting the characteristics of the various generations, the emergence of the "iGen" generation, and the different ways the generations communicate. Participants will gain an awareness of the generational differences and explore ways to negate some of the generational misconceptions that can impact the college environment.

CC 214 *Comic Books, Civil Rights, and Civil Dialogue on Race* by Brandon Hollingshead and Miles Mancini

- We use the March trilogy, a biography of Congressman and civil rights leader John Lewis told in the comics medium, to address historical and contemporary issues of race, power, and privilege. Our session will highlight readings, activities, and assignments we use in a variety of humanities and interdisciplinary courses.

CC 245 *Dual Enrollment Trends and Impact on Higher Education* by Amanda Sterk

CC 246 *Creating Community in a Florida Cypress Swamp* by Brenda Thomas

- Shared outdoor adventure experiences create a sense of inclusion and belonging in outdoor spaces as well as in the group undertaking the adventure together. The audience will examine student responses to cypress swamp wet walk experiences and consider whether deeper learning happened as a result. A shared emotional experience outside that moves students from their comfort zones builds community and enhances learning inside.

CC 249 *Utilizing a Peer Mentor Program to Welcome and Include Students in Your Educational Setting* by Greg Winkler

- Inspire your incoming students to meet new people and start the school year with Zest! This presentation will provide examples of activities to implement at the start of a school year and excite both students and staff. You will leave with ideas to improve your class, your department, or even your campus. I hope to inspire you to think outside the box!

1:10pm – 1:40pm

CC Ballroom *Mentoring in Undergraduate Research* by Rachel Walter and Billy Gunnels (cont.)

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CC 213 *"This is all Bullsh*t": Racism and Sexism in the Classroom* by Sarah Lublink

- This workshop will explore some of the difficulties that arise from teaching about issues such as racism and sexism in environments where students both lack a shared understanding of their realities and are resistant to challenges to their perceptions. The goal of the workshop is to think together about approaches and pedagogies that can be used in contexts such as these. I will describe some of my own experiences and some approaches I have taken, as well as their strengths and weaknesses, with a view to facilitating a productive conversation regarding how to do our best for our students, especially our students of color and those in other minority groups.

CC 214 *Building a New Community: Students and Faculty as Partners in Education* by Brenda Thomas, Kevin Davies, Sari Paikoff, Trey Straussberger, Dan Bacalzo, and Chad Evers

- This panel will look at the Student-Faculty Partnership Program (SFPP) launched in fall 2018 by the Lucas Center for Faculty Development at FGCU. Panel members, including student and faculty participants in program, will discuss the program's implementation and share stories of their experiences as part of the program. The SFPP has benefited faculty in unexpected ways and has served as a valuable tool for student engagement and development.

CC 245 *Veteran Reintegration to Higher Education* by Brigitte Belanger, Sylvia Mitchell, and Armando Hernandez

- This session will focus on Veteran Reintegration into higher education. We are working on developing a Veteran Friendly campus and welcome the opportunity to network with like-minded faculty on areas of improvement. We invite anyone interested in Veteran Reintegration to join us for a discussion on best practices.

CC 246 *Spotlight on Dyslexia* by Karen Maguire

- This presentation shines a Spotlight on Dyslexia, the language processing disorder that affects up to 20% of the population. Find out what every teacher needs to know about dyslexia, what the current Florida law is, and experience the struggle and see the strengths of being dyslexic. We can and must do better for dyslexics in our educational system.

CC 249 *Inclusion and Acceptance Through Science* by Kimberly Hilton

1:50pm – 2:20pm

CC Ballroom *In Their Own Voices: Perspectives of First Generation College Students* by Andrew Cinoman, Dolores Kiesler, Valerie Garcia-Rea, and Alexandra Pipitone

- More than 40% of first-year students at FGCU are first-generation college students, whose parents or guardians did not earn a bachelors degree. Join us for an interactive discussion with some of our first-generation students, who will reflect on their identity as first-generation, help you better understand the unique challenges that can stem from a lack of “cultural capital” around attending college, and learn about how to make the classroom a more inclusive environment for first-generation college students.

CC 213 *“We Are in this Together”*: *Inclusion and Students with Disabilities* by Angela Hartsell and Jacquelyn Davis

- There is an increase in the number of students enrolling in higher education with some type of disability. Unfortunately, faculty and staff may subscribe to myths that unintentionally interfere with the academic success of these students and feelings of inclusion. This workshop aims to debunk typical myths and provide concrete information about how we can provide instructional support, be more inclusive, and help these students succeed.

CC 214 *Disarming the Student: Incorporating Diversity and Inclusion Training to Enhance the Student Experience* by Brandon Johnson, Lindsay Singh, Natasha Ziegler, and Gail Mishler

CC 245 *Understanding Ethnolinguistic Minority Speakers in Academia* by Sachiko Tankei-Aminian

- Through this presentation and interactive activity, I aim at promoting to raising awareness among faculty, students and staffs in the U.S. academia regarding of realities of ethnolinguistic minority speakers as well as the linguistic and communicative inequality and discrimination exists in international academic contexts toward those who do not have a certain fluency of English or who do not speak English.

CC 246 *Working with University Students with Special Needs: Attention Deficit Hyperactivity Disorder* by Vickie Johnston

- This presentation will attempt to provide a viewpoint from students themselves that have been diagnosed with ADHD in order to gain new insight into their successes and struggles on a university campus. It is hoped that participants will learn how to create a learning environment that will foster success for university students with ADHD.

CC 249 *Practicing Inclusivity – Using Mindfulness Strategies to Facilitate a Sense of Belonging in the Classroom* by Heather Olson

- Mindfulness can increase student focus, engagement, and self-awareness. Participants in this session will discuss mindfulness and practice strategies that can be used to help students arrive in the present moment and engage in meaningful discourse. Mindfulness is an effective tool for engendering an inclusive learning environment that empowers students to observe, think critically, and reflect.

2:30pm – 3:00pm

CC Ballroom *Enhancing International Student Academic Experiences* by Elaine Hozdik and Timothy Gjini

- Participants will acquire tools (knowledge, cross-cultural sensitivity and communication) to understand the learning needs of international students and enhance the international student academic experience.

CC 213 *The Amazing Pi-Race* by Tina Churchill and Christine Smith

- This session involves an overview and interactive activity relating to Pi-Day involving student services, faculty and support services. The audience will partake in a simulation of the Amazing Pi-Race. All participants will leave with ready-made activities to incorporate at their own institutions and a snapshot of the positive interactions created through inclusion of the campus community.

CC 245 *“Horizontal” Class Discussions using Primary Sources and Roleplaying in History* by Christopher Estrada

- This presentation aims to show that it is possible to introduce complex historical material to students using active learning methods and less reliance on a “top down” or “facts first” approach to teaching history.

CC 246 *Culture and Language Scavenger Hunt* by Debra Giambo

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CC 249 *Providing an Inclusive Learning Environment for Students with Unique Abilities* by Cori Bright-Kerrigan

- This presentation will focus on providing an inclusive learning environment for students with disabilities. This will be an interactive presentation, where the audience will have the ability to hear from a student panel and ask questions of the students. The goal of the presentation is for audience members to learn about ways they can provide an inclusive learning environment by students who currently use adaptive services.

3:00pm – 4:00pm

Wine and Cheese Reception in Cohen Center 214

1/23/19: Florida SouthWestern State College

Registration begins at 8:30am at AA 177

9:00am – 11:00am

Opening Workshop in AA 177: “Teaching, Learning, and Facilitating Across Cultural Strengths” by Dr. Alicia Chavez and Dr. Susan Longerbeam (authors of *Teaching Across Cultural Strengths*)

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11:15am – 11:45am

A 210 *DEI Collaborations: Bridging the Gap between Campus Life and the Real World* by Myriam Mompont

AA 168 *Creating an Inclusive Classroom: Syllabus Statements, Revisiting, and a First Day Inclusion Exercise* by Diane Sasnett-Martichuski

AA 177 *Unlocking Texts and Lectures for English Language Learners* by Eileen DeLuca

- The presenter will discuss two challenges in text and lecture comprehension among English Language Learners in college classrooms: Vocabulary and Academic Syntax. For each challenge, the presenter will engage participants in an example of a scaffolding activity that could be employed across disciplines. Participants will leave with ideas on how to create a more inclusive environment for English Language Learners.

11:45am – 12:30pm

Lunch in AA 177

12:30pm – 1:00pm

A 210 *The Ins and Outs of the Solitary Learner* by Virginia Harper

- As instructors, we often forget that as much as we need to convey knowledge, we may not be reaching the solitary learner. Solitary learners often deliberately choose not to collaborate with fellow students. Drawing them in is a particular challenge in the current pedagogical paradigm of team building.

AA 168 *Varying Student Expression to Strengthen Writing* by Elizabeth Weatherford

- The audience will hear basic information about Universal Design for Learning and how it can be used for writing, and then will be given the opportunity to think about how to adapt one of their own assignments to account for learner variability.

AA 177 *Supporting Trans* Students in the Classroom* by Emily Nanna, Precious Gunter, and Jessica Homer

- This session will discuss the challenges trans* students may face on college campuses, and strategies for promoting a more inclusive environment for them. We will also discuss how trans* individuals are protected through civil rights laws.

1:10pm – 1:40pm

A 210 *“This is all Bullsh*t”: Racism and Sexism in the Classroom* by Sarah Lublink

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AA 165 *“We Are in this Together”: Inclusion and Students with Disabilities* by Angela Hartsell and Jacquelyn Davis

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AA 177 *Building a New Community: Students and Faculty as Partners in Education* by Brenda Thomas, Kevin Davies, Sari Paikoff, Trey Straussberger, Dan Bacalzo, and Chad Evers

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1:50pm – 2:20pm

A 210 *Creating a Culture of Inclusivity, Belongingness, and Engagement in Academic Advising Towards Student Success* by Locksley Knibbs

- Presenter will explain cultural sensitivity, inclusive practices and what it means to be engaged as it relates to the diversity of advising professionals. Attendees will participate in an interactive session with their peers to share ideas on how to build a culturally aware advising unit within their advising roles, retention plans and other assigned duties. Attendees will learn strategies how to create a culture of inclusivity, belongingness, and engagement in academic advising towards student success.

AA 165 *Do your students feel valued as individuals?* by Krissy Platt

- Getting to know your students can be difficult for teachers who see a lot of students every day. However, learning more about your pupils as individuals is essential for building positive pupil/teacher relationships that will see them coming to you if they're struggling with anything academically or are having any other difficulties. Join me and together we can discover ways to help students get the most out of education by feeling valued.

AA 168 *Mentoring in Undergraduate Research* by Rachel Walter and Billy Gunnels

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AA 216 *Cultural Responsive Teaching in the age of Wokeness* by Christopher Blakely and Ysatis Pinero

2:30pm – 3:00pm

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AA 216 *Introducing Students to Ethnic Literature to Promote Inclusion and Belonging* by Anna Ciamparella

- This session focuses on reading ethnic literature as a means to introduce students to the categories of belonging and inclusion. After delivering a brief definition of the term 'ethnicity,' the presenter will ask the audience to engage in the interpretation of an excerpt from an ethnic poem encouraging the listeners to find the 'common' between their own culture and the experience portrayed in the passage offered to read. Ideally, at the end of the session, the audience will be able to conclude that there are not real cultural gaps between different groups of people and that 'everybody else' is already included in 'us.'

3:00pm – 4:00pm

Wine and Cheese Reception in AA 177