

# Southwest Florida Symposium on Teaching and Learning

## Active Learning Across the Disciplines

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

## 1/30/2020: Florida Gulf Coast University Cohen Center

Registration begins at 8:30am at the Cohen Center (CC) Ballroom

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### 9:00am – 10:00am

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**Opening Workshop in Cohen Center Ballroom:** *"Time for a Test! Two-stage Tests Enhance Learning and Bring Laughter in Classes of Any Size"* by Dr. Catherine Rawn, Professor of Teaching, Department of Psychology, University of British Columbia

- Tests are a ubiquitous way to measure student learning (and a useful way to stimulate it, too). Typically, students sit, receive a set of questions, write or select answers, and return the test for grading at a later time. But that's not all in a two-stage test: students form groups with peers and complete the test a second time, collaboratively. Students debate and discuss answer options to form a consensus. In the process, they are recruiting their knowledge of the material, questioning each other's interpretations and understanding, explaining as well as listening to others' explanations, and correcting at least some misinformation. This technique helps students learn material, and provides an opportunity to develop transferrable metacognitive skills.

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### 10:10am – 11:00am

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**CC 201** *"Teaching Cognitive Disabilities Assessment Skills"* by Dr. Brigitte Belanger

- Mastery through experiential learning. Participants will "see one, do one, teach one." Active participation in learning stimulates interest and engagement and results in better outcomes. Participants will demonstrate the use of visual, tactile, auditory and kinesthetic cues to teach a peer to complete a lacing activity, recognizing the value of multimodal approaches.

**CC 213** *"Reduce Students' Stress and Increase Students' Participation"* by Dr. Joyce LaOrden

- White boards, or a variation, creates a low stake activity. By utilizing these, the instructor is the monitor, and the students do the work. Students are engaged in this welcoming environment and participate unlike in their other courses.

**CC 214** *"Bomb the Church? Using Reacting to the Past in the Humanities"* by Dr. Jeffrey Fortney and Rowan Steineker

- This demonstration will immerse participants in a Reacting to the Past microgame, "Bomb the Church." The audience will assume a role in the game to debate whether to bomb a church filled with priceless pieces of art and artifacts to save their village, thus requiring them to consider the preservation and cultural value of antiquities. This microgame exemplifies the benefits of Reacting to the Past as an active learning tool, particularly for developing transferable skills in humanities disciplines.

**CC 245** *"Active Formative Assessment Strategies"* by Dr. Susan Cooper

- Examples of active formative assessment strategies to evaluate student understanding before, during, and after instruction will be described, examined, and practiced. Active formative assessment strategies enable both students and instructors to evaluate understanding through engaging activities. Participants will practice active learning strategies and create their own formative assessments for immediate use in their classrooms.

**CC 246** *“Audience Response Systems to Encourage Laughter & Learning: A Show and Tell Discussion”* by Rachel Cooke and Amy Craig

- Please join us for a discussion on audience response systems - both low tech and high-tech ideas are welcome! The facilitators will briefly demonstrate how they have used Quick Response Briteboards and Barnyard Buzzers, then the group will share additional tools and strategies, including how to use responses for formative or summative assessment. All ideas will be recorded and shared via email with the participants.

**CC 249** *“Discussing Critical Thinking Through a Blender, a Suitcase, a Red Solo Cup and Peanuts—WHAT?”* by Dr. Rebecca Gubitti

- Using “common” household items, the audience will analyze what their features represent in terms of success or failure for students. We will simplify critical thinking into an active learning experience where thinking “outside the box” is encouraged and blender buttons make a difference!

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### 11:10am – 12:00pm

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**CC 201** *“Induce Active Learning and Critical Thinking with ‘Challenge the Master - Stump Your Teacher’”* Activity by Dr. Nicky Khattapan

- Induce active learning and critical thinking with "Challenge the master - Stump your teacher" activity. Participants will learn and discuss about the class activity that will support active learning by encouraging students to take responsibility of their own learning, and critical thinking by inspiring them to think above and beyond to create questions based on the class contents that will “stun” their teacher. Participants will learn about this activity and how to implement it into their class or develop a new activity based on this activity that suitable for their classes and approaches.

**CC 213** *“Applying the Principles of Metabolism to Wine Making”* by Dr. Robert Humphries

- Using basic knowledge of metabolism, participants in small groups will apply this knowledge to explain concepts coming from the world of wine making. The demonstration will show how students can be led progressively from simpler levels of understanding to higher levels, and participants will see a concrete example of how knowledge learned in the classroom can be applied to a real-world situation.

**CC 214** *“The Sanctuary of the Written Word: Introduction to Creative Writing as an Exploration of the Self”* by Angel Taylor and Kristine Tullo

- Our presentation will focus on innovative prompts and activities that provide opportunities for students to create art that engages them in reflecting on past life experiences, while also addressing the current stressors in their lives. The audience will be given a prompt to respond to for five minutes; then, we will discuss the responses as an example of what we accomplish in the classroom. The major takeaway is that we are not creating a therapist office in our classroom, but we are exploring the characteristics that make us human.

**CC 245** *“Utilizing Case Studies to Promote Active Learning”* by Leslie Meskin

- Case studies are an ideal format to promote active learning and student engagement in course content. In this presentation, participants will have a hands-on experience using case material and diagnostic criteria to form an accurate evaluation and intervention plan on a mock client. By integrating course material with real life case scenarios, participants will employ critical thinking to analyze and synthesize information in order to make an informed decision on clinical diagnosis.

**CC 246** *“From Changing Teaching Style to Changing the Classroom Setup: Lessons Learned from Teaching in a Group Classroom”* by Dr. Elizabeth Schott and Laurice Garrett

- Four years ago, FSW faculty initiated a pilot program to incorporate inquiry-based learning into a mathematics classroom. This discussion will detail the lessons learned from that pilot semester as well as the surprising results of teaching in a group and interactive classroom, to include student reactions to the room, reactions from other teachers using the classroom, and examples of interactive activities incorporated into various classes as a result of the classroom and its setup. We hope participants will share their experiences and thoughts on the topic, as well as come away with a greater appreciation and/or interest in active learning exercises.

**CC 249** *“Engaging the Text in College Classrooms”* by Dr. Eileen DeLuca

- In this demonstration, the presenter will provide a brief review on how readers make sense of texts. This will be followed by several examples of interactive strategies that can be used in a variety of disciplines to allow students to engage with course texts in groups and as individuals to comprehend course content and acquire academic vocabulary. Participants will practice an interactive text engagement strategy that they can implement in their class.

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**12:00pm – 1:00pm**

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**Lunch in Cohen Center Ballroom**

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**1:10pm – 2:00pm**

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**CC 213** *“A Deeper Dive: Helping Students Identify Different Types of Journal Articles”* by Steve Rokusek and Rachel Tait-Ripperdan

- While subject librarians often demonstrate how to find peer-reviewed journal articles, students still need further instruction on how to identify the articles that are most appropriate for the given assignment. In this demonstration, participants will engage in an activity designed to help students recognize different types of journal articles. Participants will see how this active learning exercise can help their students more successfully complete assignments that require the use of peer-reviewed journal articles.

**CC 245** *“Live Online Discussion Leadership”* by Dr. Maka Tsulukidze

- Students in online classes often feel disconnected from their peers. This poses a particular challenge for collaborative projects where students need to work in groups and produce a scholarly paper. Engaging the entire class in live online discussions consistently throughout the semester has a potential to address the issue and build a community of active learners. This session will focus on how assuming discussion leadership roles by a small group of students each week will create an active learning experience where all participating students feel engaged, connected and create an environment of collaboration and knowledge sharing.

**CC 246** *“The Gallery Walk Teaching Strategy”* by Dr. Lynn Jaffe

- This session will be on the gallery walk teaching strategy which is an active, thinking and writing technique that lends itself to a variety of topics. Participants can try it out during the session to experience its effectiveness in a classroom setting. This technique engages the entire class/group in a fun, flexible, usually out of their seats manner.

**CC 249** *“Creating More Interactive Class Discussions Through Innovative Discussion Activities”* by Denise Allen and Angel Taylor

- This presentation will cover active learning discussion techniques. Participants will share their classroom discussion experiences and practice new strategies for improving student engagement. This round table will provide practical tools for instructors across disciplines to utilize as early as their next class session.

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**2:10pm – 3:00pm**

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**CC 201** *Using a Flipped Classroom: Some Lessons Learned* by Dr. Debbie Psihountas

- Flipped classrooms, especially for technical and difficult topics, can be a way to create more time to work individually and in small groups with students during class time, without having a situation with no lecture and students left to figure things out from a book without assistance. Dr. Psihountas has used, researched, and published on using Flipped Classrooms in Finance. She will share lessons learned in those experiences.

**CC 213** *“Exam Reviews as Board Games”* by Sandy Maldonado

- In this session, we will discuss templates for Monopoly, and other types of board games, that can be used for exam reviews. The audience will have an opportunity play these games as if they were students and experience their effectiveness. We will also discuss how these templates can be used in any course as a fun option for engaging students during exam reviews.

**CC 201** *“Using Socratic as Active Learning Strategy to Provide Formative Student Feedback”* by Dr. Cindy Farris

- Today’s student needs more active learning technology tools to remain engaged in the classroom. This presentation will provide interactive discussions by examining Socratic from both the student and teacher viewpoints. The interaction will allow attendees to understand Socratic as a formative feedback tool.

**CC 245** *“Star Wars and Smart Phones: Embracing Popular Culture and Digital Technology in the Classroom”* by Mary-Cecile Gayoso

- How can educators use popular media content and digital technology to build empathy and community in their classrooms? In this Round Table Discussion, participants will discuss this question and exchange news ideas. Participants will explore how digital technologies (like smartphones) and popular media content (like Star Wars) can be used to foster active learning.

**CC 246** *“Creating a Multifaceted Group Assignment to Demonstrate Critical Thinking in STEM Courses”* by Chad Evers and Andrew Wilkinson

- We will focus on creating an active learning capstone project that draws on past learning objectives to critically apply knowledge to a final project. The audience will participate in a mock version of creating a sustainable city that culminates a semester long role-play activity in which student groups represent nations of the world. Higher education is increasingly focused on raising class sizes as a point of economy, and engaging non-science majors in required general education STEM courses through team based and active learning can be an effective solution in large enrollment classes.

**CC 249** *“Active Learning in the Humanities”* by Dr. Rama Hoetzlein

- This round-table will address active learning in the humanities where objectives, evaluation and practice differ from the sciences. We will engage in the topics of subjective evaluation, active learning for both creative theory and practice, and improved engagement in project-oriented tasks. A common myth is that students are more engaged when majoring in creative fields, and we address how active learning can help the student recognize their own value in the arts

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**3:00pm – 4:00pm**

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**Next steps conversation in Cohen Center 214**

# 1/31/2020: Florida SouthWestern State College

Registration begins at 8:30am at U 102

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9:00am – 10:00am

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**Opening Workshop in U 102:** *“Promoting Diversity Through Equitable Teaching Strategies in Undergraduate Classrooms”* by Dr. Cissy Ballen, Assistant Professor of Biological Sciences, Auburn University

- Dr. Ballen will describe large-scale experimental and observational efforts across institution types that show how certain features of the introductory undergraduate classroom create barriers for historically underserved students. She and her colleagues refer to this explanation for observed performance disparities, as the course deficit model. Her research considers the negative impact of environmental conditions on student learning and participation. In this interactive keynote, she will demonstrate how some of these barriers can be mitigated by instructional choices that promote the academic excellence for all students across disciplines.

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10:10am – 11:00pm

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**U 106** *“How to Make History: Utilizing Active Learning in a Community-Engaged Public History Course”* by Dr. Catherine Wilkins

- This presentation will explore how methods used by Public Historians can be deployed in other disciplines to promote advanced active learning and empower students to contribute to their broader community. Using a course titled "How to Make History" as a case study, we will mine student-generated digital archives, museum exhibits, oral histories, and social media content for evidence of the applicability of these projects - and, more broadly, a service-learning, active learning approach - to a range of academic fields. The purpose of this presentation is to encourage faculty to consider community-engaged teaching as a productive pathway to promoting active learning in the discipline of History and beyond.

**U 107** *“Reflective Activities for Active Learners”* by Katharine O’Connor and Ysatis Pinero

- Reflection is an important time within any active learning experience. This workshop will engage participants in a variety of activities that can be applied across various disciplines. Participants will leave with new ideas for reflection including step-by-step directions on how to implement them within their classrooms and/or student groups.

**U 109** *“Teaching and Evaluating Skills for Undergraduate Research in the Teacher Education Program”* by Dr. Charles Gunnels

- Teacher candidates have lower participation in undergraduate research compared with students in other disciplines. We will discuss a paper that describes a strategy to promote undergraduate research among teacher candidates using a systematic, course-based infusion of skills necessary for undergraduate scholarship. In addition, we will also discuss the course and curricular modifications that instructors used to promote skill development for undergraduate research related to teaching.

**U 110** *“Using Community Audits to Move Students to Action”* by Jessica Marcolini

- This presentation will review a teaching module on community design and ways to engage students in community activism. As part of the interactive presentation, participants will engage in a walking audit of the surrounding area. We will conclude with a discussion on the benefits and challenges of prompting students to action.

**U 119** *“Reflecting on and Reimagining Student Writing Identities with Medium”* by Dr. Scott Ortolano

- This presentation will focus on a reflective capstone assignment which asks students to craft a multimodal essay that merges traditional text and a variety of other media to look back on their journey as writers throughout the semester. We will explore the overarching philosophy behind this assignment, see sample course materials related to it, and pilot Medium, a program used for this project. We will uncover the value of having students critically reflect on their work—in traditional constructive models and via pathways that range beyond the written word—so they can divine their own strengths, weakness, and strategies for future growth.

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**11:10am – 12:00pm**


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**U 106** *“Engaging the Text in College Classrooms”* by Dr. Eileen DeLuca

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**U 107** *“Does Playfulness Have a Place in the College Classroom?”* By Dr. Julia Kroeker

- This interactive workshop will allow participants to discuss the benefits and challenges to incorporating playfulness in the college classroom to increase student engagement and enjoyment. Participants will be invited to share playful activities they use in their own classrooms and several ideas will be presented. The workshop will begin with an attempt to define play and playfulness and will conclude with participants brainstorming and planning playful activities for their own classrooms.

**U 109** *“Active Learning through the International Study Abroad Experience”* by Emily Porter and Dr. Rozalind Jester

- This demonstration includes a presentation describing FSW’s 2019 Study Abroad to the Galapagos Islands. During this trip, FSW students engaged in active learning through the development and implementation of 4 separate research projects. Participants in this workshop will design their own “mock study abroad” experience that may help to jump start creative active learning ideas that can be used in the classroom or abroad, and we will discuss the many benefits that students receive through the active learning process and the importance of each.

**U 110** *“Active Learning and Team-based Pedagogical Approaches”* by Dr. Bryan Schaffer and Dr. Jennifer Manegold

- We will discuss various approaches for student engagement and active learning in teams-based courses, and how we can implement strategies in a cross-department manner. Participants will be encouraged to offer their own insights on how they adjust their teaching style to promote active learning in a team-based course. Through this discussion, we will create a best-practices list for promoting active learning in student teams.

**U 119** *“Democratizing Dialogue”* by Dr. Sarah Lublink

- How can college professors create a classroom environment that encourages active participation from all students? In this session participants will explore a method for structuring classroom discussion that assigns roles to each student such as moderator, interpreter, and observer, which allows the students to discuss a topic with minimal intervention from their professor and enables them to take ownership of their participation. Participants will take part in a dialogue based on this method in order to evaluate its potential usefulness in their classrooms, especially as a tool for promoting inclusivity and facilitating difficult conversations.

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**12:00pm – 1:00pm**

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**Lunch in U 102**

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**1:10pm – 2:00pm**

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**U 106** *“Diagnostics, Refection. Creative Approaches for Teaching English”* by Patrice Finn

- We will discuss the use of diagnostics for both teacher and student driven learning and reflection to motivate student self-engagement skills to improve rhetorical writing. We will cover methods of using these strategies and engage in several activities to practice them. Through this, we will see how interactive learning can be fun, motivating, and increase metacognition skills.

**U 107** *“What the...? How Can We Have Better Discussions with Student-Written Questions and Student-Led Discussions?”* By Brandon Hollingshead

- This session is a workshop for faculty to add or improve discussions with student-written questions and student-led discussions, in face-to-face and virtual courses. Participants will be given resources for assigning, moderating, and assessing student-led discussions. Please come with a particular course, unit, module, lesson, or activity in mind, and feel free to bring any supporting materials such as syllabus, assignment guidelines, student learning objectives, and so on.

**U 109** *“Active Learning Strategies for the World Language Classroom”* by Dr. Alessandro Cesarano

- This presentation will demonstrate how language learning can be facilitated with the help of active learning strategies by providing examples from beginning and intermediate language instruction. We will describe the elements of active learning, identify the benefits and challenges of active learning, and discuss how to incorporate active learning activities into the world language classroom. Participants will be interactively involved and a comprehensive handout will be provided.

**U 110** *“Get Out Your Phones!” Using Smart Phones to Engage Students in the Classroom”* by Diane Sasnett-Martichuski

- In this demonstration, we will discuss how to use smart phones in class to engage students in the course material. Audience members will be given the option to participate in an “assignment” on their smart phones (alone or with others), to demonstrate in real time how the activity works. Audience members will leave with a new idea for how to incorporate smart phone activities into their own classes to enhance active learning.

**U 119** *“Using Primary Sources to Engage Students in Active Learning”* by Dr. Ingrid Arguelles

- In this session, we will discuss how primary sources can be used to engage students in creative group presentations and student-led discussions. Participants will have a hands-on experience creating a script based on their assigned primary source and leading a discussion with open ended questions. A template of the assignment will also be provided so that it can be modified for discussions of documents of different subjects.

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**2:10pm – 3:00pm**

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**U 110** *“Active Learning: Creating Excitement Online”* by Michael Dunbar, CJ Jordanek, Nicky Khattapan, Diane Marks, Melissa Rizzuto and Muriel Reyes

- Participants will hear from instructional designers and technologists about how they can provide assistance to design instructional activities that keep students engaged with one another, the content, and the instructor. Participants can ask questions, receive feedback, and brainstorm ideas alongside peers and experts in the field of digital learning. Participants will develop a plan to implement one new idea or strategy in an online course to facilitate active learning beyond discussions.

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**3:00pm – 4:00pm**

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**U 102**