FSU | CENTER FOR THE ADVANCEMENT OF TEACHING

FLORIDA STATE UNIVERSITY'S SECOND ANNUAL

PROVOST'S SHOWCASE OF SCHOLARLY TEACHING

Hosted by CAT and FSU Libraries

2025 SHOWCASE PROGRAM

DATE & TIME: FRIDAY, APRIL 4, 2025, 1:00-5:00PM
LOCATION: STROZIER LIBRARY BASEMENT

PSST WEBPAGE

PSST'25

Program for 2025 Provost's Showcase of Scholarly Teaching

April 4, 2025|1:00 p.m. – 5:00 p.m. | Strozier Library Basement

Schedule

12:30 pm -12:55 pm Event opens (Strozier Library Basement)

1:00 pm–1:10 pm Opening Remarks (Bradley Reading Room)

- Joe O'Shea

1:15 pm–5:00 pm Special Tables Hosted by ACE, OAS, ODL, and the Innovation Hub (Designated Area in the Basement)

1:15 pm–2:00 pm Poster Presentation (P1, Designated Area in the Basement)

1. **Vanessa Dennen** - "Using AI to Support Case-based Teaching and Learning"
2. **Sindy Chapa, Alessandra Noli** - "Empowering Educators and Students: The Transformative Impact of Mentorship in Teaching and Learning Excellence"
3. **Matthew Vanden Bosch** - "Quantitative Analysis: Understanding Student Engagement and Predicting Success"
4. **Allison McHugh, Leeann Barfield** - "Designing graduate level curriculum that prepares the future nurse executive for the real world"
5. **Camilo Ordonez, Juan Ordonez** - "Reinforcing Curricular Topics Through Hands-On Experiments"
6. **Rachel C. S. Duke, Taylor F. Henning** - "From Wow to Wondering: Making Historical Resources Accessible to Students"
7. **Shatha Alrashdan** - "I Am Because We Are"
8. **Yinghsuan Chao, Camilo Rubbini**- "First class in statistics and econometrics: a classroom experiment"
9. **Jiabei Xu** - "Becoming Scholars: The Scholarship of Teaching and Learning Development of Graduate Teaching Assistants"
10. **Hank Bass** - "Empowering Student Wikipedians: Elevating Scientific Literacy in Biology Courses"
11. **Logan Chalfant** - "Click, Compare, Confirm: Building Digital Literacy with Lateral Reading"

12. **Devin White, J. J. Jerez, Selena Ortiz, Lia O'Malley, Samantha Tackett** - "How the Proactive Referral and Engagement Program encourages student success"
13. **Audrey Jacobs, Maclain Hardin-Kurza, Catherine Usewicz** - "Reflecting the Real World in Undergraduate Arts Practitioner Education"
14. **Emil Asanov** - "Inviting Self-Reflection and Reflexivity in a Language Teaching Methods Course"
15. **Amber Noor Mustafa** - "The Big Three- Identifying key elements of effective lesson planning and execution"
16. **Natalie Sherer** - "Empowered Singers: Engaging French Song Students with Practical and Inspiring Teaching Approaches"

2:00 pm–2:55 pm Roundtable (R1)

Bradley Reading Room

1. **Anchalee Ngampornchai** - "Peer Review Assignments: Learning Opportunities and Logistical Complexity"
2. **David Knapp, Steven Olson** - "Reimagining Assessment as Content: Long-Format Scholar Interviews as Pedagogical Practice"
3. **Shuyuan Metcalfe, Shawn Banner** - "Building Cyber Minds: From Consciousness to Competency in Cyber Defense"
4. **Amit Anshumali** - "Strategies for Information Processing through Critical Thinking with Students"
5. **Meghan Mick, Scott Morrison** - "Embracing Outdoor Teaching and Learning for Student Engagement and Well-Being"

Graduate Instruction Classroom (005A)

6. **Deanna Barath** - "How to Gamify Writing Assignments"
7. **Asli Kaya, Sherry A. Southerland** - "The Role of Vexations During Sense Making"
8. **Kevin Curry** - "Why I force students to leave my classroom"
9. **Secil Caskurlu, Kadir Kozan** - "Discussignments: Combining online discussions with assignments"

3:00 pm–3:55 pm Roundtable (R2)

Bradley Reading Room

1. **Kerry Burner** - "Developing Discussion Activities That Aren't all Talk"
2. **Elyse Budkie, Samantha Tackett** - "Approaches to support students through personal development activities"
3. **Mason Mathews** - "Using video case studies to enhance student understanding of important themes and topics"
4. **Bruce Thyer, Emily Keeney** - "How to Evaluate Student Learning Using the Counter-balanced Pretest-posttest Design: An Evidence-based Approach"

Graduate Instruction Classroom (005A)

5. **Sharanya Jayaraman** - "Back to Paper: Using Handwritten In-Class Exercises to Support Conceptual Proficiency in the Age of AI"
6. **Amanda Ayers, Daniel Stefanelli, Micaela Cuellar** - "The Teaching Process: A Framework for Collaborative Reflection and Revision"
7. **Radha Modi** - "The Role of Deep Practice in Complexity"
8. **Jaesung Hur, Idam Kim, Vanessa Dennen** - "Autonomy vs. Anxiety: Specification Grading"

4:00 pm–4:45 pm Poster Presentation (P2, Designated Area in the Basement)

1. **Maria Cristina Ramos** - "The Computational Social Science Pedagogical Toolkit"
2. **Idam Kim, Jaesung Hur, Nuodi Zhang, Shiyao Wei, Hui Shi, Vanessa Dennen** – "Guiding Pre-Service Teachers on How to Co-Create with GenAI"
3. **Shawn Einarson, Danny Chiarodit, V. Casey Dozier** - "Revolutionizing career development: Leveraging AI in career advising, teaching, and daily practices"
4. **Subhasree Sengupta, Richard Morris** - "Using case studies to develop critical consciousness in applied data science courses"
5. **Genna Boyd** - "Helping Students Navigate Academic Challenges: A Structured Framework for Holistic Support"
6. **Serena Bujtor, Jake Bucher, Danny Chiarodit, Justin Hultman** - "Classroom Connections to Address Career Uncertainty"
7. **Laura Biagi** - "Adapting Creative Writing Workshop Models to Improve Student Writing and Analysis in Writing and Humanities Classrooms"
8. **Mehdi Chalmers, Mira Talpau Joos, Carine Schermann** - "Putting it All Together: Dynamic Scaffolds for Oral Production in Basic Language Classes"

9. **Helen Mahony** - "Creating an online undergraduate statistics course: Ensuring student success using the Annoto and Lightboard tools"
10. **Bret Staudt Willet** - "Reorganizing Classroom Activities to Situate Learning and Identity in Instructional Systems"
11. **Yeimy Roberto** - "Revisar, Reflexionar, Repetir: Feedback for Second Language Writers in Spanish"
12. **Jessica Smith** - "Setting the Standard: Evaluating Teachers of Students with Visual Impairments"
13. **Dina Vyortkina** - "Technology Sandbox"
14. **Elaine Smith** – "The 4 Rs: Community Building starts in the Syllabus"
15. **Erin Bush** - "Empowering Creativity: Crafting and Implementing an Alternative Student Assessment"
16. **Leah Hollingsworth** - "Operationalizing Fink's Taxonomy of Significant Learning: A Case Study of MAC1105 College Algebra"

4:45 pm–5:00 pm Closing Remarks (Bradley Reading Room)

- James J. Clark

Session Description

1:15 pm–5:00 pm Special Tables Hosted by Campus Partners

The Academic Center for Excellence (ACE)

Introduction: The Academic Center for Excellence (ACE) is a university learning center, focused on helping students develop the study skills and success habits that are necessary in a large research university and valued by future employers. We are here to teach, advise, tutor, and provide an academic environment that inspires students to excel and to use all the resources available to them.

Office of Accessibility Services (OAS)

Introduction: The Office of Accessibility Services (OAS) supports students with disabilities on a holistic level by partnering with faculty and staff to:

- Provide access to all aspects of campus life,
- Encourage self-advocacy, and
- Inspire personal growth and professional development.

The Office of Digital Learning and Academic Technologies (ODL)

Introduction: The Office of Digital Learning and Academic Technology offers instructional support and academic technologies to enhance online and classroom instruction. As part of their services to faculty, ODL provides and supports the Canvas learning management system, technology-enhanced classrooms, proctored testing services, and instructional design and development for online courses and programs.

FSU Innovation Hub (The Hub)

Introduction: FSU's Innovation Hub, also known as "The Hub," is a unique collaborative workspace that provides students with opportunities to explore their creative, innovative nature through coursework, co-curricular activities, and tools for innovation. We also support faculty in teaching and research by providing resources, expertise, and a community focused on the future of education.

1:15 pm–2:00 pm Poster Presentation (P1, Designated Area in the Basement)

1. **Vanessa Dennen**
   Title: "Using AI to Support Case-based Teaching and Learning"
   Session Description: Generative Artificial Intelligence (AI) tools, like Microsoft CoPilot and ChatGPT, are able to quickly produce text on just about any topic, writing to specified criteria. In this presentation, I will share how I have used AI to support case-based teaching and learning activities. Having long been an advocate for case-based teaching, I acknowledge the challenges associated with the approach. As an instructor, developing teaching cases can be time-consuming. Also, instructor-generated cases represent a single perspective, limiting the potential breadth of topics covered in a class. Working with AI, I have been able to swiftly generate cases for use in the classroom using an iterative development approach (create prompt / review generated case / revise prompt parameters / review generated case) ending in a final edit to customize the case before presenting it to students. Additionally, I have used AI to have students generate their own cases and examples for use in class. These cases, which students can generate to reflect their own interests and contexts, can then be used as devices for applying course concepts as students move forward and complete learning activities without the assistance of AI. In the end, we can also cycle back to see how AI would evaluate our solutions. The introduction of AI in this context has not only value in streamlining and expanding the scope of content in the case development process but also creates the opportunity to model the appropriate use of AI and prompt development for students.

2. **Sindy Chapa, Alessandra Noli**
   Title: "Empowering Educators and Students: The Transformative Impact of Mentorship in Teaching and Learning Excellence"
   Session Description: The Multicultural Marketing Communication Mentorship Program is designed to bridge the gap between academic theory and industry practice, empowering students enrolled in the Minor in Hispanic Marketing Communication and the Certificate in Multicultural Marketing Communication. The program pairs each student with a professional in the industry, offering personalized mentorship that provides real-world insights and practical skills essential for success in dynamic, multicultural markets. This one-on-one mentorship fosters a collaborative learning environment where students engage with current industry challenges, refine strategic thinking, and build meaningful connections. By blending academic knowledge with industry expertise, the program equips the next generation of marketers to excel in multicultural contexts, raising the standard of excellence in multicultural marketing communication.

3. **Matthew Vanden Bosch**
   Title: "Quantitative Analysis: Understanding Student Engagement and Predicting Success"
   Session Description: It can be difficult to get students to actually engage in work outside the classroom, even when this work is explicitly intended to help them master class concepts and perform better in the course as a whole. It can also be difficult for instructors to find evidence that external work is having the desired effect – that students who engage with outside work are doing better in the course than those who are not. By incorporating statistical analysis, aided by Canvas' New Analytics feature, instructors can more effectively track student engagement across various metrics and determine what activities meaningfully impact student success. This presentation will provide an example of tracking student engagement with online course readings, employing simple analytic strategies to understand the association between engagement and exam scores. In each of the exams, student success was significantly predicted by engagement with course readings and class attendance. These findings can help instructors identify effective tools that help students achieve success. Furthermore, the evidence provided by such work can help to encourage students to meaningfully engage with their courses – showing, rather than telling, students how much of an impact engagement can have.

4. **Allison McHugh, DNP, MHCDS, MS, RN, NE-BC; Leeann Barfield, PhD, DNP, RN, ACHE**
   Title: "Designing graduate level curriculum that prepares the future nurse executive for the real world"
   Session Description: Nurse executives are employed in many settings such as hospitals, long term care, outpatient clinics, surgery centers, large health systems, not for profit organizations, for profit, federal agencies such as the VA, insurance companies, healthcare device and technology companies, academia and more. As a profession, nursing needs to proactively plan for our current and future workforce needs by specific specialty areas. Turnover and retirements of nurse executives are real; therefore, it is important that as we educate our future executive workforce, (especially in an online environment), we understand the best ways to create an experience that is meaningful, applicable and helps prepare them for the future, using engaging and creative learning activities. Today's healthcare environment is in need of nurse executives in all settings, who have the knowledge, skills and attitude to lead others, communicate and collaborate with all members of the executive team, valuing what each brings to the table. Because of the rapid pace of change in today's work environment, it is important that nurse executives also learn practical skills to navigate this landscape, such as the ability to adapt, pivot, think creatively and, most importantly, learn how to intentionally build relationships across professions and sectors of healthcare. In this poster session there will be a visual depiction of the process used to design this curriculum so far, with supporting images to describe how this came to be, using imagery and photographs. The skills and learning activities will also be described on the poster. In addition, progress to date, stakeholders, review of the literature will be shared and best practices that can be applied to creating an online experience and curriculum for nurses executives that prepares them for work in the real world. During this session it will be important to learn new ways to continue to enhance this program using more creativity, possibly art, and other engaging ways for online students to practice the skills of becoming a nurse executive. Thoughts, and feedback are welcomed, in addition to consideration of future collaborations with other Colleges such as the College of Arts and Sciences, COB, COM and any others who might be interested.

5. **Camilo Ordonez, Juan Ordonez**
   Title: "Reinforcing Curricular Topics Through Hands-On Experiments"
   Session Description: Most mechanical engineering programs offer separate classes on mechatronics, renewable energy, and thermal systems. However, due to high academic loads, there are few opportunities for students to work on hands-on activities involving thermal systems. This lack of hardware experience with thermal systems has been expressed by senior students during the Senior Exit interviews conducted at the FAMU-FSU College of Engineering. To alleviate this problem without increasing course load, we

are proposing a mechatronic lab to teach students foundational mechatronics concepts such as analog to digital conversion, sensor interfacing, data logging, and data analysis while staying within the context of characterization of thermoelectric generators. The thermoelectric devices selected provide an opportunity to explore thermal and electrical phenomena that can be both sensed and visualized in a classroom environment without the need for expensive instrumentation. The experiments conducted tend to catalyze ideas for new concepts and serve as a starting point for further exploration of thermoelectricity as a mechanism for direct energy conversion. These new laboratory activities are expected to improve student learning by providing connections within topics of various courses through hands-on experiments.

6. **Rachel C. S. Duke, Taylor F. Henning**
   Title: "From Wow to Wondering: Making Historical Resources Accessible to Students"
   Session Description: As instructors in the FSU Libraries Special Collections & Archives Classroom, we regularly encounter moments of wonder when students make contact with ancient artifacts, mysterious manuscripts, or ornate art pieces. Often, the awe that arises provokes interest and inquiry, but it can also distance the budding researcher from collection materials and halt classroom momentum. While wonder is a positively-valenced emotion, it can interfere with critical engagement and productive use of materials that dazzle the viewer in one way or another. As we've grown our instruction program, we've been investigating this question: how can we encourage students to navigate beyond the "wow" and view historical texts as resources rich for critical thinking and deep research? In this poster we hope to explore how instructors and students can collapse the barrier of awe and sustain momentum to engage in productive wonderment. Because archives can be daunting places for new researchers, our goal is to minimize this distance as much as possible by employing new pedagogical practices: active learning classroom experiences, pre-work assignments to cede expertise to students, and strategic selection of resource sets. These practices can encourage historical empathy, which is a disposition we seek to promote; when students think critically about the humans involved in the conception, production, and use of an item, they "unlock it," in a sense. We seek to speak with other instructors about how they make historical resources relevant and accessible to the modern student.

7. **Shatha Alrashdan**
   Title: "I Am Because We Are"
   Session Description: Empowerment starts with responsibility, grows through connection, and builds success together. Inspired by the Ubuntu philosophy of "I Am Because We Are," this framework emphasizes the interconnectedness of individuals and

the collective strength that emerges when they work together. The Empowering Classroom Groups framework fosters collaboration in classrooms where group projects and teamwork are central to learning. Addressing challenges like unequal participation and the discomfort some students feel when trying to encourage disengaged peers, the framework empowers students through accountability and leadership roles. Too often, one or two students take on extra work to compensate for disengaged teammates, feeling awkward about addressing the imbalance. This approach ensures that responsibility is distributed equitably, creating a structure where all students are actively engaged and accountable. Individual responsibility takes center stage as students own their contributions and build confidence through clearly defined roles and rotating leadership opportunities. Leadership becomes a shared experience, preparing students to guide and support their peers effectively. Structured group activities strengthen teamwork and reflective practices, helping students connect their efforts to shared goals. Collaborative discussions build trust and mutual support, while a shared purpose aligns all members toward common objectives. This alignment reduces conflicts, promotes equitable participation, and creates a sense of belonging within the group. The framework cultivates a thriving learning environment where individuals and teams excel. Participants in this session will gain actionable strategies, such as leadership rotation and reflective exercises, to enhance student engagement, foster collaboration, and promote shared success in their own classrooms.

8. **Yinghsuan Chao (University of Wisconsin Oshkosh), Camilo Rubbini**
   Title: "First class in statistics and econometrics: a classroom experiment"
   Session Description: This paper presents a classroom experiment designed for the first day of undergraduate courses in statistics and econometrics. Acknowledging the crucial role of first impressions and the emotional state of students during the initial class, we propose a hands-on exercise based on the "mark and recapture" method used by ecologists to estimate population sizes. Our paper is motivated by the literature on Mind, Brain, and Education (MBE) and affective teaching. The activity engages students through active and collaborative participation, fosters a supportive learning environment, and introduces fundamental statistical concepts such as random variables, probability distributions, estimation, and inference. The proposed approach aims to enhance student engagement, alleviate anxieties, and set a positive tone from the beginning of the semester by aligning with educational principles that emphasize curiosity, community, learning, and clear expectations. We have implemented our design in various statistics and econometrics courses with class sizes ranging from 35 to 50 students; however, the activity is easily scalable to larger courses. Anecdotal evidence based on course evaluations and conversations with students indicates that

the activity encourages engagement and socialization, fostering a welcoming and collaborative environment.

9. **Jiabei Xu**
   Title: "Becoming Scholars: The Scholarship of Teaching and Learning Development of Graduate Teaching Assistants"
   Session Description: Graduate Teaching Assistants (GTAs) play a crucial role in undergraduate education while developing their professional identities as future scholars. However, doctoral training often prioritizes research over teaching, leaving many GTAs without the necessary support to engage in the Scholarship of Teaching and Learning (SoTL)—a critical area that connects research with evidence-based teaching practices. This study explores how GTAs understand and develop SoTL knowledge and skills, their challenges, and the opportunities available to support their growth as future scholars. Using Boyer's (1990) model of scholarship as a framework, this research examines how GTAs navigate teaching responsibilities while shaping their professional identities. A SWOT analysis approach is used to help identify strengths (disciplinary expertise and motivation to improve teaching), weaknesses (limited training in SoTL), opportunities (community and peer collaboration), and threats (institutional emphasis on research over teaching). This poster session presents insights into integrating SoTL into GTA training and professional development. By strengthening SoTL engagement in graduate programs, institutions can better prepare GTAs for academic careers.

10. **Hank Bass**
    Title: "Empowering Student Wikipedians: Elevating Scientific Literacy in Biology Courses"
    Session Description: I have utilized the Wikipedia Education Program to integrate graded scientific literacy modules into several biology courses I have taught over the past few years. This approach has significantly improved student engagement by placing them in the driver's seat of knowledge sharing, along with the responsibility of contributing to a global public knowledge base. The Wikipedia Education Program offers dedicated staff and online resources to help educators design customized Wikipedia assignments tailored to their classes. In my presentation, I will share insights from my experiences and challenges in implementing this program across various undergraduate and graduate courses, including General Genetics (PCB3063), Plant Molecular Biology (BOT4394), Seminar in Plant Sciences, and Advanced Molecular Biology (PCB5595). The Wiki Education module was used as either a small or large part of the course, with students presenting their contributions to the class. I found it to be beneficial for both instructors and students. I will provide general advice, lessons learned, and highlight

some extraordinary student achievements that emerged from partnering with Wiki Education to enhance my courses.

11. **Logan Chalfant**
    Title: "Click, Compare, Confirm: Building Digital Literacy with Lateral Reading"
    Session Description: Lateral reading is a digital literacy skill that allows individuals to assess the credibility of online content. This systematic approach helps identify misinformation, bias, and "fake news." Drawing on the Civic Online Reasoning (COR) initiative, I integrate humor, collaborative exploration, and online data analysis activities to engage students in lateral reading, equipping them to navigate today's digital environment.

12. **Devin White, J. J. Jerez, Selena Ortiz, Lia O'Malley, Samantha Tackett**
    Title: "How the Proactive Referral and Engagement Program supports student success"
    Session Description: The Division of Undergraduate Studies' Proactive Referral and Engagement (PRE) Program began in 2018, in part, as a response to the evolving Strategic Plan of the University to ensure student success on campus and beyond in key gateway courses. The PRE Program supports students experiencing academic challenges early in the semester because this is the best time for students to improve their learning, recover from poor test scores, and make informed decisions based on early performance. We accomplish this work by: Helping faculty and students to identify when additional help may be needed; receiving referrals from faculty about students who need additional help; and reaching out to offer students assistance in building academic skills. When instructors submit referrals to the PRE Program early in the semester, it indicates that they care about student success and believe students will benefit from the help provided. Members of the PRE Program Team, consisting of the PRE Director, Specialist, Academic Success Mentors, and Study Skills Tutors, reach out personally to each referred student. We encourage students to schedule a session with a course-based tutor, study skills tutor, or an ACE Faculty/Staff member to identify learning barriers and develop a plan. The PRE Team will attempt to address students' general academic needs, and may also refer students to academic departments, tutoring resources, or other personal support services for more specialized help (e.g., case management, counseling, financial).

13. **Audrey Jacobs, Maclain Hardin-Kurza, Catherine Usewicz**
    Title: "Reflecting the Real World in Undergraduate Arts Practitioner Education"
    Session Description: Our poster presents a self-study designed to sharpen our preparation of undergraduates for careers in the arts. As doctoral students with significant prior experience in our fields, we taught courses for arts administration, art education, and museum education. Our teaching methods include reflective journaling,

real-world learning, pragmatic constructivism, and Universal Design for Learning (UDL), each emphasized to varying degrees across our courses. Our research sought to gain insights into what we can learn and how we can shift our viewpoints about our pedagogical approaches through critical reflection. We used a community of practice (CoP) and Transformative Learning framework to examine the foundations of our teaching methods, our motivations to practice as we do, and opportunities to strengthen our practices. We found that our practitioner experience was a major influence of our pedagogies. Past inadequate training and ongoing inspiration from the field fuel our teaching choices. Furthermore, forming a CoP gave us support and reassurance in using less familiar pedagogies, allowing us to grow and find equilibrium in our strategies. And we learned that our CoP magnified the effects of critical reflection and conversely, critical reflection and discussion nourished our CoP. There is no shortcut in making a CoP and the time we carved out for this added emotional and intellectual insights to our work. Attendees will gain insights into leveraging critical reflection and CoPs to develop teaching strategies, understand the role of practitioner experience, and employ reflective methods to track pedagogical growth in courses for future arts practitioners.

14. **Emil Asanov**

    Title: "Inviting Self-Reflection and Reflexivity in a Language Teaching Methods Course"
    Session Description: Self-reflection is an important skill and practice for teacher candidates to develop as they learn about the art of teaching and prepare to go into the classroom. In the field of second language (L2) education, reflective teaching has received particular attention. After all, L2 teachers find themselves in classrooms where they work with multicultural and multilingual learners. Through self-reflection or even reflexivity, a more critical act of questioning yourself and your prior experiences, L2 teachers can think about positionalities, intercultural awareness, biases, personal learning and teaching experiences, and ways that they can recognize and support the multicultural and multilingual identities of their students. For that reason, in Fall 2024 I implemented a range of activities in Foreign Language Education (FLE) 3033 "Introduction to Teaching Foreign and Second Languages" to encourage students to consider their identities and experiences in relation to their student selves, future teacher selves, as well as just regular, human selves. Reflective practice was embedded into course materials and assignments such as reading guides, observations, quizzes, lesson plans, class tasks, and information charts. By demonstrating examples of reflective practice activities, I would like to demonstrate their importance, especially when using them with activities that help students learn course-specific content. Furthermore, in this presentation I would like to demonstrate how these activities can be reshaped and improved after soliciting student feedback: Inviting my students to

reflect on these activities through one-on-one semi-structured interviews, I along with my students will show how a teacher-student partnership can contribute to how self-reflection and reflexivity among teacher candidates in the Teaching-English-to-Speakers-of-Other-Languages (TESOL) Certificate program at FSU can be better facilitated.

15. **Amber Noor Mustafa**

    Title: "The Big Three- Identifying key elements of effective lesson planning and execution"

    Session Description: Effective teaching begins with effective planning (Iheoma & Uchenna, 2020; Milkova, 2012). This poster presentation outlines three key elements of a lesson plan designed to foster critical thinking in undergraduate students enrolled in Introduction to International Development in Education. These elements, shaped by my 23 years of teaching experience, promote critical thinking through their intersection and alignment, and can be applied to any class emphasizing 21st-century learning skills for enriched student outcomes. The first element is my teaching principles. I design lessons to build on students' prior knowledge, actively engage them, and serve as a facilitator who fosters cognitive stimulation. Also, by incorporating diverse digital and non-digital resources, I aim to accommodate various learning styles and levels, enriching the overall learning experience. The second element involves integrating Bloom's Taxonomy categories to guide lesson activities (Staff, 2023; Armstrong, 2010). Each lesson begins with the basic levels—remembering and understanding (e.g., defining, summarizing, identifying)—and gradually progresses to activities requiring higher-order thinking (e.g., evaluating, critiquing, creating, etc.). The third element ensures all components of the lesson plan are aligned; with activities and resources matching the objectives and formative assessments effectively evaluating those objectives. The first element places students at the center of learning, the second provides opportunities for cognitive development, and the third ensures that the goals of the lesson are achieved. Thus, I conclude that an effective lesson is the outcome of a well-synchronized plan that incorporates these essential elements, which complement and enhance each other's role in the learning process.

16. **Natalie Sherer**

    Title: "Empowered Singers: Engaging French Song Students with Practical and Inspiring Teaching Approaches"

    Session Description: Music students often take important repertoire classes focused on their instrument, and last semester, I taught one for the first time: a French song class for singers in FSU's College of Music. I reimagined the class to prioritize deeper engagement, autonomy, and practical application over rote memorization. While I drew on provided materials, I made significant changes with a catalytic goal: deliver a class

that is practical and inspiring for students. To achieve this, I created assignments that foster exploration and creativity. Students selected French songs to listen to, within given parameters, and captured their musical and poetic observations, the relationships between the piano and vocal writing, and personal reactions in listening logs. This culminated in a curated "wishlist" of repertoire they were each inspired to learn in the future. I shifted away from traditional written and listening tests—often centered on identifying composers, dates, and excerpts from lengthy lists—to assignments that encourage autonomy and tap into the joy of discovery. We built community and cultivated growth through detailed discussions of text, music, and performance elements and supportive feedback as each student performed 2-3 new songs in class, expanding their repertoire. The final project—creating a uniquely themed French song recital program with program notes—synthesized their learning and fostered fresh approaches to programming with the audience in mind—a crucial skill for today's performers. I empowered students to take ownership of their learning, engage deeply with the material, and experience joy in the process. Their reflections on our class highlighted the value of this approach, contrasting with the stress and surface-level retention often associated with traditional methods.

2:00 pm–2:55 pm Roundtable (R1)

Bradley Reading Room

1. **Anchalee Ngampornchai**
   Title: "Peer Review Assignments: Learning Opportunities and Logistical Complexity"
   Session Description: Peer review assignments offer students a valuable opportunity to engage in collaborative learning, reflect on their work, and enhance their ability to provide and receive constructive feedback. However, designing and implementing such assignments can be complex and time-intensive for instructors. Key considerations include determining the optimal number of peer works each student should review, deciding between blind or double-blind review processes, and providing appropriate guidance to ensure meaningful feedback. Additionally, the use of rubrics raises questions about their structure, the criteria they should include, and how they can support both reviewers and reviewees. Further complexities arise when evaluating the quality of peer feedback and deciding how to grade the overall assignment effectively. Selecting tools and technologies that streamline these processes is also critical to minimizing chaos and maximizing engagement. This roundtable discussion invites participants to share strategies, tools, and best practices that make peer review assignments efficient, enjoyable, and impactful for both students and instructors.

Together, we aim to identify practical solutions that balance pedagogical value with the logistical challenges of peer review implementation.

2. **David Knapp, Steven Olson**
   Title: "Reimagining Assessment as Content: Long-Format Scholar Interviews as Pedagogical Practice"
   Session Description: This presentation explores the use of long-format scholar interviews as an alternative to traditional paper-based assessments in college courses. By tasking students with conducting recorded video interviews, the assessment process shifts from private, text-based analysis to a dynamic, public-facing exchange of ideas. Students engage deeply with course material by preparing thoughtful, research-driven questions, fostering critical engagement with texts and concepts. The interviews, recorded and posted to YouTube, provide a platform for public dissemination, encouraging students to see their work as contributing to broader academic conversations. Select excerpts are also repurposed as short-form video content for platforms like Instagram, promoting accessibility and engagement with a wider audience. This approach addresses several pedagogical challenges: it minimizes plagiarism by emphasizing originality, requires students to demonstrate nuanced understanding in real time, and develops 21st-century skills such as digital content creation and professional communication. Results from implementing this model reveal increased student motivation and retention of course material, as well as improved critical thinking and collaboration skills. Additionally, the public nature of the project elevates students' sense of accountability and pride in their work. Implementation is discussed by the presenters, a course instructor and a graduate student enrolled in the course using this assessment strategy. This session will provide practical insights and resources for educators interested in integrating video-based assessments into their courses, demonstrating how this approach fosters richer learning experiences while leveraging the power of digital media for academic and public engagement.

3. **Shuyuan Metcalfe, Shawn Banner**
   Title: "Building Cyber Minds: From Consciousness to Competency in Cyber Defense"
   Session Description: Consciousness of cyber defense is an evolving field that demands the development of knowledge, skills, and abilities (KSAs) across a spectrum of competency levels, from foundational to advanced. At iSchool, this educational journey is guided by activity theory (AT), a framework that emphasizes learning both individually and collectively through team-based activities and the integration of technology. The curriculum includes five distinct courses designed to cultivate cyber situational awareness, with a consistent focus on team collaboration and exploration within a cloud-based sandbox environment. This year, the program has embraced Azure Labs as

the primary sandbox platform, offering students a dynamic and interactive setting to deepen their understanding of cloud-based systems. Within this environment, student teams are tasked with building their own networking setups, engaging in exploratory exercises to familiarize themselves with the nuances of cloud technologies, and confronting simulated challenges to strengthen their cyber defense acumen. The approach encourages critical thinking, problem-solving, and collaboration, key competencies for navigating the complex landscape of cybersecurity. To further enhance this team-based learning model, a roundtable discussion has been organized to explore strategies for fostering higher levels of cyber defense consciousness. This dialogue will address pedagogical techniques, the role of team dynamics, and the potential of sandbox environments like Azure Labs to bridge theoretical knowledge with practical, real-world applications, ultimately equipping students with the skills necessary to excel in the cybersecurity domain.

4. **Amit Anshumali**
   Title: "Strategies for Information Processing through Critical Thinking with Students"
   Session Description: For this round table discussion, I would like to share and discuss with colleagues across campus effective strategies that I have deployed to promote critical thinking in the classroom. Over recent years, due to a variety of sources in print and social media, information is available easily and students are able to access content online. However, a lot of the content gets consumed and processed uncritically. Often, this leads to inferences based on opinion alone. In this roundtable, I want to share strategies in this digital age for promoting critical thinking where students learn to question and interrogate what they hear and read and establish a firm foundation where they can seriously bring scholarship into conversation. In other words, opinions should be vetted through critical engagement with the literature and through discussion. I am happy to host and lead a roundtable or participate in one.

5. **Meghan Mick, Scott Morrison (Elon University)**
   Title: "Embracing Outdoor Teaching and Learning for Student Engagement and Well-Being"
   Session Description: Outdoor teaching and learning opportunities are often confined to certain disciplines where being outside is common and relevant (e.g., environmental science, wildlife biology). However, getting outside the classroom offers a plethora of benefits no matter the content area (Hrach, 2021; Paul, 2021). Outdoor settings encourage movement and foster hands-on, experiential learning that connects theoretical concepts to real-world contexts and enhances understanding, creativity, and critical thinking. Outcomes include improved student engagement, enhanced problem-solving skills, and a stronger sense of community among learners. There is also an

argument that place-based, outdoor learning can contribute to students' ecological literacy and environmental stewardship (Anderson, 2017; Orr, 2015). Despite the research that illustrates the multiple affordances of being and learning outside, most instruction in institutions of higher education still happens in the classroom (Oprandi, 2024). In this roundtable session, two university faculty members with a combined 20 years of teaching experience in higher education will share their insights from taking students outdoors. The facilitators also seek to understand more about interest in – and obstacles to – teaching and learning outside as perceived by colleagues. Teaching outside is a versatile method for enriching learning in all academic areas. There is a need for colleges and universities to recognize the potential of outdoor spaces as catalysts for creativity, engagement, and well-being. Educators who embrace teaching outdoors have to remain versatile and adopt innovative strategies to overcome barriers such as weather variability and resource limitations, among others.

Graduate Instruction Classroom (005A)

6. **Deanna Barath**
   Title: "How to Gamify Writing Assignments"
   Session Description: In an era of Artificial Intelligence, student engagement is increasingly challenging. Gamifying writing assignments offers a dynamic approach to foster motivation, creativity, and deeper learning. This roundtable will explore innovative ways to integrate game mechanics into writing instruction, transforming traditional assignments into interactive and rewarding experiences without relying on competition or extrinsic rewards. We will focus on principles of game design such as collaboration, narrative, progression, feedback loops, exploration, and mastery to enhance student engagement and ownership over their writing journey. Participants will discuss practical strategies, including the use of concept mapping, double-blind peer reviews, puzzle solving (piecing a completed paper together) and collaborative writing exercises to promote cooperative learning, deepen understanding, and encourage student-to-student interaction. We'll explore how narrative elements—such as framing writing assignments within a larger story or "quest"—can help students connect with the task on a personal level, while also offering them choices in how they approach their work. Furthermore, we'll delve into progression systems that allow students to unlock "new levels" or "challenges" of the assignment as they master key writing skills, fostering a sense of accomplishment and mastery without the need for external rewards. Attendees will share their experiences with iterative feedback, self-assessment, and peer review as tools to create a continuous learning loop, empowering students to improve and refine their writing over time.

7. **Asli Kaya, Sherry A. Southerland**
   Title: "The Role of Vexations During Sense Making"
   Session Description: Learners often experience vexations when ideas and practices do not fit with their current ways of thinking, and this lack of fit is accompanied by emotions such as confusion or frustration. According to Odden and Russ (2017), vexations are what kicks off the sensemaking frame, the point where students transition from recalling previously learned knowledge to actively building new knowledge or new connections between ideas. Vexations actively drive students through the sensemaking process, pulling them back to the question at hand after each attempt at an explanation. Within this sensemaking process, vexations are critical moments that occur when the students attend to and articulate an inconsistency or gap in their understanding, the thing that doesn't "make sense" to them. Using a responsive teaching framework (Robertson et al., 2016) that foregrounds students' resources as they connect them with scientific ideas, we aimed to promote learners' conceptual understanding and disciplinary engagement. In this presentation, we will share our responsive teaching experiences by focusing on the vexations of preservice teachers' sensemaking during a scientific exploration in a science method class and illustrate that, when given space and time, how students work through their vexations by themselves. Our findings suggest that when learners were given the opportunity to figure things out and were left with their lingering uncertainties to resolve vexations, they discovered the utility of relying on their own resources. They came to recognize uncertainty as a learning tool and realize the affordances of this kind of learning opportunity.

8. **Kevin Curry**
   Title: "Why I force students to leave my classroom"
   Session Description: Students in my Sculpture I class are presented with tasks that disrupt their routines, encouraging them to embrace randomness and fate. They then create a sculpture inspired by their journey, experience, and what they gather. This is less about 'artmaking' than observation as a foundation for creative problem-solving. Each student is presented with the following challenges: 1) Throw a dart at a large FSU campus map. They must then travel to that location and bring back a human-made object. 2) Draw a card from a deck with questions about family, career, or relationships for them to reflect upon. 3) Pick a piece of paper out of a box. Each piece has a call and page number for a book at Strozier Library. Students must find that book and turn to the specific page, where they will find a piece of paper with instructions: (Go here, do that, etc.). 4) Check the book out (sadly, a first for some!) and make an informal presentation to their peers on something that spoke to them. While initially confusing, these tasks excite and invite them to explore, observe, and gain new perspectives on their surroundings - prompting students to step away from their norm. It's permission to

wander and wonder, to collect their thoughts and inevitably a new way of seeing what's right in front of them.

9. **Secil Caskurlu, Kadir Kozan**
   Title: "Discussignments: Combining online discussions with assignments"
   Session Description: This proposal focuses on "discussignments" that combine online discussions and assignments within the context of graduate asynchronous online instructional design courses with a project-based learning approach. The goal is to combine online discussions with assignment submissions in such a way that all students have the chance to reflect on each other's work, provide peer feedback, and get feedback from course instructor(s). This way, (a) online discussions become more purposeful and focused on not only course content including readings but also assignments that would encourage learning from each other further; (b) online discussions complement each other in a more comprehensive way depending on the assignment interrelations; (c) both peer feedback and instructor feedback become a natural part of online discussions; (d) students have the chance to critically reflect on and learn from each other's work thus going beyond pure peer review tasks. Implementing this approach in a graduate asynchronous online instructional design course led to better student engagement and involvement. Some students felt that they were kept quite busy, but it was not just busy work, it was meaningful busy work full of timely feedback. Instructor involvement also turned out to be crucial given that students may provide insufficient feedback, and was time-consuming during a week. Still, "discussingments" saved more time when it came to grading and feedback after deadlines since most of it is done during "discussignments" already.

3:00 pm–3:55 pm Roundtable (R2)

Bradley Reading Room

1. **Kerry Burner**
   Title: "Developing Discussion Activities That Aren't all Talk"
   Session Description: How can we help students be prepared for robust class discussions? Engaging students with content and with each other in meaningful ways during class discussions is a challenge most faculty face. Roundtable participants will explore strategies and develop activities to foster rich discussions amongst students in a conversation wherein we start by sharing successful approaches. Different from off-the-cuff conversations, class discussions are learning activities. Like with any skill, students need to be taught how to participate in class discussions. Conceptualizing discussions as learning activities for which both students and instructor must prepare before

participating shifts them from extemporaneous one-off experiences to a part of the ongoing deep engagement with the course content. Understanding their roles, the purpose of the activity, and how their participation will be evaluated are all key components of helping students engage at the highest level. Considering the intersections of student motivation, group dynamics, learning guidance, assessment, and feedback, this roundtable will explore ways in which to design effective class discussion activities that invite students into critical, considered, and content area/domain/field specific conversations.

2. **Elyse Budkie, Samantha Tackett**
   Title: "Approaches to support students through personal development activities"
   Session Description: This presentation will provide instructors with information and example activities to help students' development of productive psychological and emotional skills in response to academically and personally challenging experiences. Specifically, we will share two examples of activities to develop their productive coping skills and self-perception. We will practice examples of these activities during the session. The attendees will learn about two psychological and emotional skills to support students' academic and personal success. Within the 55-minute session, participants will practice and discuss two activities in this order: 1) drawing 'good' students (3-3:25pm); and 2) identification of approaches to conflict (e.g., practice responses, 3:30 - 3:55pm).

3. **Mason Mathews**
   Title: "Using video case studies to enhance student understanding of important themes and topics"
   Session Description: University lectures often depend heavily on PowerPoint slides and other didactic approaches to teach complex topics. In this format, explanations of complex theories are often difficult to grasp. While didactic lectures work for students with certain learning styles, they may not be appropriate for all students. What you did or plan to do: First, find video content that provides real-world examples of the content taught in class. Next, we establish questions regarding the concepts from the lecture and the real-world video examples. During each class session we weave lecture slides, videos, and reflection question and answer activities together to improve student understanding of theoretical concepts. Each class session involves the following elements: a. Review PowerPoint slides b. Engage students with questions c. Watch videos of real-world examples d. Student reflection groups e. Student groups report of group work findings to the class. Videos bring concepts to life. Students like to work in peer groups to think through and share their ideas. Presenting group results to the class can help students improve their public speaking skills. Combing didactic lectures, video

examples, group work, and class presentations can help convey concepts to students with different learning styles.

4. **Bruce Thyer, Emily Keeney**
   Title: "How to Evaluate Student Learning Using the Counter-balanced Pretest-posttest Design: An Evidence-based Approach"
   Session Description: Few faculty obtain any objective data to indicate that their students have learned anything in the classes they teach. The Student Perception of Courses and Instructors form (SPCI) used at FSU asks general questions that do not directly measure learning. One approach we have used to assess actual learning can be called the Counter-Balanced Pretest-Posttest Design (CBPPD). It improves upon the basic pretest-posttest design (O-X-O) by developing two equivalent exams. Question items are generated by the instructor that would reflect a traditional final exam, except twice as many numbers of questions are developed, using two or more questions per chapter, article, podcast or video that students are required to engage in during the entire semester. The instructor randomly assigns each question to create a pretest exam (A) and a posttest exam (B). This random assignment virtually assures that the two tests are different but equivalent in content and difficulty. In week 1 of the term, each student is randomly assigned to complete Test A or B. At the end of the term, students who completed A at the beginning now complete B, and vice versa. It is possible to quantitatively score these tests combine the scores for A and B at Week 1 and at the end of the term. One can use a paired-sample t-test to test the hypothesis "Students' posttest scores will be statistically significantly higher than the pretest scores". This design controls for many threats to internal validity. Published papers describing this approach will be available as handouts.

Graduate Instruction Classroom (005A)

5. **Sharanya Jayaraman**
   Title: "Back to Paper: Using Handwritten In-Class Exercises to Support Conceptual Proficiency in the Age of AI"
   Session Description: In an era where artificial intelligence (AI) tools are increasingly accessible, fostering conceptual understanding in STEM courses requires innovative teaching strategies that emphasize human discernment and active engagement. This roundtable will explore the use of handwritten in-class exercises as a tool to reinforce foundational concepts and promote deeper learning in STEM disciplines. In this approach, students begin each class with a short, handwritten exercise based on the previous lecture's material. This low-stakes formative assessment encourages students to recall and apply their knowledge, providing immediate insight into common misconceptions and gaps in understanding. After completing the exercise, I solve the

problem, prompting class discussions that encourage students to reflect on their thought processes and problem-solving strategies. This method has yielded promising results in my courses, improving student engagement, retention, and conceptual mastery. It also provides a structured way to incorporate AI tools responsibly into learning. Students can use AI-driven platforms to generate and practice potential problems before class while also leveraging AI explanations to clarify solutions post-discussion. However, by requiring handwritten solutions in class, this approach ensures that students develop their own reasoning and problem-solving skills rather than over-relying on AI-generated answers. This roundtable invites faculty to discuss best practices, share experiences, and explore strategies for balancing AI integration with active, instructor-guided learning. Together, we will consider how handwritten exercises can serve as a valuable pedagogical tool in enhancing STEM education in the age of AI.

6. **Amanda Ayers, Daniel Stefanelli, and Micaela Cuellar**
   Title: "The Teaching Process: A Framework for Collaborative Reflection and Revision"
   Session Description: We are a group of writing teachers who are interested in framing teaching as a craft and a process. Much like the writing process we teach our students, we have adapted a "teaching process," a recursive, reflexive framework that invites us to collaboratively develop and revise our approaches to teaching. In this roundtable, we ask, "What is your teaching process?" We invite participants who are interested in critically discussing and collaboratively revising their own teaching practice. Our "teaching process" innovation seeks to (1) improve our own teaching by sharing feedback and ideas with other teachers, (2) frame our development as teachers as ongoing and dynamic, and (3) articulate a critically reflexive teaching framework that can support both new and experienced teachers. This framework emerged organically from our experiences as early-career instructors. We have discovered that teaching is a process of invention and revision, something we are always doing, changing, and refining. Through this discovery, we've come to realize the value of peer mentorship and collaboration, a kind of "peer review "of our praxis. Recognizing that this peer-to-peer approach could have widespread value for instructors, we are developing an innovative framework to support collaborative invention and revision of their teaching practice. The outcomes of this roundtable are twofold: (1) to share a transferable reflective framework that can serve instructors across disciplines and experience levels and (2) to provide a space for teachers to critically reflect on their teaching, collaborate with fellow teachers and leave inspired to mindfully reconnect with teaching.

7. **Radha Modi**
   Title: "The Role of Deep Practice in Complexity"
   Session Description: This session explores how deep practice in complexity—a pedagogical strategy that emphasizes iterative learning, reflection on perspectives, and process-oriented mastery—supports students in navigating complex social issues. Implemented in courses on social policy and interdisciplinary research, this approach integrates writing and revision, collaborative inquiry, and experiential research projects to challenge students to make connections between theory and social patterns. Complexity in this context involves engaging with a range of perspectives, requiring students to consider multifaceted social problems from diverse viewpoints. One key strategy is role-play exercises, where students take on the role of critical stakeholders in policy debates. By embodying policymakers, activists, community leaders, and other key figures, students must critically assess competing interests, ethical considerations, and institutional constraints. This approach fosters empathy, deepens analytical skills, and helps students understand the nature of social challenges. The effects of this teaching innovation are evident in increased student confidence in writing, greater engagement with theoretical frameworks, and a stronger ability to consider multiple perspectives. By foregrounding process-oriented learning, deep practice in complexity transforms the classroom into a space of sustained intellectual challenge, inspiring students to think expansively and engage meaningfully with social inquiry.

8. **Jaesung Hur, Idam Kim, Vanessa Dennen**
   Title: "Autonomy vs. Anxiety: Specification Grading"
   Session Description: Evaluation is important in teaching and learning in that it provides information on students' performances in classes and whether they have met learning goals. Grades can be an effective external motivational factor, but they can also cause stress and anxiety to students. To reduce their anxieties, we adopted a specification grading system in undergraduate-level introductory courses in education. Assignments were graded using Revision/Pass/High Pass criteria. The Pass grade required a minimum level of skills, while the High Pass grade required more advanced skills in addition to the Pass grade requirements. Students could choose a target grade and complete the required elements, which allowed them to have autonomy in navigating their grades. Because the requirements, which serve as evaluation rubrics, were shared in advance, students did not need to put in additional effort for higher grades and were able to be relieved by anticipated grades. Nevertheless, we found that students still showed anxiety from this grading system. They liked explicit rubrics but felt frustrated by receiving the Revision grade (i.e., zero) for missing one or two requirements, regardless of opportunities for revision. They also pointed out that completing granular elements to receive higher grades caused different kinds of stress and anxiety. In this session, we

invite the audience to discuss the balance of autonomy and anxiety while applying the specification grading system in classes. As we adopted a combination of specification and point-based systems this term, we will also share our experiences with the audience.

4:00 pm–4:45 pm Poster Presentation (P2, Designated Area in the Basement)

1. **Maria Cristina Ramos**
   Title: "The Computational Social Science Pedagogical Toolkit"
   Session Description: Computational social science (CSS) is an emerging interdisciplinary field that uses computational techniques and digital data to study social phenomena. CSS education faces significant challenges. Educators must help students integrate diverse skills, address ethical and transparency issues, and keep pace with a fast-evolving field. Yet, the growing prominence of the field and its technical developments have not been paired with discussions and resources on CSS pedagogy. In this work, I take a first step in addressing this gap by presenting a pedagogical toolkit for CSS educators. This toolkit synthesizes insights from education, computer science, data science, and computational social science literature, alongside my own teaching experience across diverse audiences. It provides a structured set of strategies and resources tailored to common and context-specific challenges in CSS education. The toolkit is organized into two sections. The first addresses shared challenges and offers strategies that can be applied across various curricula. The second focuses on specific instructional areas, such as teaching social theory, research design, and programming. For these specific areas, I present targeted solutions that instructors can tailor to their needs. By equipping educators with practical resources, this work aims to support effective CSS instruction at both undergraduate and graduate levels. This work can also benefit educators beyond CSS by addressing broader challenges in interdisciplinary and data-intensive education.

2. **Idam Kim, Jaesung Hur, Nuodi Zhang, Shiyao Wei, Hui Shi, Vanessa Dennen**
   Title: "Guiding Pre-Service Teachers on How to Co-Create with GenAI"
   Session Description: As Generative AI (GenAI) is more predominantly used in everyday life, it has been highlighted as an innovative technology to enhance teacher learning and productivity. Despite its importance and effectiveness, pre-service teachers lack the fundamental skills to work with GenAI. This study investigates how instructors can guide pre-service teachers to co-create with GenAI, especially in developing lesson plans. During the 2024 fall semester, five instructors teaching EME2040 Introduction to Educational Technology implemented a class activity on creating lesson plans with

GenAI. A total of 71 pre-service teachers were introduced to how to use GenAI when creating lesson plans. Guidelines included generating initial prompts by providing specific contexts (i.e., grade level, subject). After the short lessons and discussions on guidelines, students co-created lesson plans with GenAI but mainly used it as a task executor and refiner, which is limited to performing the requested tasks or searching for relevant resources. They rarely used GenAI as an expert or colleague, limiting them from building and testing the lesson plan further. This highlights the need to guide pre-service teachers on how to co-create with GenAI (i.e., evaluating AI-generated responses, feeding follow-up questions, and considering ethics when applying the co-created lesson plan in classrooms). We anticipate that the structured step-by-step instructions by instructors will help students facilitate creative collaboration with AI agents, leading to meaningful lesson design.

3. **Shawn Einarson, Danny Chiarodit, V. Casey Dozier**
   Title: "Revolutionizing career development: Leveraging AI in career advising, teaching, and daily practices"
   Session Description: Join our practitioners and instructors for a discussion about successful integration of artificial intelligence (AI) into career readiness through career advising, teaching, and daily practices of career practitioners. Discussion will include the benefits of exposing students and clients to applicant tracking systems (ATS), use of AI tools including Goblin.Tools and GoogleNotebookLM in support of varied learning modalities and preferences, and strategies to support the ethical use of AI tools such as Microsoft Copilot and ChatGPT in research for self and options knowledge. Brief demonstrations of modules from the AI Ready Applicant badge and Beyond the Professoriate platform will be used to illustrate benefits and challenges of these emerging technologies in working with students and clients.

4. **Subhasree Sengupta, Richard Morris**
   Title: "Using case studies to develop critical consciousness in applied data science courses"
   Session Description: In today's interconnected global economy, leaders in various fields like business, policy, healthcare, and education use data science to solve complex and societally pertinent issues. Hence, preparing students to engage in multidimensional thinking and reasoning to design analytical pipelines that bridge and connect social and technical domains is vital. Beyond its statistical and mathematical foundations, data science education should foster critical thinking to question and critique where, how, and when to utilize data science. Previous pedagogical research demonstrates the effectiveness of case studies for developing the intersection of critical and analytical thinking skills. This presentation will show the pedagogical use of case studies to link

computational thinking with layers of critical thinking in data acquisition, exploration, modeling, and storytelling. Key discussion points include developing the narrative structure of case studies, facilitating student engagement in case study-based learning, and the instructional design for blending case studies with experiential learning. The session will conclude with a discussion of how to curate resources needed to create communities that share their case study experiences in data science education.

5. **Genna Boyd**
   Title: "Helping Students Navigate Academic Challenges: A Structured Framework for Holistic Support"
   Session Description: Supporting students facing academic difficulty requires a proactive, evidence-informed approach that addresses both academic and personal challenges. This poster will explore a structured intervention model that integrates one-on-one productive discussions, study skill development, and personalized success planning. The model, implemented in SLS 1122, Strategies for Academic Success, typically designed for students with an institutional GPA of 2.0 or lower, emphasizes self-regulated learning, motivation, time management, and the use of campus resources to foster resilience and academic improvement. Participants will learn about the structured framework used by faculty to holistically guide students through two required one-on-one meetings per semester, where they set academic goals, reflect on their study habits, and identify areas for growth. By addressing common obstacles such as procrastination, ineffective study environments, motivation, and mental health concerns, this model fosters self-awareness, encourages proactive help-seeking behaviors and implementation of effective study strategies to enhance comprehension and retention of course material in any course. The follow-up student success plan serves as both an accountability tool and a roadmap for students to navigate their academic journey. The discussion will highlight both observed and anticipated effects of this intervention, including increased student engagement, improved self-efficacy, and enhanced academic performance. Attendees will be invited to share insights and consider how similar individualized interventions could be adapted within their own teaching contexts to support at-risk students. This session will provide a collaborative space to refine and expand best practices for supporting underperforming students across disciplines.

6. **Serena Bujtor, Jake Bucher, Danny Chiarodit, Justin Hultman**
   Title: "Classroom Connections to Address Career Uncertainty"
   Session Description: Join our discussion on how to address undergraduate student career uncertainty through a direct connection to tangible career steps and guidance. Connections to career services can help students through increasing retention, career identity development, and personal adaptability (Helens-Hart, 2019; Hoyt, 2023).

Despite the benefits of connections and career concerns being one of the largest stressors for college students approaching graduation, many students report rarely or never utilizing career services to help them gain information and take the next steps in their careers (Schriver & Teske, 2020). The "Introduction to Career Development" course is a bridge for students to become acquainted with career services and develop skills in the career decision-making process that they can utilize as a foundation to build a desired future. Through the class's many interactive modules, students make connections by participating in career events like the Seminole Futures Career & Internship Fair and the All-Majors Resume Cafe. The class also allows for networking with professionals through career panels and provides opportunities to hone resume-writing and interview skills. In addition, this course fosters connections with instructors through one-on-one meetings and class discussions. Therefore, enabling students to learn from the lived experiences of the multiple instructors and for instructors to recognize students who may need further support via career counseling. This roundtable discussion will provide a space to brainstorm how courses can integrate connections to career services to increase the career self-efficacy of students and decrease the anxiety or uncertainty around their career futures.

7. **Laura Biagi**

   Title: "Adapting Creative Writing Workshop Models to Improve Student Writing and Analysis in Writing and Humanities Classrooms"

   Session Description: Within creative writing classrooms, the workshop model provides significant advantages for writing improvement that merits adoption into other writing and humanities classrooms. It establishes writing as an ongoing process of revision, provides a systematic process for receiving and learning from positive and constructive feedback, and encourages student value and pride in writing. Evidence from my writing and humanities classrooms demonstrates it significantly improves students' writing and analytical abilities over time. In this poster presentation, I will illustrate how I incorporate workshop into writing and humanities classrooms. I will provide examples of student work before and after workshop and student quotes. Finally, I will offer additional resources for adaptations of the model. In workshop, we first discuss the workshopper's intentions and existing plans for revision; then move into the elements that are working successfully and a structural outline; then finally into what elements could be improved, including claims, evidence, analysis, and organization. We end with the workshopper's responses and questions and center peer feedback as the predominant voice. Not only does this model enable the workshopper to collect concrete revision feedback, but it also provides a learning framework through which the whole class regularly practices identifying areas in need of and solutions for improvement. In reflections and evaluations, my students consistently describe these

workshops as their favorite part of class and the activity most responsible for improving their writing. Meanwhile, over the course of the semester, their graded writing assignments show distinct improvement in organization, clarity, claim-making, evidence, and analysis.

8. **Mehdi Chalmers, Mira Talpau Joos, Carine Schermann**
   Title: "Putting it All Together: Dynamic Scaffolds for Oral Production in Basic Language Classes"
   Session Description: For our collaborative poster session, we present an instructional tool that we call the *dynamic scaffold*. In the world language classroom, the textbook promotes discussion-based activities but offers few oral production tools. In this context, we focus on the affordances of the *dynamic scaffold*, a simple yet effective tool for stimulating students' oral production and in-class participation. We designed the *dynamic scaffold* as a visual support of sentence-building possibilities, providing students with the vocabulary and grammar features introduced throughout each textbook chapter. This tool is a hands-on, one-page, evolutive, and adaptive visual that allows students to put it all together, relieving the cognitive demand on their memory, and allowing them to produce sentences without the fear caused by the improvisational component of oral production (with its often-daunting setbacks such as blanking, hesitation, or switching back to English). After a pilot experiment (Summer 2024), we are in the process of conducting an improved iteration of the dynamic scaffold in two French classes (elementary and intermediate levels). Based on our consolidated observations and on students' feedback, we hope to share the positive effects of the *dynamic scaffold* on enabling students to speak in the target language. In addition, we hope to gain insights and present a critical discussion of the constructivist role of the language instructor in scaffolding learning processes within the learners' zone of proximal development. Finally, we will share insightful implications and limitations of the *dynamic scaffold* as well as recommendations for instructors and future research.

9. **Helen Mahony**
   Title: "Creating an online undergraduate statistics course: Ensuring student success using the Annoto and Lightboard tools"
   Session Description: Statistics is a challenging subject for many students due to complex formulas that must be utilized. In the face-to-face environment, the calculations are conducted using a whiteboard. Translating the face-to-face experience into the online environment in a way that students can be successful is challenging. The Annoto tool allows for questions to be embedded within a video recording, which tests lecture material comprehension. The Lightboard tool is a see-through whiteboard that augments video lectures. Instructors can write formulas and walk through calculations

without having to turn their back to the camera. Instructors can make eye contact with the camera thus promoting greater interaction in the online classroom. In PHC 4069: Introduction to Biostatistics, students are taught the fundamentals of widely used analytical methods. This involves students understanding the underlying statistical theory and equations and then applying those equations to health-related data sets. Students are first introduced to the theory and equations using audio-only narrated slides within Kaltura. Students are then presented with a problem that they must solve using the appropriate statistical equation. After solving the problem, students are prompted to check their answer using the Annoto tool. Then, the Kaltura video switches to Lightboard where the instructor works through the different calculations while engaging with the camera thus enhancing student comprehension and instructor presence. Spring 2025 is the first semester that PHC 4069 is being taught in this format. Feedback from students has been positive. Additionally, quiz/exam scores indicate student comprehension of and engagement with the material.

10. **Bret Staudt Willet**

    Title: "Reorganizing Classroom Activities to Situate Learning and Identity in Instructional Systems"

    Session Description: Learning is situated—that is, occurring within a context and a community. Situated learning is important in my program, Instructional Systems and Learning Technologies (ISLT), because most graduate students in ISLT are also situated within professional contexts, whether job contexts for M.S. and Ed.D. students or scholarly contexts for Ph.D. students. I help these graduate students connect their learning to their professional context and community. To help students experience learning as situated, I guide students—individually, as a class, or as a research group—to reimagine themselves as people who do instructional systems. I help them develop an identity as the kind of person who participates in such professional practices. I have restructured class activities to reflect my experiences working in the technology sector. For instance, I start and end class time with stand-up meetings, where we take five minutes, standing up in a circle, to check in regarding open reflections, questions, and insights. From there, we weave between whole-class discussions, individual reflections, and scrum teams (i.e., ad hoc working groups to tackle a problem quickly and report back to everyone). I have students write ideas and questions on sticky notes, which we then post on a wall, consider together as a class, rearrange into themes and priority level, and proceed with class discussion from there.

11. **Yeimy Roberto**

    Title: "Revisar, Reflexionar, Repetir: Feedback for Second Language Writers in Spanish"
    Session Description: Empowering students to self-regulate their learning is a key goal of higher education and lifelong learning (Nicol, D., & Milligan, C. (2006). This poster explores an innovative feedback activity designed to enhance Spanish learners' writing skills through reflection. Implemented in two intermediate Spanish courses, this approach transforms feedback from grammar, content, organizational, and vocabulary correction of compositions in Spanish into a reflective practice promoting self-regulated learning. Known as the Assignment wrapper, this activity involves a structured feedback cycle where students analyze instructor comments, identify strong and weak patterns in their writing, and evaluate their readiness for the task. Students then create personalized action plans to address these areas, fostering deeper engagement and strategic planning. This metalinguistic self-assessment activity aims to encourage awareness of positive actions that resulted in outstanding performance and accountability for actions that can be improved for future similar assignments. Students will have two more compositions where they will review the outcome, reflect on it, and repeat the strategic planning. Expected outcomes are based on the results in Nomme et. Al (2024), where students report the need to be proactive about instruction clarity and improve time management and emotional regulation. The ultimate goal is to cultivate learner autonomy, enhance writing confidence, and empower students to seek guidance as a key method in the learning process. This poster will outline practical steps for implementing reflective feedback cycles and discuss the broader implications for second-language writing instruction.

12. **Jessica Smith**

    Title: "Setting the Standard: Evaluating Teachers of Students with Visual Impairments"
    Session Description: In many districts in Florida, a teacher of students who have visual impairments (TSVI) is the only professional that has unique knowledge on best practices for teaching students who are blind or visually impaired. TSVIs are responsible for teaching the nine areas that are known to affect people who are blind or visually impaired called the expanded core curriculum (ECC). Many TSVIs are itinerant and work at many different schools. Because of this, they may be evaluated by district administration personnel who may not know what a “highly effective” TSVI looks like and are not always equipped to provide constructive feedback TSVIs need to further their growth as an educator. It is my aim to create a standardized framework for administration to use while conducting evaluations of TSVIs’ unique instruction. This framework would allow the field of visual disability education to have more continuity, reliability across districts, accountability, and give TSVIs a chance to receive productive feedback to improve their instruction. This framework will outline what skills look like

within the nine areas of the ECC so that administration who may not have a background in visual disabilities education have an idea of what best practices look like to be better equipped to answer questions or provide constructive feedback to lessons taught by TSVIs. This framework will enhance the validity of evaluating the effectiveness of TSVIs and ensure that TSVIs across the state implement highly effective strategies that best support their students' needs.

13. **Dina Vyortkina**

    Title: "Technology Sandbox"

    Session Description: We aimed to create a dynamic learning environment where Florida State University Anne's College students and faculty could learn and practice using various instructional technologies and tools and have clear understanding on how they can be embedded into real life teaching, learning, assessment, and research. This facility (open modern learning space type) houses technologies that are currently in use or will be used in PreK-12, continuing and higher education, and other educational organizations, allowing our students meeting rigorous accreditation requirements, state standards, and accomplished practices and preparing our graduates for successful professional careers. We will describe our guiding principles for the design of the Sandbox, illustrate how our Sandbox facility is laid out, list technologies currently included in this modern learning space, clarify how we work with students and faculty, explain the multidisciplinary nature of this innovative space, and share lessons we learned organizing professional development and enrichment activities and resources for the Technology Sandbox users. The audience will benefit from this presentation as many design and pedagogical principles are transferable across disciplines and types of learning organizations.

14. **Elaine Smith**

    Title: "The 4 Rs: Community Building starts in the Syllabus"

    Session Description: When I built my first summer theatre camp fifteen years ago, I wanted a set of rules for kids (ages seven to twelve) that were easy to remember, enact, and repeat while allowing kids to be themselves, take risks, and support each other in a theatrical safe space. I devised the four Rs: respect yourself, respect others, respect the text, and respect the space. Basing camps on respect worked so well that I incorporated the four Rs in my professional directorial work. Now, I am using them in the classroom at Florida State University. I came to this decision when directing a musical. I realized the actors were the same as students in a classroom on day one; they were there to learn. The question I asked is, how do I get the students to be as actively engaged in success as actors in rehearsal? In this paper, I explore ways to reframe theatrical classrooms around respect from Play Analysis to Performance classes. My goal is to

create a classroom version of the theatrical process, giving students the agency to be a part of a community of learners. I began with the syllabus by reformatting it to incorporate the four Rs. Simple things such as removing "Student Responsibilities" and instead using "Respect Yourself" to frame reasons for the classroom being better when students arrive on time. So far, reframing the classroom around respect has proven to build community and foster creativity in the classroom.

15. **Erin Bush**

    Title: "Empowering Creativity: Crafting and Implementing an Alternative Student Assessment"

    Session Description: This poster will describe an alternative assessment I designed for undergraduate seniors taking my Neurological Basis of Communication class, for Communication Disorder majors. I called it the Nontest. I will provide a full description of the Nontest, examples of students' submissions, and students' reflections about it. Briefly, the Nontest was used in place of a traditional test. Students were asked to show me what they have been learning (in a specific class module) in a creative way of their choosing. Students were asked to design and produce any sort of product (e.g., an infographic, performing a song, drawing a comic, creating a game, writing a short story, creating a series of memes, writing a poem, etc.) they wished, that adequately explained the topic. Students were required to describe (and tailor their product to) their intended audience. Overall, my students' final products surpassed my expectations in terms of creativity and their ability to represent and explain complex concepts. We had a "share day" where students could display and describe the product they made with their classmates (if they chose to). Students were able to explain the course content to others in a captivating way. Students gave positive feedback about the Nontest on course evaluations.

16. **Leah Hollingsworth**

    Title: "Operationalizing Fink's Taxonomy of Significant Learning: A Case Study of MAC1105 College Algebra"

    Session Description: In order to craft significant learning opportunities for students, an important first step is articulating our goals. My current syllabus outlines not only topic specific learning goals, but also other skill sets I want my students to develop as a product of taking my course. My prior Scholarship of Teaching and Learning (SoTL) work demonstrates that adopting Fink's (2013) Taxonomy of Significant Learning as a framework when designing courses and considering teaching practices can benefit students' perceived social-emotional learning outcomes and math attitudes, which play an important role in students' pursuit of math-related coursework and STEM careers. Fink's Taxonomy differs from other popular taxonomies, such as Bloom's Taxonomy, in

that it explicitly accounts for both cognitive skills and the human dimension of learning. In this presentation, I will highlight the six dimensions of Fink's Taxonomy: 1) foundational knowledge, 2) application, 3) integration, 4) human dimension, 5) caring, and 6) learning how to learn. I will also unpack how I operationalize the six dimensions in the context of MAC1105 College Algebra. I will use data from survey responses, interviews, and course evaluations to give voice to students' viewpoints of the framework and how it is integrated into my College Algebra course.
