**Florida Online INNOVATION SUMMIT**

## General Schedule

**Thursday, March 30, 2023**

| 8:30AM – 9:00AM | Registration & Continental Breakfast |
| 9:00AM – 9:10AM | Welcome Address |
| 9:00AM – 10:00AM | Keynote Address |
| 10:10 AM – 11:00 AM | Concurrent Session 1 |
| 11:10 AM – 12:00 PM | Concurrent Session 2 |
| 12:00 PM – 1:00 PM | Lunch |
| 1:10PM – 2:00 PM | Concurrent Session 3 |
| 2:10 PM – 3:00 PM | Concurrent Session 4 |
| 3:10 PM – 3:20 PM | Closing Remarks |
| 3:20 PM – 4:30 PM | Sparks of Innovation: Digital Posters & Networking Event |

# Detailed Schedule – Thursday, March 30, 2023

## Registration & Continental Breakfast – 8:30AM – 9:00AM
*Hallway*

## Welcome – 9:00AM – 9:10AM
*Ballroom A*
Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, University of Central Florida

## Keynote Address – 9:10AM – 10:00AM
*Ballroom A*
**Real Inspiration Meets Learning Innovation**
Kyle Bowen, Chief of Staff for Enterprise Technology and Executive Director, Learning Experience at Arizona State University

How do I learn? Students need answers to this question to prepare for jobs that haven't yet been invented. Discover new ideas for engaging learners in digital fluency learning through the use of creative technologies. Hear their stories, feel their future impact on the world.

## Concurrent Session 1 – 10:10AM – 11:00AM
*Separate Ballrooms*

**Agentic Digital Solutions on Effective Educational Ecosystems in STEM Laboratory Courses: Designing, Developing, Implementing, and Researching the Immersive Online Content Approach**
*Ballroom A*
Julie Golden Botti, Abigail Perkins, Evonne Rezler, Ozlem Yavuz-Petrowski, & Jennifer Krill (Florida Atlantic University)

**Short Abstract**
Discover agentic learning through virtual reality demonstrations and DIY solutions from the Immersive Online Content Approach. Our research group will share in-progress journeys converging technology, pedagogy, STEM lab curricula, and team dynamics for building and disseminating best practices in lab digital and technical learning. Where will agentic empowerment lead you?

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**A Hub for Inspiration: The FIU Online Showcase Course**
*Ballroom C*
Maikel Right & Amanda Gonzalez (Florida International University)

**Short Abstract**

The world of educational technology and course design is vast, rapidly growing, and often overwhelming. The FIU Online Showcase course serves as an inspiration hub highlighting: impactful teaching strategies, learning science, diverse educational materials to empower students, and invites users to imagine endless possibilities for incredible e-learning experiences.

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### When It Happens, I Know What Steps I Need to Take: Role of Online Pre-Work in Mass Casualty Incident Training (MCIT)
*SGA Boardroom*
Marina Monastyrskaya (University of South Florida Health CAMLS)

### Short Abstract
There is a widespread recognition that a simulation is the only feasible approach to recreating real-life events. The busy schedule of healthcare professionals makes it difficult for them to attend multiday training events. This session discusses the role of an online pre-work in a simulation-based training of emergency medicine providers.

## Concurrent Session 2 – 11:10AM – 12:00PM
*Separate Ballrooms*

### Bridging Practice and Research with Immersive Online Content Thought Leaders: An Open Discourse to Elevate Faculty and Student Empowerment in STEM Laboratory Digital Learning Environments (PANEL)
*Ballroom A*
Evonne Rezler, Julie Golden Botti, Jennifer Krill, Ozlem Yavuz-Petrowski, & Abigail Perkins (Florida Atlantic University)

### Short Abstract
Delve into discourse on realizable digital solutions and challenges beyond the iron triangle of quality, cost, and access towards inclusive trajectories of what constitutes impact. Join meaningful dialogue on successful strategies coalescing instruction and research through interdisciplinary collaboration, extending conversations from the preceding presentation: not a panel prerequisite; all are welcome!

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### Once Upon an LMS: Storytelling as Pedagogy
*Ballroom C*
Kieron Williams, Aaron Robles, & Maikel Right (Florida International University Online)

### Short Abstract
Storytelling is the fundamental method we use to understand ourselves and the world around us, yet storytelling doesn't have an essential place in online learning. We'll explore how instructional designers can harness this ancestral power alongside innovative EdTech to increase organic engagement, introduce immersive learning, and transform curricula.

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**Adaptive Courseware in Algebra-Based Introductory Physics Courses**
*SGA Boardroom*
Archana Dubey & Baiyun Chen (University of Central Florida)

**Short Abstract**
UCF's College Physics course series has been redesigned as personalized adaptive courseware. The system provides unique pathways through OER materials and variablized questions, adjusting contents based on individual student skills. After 6-semesters' implementation, the courseware resulted in students' improved performance on standardized tests and an increase in learning confidence.

## Lunch – 12:00PM – 1:00PM
*Ballroom A & Hallway*

## Concurrent Session 3 – 1:10PM – 2:00PM

**From Emergency Remote Teaching to Pedagogically Sound Online Writing Instruction (PANEL)**
*Ballroom A*
Sherry Rankins-Robertson, Adele Richardson, Pamela Baker, Brandy Dietrele, Meg Lambert, Emily Proulx, Heather Vazquez, Tina Calandrino (University of Central Florida), Kevin DePew (Old Dominion University), & Amy Cicchino (Embry-Riddle Aeronautical University)

**Short Abstract**
UCF's Department of Writing and Rhetoric partnered with Global Society of Online Literacy Educators to shift from practices devised during COVID that reflect emergency remote instruction to sound pedagogical and theoretical praxis via GSOLE certification as our degrees move into UCF Online. Learn about this disciplinary driven process.

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**Tr(AI)ning Oral Communication Skills Using Artificial Intelligence**
*Ballroom C*
Amanda Main (University of Central Florida)

**Short Abstract**
I examine the use of Artificial Intelligence (AI) to train students in public speaking with real-time feedback. Student demographics, political views, goal orientations, and comfort with AI were examined against performance. AI represents an innovation in many courses - online, large, and content-heavy: conditions that challenge development of oral communication skills.

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**Building Global Community from Home: The Role of Virtual Exchange**
*SGA Boardroom*
Crystal Marull (University of Florida)

**Short Abstract**
New Virtual Exchange approaches can be successfully adopted to increase student international engagement. Survey data shows that these exchanges increase students' ability to communicate effectively with members of other cultures and to consider different perspectives before making conclusions about the world.

## Concurrent Session 4 – 2:10PM – 3:00PM

**Visual Story telling through immersive experiential learning: An innovative multi-media project helping marginalized communities**
*Ballroom A*
Irene Pons, Christine Kane, Tim Reid, & Aaron Hose (University of Central Florida)

**Short Abstract**
A Break for Impact is an Emmy winning visual story telling project which creates immersive experiential learning opportunities for students interested in the treatment of marginalized migrant communities.  The footage gathered on their trip is then turned into a documentary used in UCF courses and educational seminars throughout the world.

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**Engaging Students through an Asynchronous Digital Escape Room**
*Ballroom C*
Debra Luken, Amy Sugar, & Stacey DiLiberto (University of Central Florida)

**Short Abstract**
Teaching cultural literacy skills provides students an opportunity to develop capabilities that allow them to competently function in our current ever-changing global society. A digital escape room was created for a Latin American Humanities course as an asynchronous activity to increase engagement and teach cultural literacy. Pedagogy, accessibility, logistics and technology were several considerations in the development of the activity.

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**Two Million Online Proctored Exams: What We Have Learned So Far**
*SGA Boardroom*
Lindsey Mercer & Victor Ventor (University of South Florida)

**Short Abstract**
Online proctoring is emerging as a prominent solution to address cheating within online exams. This session provides you with the insights and lessons learned from our

facilitation of over 2,000,000 online proctored exams at the University of South Florida (USF) since 2015.

## Closing Remarks – 3:10PM – 3:20PM
*Ballroom A*
Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, University of Central Florida

## Sparks of Innovations: Digital Posters & Networking Event – 3:20PM – 4:30 pm
*Hallway*

The poster sessions are intended to be an informational and educational opportunity. Attendees will be able to talk with presenters, ask questions, and exchange innovative ideas. They are also welcome to visit each of the posters in the venue hallway to continue networking throughout the conference area. Hors D'oeuvres and refreshments will be served during this time.

*Poster 1:*

**Examining Student Preferences, Challenges and/or Aversions with Compulsory Remote Learning Modality Adaptation at the Bermuda College**
Shawn DeShields & Cordell Riley (Bermuda College)

**Short Abstract**
The purpose of this study is to examine the extent to which the COVID-19 pandemic affected the educational and personal experiences of Bermuda College students. Research questions were designed to gain insight into how students adapted to a mandatory remote learning modality.

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*Poster 2:*

**"Do You Want to Turn Your Camera On?": Perspectives on Engaging Students in Online Environments from the Writing Center**
Matthew Bryan, Anastasia Ehling, Madison Fernandes, Isabelle Galan, & Mekenzie McElroy (University of Central Florida)

**Short Abstract**
This poster explores lessons in promoting online engagement from one university writing center. Presenters include administrators and undergraduate peer writing consultants, who will share best practices they've developed to support student learning in online space - particularly via synchronous video conferencing - informed by their dual perspectives as both learners and tutors.

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*Poster 3:*

**Developing a Research Intensive Undergraduate Course in STEM through Creative Online Learning Activities**
Tingting Zhang (University of Central Florida)

**Short Abstract**
Motivating undergraduate students to learn research and develop their research skills is challenging to faculties given that undergraduate students may lack considerable experiences of prior research activities and/or research interest. This program shares the presenter's experiences of creating research intensive undergraduate courses in STEM topics through creative online learning activities.

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*Poster 4:*

**Blending it in! Developing and implementing a blended, reduced-seating, health sciences, introductory course**
Humberto Lopez Castillo, Nahomy Nelson, Mai Tawfik, & Sue Bauer (University of Central Florida)

**Short Abstract**
This project analyzes the outcomes of a reduced-seating modality implemented for an introductory Health Sciences course. Qualitative and quantitative data were routinely collected and analyzed to identify the beneficial aspects of the course. We observed an increase in student engagement, accommodation to different learning styles, and a more comfortable classroom environment for the instructor and the students.

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*Poster 5:*

**Evaluate the effectiveness of an HIV online course among college students: A mixed-methods quasi-experiment study on course competencies and key design features**
Su-I Hou (University of Central Florida)

**Short Abstract**
This study used a convergent mixed method quasi-experiment study design to provide evidence-based data examining the effectiveness of a large HIV Prevention Webcourses on reaching HIV related course competencies and highlighted key online course design features among college students at a large public university in Florida.

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*Poster 6:*

**Faculty Collaborating in the Redesign of a School Principal  Preparation Program Courses for improved Recruitment and Candidate Performance**
Dr. Sheila Moore & Dr. Larry Walker (University of Central Florida)

**Short Abstract**
This presentation will focus on the redesign of M.Ed. Educational leadership courses for on-line platform delivery to help improve passing  rates on the Florida Educational Leadership Examination (FELE), increase access,  and meet the demand of our partner school districts. Also, faculty collaboration is discussed.