

Florida Online  
**INNOVATION  
SUMMIT** 

### General Schedule

#### Wednesday, February 23, 2022

1:00 PM – 2:00 PM	Opening Session Keynote Address
2:10 PM – 3:00 PM	Concurrent Session 1
3:00 PM – 3:10 PM	Optional Guided Yoga Break
3:10 PM – 4:00 PM	Concurrent Session 2
4:00 PM - 5:00 PM	Poster Session

#### Thursday, February 24, 2022

9:00 AM – 9:10 AM	Introduction
9:10 AM – 10:00 AM	Concurrent Session 3
10:00AM – 10:10AM	Break
10:10 AM – 11:00 AM	Concurrent Session 4
11:10 AM – 12:30 PM	Closing Session Panel

## Detailed Schedule

# Day 1 - Wednesday, February 23, 2022

### Welcome – 1:00PM – 1:10PM

*Main Zoom Meeting Room*

Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, University of Central Florida

*Due to a large number of registrants this year, you may encounter problems when trying to enter the Zoom meeting. If you do, please use the [YouTube link to access the livestream](#).*

### Keynote Address – 1:10PM – 2:00PM

*Main Zoom Meeting Room*

#### **Two Weddings and a Funeral**

Gregory Fowler, Ph.D., University of Maryland Global Campus

The global pandemic pushed online learning to center stage in higher education, but the challenges are eerily familiar. How do we marry sustainable business models with academic quality? Given the cost burden of technology, how do we marry access with innovation? As demographics shift and students and employers alike question higher education's value proposition, we may only find answers when we accept the death of the status quo.

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#### *Biography:*

*Dr. Gregory W. Fowler became the seventh president of University of Maryland Global Campus on January 4, 2021. A distinguished scholar and administrator, he is a leader in developing innovative learning models and experiences for adult and nontraditional populations around the world.*

*Prior to joining UMGC, Dr. Fowler served most recently as president of Southern New Hampshire University (SNHU) Global Campus and before that in a dual role as SNHU's chief academic officer and vice president for academic affairs. In almost nine years with the university, he led the institution's efforts in developing online, competency-based and hybrid programs that met the rapidly changing demands of the workforce and global communities, including programs for disadvantaged students in Los Angeles, refugees in Africa and the Middle East, and for learners in Mexico and Columbia.*

*Dr. Fowler has held senior-level academic and administrative positions at several institutions, including Western Governors University (WGU), where he served as associate provost and dean of liberal arts and ensured student success by overseeing the development of new degree programs for WGU's colleges. He also was chief academic officer and vice president for academic affairs at Hesser College in New Hampshire.*

*Dr. Fowler was raised in Albany, Georgia, one of eight children; his mother was a secondary school teacher, and other family members included military service members and contractors, nurses, lawyers, coroners and pastors. He realized from an early age the power of education to change the trajectory of lives and impact communities as well as the need to engage with people and help them wherever they*

*are in life. As a teenager working at the Six Flags Over Georgia theme park, Dr. Fowler recognized the importance of teamwork to organizational success, an early lesson that has helped shape his management style.*

*He completed his undergraduate studies at Morehouse College, which included a year as a Charles A. Dana Scholar at Duke University. He then moved to the Washington, D.C., area and spent nearly four years at the National Endowment for the Humanities. There he worked as an outreach specialist and media affairs officer helping to share the stories and empower the voices of underserved populations, while also earning a master's degree in English from George Mason University.*

*Dr. Fowler left the NEH and became a lecturer and assistant professor of literature and American studies at Penn State University—Erie, while completing his doctorate in English/American Studies from the State University of New York at Buffalo. While teaching at Penn State, he was named a Fulbright Senior Scholar, teaching and lecturing in Germany, including at the John F. Kennedy Institute for North American Studies at Freie Universität–Berlin. Dr. Fowler received a second Fulbright Scholar award in 2006 to Belgium and Germany, where he collaborated with scholars on the future of the European Union, including the impact of the Bologna Accords on creating shared frameworks across higher education for the EU.*

*Dr. Fowler served as a board member and commissioner of the New England Commission of Higher Education (NECHE), where he worked with a team reviewing the shift to remote learning and its impact on the future of higher education. He has also served on several other advisory boards including for the Pennsylvania Historical and Museum Commission.*

*Dr. Fowler also holds an MBA from Western Governors University and has completed several higher education and executive leadership/negotiation programs at Harvard University.*

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

*Separate Zoom Meetings*

### **Humanities Research-Instruction for the Pandemic and the Future**

*Zoom Room 1*

Barry Mauer, John Venecek, Emily Smelz, Erika Heredia, & Nicole Suarez (University of Central Florida)

#### **Short Abstract**

Library research-instruction requests from humanities instructors have declined precipitously over the past few years. In response, English Professor Barry Mauer and Humanities Librarian John Venecek created a course of online research-instruction modules that can be tailored to meet the needs of individual classes.

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### **Supporting Innovation: Staffing, Training, and Outreach for a Virtual Reality Space**

*Zoom Room 2*

Kelly Hovinga & Adam Chalmers (University of North Florida)

#### **Short Abstract**

The University of North Florida's Virtual Learning Center is an innovative VR space that enhances student learning by providing equipment, instruction, and support. In this session we will discuss the design and implementation of the space, and the importance of providing staff and faculty to enhance the student learning experience.

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### **Learn by Doing! A look into Scenario Based Learning Strategies.**

*Zoom Room 3*

Amanda Ferrante & Yuyen Chang (University of Wisconsin-Madison)

#### **Short Abstract**

We can all agree that “interactive” e-learning content is more engaging, but how do we define “interactive”? What type of interactions are meaningful and lead to deeper learning? Scenario based learning may be a good start!

## Optional Guided Chair Yoga Break – 3:00PM – 3:10PM

*Yoga Zoom Room*

Charlotte Jones-Roberts, Instructional Designer, University of Central Florida

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

*Individual Zoom Meetings*

### **Industrial Internship: More Than Just Doing Reports**

*Zoom Room 1*

Lili Steiner & Jose Faria (Florida International University)

#### **Short Abstract**

Most industry internships courses focus on the student's experience at work and require just a final report. The design of this online course offers opportunities for reflective work as well as individualized learning paths. This course is organized in independent modules (mandatory and optional) and it is relevant to our students.

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### **Constructing Scaffolds for Student Success in the Digital Classroom**

*Zoom Room 2*

Dan Keast (University of Texas Permian Basin)

#### **Short Abstract**

Scaffolding for students is essential to ensure success in every online course. Many times, we forget where students might need help or the easiest scaffolds is completely overlooked. Let's have a conversation about where to put scaffolds so they are used and what types of scaffolds are used by students.

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### **Going Bankrupt Buying Kleenex: Faculty Approaches to Teaching Sensitive Topics**

*Zoom Room 3*

Erica Fissel, Bethany Backes, Alison Cares, Julia O'Connor, & Elizabeth Mustaine (University of Central Florida)

#### **Short Abstract**

We interviewed college and university faculty members from across the country who teach violence/victimization courses online to gather information related to two main challenges: (1) enrollment, engagement, and successful completion of such courses for all students; and (2) preventing or reducing harm for students with past violence or victimization experiences.

## Poster Sessions – 4:00PM – 5:00 pm

*InSpace Poster Session Link*

To explore our desire for innovation, come join us in *InSpace* for our inaugural poster sessions. [InSpace](#) is a video conferencing platform that uses proximity chat for users to communicate with each other. Attendees will need to create an account or log in with a Google account in order to access the platform. A guide for navigating the space will be provided to attendees.

There will be one link to access the platform and the “conference” space of the platform will be divided into three spaces. Two spaces will have 5 “breakout rooms” that will contain the poster sessions, along with a third space for networking. Attendees will be able to go in and out of each presentation and space as desired. Think of this as an informal opportunity to mingle that mimics an expo hall of an in-person conference!

*Space 1: Student Success*

### **Enhance Students’ Entrepreneurship and Creativity in a Smart Travel and Tourism Webcourse: A Business Plan Project Case Study**

Arthur Huang & Efren de la Mora (University of Central Florida)

#### **Short Abstract**

The impact of COVID-19 in the hospitality and tourism (H&T) industry instigated businesses and companies to accelerate the adoption of digitalization to continue their operations. As a result, H&T businesses and professionals should be prepared for a digitally enhanced future. H&T graduates should be able to apply and transfer the knowledge acquired in the classroom to solve real-world problems. The students should also be able to communicate their business ideas effectively, ground their projects in research and data, and collaborate in geographically distributed environments. In light of the above, this poster session will share the instructional components (objectives, assessment, feedback, etc.) employed in two sections of the Smart Travel and Tourism course (HMG6449) during Fall 2021. Learning outcomes and students’ reactions in the implementation of the business proposal assignment are shared to inform future research and practice.

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### **Online Programming at MEMS (Medieval and Early Modern Studies)**

Valerie Hampton & Will Hasty (University of Florida)

#### **Short Abstract**

We would like to show you what we have been doing in our MEMS (Medieval and Early Modern Studies) online classes and the things that make them so popular to our students.

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## **Lessons Learned from Adapting a Contraceptive Scavenger Hunt in Central Florida**

Humberto Lopez Castillo, Amanda Gois, Nicolle Acuna, & Shaugn Koukos (University of Central Florida)

### **Short Abstract**

Health science students engage in a contraceptive scavenger hunt at their preferred site (e.g., pharmacy, grocery store, campus wellness center, or adult store) and report on the experience. Findings include increased awareness of the diverse contraceptive options and better understanding of barriers and facilitators to access contraceptive choices.

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## **Perfect Timing! Scaling Up With Adaptive Learning and OER**

Anne Prucha & Kacie Tartt (University of Central Florida)

### **Short Abstract**

A successful pilot of the redesigned Elementary Spanish Language & Civilization courses incorporating Personalized Adaptive Learning (PAL) and Open Education Resource (OER) content has expanded to include intermediate and advanced level Spanish courses. The presenters will discuss innovations that have led to a “real-world” and inclusive curriculum for thousands of students.

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## **Development and Implementation of Senior Capstone ePortfolios**

Tamra Legron-Rodriguez (University of Central Florida)

### **Short Abstract**

Electronic portfolios (ePortfolios) are digital collections of artifacts and reflections that prompt students to make connections between the knowledge, skills, and abilities that they have gained from their coursework and experiences. This presentation will provide an overview and best practices for developing scaffolded ePortfolio assignments in a senior capstone course.

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## *Space 2: Faculty Focused*

## **We Were Social Distancing Before There was Corona**

Martha Hubertz, Alisha Janowsky, Patty Farless, & Patsy Moskal (University of Central Florida)

### **Short Abstract**

The pandemic changed education. The question is “how?” Over the past year, we surveyed a large sample of undergraduate students about their feelings of college preparedness as FTIC or transfer students as well as their expectations for online learning and instruction. We will discuss the preliminary findings/implications here.

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**Do You Prefer to Be on the Dance Floor or the Balcony?**

Haley Winston (University of Central Florida)

**Short Abstract**

In this session we will consider the role reflection takes in our busy work lives or classrooms. The spiritual practice of havruta will be taught as a nontraditional tool that can be used to help promote reflection in your work with peers or among students.

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**Pathways for Developing Online Faculty: A Competency-based, Continuous Development Strategy**

Anthony Saba (Boise State University)

**Short Abstract**

Shifting from event-based faculty development to strategic development, an online teaching competencies framework was developed through thematic analysis of the literature, iterative refinement, and stakeholder input. The result was seven online teaching competencies and 45 sub-competencies. The competency framework is used to plan our faculty development curriculum.

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**Peer Instruction, Learning, and Support: The Development of Professional Learning Communities**

Michael McManus & Ladda Thiamwong (University of Central Florida)

**Short Abstract**

Both the education and nursing fields have large percentages of the newly graduated leave the profession in the first five years. Both professions require an ability to work well with others, seek and build support, and work collaboratively. Our teaching methods attempt to help participants build these much-needed skills.

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**The Hillsborough Community College Zero Textbook Cost (ZTC) Indicator: Participation and Leadership in the Statewide Movement**

Josh Hill & Dr. Kristin Heathcock (Hillsborough Community College)

**Short Abstract**

This session will discuss HCC's membership in the FLVC Zero Textbook Cost (ZTC) Course Indicator Workgroup, our ZTC filter in the class search, and leading the state in ZTC courses uploaded to Florida Shines. Additionally, there will be discussion of indicator marketing and how it was embraced by the institution.

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# Day 2 – Thursday, February 24, 2022

## **Welcome – 9:00AM – 9:10AM**

*Main Zoom Meeting Room*

Dr. Wendy Howard, Program Director of Pegasus Innovation Lab, University of Central Florida

## **Concurrent Session 3 - 9:10AM – 10:00AM**

### **Creating Curricular Microcredentials for Student Success**

*Zoom Room 1*

Jennifer Reichart (University of North Dakota)

#### **Short Abstract**

At the University of North Dakota, the Digital Badging Initiative has traditionally recognized faculty and staff development and student co-curricular achievement, but based on academic and industry needs, the initiative has evolved to include strictly curricular microcredentials to increase opportunities for students to make themselves more marketable to employers post-graduation.

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### **Students Perception and Engagement in STEM Based Courses using Novel Multimedia**

*Zoom Room 2*

Nicole Lapeyrouse (University of Central Florida)

#### **Short Abstract**

Imagine sitting down in a coffee shop enjoying a cup of coffee or tea discussing concepts you learned in class, or a subject you have general interest in. This is the image I wanted to convey for my courses, geology and its applications and chemistry fundamentals. As a result of the pandemic this forced many individuals to pivot to an online platform and into emergency remote teaching. The following presentation will focus on novel multimedia that were created as a result of the pandemic for an introductory geology course and fundamental chemistry course. The lecture videos were created specifically for the courses and used novel multimedia instruction to engage students and increase their perception and interest in geology and chemistry. Creating an environment to emulate student's social culture to enhance student engagement and retention. The following presentation will explore the construction of these videos along with engagement and student's perception of instruction of the course.

**A Full-On Monet! Taking Your Online Class to an 11!**

*Zoom Room 3*

Joe Lloyd, Joe Fauvel, & Martha Hubertz (University of Central Florida)

**Short Abstract**

Driving interest and engagement in online courses is a goal for most faculty. Multimedia tools can facilitate student learning and engagement. But not all multimedia is perceived by students equally. This presentation will discuss students’ perceptions on the efficacy of various types of multimedia in online classes.

**Concurrent Session 4 - 10:10AM – 11:00AM**

**Building Human Connection through Data Analytics and Artificial Intelligence: Helping Students Persist in a Post Pandemic World**

*Zoom Room 1*

Salina Randall, Michelle Horton, & Alicyn Booth (University of West Florida)

**Short Abstract**

Learn about UWF’s innovative approach to student support and retention efforts utilizing data analytics and artificial intelligence to transform communication with students and address critical factors related to retention and persistence.

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**Transdisciplinary Teamwork to Promote Interprofessional Collaboration**

*Zoom Room 2*

Iryna Malendevych & Annabelle Conroy (University of Central Florida)

**Short Abstract**

Transdisciplinary teamwork allows students to experience interprofessional partnerships by offering collaborative projects to students with different fields, backgrounds, and nationalities. The presentation will demonstrate how a real-life project can engage students to address the same issue, overcome any challenges, and suggest effective solutions to the community.

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**Get Faculty Excited About Designing Zero-Textbook-Cost Courses!**

*Zoom Room 3*

Stephanie Williams, Amber Green, & Layne Goodman (Mesa Community College)

**Short Abstract**

Increasingly colleges and universities are discovering the benefits of open educational resources (OER). Learn how one institution has implemented and managed a zero-textbook-cost (ZTC) degree program by aligning top-level institution goals, with academic freedom, and instructional design support for maximum impact. Presenters will share strategies, tools, and success data.

## Closing Session Panel - 11:10AM – 12:30PM

### How Can Diversity, Equity, and Inclusion Create Online Education Innovations?

*Main Zoom Meeting Room*

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- **Moderator: Tina Calandrino**
  - Associate Instructional Designer (University of Central Florida)
- **Panelist: Dr. Marsha Currin McGriff, Ed.D**
  - Chief Diversity Officer and Senior Advisor to the President (University of Florida)
- **Panelist: Dr. Genevieve Feliu, Ph.D**
  - Vice President of Innovation (Capella University)
- **Panelist: Dr. Rohan Jowallah, Ed.D**
  - International Speaker and Consultant on Equity/Inclusion/Author/Senior Instructional Designer (University of Central Florida)
- **Panelist: Dr. George Ojie-Ahamiojie, Ed.D, CHE**
  - Interim Chair and Associate Professor, Hospitality and Tourism Management/International Speaker and Trainer for Diversity, Equity, and Training (University of Maryland Eastern Shore)

The impetus for this panel is our belief that Diversity, Equity, and Inclusion (DEI) promotes a forward movement to a stronger future of innovation with all voices heard and understood in a way never realized before. We have invited panelists who are working on the front lines to optimize DEI in higher education, and we ask you to join us as we discuss this topical subject from many different perspectives.