



**JOIN US**

**FRIDAY**  
**SEPTEMBER 27, 2024**

*Hosted by:*

**Digital Learning**

## General Schedule

**Friday, September 27, 2024**

8:30 – 9:00 a.m.	Registration & Breakfast
9:00 – 9:15 a.m.	Welcome & Opening Remarks
9:15 – 10:00 a.m.	Introduction & Keynote Address
10:00 – 10:45 a.m.	Expo Hall
10:45 – 11:15 a.m.	Concurrent Session 1
11:15 – 11:25 a.m.	<i>Break</i>
11:25 – 11:55 a.m.	Concurrent Session 2
11:55 a.m. – 12:05 p.m.	<i>Break</i>
12:05 – 1:05 p.m.	Catered Lunch & Award Presentations
1:05 – 1:15 p.m.	<i>Break</i>
1:15 – 1:45 p.m.	Concurrent Session 3
1:45 – 1:55 p.m.	<i>Break</i>
1:55 – 2:25 p.m.	Concurrent Session 4
2:25 – 2:35 p.m.	<i>Break</i>
2:35 – 3:05 p.m.	Concurrent Session 5
3:05 – 3:15 p.m.	<i>Break</i>
3:15 – 4:00 p.m.	Closing Session, Raffle
4:00 – 4:30 p.m.	Networking Social
<b>Track Session Locations</b>	
DLD Live!	Ballroom A & B Live stream link: <a href="https://youtube.com/live/mvqESA2q2u4">https://youtube.com/live/mvqESA2q2u4</a>
Faculty in Practice	Ballroom C
Innovation	SGA Ballroom
<b>Digital Learning Day Webcourse Access:</b> <a href="#">UCF Digital Learning Day 2024</a>	

## Detailed Schedule – Friday, September 27, 2024

### Registration & Breakfast – 8:30 – 9:00 a.m.

*Hallway*

### Welcome, Opening Remarks, & Introduction – 9:00 – 9:15 a.m.

*Ballroom A & B*

Nicole Stahl, Project Coordinator II, Pegasus Innovation Lab, Division of Digital Learning

### Keynote Address – 9:15 – 10:00 a.m.

*Ballroom A & B*

#### **Keynote: Creating Lifetime Learning: Georgia Tech’s Journey in Progress & Service**

Dr. Nelson Baker, Interim Dean, Lifetime Learning Division, Georgia Institute of Technology

More than 250,000 individual learners, from early in life to later in their career, turned to Georgia Tech in 2023, for educational programming taking online and professional education to sharpen their skills, acquire new knowledge, and earn credentials to advance, or prepare, their careers. Georgia Tech, a top-10 public research university located in Midtown Atlanta Georgia, became a national leader in offering extremely affordable online master’s programs that have less than \$10,000 (US) tuition for the entire program, proving that affordability and access is possible without sacrificing quality. Now, Georgia Tech is becoming a leader again, in launching a college of lifetime learning. Dean Baker will discuss the evolution of lifetime learning, Tech’s journey in leadership in learning innovation, and what the future may hold.

### Expo Hall: Digital Posters – 10:00 – 10:45 a.m.

*Library & 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.

*Poster 1:*

#### **Webcourses@UCF Open Lab**

Webcourses Support Team

<https://cdl.ucf.edu/services/technical/webcourses/>

Receive assistance with technical questions associated with Webcourses@UCF and associated with Webcourses@UCF and integrated applications.

Sarah Moore, Renee White, Marie Brache (Webcourses@UCF Support)



Poster 2:

**Empowering Learning: Explore LinkedIn Learning, Pressbooks, and Proactive Captioning**

(<https://cdl.ucf.edu/about/teams/idev/>)

Nafije Prishtina, Bren Bedford, Karen Tinsley-Kim (Instructional Development)

At iDev, we are dedicated to cultivating high-quality online teaching and learning experiences at UCF by designing accessible and engaging web content that empowers both faculty and students to achieve their professional and academic goals. We are a bridge that connects faculty and the department by fostering effective communication channels and strategies that leverage innovative and inclusive approaches to enhance the quality of online education. We are committed to supporting the diverse needs and aspirations of the UCF community and believe in the transformative power of education to enrich lives.

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Poster 3:

**Personalized Adaptive Learning (PAL)**

Dr. Baiyun Chen, Dr. Joseph Lloyd, Dr. Rebecca McNulty, Jessica Tojo-Raible, James Paradiso (Personalized Adaptive Learning)

The Personalized Adaptive Learning (PAL) team at UCF's Center for Distributed Learning assists faculty in designing and developing courses using adaptive learning systems (e.g., Realizeit) and features (e.g., Acrobatiq personal practices and Canvas Mastery Paths). The PAL instructional designers support the creation and enhancement of adaptive courses through face-to-face consultations, just-in-time training, and ongoing professional development. We collaborate closely with faculty to design adaptive instructional strategies, develop course content and assessments, and provide technical and pedagogical support during course delivery. For more information about PAL, please visit the [PAL website](#).

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Poster 4:

**Current Opportunities with the iLab** (<https://digitallearning.ucf.edu/ilab/>)

Samantha Richardson (Pegasus Innovation Lab)

The Pegasus Innovation Lab (iLab) supports and promotes large scale Digital Learning Initiatives. We work on projects across the division and university through project management and promotional services. We aim to positively impact student success in online learning at the institutional level.

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*Poster 5:*

**FREE Teaching Online Pedagogical Repository (TOPR)**

Dr. Aimee deNoyelles, Sue Bauer, Dr. Shelly Wyatt (Instructional Design)

The University of Central Florida's (UCF) Center for Distributed Learning (CDL) offers the Teaching Online Pedagogical Repository (TOPR) as an open resource for faculty and instructional designers interested in online and blended teaching strategies. Each entry describes a strategy drawn from the pedagogical practice of online/blended teaching faculty, depicts this strategy with artifacts from actual courses, and is aligned with findings from research or literature from professional practice.



*Poster 6:*

**Open Educational Resources (OER) (<https://cdl.ucf.edu/teach/oer-practices/>)**

Dr. Rebecca McNulty (Personalized Adaptive Learning)  
Suzy Spraker (Instructional Design)  
Lily Dubach (Textbook Affordability Librarian)

Join us to chat about integrating open educational resources and practices into course design and delivery to foster student engagement and learning.



*Poster 7:*

**LS&T – Level Up Your Course with Materia (<https://materia.ucf.edu>)**

Jadan Colon, Dynie Mesoneuvre (Learning Systems & Technology)

Materia is a homegrown platform for games, study tools, and highly interactive learning content. Customize a growing library of widgets to meet your instructional objectives and supercharge your course with engaging material that promotes active learning.



*Poster 8:*

**Video@UCF: Your Bridge to Creating Professional, Engaging Multimedia Content for Online Courses (<https://cdl.ucf.edu/about/teams/video/>)**

Aaron Hose, Tim Reid, Christine Kane, & George David Lopez (Video@UCF)

Video@CDL is an EMMY® Award-winning team at the Center for Distributed Learning. [We produce and manage multimedia for online classes at UCF](#). We offer a wide range of [multimedia production services and project development](#). While our main goal is to create

digital media experiences for UCF's online courses, we also work with on and off campus organizations on special projects. Using the latest in production technology, our fun, innovative, and multi-faceted team partners with faculty to meet the ever-growing media demands of online education.



*Poster 9:*

**Thinking Outside the Textbook with your ID**  
(<https://cdl.ucf.edu/about/teams/instructional-design/>)

Dr. Florence Williams, Dr. Efren de la Mora (Instructional Design)

At UCF, we're redefining digital learning through innovative Instructional Design (ID) services. Join us as we highlight the role of instructional designers (IDs) in the Center for Distributed Learning (CDL) helping faculty envision how their courses can transcend traditional textbook boundaries and become engaging learner-centered experiences. We'll introduce the instructional design services offered at the CDL and a concise infographic with interactive Q&A for deeper understanding. We will demonstrate applications and CDL services. Learn more about how ID services can be a catalyst for excellence in your courses and by extension digital learning.



*Poster 10:*

**Online Connect: Your UCF Online Professional Coaching Team**  
(<https://www.ucf.edu/online/connect-center/>)

Monique Carter, Tasha Williams (UCF Online Connect)

UCF Online Success Coaches are specifically trained, motivational partners who will be with students on their academic journey, from application through graduation. Through frequent and proactive engagement, success coaches collaborate with students to co-develop strategies and skills that help them to meet academic, career, and personal goals.



*Poster 11:*

**CDL Graphics: The Magic of Graphics** (<https://cdl.ucf.edu/about/teams/graphics/>)

Joseph Fauvel, Andrea Rukstalis (CDL Graphics)

CDL Graphics focuses on creating course content graphics and visuals to support online faculty in their teaching and learning.



## Concurrent Session 1 – 10:45 – 11:15 a.m.

*Separate Ballrooms*

### **Culturally Responsive Teaching: Flipping Your Course Design for Inclusion**

*Ballroom C*

Dr. Florence Williams, Dr. Efren de la Mora (Division of Digital Learning, Instructional Design)

#### **Short Abstract**

This session explores the intersection of culturally responsive teaching to create more inclusive learning environments. We'll examine how traditional course designs can inadvertently marginalize diverse student populations and discuss research-based strategies to flip this paradigm. Participants will learn to reimagine their course content, activities, and assessments through a culturally responsive lens, ensuring that diverse perspectives are included and celebrated. We'll review design and teaching practices for leveraging technology to create space for more meaningful, inclusive interactions. By applying evidence-based principles in course design, instructors can dedicate valuable class time to culturally responsive discussions, collaborative projects, and personalized support. This approach enhances student engagement and learning outcomes and fosters a more equitable and inclusive educational experience for all students, regardless of their cultural background.

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### **Vocabulary Practice with Video Games: ELLE the Endless Learner**

*SGA Boardroom*

*Dr. Emily Johnson (College of Arts & Humanities, English)*

*Dr. Sandra Sousa, Dr. Gergana Vitanova, Evelin Pegoraro (College of Arts & Humanities, Modern Languages and Literatures)*

#### **Short Abstract**

Students in language courses often struggle with vocabulary acquisition, often finding memorizing words, pronunciations, and spellings difficult and boring. Research suggests that video games can enhance various aspects of second language acquisition, for instance, vocabulary recall or interaction skills. Over the past several years, we have collaborated with groups of computer science undergrads at UCF to design and develop a series of engaging vocabulary practice videogames. Four of these games can be played on laptops and most tablets and phones, while three of them are playable in virtual reality (VR). Our presentation will share our successes and lessons learned in piloting these games in our courses (Applied Linguistics, Portuguese, and Spanish), preliminary results from studies funded by the U.S. Department of Education, and we can even share ways these games can be used by anyone to practice vocabulary in any subject. The games are open source and housed on a UCF server.

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### **I Want to Feel a Connection: Using Yellowdig to Foster Student Engagement and Connectedness**

*Ballroom A & B*

Dr. Aimee deNoyelles (Division of Digital Learning, Instructional Design)

Dr. Martha Hubertz (College of Sciences, Psychology)

Nicole Stahl (Division of Digital Learning, Pegasus Innovation Lab)

### **Short Abstract**

As faculty members and instructional designers, we understand the challenge of fostering thoughtful and proactive student engagement in online discussions. Often, students either struggle to contribute unique perspectives or lack motivation to engage creatively beyond meeting grade requirements. This stagnation hinders the development of a dynamic, intellectually stimulating discussion environment and can lead to feelings of isolation and disconnection among students in online classes.

To address this issue, UCF has strategically procured Yellowdig, an innovative platform designed for DL-Fee eligible courses. This presentation will showcase Yellowdig's capabilities and share survey results from a pilot program involving UCF faculty and students, complemented by real-world examples from Associate Lecturer Martha Hubertz's online courses.

Yellowdig revolutionizes online discussions by leveraging a modern, user-friendly interface that incorporates filters, hashtags, media integration, and interactive features like polls and emojis. This multimedia-rich approach encourages students to engage with course content in more meaningful and creative ways, fostering deeper exploration and knowledge construction. Importantly, it also facilitates peer-to-peer connections and a sense of community, mitigating the isolation often experienced in online learning environments. Points are earned by engaging in different actions (posting, receiving a reply) and these actions can vary from earning period to earning period, promoting student autonomy and choice.

By implementing Yellowdig, UCF is equipping faculty with a cutting-edge tool to cultivate dynamic, intellectually stimulating online discussions while fostering a stronger sense of connection and community among students. This presentation aims to showcase Yellowdig's potential to transform online engagement, creating a more collaborative, and student-centered learning experience.

**Break - 11:15 – 11:25**

**Concurrent Session 2 – 11:25 – 11:55 a.m.**

*Separate Ballrooms*

### **Improve Student Engagement with JoVE Video Library**

*Ballroom C*

Dr. Roslyn Miller, Dr. Jo Ann Smith (Division of Digital Learning, Instructional Design)

### **Short Abstract**

We will introduce JoVE (Journal of Visualized Experiments), a collection of more than 18,000 videos in which experts demonstrate experimental methods visually. The UCF subscription provides unlimited access for faculty and students. JoVE is an excellent resource for learning through visual demonstrations in biology, medicine, chemistry, engineering, neuroscience, pharmacology, psychology, physics, statistics, and more. Participants in this session will have the opportunity to explore the JoVE library and learn how JoVE can support a “flipped lab” - a pedagogical shift that encourages students to

engage with course content before the actual lab session.

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## **Enhancing Student Success by Implementing High Impact Practices**

*SGA Boardroom*

Dr. Marino Nader, Dr. Sudeshna Pal, Dr. Hyoung Jin Cho (College of Engineering & Computer Science, Mechanical & Aerospace Engineering)

Dr. Ricardo Zaurin (College of Engineering & Computer Science, Civil, Environmental, & Construction Engineering)

Dr. Michelle Taub (College of Community Innovation and Education, Learning Sciences & Educational Research)

Dr. Harrison Oonge (College of Undergraduate Studies)

### **Short Abstract**

A team of UCF faculty members worked together to enhance UCF Student learning and success, with emphasis on the Hispanic/Latino transfer students by implementing active learning and high-impact teaching practices with coordinated curriculum alignment efforts. Examples of high-impact practices, such as Multiple Attempt Testing and Mini-projects were implemented in the blended courses with some flexible variations. During this panel discussion, approaches and lessons learned from these interventions in three large classes encompassing thousands of engineering students in two large-enrollment engineering majors - Mechanical Engineering and Aerospace Engineering - will be discussed. The panel will provide outcomes from engineering gateway, high-attrition foundation courses which were redesigned based on active learning principles to address a wide spectrum of students' self-regulation, motivation, and use of learning strategies.

The session aims to explore the practical implementation of active learning to enhance STEM degree completion and student academic self-concept. By bringing together experts in the field, including faculty members, administrators, and student advocates, the panel intends to delve into how the intervention will further improve current teaching methodologies, narrowing the existing achievement gap among different student populations. Discussion points may involve various ways to proactively design educational environments and curricula to accommodate the diverse needs of all learners, including those from minority groups such as those from marginalized minority groups and from Hispanic backgrounds.

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## **Who is Your Hero? Bringing an Argentine Hero to Life with 360-degree Video and AI**

*Ballroom A & B*

Dr. Maria Redmon (College of Arts and Humanities, Modern Languages and Literatures)

Dr. Shelly Wyatt (Division of Digital Learning, Instructional Design)

### **Short Abstract**

The presentation will offer recommendations and a model for curriculum development to increase student interest and desire to expand their knowledge of course concepts using technology. In this model resources available through the Repository of 360-degree videos and the development of AI course materials bring to life an Argentine folk hero, the Robin Hood of South America, his rise from obscurity to hero status. The use of technology breathes life into a hero from the 19th. Century as he speaks, interacts, and



communicates with his audience, the students. The students are transported to the reality of the life and times of this Argentine hero who impacts his compatriots still today.

The support offered through the iLab, CDL and the video production unit at UCF has permitted the development of curriculum in a rich learning environment that instills interest and curiosity in the learner. The curriculum takes the learners on a journey to new realities and to places they would not have experienced were it not for the power of technology.

***Break – 11:55 a.m. – 12:05 p.m.***

**Lunch & Award Presentations – 12:05 – 1:05 p.m.**

*Ballroom A & B, Hallway*

*Presented by:* Dr. Amanda Groff, Awards Committee Chair (College of Sciences, Anthropology)

*Recipients:*

Dr. Stacey DiLiberto, Chuck D. Dziuban Award for Excellence in Online Teaching 2023 (College of Arts & Humanities, Philosophy) - (awarded in Fall 2023)

Dr. Michael Strawser, Barbara Truman Award for Excellence in Blended Teaching 2024, (Nicholson School of Communication and Media, Communication) - (awarded in Spring 2024)

**Concurrent Session 3 – 1:15 – 1:45 p.m.**

*Separate Ballrooms*

**Navigating Careers with AI: Bug Bunny, Indiana Jones, and a Focus on the Science of Learning**

*Ballroom C*

Dr. Danielle Pratt, Dr. Amanda Pacheco, Dr. Karen Haslett (College of Undergraduate Studies, Interdisciplinary Studies)

**Short Abstract**

The BIGS (Bachelor of Integrative Studies) program has seen unprecedented growth since its inception in Fall 2019 and graduated its 2000th student in May 2024. BIGS grads must be able to advocate for their unique talents, expertise, and education as they transition into their careers or the next step in their careers. The program evolved to encourage graduating students to use Generative AI to help them in their job search and beyond. Undergraduates are taught and empowered to use Generative AI tools to uncover their strengths and craft impactful job search materials such as resumes, cover letters, and LinkedIn summaries, offering students a competitive edge in today's job market and the generative AI experience business leaders seek.

The BIGS faculty brain-based approaches are foundational to this instruction and the poster presentation is organized around how these approaches are most effective for this group of students, including a focus on executive function, cognitive load theory, engagement through novelty/creativity/humor, scaffolding as a role in the activation of the mirror neuron system, and the power of guided metacognition. Examples of each integration are provided which will allow other educators to see the benefits of mindfully

teaching students how to integrate AI use into career preparation and beyond.

Collaboratively, the BIGS faculty have moved into a formal survey of undergraduate students as to how they utilize AI for their assignments inside and outside of this course, and this guided metacognitive activity has allowed faculty to learn from students and see more opportunities for appropriate integration of AI tools. Results of the pilot study and preliminary survey results will be shared.

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### **Universal Design for Learning**

*SGA Boardroom*

Dr. Amanda Groff (College of Sciences, Anthropology)

Amy Sugar (Division of Digital Learning, Instructional Design)

#### **Short Abstract**

In this session, a brief overview of Universal Design for Learning and available resources is discussed. I will share how UDL strategies were applied to my courses following the College of Sciences UDL Workshop. A short activity for attendees will be provided, along with a question-and-answer period.

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### **Models and Not Rules: Why it Matters in Designing Instruction**

*Ballroom A & B*

Dr. Glenda Gunter (College of Community Innovation and Education, Learning Sciences & Educational Research)

Dr. Robert Kenny (Leadership & Technology, Florida Gulf Coast University)

#### **Short Abstract**

An unintended consequence of associating the terms assessment and evaluation in conjunction with designing instruction and research methodology provides a new perspective that is both synergistic but at the same time potentially problematic. The words formative and design connote a notion of a process and suggest that both terms when used together can also be viewed as adjectives and/or verbs. We agree with Nigel Cross, who has referred to the concept of being "designerly", results in a whole new way of knowing things and that design should be considered a third academic discipline. In practice the concept of design research implies an inherently iterative process that touches upon a rearticulation and/or a modeling of a problem, a proposed solution, creating artifacts, make refinement that assists with assessing the reliability and validity of results. With this view one also needs to understand the concept of what is a model and what are rules and how they are generalizable in a study or studies and needs to be reintroduced as a convenient but unnecessary concept because in formative design all the initial assessments need only to be "generalizable" (i.e., valid and reliable only to the total circumstances of that study, including its population, mainly due to a different perspective as to the value of failure. The antecedent that is followed in a well-developed model can contribute to generalizability of a proposed "solution" or "rules" to measure what evolves. Hence, valid models may be replicated in several like circumstances based on value tested strategies.

***Break – 1:45 – 1:55 p.m.***

## Concurrent Session 4 – 1:55 – 2:25 p.m.

*Separate Ballrooms*

### **Adding Value to Student Learning Without Any of the Extra Cost: Personalizing Learning & Instruction with Canvas Mastery Paths**

*Ballroom C*

Dr. Nicole Lapeyrouse, Dr. Tamra Legron-Rodriguez (College of Sciences, Chemistry)  
James Paradiso (Division of Digital Learning, Personalized Adaptive Learning)

#### **Short Abstract**

Instructors at higher education institutions are incorporating adaptive learning systems (ALSs) into their courses to cater to the educational needs of each student. However, a number of these ALSs have an added cost to students, and the course instructors using these systems are often confronted with technological and content control barriers that inhibit them from customizing the learning materials and pathways to the extent or with the ease that they would like. Mastery Paths is a native feature within the Canvas learning management system that is freely available to students and instructors, and it directly addresses the concerns of cost, control, ease, and impact. Mastery Paths allows targeted learning activities to be delivered to students and for students to receive additional support materials via learning pathways that are released depending on how students perform on an initial knowledge check. Therefore, each student receives a personalized learning experience targeted to their needs. During this presentation, we will discuss how to integrate Mastery Paths into a course and how students have perceived this tool to be beneficial to their learning.

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### **Unlocking Insights: Leveraging Leganto’s Analytics for Enhanced Course Engagement**

*SGA Boardroom*

Dr. Stacey Malaret (College of Undergraduate Studies, Interdisciplinary Studies, LEAD Scholars)

Joe Bizon, Kristine Shrauger (UCF Libraries)

Grace Kaletski-Maisel (Division of Digital Learning, Instructional Design)

#### **Short Abstract**

Meet Leganto: a new tool from UCF Libraries that will enable you to create course reading lists in Canvas with ease. We will begin the session by introducing Leganto and its many benefits: it is user-friendly and easy to access within Canvas, facilitates the incorporation of various course materials, enhances potential cost savings through use of library-sourced materials and OERs, and poses new opportunities for student engagement. The bulk of this presentation will center the benefits of Leganto’s robust analytics. Have you ever wondered how your students are engaging with course materials? Leganto provides faculty with analytics such as the number of students who interact with each resource on your reading list, the number of views each resource gets, and the overall engagement level of the resource.

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### **Transform Static Reading into Active Learning with AI-Powered Formative Assessments**

*Ballroom A & B – Note: This session is for 60 minutes.*

Dr. Martha Hubertz (College of Sciences, Psychology)  
Dr. Baiyun Chen, Dr. Joseph Lloyd (Division of Digital Learning, Personalized Adaptive Learning)

**Short Abstract**

Research suggests that incorporating formative practice questions can significantly improve student reading and comprehension of course materials. This presentation explores the impact of SmartStart, a free feature within the VitalSource platform that leverages AI to automatically generate personalized practice questions and feedback for students. We will present case studies from large-enrollment psychology courses where students used tools like CoachMe or Acrobatiq, which automatically generate practice questions alongside their VitalSource textbooks. Notably, Acrobatiq allows instructors to further personalize the learning experience with adaptive quizzes. The presentation will delve into student experiences and outcomes, exploring the effectiveness of SmartStart in promoting textbook engagement and learning outcomes. We'll also discuss the support instructors receive from the Center for Distributed Learning for creating such personalized courses.

*Break – 2:25 – 2:35 p.m.*

**Concurrent Session 5 – 2:35 – 3:05 p.m.**

*Separate Ballrooms*

**In the Room Where it Happens: Creating Virtual ‘Hands-on’ Lab Spaces for Online Modalities**

*Ballroom C*

Dr. Amanda Groff (College of Sciences, Anthropology)  
Dr. Aimee deNoyelles (Co-Researcher: Division of Digital Learning, Instructional Design)  
Sarah Friedline (Co-Researcher: College of Sciences, Anthropology)

**Short Abstract**

With virtual labs, you can give your online students a shot at gaining important scientific and laboratory skills. From anatomical identification to comparative analyses to measuring elements, virtual labs can shift online students from passive recipients to active, hands-on learners. In this presentation, faculty from the Department of Anthropology will demonstrate their virtual labs created as part of the Digital Curriculum Innovation Initiative. We will show how immersive 360° lab spaces and 3D models can be used to develop important lab skills, as well as have the potential to increase student success. Finally, we will also provide a real account of the time and dedication involved in producing these labs before you consider creating virtual labs for your courses.

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**Adaptive Learning in Hospitality Industry Financial Accounting**

*SGA Boardroom*

Dr. Jeong-Yeol Park (Rosen College of Hospitality Management, Hospitality and Tourism Marketing)  
Dr. Rebecca McNulty (Division of Digital Learning, Personalized Adaptive Learning)

**Short Abstract**

In this session, we will discuss the design and delivery of adaptive learning modules for a

course in Hospitality Industry Financial Accounting (HFT2401). In these modules, students can work through interactive examples of recording transactions and making adjustments at the end of the accounting period; then, students answer questions to determine their mastery of the individual knowledge components. This presentation will describe the process of breaking existing course content into learning elements and then using those elements to build variablized practice opportunities for each topic. We will also discuss future considerations and plans for integrating additional content into the adaptive learning course.

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### **Transform Static Reading into Active Learning with AI-Powered Formative Assessments**

*Ballroom A & B (Note: This is a session continuation.)*

Dr. Martha Hubertz (College of Sciences, Psychology)

Dr. Baiyun Chen, Dr. Joseph Lloyd (Division of Digital Learning, Personalized Adaptive Learning)

#### **Short Abstract**

Research suggests that incorporating formative practice questions can significantly improve student reading and comprehension of course materials. This presentation explores the impact of SmartStart, a free feature within the VitalSource platform that leverages AI to automatically generate personalized practice questions and feedback for students. We will present case studies from large-enrollment psychology courses where students used tools like CoachMe or Acrobatiq, which automatically generate practice questions alongside their VitalSource textbooks. Notably, Acrobatiq allows instructors to further personalize the learning experience with adaptive quizzes. The presentation will delve into student experiences and outcomes, exploring the effectiveness of SmartStart in promoting textbook engagement and learning outcomes. We'll also discuss the support instructors receive from the Center for Distributed Learning for creating such personalized courses.

***Break – 3:05 – 3:15 p.m.***

***Closing Remarks, Raffle – 3:15 – 4:00 p.m.***

*Ballroom A & B*

Host: Nicole Stahl (Division of Digital Learning, Pegasus Innovation Lab)

#### **Closing: The Future of Digital Learning**

Kevin Corcoran, M.B.A., Assistant Vice-Provost, Division of Digital Learning, Center for Distributed Learning, University of Central Florida

***Networking Social – 4:00 – 4:30 p.m.***

*Hallway & Covered Patio*