

session abstracts

2019



EXCEL

@

TEACHING

BEYOND THE TALKING HEAD

8:00 - 8:45 AM

Winebrenner Atrium

Registration  
Coffee  
Silent Book Auction Begins (Cash or Check Only)

9:00 - 10:30 AM

Winebrenner Auditorium

Full Faculty Meeting

10:30 - 10:45 AM

Winebrenner Auditorium

Opening Remarks: Dr. Katherine Fell, Dr. Darin Fields

11:00 AM - NOON

Center for Student Life and  
College of Business (CBSL)

Session One

NOON - 1:00 PM

CBSL Atrium

Lunch at The Refinery

1:15 - 2:15 PM

CBSL

Session Two

2:30 - 3:30 PM

CBSL

Session Three

3:45 - 4:00 PM

CBSL Atrium

Silent Book Auction Winning Bids Announced  
Center for Teaching Excellence Raffle Winners Announced  
Closing Remarks: Dr. Sarah Fedirka, Dr. Christine Denecker

## NOTICE

We're moving!  
After the faculty meeting...

### Registration Table

10:30 AM - 2:45 PM  
CBSL Atrium Stairs

### Silent Book Auction

10:30 AM - 2:45 PM  
CBSL 2nd floor hallway

\*Proceeds go to

Student Academic Development  
campus organization\*

11 AM

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NOON45-min  
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presentationCBSL  
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## Creating Effective Student Research Assistants that Support Faculty Scholarship

Robert Chavrat, Jaymelee Kim, and Allison Kiefner-Burmeister

Student research experience is a great way to bolster student confidence, build career focus, and enhance independent thinking (Lopatto, 2010). Faculty led student research groups are a powerful tool with which to reach students while building faculty CVs. Small, hands-on assistant groups accomplish all of the UF big 8 goals simultaneously. Common faculty deterrents from beginning student groups are concerns that the faculty's research or scholarship does not lend itself to student assistance and that leading a research group will take time away from scholarship instead of enhancing it, as teaching often does. With this talk, we aim to dispel these thoughts and to share creative ways that students can help their faculty member while learning. Specifically, the proposed talk will discuss strategies to 1) enrich student learning through research/scholarship training, 2) use students effectively to support faculty publication, and 3) build an effective research group in a variety of different fields.

**Professor Kiefner-Burmeister** will discuss student research assistants in the field of experimental child psychology. Professor Kiefner-Burmeister has worked with her UF student research group for 5 years. Her students assist in the creation, implementation, analysis, and write-up of about 4 experiments each year. Professor Kiefner-Burmeister also presents work with students at international/national conferences every spring - in addition to writing manuscripts for peer reviewed journals with students. Topics of Professor Kiefner-Burmeister's presentation will include student field work in community childcare settings, student independent studies vs group studies, traveling to conferences with students, and scholarly writing with students.

**Professor Kim** will discuss student research assistants in the field of anthropology. Professor Kim has maintained an undergraduate research group for the last year and a half from a diverse range of majors. Professor Kim's discussion will include descriptions of student contributions to the lab across all stages of research design and implementation, focusing on logistics and student capabilities. Her presentation will also touch on student feedback using this laboratory design.

**Professor Charvat** will share his experiences with undergraduate research assistants in the field of biology. Professor Charvat has built a dynamic research lab over his three years at UF with students from various majors, including biology, forensic biology, animal science, and pharmacy. Professor Charvat will share his experiences setting up a research lab, coordinating students and projects, and integrating students into his research. Also discussed will be challenges in motivating students to meet demanding expectations.

In summary, this group presentation will highlight the benefits of creating student research groups in multiple fields of study. We hope to inspire audience members to incorporate students into their pursuit of scholarship for the benefit of both parties.

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## Maximizing the Value of Escape Rooms and Other Serious Games for Student Development

Julie Oestreich, Rick Dudley, Shantanu Rao, and Jason Guy

Escape rooms and other serious games provide an opportunity for engaging, situation-based learning opportunities that allow for immediate feedback and collaboration.<sup>(1)</sup> Thematic analysis of an

educational escape room suggests that our participants found the activity fun, exciting, chaotic, or frustrating. The most frequent recommendation for improvement was increased time for instructional debriefing. Beyond participation as a player, we propose that incorporating student learners in the design, build, and execution of original educational activities may support further skill development in creative thinking and project management.

Teachers in higher education are losing sleep—or should be—over the challenges of tomorrow's job market for our students. Providing more opportunities and responsibility for original activities may create experiences that help prepare students for new workplace realities, as highlighted by the interview experience of one of our previous students.

In this session, attendees will participate in a themed escape room (nonacademic content) that blends low-tech group interactions (paper activities) and Google Forms. Following the activity, we will showcase ways to incorporate escape room principles to various content and share design principles that may increase the chance for success.

The objectives for our presentation include the following:

1. Describe the experience of participating in an escape room activity and consider the advantages and limitations from a learner's perspective
2. Identify best practices for integrating games into learning design
3. Consider potential benefits of incorporating student learners into the development of active learning techniques
4. Brainstorm ways to incorporate serious games into the curriculum and how to assess effectiveness

### References

(1) Cain, J, Piascik P. Are serious games a good strategy for pharmacy education? Am J Pharm Educ. 2015;79(4):Article 47.

11 AM

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## Open Access and Open Educational Resources: Practical Tips for Understanding and Locating Quality Instructional Materials

Drew Balduff, Elkie Burnside, Jaclyn Schalk, and Andrew Whitis

Strong instructional design through matching learning outcomes to instructional materials is at the core of good course delivery. As instructional methods diversify, the process of selecting relevant, reliable, and accessible course materials can be seen as overwhelmingly complicated. In addition, as we consider the competitive recruitment market in higher education, it should be noted that one strategy used by many programs to attract students is the use of Open Access (OA) texts and materials to reduce rising student costs. This engaged learning workshop will provide participants the opportunity to learn about how to find and evaluate these types of texts for use in their own classrooms. Previously, The University of Findlay librarians have provided presentations on what open access is (readings that are “digital, online, free of charge, and free of most copyright and licensing restrictions” Suber, 2012). This engaged workshop will extend on these presentations and allow for hands-on practice with the resources previously shared.

The learning goals for this workshop are to:

- 1)** Introduce participants to the concept of Open Access (OA) and Open Educational Resources (OER)
- 2)** Discuss the many opportunities and challenges with “Opening” one’s course, through a brief overview at the process used for opening courses in the newly launched Master of Arts in Professional Communication (MAPC) program
- 3)** Allow participants to search for OA/OER for their own courses

Participant engagement will focus on searching for OA/OER resources to use in specific classes or for target assignments. Participants will come prepared with one or multiple classes they would like to revise to include OA or library licensed content. We will present effective strategies for finding and evaluating Open or library licensed course materials by exploring several OER repositories, as well as Shafer Library’s various eBook collections. Participants will then map these resources onto their current course(s) and specifically describe how the resource(s) meet course learning objectives. Presenters will be available for troubleshooting and tips during the application workshop time.

### References

Suber, P. (2012). Open access. MIT Press: Cambridge.

11 AM

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15-min

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presentations

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## I Have Been Shanghaied: Summer Teaching Experience in Shanghai, China

Scott Freehafer

Sometimes we all need to step out of our comfort zones. In Summer 2018 and Summer 2019, I spent about 40 days teaching in China at Shanghai International Studies University for the Summer China Program, a program which, according to its mission, “promotes education and cultural exchange between China and the world through shared aca-

ademic, internship and life experiences in China.” This presentation addresses how I got involved in the program, the selection process, the program format, the students, and the faculty. Additionally, attendees will learn:

- how we can support one another’s Professional Development
- how an immersive teaching experience can facilitate student learning
- how faculty collaboration and collegiality can make or break the experience
- how to have a similar experience

While travelling and studying abroad can be a transformative experience for our students, travelling and teaching abroad can be transformative for faculty members. I went to China to teach last summer only to find out that I was the one who learned the most. Come find out why!

## Leaving the Classroom to Explore Communication Challenges in the Workplace

Diana Montague

In order to encourage students to explore communication challenges in their respective disciplines, the final project in my COMM216 Interpersonal Communication course sent students out to interview practicing professionals to learn about real examples of communication barriers and breakdowns. After doing additional research on what scholars are saying about communication challenges in the professions, students presented their findings to the class (and wanted even MORE time to talk about everything they learned from their interviews).

Students across multiple disciplines found communication challenges in language barriers, cultural differences, negotiating skills, and persistent misunderstandings. Students found challenges in horizontal, upward and downward communication opportunities, underscoring the need for the other-oriented, relationship-building communication practices they had studied in COMM216.

Students were surprised at how much miscommunication (or lack of communication) goes on each day in their fields, creating problems with work flow, client/patient understanding, expensive procedures, and sometimes detrimental client/patient outcomes.

This presentation will explain the details of this assignment, what students reported learning about their respective industries (many in the health professions), and how students applied some of the interpersonal principles/practices to these communication challenges. While faculty may be aware of communication challenges within their respective professions, it is interesting to note some of the patterns of oral, written, and technological communication problems that many industries are facing.

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## Teaching Multiple Heads: Using Assessment Data to Inform Relevant Instruction

Allison Baer

A basic tenet of teaching is learning how to use assessment data to inform our instruction. When this is done well, we can then create relevant and engaging instruction designed to enhance our students' learning skills and needs (Vacca, Vacca, Gove, Burkey, Lenhart, & McKeon, 2018). Education students in EDUC 423/EDFI 540 learn how to do this by working in the 3-2-1 Program in the

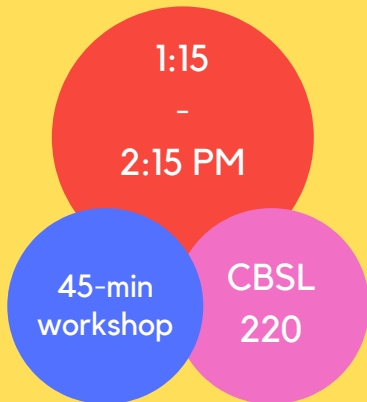
Clubhouse Reading Center as, rather than simply being told about assessments and how to use data, they are actively engaged with area children in co-tutoring situations. They administer a reading assessment, analyze the data, then use it to create a series of 10 lesson plans that include relevant data and ongoing progress monitoring with a true progression of learning for each child. The entire process moves well beyond a talking head telling information to active, experiential learning where students are involved in hands-on, inquiry-based learning.

The core question of the course is "How does assessment inform instruction?" which this presentation will discuss using sample data and lesson plans.

### References

Vacca, J.L, Vacca, R.T., Gove, M.K., Burkey, L.C., Lenhart, L.A., McKeon, C.A.(2019). Reading and learning to read (10th Ed.). New York: Pearson.





## From "Coddled" to Confident: Keeping Cognitive Distortions Out of Classroom Discussions

Nicole Diederich, Sarah Fedirka, and Andrea Mata

The bestselling book *The Coddling of the American Mind: How Good Ideas and Bad Intentions Are Setting a Generation Up for Failure* (Lukianoff and Haidt 2018) takes as its central premise the claim that iGen students have been hobbled by well-meaning but misguided parents and educators trying to protect them from real

and imagined harms. The result, the authors argue, is a generation of young adults who (1) believe themselves to be emotionally fragile; (2) base decisions on feelings rather than reason; and (3) see the world as simplistically dichotomous: there is good and there is evil.

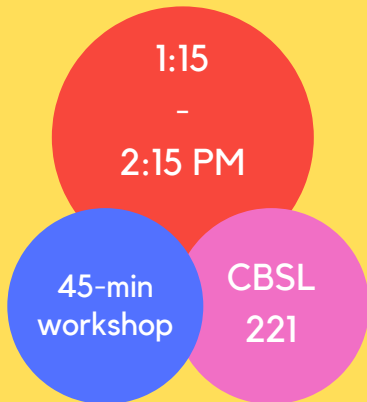
Researchers argue correlation between such characteristics and increasing demand for mental health services on college campuses (Lauriello 2019). While Lukianoff and Haidt offer generalizations to which there are exceptions, recent statistics deserve the attention of all who work in higher education: one third of first-year students enter college having experienced mental health issues in high school (2018 WHO survey); 42% of college students suffered from depression to the level that life activities were disrupted (2018 ACHA survey). Students at the University of Findlay fit this trend: in 2018-19, Counseling Services saw a 27% increase in students seeking services and a 37% increase in the number of clients treated (2018-19 Counseling Center Report).

The question for University of Findlay faculty is how best to teach this population of students. Facilitators of this interdisciplinary engaged-learning session argue that to move our students from "coddled" to confident we must challenge them to think beyond themselves, develop their own voices, and become informed decision makers. Specifically, students must be taught (1) to recognize and correct their own cognitive distortions, the "stinking thinking" that distorts an individual's perception of reality (e.g. all or nothing thinking or catastrophizing) and (2) to discuss rationally topics that elicit strong emotional response (e.g. issues of race, class, gender, sexuality, politics, religion, etc.).

The learning goals for this session are two-fold:

- 1)** Attendees will recognize their own cognitive distortions
- 2)** Attendees will learn how to use knowledge of cognitive distortions to manage productive classroom discussion of difficult or controversial topics.

To achieve these goals, attendees will participate first in a think-pair-share exercise that tests for one's own cognitive distortions and then a role-playing exercise in which attendees use this knowledge to practice leading a classroom discussion on a challenging topic. Participants will leave this session with resources on cognitive distortions and discipline-specific best practices for leading effective classroom discussion on subjects that make students uncomfortable. The session is intended to generate conversation on how we as educators can help students recognize their emotional strength, value reason over feeling, and cope in a complex world.



## Get Up and Learn! Simple, Fun Active Learning Activities

Amy Schlessman

**Focus:** Simple active learning activities

**Purpose:** Active learning places students at the center of learning. Active learning values meaningful creating and collaborating instead of students being passive consumers of information. Active learning can have a positive impact on students' learning outcomes.

Active learning values meaningful creating and collaborating instead of students being passive consumers of information. Active learning can have a positive impact on students' learning outcomes. Literature reviews indicate extensive support for active learning. (Freeman et. al, 2014; Prince, 2004; Michael, 2006) Instructors need to craft a learning environment that allows active learning to occur. Attendees will leave this presentation energized and empowered with simple active learning activities and strategies for classroom set up to promote active learning

Upon completion of this presentation, you will be able to:

- 1) List at least three benefits of active learning (achieved by presenter listing benefits of active learning including supported research)
- 2) Describe at least three simple active learning activities (achieved by presenter describing simple active learning activities and audience acting out these activities)
- 3) List at least two strategies to set up your classroom to promote active learning (achieved by presenter listing and describing the strategies)

**Content:** The audience will participate in the following simple active learning activities such as:

**Human graph** (audience will be polled how well they feel they incorporate active learning on a 1-5 scale, then they will form a human graph showcasing their number; at the end of the presentation they will be asked to re-score themselves based on what they learned to day on the same 1-5 scale and see the human graph shift as they gained knowledge)

**Everyone wins musical chairs** (audience matches content by a chair with content on index card via walking, jumping, etc around room when music stops)

**Sequence box stacking** (audience sequences academic content on small boxes)

**Information parade** (audience in small groups presents information in their own creative way and parades around the classroom for "classmates" to view)

**One minute theater** (audience will work in small groups to act out a concept)

**Review hokey pokey** (audience will play hokey pokey content review)

**Sticky note problem solving**

**Charades** (audience will work in large groups to act out a concept and guess the concept)

**Fishbowl** (a small group of audience members will participate in a procedure guided by the instructor while the rest of the audience tasks notes)

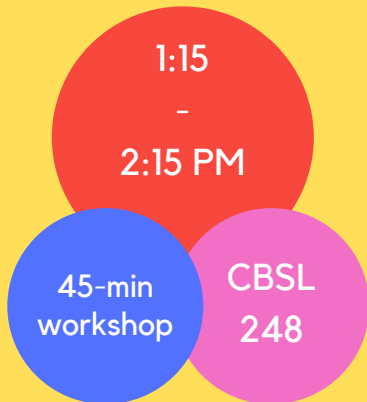
**Scavenger hunt** (in small groups audience will find sticky notes around room to solve a problem)

**Jigsaw** (audience will divide into groups and learn part of a topic and then reteach it as a group)

**Brainstorming stations** (audience will rotate through large piece of paper at each station, each paper will have a question/problem, each group will have 2 minutes at a station to contribute to the answer, then rotate to each station. Each group then returns to its original sheet and assesses what had been written there.

**Ball toss discussion** (audience will, in small or large groups, toss a ball to share what they learned today)





## What's Your Tag: Using the YouTube Challenge and Fieldwork to Teach American English Dialects

Judith Lanzendorfer

This presentation focuses on using Youtube “Tag Challenge” videos and linguistic fieldwork to teach about American English Dialects in English 300: The English Language and how, by engaging in the challenge ourselves, we can learn about our own linguistic diversity and also begin to recognize this diversity in our students. The presentation will be divided into three parts:

### Context—15 minutes:

I will begin with context about English 300 and the framework for American English week. Monday we discuss the “American English” chapter in Melvin Bragg’s *The Adventure of English*. Wednesday we review several Youtube “Tag Challenge” videos from various regions in the US. This helps to prepare students for fieldwork, to be done by class on Friday, where they collect data via the Tag Challenge with at least two people outside of class. They bring in this fieldwork on Friday and we discuss results: how the tags place the speaker in a specific region; how there can be nuances of language based upon parental regional upbringing, moving when growing up, etc.; and even unexplained aberrations in pronunciation/dialect words. Please note: Sample videos, noted below, will be shown in this part of the presentation.

### Activity—10 minutes:

After the opening discussion, session participants will engage in the Tag Challenge with at least two other persons.

### Discussion/Take Away—20 minutes:

The remainder of our time will be to discuss results and how these results can inform our teaching. We might discuss how many people say “pin” when they actually mean “pen”. One might say “doodle bug” instead of “rolly poly”. What do the results say about where we grew up, the region where we went to school and/or work? These are just some of the discussions that we can have to explore our own linguistic diversity and, by extension, understand the regional diversity of our student’s language/experience.

Some of students come from Northwest Ohio, but many do not. Recognizing the linguistic tags in students’ speech can help us to understand, among many points:

- what influences effected their socialization when they were growing up in another region,
- why their accent may cause them to misspell words in essays,
- how very hard it is for ESL students to navigate American English and all of our dialects.

Understanding the student’s language will help us in our own classroom experience with the students, but also can branch outward to effect the student’s success/satisfaction with their learning environments, student retainment, etc. Most importantly, understanding the student through linguistic context recognition helps us to connect to the student more, helping us to understand them as unique individual entities, and serve them better as teachers.

### Sample Videos:

New York: <https://canvas.findlay.edu/courses/5909/modules/items/184531>

New Orleans: <https://canvas.findlay.edu/courses/5909/modules/items/184536>

Appalachia: <https://canvas.findlay.edu/courses/5909/modules/items/184535>

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45-min  
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## Designing Effective Visual Aids for Engagement and Comprehension

Anne Beekman

Studies show that students strongly prefer visual aids over strictly oral lectures. But poorly designed slides can have a negative effect on learning. The audience may be distracted by too much decoration, bored with dated stock templates, or frustrated trying to read illegible text. By applying the principles of graphic design to visual aids, this program will show how aesthetics can contribute to comprehension of your content.

This workshop will demonstrate examples that non-artists can easily implement:

- Constructing a balanced layout that leads the eye toward the most important information;
- Applying elegant typography that is readable, even from the back of a lecture hall;
- Selecting colors that communicate meaning on a visceral level;
- Legally obtaining and using high quality photographs, illustrations, and graphics;
- Adding animation, video, and audio that enhance rather than compete for attention.

Participants may bring their presentations for critique and revision. Technical standards and tips for optimizing your PowerPoint file will be included.

The millennial generation expects highly sophisticated visual aids—they are accustomed to the eye-popping computer-generated images of video games, movies, and their social media feed. Visual aids that look amateurish may lower their perception of the instructor's knowledge of the material. Much more than embellishment, graphic design is communication, and it is vital to engaging today's students.

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## Incorporating Phone-a-Friend or Other Lifelines into Interactive Case Simulations

Suzanne Surowiec, Laura Perry, and Charlie Mosler

Medication reconciliation is defined as "the process of creating the most accurate list possible of all medications a patient is taking - including drug name, dosage, frequency, and route...with the goal of providing correct medications to the patient." (1) Pharmacists are well equipped to complete medication reconciliations and to identify any adverse drug events or drug interactions that may be the result of a patient's medication regimen. While pharmacy students may experience this type of activity while off campus in various healthcare settings, this type of experiential learning can also take place in the classroom.

A new laboratory course, PHAR483, was implemented in the spring 2019 semester for P4 pharmacy students. One three-hour lab period was dedicated to a real-life simulation of a medication reconciliation. Just as students will experience out on clinical rotations and in practice, the "patient" presented to the class with an extensive list of medications and medication bottles and was confused about her regimen. The class was divided into small groups and each group was given "lifelines" to try to solve the problem at hand. Following the simulation, a debriefing session took place so students could compare their medication lists to that of their peers and the instructors for accuracy.

The purpose and goal of this session is to introduce an innovative activity that can bring experiential learning into the classroom (a Big 8 Strategic Goal at UF). This activity utilized the core fundamentals of information gathering, teamwork, and problem-solving which can be extrapolated and modified to be used in other disciplines. With changes to the scenario and "lifelines" to fit other courses/colleges' needs, this session will showcase a way to develop a hands-on learning simulation that can be done in a small or large group setting that combines didactic learning with real-world application.

### References

(1) <http://www.ihl.org/Topics/ADEsMedicationReconciliation/Pages/default.aspx>

2:30  
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3:30 PM

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workshop

CBSL  
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## Level Up Your Classroom with Gamification

Donald Elswick

### Objectives

- Define Gamification
- Identify 9 game elements
- Tips to create a great player experience
- How to apply low-tech, inexpensive game elements to boost engagement

This workshop will allow participants to experience an easy, participant-centered approach to adding game elements to your classroom. In this workshop, instructors model how games have the power to add to training without distracting. You'll see how games make learning more fun, impactful, and can help increase retention. You'll also discover how elements like badging and rewards dramatically increase engagement (hint: airlines and credit cards already do it!). You'll grasp a framework to create your own games that promote friendly competition, recognize achievement, and reward learning and behavior change. From no-tech to low-tech, you will have the tools you need to add variety to your training immediately without expensive equipment or software.

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## Using an Assessment Center Model to Evaluate Transferable Skills

Sandra Earle

Students learning and applying concepts of facts is necessary for them to be prepared for graduate school or to start a career, but is no longer sufficient. Employers and graduate schools have become more interested in transferable skills and consider them crucial in choosing future employees and students. Transferable skills are less specific to a field of study and align with the dispositions of the student, including communication, teamwork, empathy, and problem finding. Traditional exams measure concept knowledge, application and critique very well; however, the transferable skills are more difficult to measure. The assessment center allows for several skills to be measured by many evaluators. Students move from station to station where they are asked to solve a problem, make an argument, or demonstrate some other transferable skill. There is an evaluator in each station that scores the student. This helps with evaluation bias and gives a broad assessment of skills. In the healthcare academic environment, assessment centers, including the multiple mini interview (MMI) and the observed structured clinical exam (OSCE) assess the transferable skills of students for progression.

Participants will take part in an assessment center, acting as both the student and evaluator, with other members of the workshop to experience the power and caveats of this type of assessment. There will also be a discussion of different forms of assessment centers, how they are used, and what the correlation data reveals.

At the conclusion of the assessment center workshop the participant will be able to:

- Evaluate the merits and limitations of using an assessment center to measure verbal communication as a transferable skill.
- Design an assessment center to evaluate transferable skills in students.
- Judge how utilizing this type of assessment may be helpful to the assessment of their students.



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## How Do I Plug This In?: Teaching Research and Life Skills through Study Abroad

Courtney Bates, Nicole Diederich, and Allison Kiefner-Burmeister

For more than a decade, study abroad has been widely and formally recognized by organizations such as the National Survey of Student Engagement (NSSE) and scholars like George Kuh as a high-impact practice (HIP). That is, study abroad creates “enhanced engagement in a variety of educationally purposeful tasks; gains in deep, integrative learning; salutary effects for students from historically underserved populations...; and higher persistence and graduation rates.” This group presentation focuses on scaffolding around two areas, research skills and life skills, which are the keys to success during the course and time abroad.

To address both areas of scaffolding, we will share strategies that worked in the urban setting of London and the rural settings of the Tully Cross, Ireland. Having led the London Scholars program for a combined total of four years, Professor Bates and Professor Diederich will, respectively, focus on: preparing students prior to travel by investigating and managing individual and group expectations through a collaborative in-class exercise; and using in-class writing prompts while abroad to ensure clear, honest communication between student and the instructor. Having recently helped to established the Ireland Scholars Program for June 2019, Professor Kiefner-Burmeister will speak about mentoring students through transferring research projects from an American to an unfamiliar cultural context. Professor Kiefner-Burmeister’s students created two kinds of projects, class project which do not need Institution Review Board (IRB) approval and research studies that do, and will review preparing students for both types of projects.

One first learning objective is to have participants compare two study abroad models, interrogating how students achieve their research goals in these distinct settings. Our second learning objective is to engage participants in travel-skills activities so that they experience first-hand students’ developing ability to navigate logistics such as pacing, food, and roommates. Our main purpose is to encourage not only students but also faculty to participate in study abroad by alleviating common instructional concerns through experiencing first-hand these useful scaffolding tools.

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roundtable  
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## **To Tweet or Not to Tweet: #Using Social Media as a Recruitment and Retention Tool**

Megan Adams, Drew Balduff, Scott Grant, Meriah Sage,  
Anne Risser Lee, and Sarah Fedirka

Higher education has a love-hate relationship with social media (Instagram, Snapchat, Twitter, YouTube, and more). Though many in higher ed argue that social media is not for serious academics, no one can deny the value of social media as a marketing platform. It is estimated that “93% of buying decisions are influenced by social media” (Qualman), including decisions about where to attend college. In fact, more than half of students use social media as a tool to research colleges and/or follow programs of interest to them (Turner). This should not be surprising since our current and future students (members of Generation Z, born mid-1990s to 2010) are the “the heaviest user segment for 9 of the top 16 social media platforms”—44% of them use social media hourly (Vander Linde and Weatherly). In this session, an inter-disciplinary panel of UF faculty and staff share their experiences using social media to promote courses, programs, and departments. Audience members will leave with strategies for getting started on or refining their use of social media. Also discussed will be policies governing use of social media at UF.



## **Catalysts for Change: Improving Student Pre- and Post-lab Experiences and Success**

Dana Emmert

My Spring 2019 section of General Chemistry II lab inadvertently became a study of changes to the student pre- and post-lab experiences. Most students dislike the pre-lab quizzes, and even I have questioned their usefulness in gauging understanding of concepts. Additionally, students often state that hand writing their lab reports is tedious and time consuming. I agree, to an extent. A student's time is valuable, and I respect that. This past semester I developed a series of pre-lab assignments that functioned as an alternative

quiz. Students also piloted electronic notebooks as an alternative to handwritten notebooks. Students traditionally struggle with chemical kinetics and buffers concepts. Pre-lab assignments revealed increased student appreciation and comprehension of these concepts. Students reported great satisfaction with the electronic lab report format, and it appears that their comprehension of the course concepts either remained the same or improved. Professors often struggle to get their students to complete work before class, and pre-class assignments may help solve this problem. Additionally, by implementing electronic lab reports, students are able to save time yet still retain vital course concepts.

## **Improving UF Students' College and Professional Reading (ENGL 145)**

Paul Wilson

The ACT cut score that selects students for ENGL 145 has one inarguable meaning: The students' vocabularies are too small. They are average readers with small vocabularies because they have not read enough. Neither direct vocabulary instruction nor reading motivation will remedy this deficit. The students, however, can be good thinkers if they learn to channel their capabilities into academic work. The practical solution is reading improvement - using strategies to help students work better with those texts that they must read.

Today's textbooks, in high school and college, are graphically intensive, inferentially burdensome environments that cause problems for average students. The students experience a cluster of behavioral and attitudinal problems - avoidance, procrastination, and laborious work habits - that enable them to turn away from reading. Students feel unmotivated to do their reading until the last minute, which interferes with their cognitive and academic development. However, with help from interested faculty, students can re-orient their reading strategies and give themselves a better chance to succeed.

In addition to the discussion of textbook challenges and student problems, this session will conclude with instructional approaches that help students to be more empowered when they do assigned readings. The most important strategy is jumpstarting student thinking at appropriate times, such as just before they start reading, that can support student success more directly.

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## Communication in the Training of New Proctors

William Lightner

Retention of new hire nurses is key to consistent and competent care of patients. Current studies show new hire retention at the two-year mark to be as low as 25% in some institutions (Frieman, Delaney, Schmidt, Quinn, & Macyk, 2013). The cost to the facility is multi-faceted with staff training costs estimates starting at \$26,000.00/new hire and rising (Duffield, Roche, Homer, Buchan, & Dimitrelis, 2014). Purpose: The purpose of this project is to implement training in generational communication skills for preceptors and then assess the impact on nurse retention rates and patient outcomes. However with many healthcare disciplines utilizing preceptors the implications for the program go beyond nursing. Implementation: A needs assessment was completed and a survey sent to assess staff willingness to be a preceptor. This was followed by a pre-test, online education focused on generational learning and communication skills, followed by a post-test; finally, a live class with an information session, group discussion, and group work activities.

**Preliminary results:** Pre-implementation survey showed 34% respondents would not precept (n=105). Pre-test scores were higher than expected with a mean of 90.2%; the post-test scores improved to 94.4% (n=25). A post-implementation evaluation utilized a Likert type with the overall average score on nurse evaluations being 3.72/4 (n=20).

**Conclusions:** assessment of the program is ongoing as the original implementation was with a small sample size; in addition, each cohort has been small (average of five nurses/cohort). Implementation of the program was successful and ongoing with the education department assuming a lead role.

**Follow-up:** An additional 13 nurses completed the program. The program has received positive evaluations; however the education department has changed the format from a Likert type to a yes/no.

**Generalizability:** Due to nursing having multiple degree entry paths it is important to consider age and generation groups in communication; however this is true for all healthcare disciplines especially at the university level with education. Health care must take steps to ensure new graduates and new hires are being trained properly. By assessing: desire to be a preceptor (perhaps one of the most important assessments); teaching style versus learning style; communication and listening exercises; and finally generational learning styles, health care professions can help to ensure high quality professionals in the workplace.