

INTERFACE 2014

Enhancing Creativity and Engagement
Through Academic Communities

Thursday, April 24TH, 8:30^{AM} — 4:00^{PM},
Austin Cary Forest Learning Center,
Gainesville, FL

[HTTP://INTERFACE.AT.UFL.EDU/](http://interface.at.ufl.edu/)

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INTERFACE 2014

Enhancing Creativity and Engagement Through Academic Communities

The power and benefit of academic communities of practice is well established in research literature. Academic Communities can exist for a wide variety of purposes: communities of practice (e.g. teaching, research), communities reflecting scholarly disciplines (e.g. Asian History, Organic Chemistry, Particle Physics, Cosmology, etc.), communities for support (e.g. health and wellness, work-life balance, etc.), communities of interest (institutional policy, creativity, arts in the sciences, etc.), collaboration communities, and many others. The key to any academic community is the coming together of like-minded people sharing a common goal (e.g. improving teaching), interest (e.g. scholarly discipline groups), or passion (e.g. reading groups).

The challenge is how to create, leverage, and sustain these kinds of academic communities at the University of Florida not just for academics, but also for students in our academic environment. Creating various types of academic communities can be an effective way to build engagement both inside and outside of the classroom.

Creativity in education is also needed to engage students in the learning process. Many instructors are finding ways to enhance their face-to-face, blended, and online courses in creative ways to help students connect and come together. We invite you to share your experiences with creativity and engagement in communities of learning at the Spring 2014 Interface faculty seminar.

The complete schedule and recordings of the event will be available online: <http://interface.at.ufl.edu>

KEYNOTE

IT ISN'T ABOUT THE BOX: SUSTAINING CREATIVITY WITHIN THE STUDENT EXPERIENCE ACROSS THE CURRICULUM.

JEFFREY A. STAMP, PH.D., BOLD THINKING



The generation, formation, and use of ideas is central to the human thinking experience. But to what extent are these mental constructs useful? And to what extent are these moments of clarity accidental or intentional? In this session you will get to explore these questions in an experiential driven set of activities to discover what key components of the creative process can be structured, practiced, evaluated, and mastered while still producing novelty and useful ideas. This session will also show how the method of discovery thinking can be inculcated into any area of study so that students get to experience their own unique a-ha! moments that can be applied to the learning process. Whether you are a left or right brain thinker, bring your whole brain to this fast-paced and energy-filled experience that will produce your own unique a-ha! moments.

WELCOME & ONLINE EXCELLENCE AWARDS PRESENTATION

Presented by W. Andrew McCollough, Ph.D., Associate Provost for Teaching and Technology

CATEGORY: UNDERGRADUATE HIGH ENROLLMENT

ISM 3004 COMPUTING IN THE BUSINESS ENVIRONMENT

- Eric Olson, MS, Instructor
- Sarah Bleakney, Ph.D., Instructional Designer

BSC2009 BIOLOGICAL SCIENCES

- Nicole Gerlach, Ph.D., Instructor
- Ashley Weser, Instructional Designer

CATEGORY: GRADUATE

VEM5321 INTEGRATING VETERINARY MEDICINE WITH SHELTER SYSTEMS

- Terry Spencer, DVM Med, Instructor
- Michael Crandall, Media and Instructional Designer

CATEGORY: ENGAGEMENT

SPN1130 BEGINNING SPANISH I

- Jesse Gleason, Ph.D., Instructor
- William Wildberger, Instructional Designer

CATEGORY: UNDERGRADUATE LOW ENROLLMENT

CJL3038 LAW AND SOCIETY

- Lora Levett, Ph.D., Instructor
- Rayne Vieger, Instructional Designer

AST1002 DISCOVERING THE UNIVERSE

- Naibi Mariñas, Ph.D., Instructor
- Shay Potts, Instructional Designer
- CITT Video Production Team

CATEGORY: INNOVATION

IDS2338 RETHINKING CITIZENSHIP

- Emma K. Humphries, Ph.D., Instructor
- Ian Elsner, Instructional Designer
- College of Education Office of E-learning, Technology, and Creative Services
- College of Journalism and Communications Media Services Group

AOM2520 GLOBAL SUSTAINABLE ENERGY

- Wendell Porter, Ph.D., Instructor
- Rebecca Williams, Instructional Designer
- CITT Video Production Team

SPECIAL THANKS TO

QUALITY ASSURANCE COMMITTEE

Pasha Antonenko, Ph.D., Fiona Barnes, Ph.D. Diane Beck, Pharm.D., Trevor Bopp, Ph.D., Iske Larkin, Ph.D., Brian K. Marchman, Ph.D., Christopher Mortensen, Ph.D., Michael Sagas, Ph.D., Jennifer Smith, MFA, Ricky Telg, Ph.D., Patricia Woods, Ph.D.

UF STANDARDS AND MARKERS OF EXCELLENCE REVIEWERS

Sarah Bleakney, Ph.D., Justin Deleo, Mike Harrington, James Kocher, Shay Potts, Shane Ryan, Aaron Sotala, Whitney Tabb, Aaron Thomas, Ron Thomas, Rayne Vieger, Ashley Weser

DARE GREATLY, HIGH ACHIEVERS

Melissa L Johnson Ph.D.

Melissa L. Johnson, Ph.D. is the associate director of the University of Florida Honors Program, as well as an adjunct lecturer for the College of Education. She earned a Ph.D. in educational technology from the University of Florida. Her dissertation focused on the online teaching experiences of honors instructors in the state of Florida, and she is nationally recognized among honors educators for her work in this area. Melissa has designed and taught a popular flipped first year course for STEM majors in the Honors Program. She is an editorial board member for several journals, and publishes and presents nationally on topics related to honors, technology, and first year experience. She serves on the steering committee for the Technology in Advising Commission for the National Academic Advising Association and recently was elected 2014-2016 chair of the Advising High Achieving Students Commission for the same association. Melissa is currently editing a book on digital transformations in undergraduate honors education.

High-achieving students are particularly risk-averse. Raised in a culture of achievement, they have been taught to check boxes and stay the course in order to accomplish their tasks. Straying from the path laid out before them is cause for consternation. And risk-taking, in particular, is weird, awkward, uncommon, scary. In order to encourage a more daring, courageous, and confident honors population, I proposed an honors leadership course based on Brene Brown's #1 New York Times Bestseller, 'Daring Greatly.' The goal of the course was to encourage students to step outside their comfort zone and propose a personal challenge to "dare greatly." Using technology throughout the course to support both the challenge and the learning environment, students have emerged relatively unscathed as they think critically about their dreams, goals, and risks they wish they could take. Henry Jenkins, defines a "participatory culture" as one:

- With relatively low barriers to artistic expression and civic engagement.
- With strong support for creating and sharing one's creations with others.
- With some type of informal mentorship whereby what is known by the most experienced is passed along to novices.
- Where members believe that their contributions matter.
- Where members feel some degree of social connection with one another (at the least they care what other people think about what they have created).

(Jenkins, 2007) Using Jenkins' definition, we have created that participatory culture through the class by using technology to create and share these plans for daring greatly. All students are part of a class Facebook group where they share plans at all stages of the project. This group becomes the affinity space where students bond over their common interest in taking risks. Over the duration of the project, students use Pinterest to brainstorm the risks they want to take at the grander level. They use Glogster to create a virtual poster to share their actual project proposal. They post pictures in the group from the actual adventure (project in action). And finally, they perform a TED-style talk at the end of the semester to showcase what they learned through participation. By sharing projects in the Facebook group, students have the opportunity to support and encourage their peers throughout the semester. We hope an outcome of the course is to transfer a course project on risk-taking into a broader culture of risk-taking in their lives.

STUDENT ENGAGEMENT THROUGH MULTIMEDIA

Naibi Mariñas, Ph.D.

Naibi Marinas is an Assistant Scientist at the University of Florida Astronomy department. She received her PhD in Astronomy from the University of Florida in 2007. Her main areas of research are stellar and planetary system formation. She has always been interested in teaching and using the widespread public interest on space as a tool to motivate students to think about science. She has been teaching undergraduate lecture classes at UF since 2008 and was an online adjunct instructor at Rasmussen College from 2009 to 2011. She recently developed the first astronomy class for UF Online.

TWO SYNCHRONOUS TASK TYPES

Jesse Gleason, MA, Ph.D.

Jesse Gleason (M.A. Linguistics, Ph.D. Applied Linguistics and Technology) is the Coordinator of the Lower Division Language Program in the Department of Spanish and Portuguese Studies at the University of Florida. Her research interests include: classroom discourse analysis, content-based instruction, blended and online language learning, and systemic functional approaches to language and literacy. At UF, she teaches courses on language learning methodology and Spanish

CREATING AN ACADEMIC COMMUNITY FOR VETERINARY STUDENTS INTERESTED IN SHELTER MEDICINE

Terry Spencer

Terry Spencer, DVM, MEd is Clinical Assistant Professor of Shelter Medicine and Director of Distance Learning for Maddie's Shelter Medicine Program, College of Veterinary Medicine, University of Florida.

Creating “personality” is essential to engage students and retain the joy of teaching in an online introductory astronomy course. The course challenges students to re-evaluate their individual beliefs and carry learning beyond the “classroom.” The course also features strong student to instructor engagement. Dr. Marinas will share how these goals were achieved using multimedia along with CMS tools.

This session will focus on two synchronous task types used to create interactivity and engagement in the online Spanish course using tools embedded within the Canvas LMS: (a) communicative speaking tasks using videoconferencing software (Big Blue Button) and (b) collaborative speaking tasks using online word processing software (Etherpad).

During their four years of intensive pre-professional training, veterinary students can feel isolated and disconnected from their future practice goal. We attempted to connect them by building an academic community of veterinary students interested in the practice of Shelter Medicine. Veterinary students are a compassionate and dedicated group who find the new discipline of Shelter Medicine appealing because it offers them than a chance to save lives of millions of homeless pets. In spring 2014, we started offering informal get-togethers where veterinary students can relax, ask questions, and get guidance from

DEVELOPING A COMMUNITY & CULTURE OF ENTREPRENEURSHIP

Jeffrey Kaplan
and Tawnya Means

Jeff Kaplan is a former middle school teacher, recent graduate of the Thomas S. Johnson Masters of Entrepreneurship here at UF, social media marketer, Program Associate for the Center of Entrepreneurship and Innovation responsible for its social media channels, and Head TA for Principles of Entrepreneurship. Follow him on Twitter @Jeffdude and the CEI @UFCEI.

Dr. Tawnya Means is the Director of the Center for Teaching and Learning in the Warrington College of Business Administration at the University of Florida. Her primary roles in the college are to manage instructional design, technology integration, and faculty development for the college, and to serve as the subject matter expert on assessment and accreditation efforts. Tawnya earned her PhD from the University of Missouri in information science and learning technologies with an emphasis in learning systems design. Her research is in online and blended learning and focuses on access to digital learning resources. She is engaged

faculty as well as other students in all stages of training. Our “Cookies & Conversation” and “Lunch & Learn” sessions have been well-received by students who voluntarily participate. These experiences allow them to meet with peers who share similar academic, personal, and professional interests for camaraderie and information outside of their formal training. Along the way, they learn how to advance their careers with externships, internships, and residencies as well as how to earn a Certificate in Shelter Medicine while they earn their DVM degree. And best of all, the faculty get to know the students in a relaxed and personal atmosphere that helps when students later need recommendations for employment or advanced training.

ENT 3003 is the largest class taught in Canvas at the UF this semester. Currently there are roughly 720 students enrolled across campus-based sections and UF Online students. A key component of entrepreneurial leaders and their ventures is the culture they embody. The instructional team of Professor Rossi as lecturer, Dr. Tawnya Means as course coordinator and Jeff Kaplan as the Head TA have created a culture of their own for the class and the 40 undergraduate teaching assistants who proctor exams, grade essays, and monitor online discussions. It starts at the top with Professor Rossi setting the tone and values of the course. These include integrity, honesty, and fairness through amiable and creative instruction. Dr. Means and Head TA Jeff, taking cues from Professor Rossi, meet regularly and communicate several times daily to ensure these values are at the forefront of every decision made. From there the TAs have a key role in embodying the culture as the TAs have the most face-time with students in office hours, online and at exams. The challenge is that each of these 40 students must be toting the same line of consistency through every communication. A fair deal of training is dedicated to sculpting the TAs into ambassadors of the culture. Jeff leads the TAs through role-playing scenarios of how to interact with students. Guidance is given to TAs on how to spend their time in office hours and how to fairly evaluate student work using scoring rubrics. Social media is used as a tool to engage students in regular discussions and sharing of entrepreneurial ideas. Canvas course site activities including weekly discussions encourage students

(cont)

in a number of campus initiatives and committees and presents at conferences and other institutions and organizations on technology in online and blended courses and programs.

A CHALLENGE[ING] APPROACH TO TEACHING ONLINE

Emma Humphries

Emma Humphries is the Assistant in Citizenship at the Bob Graham Center for Public Service at the University of Florida, working to design innovative civic learning opportunities to prepare students to be informed, skilled, and engaged citizens. Her most recent efforts have centered on the creation of a digital course in civic engagement that integrates best practices and the most innovative approaches in online learning. She received her Ph.D. in Curriculum and Instruction from the University of Florida with an emphasis in civic education. Her research interests include civic education, innovative online pedagogies, and harnessing digital technologies to promote and support civic engagement.

to get involved and stay connected. Weekly additional live sessions bring students into the classroom for enrichment activities such as a creativity workshop or interviews with entrepreneurs. The exams are where the team can really interact with the students. Jeff has experimented with conditioning students to enjoy the exams by making them a fun and exciting experience. The exam opens with students being warmly greeted; meanwhile a TA at the front of the room will act as a DJ playing music that students request on Facebook. TAs walk through the room to chat with students and reinforce that they are going to succeed on the exam. The team improvises a fun activity to do right before the students begin. The exam 2 tradition has become “The Wave”—seen at vine.co/v/MZoUq0n5Fm3. The results have exceeded expectations.

The purpose of this session is to illuminate an innovative and creative approach to teaching online—an approach that eschews traditional assignments, long lectures, and academic readings and instead embraces “Challenges” and “Missions” that allow for creativity, collaborative learning, and student choice. For each module of the course, students are presented with a menu of Challenges ranked Level 1 and Level 2 based on their complexity. Students are then invited to select one Level 1 Challenge and one Level 2 Challenge based on their interests and learning preferences. These Challenges comprise interesting and, well, challenging instructions that prompt students to do things they have never done and submit unique learning artifacts that they themselves have created. Missions are the experiential component of the course and are designed to help students find their voice. They always require students “to do something” and often require students to leave the house. Missions are also ranked based on the effort they demand and students are expected to amass a total of 10 Mission points throughout the course. In order to successfully complete Challenges and Missions, students have access to a collection of multimedia resources featuring video interviews with high-ranking public officials, scholars from leading institutions, journalists covering national and international events, and others involved in shaping public policy. In a word, the course is different. Its purpose is different: The purpose of this course is less

about knowledge transmission and more about fostering dispositions and developing skills. Its principles are different: This course is designed around principles related to an inclusive, 21st Century conception of engagement as well as innovative pedagogy and positive game play. Its learning experiences are different: The course does not rely on video lectures, assigned readings, and multiple-choice assessments. Instead, students complete “Challenges” and “Missions”. Its videos are different: Instead of long video lectures, the course incorporates playful promo videos for each module/topic, short and cheeky “Weekly Constitutionals” covering foundational topics in American Government, and interviews with civic rock stars. Its discussion is different: The most important discussion takes place on The Wall (civildebatewall.com), a social media tool that allows students to actively discuss important current events and issues.

LIGHTNING ROUNDS 2

SELF-REGULATED LEARNING IN AN ONLINE COMMUNITY

Holly Wall

Holly Wall is a University School Instructor at P.K. Yonge Developmental Research School. She earned her Bachelors of Arts in Elementary Education in 2009, her Masters of Education in 2010, and is currently working on her Educational Specialist degree in Educational Technology with expected completion in August, 2014. Her research interests include effective integration of technology into the general education classroom in order to better differentiate instruction and increase engagement. More specifically, her work examines the use of online communities in the classroom as well as how self-regulated learning supports differentiation and student engagement.

As an instructor, I teach students that are engaged and highly motivated but are often being “held back” by the traditional classroom. I also teach students that need additional support and may not be as motivated as some of their peers. The challenge I have encountered as an educator is how to make my classroom differentiated, engaging, and a place where each student feels valued by what they are able to bring to the conversation. I discovered that creating a blended learning environment allowed my instruction to become more student-centered “in which students became active and interactive learners” (Watson, n.d.). The blended environment that my students are a part of relies heavily on the creation of an academic learning community. This community functions and is successful because of a few key principles. First, the level of work my students are involved in is deep enough to maintain the engagement of the highest learners without losing the students that are struggling. Next, each person in the community feels that their work is essential to the success of their group. In addition, each student feels as though they would not be as successful without the help of their peers. Finally, the community has developed a culture of encouragement, in which students can feel safe to grow (Jenkins, 2006). The communities my students are involved in pull heavily from cooperative learning theory which suggests that students

learn best when they can “encourage and tutor each other, when they are held individually accountable, when they all participate about equally, and when there is a great deal of active, interactive engagement” (Kagan, 2001, n.p.). Creating a blended learning model in which my students are a part of academic learning communities both on and off-line has allowed me to differentiate my classroom to meet the needs of each student and has provided more opportunities for my students to receive feedback in order to continue to grow as learners. Keywords: academic communities, blended learning, learning communities

HONEY, I SHRUNK THE CLASS! MAKING A LARGE ENROLLMENT ONLINE CLASS FEEL MORE INTIMATE

Eric Olson

Eric Olson is the Director of the Information Technology Services Program at the Warrington College of Business Administration, a role which he has held since 2008. He has been involved with the College’s online learning programs for many years, starting with taking a lead role on the team that developed the technology for Internet MBA in 1998. Eric has taught ISM3004, Computing in the Business Environment, as a large section online course for 11 years, both individually and as part of an instructional team. Eric earned his MS in Computer and Information Sciences from the University of Florida and has long professional experience in IT management.

Creating a large-section online course that has the engaging, personal feel of a small classroom is challenging. Doing so in a way that is sustainable for the instructor at times seems unattainable. Mr. Olson will share both successes and missteps along the way, both in Sakai and Canvas. Emphasis will be given to the logistics behind the effort.

BLENDED COURSE TECHNIQUES

Aaditi Mukherjee

Dr. Aaditi Mukherjee is a lecturer in the Information Systems and Operations Management Department in the Warrington College of Business. She teaches both Undergraduate and Graduate Information Systems classes for the college. She has a Ph.D. in

A wide variety of techniques can be used to create a blended course for a large group of students while still creating a community for learners. In this course, basic conceptual content is delivered through weekly lectures recorded during a live session in the classroom. Students are welcome to attend and the videos are also available online. Links to interesting stories in the news and/or additional YouTube videos are posted for each chapter on the course site along with the lecture notes for each chapter. Short, weekly, auto-graded quizzes are available that the students

Management from Purdue University and a M.Sc. in Software Engineering from PSG College of Technology, India.

may take at their convenience. The quizzes are open book to encourage studying. Three tests are administered through Sakai and proctored by the TAs in the computer lab. Short tutorial videos created in Camtasia Studio give students tutorial content in small, manageable chunks. Application is accomplished using the flipped classroom paradigm. In the classroom, the students complete a detailed project using Excel and Access in order gain a better understanding of what they have learnt from the videos and then apply it in a practical context. The Instructor and TAs are available in the classroom to help the students complete these projects as well as grade them on the spot. This model makes efficient use of the TAs' time, as they spend their time helping students learn and correct their mistakes while grading at the same time. As students are able to clarify all their questions during the class time, this eliminates the need for office hours and written communication that may often lead to confusion and conflict.