

# SCHEDULE AT-A-GLANCE

8:00 AM - 10:30 AM	LBC LOBBY	Registration and Continental Breakfast
8:45 AM - 9:00 AM	LBC 108	— <b>Introduction</b>   <i>Julia Metzker, Stetson University</i> <b>Welcome</b>   <i>Provost Noel Painter, Stetson University</i>
9:00 AM - 10:15 AM	LBC 108	— <b>Keynote:</b> Building Bridges and Forging Learning Communities in Carceral Spaces <i>CEP: Pamela Cappas-Toro, Andy Eisen, Melinda Hall, and Jelena Petrovic</i>
10:30 AM - 11:45 AM SESSION A: INTERACTIVE WORKSHOPS	A1 LBC 122	— Contemplative Practices in the Classroom
	A2 LBC 124	— Putting Taboo on the Table
	A3 LBC 220	— Bridges to Global Citizenship through Place-based Education, Community Engagement, and Project-Based Learning
12:00 PM - 1:00 PM	LBC LOBBY	<b>Networking Lunch</b>
1:00 PM - 1:50 PM CONCURRENT SESSION B	B1 LBC 122	— Scholarly Writing: Carving Time from a Hectic Schedule <i>and</i> Internationalizing the Stetson Writing Center: Collaborating Across Campus
	B2 LBC 123	— Creativity vs Technology: The Battle for Student Engagement <i>and</i> Using a Video Spectrum for Student Support in Online Delivery
	B3 LBC 220	— Telling Other People's Stories: Reflections on Responsibly Teaching Multicultural Content as White Faculty
2:00 PM - 2:50 PM CONCURRENT SESSION C	C1 LBC 122	— Collaboration Across Campuses: Research Symposia as a Way to Connect
	C2 LBC 123	— Do I Really Need to Learn That? Bridging the Gap Between Curricular <i>and</i> Co-curricular Activities <i>and</i> Greater as a Whole: Bridging the Gap Between Community and Classroom
	C3 LBC 124	— Illegal and Legal Privilege in College Admission
3:00 PM - 3:50 PM CONCURRENT SESSION D	D1 LBC 122	— Reflections on Deep Reading: Teaching Reading in the College Classroom
	D2 LBC 123	— Active Learning Strategies for Teaching and Learning Engineering Courses <i>and</i> What the Students Think About Them <i>and</i> Utilizing the Gradual Release of Responsibility teaching model to engage students in a large enrollment chemistry course
	D3 LBC 124	— Using Standardized Patients to Train Allied Health Students <i>and</i> Stetson University Parkinson's Disease Support Group Initiative
<i>Guided Walk to Davis Hall - Brontë Joseph</i>		
4:00 PM - 5:00 PM	DAVIS 106	<b>Closing Reception</b>   <b>Breathe the Machine</b> , <i>an interactive installation</i> <i>Teresa Carmody, Dengke Chen, Matt Roberts, and Terri Witek</i>

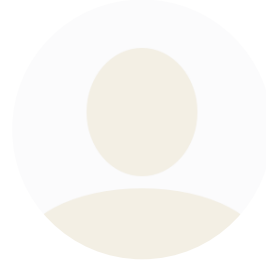
# STAFF



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## SURVEY



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# COLLOQUIUM

## ON TEACHING & LEARNING INNOVATION

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Welcome to the 5th annual Colloquium on Teaching & Learning Innovation. Stetson University is pleased to host this event, as it signals our deep commitment to innovation and excellence in teaching and learning. It also gives me great pleasure to welcome faculty and staff from universities and colleges across the state to our beautiful campus and to this event.

At the core of higher education's current work is an urgency to create inclusive spaces for reflection, collaboration, and positive action. But, to realize the necessary transformation of our learning environments as places of empowered inquiry requires us to disrupt frameworks of assumption that keep us bound to status quo. Such profound change demands that we extend our reach to perspectives and experiences that challenge us to fashion a new relationship with the ideas we already have.

At Stetson University, our liberal arts college-in-prison program is one exemplar of positive action resulting from inclusive bridge building. The Community Engagement Project's carceral program demonstrates how universities and colleges can activate global citizenship to purposefully design and build academic bridges across community, discipline, practice, and perspective. The inspiring outcome is novel meeting places of inclusion, meaning making, cohesion, possibility... and hope.

In other words, when faculty, staff, students and alumni intentionally engage in the iterative process of idea exchange by "colliding" with diverse others across boundaries, it reshapes our professional and personal impact - the ways we work, learn, live, love, and participate as citizens. Ultimately, such boundary-spanning relationships and interconnections open doors to innovative opportunities that benefit society as a whole. This year's colloquium theme asks us to explore the many ways in which bridge building creates powerful forms of high impact learning. Most importantly, the theme solicits strategies for connecting diverse people and ideas so that they can go further together with more strategic velocity. Presentations range from building bridges to create new frames for looking at the world around us to building bridges between practice and knowledge.

We are particularly grateful to Hyatt and Cici Brown, longstanding members of our Board of Trustees, for their pioneering vision, investment and commitment to learning through the establishment of the Brown Center for Faculty Innovation and Excellence and their generous support of this Colloquium. I applaud your creativity, talents, and resilience. Leave here inspired to create quality learning experiences for students who will, in turn, inspire our world.



A handwritten signature in black ink, reading "W.B. Libby". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

**Wendy B. Libby, Ph.D.**

<sup>4</sup> President, Stetson University

## NOEL PAINTER

*Executive Vice President and Provost, Stetson University*



Stetson University's Colloquium on Teaching and Learning Innovation is now in its fifth year and continues to grow in size and reach. I am delighted to welcome colleagues from universities and colleges across central Florida to our campus to join together to advance our collective efforts to inspire students to become engaged global citizens. This year's theme, **Collaborations: Building Inclusive Bridges**, encourages us to explore places where we span boundaries through collaboration—across disciplines, between students and faculty, and across institutions. That you have chosen to be here—as a presenter or participant—demonstrates your commitment to innovation and excellence. Our collective effort to inspire students, broaden our cultural awareness, and expand our understanding of how education takes place in this increasingly complex world will surely prove enriching for all participants.

## JULIA METZKER

*Executive Director, Brown Center for Faculty Innovation and Excellence*



It brings me with great joy to convene so many talented and engaged teacher-scholars at our 5th Annual Colloquium on Teaching and Learning Innovation. Five years ago, the inaugural Colloquium marked the launch of the Brown Center for Faculty Innovation and Excellence as a virtual convening space for Stetson University's faculty and staff. In the intervening five years, the Center and the Colloquium have grown and transformed into a vibrant enterprise that brings together higher education professionals from across the state to engage in critical conversations about learning, student success, and our own professional development. For those who return annually to the Colloquium each year, a warm welcome back. To those of you here for the first time, a very warm welcome to you. On behalf of the Colloquium learning community, I invite you to spend the day engaging in productive dialogue with new colleagues. Please use this opportunity to reflect on your practice as educators, expand your professional network, and have some fun!

## INVESTING IN INNOVATION AND EXCELLENCE

The Brown Center for Faculty Innovation and Excellence at Stetson University, made possible through the generosity of **J. Hyatt Brown, Hon. '92** and **Cici Brown, Hon. '07**, began offering programming in August 2014. Longstanding University Trustees, the Browns have shown a deep regard for Stetson University and its mission and values. Prior to the establishment of the Brown Center for Faculty Innovation and Excellence, the Browns endowed the Brown Faculty Fellow & Visiting Professor Program and have continued to support high-impact student engagement at Stetson. As benefactors of the Brown Center, their generous support has far-reaching impact on teacher-scholar faculty development, vibrancy, and vitality. Hyatt Brown has served on the Stetson University Board of Trustees since 1989 and as a member of the Board of Advisors of the College of Arts and Sciences, including one term as chair.



*J. Hyatt Brown and Cici Brown*

STETSON UNIVERSITY  
**BROWN CENTER**  
FOR FACULTY INNOVATION AND EXCELLENCE



# KEYNOTE

## BUILDING BRIDGES AND FORGING LEARNING COMMUNITIES IN CARCERAL SPACES

COMMUNITY EDUCATION PROJECT  
LYNN BUSINESS CENTER 108 | 9:00 AM - 10:15 AM

The Community Education Project (CEP) is Stetson University's liberal arts higher education in prison initiative. It was established in January 2015 by Stetson faculty members and is currently co-directed by Drs. Pamela Cappas-Toro, Andy Eisen, Melinda Hall, and Jelena Petrovic. In this address, CEP co-directors, incarcerated students, and student interns will describe their efforts to create a diverse learning community inside and outside of the Tomoka Correctional Institution. The multiple stakeholders of this community will share their contributions to building the program: incarcerated students will present excerpts of creative works and emerging scholarship; co-directors will explain pedagogical strategies and research with incarcerated students despite the asymmetries in power between them and their co-researchers; and finally, student interns will reflect on how their experiences with CEP has impacted their undergraduate learning experience. Taken together, this presentation will demonstrate innovative approaches and raise significant challenges that exist in building learning communities in carceral spaces.



**Pamela Cappas-Toro**

*Co-Director, Strategic Planning*

Pamela Cappas-Toro, Assistant Professor of World Language and Cultures, holds a Ph.D. from the University of Illinois at Urbana-Champaign. Cappas-Toro has been involved with education for incarcerated students since her participation in the Education Justice Project at the University of Illinois in 2010, where she taught numerous workshops. Her passion for social justice, community engagement scholarship and commitment to undergraduate education guide her efforts as the co-founder and co-director of the CEP. Her current research explores questions of power in pedagogical strategies for second language acquisition and language usage in carceral classrooms. She recently co-authored an article titled "Higher Education in Prison: Critical Pedagogy and Incarcerated Student Identities." In 2017, she was selected as a national finalist for the Lynton Award for the Scholarship of Engagement for Early Career Faculty.



**Andy Eisen**

*Co-Director, Program Coordinator*

Andy Eisen, who earned his Ph.D. from the University of Illinois, is a Visiting Assistant Professor at Stetson University. His first experiences teaching in prison was with the Education Justice Project at the University of Illinois as a graduate student, where he worked closely with a talented group of incarcerated English Language Instructors. Through CEP, he has taught three semester-long classes and a variety of workshops, ranging from immigration history to transatlantic slavery. He coordinates classes, clearances, and other issues at the prison and recently helped organize the first Gathering of Southern Prison Higher Education Programs. At Stetson University, Eisen is Assistant Director of Honors Program and he teaches in History Department.



**Melinda Hall**

*Co-Director, Curriculum*

Melinda C. Hall, who earned her Ph.D. from Vanderbilt University, is an Assistant Professor of Philosophy at Stetson University. She co-directs CEP and focuses on program and course curriculum and assessment. Hall has taught several classes and workshops at Tomoka Correctional, including Philosophy of Disability and Logic. In her research, Hall specializes in bioethics, continental philosophy and the philosophy of disability. In *The Bioethics of Enhancement: Transhumanism, Disability, and Biopolitics* (Lexington Books, 2016), Hall draws from Michel Foucault to demonstrate that disability is central to debates over enhancement. Hall's work also appears in *Disability Studies Quarterly*, *International Journal of Feminist Approaches to Bioethics* and *Philosophy Compass*, among other venues.



**Jelena Petrovic**

*Co-Director, Faculty and Student Liaison*

Jelena Petrovic, who earned her Ph.D. from the University of New Mexico, is an Assistant Professor in Communication and Media Studies at Stetson University. As co-director, she focuses on faculty, staff and student engagement in CEP and volunteer recruitment and training. In addition to this work, Petrovic also teaches courses in media studies, migration and identity, cultural studies, interpersonal communication and public speaking at Tomoka Correctional institution. Her research focuses on media representations of national identity and immigration in Europe as well as critical pedagogy in carceral spaces.

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## BROWN FACULTY FELLOW

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**Dr. Terence Farrell** has served as the endowed Brown Faculty Fellow at Stetson University since 2010. He helps to recruit, mentor, and prepare the Brown-Teacher Scholar Fellows to successfully transition to tenure-track positions. His leadership has also contributed to the expansion of the visiting-fellow model to what is currently the Brown Teacher-Scholar Fellows Program. Farrell has advanced science education at Stetson, including the design and renovation of classrooms and faculty-student research spaces in the STEM disciplines. He has published research papers with more than 20 Stetson undergraduates on diverse investigations. Dr. Terence Farrell earned a B.S. in biology from Bucknell University, Ph.D. in zoology from Oregon State University, and Postdoctoral Fellowship at Stanford University.

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## BROWN TEACHER-SCHOLAR FELLOWS

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The Brown Teacher-Scholar Fellows Program prepares faculty leaders who will inspire excellence in undergraduate learning, teaching, and research; and in turn, leave inspired to lead.



**Dr. Sarah Cramer** began her fellowship as the Brown Teacher-Scholar Fellow in Sustainable Food Systems in 2018. Housed in the Department of Environmental Science and Studies, Dr. Cramer was hired to help launch a new minor in Sustainable Food Systems. Her courses include Introduction to Food Studies and a Junior Seminar: Seeds of Equity, which explores issues of race, class, and gender in the U.S. food system. Dr. Cramer's dissertation research investigates elementary school garden programs as agents of change in the food and education systems. Other research interests include critical food systems pedagogy, gender and agriculture, and alternative food networks.



**Kirk Roberson** is a Brown Visiting Teacher-Scholar Fellow in Health Sciences, specializing in clinical exercise physiology with a focus on diagnostic and preventative medicine. His research seeks new criteria for the early diagnosis of Parkinson's Disease by examining the relationship between the nervous and cardiovascular systems. Other research interests include aging, physical function, and strategies for reducing cardiometabolic risk factors. During his tenure, Dr. Roberson is partnering with multiple departments on campus and community organizations to develop outreach programs for the DeLand and Central Florida communities.



**Dr. Sam Houston** began his fellowship as the Brown Teacher-Scholar Fellow in Islamic Studies in Fall, 2017. In his teacher-scholar role, he teaches in the religious studies department as well as working with other elements of the university community to educate a range of audiences about Islam and global and local Muslim communities. His research areas include modern Islamic thought and comparative religious ethics, and his current work analyzes the role that Islamic mysticism, or Sufism, has played in providing Islamic activist movements with models and practices of ethical formation. Other research interests include modern political thought, African American Islam, and Christian-Muslim relations.



**Dr. Ryan McCleary** is starting as the Brown Teacher-Scholar in Biology in the fall of 2017. His major emphasis during the fellowship has been to develop active learning-centered courses through the Brown Center, mentor Stetson undergraduate biology students, and work on collaborative research with Dr. Terrence Farrell. Specifically, he has endeavored to develop and validate methods for examining the venoms of "harmless" snakes for future comparative venomomic (proteomic and transcriptomic) studies, among other projects. He teaches biostatistics and introductory biology and has built collaborations with Stetson faculty in chemistry and biology to perform proteomic characterizations of venoms.

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## 2019 BROWN INNOVATION COHORT

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The Brown Innovation Cohorts program celebrates teacher-scholars by offering dedicated time for reflection on teaching practices and developing strategies that prepare students as global citizen leaders. The Brown Innovation Cohort program will provide faculty with the tools to be able to address issues facing our local and global community through engaging learning experiences in and out of the classroom.



*Bottom row: Savannah-Jane Griffin, Catherine Day, Grace Ramsey, Ronette Lategan-Potgeiter, Daniil Zavlunov  
Middle row: Lindsey Carelli, Michael Eskenazi, Fazal Abbas, Teresa Carmody, Vernita Glenn-White  
Top row: Kevin Winchell, Mark West, Cristian Cuevas, Julia Metzker, Michele Randall  
Not pictured: Chadley Ballantyne, Aaron Distler, Maxwell Droznin, Amber Finnicum-Simmons, Susan Peppers-Bates*

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### SIX-WORD STORIES

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Always on the lookout for possibilities.  
Happiness is yoga, tea, and meditation.  
Cynical optimist seeks other world changers.  
Inspire to improve health and wellness.  
Mother, painter, teacher. I'm always tired.  
Shoshanna Shapiro, Rabbi Raquel, Professor McGonagall.  
Visionary in need of practical approaches.  
Living life with gratitude and urgency.  
Involve me and I learn it.  
We all struggle. Singing helps us.  
She changed the face of Education.  
Midlife, she adopted her middle name.  
Determine your priorities and focus them.



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# SCHEDULE OF EVENTS

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8:00 AM - 10:30 AM **REGISTRATION & CONTINENTAL BREAKFAST** LBC LOBBY

8:45 AM - 9:00 AM **INTRODUCTION** LBC 108

*Julia Metzker, Stetson University*

**WELCOME**

*Provost Noel Painter, Stetson University*

8:45 AM - 9:00 AM **KEYNOTE PRESENTATION** LBC 108

**Building Bridges and Forging Learning Communities in Carceral Spaces**

*Community Education Project*

*Pamela Cappas-Toro, Andy Eisen, Melinda Hall, and Jelena Petrovic*

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## CONCURRENT SESSION A

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INTERACTIVE WORKSHOPS

10:30 AM - 11:45 AM

A1 **CONTEMPLATIVE PRACTICES IN THE CLASSROOM** LBC 122

*Morris Sullivan, University Chaplain, Stetson University*

We ask students to pay attention, but seldom teach them how to pay attention skillfully. In an era of fleeting focus and rising anxiety, contemplative practices offer promising methods of classroom engagement. This session will examine the benefits of and research behind these practices while offering classroom activities and resources.

A2 **PUTTING TABOO ON THE TABLE** LBC 124

*Zach Cordell, Assistant Professor of Nutrition, Daytona State College*

There are many things we aren't supposed to talk about. Why, and does that limit learning? As educators, we aim to inspire and enlighten all while preparing students to be contributing members to society. Can we utilize taboo topics to create a well-rounded learning experience? Should we?

A3 **BRIDGES TO GLOBAL CITIZENSHIP THROUGH PLACE-BASED EDUCATION, COMMUNITY ENGAGEMENT, AND PROJECT-BASED LEARNING** LBC 220

*Savannah-Jane Griffin, Executive Director of Community Engagement and Inclusive Excellence, Stetson University*

*Roxanne Lewis, International Student and Scholar Service Coordinator, Stetson University*

More than ever before, globalization is part of our everyday local lives. In this presentation we will define global citizenship. We will highlight the following pedagogical strategies that can assist in educating our students on what it means to be a global citizen: place-based education, community engagement, and project-based learning.

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## NETWORKING LUNCH

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LYNN BUSINESS CENTER LOBBY

12:00 PM - 1:00 PM

**B1 SCHOLARLY WRITING: CARVING TIME FROM A HECTIC SCHEDULE**

LBC 122

*Debbi Dinkins, Associate Dean of the Library, Stetson University**Jennifer Corbin, Director of Public Services, Library, Stetson University**Grace Kaletski-Maisel, Learning and Information Literacy Librarian, Stetson University**Megan O'Neill, Associate Professor of English, Stetson University**Kelly Larson, Library Archivist, Stetson University*

Your schedule is busy and your day filled with classes and meetings. How to find time for research? We will discuss a method that has worked for faculty in the library. Our Writing Circle meets monthly and participants have produced many presentations and publications in the last three years.

AND

**B1 INTERNATIONALIZING THE STETSON WRITING CENTER: COLLABORATING ACROSS CAMPUS**

LBC 122

*Leigh Ann Dunning, Director of the Writing Center, Stetson University**Jeanette Jakupca, Writing Center Tutor, Stetson University**Aiyanna Maciel, Writing Center Tutor, Stetson University**Amber Biron, Writing Center Tutor, Stetson University*

In the fall of 2018, three tutors from the Writing Center interviewed multilingual student writers to discuss their experiences with and perceptions of the Writing Center. With that data, the director and tutors, in collaboration with WORLD, have developed new strategies for tutor education, marketing, and day-to-day operations.

**B2 CREATIVITY VS TECHNOLOGY: THE BATTLE FOR STUDENT ENGAGEMENT**

LBC 123

*Lenore Brantley, Professor of Psychology, Advent Health University**Paul Brantley, Vice President for Research, North American Division Seventh-day Adventist Church*

Are you more challenged to achieve student classroom engagement than ever before? Are your students more attentive to content on their cell phones and laptops than to your power point lecture? If you answer yes to these questions this session may be for you. Participate in a hands-on solution.

AND

**B2 USING A VIDEO SPECTRUM FOR STUDENT SUPPORT IN ONLINE DELIVERY**

LBC 123

*Marino Nader, Lecturer, University of Central Florida*

When students are not satisfied by videos created by a lecturer they can depend on other videos created by others in their support. The students can switch between different videos or different presenters to suit their needs for understanding different topics.

**B3 TELLING OTHER PEOPLE'S STORIES: REFLECTIONS ON RESPONSIBLY TEACHING MULTICULTURAL CONTENT AS WHITE FACULTY**

LBC 220

*Sarah Cramer, Brown Visiting Teacher-Scholar Fellow, Stetson University**Sam Houston, Brown Visiting Teacher-Scholar Fellow, Stetson University**Andy Eisen, Visiting Assistant Professor, Stetson University*

While the face of higher education continues to change, the fact remains that 41% of U.S. full-time faculty are white men and 35% are white women. This panel engages with our responsibilities, challenges, and opportunities as white faculty to give voice to marginalized perspectives and teach multicultural content appropriately.

## C1 COLLABORATION ACROSS CAMPUSES: RESEARCH SYMPOSIA AS A WAY TO CONNECT

LBC 122

*Janis Prince, Associate Professor of Sociology, Chair - Social Sciences Dept., Saint Leo University*

How do students in the same program, located in three different states connect? This session will describe the ways in which two research symposia served to use the high-impact educational practice of undergraduate research to promote educational growth, and connect far-flung campuses, and different student populations.

## C2 DO I REALLY NEED TO LEARN THAT? BRIDGING THE GAP BETWEEN CURRICULAR AND CO-CURRICULAR ACTIVITIES

LBC 123

*Veon Stewart, Assistant Professor of Mathematics, AdventHealth University*

*Nadia Edwin, Assistant Professor of Chemistry, AdventHealth University*

*Patricia Clayton, Assistant Professor of Nursing, AdventHealth University*

Whether it is interest or curiosity, students want to engage in extra-curricular learning activities. Could it be because the “learning” aspect of the activities is disguised? Or, is it the need to be engaged in a more relaxed setting that fosters learning? This session will provide some answers.

AND

## C2 GREATER AS A WHOLE: BRIDGING THE GAP BETWEEN COMMUNITY AND CLASSROOM

LBC 123

*Kendra Presley-Van Houten, Director, Community Engagement, AdventHealth University*

*Veon Stewart, Assistant Professor of Mathematics, AdventHealth University*

*Nadia Edwin, Assistant Professor of Chemistry, AdventHealth University*

A session designed to share the intrinsic and extrinsic benefits of connecting students to the community for bridging the gap between the classroom and the neighborhoods in which we live, learn, and work. Evidence of the benefits, and examples of the design will be presented.

## C3 ILLEGAL AND LEGAL PRIVILEGE IN COLLEGE ADMISSION

LBC 124

*Susan Peppers-Bates, Associate Professor of Philosophy, Stetson University*

*Joanne Harris-Duff, Director of Diversity & Inclusion / Community Engagement & Inclusive Excellence, Stetson University*

*Joel Bauman, Vice President for Enrollment Management, Stetson University*

*Jeff Altier, Director of Athletics, Stetson University*

*Savannah-Jane Griffin, Executive Director of Community Engagement and Inclusive Excellence, Stetson University*

We will look at ways legacy admits and certain kinds of athletic preferences structurally privilege white students, yet most of the larger media discussions focus on the alleged injustices of affirmative action for students of color.

**D1 REFLECTIONS ON DEEP READING: TEACHING READING IN THE COLLEGE CLASSROOM**

LBC 122

*Megan O'Neill, Writing Program Director, Stetson University**Michele Randall, Sullivan Visiting Lecturer of English, Stetson University**Cathy Day, Visiting Assistant Professor of Environmental Science and Studies, Stetson University**Andy Dehnart, Visiting Assistant Professor of Journalism, Stetson University**Fran Duvall, Department of Education, Stetson University*

Teaching college students to read critically and thoroughly--sometimes at all--can challenge faculty to investigate new approaches. In this presentation, faculty across the disciplines respond to readings dealing with cross-disciplinary techniques, the "expansive" mindset we need, and the impact of "screen reading" on student behaviors.

**D2 ACTIVE LEARNING STRATEGIES FOR TEACHING AND LEARNING ENGINEERING COURSES AND WHAT STUDENTS THINK ABOUT THEM**

LBC 123

*Ricardo Zaurin, Associate Lecturer, University of Central Florida*

Teaching and learning engineering is a very difficult task, especially for large-size courses. This presentation focuses in several active learning strategies: Socratic discussions, debates, guided inquiry, polls, small groups, collaborative assignments, project based homework, and a semester long experiential learning project.

AND

**D2 UTILIZING THE GRADUAL RELEASE OF RESPONSIBILITY TEACHING MODEL TO ENGAGE STUDENTS IN A LARGE ENROLLMENT CHEMISTRY COURSE**

LBC 123

*Nicole Lapeyrouse, Lecturer of Chemistry, University of Central Florida**Cherie Yestrebsky, Department Chair of Chemistry, University of Central Florida*

General chemistry can heavily sway students away or towards pursuing a major in STEM. The following study was designed to increase students' attitude, engagement, and responsibility in a large enrollment introductory chemistry course by utilizing a modified Gradual Release of Responsibility (GRR) model.

**D3 USING STANDARDIZED PATIENTS TO TRAIN ALLIED HEALTH STUDENTS**

LBC 124

*Shirish Lala, Associate Professor & Academic Clinical Coordinator, Daytona State College**Melanie McDonough, Assistant Chair & Program Director, Daytona State College**Samantha Stern, Director of Theatre & Associate Professor, Daytona State College*

There is growing neuroscientific evidence that supports the use of standardized patients for clerkships in allied health. Standardized patients promote student immersion in simulated learning environments that promote reflective reasoning, critical thinking, retention, and problem-solving skills. However, the challenge for most faculty is to address whether simulated learning is authentic.

AND

**D3 STETSON UNIVERSITY PARKINSON'S DISEASE SUPPORT GROUP INITIATIVE**

LBC 124

*Kirk Roberson, Brown Teacher-Scholar Fellow, Stetson University**Vince Kinsler, Executive Director, Parkinson Association of Greater Daytona Beach**Colleen Vanderlip, Director, Stetson University**Matthew Schrager, Associate Professor, Department Chair of Health Sciences, Stetson University*

The Parkinson's Disease Support Group will utilize a patient- and caregiver-centered approach to deliver high quality education and safe, supervised exercise to all members. The group is being developed to facilitate cooperation between local community organizations, multiple departments within the University, and to promote faculty/student interactions with local citizens.



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## CLOSING RECEPTION

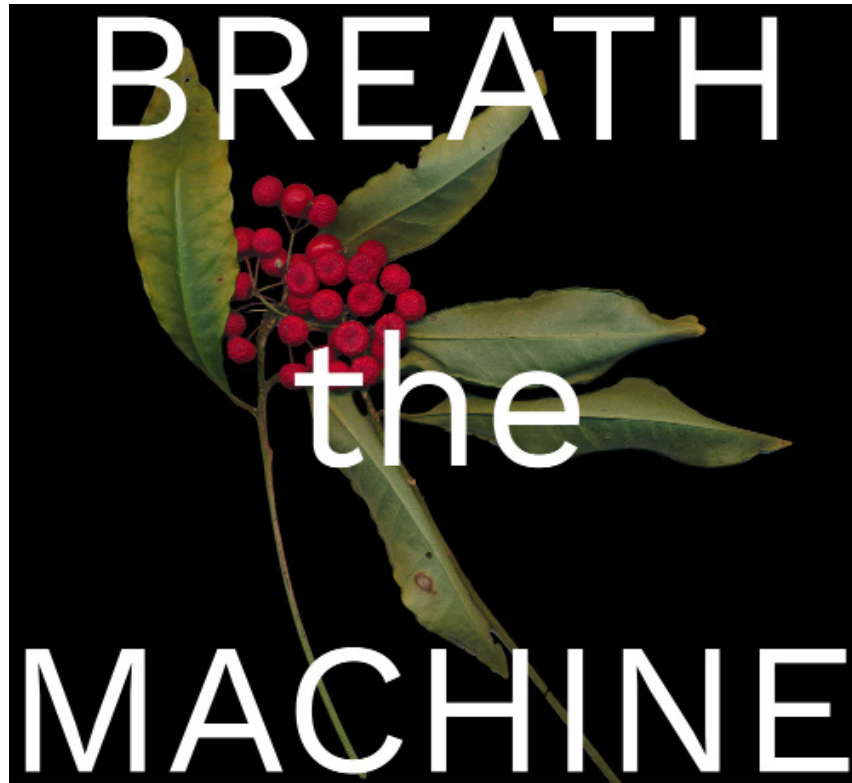
4:00 PM - 5:00 PM

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### BREATHE THE MACHINE

Studio Circle D takes over Davis Lab (Davis 106) for an interactive installation event.

Participants will move from screen to screen, using human breath to move and change what happens on the labs' computers and in a larger collaborative story set in a near future.



Prose writer Teresa Carmody, new media artist Matt Roberts, 3-D animator Dengke Chen, and poet Terri Witek have repurposed the Davis Lab computers to respond in different ways to human breath. Each transformation becomes part of a larger story built from the computers' individual data--each breath will change an animated world just one side of our own. Simple actions of breathing, then, will bridge the gap between human and mechanical worlds. Participants will move from computer to computer and breath by breath help build a larger narrative unfolding on the room's large screen.

Donna Haraway is just one theorist who has argued that as we acquire more and more mechanical parts, and as technology takes on increasingly human functions, we should be more active and hopeful about what are essentially interspecies interactions. **Breathe the Machine** challenges us to think of "screens" not as inimical to what's human, but as partners in building new, combinatory narratives that join humans and technology as resilient allies.

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## PRESENTER LISTING

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Jeff Altier	Shirish Lala
Joel Bauman	Nicole Lapeyrouse
Amber Biron	Kelly Larson
Lenore Brantley	Roxanne Lewis
Paul Brantley	Aiyanna Maciel
Pamela Cappas-Toro	Melanie McDonough
Teresa Carmody	Julia Metzker
Dengke Chen	Marino Nader
Patricia Clayton	Megan O'Neill
Jennifer Corbin	Noel Painter
Zach Cordell	Susan Peppers-Bates
Sarah Cramer	Jelena Petrovic
Cathy Day	Kendra Presley-Van Houten
Andy Dehnart	Janis Prince
Debbi Dinkins	Michele Randall
Leigh Ann Dunning	Kirk Roberson
Fran Duvall	Matt Roberts
Nadia Edwin	Matthew Schrager
Andy Eisen	Samantha Stern
Savannah-Jane Griffin	Veon Stewart
Melinda Hall	Morris Sullivan
Joanne Harris-Duff	Colleen Vanderlip
Sam Houston	Terri Witek
Jeanette Jakupca	Cherie Yestrebsky
Grace Kaletski-Maisel	Ricardo Zaurin
Vince Kinsler	

NOTES

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STETSON UNIVERSITY  
CAMPUS MAP

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WELCOME CENTER

