



## General Schedule

### Date/Time

### Session Format

#### Tuesday, March 1, 2022

12:50 – 1:00 PM ET	Orientation
1:00 – 1:10 PM ET	Networking Welcome Activity
1:10 – 1:50 PM ET	TOPkit Chair Welcome & Keynote
1:50 – 2:00 PM ET	BREAK
2:00 – 2:45 PM ET	Concurrent Workshop Sessions
2:45 – 3:00 PM ET	BREAK
3:00 – 3:45 PM ET	Concurrent Lightning Sessions
3:45 – 4:00 PM ET	Day Wrap-up Tomorrow Overview/QA

#### Wednesday, March 2, 2022

12:50 – 1:00 PM ET	Meet & Greet
1:00 – 1:45 PM ET	Special Session
1:45 – 2:00 PM ET	BREAK
2:00 – 2:45 PM ET	Concurrent Workshop Sessions
2:45 – 3:00 PM ET	BREAK
3:00 – 3:45 PM ET	Special Session
3:45 – 4:00 PM ET	Networking Activity

#### Thursday, March 3, 2022

12:50 – 1:00 PM ET	Meet & Greet
1:00 – 1:45 PM ET	Concurrent Workshop Sessions
1:45 – 2:00 PM ET	BREAK
2:00 – 2:45 PM ET	Concurrent Poster Sessions
2:45 – 3:00 PM ET	BREAK
3:00 – 3:45 PM ET	Concurrent Workshop Sessions
3:45 – 4:00 PM ET	Reflection & Closing

# Detailed Schedule

## Day 1 – Tuesday, March 1, 2022

### Prelude & Networking Orientation – 12:50-1:10PM

The story of TOPkit Workshop Arise! Empower! Ignite! starts now. Welcome to TOPkit Workshop 2022! Welcome to the kingdom of those who prepare faculty to teach online and blended courses. Let's begin with an overview, welcome, and networking in the Network with Oracles section.

**Presenter: Amanda Major**

### Welcome from the TOPkit Workshop Chair – 1:10-1:15PM

Welcome to TOPkit Workshop 2022! Arise! Empower! Ignite!

**Presenter: Willie Freeman**

### Keynote Session “Shaping What’s Next” – 1:15-1:50PM

Rising from the ashes of the world we have left behind, we must acknowledge the past and build on it. We have labored for years, making the case for academic transformation and empowering faculty to improve student success. We have always known that IDs will save the world, and over the last two years, we did. And we will continue to do so.

**Presenter: Garvey Pyke**

### Concurrent Sessions – 2:00-2:45PM

#### From Reaction Plans to Action Plans - A Phased Approach to Faculty Development

While many universities had a faculty development process by March 2020, the pandemic required all of us to pivot immediately and reevaluate training operations leaving many institutions with more questions than answers about moving forward with our “new normal” plans. How are we moving forward without leaving faculty in a state of flux? What was created as a reaction to the immediate pandemic needs now must morph into a synergistic faculty readiness program that will easily pivot to current and future requirements. Having a well-established action plan will help to create success in online education for all stakeholders at an institution. However, developing and implementing these faculty programs can be a time consuming and tedious task. Never fear! This interactive workshop will partner participants as a collective thought factory to reflect on their successes and challenges when offering faculty development during the pandemic, and how institutions may want to apply lessons learned as they move forward. This workshop will provide actual resources and templates to help quickly and efficiently design and develop new faculty development programs that are tailored to their specific role and their institution that fulfil the typical faculty development needs that also can be easily adapted during times of an emergency.

**Presenter: Joe Lloyd, Tina Calandrino, Amy Sugar, Trudy Trail-Constant**

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#### Beyond Remote: A Simple Recipe for Sound Synchronous Online Learning

For higher education, the COVID pandemic has served as a double edged sword concerning the effectiveness of relevant online learning. While many institutions were thrust into band-aid “remote” learning modalities with little preparation and even fewer certainties, faculty and students quickly experienced both the strengths and shortcomings of this emergency online modality. As instructional design experts we knew emergency remote instruction was not sound online learning, however, we needed to take the attention and momentum of this experience and do more. In an effort to capitalize on the potential of remote learning our online learning unit developed a new modality termed “Online Live”. The intention of this modality was to integrate what we already knew worked in online learning with the familiarity of synchronous instruction. During this session we will discuss the overarching pedagogy, training structure, and technology we deployed

to create an outstanding synchronous online learning experience at our university. In this session you will learn how to: distinguish synchronous online learning communication and documentation from asynchronous online learning, cultivate faculty buy-in, and the appropriate suite of tools specifically aimed at designing impactful synchronous online learning. We will discuss the realities and pitfalls of synchronous online course design beginning with classroom technology to disengaged learners. We will explore the motivation for both learners and faculty when considering online synchronous instruction: ie. work schedules, COVID disruptions, health, travel, remote work, and instructional efficacy. Ultimately, we will examine a large organization's success story in designing relevant solutions to overcome these obstacles. More specifically you will learn how we used three tenants: Equitable Instruction, Immersive Communication, and Adaptive Engagement to guide all pedagogy, documentation and learning tools related to Online Live. You will see and play with the powerful Nearpod tool in order to best understand how it can help you create organic engagement in course lessons and effectively mirror in-person learning experiences online. You will also review how faculty used Google Workspace and Kumospace to promote effective collaboration and sticky learning. Each topic will be accompanied by a live demonstration, this is not just a discussion on theory.

**Presenter: Jenille “Jeni” Lopez, Maikel Alendy, Johana Perez**

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### **Two Million Online Proctored Exams: What We Have Learned So Far**

Online proctoring is emerging as a prominent solution to address cheating within online exams. This session provides you with the insights and lessons learned from our facilitation of over 2,000,000 online proctored exams at the University of South Florida (USF) since 2015. You will learn strategies critical to our success including faculty training, student preparation, and how we addressed (and prevented) support issues. The session will equally benefit those brand new to online proctoring or experts with a rich history of online proctoring in their institution. Several types of online proctoring exist and the focus of this session will be "automated" online proctoring. However, we will provide participants with a brief background of online proctoring including its approaches and why we selected an automated solution.

**Presenter: Lindsey Mercer, Victor Vantor**

Break – 2:45-3:00PM

Lightning Sessions – 3:00-3:15PM

### **Create, Implement, Investigate, Repeat: The Current State of Learning Engineering**

While the term “learning engineer” dates back to some 50 years ago when Herb Simon used it to describe professional designers of learning environments, the learning engineering (LE) domain is still evolving—with a number of recent articles, publications, and organizations focused on the topic. Part of what makes the LE process such a complex endeavor to grapple with is that it looks to solve problems that require diverse skillsets and a shared understanding in the learning and data sciences, instructional design, software engineering, assessment/measurement, et al. as well as expertise in any number of academic disciplines—qualities often distributed across teams of people rather than an individual. This session will give insights into the progress of learning engineering since last year’s TOPkit event (invited speaker session)—engaging participants through the LE principles and processes of 1) defining a problem / problem space, 2) assembling a team, 3) engaging in iterative design cycles, 4) collecting implementation data, 5) analyzing data for efficacy, and 6) iterating based on data insights.

**Presenter: James Paradiso, Jim Goodell, Aaron Kessler**

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## Let Them Speak! Involving Students in Faculty Development

In Mid 2021 the University of Miami's Distance Learning Institute (DLI) flipped faculty development. Instead of focusing on faculty needs, DLI focused on students' needs. In a first ever, DLI piloted student focus groups to identify key barriers to their learning experience across the different modalities and to bridge gaps in faculty development. In this workshop we will showcase our student focus group research and findings through a highly interactive presentation. We will showcase findings and recommendations from our student focus groups for participants to see how effective student voices are when building faculty development and initiatives. While students often paint a picture of negativity our research also illuminates areas students like. Throughout the workshop participants will be sharing experiences, challenges and success stories with polls and chats. Objectives are threefold: explore ways to include the student voice in terms of faculty development, showcase a focus group design and delivery identify learning barriers in various modalities to bridge gaps in faculty development.

**Presenter: Ariella St. Rose, Beth Bair, Brianna Basanta**

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## Knighted Faculty: Arise! Empower! Ignite!

The Knighted Faculty Program, organized by UCF's Faculty Center for Teaching and Learning, is a year-long faculty development program that gave rise to several interdisciplinary collaborations. The focus of this innovative program was to help faculty develop in myriad ways collaborating across colleges and departments. One of the tools used in this program was the use of interdisciplinary Teaching Squares. Faculty were placed in groups of 4 each representing a different department and college and encouraged to provide feedback on each other's web courses and teaching strategies. This enhanced faculty professional and collaborate development translated into exceptional e-learning for our students. To show how FCTL's Knighted Faculty Program contributes to synergistic, multidisciplinary, collaborative teams. To demonstrate the functional utility of using "Teaching Squares" as a faculty development model. To discuss how these faculty development tools could be modified for use at other institutions. To explain how this collaboration has led to a larger-scale project, that will be used campus wide to increase student success.

**Presenter: Fernández-Rubiera, Patricia Farless, Martha Hubertz**

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Lightning Sessions – 3:15-3:30PM

## Academically Motivated: Best Practices for faculty to encourage students to succeed

Many students worldwide are reporting that they are struggling with keeping their grades up, they lack a sense of motivation while attending synchronous sessions and ultimately feeling burned out. The pandemic has disrupted the "normal" view of education as we know it. As educators, we must adapt quickly and focus on what is essential, which is enhancing the students' synchronous experience while keeping them motivated to complete course work. It is essential to help motivate students to reach their highest potential. Before this can be done, faculty must have the drive and determination to be the best role models to enhance academic performance. This presentation will pose as an interactive session, including polls, questions, and design thinking strategies. Attendees will first hear various scenarios and brainstorm with other attendees on how they can motivate the specified student during this difficult time. During a final activity, the attendees will be able to see how each one of their ideas can come together to enhance motivation within the remote or Hyflex setting. Upon conclusion of this presentation, attendees should be able to: Identify how faculty may engage students in the online learning environment. Teach students with empathetic rigor. Discuss what motivates faculty and students to foster academic excellence.

**Presenter: Ellen Ramsey, JeVaughn Lancaster**

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## Facilitating Cultural Connections Abroad through Virtual Exchange

Virtual exchange (VE) has been adopted across disciplines to connect students and faculty across national borders and campuses. Motivated by the recent pandemic, the use of VE has grown exponentially to enhance conversation practice between language students and native speakers. The common model, however, is limited in providing rich cultural immersion. However, a new approach has emerged via LinguaMeeting called “Experiences”. These Zoom-style events offer diverse cultural opportunities in the target language ranging from a personalized concert by a Spanish-guitar-playing host, to a Honduran cooking class, a walking tour of Sevilla, and a guided bike ride through Cali, Columbia. Survey data, of 34 students who responded to modified versions of the International Critical Thinking (IntCRIT) and International Communication (IntCOMM) scales (University of Florida, 2014), strongly suggest that participation in such exchanges can increase students’ effective communication and critical thinking skills in interpreting global and intercultural issues. This presentation will demonstrate newly emerging immersive VE approaches can be successfully adopted to internationalize the curriculum. These pedagogical endeavors are not limited to the language classroom but should be considered as an available resource for all disciplines as a simple yet effective way to provide authentic virtual connections across borders for all students.

**Presenter: Crystal Marull**

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## Humanizing Communication with Online Students

Most often, the conversation about personas in higher education has been focused on teaching persona, which conveys how the teacher presents themselves in the online class to show who they are and reflect their personal and professional beliefs. As an alternative to that idea, fictional student personas can be created and used to help prepare faculty for communicating with students in an online modality. These student personas can accurately represent the diversity of the student population at a particular institution, including characteristics like age, gender, race, sexual orientation, income-level, disability, and first generation in college. These are just some of the characteristics that influence a student’s experience in higher education. Asking teaching faculty to make decisions based on interactions with these personas can help build empathy and increase the recognition that different students have various needs and expectations, all while taking place in a low-risk environment. For faculty who are new to online teaching, interacting with student personas can help showcase a diverse set of students and scenarios to help prepare faculty in handling potentially unfamiliar situations with empathy and understanding during these stressful and unprecedented times.

**Presenter: Debra Luken, Nicole Stahl, Aimee deNoyelles**

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## Lightning Sessions – 3:30-3:45PM

### Designing for Regular and Substantive Interaction in Light of US-DOE's Newest Regulations

The US DOE recently published more detailed rules governing compliance with existing regular and substantive interaction (RSI) law. Institutions now have specific guidelines, with some examples, to determine whether or not their courses meet the requirements of the law. It is the institutions’ responsibility to plan for RSI so what better time to plan than during the design process? By researching practices at other institutions, contacting national policy experts and conducting a thorough review of the rules, we were able to create a customizable planning tool to help designers and faculty plan for meaningful interactions as part of the course design process. Since RSI is a primary determinant between correspondence and distance education, the planning tool will walk designers and faculty through each step in the definition of a distance learning course to ensure that all criteria are met and that critical faculty/student interaction is designed into the course from the beginning. Attendees will be provided with an understanding of Federal law and rule regarding RSI, the importance of compliance for the institution., components of the legal definition of an distance learning course, the practical definitions of regular and substantive, examples of qualifying interactions, and how to use the customizable planning tool to document compliance.

**Presenter: Josh Strigle, Jennifer Velloff**

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## Facilitating Transformative Experiences

The value of transformative learning is that it helps learners to quickly see the world, an aspect of their world, or even a single concept differently through the lens of the transformative learning experience that you engineered. Transformative learning experiences result in a de facto challenging of the status quo either broadly or more narrowly; empowering learners who have had their perspectives transformed to act as agents of/for change. In today's work environments, volatility, uncertainty, complexity, and ambiguity (VUCA) is the norm, not the exception. Constant, unpredictable change is now the status quo. VUCA demands that the leaders being educated today embrace change in work, technology, leadership, etc. This brave, new world is the one that transformational learning prepares learners to work in. A course or program built on a foundation of transformation learning will have significantly more value to emerging leaders than a more traditional academic program. The ability to create transformational learning environments and the ability to learn in them is an essential skill for a member of the 21st century faculty. In this workshop, participants will learn to create guided transformational learning experiences for their students. In a hands-on workshop, they will learn to provide the space (time and physical or digital location) and tools (these can be documentation, graphic organizers, or technologies) for the reflection and critical thinking necessary for genuine transformation to occur as well as how to integrate these learning activities into core learning tasks that will help students reflect critically on what faculty are trying to teach them. The focus is on both the 'transformative' and 'guided' parts. That means providing the time, space, and conditions necessary for transformation to occur as well as direction ahead of time and timely, effective feedback on learner reflections to encourage well-reasoned transformation and re-orienting poorly reasoned re-orientations (think – unintended consequences). By the end of this workshop participants will: Explain the value of transformational learning. Develop a learning activity/assessment complete with opportunities for reflection and agency.

**Presenter: Paul Desmarais**

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## Bringing UDL Down to Earth: Creative Applications for S.T.E.M. Course Design

This session will demonstrate how an online sustainability course, designed and developed through USF's Innovative Education (InEd), exemplifies many guidelines of the Universal Design for Learning (UDL) framework. Attendees will walk away from this session armed with strategies to design content and implement activities that will elevate the student experience by making the course more personally meaningful, accessible to diverse learning styles and needs, and appropriately supported in their learning. This session will walk through each guideline with vivid examples from the case study course that showcase the creative yet grounded approach. Additionally, we aim to facilitate a conversation about how instructors may want to apply these strategies as part of their own online pedagogy. By the end of this session, participants will be able to: Articulate the overall purpose of the Universal Design for Learning framework, and use the UDL website to harvest strategies. Recognize the benefits of UDL in post-secondary education online course environment. Apply UDL guideline recommendations to their courses as appropriate, regardless of discipline. Discuss strategies for meeting the needs of students with varying challenges, strengths, and identities. Implement meaningful active learning strategies. Discover course technologies and strategies that enhance learner interaction.

**Presenter: Desiree Henderson, Alexandra Ward**

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## Day Wrap-up & Tomorrow Overview/QA – 3:45-4:45PM

What were your key take-aways from TOPkit Workshop 2022 sessions? What sessions are on the schedule for tomorrow?

**Presenter: Charlotte Jones-Roberts**

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# Day 2 – Wednesday, March 2, 2022

## Welcome Medieval Trivia – 12:50-1:10PM

The story of TOPkit Workshop Arise! Empower! Ignite! starts now. Welcome to TOPkit Workshop 2022! Welcome to the kingdom of those who prepare faculty to teach online and blended courses. Let's begin with an overview, welcome, and networking in the Network with Oracles section.

**Presenter: Amanda Major, Tina Calandrino**

## Establishing the Center: Journey to the Center for Teaching, Learning, & Mentoring at the University of Wisconsin Madison – 1:00-1:45PM

Under guidance from the Vice Provost for Teaching, Learning, and Mentoring (VPTL), leaders, designers, consultants, specialists, and facilitators from previously decentralized teaching and learning units across University of Wisconsin-Madison recently merged to form the new Center for Teaching, Learning & Mentoring (CTLM). A wide variety of skills, expertise, values and goals are shaping this new team. CTLM members are collaborating to build the center from the ground-up – striving to include voices of faculty, instructional staff, students, administration and more. Central to CTLM's mission is to provide evidence-based professional development programs and assistance in course design and instructional facilitation for instructors at all career stages. Join this session to hear how members of the CTLM are actively creating an environment to provide professional development that is explicitly informed by and tailored to the needs of campus.

**Presenter: Margene Anderson & Bridget Powell**

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## Concurrent Sessions – 2:00-2:45PM

### TeachTalks: “Just-in-Time” Faculty Development at NYU

At the start of 2020, our faculty development team at NYU had a new series of in-person faculty development programs, including panels, presentations, and workshops about teaching, ready for the spring semester. By mid-March, when NYU pivoted to remote operations, the programs had been canceled, but the need for faculty discussions around teaching had never been more urgent. In this interactive session, facilitators will describe how they rapidly created TeachTalks, a series of faculty-led, online conversations about teaching, to meet the needs of the moment. Through a format that was informal and discussion-based, and that relied extensively on collaborative digital tools, TeachTalks provided faculty with a virtual space for building community and relieving the isolation and confusion of those early days of the pandemic, as well as for sharing solutions to the challenges of remote learning. Now in its 4th semester, TeachTalks continues to evolve and meet new challenges as NYU returns to in-person teaching. By the end of the session, attendees will: Know how a faculty development team produced a series of Zoom-based, faculty-led, interactive teaching programs and created a community of practice. Share and reflect on the online experiments in faculty development of their own institutions.

**Presenter: Anton Borst, Sharon Kay**

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### Empowering through Design: Using Pressbooks to Navigate Accessibility, UDL and UDI

The shift to online learning during the pandemic revealed gaps in accessibility, universal design practices (UDL), and universal inclusive design (UDI). To bridge this gap, much information has been put out about designing online learning that is open and available to all students. Additionally, there has also been blurred lines between the terms of accessibility, UDL, and UDI. At this session, participants will explore a new Pressbook that distinguishes between the terms and their approaches, as well as gives “start small” implementation ideas for varying stages of accessibility/UDL/UDI course design. Participants will take away best practice strategies and resources for incorporating accessibility/UDL/UDI and steps on how they can use the Pressbook to contribute to the UDL/UDI/Accessible community. Learning Objectives: Explain the definitions and approaches of accessibility, UDL, and UDI. Identify design strategies instructors can use to

make online courses available to all their students. Examine the "Start Small: Accessibility, UDL, and UDI Pressbook as a resource instructors can use to implement accessibility, UDL, and UDI elements for various stages of course design.

**Presenter: Suzy Jardaneh, Karen Tinsley-Kim**

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### [Course Design Innovation, Iteration, Evaluation](#)

Instructional designers and course support specialists at the Center for Learning Design and Technology (CLDT) work closely with faculty on the design and development of online courses that are taught within the 21 master's degree programs provided through Johns Hopkins University, Whiting School of Engineering part-time graduate programs. During the course design process, it took an average of six months to complete the course design matrix (CDM), or the overall course map, and it took up to a year to entirely develop a new online course. Some of the completion rates are dependent on faculty and time constraints. Regardless, the team decided to look at the course design process to identify efficiencies and improve process and outcomes. To that end, the team implemented a development training cohort program, launched in spring of 2021, designed to walk faculty through the CDM step-by-step to provide more support and encourage accountability throughout the development process. Overall, the results of completion were greatly improved. However, the team wished to further investigate efficiencies in the new approach. The team conducted a program evaluation to evaluate the effectiveness of the implementation. Evaluators reviewed completion rates, conducted interviews, and collected survey data to further refine the process for the Fall 2021 development training cohort. Presenters will review the training program, evaluation methods, and results from the spring and fall cohorts. Attendees will discuss ongoing course development processes used in their organizations and explore process effectiveness and efficiencies.

**Presenter: Olysha Magruder, Diane Banner**

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### [Learning in a Wayfinding Environment: Some Loosely Connected Ideas– 2:45-3:45PM](#)

This session will address several emergent issues that are impacting learning in the digital age. The major educational equity problem in the country will frame the presentation followed by discussions of chaotic environments, the unbundled classroom, complex systems, adaptive learning , the Anna Karenina principle, and suggested readings that supplement the presentation.

**Presenter: Chuck Dziuban, Patsy Moskal**

### [Closing Networking– 3:45-4:00PM](#)

You won't want to miss this networking activity fun!!

**Presenter: Amanda Major**



# Day 3 – Thursday, March 3, 2022

Welcome/Scavenger Hunt– 12:50-1:00PM

Welcome to Day 3 – Enjoy fun this Opening activity!

**Presenter: Charlotte Jones-Roberts**

Interactive Workshop Sessions – 1:00-1:45PM

## **Ignite Faculty Enthusiasm Toward Online Education Implementation**

The pandemic has catapulted faculty into teaching online, however, pessimism and doubt caused some faculty to have a great deal of difficulty in accepting this change. Now is an opportunity for us to reignite faculty enthusiasm for using online modalities within their pedagogy. In this interactive group activity, we will provide empowering methods of reframing online learning to increase faculty enthusiasm. We will share our experience and research-based solutions for working with faculty who were once reluctant but are now advocates for online learning. A list of online engagement tools and strategies that assist faculty will be developed by the group and provided by the presenters after the session. After this session, attendees will be able to: Identify barriers to online learning adoption. Reframe their approach to low faculty enthusiasm with a focus on empathy. Discover and locate tools that excite faculty about teaching in a new modality.

**Presenter: Daniel Mainwaring, Kathryn Rush**

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## **Welcome to the Family: Building Universal Class Shells for Intro Classes with transferability among faculty a goal!**

Out of the many takeaways Universities have learned from the COVID pandemic, one is the need for courses to be easily transferable among different faculty in a department. Often at the drop of the hat, faculty will need to pick up classes, whether because the original teacher became ill, left the university, or other issues arose. In those instances, it is imperative to be able to provide a universal shell for courses to be taught from which are easily transferable from one faculty to the next. One way to accomplish this goal rather seamlessly is through the inclusion of videos focusing on different faculty throughout a department tied to specific sections of a course. The goal is to create the appearance that the course is taught by everyone in a specific discipline rather than an individual faculty member and the University of Central Florida Legal Studies Department is attempting this very goal. This semester a team of faculty are reworking the intro to legal studies course. Previously, three sections of the course were offered every semester to approximately three hundred students. Yet each section was taught differently depending upon the specific faculty member who was assigned a section. However, after the shell is created every student will have the same experience resulting in a unified baseline for everyone moving forward in the degree.

**Presenter: Marc Consalo, Kara Consalo**

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## **Assessing and Incentivizing Faculty Development in Institutional DEI Work**

At the University of North Dakota, diversity, equity, and inclusion have become institutional imperatives. UND's strategic plan identifies Goal 5 as our goal to be an inclusive campus, to "foster a welcoming, safe and inclusive campus climate." Still, given faculty contracts and workloads, it is difficult for faculty to engage in crucial DEI work if they see it as tangential to their primary work of teaching, research, and service at the university. This session will provide tips and guidance on how to incentive faculty development in DEI work and how to assess its institutional impact at your own institution. Topics explored will include embedded research, mini-grants and stipends, models for faculty development programming, discipline-specific DEI service-learning and research, and inter-institutional collaboration and partnerships.

**Presenter: Jennifer Reichart**

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## Poster Sessions – 2:00-2:45PM

### **Implementation Adapting to COVID: The Reconceptualization of an Online Instructor Certification Program**

The University of South Florida (USF) Online Instructor Certification (OIC) is the primary program for preparing USF instructors to teach online. Since its creation in 2014, the OIC has certified over 1500 online instructors and garnered multiple awards in recognition of its institutional impact. In the wake of COVID-19, our unit, USF Innovative Education, was charged with supporting the entire university as faculty migrated to remote delivery. Addressing this required us to be agile and completely overhaul our training solutions, most notably the OIC. In this session, we will explore both "pre" and "post-pandemic" versions of the OIC and provide a comparative overview of each iteration. We will also review participant feedback data from the current iteration and examine the specific design enhancements that have proven effective as well as those that we have improved.

**Presenter: Lindsey Mercer, Arleen Janz**

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### **Embodiment Theory, Trauma, and Pedagogy for Better Course Engagement**

Rhetorical embodiment is a complex concept that allows us to understand the ways that our socialization and conditioning impacts our performance of self. As educators, we believe that is the only thing we can embody in the classroom. The purpose of this session is to explore the intersection of rhetorical embodiment and the fostering of knowledge acquisition as a way to shift our course design to share student agency and thus, their engagement. As Fountain notes, “we develop expertise when we develop the skilled capacities necessary to use the discourses and objects, the displaces and documents, according to the explicit and tacit rules of that community. (Fountain, 5)

This session will help us understand how we can create student agency by providing opportunities for embodiment. We will:

1. Analyze ways the pandemic and its constraints have created opportunities to find new innovative ways of teaching.
2. Build a transferable skill tool kit by helping students through the development of their critical consciousness.
3. Gain an understanding of embodiment rhetoric and its intersection with trauma-informed teaching and course design.
4. Apply our real-world experiences in new ways. (i.e. if you studied law you can find a way to bring this into the classroom by having students embody that role to provide a product reflecting an understanding of genre, rhetorical moves, and how the rhetoric they encounter daily aims to persuade them.

**Presenter: Nat Garcia**

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### **Using Feedforward to Improve the Course Redesign-Relaunch Process**

The redesign-relaunch process should include a variety of input from former students, colleagues, instructional designers, librarians, student services, and others. The multiple sources provide key data to continually improve the course activities, delivery of content, and meeting the other needs of students in the course.

1. Student course evaluations. The previous students are the best at telling it like it is. Who on your campus is responsible for releasing the student course evaluations? Are faculty allowed to author special questions for their courses?
2. Colleague or peer observation. Ask a colleague from your institution to observe an empty shell of your course. One model from Penn State that has gained merit since it's launch looks at many aspects of the course.
3. Former grades and assessments in the course. Run reports in the LMS to view if certain activities garnered lower grades than others.
4. SWOT analysis. Near the end of the course, offer students a survey on the course to gather specific data on the strengths, weaknesses, opportunities, and threats/challenges.
5. Course goals, course learning objectives/module learning objectives. How are the activities and assessments achieving each of the module objectives?

6. Course designers. Course designers hold the keys to new education technology tools available, teaching practices by other faculty that might benefit your students, assisting with accessibility, inclusivity, and universal design in the course structure and layout.

**Presenter: Dan Keast**

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### **Time Management Matters: Implementing Effective Practices From Two Multi-Site Higher Education Institutions**

Effective course design and delivery practices are essential in advancing quality course delivery. At the core, quality instruction considers multiple levels of engagement with content, instructor, and peers. Faculty sometimes struggle to balance the work students receive and the time spent in marking, especially in extensive courses. This workshop proposes a structured approach for course design that considers the time required for course facilitation with implementation opportunities from two multi-site institutions. Participants will discuss strategies for designing activities that engage students and reduce course management while meeting curricular requirements.

**Presenter: Flo Williams**

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### **Combat Contract Cheating...Finish with a Finale (not a Final)**

As hard as it may be to believe, academic dishonesty and cheating dates back thousands of years to ancient Chinese civil servant examinations. Even though pedagogy and approaches to education have evolved, academic dishonesty remains—students still cheat on exams and assignments. Contract cheating – the phenomenon where students solicit third parties to complete their coursework and sometimes entire courses in exchange for money or an equivalent – is perhaps the most egregious form of academic misconduct in higher education. Academic misconduct is often a precursor to workplace dishonesty. At a time when the U.S. economy is undergoing immense change, and when workforce placement is at the forefront of higher education and the Florida College System, it is incumbent upon educators and academic administrators to take preventative measures to combat contract cheating and academic misconduct. However, the strategies normally implemented by institutions of higher education – such as proctoring – are not enough alone. Instead of being reactive and punitive, educators can proactively create assessments that not only drastically reduce the possibility of cheating, but that also create more powerful and meaningful learning experiences for students. Rewarding process over product encourages students to take an active role in their own learning and allows them to receive credit for their accomplishments in non-traditional assessments. Through our session, we will explore the advent of contract cheating, tactics used by students to engage in dishonest behavior, implications on education and public safety, and strategies to help educators finish with a finale, instead of a traditional final.

**Presenter: Amy Crowley-Gonsoulin, Jonathan Gonzalez, Hector Noriega**

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### **TBD on OER**

Open educational resources are a hot topic and vital to the transfer of courses to remote instruction during the pandemic. What is next for OERs remains to be seen? Join me for a conversation about the future role of OERs in higher education and explore the role of faculty development in ushering this new future to reality.

**Presenter: James Paradiso**

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## **What Did You Say? Effective Ways to Communicate in the Masked Age**

What have we learned about communication etiquette since the pandemic began? Have face masks and social distancing changed the way we manage our professional relationships? Research tells us that non-verbal signs make up over 60% of our communication -- relying on gestures, facial expressions and eye contact to gauge mood and understanding. When communicating nonverbally, we get a holistic impression from putting different cues together. In order to “decode” facial expressions, we look at a combination of cues. But masking leaves us with only the upper half of the face, and it makes it difficult to read another’s emotions. It also makes effective communication difficult in building rapport. In this workshop participants will look forward to engaging discussion and activities exploring ways to effectively communicate in the masked age. We’ll first identify critical micro expressions and cultural nuances then explore new ways to use these in our professional relationships. There will be opportunities to reflect on communication strategies, share success stories and practice updated listening strategies with peers throughout the workshop. Learning objectives are: Identify best practices for visual cues, gestures and tone. Identify cultural nuances in non verbal communication. Share tips and strategies for effective communication. Apply tone and active listening techniques.

**Presenter: Cate Dowman, LaToya Danford Stuart**

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## **Interactive Workshop Sessions – 2:00-2:45PM**

### **STEM Kits: The 3rd Way To Implement Labs for Remote Learners**

Remote lab resources created during COVID-19 are available now to enhance STEM courses! Two delivery methods, Virtual and Remote Labs, received much attention. There is a third way: Hands-On STEM kits mailed to remote learners. Multiple pedagogical researchers showed kits are superior to Virtual and Remote lab experiences for student 1) learning outcome achievement 2) attitude toward STEM learning, and 3) problem solving self-efficacy. These benefits arise for multiple reasons including: 1) explored phenomena are real [not simulated or prerecorded], 2) time-on-task is not limited by class schedules, 3) each student feels responsible to implement their own experiment, and 4) steps are repeatable - no peer pressure to continue without understanding. Kits provide delivery flexibility; they can be used both in brick-and-mortar and remote instruction. Space limited institutions can run multiple courses in the same teaching lab using kits. They also provide resilience against natural disasters (Florida hurricanes) and pandemic lockdowns – if shutdown is imminent, students can evacuate with their kits and resume learning remotely once safely settled. Kits enable collaboration across international boundaries through Virtual Exchanges where students at different institutions partner remotely using the same hardware. UF Mechanical Aerospace Engineering has developed STEM kits including 1) Fluids, 2) Mechanics of Materials, and 3) Controls. In this session, we will 1) discuss benefits and pedagogical opportunities kits provide; 2) lead hands-on demonstrations involving session participants implementing experiments that demonstrate how powerful and compelling learning with kits is; and 3) provide resources where instructional lab kits can be purchased.

**Presenter: Matthew Traum, Devangi S. Gaikwad**

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### **Maslow Before Bloom**

One of the undeniable impacts we all have experienced over the last 2 years is that learning cannot take place, for any of us, until we feel secure in our basic needs. This session will address the concept of relationship-based learning and humanizing course format. We will also identify the neuroscience of effective learning and the brain’s role in supporting social emotional learning as well as the connection to Maslow’s Hierarchy of Needs. Participants will respond to a variety of polls regarding challenges faced and conquered by both students and instructors. We will share adjustments incorporated into teaching practice. Strategies/tools will be included to guide and support students’ resilience skills and move them toward positive experiences and academic success. “School shouldn’t be a building designed to monitor every aspect of our students, but instead be a space where students can go on their intellectual journeys and receive support, whether that’s emotional, educational, or resource-based.” Torres, C. (2021) Rediscovering Relationship Based Learning.

ASCD Objectives: Share thoughts, concepts, and lessons about our students' needs  
Review research on student needs and success strategies  
Examine components of Neuroscience and the brains impact on Social Emotional Learning  
Develop skills and strategies to support our student needs

**Presenter: Judy Somers**

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**[High Impact Practices in Online and Hybrid Courses: A Reflection of Faculty Experiences](#)**

This interactive presentation will take the audience through the experiences of faculty at the University of West Florida on their journey to incorporate High-Impact Practices (HIPs) into the online and blended learning environment. The faculty experiences to be presented include first-time teaching online to seasoned online instructors in the synchronous, blended, hybrid, and fully online classroom. The speakers for this presentation are both instructional designers and instructors. The audience will be provided with strategies, examples, and tools used to implement high-impact practices in digital learning environments. Specific HIPs to be discussed include undergraduate research, ePortfolios, learning communities, first-year experiences, capstone courses, common intellectual experiences, intensive writing, diversity and global learning, service learning, and collaborative assignments. At the end of this presentation, attendees will be able to:

1. Identify high-impact practices.
2. Discuss how to embed high-impact practices in multiple course modalities.
3. Plan an online high-impact practice for a future course.

**Presenter: Jenae Burkhart, Kylie Pugh**

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**[Reflections and Closing with TOPkit Chair Willie Freeman– 3:45-4:00PM](#)**

TOPkit Chair Willie Freeman will offer his reflections as we say farewell.

**Presenter: Willie Freeman**