USFSP Conference Bay2Bay Symposium 20180209

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HIGHLIGHTS FROM THE EVENT!

POST-CONFERENCE REPORT

BAY TO BAY Learning Symposium

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B2B 2018 BY THE NUMBERS

100+ attendees total
5 Institutions

Handouts and Giveaways

PROMOTIONAL ACTIVITIES

usfsp.edu/bay-to-bay/

46.7% open rate
10 Emails Sent
795 Invites
163 Registrants
101 Attendees
Keynote Address – John Medina, Ph.D.

Dr. John J. Medina, a developmental molecular biologist. Dr. Medina has a lifelong fascination with how the mind reacts to and organizes information. He is the author of the New York Times bestseller "Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School" — a provocative book that takes on the way our schools and work environments are designed.

He holds joint faculty appointments at the University of Washington, in the department of bioengineering, and at Seattle Pacific University, where he is the director of the Brain Center for Applied Learning Research. Professor Medina has been a consultant to the Education Commission of the States and a regular speaker on the relationship between the cognitive neurosciences and education. With a lifelong fascination with how the mind reacts to and organizes information, Professor Medina is a leading advocate for brain research and its potential application to real-world problems.

Critical Thinking Workshop – Linda Nilson, Ph.D.

Dr. Linda Nilson is founding Director of the Office of Teaching Effectiveness and Innovation (OTEI) at Clemson University in South Carolina and author of Teaching at Its Best: A Research-Based Resource for College Instructors, now in its third edition (Jossey Bass, 2010) and The Graphic Syllabus and the Outcomes Map: Communicating Your Course (Jossey Bass, 2007). She has also published many articles and book chapters on university teaching and academic careers and conducts faculty workshops at institutions and conferences across the U.S. and internationally. Before coming to Clemson, Dr. Nilson directed the teaching centers at Vanderbilt University and the University of California, Riverside and was a faculty member in the sociology department at UCLA.

Facilitator - Phillip Wagner, Ph.D.

Dr. Phillip Wagner is the Core Curriculum Coordinator, Chief Morale Officer, and an Instructor in the College of Arts and Sciences at the University of South Florida Sarasota-Manatee. As a teacher, researcher, and administrator, Phillip is passionately committed to creating safe, inclusive, and creative learning spaces for all.
USFSP held its third annual Bay-to-Bay Learning Symposium on Feb 9, 2018. The symposium focused on critical thinking as a skill to be developed and infused in discipline-based courses. The full-day event featured two dynamic speakers, each of whom approached critical thinking from their expertise in research and instruction.

The event was facilitated by USF Sarasota-Manatee’s very own Dr. Phil Wagner who expertly guided us through the symposium and provided the ballast between our featured speakers, Dr. John Medina and Dr. Linda Nilson. Dr. Wagner brought his experience with critical thinking as part of the QEP for USF Sarasota-Manatee and provided institutional insight to the event.

Dr. Medina’s morning keynote presentation offered a deep view of how the brain processes information and how those processes facilitate critical thinking. Attention and memory were expertly woven both in and on the presentation. Those in attendance were offered poignant examples of our brain’s ability to learn and discern.

The afternoon session was presented by Dr. Linda Nilson and concentrated on the core principles of critical thinking by providing expert examples of how it can be infused in any course. From instruction to assessment, Dr. Nilson provided a penetrating view on the application of critical thinking to teaching and learning.

The Center for Innovative Teaching and Learning (CITL) and Online Learning and Instructional Technology Services (OLITS) would like to sincerely thank all those who attended. This was a collaborative effort which could not have been done without the support of the Nelson Poynter Memorial Library and its staff, and the supportive administration of USFSP.
Main findings
• 90% of respondents were satisfied or very satisfied with the conference.
  • Respondents were asked why they were interested in this year’s event. The majority answered interest in the topic (90%) and to support the organization (60%). We also had 12% of respondents self-report why they attended:
    • Planning a workshop in August on a similar topic
    • To grow intellectually
    • To improve my teaching methods
    • Critical thinking is USFSM’s QEP subject
    • Professional Development

The overall rating for the keynote speaker was overwhelmingly positive. Here are a few comments by respondents:
• Dr. Medina’s presentation was captivating and informative.
• Great keynote presenter!
• Really liked his talk, and am about halfway through the book... very interesting and the attention section very applicable to teaching.
• He was great! And I am so excited that we got his book! I have been reading it. I know it will be very helpful in helping me to improve my teaching.
• This was the best presentation I believe I’ve ever watched.
• Really phenomenal!
• Really caused me to rethink what I have been doing based on his presentation of neuroscience and its relationship to learning.
• I absolutely loved this presentation. I appreciated that it was relevant to instructional design, but didn’t originate from an expert in our field. It was really interesting to hear an outside perspective that supports our best practices. He was very engaging and made the large gathering seem more intimate.

While responses were overwhelmingly positive, we are taking into consideration some feedback from participants.
• More breakout sessions in the afternoon.
• Separate break-out for faculty to discuss their concerns.
• Allow more brainstorming and interactions among participants.
• Length of symposium (shorter).
• A better way to meet new people.
• Participants were leaving early, making it harder to network.
• More activity based learning.
• Short “speed-dating” kind of activity for networking.