FIRST FRIDAYS

February 7, 2020
USF Library, Tampa Campus

10:00-11:00

Your Memory Sucks This lecture is a demonstration of an undergraduate-level introduction to the science of memory and learning and how best to capitalize on our strengths to optimize learning in the classroom. *Facilitated by Kathy Carbonell, Communication Sciences & Disorders*	**Room 209**
Lesson Planning A lesson plan is a detailed guide for teaching a lesson. It helps teachers prepare, mange time and feel confident about their teaching. In this workshop, participants will be able to identify components and functions of a lesson plan, and create a lesson plan in their own disciplines. *Facilitated by Emad Mansour, ATLE*	**Room 210 E**
Classroom Management Join us for a lively discussion on strategies, reactions, and policies pertaining to classroom management issues. We'll use a micro-scenario approach to explore the issues and uncover the principles below. *Facilitated by Oana Cimpean, ATLE*	**Room 657**

11:10-12:10

Incorporating Kognito IRL Sure, you did the Kognito training, but now what? Do you feel ready and confident to help someone on campus IRL? Do you have questions about what services our campus offers students, faculty, and staff? This workshop is designed for you to practice in real life, with real distress, and real conversations, to solidify those skills presented in the Kognito training. Get to know the mental health resource options on campus. *Facilitated by Heather Walders and Jordie Poncy, Counseling Center*	**Room 209**
Should Learning Be Easy? Effortful Learning = Retained Learning There is a misconception that learning should always be easy. According to brain science, the harder the brain works to retrieve information, the longer the information retained. Spaced retrieval of information, especially after a short period of forgetting, actually works better for long-term memory even though it might feel harder. In this session, participants will identify teaching techniques that they can use to incorporate spacing and retrieval practices into their teaching. *Facilitated by Emad Mansour, ATLE*	**Room 210 E**
Attention: Getting It and Maintaining It In this presentation, we will discuss why it is important to get students' attention, in the absence of which no learning can occur, specific ways to capture it and maintain it. *Facilitated by Oana Cimpean, ATLE*	**Room 657**

12:10-12:55

Hosted Lunch- NEW LOCATION!!!! Pizza, salads, chips, and cookies from Publix. *Provided by ATLE*	**210 E**

1:00-2:00

Using Digital Tools in the Classroom Are you interested in incorporating technology into the classroom, but don't know where to start? In this workshop we will look at three types of easy-to-use digital tools and the ways they might align with your course's learning objectives. Learn about Visme for data visualizations, Voyant for text analysis, and the Adobe Spark suite for visual reports, digital storytelling, and data visualizations. *Facilitated by Ashley Reese, ATLE*	**Room 209**
What's Your Policy? How do you decide on the policies that you put into your syllabus? While some are dictated by the college or university, others are more up to the discretion of the instructor. In this session, we will take a deeper look at the reasoning behind a variety of common course policies, particularly those related to late work, absences, technology use, and other classroom management issues. *Facilitated by Sara Friedman, ATLE*	**Room 210 E**
From Feedback to Course Redesign This session will provide participants with an opportunity to participate in assessing student feedback (from the facilitator or using their own) to implement a course redesign. We will discuss reacting to, evaluating, and incorporating feedback into the redesign. An example using this methodology will be discussed. Participants may bring their own course feedback for self-reflection. *Facilitated by Janice Zgibor, Epidemiology and Pharmacy*	**Room 657**

2:10-3:10

Avoid Saying the Wrong Thing to Students: Maximize Learning by Minimizing Your Assumptions It's all too easy, unfortunately, for the things we say in front of the class to negatively impact student motivation and ultimately learning. What if we claim that a particular process is easy, for example, and yet there's a student in the room who nonetheless finds it difficult. Our dismissal of the difficulty would likely be demoralizing for the student, possibly creating a self-fulfilling prophecy of their inability to complete such tasks. There are other hazards regarding motivation, grit, identity, and assumptions about culture, mental health, or stability of family life. We'll tackle how to balance these competing tasks and leave with a set of principles to minimize our own assumption-making, and in the process give every student the best chance to succeed. *Facilitated by Kevin Yee, ATLE*	**Room 209**
Canvas Best Practices II This workshop will provide an overview of Canvas' most widely used features, including tips and best practices for using the software. *Facilitated by Sara Friedman, ATLE*	**Room 210 E**
Making it HIP Move beyond the "High Impact Practice" label and evaluate essential characteristics of impactful learning experiences. Then use this framework to construct opportunities to engage students in rigorous and relevant experiences within your courses or curriculum. *Facilitated by Timothy Henkel, Center for Innovative Teaching and Learning (USF, St. Pete)*	**Room 657**

Special thanks to the **Office of Undergraduate Research** for providing us with the lunch location.

SAVE THE DATE!

The next First Friday is March 6, 2020!