



2025 OKTOBERBEST **A Symposium on Teaching**

Center for Teaching Excellence

Empowering Educators to Innovate Teaching and Inspire Learning



Center for Teaching Excellence

Your Hub for Teaching Development

Empowering USC educators with consultations, workshops, events, and resources to innovate teaching and inspire learning.

Website: sc.edu/cte | Email: cte@sc.edu

What We Offer

Consultations

One-on-one support for course design and instructional technology.



Workshops & Events

Explore our calendar for engaging sessions on teaching and learning.



Certificates of Completion

Earn recognition for professional learning.

Communities of Practice (CoPs)

Join faculty learning groups around shared teaching interests.



Short Courses

Participate in learning experiences that provide deeper engagement with key teaching topics.



GTA/IA Services

Access training, grants, and resources to strengthen graduate teaching effectiveness.

Video and Multimedia Support

Get professional guidance on creating video, multimedia and digital content.

Test Proctoring Services

Ensure secure testing with flexible online options and in-person proctoring.

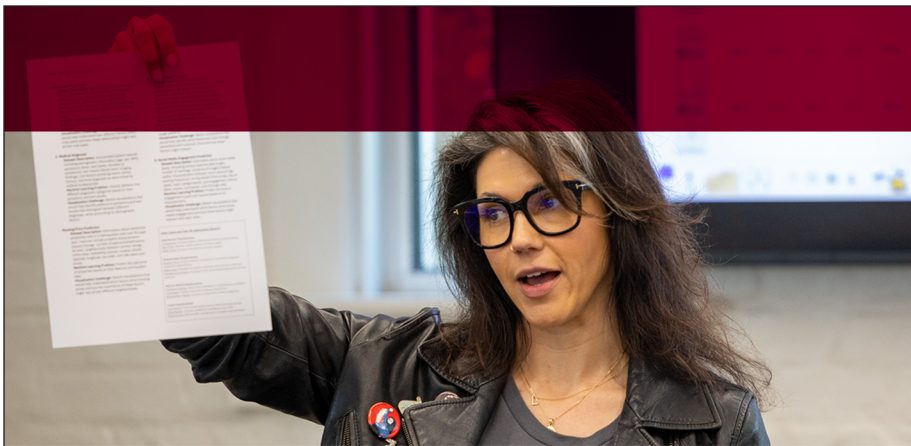
Teaching Resources

Use on-demand guides, toolkits, and strategies for flexible, innovative teaching.

Visit sc.edu/cte to explore resources, register for events, request services, and connect with our team!

Schedule

Time	Location	Session
8:15 - 9:00 am	Conference Center Lobby	Registration and Networking and Breakfast
Morning Plenary		
9:00 - 9:10 am	Lumpkin Auditorium	Welcome Matt Thatcher, Ph.D. Director Center for Teaching Excellence
9:10 - 10:40 am		Keynote Address Secret Champion Training: How to Talk to Colleagues about Inclusive Teaching Thomas J. Tobin, Ph. D. University of Wisconsin-Madison
Transition 10:40 - 10:50 am		
Transition to Concurrent Session 1		
		Concurrent Sessions
Concurrent Session 1 10:50 - 11:20 am	Summit West Room 839	Beyond Lectures: Engaging Engineering Students with Discussions Sean Higgins, M.S. Instructor, Civil and Environmental Engineering Molinaroli College of Engineering and Computing
	Summit East Room 840	Teaching with AI and Blackboard Ultra: Practical Strategies for Smarter Course Design Meredith Huynh, MBA Assistant Director, Online Learning and Support University of South Carolina Aiken
	Westview Room 829	Managing Hands-On Group Projects in Large Classrooms Anli Xiao, Ph.D. Assistant Professor, School of Journalism and Mass Communications College of Information and Communications
	Eastview Room 841	Unlocking Biology for All: Universal Design for Learning in the Life Sciences Charles Schumpert, Ph.D. Instructor and Lab Coordinator, Biological Sciences McCausland College of Arts and Sciences Amanda Zeigler, Ph.D. Director of Undergraduate Studies, Biological Sciences McCausland College of Arts and Sciences
Transition 11:20 - 11:30 am		
Transition to Concurrent Session 2		



Innovate Your Teaching. Inspire Your Students.

Apply for the Innovative Pedagogy Grant by October 31!

- Funding available to support creative course design or redesign.
- Opportunities to test new teaching strategies and enhance student learning.
- Open to full-time faculty at USC Columbia and the Schools of Medicine.

LEARN MORE AND APPLY!



Center for Teaching Excellence
UNIVERSITY OF SOUTH CAROLINA

INNOVATIVE PEDAGOGY GRANT



Provide multiple means of
Engagement



Provide multiple means of
Representation



Provide multiple means of
Action & Expression



Universal Design for Learning (UDL)

Universal Design for Learning Community of Practice (UDL CoP)

Collaborate with faculty, staff, and graduate students who are passionate about UDL through our community of practice (CoP). The UDL CoP's next meeting is November 19th.

Universal Design for Learning in Practice Short Course

Applications are now being accepted for the UDL in Practice short course, an asynchronous, online, 6-week course which includes:

- A comprehensive deep dive into implementing UDL in your specific course(s).
- Collaboration with other instructors of record to revise course materials.
- Structured planning to encourage intentional growth in your teaching practice.

Application Deadline: January 9th, 2026.

Learn more about our
UDL programming.



Schedule

Time	Location	Concurrent Sessions
Concurrent Session 2 11:30 am - 12:00 pm	Summit West Room 839	Empowering Student Review with GPT Bots Tailored to Your Course Austin Blackwell, MHIT Instructor, Integrated Information Technology Molinaroli College of Engineering and Computing
	Summit East Room 840	Turning Grades into Growth in Online Asynchronous Courses Ibitein Okeafor Doctoral Student, Health Services Policy and Management Arnold School of Public Health
	Westview Room 829	Using Active Learning Strategies to Facilitate Learning Sandy Greene, Ph.D. Associate Director for Peer Leadership & Partnerships University 101 Programs Katie Hopkins, M.Ed. Associate Director for Faculty Development and Resources University 101 Programs
	Eastview Room 841	How to Create a Skills-Based Competency Video: A Faculty-Led Design Model Dani Quinn, DNP, APRN, FNP-BC Assistant Professor, Advanced Professional Nursing Practice & Leadership College of Nursing
Oktoberfest Themed Lunch		
12:00 - 1:00 pm	Eastview Room 841 Westview Room 829	Lunch and Networking Food service lines are located outside each room.
Recognition Ceremony		
1:00 - 1:30 pm	Lumpkin Auditorium	Garnet Apple Award for Teaching Innovation Awardees Sahar Aghasafari, Ph.D. Assistant Professor, Art and Graphic Design University of South Carolina Lancaster Kate Bernheisel, DNP, MPH, FNP-BC Assistant Professor, Advanced Professional Nursing Practice College of Nursing Christina Cox, Pharm.D. Associate Professor, Clinical Pharmacy and Outcomes Sciences College of Pharmacy Meena Khalili, MFA Associate Professor, Visual Art & Design McCausland College of Arts and Sciences Vanessa Kitzie, Ph.D. Associate Professor, Information Science College of Information and Communications Eilea Knotts, Ph.D. Instructor and Lab Coordinator, Biological Sciences McCausland College of Arts and Sciences
Transition 1:30 - 1:40 pm	Transition to Concurrent Session 3	

CLASSROOM FEEDBACK



Center for Teaching Excellence
UNIVERSITY OF SOUTH CAROLINA

Enhance Your Teaching with Classroom Feedback

Want to know how your students are experiencing your course? Are you interested in getting a different perspective on your teaching? The Center for Teaching Excellence offers confidential Classroom Feedback Services to help you strengthen engagement and improve learning.

- Mid-semester student feedback to guide course adjustments
- Classroom observation and feedback from CTE instructional designers
- Confidential support focused on your teaching goals

[LEARN MORE](#)



MIDTERM STUDENT FEEDBACK | CLASSROOM OBSERVATION

Generative Artificial Intelligence (GenAI) Showcase

Save the Date!

Friday, February 27, 2026

Ernest F. Hollings Special Collections Library

**Discover how faculty fellows from the Provost's
AI Teaching Fellowship are transforming
teaching and learning through GenAI.**

**Explore last year's
presentations.**



Showcase highlights include how GenAI is used to:

- Design and test creative, marketing, and media projects
- Enhance research, writing, and critical analysis
- Support experiential learning in negotiation, clinical, and peer-teaching contexts
- Build digital literacy, coding, and cybersecurity skills

These real-world applications demonstrate how GenAI is reshaping teaching, learning experiences, and student outcomes.

Schedule

Time	Location	Concurrent Sessions
Concurrent Session 3 1:40 - 2:10 pm	Summit West Room 839	To TBL or Not to TBL? A Faculty Experience Kirby Cranford Lee, DMSc, PA-C Clinical Assistant Professor, Physician Assistant Studies School of Medicine – Columbia Annette Rauch, MMS, PA-C Clinical Assistant Professor, Physician Assistant Studies School of Medicine – Columbia
	Summit East Room 840	Teaching for Mastery: How Specification Grading Moves Beyond Points for Deeper Learning Eilea Knotts, Ph.D. Instructor and Lab Coordinator, Biological Sciences McCausland College of Arts and Sciences
	Eastview Room 841	Collaborative Learning Through POGIL: Redesigning Classrooms for Engagement Natasha Delahunt, M.S. Instructor, Computer Science and Engineering Molinaroli College of Engineering and Computing
Transition 2:10 - 2:20 pm	Transition to Concurrent Session 4	
Concurrent Session 4 2:20 - 2:50 pm	Summit West Room 839	Unfolding Proteins: A ChemArtistry Approach to Molecular Storytelling Sahar Aghasafari, Ph.D. Assistant Professor, Art and Graphic Design University of South Carolina Lancaster Li Cai, Ph.D. Professor, Chemistry University of South Carolina Lancaster
	Summit East Room 840	Creating More Inclusive Instructional Environments: Neurodivergent Instructor Challenges and Strategies Margaret Janse van Rensburg, Ph.D., MSW, RSW Assistant Professor College of Social Work Abigail Reza, M.A. Doctoral Student College of Social Work Robert Hock, Ph.D., LMSW Associate Professor College of Social Work
	Westview Room 829	Role-Playing for Engagement: From Classroom Simulations to Structured Games Emily Brennan, Ph.D. Grants Program Coordinator Center for Integrative and Experiential Learning
Oktoberfest Refreshments		
2:50 - 3:05 pm	Conference Center Lobby	Think Pretzels!
Closing Session		
3:05 - 3:30 pm	Lumpkin Auditorium	Closing Remarks and Door Prizes

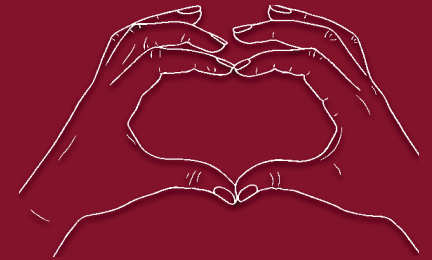
Save the Dates! **CAREolina**

A Week-Long Exploration of Empathy at USC
March 23–27, 2026

Join us for a week of events dedicated to exploring empathy in teaching, learning, and campus life, culminating in the First-Generation Symposium on March 27.

- Kickoff event hosted by the Center for Teaching Excellence
- Interactive workshops & scholarly presentations
- Campus-wide collaborations focused on student success
- Opportunities to connect, share, and build a culture of care

Mark your calendar and be part of building an empathetic USC community!



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UNIVERSITY OF SOUTH CAROLINA

ONLINE TEACHING RESOURCES

Strengthen the quality of your online courses with resources from the Center for Teaching Excellence. Our guides and tools provide practical support for every stage of course design, development, and delivery.

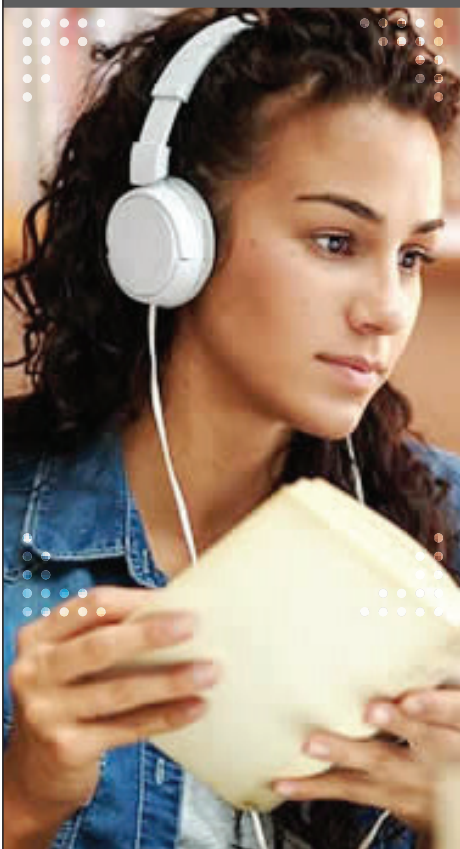
Use these resources to:

- Apply the High Impact Design for Online Courses (HIDOC) framework to organize your course
- Align with the Quality Standards for Online Courses (QSOC)
- Enhance communication, feedback, and student engagement
- Incorporate video production to create engaging learning experiences
- Access guidance on test proctoring
- Explore checklists, guides, and consultations to support effective online teaching

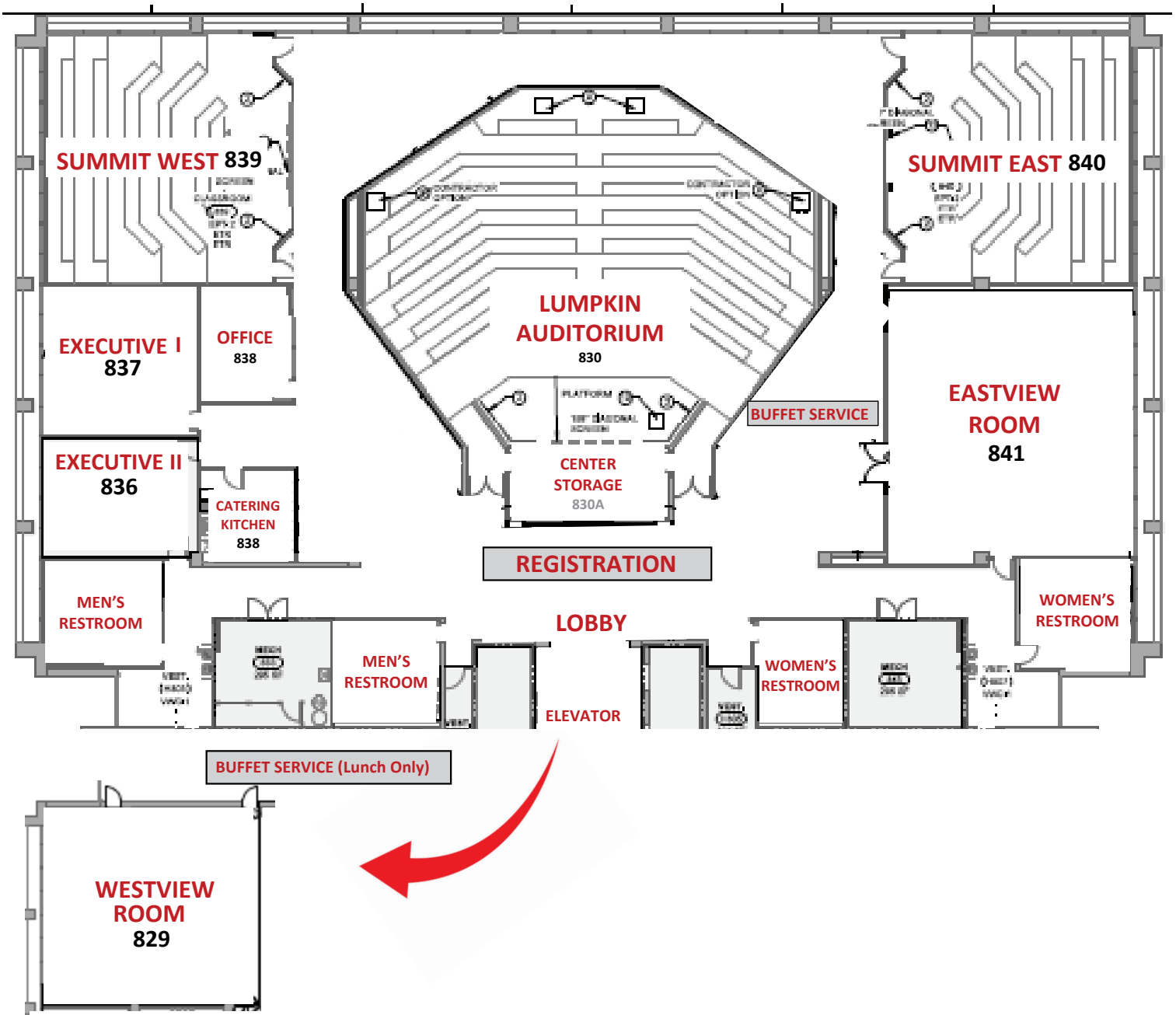
Visit sc.edu/cte to learn more and explore available resources.

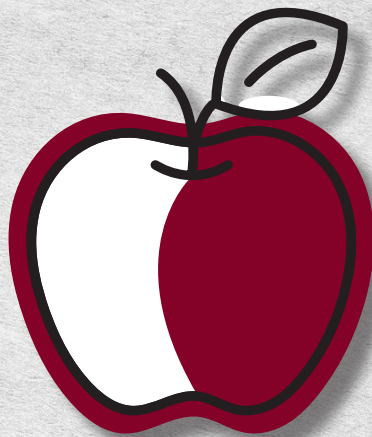


Center for Teaching Excellence
UNIVERSITY OF SOUTH CAROLINA



Venue Map





GARNET APPLE AWARD

For Teaching Innovation

2025 Award Winners



Sahar Aghasafari
Assistant
Professor
Art and Graphic
Design
USC Lancaster



Kate Bernheisel
Assistant
Professor
Advanced
Professional
Nursing Practice
College of Nursing



Christina Cox
Associate Professor
Clinical Pharmacy
and Outcomes
Sciences
College of
Pharmacy



Meena Khalili
Associate
Professor
Visual Art &
Design
McCausland
College of Arts
and Sciences



Vanessa Kitzie
Associate
Professor
Information
Science
College of
Information and
Communications



Eilea Knotts
Instructional
Faculty/Lab
Coordinator
Biological
Sciences
McCausland
College of Arts
and Sciences

The Garnet Apple Award honors exceptional faculty members who demonstrate a commitment to best teaching practices and an ongoing record of developing innovative strategies to enhance student learning in their courses.

Do you know a faculty member who is highly creative and effective in developing new course materials, classroom methods, or pedagogical approaches? Please consider nominating them for the Garnet Apple Award for Teaching Innovation.

Visit bit.ly/garnet_apple_award for more information. Nominations are due by **Wednesday, February 4, 2026**.

Keynote Speaker

Thomas J. Tobin, Ph.D.

University of Wisconsin-Madison

Thomas J. Tobin is a founding member of the University of Wisconsin-Madison Center for Teaching, Learning, and Mentoring. An internationally recognized scholar, author, and speaker, he specializes in technology-mediated education, with expertise in areas such as copyright, evaluating teaching practices, academic integrity, accessibility, and universal design for learning.

Tobin holds a master's and Ph.D. in English literature, a master's in information science, and certifications in project management (PMP), online teaching (MOT), Quality Matters (QM), accessibility (CPACC), and academic leadership (Penn State).

Recognized on Ed Tech Magazine's Influencers "Dean's List," he has also received the Wagner Leadership Award in Distance Learning Administration and was named one of Eduflow's global Top 100 Learning Influencers. He serves on the boards of *Advances in Online Education*, *InSight: A Journal of Scholarly Teaching*, the *Online Journal of Distance Learning Administration*, and the Oklahoma University Press Teaching, Engaging, and Thriving in Higher Ed series.

Tobin's books include:

- *Evaluating Online Teaching* (2015)
- *The Copyright Ninja* (2017)
- *Reach Everyone, Teach Everyone: UDL in Higher Education* (2018)
- *Going Alt-Ac: A Guide to Alternative Academic Careers* (2020)
- *Implementing UDL in Irish Further Education and Training* (2021)
- *UDL at Scale* (forthcoming 2026)
- *Evaluating Teaching in the Digital Era* (forthcoming 2026)
- *Peer Observation Made Practical* (forthcoming 2027)

Keynote Overview

Secret Champion Training: How to Talk to Colleagues about Inclusive Teaching

As instructors and support professionals, we should encourage our colleagues to design their interactions with students to be broadly accessible and inclusive, fostering greater student agency, autonomy, and satisfaction. When access barriers are addressed proactively, we free up energy to tackle more complex issues.

This keynote introduces the idea of "secret champions" – grassroots advocates who help colleagues with practical advice and help influence institutional change. We'll share concrete strategies for how to approach colleagues in productive ways to talk about universal design for learning (UDL) in their own work. We'll also explore how to talk with your campus leaders to get them to see the positive impact of UDL on campus operations (and on the budget), especially during times of disruption and uncertainty. By attending this keynote session, you will be able to:

- Frame the principles of UDL within the access needs of all students at USC;
- Talk with your leadership about specific campus-wide UDL efforts that can lower barriers, reduce costs, and increase student persistence and retention rates; and
- Advocate for inclusive design efforts from your teaching and support-staff colleagues that increase student agency, autonomy, and satisfaction.



Door Prize Donors

Thanks to Our Door Prize Donors!

Cantina 76
Charleston Tea Garden
Crumbl
East Bay Deli
EdVenture
Hollow Creek Distillery
Just the Thing
McCutchen House

Mai Poke
Mr. Friendly's New Southern Café
Nickelodeon Theatre
Orangetheory Fitness
Original Pancake House
Pasta Fresca
Tios Mexican Café



Session Overviews

Concurrent Session 1 - 10:50 - 11:20 a.m.

Beyond Lectures: Engaging Engineering Students with Discussions **Summit West, Room 839**

Sean Higgins, M.S.

Instructor, Civil and Environmental Engineering
Molinaroli College of Engineering and Computing

Explore a new way to support student learning in technical courses through anonymous online discussion forums. Drawing on experience from ECIV 200: Statics, this session demonstrates how enabling students to anonymously post and discuss challenging homework problems fosters peer collaboration and deeper understanding. You'll learn how creating a safe, judgement-free space encourages students to ask questions, gain new perspectives, and significantly reduce the number of emails sent to instructors. Discover actionable steps for setting up and managing anonymous forums to create a more engaging, supportive, and effective learning environment in your own course.

Teaching with AI and Blackboard Ultra: Practical Strategies for Smarter Course Design **Summit East, Room 840**

Meredith Huynh, MBA

Assistant Director, Online Learning and Support
University of South Carolina Aiken

Discover how AI and Blackboard Ultra can work together to enhance teaching and learning. In this hands-on session, you'll explore how to use generative AI to create engaging discussion prompts, adaptive assessments, and personalized learning supports, all seamlessly housed in USC's LMS. We'll also discuss important topics like academic integrity and equitable access to ensure responsible use. Whether you're an experienced Blackboard user or just getting started, you'll leave with practical, customizable strategies for using AI to drive innovation, efficiency, and student learning.

Managing Hands-On Group Projects in Large Classrooms **Westview, Room 829**

Anli Xiao, Ph.D.

Assistant Professor, School of Journalism and Mass Communications
College of Information and Communications

Facilitating group or client projects in large classrooms can be challenging for instructors and students. This interactive session will share strategies and lessons learned from implementing hands-on group projects in high-enrollment courses. Attendees will explore ways to set clear expectations, connect lecture content with hands-on learning, and streamline communication among multiple student teams. You'll receive sample templates, assignment language, and practical tools to support accountability and track progress. Through discussion and review of sample materials, participants will reflect on how to adapt these ideas to their own teaching contexts. The session will conclude with a Q&A to address your specific questions.

Session Overviews

Unlocking Biology for All: Universal Design for Learning in the Life Sciences

Eastview, Room 841

Charles Schumpert, Ph.D.
Instructor and Lab Coordinator, Biological Sciences
McCausland College of Arts and Sciences

Amanda Zeigler, Ph.D.
Director of Undergraduate Studies, Biological Sciences
McCausland College of Arts and Sciences

Are students zoning out in lecture? Does grading exams seem overwhelming? Universal Design for Learning (UDL) is here to help! UDL offers practical ways to rejuvenate learning and create classes that impact all students in positive ways. In this session, we will share how two biology instructors adapted UDL principles in their classrooms (after completing a comprehensive UDL short course through the CTE at USC) to transform their STEM classrooms. You'll learn simple, low-lift strategies that you can start using right away to benefit your students now and in the future.

Concurrent Session 2 - 11:30 a.m. - 12:00 p.m.

Empowering Student Review with GPT Bots Tailored to Your Course

Summit West, Room 839

Austin Blackwell, MHIT
Instructor, Integrated Information Technology
Molinaroli College of Engineering and Computing

Explore how custom GPT bots can reinforce student learning using your own instructional materials. This session features a custom ChatGPT bot developed with USC's new campus-wide ChatGPT EDU access and used in an introductory database course to help students revisit content through personalized review and practice. In this session, participants will:

- See a live example of a bot in action
- Learn how to align AI-generated responses with course objectives
- Explore integration of the tool with Blackboard for easy student access

We'll also discuss how this approach promotes student engagement, accessibility, and self-directed learning, while offering strategies to adapt it across disciplines. This session is ideal for educators interested in leveraging AI to enhance personalized support within traditional teaching contexts.

Turning Grades into Growth in Online Asynchronous Courses

Summit East, Room 840

Ibitein Okeafor
Doctoral Student, Health Services Policy and Management
Arnold School of Public Health

Grades don't have to be a final judgement. They can be the catalyst for growth and motivation. This interactive session demonstrates how supportive Blackboard announcements and early outreach enhanced student engagement in an undergraduate asynchronous, online Health Economics course. Participants will practice drafting inclusive and actionable feedback, explore methods for identifying students who need support, and develop practical outreach strategies. Attendees will leave with a replicable framework to foster student resilience, engagement, and success in online or blended learning environments.

Session Overviews

Using Active Learning Strategies to Facilitate Learning

Westview, Room 829

Sandy Greene, Ph.D.

*Associate Director for Peer Leadership & Partnerships
University 101 Programs*

Katie Hopkins, M.Ed.

*Associate Director for Faculty Development and Resources
University 101 Programs*

Whether you teach 19 students or 300, active learning can transform your classroom and enhance overall student learning. But active learning should not be an after-thought or an add-on, it should be integrated intentionally into the course from the first day to the last. In this session, presenters will introduce ten adaptable active learning strategies designed to help students engage deeply with course content, no matter your class size or discipline. You'll leave with practical ideas to bring interaction and focus to your teaching.

How to Create a Skills-Based Competency Video: A Faculty-Led Design Model

Eastview, Room 841

Dani Quinn, DNP, APRN, FNP-BC

*Assistant Professor, Advanced Professional Nursing Practice & Leadership
College of Nursing*

Explore how faculty can create customized instructional videos that support skills-based learning across disciplines. We'll use our own experience in designing clinical reasoning videos for advanced nursing students as a case example to illustrate a broader instructional design model. The videos featured multimodal delivery, written reasoning cues, and alignment with learning outcomes. Participants will view sample clips, work through a step-by-step planning template, and reflect on adapting this approach to their own instructional needs. This session highlights innovation in asynchronous learning, assessment-aligned design, and resourceful, faculty-led content creation for any skills-based curriculum.

Session Overviews

Concurrent Session 3 - 1:40 - 2:10 p.m.

To TBL or Not to TBL? A Faculty Experience

Summit West, Room 839

Kirby Cranford Lee, DMSc, PA-C
Clinical Assistant Professor, Physician Assistant Studies
School of Medicine – Columbia

Annette Rauch, MMS, PA-C
Clinical Assistant Professor, Physician Assistant Studies
School of Medicine – Columbia

In spring 2024, faculty in a Physician Assistant program redesigned a traditional emergency medicine and surgery course into a hybrid team-based learning (TBL) format. This session explores the process behind that redesign, highlighting key takeaways from student feedback, performance data, and faculty reflections. Attendees will explore the benefits and challenges of moving from lecture-based instruction to active learning in a graduate-level setting. You'll leave with evidence-based strategies and lessons learned to support similar curricular innovations, especially those focused on increasing student engagement, collaboration, and critical thinking in professional programs.

Teaching for Mastery: How Specification Grading Moves Beyond Points for Deeper Learning

Summit East, Room 840

Eilea Knotts, Ph.D.
Instructor and Lab Coordinator, Biological Sciences
McCausland College of Arts and Sciences

Many students focus on earning points (e.g., passing exams, submitting work on time) while missing the value of true comprehension. Instead of embracing failure as a part of learning, they often fear it. This session explores how specification grading moves assessment beyond points toward mastery, transforming failure into a meaningful step toward success. Using practical examples from biology lectures and labs, we'll examine how this approach fosters student ownership and engagement, reduces grading ambiguity, and aligns assessments with learning outcomes. Attendees will gain a clear understanding of the benefits of specification grading and actionable strategies to implement it in any discipline.

Collaborative Learning Through POGIL: Redesigning Classrooms for Engagement

Eastview, Room 841

Natasha Delahunt, M.S.
Instructor, Computer Science and Engineering
Molinari College of Engineering and Computing

Step into the learner's shoes in this interactive session on POGIL (Process-Oriented Guided Inquiry Learning). Participants will engage in a brief guided inquiry activity that demonstrates how POGIL promotes active learning, student agency, and inclusive team dynamics. The session highlights how structured roles and process-oriented facilitation can transform classrooms across disciplines. Attendees will leave with strategies for integrating POGIL into your own teaching, whether you're designing new activities, assigning group roles, or facilitating equitable participation. This session is ideal for instructors seeking creative ways to boost engagement, foster deep understanding, and support diverse learners.

Session Overviews

Concurrent Session 4 - 2:20 - 2:50 p.m.

Unfolding Proteins: A ChemArtistry Approach to Molecular Storytelling Summit West, Room 839

Sahar Aghasafari, Ph.D.
Assistant Professor, Art and Graphic Design
University of South Carolina Lancaster

Li Cai, Ph.D.
Professor, Chemistry
University of South Carolina Lancaster

This session introduces ChemArtistry, an interdisciplinary project that used graphic storytelling to teach protein structure in a college chemistry course. Grounded in Dewey's experiential learning and Universal Design for Learning (UDL) principles, the project improved student engagement and conceptual clarity. In this session, participants will:

- Review key findings and examples of student work
- Explore how arts-based methods support STEM learning
- Take part in a hands-on activity by storyboarding a scientific concept of their own, mirroring the instructional approach used in the project

The session offers a creative, practical framework for educators seeking to integrate visual storytelling and arts-based methods into STEM and general education classrooms.

Creating More Inclusive Instructional Environments: Neurodivergent Instructor Challenges and Strategies Summit East, Room 840

Margaret Janse van Rensburg, Ph.D., MSW, RSW
Assistant Professor
College of Social Work

Abigail Reza, M.A.
Doctoral Student
College of Social Work

Robert Hock, Ph.D., LMSW
Associate Professor
College of Social Work

Universities are increasingly seeking opportunities to better support neurodivergent students (i.e., students with ADHD, autism, and other neurological differences). Having neurodivergent professors and instructors provides a meaningful opportunity to promote inclusion, engagement, and diverse learning approaches. In this session, we will provide information on neurodivergence in higher education and introduce three evidence-based strategies useful for neurodivergent instructors. Attendees will be invited to share their own challenges and strategies. The goal is to help create more inclusive learning environments that benefit both students and instructors.

Role-Playing for Engagement: From Classroom Simulations to Structured Games Westview, Room 829

Emily Brennan, Ph.D.
Grants Program Coordinator
Center for Integrative and Experiential Learning

This session introduces role-playing as an engaging teaching strategy to boost student engagement and deepen learning. Participants will explore two approaches:

- Flexible, course-specific scenarios tailored to your content
- Structured, peer-evaluated historical games like *Reacting to the Past*

Through guided demonstrations and collaborative reflection, participants will experience how role-play deepens student learning by fostering creativity, perspective-taking, and critical debate. You'll leave with concrete strategies for designing, implementing, and adapting role-playing activities in any discipline. Come explore how role-play can make learning more active, inclusive, and memorable.

Symposium Notes

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OKTOBERBEST
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