



[ferrarezi@uga.edu](mailto:ferrarezi@uga.edu)

### **RHUANITO SORANZ FERRAREZI, PH.D.**

I am a Professor of CEA Crop Physiology and Production in the CAES Department of Horticulture. My research program focuses on irrigation, plant nutrition, biopharmaceuticals, lighting, and cropping systems for greenhouses and vertical farms. In my instructional role, I focus on workforce development by teaching HORT 3200 “Hydroponics”, HORT 4050/6050 “Greenhouse management”, HORT 8111 “Design, analysis, and interpretation of horticultural data”, and the Mediterranean Study Abroad Program “Exploring Mediterranean ag systems: A journey through food, culture, and sustainability”.

#### **I AM EXCITED TO TALK TO YOU ABOUT...**

How eager the students are to participate in active learning classes, and it is possible to add active learning into content-heavy courses

#### **MOST USED ACTIVE LEARNING STRATEGIES**

Peer instruction and Popcorn questions

#### **MOST MEANINGFUL ACTIVE LEARNING MEMORY**

Having students ask for more active learning activities in my class

#### **BIGGEST SURPRISE IN YOUR COURSE REDESIGN**

In the first run, the students did not like the new format and even criticized it. They called me lazy (!) for making them do the work instead of traditionally teaching.

#### **ADVICE FOR OVERCOMING ROADBLOCKS**

expect a learning curve for both you and your classroom. Take the time to explain the pedagogical reasoning behind the activities to your students. Start with low-stakes activities to slowly build their confidence. Be adaptable enough to make real-time changes when an exercise is not landing well. Most importantly, do not take early criticism to heart

#### **GREATEST TRIUMPH IN ACTIVE LEARNING & COURSE REDESIGN**

That it became the highlight of my two courses, especially the MSFE and real-time changes

#### **WORDS OF WISDOM**

Embrace the initial student resistance. Transparency about your methods helps turn student skepticism into genuine enthusiasm