

2002 Summer Institute Agenda

Monday, April 29, 2002	
8:00 - 8:30	Coffee, Registration CL1-121
8:30 - 9:20	Opening session CL1-121
9:30 - 10:30	<p>Session 1: Curriculum Design: Where Are We Going, How Will We Get There, And How Do We Know We Arrived? Lee Cross, College of Education CL1-207</p> <p>This will be an interactive session to assist participants in focusing on their individual FCTL Institute projects which involve curriculum development and revision. A process will be described and template on disk will be provided to session participants. Time will be given for participants to work on their project applying the process.</p> <p>Session 2: Intel - Teach to the Future Resource Debby Mitchell, David Fuller, and Seann Taylor, Teaching and Learning Principles CL1-218</p> <p>Look at Integrated Lesson Plans, Lesson Plan Template, Sample student work (Powerpoints, Newsletters, and Web Pages), Grading Rubrics and other teacher support materials. You will have an opportunity to look at the Resource Notebook, review the CD-ROM Resource, and save any files you would like to keep to your own disk.</p> <p>Session 3: Web-based and Web-Enhanced Course Design Options: The Pedagogical Perspective Michael Newlin and Maria Lavooy, Psychology CL1-320</p> <p>A wide array of course components are available to those teaching web-based and web-enhanced courses. In our experience, selection of an appropriate course design is key to ensuring a successful course. The pro's and con's of a number of course design approaches, and their pedagogical implications, will be discussed. Where possible, examples from current web courses will be used.</p> <p>Session 4: Videos for Your Online Class: How and Why Course Development and Web Services CL1-219</p> <p>Have you considered incorporating video into your online courses? This session will present various options regarding effective use of video on the Web. We will also discuss how you can get the faculty development as well as access to equipment required for you to script, shoot, edit and stream your own videos.</p>
10:30 -10:50	Application time

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11:00 - 12:00	<p>Session 1: Developing Connections in Large Classes using Juggling and "Other Stuff" Jay Brophy, Psychology, and Steve Lytle, Health Services Administration CL1-320 Getting connected and staying connected during the semester will be a central theme of the session. Two illustrations will be described: juggling and the use of simulations. Getting to know your students will help you! Student-student and faculty-student connections will be described. Active learning methods will allow faculty to improve the outcomes and enjoyment of the course. Juggling is one illustration of a successful method faculty can use to build their own active learning environment. Simulation, group projects, community action projects are others that faculty may also use. During the session participants will actually learn to juggle and will leave with their own set of juggling balls.</p> <p>Session 2: Tricks of the Trade: How to survive (and enjoy!) teaching W and M Courses Maria Lovooy and Michael Newlin, Psychology CL1-218 Whether you are just beginning to consider the possibility of teaching a web-based or web-enhanced course, or are a seasoned veteran, this presentation is for you. Based on our eight years of experience, we have found (secret!) techniques that greatly enhance the teaching experience for students and faculty, alike. In this session, we will share specific techniques that have made the day-to-day management of our web courses survivable (and even fun!). Come join us!</p> <p>Session 3: The Art of Conducting a Patent Search Peter Spyers-Duran, Library CL1-207 The patent literature is an important and often overlooked body of scientific information, the majority of which is not available from any other source. Learn how to systematically conduct a search of US patents.</p> <p>Session 4: WELL: Introduction to Web Enhanced Learning Dale Vorhees, Course Development and Web Services CL1-219 In this session, faculty will discuss what it means to create and deliver an online course at UCF. The various online course modes offered at UCF will be defined and faculty will learn what level of faculty commitment, university support, and student expectations associated with each of these modes. Also, the results of UCF's continuing research in the area of online learning will be presented.</p>
12:00 - 1:00	Lunch
1:00 - 2:00	<p>Session 1: WebCT and E-Community to Manage your Large Course Jay Brophy, Psychology, and Steve Lytle, Health Services Administration CL1-320 This session will describe tried and true methods for managing your courses. Using</p>

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WebCT, Reach Web pages, the new E-Community and email can make your life easier and your work more fun. Planning and managing the mechanics of the course are topics to be covered. Tools such as content pages, discussion forums, calendar, glossary, dropbox, quizzes, and grade book will be demonstrated. The tips and tricks of the trade will be demonstrated. Using learning tools such as "favorites" the "grapevine" "scavenger hunts" and "in/out baskets" will be described.

Session 2: Beyond General Web Searching or How to get to the Good Stuff

Terrie Sypolt, Library

CL1-218

How well can you locate relevant academic material on the World Wide Web?

If you want to identify and use web sites that are academically sound for your discipline, this workshop is for you. You will use general web subject directories and explore gateway directories that have an academic focus. As a group, we will discuss the deep, invisible web and examine relevant discipline specific web (non-journal) databases. Each participant will use his/her discipline when searching. Then we will use reputable current awareness tools that will allow us to regularly identify new sites. Finally, we will discuss ways to teach students effective web searching and evaluation techniques. Bring a disc to download web sites you discover.

Session 3: Managing Large Classes

Ron Eaglin, Engineering Technology

CL1-207

This session will concentrate on the logistics and techniques used to manage large classes. Practical examples of handling large numbers of students in both the classroom setting and dealing with large amounts of grading will be covered including practical techniques for electronic organization.

Session 4: WebCT Academy: Student Perspective

Course Development and Web Services

CC2-223

General overview of WebCT from a student's perspective. Includes logging in, accessing content, discussions, chat, quizzes, calendar and checking grades. Student presentations and assignments will be covered if there is enough time.

Session 5: *Video: Pre-Production

Course Development and Web Services

Lib-129 (limited to 6 participants; contact CDWS)

Focuses on skills necessary to produce quality video suitable for inclusion in an instructional setting. This session starts with classroom presentations defining criteria and best practices used to determine the validity of the video (project) concept. Script writing and terminology are covered along with guidelines for selecting locations, equipment requirements, and logistical concerns. Hands-on exercises in the studio introduce learners to basic lighting concepts and how to address common lighting problems. Following this, learners are introduced to audio recording issues and

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	<p>participate in an exercise familiarizing them with the use of external microphones to record sound. Learners are assigned a scripting project to be completed outside of class. * Due to the limited amount of space and equipment, these sessions are limited to only 6 participants. Contact Course Development and Web Services if you wish to attend - coursedev@mail.ucf.edu or x33809. These sessions will be offered again this Summer and next year.</p>
2:00 - 2:20	Application time
2:30 - 3:30	<p>Session 1: Integrating Lessons of Diversity into the Undergraduate Curriculum: Ideas for Teaching About Diversity in All Disciplines. Tracy Dietz, Sociology CL1-320 While many institutions have adopted notions of diversity enhancement in their curricula, the promotion of diversity enhancement are often relegated to a small number of disciplines within the university setting. Lessons about diversity can become part of the curriculum of almost any course with a little creativity from the instructor. This session will introduce the participants to new ways of thinking about diversity and methods of integrating diversity lessons into the classroom.</p> <p>Session 2: Curriculum Design: Where Are We Going, How Will We Get There, And How Do We Know We Arrived? Lee Cross, College of Education CL1-218 This will be an interactive session to assist participants in focusing on their individual FCTL Institute projects which involve curriculum development and revision. A process will be described and template on disk will be provided to session participants. Time will be given for participants to work on their project applying the process.</p> <p>Session 3: Processing Strategies for Adult Learners Cynthia Hutchinson, Educational Studies CL1-207 CL1-205 This interactive session will explore strategies designed to enhance your students' processing strategies, reflective thinking and engaged time.</p> <p>Session 4: WELL: Learner Support in the Online Environment Linda Futch, Course Development and Web Services CL1-219 Students are beginning to expect a web component for each of their courses. However, faculty can quickly find themselves reeling from student complaints and frustration unless there is careful planning and preparation. This session will discuss how faculty can avoid student frustration by informing students what skills are expected and pointing students to the resources available to them.</p> <p>Session 5: *Video: Pre-Production Course Development and Web Services Lib-129 (limited to 6 participants; contact CDWS)</p>

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	<p>Focuses on skills necessary to produce quality video suitable for inclusion in an instructional setting. This session starts with classroom presentations defining criteria and best practices used to determine the validity of the video (project) concept. Script writing and terminology are covered along with guidelines for selecting locations, equipment requirements, and logistical concerns. Hands-on exercises in the studio introduce learners to basic lighting concepts and how to address common lighting problems. Following this, learners are introduced to audio recording issues and participate in an exercise familiarizing them with the use of external microphones to record sound. Learners are assigned a scripting project to be completed outside of class. *All video sessions require that participants must have attended the previous video production session. Thank you.</p>
3:30 - 4:00	Application time

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8:00 - 9:00	<p>Session 1: New Video Technologies Ruth Marshall, Charles Cooper, Dale Fakess, Meg Schell, Ken Ferrel CL1-202 Topics will include video streaming, video for PowerPoint documents, video for CDs, video delivery in H.320 and H.233. CL1-320 and CL1-306</p> <p>Session 2: Writing to Get Published Diane Wink, Nursing CL1-220 Publishing matters. This presentation will review the process of publication from identifying the right journal to reviewing the final page proofs, with lots of tips on all the writing in between. Come with your ideas and information on the publication guidelines for the journals you are considering and be ready to write! This session is especially for novice or near novice writers. If you have an idea or a piece of research you need to change from some format (dissertation, class paper, report to agency that gave you grant money, presentation at a conference) to a publishable format for your discipline, bring it along.</p> <p>Session 3: What Do You Believe? Developing an Educational Philosophy Along a Continuum of Curriculum Theories Jeff Kaplan, Educational Studies CL1-207 A workshop designed to familiarize beginning and experienced instructors with the constructs inherent in developing an educational philosophy concurrent with the myriad of existent curriculum theories. Emphasis will be on the construction of personal theorizing in the service of instructional design.</p> <p>Session 4: Preventing and Detecting Plagiarism Louise Williams, English CL1-218 Ideally, all students would recognize the necessity and pleasure of writing effectively,</p>
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but unfortunately, this is not always the case. Some students, for a variety of reasons, take inappropriate shortcuts-some students plagiarize. However, recognizing why students plagiarize is the first step to combating this problem. This presentation will consider why students plagiarize and offer specific suggestions for writing the syllabus, conducting classroom workshops, and creating assignments that simultaneously help the conscientious student produce better work and create hurdles for the would-be plagiarist. In addition, this workshop will review some traits of plagiarized work.

Session 5: WELL: Essential Elements of Any Online Course

Hutton/Yonekura, Course Development and Web Services

CL1-219

While the modes and flavors of online courses at UCF are varied, there are certain essential elements common to all courses (i.e. syllabus, schedule, discussion topics, etc.). In this session, we will discuss what these elements are, view examples of each, and learn how to work with Course Development & Web Services to create and maintain these elements.

9:00 - 9:20

Application time

9:30 - 10:30

Session 1: Mixing it Up: Adding Interdisciplinary Flavor to Classes

Diane Chase and Ida Cook

CL1-218

This session will explore experiences of faculty who have taught interdisciplinary courses, describe the process needed to be followed to get approval of Chairs and Deans, and encourage participants to explore examination of their discipline from another's perspective.

Session 2: Is Your Intelligence Artificial in Cyberspace? Keeping the Humanity in Technology

Ali Korosy and Anne Prucha, Foreign Languages

CL1-220

Transferring a course to the web, partially or in full, challenges the instructor to imprint his or her personality and teaching style on the course. We will engage in activities and discussions during this session to explore methods instructors are already using successfully and brainstorm new possibilities so that you, too, can make your impression in cyberspace. *It can be done!*

Session 3: Teaching Students To Make Arguments: "Law & Order" and Constructing Arguments

Martha Marinara and Farrah Cato, English

CL1-207

During this workshop the presenters will demonstrate how current television shows like *The Practice*, *Law and Order*, and *Family Law* can be used to teach students the basics of structuring arguments. Through the use of carefully chosen TV clips, this activity asks participants to take on the student role and to construct their own "closing arguments" by considering which claims, warrants, and reasoning would be most effective in persuading a jury. (A brief explanation of warrants, claims, and reasons will be given early in the workshop.)

	<p>Session 4: WebCT Academy: Communication Tools Course Development and Web Services CC2-223 Begins the instructor perspective of WebCT. Course Designers (instructors) will learn how to use WebCT's help feature and manage the following WebCT tools: discussions (bulletin boards), calendar, e-mail and glossary.</p> <p>Session 5: <u>Boomers</u>/ X + Y = Bridging the Divide Lee Cross, College of Education CL1-219 What does the following mean to you: Sum 41? Blink 182? U2? Prince? Bee Gees? Grateful Dead? Bing Crosby? 8-track? CD? Vinyl? MD? During this session you will learn how to address the learning predispositions of Baby Boomers, Generation X-ers and Y-ers. Come and explore the challenges and discover the strategies of crossing the generational divide in the classroom while bridging the gap to enhanced student-centered learning.</p>
10:30 -10:50	Application time
11:00 - 12:00	<p>Session 1: Structuring Collaboration: Encouraging Students to Learn Together Mary Ann Eastep, Criminal Justice and Legal Studies CL1-218 This segment will look at techniques for transforming traditional lecture courses to a collaborative model. It will give pointers for encouraging students to problem solve, design presentations and work together in a collaborative environment.</p> <p>Session 2: International Library Resources Donna Goda - Library CL1-220 If you want an article written in French about education policy or cloning, what library database do you consult? Perhaps you want to search <i>Der Spiegel</i>. If you don't know the answer to these questions, then the workshop in International Library Resources is for you. Expand your research as well as get some ideas on how to nudge your students to expand their research horizons. Workshop will cover searching to better focus your results and will provide a list of database that contains information from international resources specific to your discipline.</p> <p>Session 3: <u>Boomers</u>/ X + Y = Bridging the Divide Lee Cross, College of Education CL1-207 What does the following mean to you: Sum 41? Blink 182? U2? Prince? Bee Gees? Grateful Dead? Bing Crosby? 8-track? CD? Vinyl? MD? During this session you will learn how to address the learning predispositions of Baby Boomers, Generation X-ers and Y-ers. Come and explore the challenges and discover the strategies of crossing the generational divide in the classroom while bridging the gap to enhanced student-centered learning.</p>

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	<p>Session 4: WELL: Building Learning Communities Phillips/Thompson, Course Development and Web Services CL1-219 Research continues to show the most effective part of online courses is the interaction it encourages between students and between students and the faculty member. In this session, we will discuss various strategies, tools, and resources to encourage this online interaction, which can lead to strong learning communities.</p> <p>Session 5: Video Streaming Using Microsoft Producer Betty Baldwin, Business Administration: Technology Resource Center CL1-320 In March, MicroSoft released (free) software called "Producer" that works with PowerPoint 2002 (XP). It allows a user to stream video on one part of the screen while showing a PowerPoint presentation on the other part. This technology is perfect for a professor who would like to show tasks that a student can refer to on the web (or a CD) rather than take up class time. Another application for this technology is to tape a speaker and allow users to access the presentation anytime on the web.</p>
12:00 - 1:00	Lunch
1:00 - 2:00	<p>Session 1: Structuring Collaboration: Encouraging Students to Learn Together Mary Ann Eastep, Criminal Justice and Legal Studies CL1-218 This segment will look at techniques for transforming traditional lecture courses to a collaborative model. It will give pointers for encouraging students to problem solve, design presentations and work together in a collaborative environment.</p> <p>Session 2: Pedagogical Publishing Possibilities! Meg Scharf and Carole Hinshaw, Library CL1-220 This hands-on session demonstrates resources and techniques for finding journal titles in which you could publish your work on teaching and learning in your discipline. Participants will share ideas on the importance of these publications in the promotion and tenure process.</p> <p>Session 3: WebCT Academy: Student and Grade Management Course Development and Web Services CC2-223 An overview of how to add students, delete students, manage grades, and track students.</p> <p>Session 4: *Video: Composition & Camera Course Development and Web Services Lib 129 (limited to 6 participants) Focuses on composition techniques and conventions and video camera operation. Camera controls and functions are covered in hands-on studio exercises.</p>

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	<p>*All video sessions require that participants must have attended the previous video production session. Thank you.</p> <p>Session 5: Activity-based Learning in Large Classes: Lessons from the SCALE-UP Project Jeff Saul, Physics PC1-101</p> <p>This workshop focuses on how to implement activity-based instruction in classes of up to 100 students. Classroom design, classroom management, and curriculum needed to create a large collaborative classroom in almost any academic area will be discussed. In particular, technology used to enhance classroom management and pedagogy will be demonstrated. The workshop room is in PC1 aka Tr 514 aka the Physics Laboratory Trailer, Room 101. The trailer is located outside the middle circle between the Classroom 1 building and the Communications building.</p>
2:00 -2:20	Application time
2:30 - 3:30	<p>Session 1: Faculty-Student Relationships: Romantic Entanglements in Academe Joyce Lilie, Randy Fisher CL1-218</p> <p>Power and sexuality in the classroom, the power of sexuality, sexual harassment issues.</p> <p>Session 2: Moving Out from Behind the Podium: Teaching in collaboration classrooms. Jana Jasinski, Sociology CL1-220</p> <p>How is teaching in a collaboration classroom different than other, more traditional classrooms? What kinds of activities and learning strategies are effective? What fails miserably? How do you, as the teacher, move out from behind the podium and work with students? This session will discuss some of the pros and cons to teaching in a collaboration classroom as well as offer suggestions for modifying your course to be delivered in this format.</p> <p>Session 3: WELL: Course Management Voorhees/Brophy, Course Development and Web Services CL1-219</p> <p>Managing an online course is quite different than managing a traditional face to face course. This session will discuss some of the differences and detail some strategies that faculty have found critical in the success of their online courses, including email strategies, use of the online gradebook and student tracking.</p> <p>Session 4: *Video: Composition & Camera Course Development and Web Services Lib-129 (limited to 6 participants)</p> <p>Focuses on composition techniques and conventions and video camera operation. Camera controls and functions are covered in hands-on studio exercises.</p> <p>*All video sessions require that participants must have attended the previous video</p>

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production session. Thank you.

Session 5: Activity-based Learning for Science and Engineering Courses, Lessons from the SCALE-UP Project

Jeff Saul, Physics

PC1-101

A growing body of research is showing that activity-based instruction can significantly improve student learning in introductory science classes. This session will demonstrate several different types of activities used in the SCALE-UP introductory physics classes. Although the SCALE-UP curriculum is designed to replace a traditional lecture course, many of the activities can be adopted for use in lecture. Many of the techniques developed for SCALE-UP Physics are broad-based enough for general use in science and engineering courses. The workshop room is in PC1 aka Tr 514 aka the Physics Laboratory Trailer, Room 101. The trailer is located outside the middle circle between the Classroom 1 building and the Communications building.

3:30 - 4:00

Application time

Wednesday, May 1, 2002

8:00 - 9:00

Session 1: Digital Image Development

Margie Garland-Aguilar, Jon Findell, David Retherford, Barbara McMahon, Siglinde Quirk

CL1-202

Topics will include scanning techniques, preparation of documents for placement in digitally produced posters, PhotoShop techniques, and Preparation of images for various digital formats.

Session 2: Reduced Seat Time and ITV: An Oxymoron

Roger Handberg, Political Science

CL1-320

This session introduces the idea of reduced seat time for upper division courses while teaching in an ITV format. A demonstration will be provided along with some thoughts on how to figure what you are doing along with the students. This format is not for everyone and it requires an upfront investment. Questions to be considered are why? who? difficulties? and benefits - are there any?

Session 3: Evoking Student Engagement in the Classroom

Ed Hampton, Industrial Engineering and Management Systems

CL1-219

This session explores concepts and techniques for gaining high levels of student participation and interaction in both experiential and lecture based classrooms. More specifically, how to gain student participation and interaction that both enhances and increases learning will be the primary focal point. Both minimal technology and high technology approaches will be explored. This session will be of interest to a wide range of faculty: those who are new and those who are more experienced. This interactive

Wednesday, May 1, 2002

workshop is meant to satisfy anyone who desires a more participatory learning experience.

Session 4: WebCT Academy: Adding Content

Course Development and Web Services

CC2-223

An overview of WebCT's file management functions including how to create an HTML file within WebCT, upload a file into an account, as well as how to create content modules.

Session 5: International Issues Relevant to your Middle Eastern and Islamic Students

Saiful Abdul-Ahad, History

CL1-207

The Middle East has and will continue to be a focal point of our attention for some time to come. The students from this region, as in the past, will continue to pursue both undergraduate and graduate studies at UCF. It becomes important that the cultural, religious and political views that accompany students coming to UCF from the Middle East are understood by the faculty with whom they will interact. This presentation will focus on presenting some of the cultural and religious nuances held by Muslim students from the Middle East of which faculty may be unaware.

9:00 -9:20

Application time

9:30 - 10:30

Session 1: Access for Students with Disabilities: A Guide for Faculty

Phil Kalfin, Student Disability Services

CL1-218

This session will give participants an opportunity to receive information about students with disabilities on campus. A faculty guide which provides information about disabilities and instructional strategies for teaching students with disabilities will be briefly highlighted and distributed.

Session 2: Teaching Students to Make Arguments: Arguing Colors

Martha Marinara and Farrah Cato, English

CL1-220

Our goal with this workshop is to present faculty with a more student-friendly approach to teaching (and reinforcing) the elements of argument, and in particular, to offer way of introducing students to the pitfalls of logical fallacies. By asking participants to argue the merits of a "color" to a panel of observer-jurors, this activity demonstrates how students might be simultaneously taught to avoid the use of logical fallacies and to analyze arguments for clarity and cohesion. At the same time, this presentation combines/reinforces the basic elements of argument as practiced in the first two activities, but takes them a bit farther by considering new ways to teach subject matter that many students find either too difficult or inaccessible

Wednesday, May 1, 2002

	<p>Session 3: Using Collaborative Activities Judith Welch and Lois Mahoney, Accounting CL1-207 This session will provide discussion of ways to use the Collaborative Classrooms to help students use technology to learn course material and evaluate that learning. This session will compare teaching a course with and without the use of the collaborative classrooms, and will also focus on ways to give you a hands-on activity to demonstrate how you can use the computer to focus attention on course content, and provide sample projects.</p> <p>Session 4: WELL: Content and Assessment Kirkley/Swenson, Course Development and Web Services CL1-219 Once you have taught a web enhanced course once or twice, you may want to begin to add content or require more formal assignments via the online portion of your course. In this session, we will discuss and demonstrate some best practices and provide words of advice regarding assessing students or placing content within your Web enhanced course.</p>
10:30 -10:50	Application time
11:00 - 12:00	<p>Session 1: Assessment of Collaboration in the Small Classroom Michelle Manning, English CL1-218 This session will focus on the strategies involved in evaluating and assessing student performance in collaborative groups. Participants will be given general guidelines, suggestions, and tips for making fair and valid measurements. This session will include opportunities for participants to modify their syllabi and/or assignments to include successful collaborative interactions.</p> <p>Session 2: Using Collaborative Activities Judith Welch and Lois Mahoney, Accounting CL1-220 This session will provide discussion of ways to use the Collaborative Classrooms to help students use technology to learn course material and evaluate that learning. This session will compare teaching a course with and without the use of the collaborative classrooms, and will also focus on ways to give you a hands-on activity to demonstrate how you can use the computer to focus attention on course content, and provide sample projects.</p> <p>Session 3: Both Sides Now: Helping Your Students Find Alternative Viewpoints on Controversial issues Rich Gause, Library CL1-219 You have required that students apply critical thinking to integrate various facets of a problem. Help them discover search strategies and resources for uncovering opposing views.</p>

Wednesday, May 1, 2002

	<p>Session 4: WebCT Academy: Quiz Management (Without Using Respondus) Course Development and Web Services CC2-223 An overview of the quiz and survey feature of WebCT, including creating categories, questions, quizzes, and surveys. This session will show how to create quizzes by using just WebCTs built-in tools)</p> <p>Session 5: Creating Successful Group Projects. Rufus Barfield, Communication CL1-207 This is an interactive workshop for teachers who use and evaluate group projects as a component of course instruction. Participants will learn how to help student work groups effectively manage teacher-student authority dynamics and empower group members to communicate effectively with each other.</p>
12:00 - 1:00	Lunch
1:00 - 2:00	<p>Session 1: WebCT Academy: Quiz Management (Using Respondus) Course Development and Web Services CC2-223 An overview of the quiz and survey feature of WebCT, including creating categories, questions, quizzes, and surveys. The 3rd-party tool "Respondus" will be utilized to make the creation of quizzes very simple.</p> <p>Session 2: Looking for Images and Pictures Rich Gause, Library CL1-219 Before you include an image in materials you are publishing or distributing, you should determine copyright status or obtain permission for use. Become aware of the various rights which might apply and discover resources to aid your search for available images.</p> <p>Session 3: Creating Successful Group Projects. Rufus Barfield, Communication CL1-207 This is an interactive workshop for teachers who use and evaluate group projects as a component of course instruction. Participants will learn how to help student work groups effectively manage teacher-student authority dynamics and empower group members to communicate effectively with each other.</p> <p>Session 4: Activity-based Learning in Large Classes: Lessons from the SCALE-UP Project Jeff Saul, Physics PC1-101 This workshop focuses on how to implement activity-based instruction in classes of up to 100 students. Classroom design, classroom management, and curriculum needed to create a large collaborative classroom in almost any academic area will be discussed. In</p>

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particular, technology used to enhance classroom management and pedagogy will be demonstrated. The workshop room is in PC1 aka Tr 514 aka the Physics Laboratory Trailer, Room 101. The trailer is located outside the middle circle between the Classroom 1 building and the Communications building.

Session 5: *Video: Camera Exercises

Course Development and Web Services

Lib-129 (limited to 6 participants)

A field exercise where teams use the skills acquired in the previous sessions to record video outside the studio that will be used in post production classes.

*All video sessions require that participants must have attended the previous video production session. Thank you.

2:00 -2:20

Application time

2:30 - 3:30

Session 1: WebCT Academy: Maintaining Content

Course Development and Web Services

CC2-223

Steps required to maintain a WebCT account from term to term and how to modify the appearance of your account.

Session 2: Evoking Student Engagement in the Classroom

Ed Hampton, Industrial Engineering and Management Systems

CL1-219

This session explores concepts and techniques for gaining high levels of student participation and interaction in both experiential and lecture based classrooms. More specifically, how to gain student participation and interaction that both enhances and increases learning will be the primary focal point. Both minimal technology and high technology approaches will be explored. This session will be of interest to a wide range of faculty: those who are new and those who are more experienced. This interactive workshop is meant to satisfy anyone who desires a more participatory learning experience.

Session 3: Activity-based Learning for Science and Engineering Courses, Lessons from the SCALE-UP Project

Jeff Saul, Physics

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	<p>Session 4: *Video: Camera Exercises Course Development and Web Services Lib-129 (limited to 6 participants) A field exercise where teams use the skills acquired in the previous sessions to record video outside the studio that will be used in post production classes. *All video sessions require that participants must have attended the previous video production session. Thank you.</p> <p>Session 5: The Power of Storytelling to Facilitate Learning and Teaching Richard Stone, M.S., President, StoryWork Institute CL1-320 In the program I will share with participants both theory and applications for enhancing the learning process using storytelling that can be used in a variety of disciplines. I will also share the work of Paula Underwood, whose Native American approach to using storytelling in learning has been recognized nationally by the U.S. Department of Education.</p>
3:30 - 4:00	Application time

Thursday, May 2, 2002

8:00 - 9:00	<p>Session 1: Globalizing the Curriculum: Content and Pedagogy Saleha Suleman, International Student Services CL1-218 The presentation will focus on integrating comparative themes, ways of learning and inclusiveness within the global context. It will address the issue of challenges in a globally diverse classroom as well as pedagogical methods to address global topics.</p> <p>Session 2: Best Practices for ITV Classes: Managing the Distance in Learning George Bagley (Communications), Larry Hudson (Education), Linda Putchinski (Management), Ruth Marshall (Office of Instructional Resources) CL1-320 How can you improve the distance learning experience? How can you present yourself and your material in an ITV medium? This session discusses techniques for managing the system and yourself for a more profitable distance learning experience. Topics will include guidelines on teaching practices, pedagogy, and presentation methods.</p> <p>Session 3: Making Experiential Education Work for You and Your Students Melody Bowdon, English CL1-220 This workshop will feature a presentation and discussion about the pedagogical and professional development benefits of using experiential education approaches including internships, practica, and service-learning. We will also discuss strategies for finding funding for these activities.</p>
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Session 4: Creating Forms and Surveys Using Dreamweaver

Course Development and Web Services

CC2-223

Participants will learn how to create web forms and surveys using the HTML editor Dreamweaver. This session will also present some examples and suggestions for creating effective online surveys.

Session 5: How to get High Ratings: An Examination of Student Evaluations of Instruction

Ida Cook, Charles Dzuiban and Morgan Wang

CL1-207

To assist faculty in becoming more effective teachers, this session will explore what types of techniques and behaviors might be considered for use by faculty. The suggestions are extrapolated from examination of the report on UCF student evaluations of instruction conducted over a 4-year period. The study found several items were highly correlated with overall Outstanding ratings for faculty. We'll be discussing interesting student comments, so bring samples of your student evaluations if you'd like.

9:00 -9:20

Application time

9:30 - 10:30

Session 1: Assessment of Collaboration in the Small Classroom

Michelle Manning, English

CL1-218

This session will focus on the strategies involved in evaluating and assessing student performance in collaborative groups. Participants will be given general guidelines, suggestions, and tips for making fair and valid measurements. This session will include opportunities for participants to modify their syllabi and/or assignments to include successful collaborative interactions.

Session 2: Is Your Intelligence Artificial in Cyberspace? Keeping the Humanity in Technology

Ali Korosy and Anne Prucha, Foreign Languages

CL1-220

Transferring a course to the web, partially or in full, challenges the instructor to imprint his or her personality and teaching style on the course. We will engage in activities and discussions during this session to explore methods instructors are already using successfully and brainstorm new possibilities so that you, too, can make your impression in cyberspace. *It can be done!*

Session 3: Capturing and Managing Data From Online Forms

Course Development and Web Services

CC2-223

This session will demonstrate how faculty and staff can utilize CDWS's powerful, flexible and easy to use Forms Manager Tool. Through the use of this tool, data can be easily collected and managed via the Web. (This session assumes participants already know how to create the online forms and surveys - see "Creating Forms and Surveys Using Dreamweaver")

	<p>Session 4: Diversity 101 Bette S. Tallen, Office of Diversity Initiatives CL1-205 This workshop will introduce how diversity is defined at UCF, how it is related to the mission of UCF, and what is meant by a diversity course.</p> <p>Session 5: Web Site Evaluation Questions & Tips Terrie Sypolt, Library CL1-219 Why evaluate what you find on the web? What techniques have proven effective with your classes? Questions and tips that can be used in evaluation of web sites. Exercises that can be done with students.</p>
<p>10:30 -10:50</p>	<p>Application time</p>
<p>11:00 - 12:00</p>	<p>Session 1: International Issues Relevant to your Middle Eastern and Islamic Students Saiful Abdul-Ahad, History CL1-219 The Middle East has and will continue to be a focal point of our attention for some time to come. The students from this region, as in the past, will continue to pursue both undergraduate and graduate studies at UCF. It becomes important that the cultural, religious and political views that accompany students coming to UCF from the Middle East are understood by the faculty with whom they will interact. This presentation will focus on presenting some of the cultural and religious nuances held by Muslim students from the Middle East of which faculty may be unaware.</p> <p>Session 2: Designing Effective Writing Assignments Beth Young, University Writing Center and the English Department CL1-220 Ever find yourself reading bad student papers? Assignments can be designed to avoid common problems and enhance student learning. Bring a copy of an assignment you currently use (or would like to use) to the workshop.</p> <p>Session 3: PowerPoint™ Abuse: Can we put a stop to it in our lifetime? Jim Katt, Communication CL1-218 This presentation will review some of the literature that addresses best PowerPoint™ practices and introduce guidelines for effectively using electronic visual aids. Since teaching involves its own unique set of challenges, teachers will find it necessary, at times, to deviate from the guidelines. Ideas for bending the rules without becoming abusive will be discussed, with an opportunity for participants to share tips, techniques, and pet PowerPoint™ peeves.</p> <p>Session 4: WebCT Academy: Additional Features</p>

Thursday, May 2, 2002

	Course Development and Web Services CC2-223 WebCT features not covered in other sections of WebCT Academy. The features covered will vary depending upon student requests.
12:00 ñ 1:00	Lunch
1:00 ñ 2:00	Open Lab You may use any of the classrooms or labs.
2:00 ñ 4:00	Project Status Reports CL1-101 Reception CL1-Front Patio