



***2005 UCF Winter Faculty
Development Conference***

December 12-14, 2005



Agenda

Monday, December 12, 2005	
Time	Sessions
7:45-8:00	Registration Faculty Center, CL1-207
8:00-8:20	Introduction and Orientation CL1-319 <i>Alison Morrison-Shetlar, Director, Faculty Center for Teaching & Learning</i>
8:30-9:30	<p>Session #1</p> <p>A. Engaging Undergraduate Students in Your Research Program CL 205 <i>Bernadette Jungblut, College of Sciences, Mary Price, Undergraduate Studies</i> This workshop introduces participants to the range of opportunities and resources available at UCF for incorporating undergraduate students into faculty-driven research programs. A focused discussion with UCF faculty experienced in working with undergraduate researchers will round out the session.</p> <p>B. Service-Learning—Nuts and Bolts CL1-218 <i>Megan Alrutz, College of Arts</i> This session is a primer for newcomers to service-learning or for faculty who want to refresh their knowledge of SL fundamentals. Come and hear what service-learning is all about and how it might fit with your curriculum.</p> <p>C. It IS All About You, the Sequel CL1-219 <i>Donna Goda, Library</i> UCF librarians will give information on new copyright guidelines, how you can reach us without coming into the library, streaming videos and library instruction for your classes, desk-top article delivery, and how to ascertain whether a particular journal is peer reviewed. Please come with any other questions you might have and find out how we can facilitate your research and classroom goals.</p>
9:30-9:45	Break
9:45-10:45	<p>Session #2</p> <p>A. Create Content Using WebCT's HTML Editor CL1-205 <i>Course Development and Web Services</i> Using UCF's template Web pages and WebCT's Web Editing Tool, learn how to create and maintain course content.</p> <p>B. Service-Learning and the Web CL1-218 <i>Mary Ellen Gomrad, College of Arts</i> The workshop will provide a discussion of successes, advantages, and challenges in incorporating a service-learning curriculum in a Web-based course. We will discuss issues related to course structure and design, student collaboration in the online environment, reflection, and assessment. We will look at ways online teaching supports service-learning pedagogy to positively impact student learning.</p> <p>C. A Useful Assessment System CL1-219 <i>Tace Crouse, Faculty Center for Teaching & Learning</i> From goals and objectives to assessment and improvement, this discussion will focus on an integrated assessment system that addresses the various ways in which assessment can be useful, not just mandatory.</p>
10:45-11:00	Break
11:00-12:00	<p>Session #3</p> <p>A. Managing Grades in WebCT CL1-205 <i>Course Development and Web Services</i> Import students, enter grades, download grades to Excel, etc.</p> <p>B. Advanced Service-Learning CL1-218 <i>Blake Scott, College of Arts</i> Grounded in emergent scholarship, this session will cover several strategies for taking your service-learning courses to the next level, including strategies for building more sustainable partnerships and projects, developing linkages across courses and disciplines, integrating your research and teaching, and enhancing student reflection activities.</p> <p>C. Introduction to the Scholarship of Teaching and Learning CL1-219 <i>Kevin Yee, Faculty Center for Teaching and Learning</i> This session will provide an introduction to the Scholarship of Teaching and Learning. We will define SoTL, discuss possible research designs, and explore potential projects that the participants may want to pursue in their own disciplines.</p> <p>D. Information Fluency Focus Group CL1-220 <i>Robert Armacost, Martha Marinara and Chuck Dziuban, QEP Development Team</i></p>

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12:00-1:00	Lunch on Your Own & Mentored Team Sessions Service-Learning: CL1- 113 Other Teams: CL1- 103, 105, 107, 109, 112, 117, 119, 120, 122, 301, 303, 307, 309, 320
1:00-2:00	Session #1 repeated A. Engaging Undergraduate Students in Your Research Program CL 205 <i>Bernadette Jungblut, College of Sciences, Mary Price, Undergraduate Studies</i> This workshop introduces participants to the range of opportunities and resources available at UCF for incorporating undergraduate students into faculty-driven research programs. A focused discussion with UCF faculty experienced in working with undergraduate researchers will round out the session. B. Service-Learning—Nuts and Bolts CL1-218 <i>Megan Alritz, College of Arts</i> This session is a primer for newcomers to service-learning or for faculty who want to refresh their knowledge of SL fundamentals. Come and hear what service-learning is all about and how it might fit with your curriculum. C. It IS All About You, the Sequel CL1-219 <i>Donna Goda, Library</i> UCF librarians will give information on new copyright guidelines, how you can reach us without coming into the library, streaming videos and library instruction for your classes, desk-top article delivery, and how to ascertain whether a particular journal is peer reviewed. Please come with any other questions you might have and find out how we can facilitate your research and classroom goals.
2:00-2:15	Break
2:15-3:15	Session #2 repeated A. Create Content Using WebCT's HTML Editor CL1-205 <i>Course Development and Web Services</i> Using UCF's template Web pages and WebCT's Web Editing Tool, learn how to create and maintain course content. B. Service-Learning and the Web CL1-218 <i>Mary Ellen Gomrad, College of Arts</i> The workshop will provide a discussion of successes, advantages, and challenges in incorporating a service-learning curriculum in a Web-based course. We will discuss issues related to course structure and design, student collaboration in the online environment, reflection, and assessment. We will look at ways online teaching supports service-learning pedagogy to positively impact student learning. C. A Useful Assessment System CL1-219 <i>Tace Crouse, Faculty Center for Teaching & Learning</i> From goals and objectives to assessment and improvement, this discussion will focus on an integrated assessment system that addresses the various ways in which assessment can be useful, not just mandatory.
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Tuesday, December 13, 2005	
Time	Sessions
8:00-8:30	Coffee and Conversation Faculty Center CL1-207
8:30-9:30	<p>Session #4</p> <p>A. Keeping Ahead Of Your Students: Using Student Technology for Learning Purposes CL1-205 <i>Matt Thompson, College of Sciences</i> There is an easy technology solution for every professor to uncover. This workshop will focus on finding and integrating that technology that students already use into your teaching.</p> <p>B. Designing Your Own Surveys CL1-218 <i>Bernadette Jungblut, College of Sciences (Faculty Center Fellow 2004-2006)</i> Develop survey instruments for both SoTL and non-SoTL research.</p> <p>C. Test Construction CL1-219 <i>Tace Crouse, Faculty Center for Teaching and Learning</i> Why do you test your students? How do you want to test your students? Is there a way to improve your tests? Join with us to discuss the answers to these questions and others that will provide tools to construct effective assessments of student learning.</p> <p>D. Service-Learning: Satisfactions & Hazards CL1-220 <i>Terry Thaxton, College of Arts</i> You have probably already anticipated some of the satisfactions you and your students will reap from transforming your course to SL. But what about those things that could go wrong during the course of the semester? In this session, we'll look at what students and faculty find enjoyable about SL, as well as scenarios of what can go wrong. Most importantly, we'll discuss how to deal with those "hazards" effectively.</p>
9:30-9:45	Break sponsored by Macintosh
9:45-10:45	<p>Session #5</p> <p>A. Hot Topics in Technology: E-Packs, Autosync, Editing Public Pages CL1-205 <i>Course Development and Web Services</i> Learn about these topics and how they might simplify your use of WebCT.</p> <p>B. Curricular Entrancements: Increasing Engagement with Short Term Writing Activities CL1-218 <i>Eric Main, Faculty Center for Teaching and Learning</i> While many of you will be innovating your courses along the lines of service-learning, problem-based learning, or the addition of team projects, your curriculum still might not engage some students. In fact, some researchers say that a significant number of students remain academically disengaged even after instructors switch to more student-centered activities. In this session you will learn some spell-binding writing activities for improving your students' motivation to learn.</p> <p>C. Connecting the Community: Maitland and Eatonville CL1-219 <i>Nadine Helm, Special Collections Librarian</i> Discuss how to incorporate "Connecting the Community: Maitland and Eatonville" into your Spring 2006 curriculum and class activities.</p> <p>D. Global Service-Learning: Teaching About Global Women's Human Rights CL1-220 <i>Lisa Logan, College of Arts</i> Practical strategies for conducting service-learning in a global context with resources, bibliography, and examples of successful projects.</p>
10:45-11:00	Break
11:00-12:00	<p>Session #6</p> <p>A. Creating Quizzes using Respondus CL1-205 <i>Course Development and Web Services</i> Learn how to create and manage quizzes and surveys in WebCT.</p> <p>B. SoTL Complications CL1-218 <i>Kevin Yee, Faculty Center for Teaching and Learning</i> In this session we will explore some of the difficult decisions we face when undertaking research in the Scholarship of Teaching and Learning. How do we choose an effective yet realistic research design? Is it ethical to divide classes into test- and control-groups? How do we locate the often-elusive evidence of student learning?</p>

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	<p>C. Program Improvement and Academic Learning Compacts CL1-219 <i>Paula Krist, Director, Operational Excellence and Assessment Support</i> Strengthen your curriculum at the same time you are satisfying the Florida BOG mandate for Academic Learning Compacts. Participants will learn how to develop student learning outcomes and collect data that are useful in the enhancement of their curricula. Strategies for implementing data driven changes will be emphasized. This session will be particularly useful for faculty involved in undergraduate program assessment.</p> <p>D. Resources and Strategies for Internationalizing Your Course CL1-220 <i>Angel Cardec, Office of International Studies</i> Internationalization is not just adding examples that take place in other countries. It also involves your approaching the subject from multiple perspectives. We will be discussing available resources as well as strategies that can be used to incorporate an international dimension to your courses.</p>
12:00-1:00	<p>Lunch on Your Own and Mentored Team Sessions Service-Learning: CL1- 113 Other Teams: CL1- 103, 105, 107, 109, 112, 117, 119, 120, 122, 301, 303, 307, 309, 320</p>
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Wednesday, December 14, 2005

Time	Sessions
8:00-8:30	<p>Coffee and Conversation Faculty Center CL1-207</p>
8:30-9:30	<p>Session #7</p> <p>A. Video Integration for Class Use CL1-202 <i>Margie Garland-Aguilar, Office of Instructional Resources</i> Convert your VHS or DVD's into files to use on the web or in PowerPoint.</p> <p>B. Service-Learning: Pedagogical Relevance and the Library CL1-218 <i>Richard Gause and Terrie Sypolt, Library</i></p> <p>C. Mentoring and Being Mentored CL1-219 <i>Alison Morrison-Shellar, Faculty Center for Teaching & Learning</i> In this session we will discuss the ways in which faculty and administration can mentor each other and how best to find effective mentors in and outside of your department.</p>
9:30-9:45	Break
9:45-10:45	<p>Session #8</p> <p>A. Creating a Poster Session CL1-202 <i>Margie Garland-Aguilar, Office of Instructional Resources</i> Learn how to develop a poster for a presentation using PowerPoint.</p> <p>B. Enhancing Your Course Using the UCF Common Theme CL1-218 <i>Mary Price, Undergraduate Studies Office</i> Discuss how to embed the 2005-2007 common theme, <i>The New America: Mirroring the Present and Mapping the Future</i> in your course.</p> <p>C. Don't be Copy Wrong: Fair Use, Library Reserves, Copyright, and You CL1-219 <i>Rene Montgomery and Jason Martin, Library</i></p>
10:45-11:00	Break
11:00-12:00	<p>Session #9</p> <p>A. Do's and Don'ts of PowerPoint CL1-202 <i>Meg Schell, Office of Instructional Resources</i> Learn Basic PowerPoint production tools and techniques.</p> <p>B. Learner-Centered Strategies for Student Engagement CL1-218 <i>Larry Holt, College of Education</i> Come and learn how to maximize the potential for student learning in your course using the 20 minute rule, auditory, visual, and kinesthetic processing strategies. This session is very interactive and focuses on how to enhance your instructional delivery techniques for higher education teaching.</p>

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	C. Documenting Teaching for P&T and Publication CL1-219 <i>Alison Morrison-Shetlar, Faculty Center for Teaching & Learning</i> The title says it all...
12:00-3:30	Lunch on Your Own and Mentored Team Sessions Service-Learning: CL1- 113 Other Teams: CL1- 103, 105, 107, 109, 112, 117, 119, 120, 122, 301, 303, 307, 309, 320
3:30-4:30	End of Conference Project Reports CL1-319 All participants are expected to join in the summary session.

Notes