Winter Faculty Development Conference
Transparency and Authenticity in Teaching

2018
## Conference at a Glance

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<th>Monday, December 10th</th>
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| **8:45–9:00**        | Coffee  
| **CB1-207**          |  
| **9:00–10:45**       | Opening Plenary  
| **CB1-307**          |  
| **11:00–12:00**      | Think Tank Sessions  
| **12:00–1:15**       | Lunch on Your Own  
| **1:15–2:30**        | Student Plenary  
| **CB1-307**          |  
| **2:45–3:45**        | Faculty Presentations  

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| **10:10–11:10**        | Small Group Time  
| **11:20–12:20**        | Faculty Presentations  
| **12:20–1:20**         | Optional Lunch Provided by Top Hat  
| **CB1-307**            |  
| **1:30–2:30**          | Faculty Presentations  
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| **10:10–11:10**          | Faculty Presentations  
| **11:15–12:00**          | Closing Plenary and Reception  

Welcome to the 2018 Winter Faculty Development Conference. We’re excited you’re here!

During the conference, you’ll participate in several kinds of sessions. Remember that you’re expected to attend all scheduled events, so please sign the attendance sheet during each session.

In addition to two plenary events, you’ll attend:

- **Small group meetings** in which you’ll work with a pre-assigned discipline-based team of colleagues (see pages 2–3 for group assignments) to apply topics discussed to a final deliverable. Instructions will be provided by your group leader.

- **Faculty presentation sessions** featuring the eight-to-ten minute presentations each of you proposed when you applied for the conference. You are welcome to attend any of the sessions offered during each time slot. Timekeepers will be assigned for each session to help us all stick to our time limits and leave time for discussion.

- **Workshop it!** sessions interspersed with faculty presentations. In these sessions, a Faculty Center staff member or staff member from another unit will briefly present tools for creating more transparency and/or authenticity in classes, leaving plenty of time for participants to ask questions and practice applying them.

- **Think tanks** on current issues related to teaching and learning at UCF. These sessions will be held on Monday and will allow you to provide feedback about a variety of ongoing initiatives. Location and topic information will be provided in the opening plenary session.

Reminder:

- Please complete your conference evaluations and submit them at the close of the conference. We use your feedback to help shape future events.

- Use the Twitter hashtag #UCFWFDC2018 to tweet information relating to the Winter Faculty Development Conference.
GROUP 1
CB1-307
Steven Berman, Psychology
Michelle Dusseau, Communication
Seth Fendley, Communication
Regina Francies, Communication
Martha Garcia, Modern Languages and Literatures
Alisha Janowsky, Psychology
Shannon Whittten, Psychology

GROUP 2
CB1-205
Nicole Damico, School of Teacher Education
Roberta Ergle, School of Teacher Education
Roberta Fennessy, School of Public Administration
David Mitchell, School of Public Administration
Suzette Myser, School of Public Administration
Daniel Stephens, School of Public Administration
Angela White-Jones, School of Public Administration

GROUP 3
CB1-220
Cristian Alecse, Integrated Business
Cheryl Briggs, School of Visual Arts and Design
Leslie Connell, Integrated Business
Joseph Fanfarelli, Digital Media
Timothy Hawthorne, Sociology
Elizabeth Horn, School of Performing Arts – Theatre
Nikola Mirilovic, Political Science

GROUP 4
CB1-202
Su-I Hou, Health Management and Informatics
Murat Kizildag, Rosen College of Hospitality Management
Iryna Malendevych, Criminal Justice
Cynthia Mejia, Rosen College of Hospitality Management
Richard Plate, Interdisciplinary Studies
Jacqueline Towson, Communication Sciences & Disorders
Sharon Woodill, Interdisciplinary Studies
GROUP 5
CB1-207G (Conference Room)
Mohammed Daoudi, Chemistry
Dana-Marie Dennis, Chemistry
Alicia Hawthorne, Burnett School of Biomedical Sciences
Tamra Legron-Rodriguez, Chemistry
Matthew Rex, Chemistry
Kyle Riding, Burnett School of Biomedical Sciences
Erin Saitta, Chemistry
Kersten Schroeder, Burnett School of Biomedical Sciences

GROUP 6
CB1-218
Garrett Arban, Writing and Rhetoric
Martha Brenckle, Writing & Rhetoric
Brandy Dieterle, Writing and Rhetoric
Megan Lambert, Writing & Rhetoric
Caitlin Pierson, Writing and Rhetoric
Melissa Pompos Mansfield, Writing and Rhetoric
Emily Proulx, Writing and Rhetoric

GROUP 7
CB1-207 (Main Suite)
Robert Cassanello, History
James Clark, History
Patricia Farless, History
Carolyn Glasshoff, English
David Head, History
Barry Mauer, English
Jane Moody, English/Interdisciplinary Studies
Peter Telep, English
Monday, December 10

8:45–9:00 Coffee
CB1-207

9:00–10:45 Opening Plenary
CB1-307
This opening session will include an introduction to the conference theme, presentations by two award-winning faculty members about their own application of transparency and authenticity, and guided exploration of authentic and transparent learning experiences.

11:00–12:00 Think Tank Sessions
Details provided at registration.

12:00–1:15 Lunch on Your Own

1:15–2:30 Student Plenary Session
CB1-307
Tutors in the Writing Center are uniquely positioned to recognize what makes assignments more—or less—transparent and authentic to students. A panel of 3-to-5 tutors will examine sample assignments, explaining student perspectives, identifying strengths and weaknesses, and offering suggestions for revision.

2:45–3:45 SESSION A
Faculty Presentations—Simulations and Role Play as Authentic Learning
CB1-205

• Using an IF/THEN Interactive Game Model to Assess Application of Course Learning Objectives in Real-Life Scenarios
  Michelle Dusseau, Communication

• Ideological Perspective Switch
  Daniel Stephens, School of Public Administration

• Using Computer Simulations as Authentic Assessment Tools: An Example from Business
  Cristian Alecse, Integrated Business

2:45–3:45 SESSION B
Workshop It!
CB1-220

• Technology for Active-Learning Spaces
  Todd McMahon, Office of Instructional Resources
Monday, December 10

2:45–3:45

SESSION C

Faculty Presentations—Scaffolding Assignments for Transparency
CB1-202

• Semi-Structured Research Projects for the Forensic Chemistry Lab
  Tamra Legron-Rodriguez, Chemistry

• The Role of Transparency in Metacognition
  Caitlin Pierson, Writing and Rhetoric

• Bridging Theory and Practice: Scaffolding Authentic Unit Planning for Preservice Teachers
  Nicole Damico, School of Teacher Education

2:45–3:45

SESSION D

Faculty Presentations—Developing and Communicating about Assessment Tools
CB1-307

• Developing an Authentic Competency-Based Assessment Tool in a Medical Laboratory Science Course
  Kyle Riding, Burnett School of Biomedical Sciences

• Transparency and Authenticity: Student Constructed Grading Rubrics
  Martha Brenckle, Writing & Rhetoric

• Strategies for Preparing and Delivering Authentic Feedback
  Suzette Mysor, School of Public Administration

End of Monday Sessions
Tuesday, December 11

8:45–9:00
Coffee
CB1-207

9:00–10:00
SESSION E
Faculty Presentations—Peer Review and Group Work as Transparent Practice
CB1-205

- Transparency in a Project-Focused Course: Integrating Transparency into Practice Logs, Peer-Review, Group Exercises, and Lectures to Improve Learning and Motivation
  Joseph Fanfarelli, Digital Media

- The Authentic Learner: TILT, Peer Review and a Meaningful Undergraduate Research Project
  Patricia Farless, History

- Seeing through my Blindspot
  Regina Francies, Communication

SESSION F
Faculty Presentations—RA Modality and Large Classrooms
CB1-220

- Classroom Hook Ups: Connecting Classroom Activities to Real Business
  Leslie Connell, Integrated Business

- In Between F2F and Online: Transparency in a Reduced Seat Time Active World Civilization Course
  Robert Cassanello, History

- A Map App for Learning
  Tammy Muhs, Mathematics

SESSION G
Workshop it!
CB1-202

- An Overview of the 2018 COACHE Survey Results and Priority Areas Moving Forward: Faculty Feedback Opportunity
  Dan Murphree, Faculty Excellence
Tuesday, December 11

10:10–11:10 Small Group Time
Assigned Rooms
See group lists and locations on pages 2–3.

11:20–12:20 Workshop it!
SESSION H CB1-205
- Strategies for Productive, Meaningful, and Constructive Conversations with Students about Academic Integrity
  Jennifer Wright, Director, Integrity and Ethical Development

11:20–12:20 Faculty Presentations—Enacting Transparency and Authenticity in GEP Courses
SESSION I CB1-220
- Challenges and Strategies of Innovating Assignments with Transparent Design
  Megan Lambert, Writing & Rhetoric
- Why Do We Have to Do This?: Using Transparency to Prepare Students for Future Work at the University
  Emily Proulx, Writing and Rhetoric
- What Next?: How Transparency Can Aid in the Transfer of Knowledge and Skills
  Garrett Arban, Writing and Rhetoric

11:20–12:20 Faculty Presentations—Working with Real World Stakeholders
SESSION J CB1-202
- Interdisciplinary Student-Client Collaboration: Updating the Florida Green Lodging Program’s Palm Designation Information Portal
  Jane Moody, English/Interdisciplinary Studies
  Cynthia Mejia, Rosen College of Hospitality Management
- Engaging Students with Community Stakeholders to Develop Authentic Evaluation Proposals
  Su-I Hou, Health Management and Informatics
- Working with Community Partners to Increase Authenticity of Course Content
  Richard Plate, Interdisciplinary Studies
Faculty Presentations—Multiplex Approaches to Authentic Course Design

CB1-218

- Making Meaningful Connections between Theory and Practice with an Authentic and Transparent Assignment in EDF 4467: Learning Theory and Assessment
  Roberta Ergle, School of Teacher Education

- Authenticating Transparency: What Have I Learned from This Course?
  Martha Garcia, Modern Languages and Literature

- Transparent and Authentic Teaching: Is it Necessary?
  Murat Kizildag, Rosen College of Hospitality

Optional Lunch and Demonstration Provided by Top Hat
(RSVP Required)
CB1-307

Faculty Presentations—Working with Multiple Sections and Labs

CB1-205

- Creating Common Learning Outcomes to Promote Transparency and Authenticity in UCF’s Undergraduate Creative Writing Program
  Peter Telep, English

- United vision: Leveraging the participation of teaching assistants on a quest for transparency
  Erin Saitta, Chemistry

- Laboratory Transparency: Working With Students to Improve Learning
  Matthew Rex, Chemistry
1:30–2:30
SESSION M
Faculty Presentations—Authenticity in Undergraduate Research
CB1-220

- Providing Authentic Experiences to Students in Communication Sciences & Disorders through Undergraduate Research
  Jacqueline Towson, Communication Sciences & Disorders

- The Intentionality of Public Scholarship in Undergraduate Research
  Timothy Hawthorne, Sociology

- Creating an Authentic Research Experience in a Large Classroom: Is it Even Possible?
  Shannon Whitten, Psychology

1:30–2:30
SESSION N
Faculty Presentations—Making Decisions about Authenticity in Specific Disciplines
CB1-202

- Pulling Back the Curtain on Public Budgeting: Injecting Authenticity into a Misperceived Course
  David Mitchell, School of Public Administration

- Teaching the Cognitive Toolkit in a Content Agnostic Setting
  Sharon Woodill, Interdisciplinary Studies

- Technology as a Tool for Transparency and Authenticity in Teaching
  Cheryl Briggs, School of Visual Arts and Design

- Authenticity and Transparency in STEM: Journal Article Summary for Neurobiology ZOO 3744
  Alicia Hawthorne, Burnett School of Biomedical Sciences

1:30–2:30
SESSION O
Workshop it!
CB1-307

- Canvas Tools to Enhance Transparent Teaching in Webcourses
  Shea Silverman and Francisca Yonekura, Center for Distributed Learning
Faculty Presentations—Inquiry- and Problem-Based Learning Approaches
CB1-205

- Redesign Organic Chemistry Course and Assignments for more Transparency
  Mohammed Daoudi, Chemistry

- Problem-Based Learning (PBL) in the Lecture Hall
  Kersten Schroeder, Burnett School of Biomedical Sciences

- Visualizing the Writing Process and Written Product: Showing Transparent Connections among Assignments, Assessments, and Course Learning Objectives
  Melissa Pompos Mansfield, Writing and Rhetoric

Workshop it!
CB1-220

- Teaching Transparently with Technology
  Julie Donnelly, Faculty Center for Teaching and Learning

Faculty Presentations—Personal and Personality Issues with Transparency and Authenticity
CB1-202

- Email Any Questions... Just Not During Bath Time: How Openness about Work-Life Balance Builds Authenticity
  David Head, History

- Transparency and Class Requirements
  Nikola Mirilovic, Political Science

- Measuring and Reflecting Student Personality Types, Beliefs, and Attitudes
  Barry Mauer, English

Faculty Presentations—Transparency and Authenticity in Writing
CB1-307

- Authentic Learning in Collaborative Writing Courses
  Carolyn Glasshoff, English
Tuesday, December 11

- Strategies for Authentic Experiences in Entry Level Script Analysis Course
  Elizabeth Horn, School of Performing Arts – Theatre
- Transparency in Writing Assignments in a Junior-Level Forensic Science Course
  Dana-Marie Dennis, Chemistry

End of Tuesday Sessions
Wednesday, December 12

8:45–9:00  Coffee  
CB1-207

9:00–10:00 Small Group Time  
Assigned Rooms  
See group lists and locations on pages 2–3.

10:10–11:10  Workshop it!  
CB1-205  

SESSION T  
- Nuts and Bolts of Creating Transparency in Group Assignments and Peer Critiques  
  Landon Berry, Faculty Center for Teaching and Learning

10:10–11:10  Faculty Presentations—Transparency in Online Courses  
CB1-220  

SESSION U  
- Assessment and Transparency in the Online World  
  James Clark, History
- Encouraging Transparency within an Online Environment among Non-Traditional Students  
  Angela White-Jones, School of Public Administration
- Packback: A Tool for Outsourcing Your Discussion Board in Large Online Classes  
  Steven Berman, Psychology

10:10–11:10  Faculty Presentations—The Challenge of Transparency in Group Projects  
CB1-202  

SESSION V  
- Transparent Grading and Evaluation of Group-Based Projects  
  Roberta Fennessy, School of Public Administration
- Transparency in New Course Offerings & Group Work  
  Seth Fendley, Communication
- Creating Authentic Learning Environment and Being Transparent About It  
  Iryna Malendevych, Criminal Justice

11:15–12:00 Final Plenary Experience and Reception  
CB1-307
Your Winter Faculty Development Conference is hosted by
the Karen L. Smith Faculty Center for Teaching and Learning

Thank you to our sponsor:

TOP HAT

For Twitter users, use hashtag #UCFWFDC2018 to tweet information
relating to the Winter Faculty Development Conference.