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Preview of the 2014 Summer Conference, May 5–8: Educating Students for the World beyond the Classroom

All faculty members are invited to attend the open sessions offered during the Summer Faculty Development Conference. The conference is a collaboration among several UCF support offices, and the programming this year includes sessions on curriculum mapping, course design, course and program assessment, flipping the classroom, online teaching, internships, assigning field work, service-learning, accessibility, diversity, information fluency, issues related to women faculty, writing across the curriculum, developing funding proposals in STEM fields, and study abroad. The sessions will be interactive, and there will be plenty of opportunity to participate with your colleagues.

Our keynote speaker this year is Dr. Autar Kaw, a professor of mechanical engineering at USF and winner of several teaching awards. He was recipient of the 2012 U.S. Professor of the Year Award from the Council for Advancement and Support of Education and the Carnegie Foundation for Advancement of Teaching. He will speak on the subject of evidence-based classroom strategies for improving student learning. Dr. Kaw will also lead a Q&A session on STEM funding following his keynote. The keynote will be held on May 5th, from 9:45-11:00 a.m. in CB1-104.

Of special interest for everyone will be an open discussion on two large initiatives: curriculum mapping and the focus of the next Quality Enhancement Plan (QEP). Curriculum mapping is a strategy for aligning program level expectations and instructional practices, helping faculty identify, schedule, and assess key components of the curriculum. Typically, a curriculum map is a table with rows of a program's core courses and columns of key competencies. The faculty then indicate in which courses those competencies are introduced, emphasized, or reinforced. Often, this exercise helps faculty to identify imbalances in the curriculum and opportunities to make stronger connections of ideas across a program. This exercise also leads to more strategic use of assessment tools. Secondly, after the successful institutionalization of the last QEP topic, Information Fluency, it is now time to choose a new focus. Faculty members are invited to discuss possible topics. Dr. Diane Chase, Interim Provost and Vice President for Academic Affairs, will participate. This session will be held on Monday, May 5th, at 11:15 a.m. in CB1-104.

For the first time, we are offering a plenary panel of business leaders who work in recruitment and human resources. They will dialogue with faculty about careers and positions currently available in the Central Florida region. This session will be held on Tuesday, May 6th, from 9:45-11:00 a.m. in CB1-104.

We will also offer several panel discussions where you may engage other faculty members on specific needs that you may have. These will address topics such as universal design, assigning multimedia projects to students, advising students in the disciplines, inclusivity, using mobile technologies in courses, and a student panel on the impact of course design and teaching practices on students with varying abilities and backgrounds.

The conference will end with a poster showcase on Thursday, May 8th, 10:15-12:00 in the Library Knowledge Commons. You are invited to interact with your faculty colleagues and learn about their teaching and learning projects.

Additional information will be available once the agenda has been finalized. You will find it posted at http://www.fctl.ucf.edu/Events/SummerConference/ before the semester ends.

Alternative Break Program at UCF: Promoting Positive Faculty-Student Interaction Outside the Classroom
Michael A. Arthur

Michael A. Arthur is Head of Acquisitions & Collection Services at the John C. Hitt Library. He received his Master's of Library Science degree from Indiana University in 1999, and joined UCF in 2006.

During my college years at Indiana University I had opportunities to interact with faculty outside of the classroom. Often these encounters were with faculty I met through class, advising sessions, or campus activities. While faculty were helpful with course-specific questions, it is those times that faculty opened up and shared life experiences that I remember the most. Some of these interactions resulted in the development of a mentoring relationship and those were especially important. I am happy to say that through my interactions with Volunteer UCF and other campus activities, I have met many bright students and future leaders. I am passionate about mentoring and public service, so I was excited to learn of opportunities for faculty to get involved with UCF's Alternative Break Program (ABP). I provide the following information about ABP and personal statements from three outstanding UCF students to encourage faculty participation in this rewarding program.

Background on the Alternative Break Program
The Alternative Break Program (ABP) sponsors projects around the country and internationally that are designed to give students the opportunity to make a difference in the lives of others while working together as a team and developing leadership skills. The program started as Alternative Spring Break, and has evolved so that projects are now planned throughout the academic year. During 2013-2014, there were a total of 21 trips involving 210 volunteers. Each trip focuses on a specific cause and includes both service to the host organization as well as an educational component. UCF students and faculty advisors contributed 19,100 hours of community service focused on 12 social issues. ABP Teams are made up of one student Site Leader, one Faculty Advisor and eight student participants.

The demand is high so there is a selection process used to identify the best students and assign each to the appropriate project given their areas of interest and experience. Once groups are established, the process of team building begins with social activities prior to departure. During the trip the team focuses on working with the host organization, build-ing a cohesive team, and just having fun. Often the team has simple housing arrangements where they eat and spend free time together. In fact, there is little time during the trip where the group is not together. A major component of ABP is learning about people with different backgrounds and experiencing new things. The student site leader handles most of the planning and leads the team throughout the entire week. The faculty advisor is there to serve as a role model, to provide inspiration, and offer reassurance or guidance to the student site leader and participants.

Why Serve Alternative Break Program?
Volunteering with the Alternative Break Program is rewarding for faculty and critical to the success of this program, which requires a faculty advisor for each project. Faculty involvement ensures that students have a rewarding experience, and that they develop a spirit of caring and passion for service. Students spend time away from campus with other talented UCF students in a setting that helps foster a positive relationship and builds trust.

There is often continued interaction with the students, and the privilege of seeing them continue with service. I served on an ABP project in 2012 to Key West. One of the participants, Rebecca Olson, shared, "As a Junior Marketing major, I have participated in the Alternative Break Program for the past three years here at the University. Serving as both a Site Coordinator and Participant, I can confidently say that each and every trip offers a unique experience that can be applied to many challenges in life. ABP offers students the opportunity to find passion in service and meet incredible individuals from around the country in the process. I am so grateful for such a rewarding program at UCF and am wholeheartedly thankful for the opportunities this program offers."

Faculty involvement in the ABP will help students participate in an adventure that can be life changing and provides them an opportunity to look at the world in different ways. During my recent trip to New Orleans, I was pleased to have worked with a talented student site leader, Sydney Solan, who said, "It was by far the most rewarding experience because it not only allowed me and my team to visit a beautiful city and help its lovely citizens, but it also taught me so much about the world in general. I learned that people are strong and resilient even when everything is taken from them. I plan to incorporate this same spirit into all of my endeavors and I have The Alternative Break Program to thank for that."

Faculty involvement is a critical part of this rewarding program. The incoming student director, Kayla Allen, shared, "I cannot even begin to explain the amazing impact that the faculty at UCF make on not only the UCF students who attend the trips, but on the communities where they serve. The

Faculty Advisors with the Alternative Break Program (ABP) connect with UCF students, support their growth as leaders and contribute to communities through service." As someone who loves serving the community and helping others succeed, I strongly recommend participation in the Alternative Break Program at UCF. Faculty Advisor recruitment happens year-round but most of the spots are filled during August. The Office of Student Involvement offers information and training for anyone interested. Information about the program can be found at http://osi.ucf.edu/abp/.

Mentoring Students in Research and Research Writing
Joanna Mishtal

Joanna Z. Mishtal is Assistant Professor in the Department of Anthropology and specializes in sociocultural and medical anthropology, focusing on reproductive rights and policies in Poland, Ireland, and the European Union. She joined UCF in 2008.

The "Blank Slate" Problem

Since I began my appointment at UCF in 2008, I have had the pleasure to mentor a number of undergraduate Honors in the Major (HIM) and MA students eager to conduct independently designed research with human subjects. Time and again, however, I find that students lack basic research knowledge in terms of understanding how to develop research proposals, write abstracts and annotated bibliographies, and present their findings. MA students typically write research proposals before they have had the opportunity to take the methods seminar. Likewise, HIM students come to me with the same "blank slate" but present an added challenge since they typically have only two or three semesters to complete their honors projects.

My mentoring work, therefore, is highly individualized, as I work with each student one-on-one to help them develop their own research projects that have a strong scholarly merit but that are also intellectually stimulating to them. From a mentor's perspective, teaching every student both methodological concepts and the skills of research writing for each new project—which often only tangentially relates to my research in women's health—can be quite labor-intensive. Sometimes I feel as though I am reinventing the wheel with every student.

Approach One: Mini-Seminars with HIM and MA Students

In the last couple of years, I have been thinking of ways to make my mentoring more efficient without shortchanging my students' learning experience. I decided to try group work in a Mini-Seminar format with students of comparable experience and level of progress—not only to make my mentoring more efficient but also to facilitate peer contact and peer review as a way to help them learn and build a wider support system. Thus far, this has been a worthwhile approach. For example, after noting that two or three of my HIM students were doing literature reviews for their respective (and topically different) projects, I organized small group meetings every few weeks to discuss students' progress. Each student prepared a list of citations that she or he read for the meeting as well as an annotated bibliography for those texts. I asked that students share these products with each other ahead of our meetings. During the meetings, each student presented (sometimes briefly) her or his readings, and then we discussed them as a group, which gave an opportunity for students to "brainstorm" about other projects besides their own.

This process was helpful in two important ways: students were motivated by the meetings to complete a chunk of work and share a decent product with each other, and they were interested in discussing other projects that were at the same stage of development. They reported that helping other students think about their projects was helpful in their own development of research design. An obvious perk for me was that I needed to explain only once the process for writing a literature review and bibliographic annotations. One challenge that emerged, however, was that some students showed competitiveness toward others in the group rather than offering support. (This has been less of a problem with the MA students; perhaps they have more compassion for each other's research struggles at the graduate level?) This was obviously not the outcome I wanted, and it remains a question for me as to how to build an unconditionally supportive atmosphere in these meetings, where talented students are launching research projects that call for intellectual output at a level they may not have been required to deliver before, as well as timeliness of progress with their projects. With such expectations, it is easy for one student to get ahead or fall behind others, despite my efforts to synchronize the group. I plan to continue Mini-Seminars with my new batch of HIM and MA students this semester, but I am interested in hearing from any faculty members who may have run into a similar issue and have found useful solutions to facilitate students' mutual support.

Approach Two: Anthropology Writing Workshop

The second method to conduct group work with students conducting research is the Anthropology Writing Workshop, which my colleague Beatriz Reyes-Foster and I launched in

the fall of 2012 and have continued to offer in the fall of 2013. We developed six to eight 90-minute writing workshops for HIM and MA students based on a peer- and faculty-review system. We also obtained Canvas space for the workshop as a way to centralize our communication and exchange of materials.

Our rationale for the workshop was based on the observation that anthropology requires a distinctive style of writing in terms of engagement with literature and the crafting of arguments, as well as the style of expression and quoting. This workshop aims to help graduate and HIM anthropology students develop their scholarly writing skills in a structured and supportive atmosphere by utilizing a peer-review system and the assistance of several faculty members. We were fortunate to have several faculty members agree to donate their time to moderate some of the workshops. (In 2013, besides Beatriz and me, Tosha Dupras, Ty Matejowsky, Marla Toyne, and John Walker moderated workshops.) We asked students who joined the workshop to make a commitment to the entire series of meetings, but we observed an attrition rate of about 50 percent in the fall of 2012. Therefore, in 2013, we offered a formal certificate of completion for students who attend five of the six meetings. This incentive proved quite successful: 16 out of 18 students earned the certificate.

The remaining challenge with this approach is to more effectively motivate students to peer-review each other's products (abstracts, literature reviews, presentations of data, etc.); even though students were asked to work together in peer-review groups, relatively few actually completed this task, some arguing that they were reluctant to offer critical feedback to their friends and peers. Thus, in the end, students benefitted mainly from the faculty-review process but less so from peer reviews. This is an area that needs improvement and innovation. Overall, the Anthropology Writing Workshop has been received with great enthusiasm by anthropology students. The workshop serves the important purpose of filling the gaps in their knowledge of research-specific writing skills—a skill set that is not always addressed adequately in formal classes or seminars—to give students, whether HIM or MA, the preparation they need for thesis writing or for potential publication of their work.

Teaching About Genocide
Mark Winton
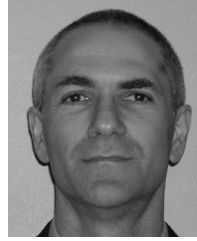
Mark A. Winton is an instructor with the Department of Criminal Justice. He teaches undergraduate and graduate courses and has developed courses on genocide, violent criminals and crimes, and mental illness and crime. Dr. Winton and Dr. Barbara A. Mara recently co-authored *When Teachers, Clergy, and Caretakers Sexually Abuse Children and Adolescents*. He is also a Licensed Mental Health Counselor in the State of Florida, National Certified Counselor, and Clinically Certified Forensic Counselor.

When I reflect on my student years, I cannot remember the topic of genocide being addressed in any of my courses, and this motivated me to develop criminal justice graduate and undergraduate genocide courses. The first courses were taught in the face-to-face mode, but were soon moved fully online to meet departmental needs.

Research and teaching about genocide has only recently begun in criminal justice. In order to develop these courses, I had to look outside criminal justice to other social science and legal studies disciplines. With a strong interdisciplinary approach, some of the course topics include: analysis and critique of the criminal justice response in terms of arrest, prosecution, conviction, and sentencing; multidisciplinary theories of genocide; human rights and international law; comparative analysis of genocide case studies; criminal justice roles in the genocide field; and ethical and legal issues related to genocide. Genocides covered in the graduate course include Darfur, Iraq, the Holocaust, Bosnia, Rwanda, and Cambodia. The assignments consist of analyzing various dimensions of the genocide in Darfur, international responses in Bosnia, analysis of perpetrator interviews from Rwanda, comparative analysis of two genocides selected by the student, and addressing post genocide trauma and preventing further violence.

Students analyze Jean Hatzfeld's book, *Machete Season: The Killers in Rwanda Speak*. This text contains a remarkable analysis of a group of Rwandan genocide perpetrators describing their violent criminal activity and allowing a rare glimpse into their accounts. Students are asked to address how the offenders made sense of their actions, analyze the "free will" and "social situation" or willing-versus-unwilling participant debate, discuss the types of mental disorders among the perpetrators, and explain how the genocide met the perpetrators' social and psychological needs.

Students share their writings and provide constructive feedback to each other. Links to various websites and articles are

also available. Several YouTube videos are available on violentization theory and genocide, sex crimes during genocides, and the dangers of researching and being exposed to violent crimes. The courses are adapted to be current according to new research and international developments, although the core of presenting theories and interventions has remained stable.

There are several challenges when teaching this course that are not present in my other criminal justice courses. First, there are few criminal justice models to follow. Most criminal justice theory does a poor job explaining genocides. However, there has been an increased interest from a few criminal justice researchers who are applying criminal justice theory to genocides.

Second, emotions may be intense throughout the course, especially when there is some personal or familial connection to a specific genocide. Certain topics may lead to intense debate. I try to moderate political debates recognizing that it is very easy to blame various organizations and groups for their failure to intervene.

Third, I still have a personal conflict over providing a more comprehensive analysis of a small number of genocides versus a briefer overview of many. A certificate program in genocide studies could permit both breadth and depth of genocides. Students have reported that the course has helped them gain a better understanding of the types and causes of genocide, increased their knowledge of international criminal justice issues, and made connections between theory, research and policy in related areas, such as human trafficking and sexual violence.

I believe it is important to collaborate with students and faculty. I have co-authored a professional paper on genocide theory with a graduate student. I also have increased my interaction with students and faculty from other disciplines by presenting at conferences and participating as a member on thesis committees.

My goal is to instill an interest in genocide studies that leads to future exploration and study among the students. And, of course, I hope we can reduce the risk of genocides from occurring in the future.

Guidelines for Presentations
Barry Mauer

Barry Mauer is Associate Professor in English, where, as a generalist, he devotes much of his time to work with film, digital media, simulation, drama, and sociology. His research is aimed at inventing new media practices for the academy and beyond, approached through a program based on grammatology and heuretics.

Research shows that teaching is among the most effective learning strategies. Therefore it is in students' best interests that we empower them to teach what they have learned. Some professors may be reluctant to require presentations, however, because they are unaware of how to implement them effectively. In this article, I offer guidelines to help professors and students master the art of presentations.

I assign students to work in groups of three to four. Each group is responsible for teaching about the readings assigned for that day. Each student is responsible for ten to fifteen minutes of presentation time.

I remind students that a presentation is not a book report in which one merely re-presents what is in the readings. Rather, presentations have two goals. The first is to make an argument about the class material and the second is to explain how to use the material to help us do our written assignments. I require each presentation make use of nine formal elements. I also offer additional suggestions.

Formal elements of presentations:
1. Introduction: Who are you?
2. Orientation: How is the new course material relevant to the ideas we have discussed in the class so far?
3. Abstract: Give us a brief synopsis of the topics you will be presenting.
4. Problem statement: What is the significance of the material you are presenting? What problems or areas of knowledge was it meant to address?
5. Evaluation: How do you feel about the materials? What do you like or not like about them and why?
6. Target: How is this knowledge going to help us do our assignments?
7. Method: What steps are necessary in order to use this knowledge successfully? This could mean applying a concept to a particular case, or following a procedure.
8. Demonstration: Show us how it's done.
9. Assessment: Discuss the value of the knowledge, how easy or difficult it is to apply, and how it will help us do our work.

Here are some suggestions for presentations:

1. Provide a printed handout, Powerpoint or Prezi presentation to the students in the class. Such visual aids should make use of bullet points rather than full sentences and paragraphs, except when you need to discuss a quotation.

2. List and define key terms from the readings.

3. I will distribute discussion questions to the class before the readings are due. You may use these or come up with your own. Good questions don't always have definite answers. For instance, a great question is "who cares?"

4. Discuss areas of our reading that are confusing or problematic.

5. Engage the class in discussion about key findings. The point of these discussions should be to move us closer to our goal of understanding and using disciplinary methods effectively.

6. Don't aim for "coverage," i.e. a detailed representation of all the readings. Rather, be selective and strategic; choose the most significant parts and make the greatest use of those.

7. Look for patterns across the readings. If you notice the same themes, ideas, examples, arguments, topics, and/or terms reappear in the works of different authors, pursue the connections.

8. Members of the group should divide the work of the presentation. One approach is to have each member focus on a different part of the reading. Another approach is to work conceptually or by topic, with one member looking at history, another looking at theory, another looking at theme, and so on.

9. Grading will take into account the strength of each student's contributions as well as the coherence of the group as a whole.

10. Originality is not the goal here; effectiveness is. If one group has found a solution to a problem, the rest of the groups are free to use it. However, each group is in competition with the others. The groups that consistently produce the best results will get the most credit.

Many students are nervous about giving presentations, but students who follow this template feel more secure about it. One problem I have found, however, is that no matter how detailed I make the guidelines, some students go through the presentation rather mechanically, hitting each of the nine elements as though they are checking off a list. Therefore I try to instill that the spirit of the presentation guidelines is just as important as following the letter. To prevent a mechanical or rote style, I added the elements of "evaluation" to the presentation guidelines recently (see #5 above). I have found that presenters and audiences are more engaged when we acknowledge our feelings about the materials, positive or negative, and explain why we feel that way.

I provide written feedback to students after their presentations, and I use the guidelines as my rubric. By following this grading practice, I have avoided grade complaints. If possible, I assign two presentations to students, so they have a chance to make improvements between the first and second ones.

One final benefit: by specifying the criteria for student presenters, I have made myself a better presenter and a better teacher.

Peer Review: Implementing in the Classroom
Linda Gibson-Young

Linda Gibson-Young is Assistant Professor in the College of Nursing, where she teaches graduate courses including advanced health assessment, evidence-based research, and nursing educator courses. She received her PhD from University of Alabama in Birmingham and joined the University of Central Florida in August 2011.

Today's education courses characteristically vary in format. Whether face-to-face, mixed mode, or online format, courses provide foundational level instruction to a large number of students. Traditional-style or face-to-face classrooms have allowed for active learning through dialogue, application, and content-driven discussion, but faculty are frequently challenged to meet consistent outcomes when curriculums are mixed mode or primarily web-based. The purpose of this article is to identify how peer review can be implemented within the graduate classroom to improve writing assignments and achieve assumed outcomes.

IMAGE CREATED BY UCF CENTER FOR DISTRIBUTED LEARNING

Peer Review can be defined as monitoring and reviewing a student's work by a peer within the classroom (Kate & McKey, 2010). The use of peer review can help students to read carefully by paying careful attention to the details, strengthen writing by recognizing responses of actual and anticipated

readers, transition from writing primarily for an assignment to writing for a broader audience, formulate and communicate constructive feedback on another's work, and gather and respond to feedback on their own work (Straub, 1999).

For one graduate nursing education course, the goals of peer review are to 1) identify writing issues (style and content), 2) isolate conceptual issues (misunderstanding of nursing concepts), 3) identify grading issues (by following a rubric), and 4) examine the effectiveness of the assignment (Haag-Heiman & George, 2011; Harrington & Smith, 2009). In this course, titled Teaching Strategies for Nursing Educators, students complete a large teaching project, and peer review is incorporated to allow student feedback and for the educator-students to practice administering feedback for students. The student response to peer review is overwhelmingly positive. Students participating in peer review commented on this opportunity within a post-course evaluation stating "[this was] the best educational experience, learning to evaluate my peer's work" and "I learned more about writing through peer review."

To get started, I suggest that you identify a course fit for peer review and find specific assignments to incorporate a peer review activity. Next, teach students to use a three-step approach in relaying peer feedback: 1) compliment, 2) make suggestions, and 3) offer edits and corrections. Students will benefit from a template when beginning peer review. Most of all, teach students what constructive peer feedback means by demonstrating it within your responses.

References

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Note: For more information on implementing peer review, you may also contact the Writing Across the Curriculum program.

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The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full-time and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty whether in hallway discussions, departmental meetings, or in written articles. This represents an opportunity for faculty members to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay.

See the guidelines for submission online at <http://www.fctl.ucf.edu/Publications/FacultyFocus/submission.php>. Please send your submissions to fctl@ucf.edu.

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