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"Pilates" for the Voice

Belinda Boyd



Be Boyd is an Associate Professor in Theatre. She arrived at UCF in 2002 and has been active in Theatre both nationally and internationally. In 2003, she was hired as a "Show Director" for Walt Disney World, and in 2004 she directed *Wit* in Louisville, KY and *Dangerous Items* in Toronto. She is currently the Women's Studies Faculty Fellow and last year was a recipient of the Women's Research Award. This year she will direct Ntozake Shange's new play *Layla's Dream* at the 2005 National Women's Studies Conference.

You've been invited to deliver a paper at a major conference. The session is expecting a large number of colleagues in your field. You are standing behind the curtain of a large auditorium minutes before your introduction. A huge wave of nerves takes hold of your body. Your stomach starts to flutter, your heart begins to race and your hands go slightly numb. What can you do?

You constantly feel as if you are running out of breath as you lecture. You consistently lose your voice around the middle of the semester. What can you do?

You've been told that you speak too quickly or too softly. These complaints are beginning to show up in your teacher evaluations. What can you do?

If any of the previous scenarios sound familiar, then "Pilates for the Voice" is for you.

We live in an overwhelmingly body-conscious society. There is a plethora of information on how to change the body, but there is little information on how to change the voice. Although people are not consciously aware of it, the voice, like the body, can encourage attraction

or disinterest. Even people who are aware of their own vocal challenges either feel powerless to make changes in their voice or have not been taught that they can make those changes. The typical reaction is to simply cast the voice aside and forget it. Throughout my twenty years as a voice teacher, I have seen people transformed as they begin to recognize the power of their own voices. I have seen timidity turn into confidence, failure turn into success, and identities reclaimed through simple adjustments in the voice. Making a living with your voice can be challenging. This article is designed to present some very easy alterations in the voice that will help strengthen, tone, and develop a voice that is more accessible and resilient.

Negative Factors That Affect the Voice

There are some basic physical habits that affect the quality of the voice. The amount of breath that is available to sound directly influences the voice. Breath responds to tight, constricted muscles in a negative way. Anxiety causes the muscles to contract, specifically the muscles in the belly, chest, throat and jaw. Muscles can also become tight over the years through poor posture (a sunken chest can inhibit intercostal breathing or a sway back can inhibit diaphragmatic freedom). Lack of freedom in breathing shifts too much responsibility for sound making to the delicate laryngeal muscles. If these muscles are tight they destroy the free play of the vocal folds.

Exercises That Can Change the Voice

Exercises to Release Tension in the Belly and Induce Deep Breathing:

- When you inhale, rather than contracting your belly (the way we're all taught to take in a big breath), close your eyes and think of your breath actually dropping deeply into your belly so that your belly actually (easily) moves out as you inhale and in as you exhale. Allow yourself to do this for a few minutes before you speak.

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- If you find that you still have “butterflies”, give your belly a vigorous, but gentle shake. Try to keep your hands relaxed as you shake it. Giving your belly a shake will help release your stomach muscles so that you can get in a deeper breath.

Exercises to Relax the Jaw and Induce Deep Breathing:

- As the jaw tightens, ligaments shorten and lock, and teeth begin to grind. Getting a free, deep breath in before we speak is diminished. In order to relax the jaw, place both of your hands on your jaw.
- Cup your hands so that your jaw and chin rest easily in your hands.
- Smooth your jaw down, letting your throat open, your back teeth separate and your mouth open. Use your imagination and think of lengthening the jaw so that it feels as if the jaw is releasing from the ear. If you continue to do this and allow all of these areas to open you will begin to feel more breath come in and out easily. You might also induce a yawn. Let it happen. A yawn is a natural stretch for the jaw.

People often speak too softly or lose their voices regularly because they are releasing sound improperly. Accessing deeper breaths is half of the battle; the other half is sound production.

Exercises to Build Strength and Develop Resonance:

- Go back to the exercises for the jaw. When you have smoothed down the jaw and found continual deep breathing, release sound on a full sigh (the same sound you tend to make when you allow yourself to have a good full yawn).
- As you are releasing the sigh, try to keep your throat open by separating the back teeth; think of sound “falling out” through the separated teeth and open throat.
- Once you have sound falling through an open throat, try to let sound fall out at the same time the exhalation falls out.
- Continue to practice this with something you have committed to memory. Continue to let the sound fall out on the exhalation.
- Once you begin to get the hang of sound falling out on the exhalation, begin to imagine that inhalation and exhalation as a circle of energy.

Exercises to Release Tension in the Lips for Crisper Articulation:

- Simply blowing through your lips, also known as “horse lips,” will loosen the lips and tongue.

In the same way that commitment to simple physical adjustments can change the body, these exercises can modify your voice. If you have any questions on the exercises above, feel free to contact me at bbboyd@mail.ucf.edu or 3-0872. If you feel that you need additional, more in-depth vocal work, I will be happy to conduct a workshop with faculty or students. Enjoy your “Voice Pilates!”

Technologies Shaping Communication

Matt Thompson



Matt Thompson is a Visiting Instructor in the Nicholson School of Communication where he teaches Fundamentals of Speech. He has been a guest lecturer at Florida State University on the impact of new technologies on communication, in particular Public Relations.

Since inception, the Internet has allowed researchers to access information via search engines and databases sans intuitive features—simply type in a search word, hit enter and become lost in the results. Boolean logic has become a way to limit or expand these searches; however, researchers still had to seek the information...until now.

RSS (Real Simple Syndication or Rich Site Summarization) feeds allow a researcher to have customized information delivered every day to an RSS reader. This kind of intuitiveness is analogous to a newspaper delivered to your door every day that focuses on the issues and topics that YOU are interested in. Not only can researchers pick a topic or issue that peaks their interest, they can also attach keyword searches for information and articles. For example, if I am interested in the topic of outsourcing, I could choose the “outsourcing RSS feed” and then attach the keyword “India” to the feed. The RSS reader would color coordinate the feed based upon my predetermined priority. In this case, all articles with the word “India” would be displayed in red type.

The researcher can also add feeds from his or her favorite news sources. CNN, Yahoo! Business, Business 2.0, CNET and even ESPN have RSS feeds. To do so, just go to your favorite website and search for the orange box with “XML” displayed. This box is small and typically located on the bottom of the page. Of course, keywords can also be added to these feeds along with the color priority code. The reader displays the feed as an abstract and most readers only provide the abstract as text accompanied with a link for the full article.

There are hundreds of RSS readers available and most are free, utilizing less than 2.0MB of space on your hard-drive. The reader I am accustomed to is Feedreader and can be found at <http://www.feedreader.com>. Once you decide to download, you will be redirected to a page with several ISP listings; choose the ISP closest to you. For example, since we are in Orlando I would want to download from the Atlanta ISP. The default feeds I mentioned above are from Moreover, the same news source company that handles the MSN feeds (<http://www.moreover.com>).

During my research lecture in my SPC1600 class, I actually tell students about RSS feeds/readers and encourage them to use the default feeds as well as loading their own. Though lec-

ture and theory is great, I often add an additional assignment that requires them to bring in a printed copy of the RSS abstract; that way I know they have at least loaded the reader on their computer. If you plan on incorporating this technology into your class, you do need to explain to students that bloggers use RSS on their websites, and even though technology is always changing, the hard and fast rule to evaluating credible sources does not. However, I find that most students that use these feeds for research go the extra mile to make sure that the source is credible by cross-referencing.

RSS technology is certainly here to stay, and AOL and other ISP providers are even starting to use RSS for phone integration. The need for real time information and updates is in demand, and as researchers we deserve credible, up-to-date information without having to scour the internet. Now the information highway is truly becoming two-way.

A Student-Centered Approach to Teaching Propaganda Techniques

Jerry Sublette



Jerry Sublette is a Visiting Instructor with the Nicholson School of Communication, teaching at the Cocoa and Palm Bay regional campuses. After graduating from Marshall University, he taught as an adjunct at a number of colleges before coming to UCF in the fall of 2001.

My Communication & Human Relations course is designed as a combined lecture and laboratory. I am using Sam Hayakawa's book, *Language in Thought & Action*, as the textbook for the course. Hayakawa focuses on the various ways in which politicians, advertisers, teachers, and religious leaders use language to appeal to our irrational side. Hayakawa discusses slanting, stereotyping, dead-level abstracting, and other ways in which language hinders critical thinking.

For the past several incarnations of this class, I have amplified Hayakawa's analysis with a module focusing on propaganda. Now, I am improving the course with a series of structured activities to provide a more student-centered approach to teaching/learning common propaganda techniques such as "fear appeal," "glittering generality," and "bandwagon."

Teacher-Centered Approach

My PowerPoint lecture, which requires 4–4 ½ hours of class time, has evolved to include five topics:

- Definition and characteristics of propaganda
- Brief history of propaganda
- Propaganda vs. persuasion
- General characteristics of propaganda
- Propaganda techniques

The last of these five topics has been the most time-consuming. Defining and giving examples of 12–14 propaganda devices requires 2 ½–3 hours of class time. This is the topic that I am converting from a teacher-centered to a student-centered lesson. I will still deliver the first four topics by lecturing.

In the past, I have embedded various propaganda materials into the propaganda devices lecture, including:

- U.S. presidential campaign commercials (video clips from a web page)
- U.S. World War II patriotic posters (from a web page)
- U.S. leaflets dropped on Iraq (from Centcom's web page)
- Commercial print advertisements.

The lecture has been followed by a written assignment dealing with some aspect of propaganda. Students also created a one-minute oral presentation of a U.S. propaganda poster chosen from a large number of card-size World War II reproductions that I provided.

Student-Centered Approach

In order to implement a more student-centered approach for the next incarnation of the course, I have divided the activity into four phases:

Phase 1: Students will collaborate in dyads or triads for group exploration in the computer lab. They will complete a "group worksheet" while they work through an online lecture. The lecture, which is posted on the course web page, consists of individual sections for each of the propaganda techniques. After becoming acquainted with 12–14 types of propaganda devices, students will then explore several internet sites that contain propaganda examples – posters, post cards, print ads, jingles, slogans, and presidential campaign commercials.

Phase 2: Students will make choices of propaganda examples while revisiting some of the internet sites from Phase 1. They will be encouraged to get input from their group members in choosing examples that are interesting and heuristic.

Phase 3: Students will prepare an oral presentation in which they will be expected to:

- Present and discuss several examples of propaganda. They will discuss sources, channels, message characteristics, and propaganda techniques exemplified by their choices.
- Prepare several animated PowerPoint slides consisting of text and visual materials and/or links to audio-visual materials.

Phase 4: Students will present their material to the class in a 2–3 minute extemporaneous presentation.

Conclusion

These innovations in the delivery of the material on propaganda techniques, I believe, will be more student-centered than the lecture method in the following ways:

- Students will be able to collaborate in completing the worksheet, exploring the Internet sites, and choosing examples for their oral presentations.
- Students will be able to choose from a wider range of examples.
- Students will be able to interact with the computer and classmates.

Please email me at sublett@mail.ucf if you would like a list of websites that provide examples of propaganda techniques, or if you would like to visit the course web page to examine the "propaganda lab."

Using Video Streaming and Chat Rooms to Meet Behavioral Objectives

Eileen Hamby



Eileen Hamby is an Associate Professor in the Department of Health Professions in the College of Health and Public Affairs. She is also the Regional Campus Coordinator for the graduate program in Health Services Administration. Her research interests are e-service learning, quality management, the scholarship of teaching and learning, and strategic patient flow management.

Digital video is an excellent tool to use in learner-center Web-based ("W") and mixed media – reduced seat time ("M") courses. When video is streamed into a course in WebCT, students can watch the video asynchronously as many times as they need or want. They can also print out the transcript for accessibility reasons, further reflection, or both.

One of the competencies that I want students to master in my Health Care Public Planning and Policy course in the graduate health services administration program is to be able to communicate their ideas effectively face to face with their legislators about key health care issues. I use video to help students achieve this behavioral objective. The Florida Physical Therapy Association produced a 14-minute video entitled "How to Communicate Effectively with Your Legislator" that shows two simulations. They gave me permission to have Course Development and Web Services stream the video onto my course website.

One of the simulations is on ineffective communication with your legislator and the other is on effective communication. In the video, a constituent is trying to talk the legislator into voting in favor of a certain profession on a bill that is currently being discussed in a legislative committee. The students get a good understanding on the correct approach when shown both an incorrect and a correct approach. When emotion is added to motion and portrayed via video, the students really get the point.

The students are then divided into teams of two, whereby one student is a lobbyist and one is a legislator. They create a scenario on effect communication with the legislator based on a current bill that their professional organization would like the legislature to pass. Then the team uses synchronous learning and performs a role-play in a recorded chat room. I can then print out the role-play, make guiding comments and give the student team a grade.

Next, the students use their new expertise to actually visit their local legislator and discuss the same bill that they discussed in the chat room. They have used all three types of learning domains (cognitive, affective, and psychomotor) and are then ready to speak with the legislator and act confidently. Each student shares his/her experience in the discussion forum where further interaction and collaboration is encouraged.

In my Health Care Ethics course, I use video slightly differently. A major educational video company gave permission to stream a three-segment ethics video onto my course website. Each segment shows a role-play of a patient with his/her family and health care provider in a different situation. Each situation is about making choices in health care given limited resources. In one scenario, a committee decides if a patient will get an organ transplant; in another, an insurance company decides whether a cancer patient should be treated; and in a third, a family decides whether to remove a patient from a ventilator.

After seeing the video and being provided a transcript for accessibility reasons, the students are divided into teams of four students each. Each team is then assigned to debate another team in the chat room using opposing arguments for a maximum of thirty minutes. Strict rules are adhered to during the debate.

The purpose of these exercises is to have future health care administrators conclude that there is more than one side to every story. Additionally, it shows them that they must weigh their decisions carefully prior to allocating the diminishing resources available in most communities.

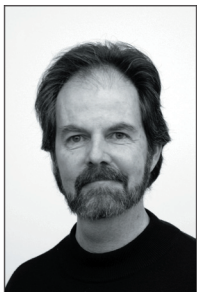
The saying that a picture is worth a thousand words is true. Students like examples of what is required of them, or at least being given a basis on which they can build their competency level. Video allows for this and provides "W" and "M" students with tools to achieve a certain competency level and meet the behavioral objectives for these assignments. Students state that they are much more comfortable and think of themselves as more competent when they reach the next step in these multi-step learning processes.

"The truth is lived, not taught."

- Hermann Hesse

Clinical Preceptor Education: "Training the Trainer"

L. Timothy Worrell, Jeffery E. Ludy



Tim Worrell is an Associate Professor in the Department of Health Professions in the College of Health and Public Affairs here at UCF. He joined the faculty on a part-time basis in 1973 and became a full-time faculty member in 1976. His clinical specialties include invasive and non-invasive cardiopulmonary diagnostics.



Jeffery E. Ludy is an Assistant Professor in the Cardiopulmonary Sciences Program in the Department of Health Professions located in the College of Health and Public Affairs. He is currently the programs director of clinical education (DCE) and has additional teaching responsibilities in the generic respiratory therapist program.

Many professional academic programs utilize experiential learning in one form or another as part of the overall education of the student. These learning experiences may be found in the traditional classroom environment, the hands-on laboratory environment, and in some form of experience in the real world environment. In order to achieve this very important real world experience, a variety of approaches are taken. Clinical programs use clinical preceptorships. Education programs use student internships. Other disciplines use mentoring programs. In all of these, the common thread is the need for dedicated, highly motivated professionals in these disciplines that are willing and able to function as role models for students in these various academic programs. One of the biggest challenges that programs of this type face is that of identifying appropriate preceptors or mentors for the students to follow. Once these individuals are identified, another problem is that of conveying to them exactly what the students and the program expect of them as preceptors or mentors.

The clinical training model used here at UCF for the past 15 years in the Cardiopulmonary Sciences program involves the use of a full time faculty member identified as the Director of Clinical Education (DCE) who provides scheduling and oversight in the clinical affiliates. The DCE is the primary liaison between the university and the clinical affiliates and has no direct bedside instructional role beyond consultation with the clinical affiliate management, staff practitioners, and the students placed there for clinical training. The UCF model also utilizes clinicians at the major affiliates who have expressed an interest in providing hands-on clinical training of future professionals. These individuals are paid by the university as adjunct clinical faculty and serve as a "bridge" between the daily activities of the clinical site and the needs of our

students scheduled at these sites. These paid clinical preceptors provide not only direct clinical instruction of the students, but also provide the DCE with detailed evaluations of each of these students throughout the semester. In addition, they manage scheduling problems that frequently arise in the real world learning environment of the hospital. In addition to providing direct bedside clinical training and evaluation, these paid preceptors assign the students to various clinicians throughout the hospital for additional patient care experiences. This last and largest component of the preceptor team is made up of professionals who are not paid by the university, but have agreed to allow our students to learn under their direct tutelage. In most of the clinical affiliates used by the university, clinical instruction is considered to be a part of the clinician's job description and most accept this as a part of their responsibility as professionals. All efforts are made to place students only with clinicians that take this responsibility very seriously.

In an effort to identify the most dedicated clinical preceptors possible, both paid and unpaid by the university, a "Clinical Preceptor Training Program" was developed and implemented approximately five years ago. This has evolved into a program conducted at each of the major clinical affiliates on at least an annual basis. The goal of the program is to provide both the paid and unpaid clinical preceptors with information that is consistent from affiliate to affiliate so that as students rotate among the various clinical sites, they will have at least some degree of uniformity in their experiences. Once the paid and unpaid preceptors are identified, the training program is scheduled as a one day seminar usually at the clinical site or on the UCF campus. One benefit of holding the seminar at the clinical site is that it tends to increase the university's visibility off campus at the various clinical affiliates.

The program consists of a series of presentations by the UCF faculty which cover the degree program in general, the objectives of the clinical preceptor program, the program's expectations and responsibilities of the preceptors, and the goals of effective clinical training. A discussion concerning what is expected of students as they progress through the program's three levels of clinical practice courses is also included in the seminar topics. There are a few institution specific issues that are addressed depending on the location of the seminar and the audience. The paperwork used by the program for tracking the students' progress in the clinical practice portion of the program is described in detail. Throughout the day's presentations, the faculty reinforce the benefits of becoming a clinical preceptor, whether paid or not. These benefits include an enhancement of the individual's teaching abilities, an improved sense of professionalism, and an increased recognition as a local expert in the field.

Since implementing the "Clinical Preceptor Training Program" here at UCF, a number of positive effects have been noted. One of these effects has been the establishment of a more cohesive group of recognized clinical experts who have been identified as preceptors. Another outcome has been fewer complaints from the students enrolled in the clinical practice courses with respect to problems encountered with the pre-

ceptors themselves. Preceptors who have been identified by the program and have attended the training seminar seem to have a greater sense of commitment to the clinical education of the students. In this respect, it has fostered the development of a true mentorship program. The preceptors appear to have a better understanding that they are educating the future practitioners in the profession and that they are directly involved in the evolution of the field in which they work every day. One final reward of conducting such programs has been that of identifying individuals in the clinical practice community who, after participating as preceptors, have made a decision to continue their formal education in order to become future educators in the profession.

Building a Course

Deirdre Englehart



Deirdre Englehart currently works in the Early Childhood Education Program at the DeLand campus of UCF. She has been with UCF in the Early Childhood Program for almost 6 years. Prior to that she worked as an Early Childhood Teacher in Orange County Public Schools and as a Teacher In Residence at the Orlando Science Center. Ms. Englehart is currently enrolled in the doctoral program for Curriculum and Instruction.

I work in the college of education with Early Childhood students, who often come to me with lesson plans they have developed for education courses that seem to be backwards in their development. Instead of deciding what they want students to learn through the classroom experiences, they start with the great idea, the cute activity or the fun game and then want to move from there to find an education standard that it would match. This type of planning does not begin with what students need to learn. It begins at the end with curriculum that we teach. I encourage students to look at the standards in education as their goals and then move to the curriculum that they would develop and teach as a way to accomplish those goals.

As an instructor at the university, I am guilty of the same thing as my students: when I receive a syllabus for a course I will be teaching, I immediately go to the activities and assignments listed. These assignments will be the basis for modules that I develop as a part of partially or fully online courses. Developing a course this way does not allow me to focus on the purpose or goals of the course. Since I am developing an online course for the summer, I believe that to build it from the ground up with the goals and objectives in mind would be a wonderful project for me.

Goals and objectives in a course represent the heart of what we want students to know and be able to do. Curriculum, whether

it is being developed for a preschool or primary grade classroom or for a college course, is the foundation of the course; it provides the basis for what to teach and how to teach. Teachers should view a curriculum as a process of planning the best possible program for students. Curriculum can be a road map to guide us: Where are we going with this course and how will we get there? with these ideas in mind I began my project of the development of a course.

My first question in the process of developing the Parental Involvement course was, "What is my goal and what will the students know when they complete my course?" As teachers, I believe we need to consider more than just the child, we need to consider the child as a part of a larger entity—the family. The interactions, issues, celebrations and problems that a family has directly impact the child. I believe that the course, Parent Involvement in Education, is crucial in helping education students develop an appreciation for families. Therefore, my main goal of the course is for education students to gain an understanding of families. Students will become aware of contemporary family patterns, sources of stress for families and school personnel, and effective communication and collaborative skills in dealing with families. Students will gain knowledge about and develop the skills necessary to build and enhance parent-school relationships.

A second vital question that I have asked myself with regard to this course is, "What will the students be able to do at the end of the course?" Through the activities, discussions and modules in the course, my students will be able to consider the many factors that contribute to a child's actions and ability to learn based upon what they have learned about family systems theory. Students will be able to suggest interventions for children based upon what they know about the family and the child. Students will have developed a resource file for parents with information on special services, community organizations, etc. My students will also have a number of strategies to use when interacting in conferences with families, and they will have developed a number of written correspondences that can be used in the future.

One last question that I am considering in the development of this course is, "How will I know that the students have achieved my learning goals?" The students will have authentic activities to support their learning such as interviewing families, developing an IEP or IFSP, case studies, etc. These activities will allow students to show me what they have learned as they read materials, gather information and apply what they know to case studies, and evaluate real life situations.

I am enjoying the process of developing my course with these questions and guiding ideas in mind. I look forward to completing the process and to the response of my students as I hope the course is effective for them in their future relations with families in the schools.

Statement of Scholarship of Teaching and Learning Philosophy

Mary Lou Sole



Mary Lou Sole, PhD, RN, CCNS, FAAN is a Professor in the School of Nursing. She began her career as a diploma graduate from the Ohio Valley General Hospital School of Nursing in Wheeling, WV. She received a BSN from Ohio University, a master's degree in nursing from Ohio State University, and a PhD in nursing from the University of Texas at Austin. She

has been active locally and nationally in many professional organizations, including the American Association of Critical-Care Nurses. She is editor of *Introduction to Critical Care Nursing* (4th edition published by W.B. Saunders), and serves on the editorial boards of several critical care journals. She has published over 45 articles in peer-reviewed journals, the majority related to critical care and nursing education. Dr. Sole has received numerous local, state, and national awards for clinical practice, teaching, and research. In 1997, she was inducted as a Fellow of the American Academy of Nursing.

I always wanted to be a teacher—for kindergarten or Spanish. Along the way, I chose a career in nursing. However, I believe I was destined to be a teacher. Within two years of graduating with a nursing diploma, I was asked to teach at my alma mater. I have learned much about teaching along the way, and have tried and tested many different strategies with learners at all levels in both academic and clinical settings. My practice as a nurse, educator, and researcher has always included the Scholarship of Teaching and Learning (SoTL), long before it became popular. These same thoughts came up at the recent SoTL event hosted by the Faculty Center for Teaching and Learning. Each of us who participated in the panel discussion noted that SoTL was an integral part of our everyday work as teachers and researchers.

Shulman (1) notes that the scholarship of teaching encompasses vision, design, enactment, outcomes, and analysis. Although these components have only recently been published, my beliefs are similar. I would add an additional step of dissemination of successes and strategies.

Dissemination gives us a chance to share ideas with our peers. My very first peer-reviewed publication could be classified as SoTL—it described strategies for teaching nurses how to easily calculate complex drug calculations. Now, over 25% of my peer-reviewed publications relate to SoTL activities. Articles include innovations and activities used in both classroom and clinical settings. As I develop, implement, and evaluate innovations in teaching and learning, I also keep a list of potential articles to write. Some of these articles relate to the innovation itself—describing strategies for implementation. Others relate to evaluation and outcomes of the innovation.

SoTL activities include authoring textbooks and other re-

sources for students. Some colleagues may argue that this is not scholarship; however, this activity fits SoTL criteria. It takes much time and effort to achieve a successful product. As part of my SoTL, I have edited a critical care nursing textbook. It is used nationally and internationally, and has been translated into Chinese. The book was the idea of a colleague who led the way with the first edition in the early 1990s. The book was well received—in particular by the students. So we proceeded to a second edition, and the rest is history. We have just published the 4th edition of the text. I have taken the lead on the book since the 2nd edition, as I had the most contact with both students and clinical practice. We have incorporated useful tools for the teacher: test banks, PowerPoint slides, image banks, and case studies. At the same time, we have developed comparable learning tools for the student, including an interactive CD-ROM and companion web-site. Some authors/publishers “outsource” the ancillaries for textbooks. I found poor quality in these ancillaries, so I took the lead in ensuring that the resources for both faculty and students are sound. Students consistently tell me they enjoy the book, and that, although the concepts are difficult, it is easy to read. Students tell me it is the first text that they have truly read from cover-to-cover. After each edition is completed, I tell the publisher I won't work on another edition. Yet, the positive feedback from the students keeps me agreeing to work on each new edition of the text.

SoTL also involves being active in ensuring quality educational programs. I have overseen and/or participated in development of several new programs at UCF. These include the MSN program initiated in 1995, the accelerated RN to MSN option, and the doctoral program initiated in 2003. I have also been involved in quality improvement by coordinating the writing of self-study reports for accreditation. This is very important as it helps the school achieve national recognition and prominence. As a result of these efforts, I have recently been appointed to serve as a site visitor for the Commission on Collegiate Nursing Education (CCNE). I have participated in other activities related to quality including benchmarking of the graduate program, UCF institutional effectiveness, and 5-year program review.

Technology has also been an integral part of my SoTL. Nursing was one of the first programs at UCF to embrace web-based learning. Along with a group of my colleagues, we have written manuscripts, conducted national and international presentations, and developed complete on-line learning options. Truly we have become expert in application of web-based technology.

I have shared several of my SoTL activities to encourage you to think about the diverse opportunities in SoTL. Several factors foster success in SoTL activities:

- A “can do” attitude
- Creativity and vision
- Openness to change and trying new teaching strategies and learning activities
- Learning from each other, and incorporating learning into our teaching

- A course can always be better the next time it is taught; innovations and changes can be evaluated and shared with others
- Partnerships enhance SoTL: students, other faculty members, professional organizations, cross-discipline activities
- Mentorship of others (faculty, students, peers) also enhances and develops SoTL
- Making SoTL a “program of scholarship” in the everyday role as faculty member rather than a “product.”

I am honored to have received a SoTL award. And, I must give thanks to a colleague who asked me about my application before I even considered submitting my portfolio. She had seen my various activities as SoTL, when I had viewed them as just doing my job.

(1) Shulman, L.S. “The Course Portfolio.” *American Association of Higher Education*, 1998, p. 6.

Editor’s note: For national definitions of SoTL, please see <<http://www.fctl.ucf.edu/sotl/definition.html>>

A LEGO MindStorms-Based Laboratory for Teaching Robotics

Alexander Leonessa



Alexander Leonessa graduated in 1999 with a PhD in Aerospace Engineering from Georgia Tech. After spending a few years as a faculty member in the Department of Ocean Engineering at FAU, he joined the faculty of the Mechanical, Material, and Aerospace Engineering at UCF in 2003. His research interests include robotics, system engineering, and control education.

In Spring 2005, the Department of Mechanical, Materials and Aerospace Engineering (MMAE) at UCF will establish an innovative senior level robotics curriculum. In order to plan, design and implement this curriculum, we employed the use of a Course Innovation Project (CIP), guided by the UCF Faculty Center for Teaching and Learning (FCTL), which provides a rigorous framework for implementation of innovative curricula and course development. The FCTL spearheads the CIP project and provides guidance to UCF faculty through periodic seminars and personal instruction. The main steps in a CIP include: identifying a need for innovation, i.e. an idea; a plan for implementation; and evaluating the implementation.

The bases of the proposed robotics curriculum already exist in the MMAE department; however, the necessary knowledge is provided to the students piecemeal in separate classes which are not explicitly connected. To this end, the students do not consider these classes to be part of a common topic.

Our idea is to blend the existing classes by establishing a Robotics Laboratory, which, using flexible and inexpensive robotic platforms, will force the students to apply all of the knowledge that they acquire from different classes towards a single goal.

The main purposes of introducing robot-based laboratories are to emphasize the role of system engineering, to introduce new and exciting approaches towards the teaching of control theory, and to provide a hands-on experience for choosing, implementing and using a wide range of sensors and actuators, as well as learning the software issues necessary to achieve this.

At the present time the most robotic-oriented class offered by the department employs a system that allows students to program a microchip and then test their programs by looking at LEDs. Instead of using such a system, which provides nothing more than a programming exercise, we plan to introduce a programmable LEGO™ MindStorms robot kit. The reasons for choosing LEGO™ MindStorms include its cost and flexibility, and also the student interest and curiosity in how something that they played with as children can actually be used as a learning tool.

With our idea and implementation plan clearly defined, we then specified an evaluation and assessment plan within the CIP structure, which will play a crucial role in validating and directing the project activities, outcomes and deliverables. The plan will evaluate and assess both product and process, in order to ensure that the project goals are met and will be assessed using a continuous improvement approach. Most notably, the plan will obtain quantitative and qualitative data to assess the effectiveness of the proposed educational tools (i.e the robotic platform) and educational content in fulfilling the desired learning outcomes, from both educators’ and learners’ perspectives, as follows:

1. **Data Collection:** Data collection will be conducted in order to establish a baseline for subsequent project evaluation activities. Participating students will take a pre-test, which will provide a baseline for each student that captures his/her preferred learning style(s) and base subject knowledge. In addition, other pertinent information including test scores and demographics will be obtained. Data for this evaluation will be periodically collected from questionnaires, surveys, structured interviews, focus groups, observations and counts of substantive activities. The data will be coded and analyzed by the FCTL staff. Data analysis will be an ongoing process, generating information to be provided to the appropriate stakeholders on a timely basis. The information collected will be supportive of efforts by FCTL to develop performance-based standards for use on new teaching methodologies to improve teaching and learning.
2. **Assessment Methods:** An Information Based Evaluation (IBE) technique will be adopted to develop parameters for meaningful [overall] project evaluation. This strategy

is very thorough and is driven by the real information needs of the project. It seeks to answer evaluation needs that are both process and product oriented and will yield a wealth of information with significant formative and summative implications. Students will be graded on the theoretical aspects of the classwork by the use of pop quizzes and exams; the laboratory components will be evaluated on the basis of technical reports; and a final design project will complete the semester. The instructor or TA will correct all written products in order to assign a grade. Faculty committees can also read these same reports to assess the attainment of program-level Student Learning Outcomes (SLOs).

3. Assessment of Instructional Media and Technology:

Because the robotics platform has not previously been used at UCF in the proposed manner, the effectiveness of the instructional media and the associated technology will be singled out for evaluation, thereby guiding future developments of both. Each project evaluation developed will begin with an assessment of SLOs using the Teaching Goals Assessment model supported by FCTL. A list of objectives will be developed including: specific thinking skills, strategies of learning, specific content, problem solving abilities, and career success skills. Learning assessment will be continued throughout each module, using Classroom Assessment Techniques to permit modification of objects as required, as well as ongoing feedback to and from students.

Success of the course will be judged by a focus group composed of faculty from the College of Engineering and Computer Science, who have an interest in control applications, mechatronics and robotics, using progress evaluation and summative evaluation. Group members will be provided with the laboratory manual and invited to attend laboratory sessions. Their feedback will be continuous during the project and beyond, allowing us to correct any oversight and continuously improve the laboratory work. The evaluation process will also involve the FCTL which offers a wide range of support services including: confidential peer observation; videotaping faculty while teaching; training graduate teaching assistants and adjuncts; mentoring faculty in teaching, learning, and research-related endeavors; and hosting summer and winter conferences to encourage faculty learning about new ideas in teaching.

The CIP process is a useful tool for all Faculty members who plan to introduce or significantly modify curricula. It has facilitated the successful planning of Digital Control in Mechatronics (EML3804), as described herein, which will be offered to Senior MMAE students in Spring 2005 as part of their core curriculum.

"Live each moment beautifully."

- Thich Nhat Hanh

Improving Information Security Curriculum Joohan Lee



Joohan Lee is an assistant professor in the School of Computer Science. He holds a PhD in Computer Science from Syracuse University and joined UCF in 2002. His research interests include computer and network security, parallel and distributed computing, and high performance data mining. He has developed the first computer security courses in the department of Computer Science.

When I joined the Computer Science Department of UCF two years ago, the first class I was assigned to teach was operating systems, a senior level core course. This was one of the traditional computer science courses that has been offered for a long time, and various textbooks and reference materials were available. Even though it was my first time teaching this course, it wasn't that hard to prepare the lectures and deliver them. After surviving the first semester as a new faculty member, I was asked to develop an information security course. At that time, our department hadn't offered a course in that area. Information security has become one of the most important social and technical issues in the Internet age. The problem of protecting data and information stored, accessed, and distributed using the computers and networks has become even more critical and challenging due to the rapidly increasing number of computers without proper protection connected to the Internet and the associated applications such as the Web, E-commerce, E-mails, and so on.

In order to comply with the urgent demands for software developers and researchers who are aware of the information security problems and capable of solving them, I started developing the first computer and network security courses. As there were no exemplary courses to refer to in designing the curriculum, I looked up similar courses offered at other institutions and developed a curriculum that covered the most common topics in those referred courses. The common structure of the information security courses taught in many institutions, including ours, was mainly focused on using cryptographic mechanisms to provide confidentiality and authentication and their application to the development of secure software.

This new course immediately caught the attention of the students who had interests in this area and thought that expertise in this area would help their job search. Some students in the class have been actively involved in the UCF Cryptography Club and had already acquired some basic knowledge about cryptographic algorithms.

After teaching the information security class twice based upon the similar curriculum used by many other institutions, I began to think if the current curriculum was the most appropriate way to educate the students in information security.

While many security applications used these days are primarily based upon the concept of modern cryptography, recent rapid advances in malicious programs such as viruses, worms, spyware and hacking methods that have become imminent threats cannot be addressed efficiently by the current curriculum. While considering modifications to the existing teaching materials and seeking for more effective pedagogical methods, I began to participate in the course innovation project supported by UCF Faculty Center hoping to find the answer.

While teaching the information security course again in this semester, I have participated in the course innovation project. Throughout the project, we have developed a couple of new teaching modules to incorporate the new ideas. Thanks to Sherri Sparks, a PhD student who served as a teaching assistant for the class, we could introduce new topics and develop new teaching modules that were not included previously. As we thought that teaching the attack methods is the most effective way to understand the nature of the problem and help develop counter-attack methods, new teaching modules were focused on that aspect. New teaching modules include:

- Reverse code engineering: Given a binary executable code, students are required to analyze the given program without the source code and figure out a way to bypass the protection mechanism and to inject a new code to invalidate the protection mechanism.
- Software exploitation: Students learn the most common and effective attacking method, called buffer overflow, and analyze an example malicious program that actually causes a buffer overflow. Students are also required to write a program themselves that causes a buffer overflow problem.
- Viruses, worms, and rootkits: Students study the various attacking methods used by current malicious programs and write a rootkit program that can hide a running malicious program from the operating system.

However, the knowledge about these new topics cannot be acquired or assessed efficiently by lectures or written exams. We designed a series of programming assignments deliberately to incorporate the key concepts such that successful completion of the given programming assignments will indicate that the students can actually utilize the learned skills and knowledge in the real world software development environment. Evaluation of a computer program assignment has been one of the most difficult problems in computer science education. However, careful design of the programming assignments can mitigate these problems. Assessment of the submitted programs could be done by modularizing the programming assignments to carry different achievement goals and evaluating individual modules as well as the entire structure of the program.

Even though we expected that the students would be able to understand the given teaching modules and the associated programming assignments successfully, some of the programming assignments were not successful. They required prerequisite knowledge regarding operating systems and assembly

programming language. Throughout the semester we attempted to receive feedback regarding these new modules from the students continuously to evaluate the effectiveness of the developed modules. However, even for those unsuccessful programming assignments, the feedback was very positive and constructive as these posed problems provoked their curiosity about how the real attacks take place. This would be further improved in the future by including the needed parts in the class or specifying the prerequisite courses.

Besides the new technical materials added, discussions and suggestions made in the workshop were really useful. Setting up the clearly written objectives for each teaching module and the associated programming assignments clarified what each module was trying to achieve. Previously, I have focused more on technical and theoretical issues, with implicit learning objectives, as those were the main obstacles for the students to understand. However, clarifying objectives for each teaching module could affect not only the effectiveness of the teaching but also the understanding by students. In addition to the innovations made to the class I teach, meeting with other faculty who had more teaching experience was another great opportunity to learn and share the hands-on experience with regard to various situations that might happen in the classroom.

Another interesting lesson was about 50 different ways of learning and teaching. My pedagogical methods are primarily based upon giving lectures, testing the knowledge through assignments and exams, and programming projects and presentation, which seemed to be quite common in many computer science courses. The students were quite accustomed to this way of teaching. Some of the methods listed in 50 ways of learning and teaching looked quite interesting and I plan to try them next semester.

Participating in the course innovation project offered me an opportunity to interact with other colleagues who use different pedagogical methods and improve my teaching methodologies and the quality of the courses I am teaching.

"We all know objective truth is not obtainable, that when some event occurs we shall have a multiplicity of subjective truths which we assess and then fabulate into history.... But while we know this, we must still believe that objective truth is obtainable; or we must believe that it is 99 per cent obtainable; or if we can't believe this we must believe that 43 per cent objective truth is better than 41 per cent. We must do so, because if we don't we're lost, we fall into beguiling relativity...."

- Julian Barnes

Assessment: What Is It and What Does It Look Like?

Barbara Moore



Barbara Moore is an Instructor in the Department of Economics, College of Business Administration, University of Central Florida. She is a Faculty Fellow at the Faculty Center for Teaching and Learning.

Today we continually hear the word assessment but individually we have our own conceptions (or misconceptions) in mind. Assessment is not just an exam, but the assessment of the overall learning taking place. Well then, how is assessment accomplished?

The Faculty Center for Teaching and Learning is an excellent resource for learning about assessment. Go to the website at <http://www.fctl.ucf.edu>, click on "Teaching Resources," then click on "Assessment" and then click on "Assessment for Optimal Learning." The assessment tools section discusses compliance assessment and continuous assessment. Compliance assessment is viewed by many as the appeasement of accreditation agencies. In the continuous assessment paradigm, there is "a system-wide culture of assessment driven by a need to know what students are learning, what teaching methods and conditional are most effective." All stakeholders in the university community are involved in continuous assessment.

Both formative and summative assessment takes place at UCF. We use formative assessment to monitor student progress. Summative assessment is "used to validate or certify an objective has been met by using a final evaluation instrument." A schematic of the assessment process begins with a plan followed by implementation of the plan. After implementing the plan, we measure if the plan was achieved. We do this by collecting and evaluating results. Why do this? So we can use the results to determine where improvements need to be made.

The American Association of Higher Education lists the nine Principles of Good Practice for Assessing Student learning. You can access the site at <http://www.aahe.org/assessment/principl.htm>. The information is at the FCTL Assessment site at <http://www.fctl.ucf.edu/assessment/bestpractices.html>. These two sites represent a comprehensive statement of what assessment should look like. Most importantly, it requires attention to outcomes and the experiences that took place to reach the outcomes. Assessment should not be episodic. Wider improvement is fostered when the educational community is involved. Assessment assists educators in meeting their responsibilities to students and the public.

Many of us have common misconceptions about assessment.

Visit <http://www.fctl.ucf.edu/assessment/misconceptions.html> to learn more about these misconceptions. The chart highlights how we should view assessment, not as an imposition, but as a way to continuously improve.

At the university, assessment takes place at all levels, institutional, programmatic, course-level and classroom-level. What takes place in the classroom should be meeting course goals, program goals and the university goals. At the classroom level we should be examining what content, skills and values students are learning through class activities. The courses offered at the university should have experiences that encompass the competencies students need to be successful in their lives and careers. Programmatically, design needs to be examined for effectiveness. Are the needs of potential employers met through the program? At the university level, how does our institution compare with comparable institutions? Does our university serve its communities effectively? Can the university improve? Does the university meet or exceed standards for SACS and other accrediting agencies?

When carefully considering assessment, one needs to consider Bloom's Taxonomy (<http://www.fctl.ucf.edu/assessment/blooms.html>). This taxonomy lists verbs that assist in the development of objectives to meet six cognitive levels. The levels range from the simplest knowledge to the more complex evaluation. For students to be able to evaluate, they must operate at the lower levels to be able to achieve the higher levels of cognition.

When developing learning objectives and assessment tools, one must be knowledgeable about student learning outcomes (<http://www.fctl.ucf.edu/assessment/SLOs.html>). Student learning outcomes provide expectations to both students and faculty. They represent a schematic for course design and revision. Faculty use of student learning outcomes can assist with self-assessment and meeting the requirements of accreditation agencies. When developing student learning outcomes, one must keep in mind that they should be specific, prescriptive of what is to be analyzed, and indicative of expected level of achievement.

The material located at <http://www.fctl.ucf.edu/assessment/definitions.html> gives a useful definition of assessment and describes measurement. This section is useful in formulating the meaning of assessment.

By far the most challenging aspect of the assessment process involves developing rubrics to assess student learning outcomes. Authentic Assessment and Rubrics (<http://www.fctl.ucf.edu/assessment/rubrics.html>) shows why rubrics are vital to assessment. Developing rubrics can be challenging; the FCTL has a website that provides some assistance in learning how to develop rubrics. The website is located in the Links section of the "Assessment for Optimal Learning" homepage.

Assessment is vital to the classroom, courses, programs and the institution. The Assessment for Optimal Learning website

shows how to accomplish assessment and answers any questions related to assessment. After perusing the website, please complete the survey "Your input is needed" to offer your input about the website and other information you would like included in the website.

Citation Searches and Journal Impact Factors: What Do They Really Show?

**Ying Zhang, Meredith Semones,
Elizabeth Killingsworth**



Ying Zhang (pictured left), is the Coordinator of UCF Information Source (InfoSource), which is a fee-based service providing market research and document delivery to the Florida business community, as well as performing citation searches for UCF faculty. Ying's subject areas include business, information technology and religious studies.

Meredith Semones (center) is an Associate Reference Librarian. She also coordinates the "Ask A Librarian" reference service.

Elizabeth Killingsworth (pictured right) is an Associate Reference Librarian who specializes in medicine and works as a liaison to all of the health sciences programs.

Eugene Garfield initiated the concept of citation searching in an article written in *Science* magazine in 1955, "Citation Indexes for Science: A New Dimension in documentation through association of ideas." In 1963 ISI (Institute for Scientific Information) published the first Science Citation Index. In 1972 Social Sciences Citation Index and in 1978 Arts & Humanities Citation Index were added, and as technology evolved, these indexes moved online and then to CD-ROM. With the advent of the Internet, ISI introduced Web of Science in 1997. For the first time, end users were able to perform searches of the cited scientific, social sciences and arts & humanities literature with relative ease.

FEE vs. FREE

ISI Science & Social Science Citation searches are offered through UCF Library InfoSource fee-based service. Fees are charged to recover costs incurred in using the Dialog System,

a commercial online search system. Costs vary depending on the number of publications, the number of joint authors, and commonality of a last name.

UCF Library subscribes to ISI Web of Science databases; these databases are available to all UCF faculty and students at no charge. The Library's subscription includes Science Citation Index, Social Sciences Citation Index and Arts & Humanities Citation Index. These databases are essentially identical to SciSearch, Social SciSearch and Arts & Humanities Search offered through Dialog.

So why should someone use the fee-based search when there are free Web of Science citation databases offered through the Library? Below is a comparison of the "fee-based" Dialog search performed by a librarian and a "free" Web of Science search performed by the individual.

Fee-based Dialog search:

- 1) Fee-based searches generally give more accurate results, especially for prolific, highly cited authors;
- 2) Self-cites can be removed more easily and efficiently in a Dialog fee-based search, especially for authors with many joint first authors and highly cited authors;
- 3) The librarian who performs the search provides a formal letter stating the total number of times an author has been cited and the author's ten (10) most frequently cited publications.

Free Web of Science search:

- 1) Searches provide excellent preliminary results;
- 2) Good for authors with fewer publications;
- 3) Search joint authors more easily;
- 4) Easily available via the Internet and no cost to the individual.

Limitations

Fee or free, citation searches have several limitations:

- 1) Non-comprehensive
A journal may not be indexed in the citation indexes. An author may have been cited in a specialized journal in a discipline; however, if that journal is not indexed in ISI's citation databases, then it will not show up in the search results. In addition, authors who are cited in books, technical papers, or conference proceedings or dissertations will not appear in the search results. If you are cited in these publications, you should keep track of these citations manually on your own.
- 2) Strong emphasis on the sciences. Although three citation indexes are available, Arts and Humanities and Social Science Index journal coverage is sparse. Citation results in these indexes may not reflect true scholarship.
- 3) Since citation indexes can only be searched by last name, followed by first and/or middle initial, common last names, hyphenated names and certain foreign names without mid-

dle initials can produce large sets and may produce inaccuracies.

Ranking Journals by Impact Factors

While faculty may take advantage of Web of Science to determine citation rates of their publications, another tool, Journal Citation Reports (JCR), will assist faculty in evaluating the quality of a journal, or to identify suitable journals in which to publish. With JCR users can create an alphabetic list of all journals within a subject area, but one of the more popular uses of JCR allows users to rank journals by impact factor. The journal impact factor is a measure of the frequency with which the “average article” in a journal has been cited in a particular year. Calculating the impact factor will allow the user to evaluate a journal’s relative importance, especially when compared to other journals within the same field. A higher impact factor indicates a higher citation rate of articles within that journal.

The impact factor is calculated by dividing the number of current citations to articles published in the two previous years by the total number of articles published in the two previous years.

The equation for calculation of the impact factor:

$$\frac{\text{number of citations (source + non-source items)}}{\text{total number of source items published}}$$

Problems & Limitations

Ranking journals by impact factor within a subject area gives one piece of data in evaluating the quality of the journal. Faculty may want to include journal impact factors as one indication of the quality of the journals in which they publish. It does not, however, necessarily indicate the quality of an individual research article. One assumes that articles published in journals with higher impact factors carry more weight than those published in journals with low impact factors, but many things unrelated to the quality of the articles themselves influence journal impact factors. Because review articles tend to be highly cited, review journals will have higher impact factors. The nature of the research within a discipline will influence impact factors. A discipline where book citations, not journal citations, are central to scholarship will have journals with lower impact factors. Publishers who require cites to articles referred to in letters to the editor will have higher impact factors. Another problem using JCR is that many journals are not in the database at all. Far more hard science journals are represented in JCR than social science journals and use of impact factors within interdisciplinary fields is very problematic. When using JCR users will notice that many subject areas of interest are not represented in the database at all.

Comparing impact factors across disciplines is never recommended. While it may be enticing to give more weight to a journal in biology with an impact factor of 30 than a social work journal with an impact factor of 1, one cannot say that

research within one journal is 30 times better than research from the other. Comparisons of impact factors should only be used within the same subject area and then they will only give the user an indication of the quality of the journal as compared to other journals within that discipline.

How to Access JCR

To use Journal Citation Reports from off campus, type in an activated library ID number from a current UCF ID card into the box on the top of this library web page: <<http://library.ucf.edu/Databases/TitlesAL.htm>> This activates the library EZ-Proxy and allows the user access to all databases subscribed to by the library, including Journal Citation Reports. If used on campus, no library ID number is needed to gain access. Journal Citation Reports is listed alphabetically in the list of library databases.

How to Create a Subject List of Journals Ranked by Impact Factor

- 1) Go to the Library Home Page (<<http://library.ucf.edu>>).
- 2) Click on Database Titles A-L.
- 3) Click on Journal Citation Reports from the alphabetic list.
- 4) Select either the JCR Science Edition or the JCR Social Science Edition and click Submit.
- 5) Select one or more subjects from the list.
- 6) Select Impact Factor from the drop-down box to sort journals by impact factor and click Submit.

Journal Citation Reports and Web of Science are databases that can be helpful, but can also be confusing to use. Help is available by contacting the Ask a Librarian service, or by making an appointment with a reference librarian for assistance with these or any other databases or library resources.

“Taken literally, the maxim, ‘Teach things, not words,’ or ‘Teach things before words,’ would be the negation of education; it would reduce mental life to mere physical and sensible adjustments. Learning, in the proper sense, is not learning things, but the meanings of things, and this process involves the use of signs, or language in its generic sense. In like fashion, the warfare of some educational reformers against symbols, if pushed to extremes, involves the destruction of the intellectual life, since this lives, moves, and has its being in those processes of definition, abstraction, generalization, and classification that are made possible by symbols alone. Nevertheless, these contentions of educational reformers have been needed. The liability of a thing to abuse is in proportion to the value of its right use.”

- John Dewey

Girls and Boys Town Partners with UCF's LEAD Scholars Students



Girls and Boys Town of Central Florida is working with University of Central Florida students in a unique partnership this semester. Sponsored by UCF's College of Business and the LEAD Scholars program, students are developing profiles of local residential and commercial markets donating habits to increase monetary and non-monetary donations. Under the guidance of instructor Lauryn Migenes, students are surveying consumers and businesses to better understand the reasons why people donate, if the use of additional media forms would increase donations, and the target profiles of key donors.

The LEAD Scholars program is an intensive two year leadership development program focused on developing lead-

ership skills on the UCF campus and the Orlando community. Servant leadership through community service is a large part of the program. Students participated in a Valentine's Day party for the children and are planning a St. Patrick's Day event. Additional potential events for the residents of Girls and Boys Town include meeting with Miss America Erika Dunlap, Easter egg hunts and dinners. To finance these events, the students are also participating in various fundraising activities such as bake sales and car washes. Devin Witherspoon, a student in Lauryn Migenes' class says, "I'm excited to be a part of this project. I love to be able to work with children. Girls and Boys Town is such an incredible organization and I want to do something like this in the future." To further assist Girls and Boys Town, students are collecting monetary donations and non-monetary donations such as baby supplies, school supplies, kids toys and games and non-perishable food items. If you would like to make a donation, please contact Lauryn Migenes at 407-823-4901.



UCF-Fit

UCF-Fit Program:

The purpose of the UCF-Fit program challenge is to build community at UCF through fitness and wellness activities.

UCF-Fit meets Wednesdays in front of Classroom Building 1 at 5:15 pm. All faculty, staff and students are invited to participate. Joggers and walkers of all levels are welcome.

The UCF-Fit program is growing so keep checking the web site <<http://www.fctl.ucf.edu/ucf-fit>> for future events.



UCF Relay For Life 2005

The Relay for Life is the American Cancer Society's signature event and the number one, non-profit, special event in the country. UCF will host the Relay this coming year at the UCF track. If you are not on a team but would like to be, come join our team at the Faculty Center. For more information go to <<http://www.fctl.ucf.edu/events/relayforlife>>.

Dr. Judy Welch, Dr. Alison Morrison-Shetlar, and Dr. Ruth Marshall are making another quilt as a gift for the Relay for Life. They are offering the quilt in a drawing which will be made during the relay. If you would like to view the quilt

and place your name in the bowl for the drawing to receive the quilt, please stop by the Faculty Center.

Proceeds go to Relay for Life
Donations are welcome.
Stop by the Faculty Center (CL1-207)
and enter now!



Teaching Related Conferences

NISOD: International Conference on Teaching and Learning Excellence

May 29-June 1, 2005

Austin, Texas

<http://www.nisod.org/conference/index2.html>

AAHE Twentieth Anniversary Conference (Cancelled)

June 12-14, 2005

Toronto, Canada

<http://www.aahe.org/assessment/2005/Assessment2005.htm>

The Learning Power of Play

June 22 - 25, 2005

Westminster, Colorado

<http://www.teachingforachange.com/Default.htm>

CRL 3rd International Conference

What a Difference a Pedagogy Makes: Researching Lifelong Learning and Teaching

June 23-26, 2005

Stirling, Scotland

<http://crl.gcal.ac.uk/conf.htm>

EDMedia 2005

World Conference on Educational Multimedia, Hypermedia & Telecommunications

June 27-July 2, 2005

Montreal, Canada

<http://www.aace.org/conf/edmedia/call.htm>

IMPACT 2005 7th Annual WebCT User Conference

July 18- 22, 2005

San Francisco, California

<https://programs.regweb.com/go/webctimpact2005>

2005 MERLOT International Conference

"Engaging the Global Community - Looking Over the Horizon"

July 25-28, 2005

Nashville, Tennessee

<http://conference.merlot.org/conference/2005/index.html>

21st Annual Conference on Distance Teaching & Learning Location

August 3-5, 2005

Madison, Wisconsin

<http://www.uwex.edu/disted/conference>

Mentoring: and Instrument for Transformation Location: South Africa

October 11-12, 2005

Johannesburg, South Africa

<http://www.fotim.ac.za/conference.html>

International Sustainability Conference: Strategies for a Sustainable Society

October 13-14, 2005

Basel, Switzerland

<http://www.isc2005.ch>

International Society for Exploring Teaching and Learning

October 13-15, 2005

Cocoa Beach, Florida

<http://www.isetl.org/conference>

Educause 2005

October 18-21, 2005

Orlando, Florida

<http://www.educause.edu/conference/annual/2005>

Making Knowledge Work: Building Sustainable Communities through Place Management, Social Capital and Lifelong Learning

October 25-28, 2005

University of Stirling, Scotland

<http://www.obs-pascal.com/docs.php?doc=86>

Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full- 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 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 <www.fctl.ucf.edu/focus/guidelines.htm>. Publication dates will be the middle of the first and last full months of each semester, and submission deadlines will be the Friday of the week prior. MLA format is preferred. Please send your submissions to *Faculty Focus*, fctl@mail.ucf.edu.



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Check us out Online!
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