Contents

Welcome from Alison Morrison-Shetlar

Alison is the Director of UCF's Faculty Center and Professor of Biology. After graduating from Dundee College of Technology in Scotland, she was chair of the Molecular Biology Dept. at the Max-Planck Institute in Dortmund and went on to direct the Center for Excellence in Teaching at Georgia Southern University.

Welcome to the 2004 - 2005 academic year at the University of Central Florida. I hope you had a great summer and that the coming semesters bring new and exciting growth in your career.

The *Faculty Focus* is full of information to help new and returning faculty discover the many resources that are available to support them at UCF. In particular you may want to look at the tear-out back page of this edition with URLs and information to help you transition effortlessly to UCF. Keep it by your computer for easy access. Inside you will also find articles written by faculty for faculty on a number of teaching and learning related issues.

We support all aspects of teaching on campus by providing many opportunities to meet and to share ideas among faculty. As a new faculty member (instructor, adjunct, visiting and tenure-track) you have the opportunity to meet many of the faculty and administrators on campus at the New Faculty Orientation on August 16 - 18, 2004. The many workshops offered during the orientation are also open to all faculty as part of a faculty development series, so check the agenda at www.fctl.ucf.edu and please join us for the workshops.

On the Faculty Center website you will also find a treasure trove of resources for teaching, for the scholarship of teaching and learning, and for classroom and program assessment methods. We add to this every day, so keep checking back for new resources. Please also look at the Faculty Success website at www.fctl.ucf.edu/success where we have put together a wide range of resources from how to get a parking pass to how to set your voice-mail, from maps of the campus to what is going on at the University.

Other events that you might want to consider applying for are the Winter and Summer Faculty Development Conferences that take place after the fall and spring semesters respectively. Many units on campus come together to provide a great learning experience for faculty. The dates of the conferences and the RFP guidelines are available on the Faculty Center website. Last year we had over 40 people attend the Winter conference and over 200 attend the Summer conference —all UCF faculty. It was a wonderful sharing experience for all involved and provided an opportunity to meet and to learn new and innovative teaching and learning methods. As a result of the conferences, many new courses have been developed or revamped with service learning, diversity and international components, to name just of few of the learning opportunities to be found at the conferences.

All over campus, workshops on a range of topics are being offered. Brown bag lunches occur on teaching issues such as the integration of technology into courses, service learning, diversity, internationalizing your curriculum, and developing new courses. There are too many to mention in this short welcome. If you subscribe to MyOrg by going to www.ucf.edu/myorganization, you will get a daily e-mail of all the events that are occurring on campus.

If you have questions and you don't know whom to call, then contact the Faculty Center at 407-823-3544 (3-3544 if you are on campus) and we will find the answer to your

question or identify the person you need to talk to. We will save you time phoning around and getting frustrated. No question is too small or too large for us.

Our mission is to support faculty success in any way that we can. The Faculty Center offers faculty development workshops on a wide range of teaching and learning related issues, conferences (internal and external), Teaching Circles, a Faculty Fellow program and much more. Our workshops are led by faculty and staff and are designed to be hands-on and interactive. We advertise all of our workshops and events on MyOrg, on our online calendar, and as a hard copy calendar that is distributed every month. If you have suggestions please let us know as we are always happy to develop new workshops to meet the needs of the faculty. We work with all the units on campus to support your successful career at UCF.

We look forward to seeing you on campus and at our UCF events.

Alison Morrison-Shetlar
Director

Teaching as a Non-Native Speaker
Kevin Yee

Dr. Kevin Yee joined the Faculty Center for Teaching and Learning in May, 2004, in the newly-created position of Academic Support Coordinator. He comes to UCF by way of Duke University's German and English departments. In previous years, Kevin also taught at the University of Iowa and the University of California Irvine. His experience stretches from small language classes to medium-sized writing and literature courses and to large lecture courses on comparative literature. Kevin looks forward to working with UCF's faculty on a wide range of issues and hopes to spread his enthusiasm for teaching and learning to as many people as possible.

Perhaps due to his extensive background working with Graduate Teaching Assistants, Kevin's first project when he joined UCF was a handbook for new GTA's, which is currently available on the Faculty Center Web site. His ongoing interest in the Scholarship of Teaching and Learning next led him to develop a detailed list of interactive teaching techniques especially for use in lecture classes. This list of 101 Classroom Assessment Techniques (CATs) is also available on the Faculty Center Web site.

All educators face a daunting task on their first day of teaching, trying to juggle content, pedagogy, and sometimes even first day jitters. These difficulties are greatly compounded, however, when the instructor is not a native speaker of English. There are two overlapping language problems: sometimes students don't understand if the instructor speaks with a heavy accent, and sometimes instructors don't understand the impenetrable undergraduate-speak, especially when it's heavily infused with slang. The disconnect in communication is so wide that students often switch classes to another teacher, stop attending their current class, or simply give up altogether. In fact, academics have even coined a term for the undergraduate reaction upon attending that first day of class with a non-native speaker—the "Oh No! Syndrome"— since so many students have indicated in surveys that they fear their learning and their grades may suffer.

There are no easy solutions to problems such as these. Undoubtedly, some students react negatively to non-native speakers due to cultural differences (and in some cases, intolerance). Bridging the cultural gap can go a long way toward preventing some of these problems, and proactive ideas include telling the class about yourself and publically probing the cultural differences rather than steering clear of them. But also just internally recognizing the various expectations between American students and international instructors can be productive. Americans don't mean disrespect when they interrupt teachers, but they do find instructors who never smile to be severe and unsympathetic. Teachers from cultures where students quietly sit and absorb information are often surprised to find American attitudes toward learning to be different. Not to mention the concepts of grade inflation, grading curves, make-up exams, and extra credit, all of which now seem to be part of the "American way." Instructors learning the American culture for the first time are well-advised to make note of such cultural differences whenever they come across them.

However, cultural understanding can only help so far. At some point, non-native speakers will need to improve their English skills if they hope to bridge all remaining gaps in communication with their students. Unfortunately, the process of achieving fluency takes a lot of energy and a lot of time, and here too there are no magic bullets, but there are some helpful language tips for classroom interaction: non-native speakers should try to speak slowly and carefully at all times, they should use the board for key terms rather than simply verbalize them, and they should rephrase student questions before answering to make sure they've understood. Ultimately, though, the long-term solution must be to raise the non-native speaker's skill level in English. Simply working and living in America will add to fluency over time, but not all experiences of "immersion" are alike. Non-native speakers should ask themselves how often they THINK in English, even to the extent of inventing imaginary conversations in their heads. This method of covert rehearsal, as it's called, can work wonders in a short period of time, especially if all languages apart from English are assiduously avoided. For immersion to work best, one must never speak (or even think) in the native language.

But how to deal with difficult classroom interactions now, while those English skills are building? The answer lies with

classroom assessment. Simple, short, and frequent assessment activities work on multiple levels to ease the communications problems non-native speakers may encounter. One-minute papers, concept mapping, role-playing, and think-pair-share sessions—to mention only a few such assessment tools—measure how well students understand the instructor and the material, and bring to light questions or issues they may otherwise be hesitant to raise. Such activities also raise student engagement by their very nature, and thus increase the level of learning, and in the process completely bypass those difficulties in communication.

This three-pronged approach should go a long way toward mitigating communication problems. Non-native speakers are advised to focus on culture whenever possible to ease the transition, to make true language immersion a priority throughout the day, and to verify student comprehension via frequent classroom assessment. Teaching in a non-native language can be challenging, but there is no reason it should present insurmountable hurdles. By actively and aggressively tackling the language barriers rather than passively waiting for English skills to sink in, as if by osmosis, non-native speakers can more readily control their own destinies and positively impact their students' learning.

Inquiring Minds Want to Know…
(shhh… this is really about assessment)
Tace Crouse

Tace Crouse is the new Assistant Director for the Faculty Center. Tace joined us after serving five years with the UCF Educational Studies Department, as both a faculty member and administrator. Prior to coming to UCF she had served on the math faculty for four years and in administration for eight years at Brevard Community College. Her career started off (as an infant) with fourteen years at various public schools in teaching and administrative roles. Tace holds two degrees from Shippensburg University of Pennsylvania and her doctorate from UCF in Educational Leadership. Her primary area of research interest is in the effectiveness of teacher development activities. On a personal note, Tace's two children have followed her into the teaching profession; and for relaxation, she, her husband and three LARGE canines enjoy gardening on their two acres in Oviedo.

We are sustained by inquiry, always on a quest to find the answers about something. We are truth-seekers, searching for understanding. We research everything that moves and if it does not move, we research it, also. (I know, you have heard that one before.) We question existences, purposes, philosophies, practices, and anything someone else dreams up. We study everything natural and everything unnatural. We explore and measure, treat and explore and measure again. Collecting evidence is as necessary as breathing and we suffocate without new knowledge.

So why does the word "assessment" strike fear into the hearts of many of us and make others uncomfortable? Some of our colleagues at other universities believe that were it not for the Southern Association of Colleges and Schools (SACS) and other accrediting agencies, we would not be focusing on formal assessment of our students' performance, of our programs and of our institutions. They view this assessment process as an imposition.

But is assessment not what we also wish to do? Combining our penchant for investigation with our role as teachers, the result is our need to study what, how, when and why our students are learning. Though research and teaching are separate categories on the current faculty evaluation form, the only path to optimal effectiveness in teaching is implementing a plan of continual assessment (research and response to results) of student learning.

Inquiry is an essential part of any assessment plan. Questions fairly erupt before, during and after teaching students. What do they know when they come to you? What did your students learn as a result of your influence? How do you know what they learned? How do you know that what they learned was a result of your influence? What teaching methods are the most effective for each area of content knowledge, each skill and each value clarification you cover in your course? Are tests the best way to determine if students have learned concepts and skills? …and there are thousands more.

Collecting and analyzing evidence of student learning is enlightening. Within each class meeting, there are countless opportunities to ascertain what students are learning. We each have our preferences as to how to collect the information. Whole workshops are offered on various classroom assessment techniques—at the Faculty Center, of course!

Mapping program competencies to courses and experiential activities is instructive and interesting, as well. It is the only way to fully understand how our courses and activities relate to each other and support the whole program. What prerequisite knowledge is needed and is it addressed at the appropriate place in the program? Are the capstone courses focused on the major objectives? Constructing these maps and re-engineering (is it still okay to use that word?) courses to meet changing needs of the professions or to integrate newly constructed content is worthwhile as an annual event for all program faculty.

It is essential to analyze how competencies are addressed—introduced, emphasized, reinforced—during each course, throughout a program of study and after graduation when the graduates use the knowledge, skills and values formulated during their university experiences in a career. Having a plan to assess learning throughout all these timeframes allows us to follow the students' movement (sometimes in a forward

direction and sometimes around the bend or in reverse) through the curriculum. This way we can intercede to save them during the journey rather than wait to take a final picture of results.

A robust assessment process contributes to the success of every aspect of your professional career. Without implementing a structured assessment plan, the questions regarding teaching effectiveness remain unanswered.   Are your students well-prepared for a career? What do the students need clarified?   How satisfied were employers with our graduates? What percentage of the graduates passed the certification exams? How many advisees were served? How satisfied were the students with the advising? How many of your advisees were successful in completing their programs within a specified period of time and did not have to take extra hours?

Your Faculty Center and the Office of Operational Excellence and Assessment Support have joined forces to provide workshops, individual consultations and a website (www.fctl.ucf.edu/assessment) to assist you in designing assessment plans that explore student performance and course and program effectiveness.   The website is in its infancy.   Your contributions in terms of links, other resources, commentary and testimonials on assessment are welcome along with your critique of the other site materials.

The assessment resources that have been developed for you should dispel many of the myths of assessment including: assessment is testing; it takes too much time away from important things; it uses specialized jargon unrelated to what we do in the classroom; or classroom assessment, program assessment and institutional effectiveness are unrelated. Admit it. You have harbored at least one of these thoughts so join us at the Faculty Center or on the Web to appease your intellectual curiosity as to how we might bring new light to bear on this issue. You will find the answers to many questions surrounding assessment and, hopefully, will create more.

"To live means to experience--through doing, feeling, thinking. Experience takes place in time, so time is the ultimate scarce resource we have. Over the years, the content of experience will determine the quality of life. Therefore one of the most essential decisions any of us can make is about how one's time is allocated or invested."

Mihaly Csikszentmihalyi

A Three-part Series on Self-Support, Self-Help and Professional Development
Part 2: Learning to Be Assertive
Sophia Dzieqielewski & Cheryl Green

Dr. Sophia F. Dziegielewski (on left) is a Professor in the School of Social Work, University of Central Florida. Her educational qualifications include a MSW and a Ph.D. in Social Work from Florida State University. Dr. Dziegielewski is a Licensed Clinical Social Worker. She supports her research and practice activity with over 80 publications, six textbooks and over 400 professional presentations in the area of health and mental health.

Cheryl Evans Green (on right) is an Associate Professor in the School of Social Work. She earned her master's degree in Clinical Social Work and her doctor in Social Work Administration, Policy and Planning from Atlanta University. Cheryl joined the faculty in 1978 as a visiting instructor in a grant funded project to develop case management training materials for state social service personnel. The following year, she was offered and accepted a faculty position to become director of the school's Field Education Program. She has served as Director of Undergraduate Social Work program and as Assistant Dean for Student Affairs in COHPA. Her research interests include multicultural social work practice issues, black women in leadership roles in the helping professions and higher education, and addictions, especially drug abuse and misuse among the elderly.

Assertiveness is the ability of a person to say how they feel without feeling guilty or angry over that expression. When a professional is being assertive, it means that person keeps his/her mind on an intended goal and does not allow for distractions along the way. When being assertive, persons state what is best for them in a situation, while always keeping open the option of changing their mind at a later date. It can also mean that all persons either directly or indirectly involved are treated with respect; and, the person that is being assertive always takes responsibility for what he or she feels by always using "I" statements and not "you" statements. Therefore, assertiveness entertains the idea that it is acceptable for people to make mistakes and to take responsibility for their actions (Scheingold, 2001).

♦ **Communicate your needs and points of view clearly but always remain respectful of others and what they have to say.**

When acting assertively, an individual will always seem positive, self-assured, and confident (Greenberg, 1996). It takes practice with all conversation being clearly stated in a neutral

tone, which although concise and to the point, remain free from excessive emotional undertones. In professional conversation, special attention needs to be given to making all communications assertive in nature rather than aggressive. Although many individuals do not realize the difference between assertive and aggressive communications, the differences can be pronounced and may yield completely different outcomes. Noting this difference is especially important when it involves topic areas a professional is passionate about. Aggressive persons are demanding and criticize others to get their way. Assertive persons, on the other hand, want their opinions to be heard, but provide the foundation that allows others to formulate their own opinions based upon the information provided. When this type of communication sharing occurs, all involved win as the resulting plan is viewed as shared.

- **In professional communication, always strive to be perceived as assertive rather than aggressive.**

If a person is non-assertive, unsure and perceived as lacking in self-confidence, it will become very obvious to others and can impair the message that is to be delivered. One way to gauge for nonassertive behavior is to assess how the communicator feels after an interaction. Are you left feeling taken advantage of, angry, or feeling as if what you said fell on "deaf ears"? If so, and these feelings are left unattended, they can manifest into resentment towards others. Furthermore, being perceived as non-assertive can lead to lower levels of job acceleration and increased levels of negative self-talk. Lastly, when people perceive you as non-assertive, you are channeled into a passive position and regaining this power may take several assertive inter-changes before others recognize your serious intent. Be prepared, once people perceive you as a passive member there may be resistance to accept your new assertive role, as most people will not be supportive of your assertive attempts because then their power will be diminished (Scheingold, 2001).

- **If you have been perceived as non-assertive or passive in past communications, don't be discouraged if it takes a view tries to get people to realize the point you are trying top make.**

If you ever find yourself trying to communicate your views and another individual is insulting, nagging, exaggerating, using vague language, bullying, blaming or undermining your wishes, stop before you react. If you feel as if you are being "boxed in," trust your intuition as you most likely are. Before you take action, stop yourself, if you feel angry. An immediate anger-based response is an aggressive, not assertive communication and will always be perceived that way by the other individual. Yet, do not simply walk away or pull back without responding, as that will be perceived as becoming non-assertive. In these types of situations, take a couple of slow deep breaths and realize that from an assertive stance you must prepare yourself for how to reject the criticism being offered because it is simply unfair (Lewis, 1997).

- **When you feel yourself become angry, stop and take a few deep breaths before you respond.**

Ask the person to restate what is wanted in the relation to the goal you both are seeking. You must also, take the opportunity to express any negative feelings about what was said although this expression must be related directly to how to make the communication better and more effective next time.

- **Restate what you heard the person say while putting it into direct relation to the goal you are trying to achieve.**

Once it has been restated and you feel the communication is complete, decide whether you need to express any negative feelings about the interchange. If you feel you must address it as it will bother you and possibly cause resentment if you don't, address it. Start with a statement such as, "We make a good team, yet what you said initially concerned me. How can we avoid having that happen again in the future?" Also, some people may be so passionate that you cannot reason with them. In these cases, simply state your case clearly and leave the conversation with an offer to discuss this again at a later date. And, remember, if you feel yourself becoming angry and frustrated, your own reasoning will be impaired. At this point it is probably best to "simply agree to disagree" and, if possible, leave the conversation with something you have worked together with on the past. For example, "Well, I know we can make a good team, but for now, I think we should just agree to disagree and revisit this at another time." This type of ending will leave the communication channels open.

In closing, the successful use of assertiveness communication takes practice. It is better to practice this type of interaction in a supportive environment, or in one-to-one active practice as opposed to only reading a self-help book (Zimmerman, et al., 2001). Assertive communication is not haphazard. Generally it is planned and takes practice. When trying to lead others and engage in successful assertive communications or to successfully lead a meeting Hardin (2001) makes the following suggestions. Prior to the start of any planned interaction, be sure to define the goals and tasks of the meeting, and to use this agenda to guide, process and redirect all assertive communicative efforts.

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UCF's LEAD Scholar Program
A Service Learning Experience for Faculty
Ruby Evans & Joseph Jeffers

Ruby Evans, Ed. D., is Associate Professor of Higher Education and Policy Studies, and the Program Coordinator, Community College Specialization area, Department of Educational Research, Technology and Leadership, at UCF.

Joseph Jeffers, LEAD Scholar, is a first year undergraduate student, with sophomore class standing, majoring in Mechanical Engineering at UCF.

In 2002, *Florida Leader* Magazine named the University of Central Florida's Leadership Enrichment and Academic Development (LEAD) Scholars Program as the top leadership training program in Florida. Since program inception in 1994, the LEAD Scholars program (LSP) has provided high-quality educational experiences and leadership opportunities to 1479 talented first-year undergraduate students. The LEAD Scholars Program (LSP) is a two-year comprehensive leadership studies and student development program, which is dedicated to preparing emerging student leaders for positions of leadership both inside and outside the UCF community.

The LSP aids realization of three of the five goals that support the overall vision in UCF's 2002-2007 Strategic Plan (http://www.spc.ucf.edu/SPCGoals.html):

- Offer the best undergraduate education available in Florida.
- Become more inclusive and diverse.
- Be America's leading partnership university.

Potential LEAD Scholars are identified from the UCF undergraduate admitted pool, and each first-year LSP class enrolls over 300 new students.

The LEAD Scholars Program Assistantship

During fall and spring semesters, UCF faculty may apply to serve as mentors to LEAD Scholars, who are awarded undergraduate assistantships. The assistantship is designed to connect students with faculty and administrators in a meaningful, mentoring relationship, as well as provide a concrete experience to students in their area of interest and career choice. Faculty mentors are recruited through university-wide distribution of the LEAD program description and an application form. To match a faculty mentor with a LEAD Scholar mentee, the LSP office:

1. Solicits faculty mentor applicants.
2. Reviews faculty applications.
3. Identifies a master list of available mentor positions.
4. Releases the master list to LEAD Scholars.
5. Solicits LEAD Scholar mentee applications.
6. Reviews LEAD Scholar applications for positions.
7. Matches a LEAD Scholar with a UCF faculty member, and awards an assistantship.

The proposed mentor/mentee match is typically on the basis of shared academic interests. Faculty and student meet, agree to become mentor and mentee, and then decide upon a weekly work schedule for the semester. LEAD Scholars are limited to approximately ten work hours per week. Assistantships are awarded during fall and spring semesters to approximately twenty faculty members, but for only one semester at a time.

Mentor's perspective

Joey was an exemplary LEAD Scholar, an undergraduate student who is clearly destined for great leadership accomplishments. As mentor and mentee in the spring 2004 term, we engaged in projects that ranged from a) computer searches of electronic databases and related library research, b) writing of research proposals for submission to the UCF Institutional Review Board (IRB), c) completion of empirical research studies, d) writing for publication (e.g., this article), e) review of scholarly articles intended as manuscripts to be submitted for publication, and f) general office work. Through our joint completion of these activities, the assistantship provided a seemingly infinite series of teaching and learning moments. As important, I was afforded an authentic opportunity to engage in a special form of service learning. Far from being completely altruistic, however, I received the benefit of a disciplined student assistant.

Mentee's perspective

My assistantship with Dr. Evans gave me valuable work experience in areas of interest to me. The nice thing is that I didn't have to leave the campus, and I was able to schedule my work hours around my classes. I also gained a valuable mentor in Dr. Evans, and I learned so much about the process of research. It's unlikely that I would have gained this much background and expertise in research and scholarship without the mentorship experience. As an undergraduate, I have had the opportunity to work with a member of the graduate faculty on significant research projects, and even writing for publication. I'm grateful to UCF, the LSP, and Dr. Evans for applying to serve as a faculty mentor. I'm glad that I decided to apply, not only for the LEAD Scholars program, but also the assistantship, once I was accepted into the program.

Overall, the LEAD Scholars program has been very benefi-

cial to me. I am grateful for the guidance provided by the LSP as I complete my undergraduate studies. Being a LEAD Scholar isn't just something that I will place on my resume, it's a total learning experience. I would recommend the LEAD Scholars program to any outstanding undergraduate student who plans on attending UCF. It is a great opportunity for emerging leaders to develop. Through the LEAD Scholars program, I am able to merge leadership theory with practical applications. In short, I am being developed as a leader. When I am ready to emerge, I hope the world is ready for me.

Physics in Films - A Blockbuster Class at UCF
Sae Schatz

Costas Efthimiou obtained his bachelor's from the University of Athens and his PhD from Cornell. After this, he spent an additional year at Cornell as a Lecturer teaching physics courses. He then accepted a research associate position at Tel Aviv University where he stayed for two years. He returned to the US as a Visiting Scientist at the Math Department of Harvard University. He continued with a Visiting Scientist appointment at Cornell and Columbia Universities. In August 2000, he joined the Physics Department of UCF.

Ralph A. Llewellyn is chair and professor of the Physics Department. He earned his Ph.D. in 1962 at Purdue and continues his research in the areas of environmental radioactivity, world energy resources and utilization, and physics education. Before coming to UCF in 1980 as Professor of Physics and the first Dean of the College of Arts and Sciences, he was Executive Secretary of the Board on Energy Studies and Staff Officer of the Environmental Studies Board at the National Academy of Sciences/National Research Council.

Popular films are featured in a new series of general education physics courses offered at the University of Central Florida. The idea to organize a science class around films came from Assistant Professor of Physics Costas Efthimiou and Physics Chair Ralph A. Llewellyn. They were motivated to create the classes when they learned that nearly 50% of all Americans do not know simple science facts, such as how long the Earth takes to orbit the sun or whether dinosaurs and humans lived at the same time. Efthimiou and Llewellyn also found that in addition to a lack of knowledge many students lack interest in science.

To combat disinterest while giving students a good education, the two professors developed the "Physics in Film" course. The course uses Hollywood movies to introduce the science behind mechanics, fluids, sound, thermodynamics, electricity, and magnetism. Some variations on the course have focused on different "flavors" of movies, such as films with superhero content, films with pseudoscientific content, and sci-fi/action films. Plans have also been developed to create additional flavors: modern physics, astronomy, pseudo-science, and metaphysics.

During each course, the instructor shows scenes from popular films and discusses their fundamental physics principles. For example, Efthimiou discusses the law of gravity as it is (mis)used in *Independence Day*, and he explains conservation of momentum by using *Tango and Cash*.

The UCF Physics Department has been offering the "Physics in Film" course since summer 2002. Since it began the course has been cited in many local and national publications, such as the Institute of Physics' "PhysicsWeb" and *The Dallas Morning News*. Efthimiou and Llewellyn have diligently collected student evaluations of the course, as well as student performance records. They found that students not only enjoy the course more than the standard "Physical Science" class but that the students perform about 10% better on exams in the "Physics in Film" course.

Efthimiou and Llewellyn plan to continue to develop the "Physics in Films" courses and concept. In particular, they want to improve the courses so that students appreciate physical science more. Ultimately, Efthimiou and Llewellyn intend to create "packages" of the various "Physics in Films" courses that can be used by other institutions, along with a new "Physics in Films" textbook, which Efthimiou and Llewellyn are currently developing.

Efthimiou and Llewellyn envision the use of films applied to other general education classes, such as:

- Mathematics in Films: *Pi, Good Will Hunting, Pay it Forward, Contact;*
- Astronomy/Astrophysics in Films: *Armageddon, Deep Impact, Contact;*
- Biology in Films: *Spiderman, The Hulk, Planet of the Apes, Jurassic Park;*
- Chemistry in Films: *Flubber, Year of the Comet;*
- Engineering in Films: *Armageddon, The Bridge on the River Kwai;*
- Archeology/Anthropology in Films: *Indiana Jones*

trilogy, Jurassic Park;
♦ Computers in Films: *The Net, Independence Day, War Games;*
♦ Philosophy in Films: *Blade Runner, Matrix, Terminator, Ghost;*
♦ History in Films: *Braveheart, Patriot, The Man in the Iron Mask;*
♦ Law in Films: *Erin Brockovich, The Firm, Legally Blond, Primal Fear; and*
♦ Forensic Science in Films: *Jennifer 8, Murder by the Numbers, Bone Collector.*

For more information on "Physics in Films" contact the Department of Physics at 407-823-2325 or www.physics.ucf.edu.

Teaching Online with WebCT

WebCT, as UCF's course management system, is used by every college and frequently for orientation, advising, and library support. All faculty and adjuncts may receive a WebCT account when they successfully complete a self-paced, online training program called Essentials (http://reach.ucf.edu/~essentials). UCF has additional, required training for faculty wishing to use WebCT to teach hybrid (M) or fully online (W) courses. Faculty who currently have WebCT accounts are not required to complete Essentials and can have additional accounts created.

The typical path for teaching with WebCT and the path most often suggested to faculty is: **Become informed**. Talk with other faculty who currently use WebCT. Review the faculty development offerings available to you on the Teaching Online Web site (http://teach.ucf.edu). Second, **plan ahead**. Anticipate the time required for faculty development, course design, and course development. Third, **get support**. Discuss your goals with your department chair to obtain approval and support. Fourth, **Design, Develop & Deliver**. Attend Course Development & Web Services' professional development offerings and brown bag lunches. Participate in FCTL teaching circles. Attend the Winter and Summer Conferences sponsored by FCTL.

For optimal success, start with a Web-enhanced course by completing Essentials then when you have mastered WebCT, apply to the Center for Distributed Learning (distrib@mail.ucf.edu) if you wish to develop a "W" or "M" course. To apply for a WebCT account, navigate to http://teach.ucf.edu, select "Where Do I Begin" then select "Request Account" and complete the online form.

Test Scoring Procedures for Large Lecture Classes

Test Scoring is now capable of handling large lecture classes in two different ways. We can grade and print the large lecture class as one class with a spreadsheet. We can also grade them and then print the large lecture classes which are broken down into their multiple lab or discussion sections and a spreadsheet that contains the sections. This means that the instructor will no longer have to sort the NCS scantron sheets into their respective lab or discussion section in order to be graded and given out in the smaller classes.

Test Scoring has revised the "Test Scoring Request" form to accommodate large lecture courses that have multiple lab or discussion sections. This information can be found under "Work to be Performed" section on the form. There are two check boxes requesting which way the large lecture course is to be broken down into. There are also two check boxes requesting which way the course is to be graded and what reports are to be done. All information that was previously on the reports as in individual student reports and statistical information will continue to be on them.

The revised Test Scoring Request form is available to download on the ACS web site http://www.acs.ucf.edu/forms.html or can be picked up at the Computer Operations Center located in CSB, room 330. The form will be available for use for the Fall 2004 semester.

If you have any questions or concerns about this new procedure, please feel free to call Test Scoring at (407) 823-5067.

Course Innovation Project

The Faculty Center for Teaching and Learning is calling for the submission of proposals by any UCF faculty who has an interest in improving a course. The following themes are suggested.

1. Assessment and the documentation of teaching and learning
2. Active and collaborative learning
3. Problem-based learning
4. Service learning
5. Employing new technologies in the learning environment
6. Teaching in a studio classroom

Faculty will participate in several workshops (12 contact hours) and receive support from staff in the Faculty Center and other support units as they develop new approaches and materials for their classes. The workshops will include a series of hands-on experiences designed to help explore teaching techniques and learning activities that have proven effective. Additionally, faculty will receive support specific to their project needs. By completing the workshops and producing a final project for dissemination, faculty will receive a $500 stipend.

Orlando Campus Workshops
Dates: Sep. 24, Oct. 8, Oct. 22, and Nov. 12
Times: Fridays 9:00 am to 12:00 pm
Location: CL1-207

Cocoa Campus Workshops
Dates: Sep. 23, Oct. 7, Oct. 21, and Nov. 18
Time: Thursdays 2:00 pm to 5:00 pm
Location: Cocoa-268

All applications will be evaluated by a Faculty Center committee using the following criteria:
- Project focus
- Viability of project
- Benefit to the University in terms of quality and productivity
- Specific plans for accountability of outcomes

The participants will also become part of an ongoing research project on effective teaching and learning. Faculty will be requested to share data on the effectiveness of activities and environments on student learning for potential publication. Participants may also use any data collected in their classroom for their own publication.

Faculty Center Showcases
UCF Artists Linda Brant & Judy Welch

Linda Brant is a watercolor artist as well as a licensed psychologist. Her paintings are inspired by her reflections, her dreams and her observations of life in all its forms. Linda had been painting since childhood. Most of her paintings are done with a combination of watercolor, gouache, and pen and ink. Interlocking patterns and layers of dots and lines characterize her current style.

Dr. Judith K. Welch is an Associate Professor in the School of Accounting, College of Business Administration. She currently serves on the FCTL Advisory Board. She is actively involved in the creation and assessment of technology learning tools to promote learning. Judy is passionate about quiltmaking. Her fabric-art features traditional techniques, appliqué, and stained-glass effects.

Come by the Faculty Center in CL1-207 to view some of Linda Brant's and Judy Welch's artwork. Additionally, we extend an invitation to all faculty artists to consider showing some of their work at the center.

> "Such happiness as life is capable of comes from the full participation of all our powers in the endeavor to wrest from each changing situations of experience its own full and unique meaning."
>
> *John Dewey*

Scholarship of Teaching and Learning (SoTL)

This column is part of an initiative on the promotion of the Scholarship of Teaching and Learning (SoTL) at UCF. The goal is to provide faculty with the information, resources and opportunities to become involved, if they wish, in SoTL. The BIG question that I am asked at just about every meeting that we hold on SoTL is "What is SoTL?" closely followed by "Is SoTL going to be valued at UCF? Will it be accepted in my department for tenure and promotion?"

What is SoTL? Over the next year we will be asking faculty who are currently involved in SoTL to share their ideas and research with the UCF community through articles published in our Faculty Focus. Not only will this inform us by providing actual examples of SoTL in action, but it will also start to build a community of faculty who are interested in student learning as a scholarly activity. These scholars will share their insights about effective teaching strategies and assessment methods that have resulted in guiding their classroom practices. This exercise of sharing experiences is a necessary component of SoTL.

The articles will show us the link between understanding learning theory and actual student learning in our classrooms. They will be based on practices that look at theory, feedback, investigation and modification. Anyone who is involved in scholarly work generates knowledge, shares the knowledge with others in their field through presentations, exhibitions, performances, and/or publications thus opening it up for discussion, review and critique. We build on that knowledge and put it into practice, then test it again. Through this process we shape the ideas of the discipline. The scholarship of teaching and learning is no different. It requires the rigor of questioning, the discussion of theory, knowledge of the variables and the constants, experimentation and consideration of ethical and moral values.

The goals of SoTL are to enhance student learning, to understand how students learn, and to grow and develop faculty knowledge on student learning. It has been said that "Teaching wisdom is passed like folklore from one individual to another." To promote SoTL is to advance the discipline of teaching through inquiry and experimentation, theory and practice, and to take the folklore out of teaching and put it into a form that is disseminated and valued and informs practice.

Is SoTL going to be valued at UCF? Will it be accepted in my department for tenure and promotion? UCF leaders have encouraged the art and practice of SoTL by supporting four SoTL awards. The Promotion and Tenure process involves department, college and university decisions, and the discussion on SoTL as part of this process has begun. If you think SoTL is important, get involved in these talks and promote the value of this form of scholarship.

Teaching Related Conferences

Educause 2004
October 19-22, 2004
Denver, Colorado
http://www.educause.edu/

The 2004 Frontiers in Education Conference Back
October 20-23, 2004
Savannah, Georgia
http://www.fie-conference.org/04/

The International Society for the Scholarship of Teaching and Learning Inagural Meeting
October 21-24, 2004
Bloomington, Indiana
http://www.is-sotl.indiana.edu/is-sotl/index.html

World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education
E-Learn 2004
November 1-5, 2004
Washington DC
http://aace.org/conf/default.htm

2004 Annual POD Network Conference
Culture, Communication, and Créativité:
November 4 - 7, 2004
Montreal, Quebec, Canada
http://www.podnetwork.org/conferences/2004/index.htm

International Conference on Teaching and Learning in Higher Education
December 1 - 3, 2004
National University of Singapore
Singapore
http://www.cdtl.nus.edu.sg/tlhe/

CIBER Institute Teaching and Learning Conference
January 3-7, 2005
Orlando, Florida
http://www.ciberinstitute.org/TLCMain.htm

3rd Annual Hawaii International Conference on Education
January 4-7, 2005
Honolulu, Hawaii
http://www.hiceducation.org/index.htm

3rd Annual Hawaii International Conference on Arts & Humanities
January 13-16, 2005
Honolulu, Hawaii
http://www.hichumanities.org/index.htm

Society for Information Technology and Teacher Education International Conference
SITE 2005
Phoenix, Arizona
March 1-5, 2005
http://aace.org/conf/default.htm

AAHE 2005 National Conference on Higher Education
Courage, Imagination, Action: Rallying the Trendsetters in Higher Education
March 17-20, 2005
Atlanta, Georgia
http://www.aahe.org/national.callfp.htm

International Conference on College Teaching and Learning
March 29-April 2, 2005
Jacksonville, Florida
http://www.teachlearn.org/final.html

Please tear this page out along the perforation and keep for quick reference.

Campus Quick References

Who is my first contact for any faculty-related questions?
Faculty Center for Teaching and Learning
www.fctl.ucf.edu
407.823.3544

How can I find my way around the UCF Campus?
Campus Map
http://www.ucf.edu/campusmap/

How do I know when the semester starts? Ends? When do I give my final exams?
Academic Calendar
http://www.ucf.edu/toplinks/academic_calendar.html
http://pegasus.cc.ucf.edu/~enrsvc/registrar/examschd.html

What is the difference between my PID and my NID?
Your PID (Personal ID) is used to access information on polaris
connect.ucf.edu
Your NID (Network ID) is used to access network services such as your email.

Where do I get my UCF ID Card?
UCF Card Office
www.ucfcard.ucf.edu
407.823.2100

How do I get a parking decal?
Parking Services
parking.ucf.edu
407.823.5813

What do I do regarding seriously disruptive students or emergencies?
Police Department
police.ucf.edu
407.823.5555

Where do I go for help with digital imaging, photography, teleconferences or video production?
Office of Instructional Resources
www.oir.ucf.edu
407.823.2571

Where do I go to develop online materials for a course, or to learn how to use WebCT?
Course Development and Web Services
reach.ucf.edu/~coursedev
407.823.3718

How do I place books on reserve for my class, or suggest books for the library to get?
Library
library.ucf.edu
407.823.2562

Who can I call for help with dial-up internet, wireless internet, on-campus internet, e-mail?
Computer Help Desk
helpdesk.ucf.edu
407.823.5117

How can I access my GroupWise email from any computer with an internet connection?
Login at mail.ucf.edu with your GroupWise login and password.

Does UCF have a toll-free number I can use to dial up to the internet while I am traveling?
UCF on-the-go www.ucf.edu/onthego/

How do I make sure the bookstore carries my textbook?
UCF Bookstore
407.823.2665

Does UCF have a gym for faculty to use?
Wellness Research Center
407.823.3509
http://pegasus.cc.ucf.edu/~wrcenter/

How do I buy tickets for UCF Athletic events?
Athletic Ticket Office
407.823.1000

How do I open an account at the UCF Credit Union?
UCF Credit Union
407.249.0008

Where can I send my students when they need help proofreading or editing their paper for my course?
University Writing Center
www.uwc.ucf.edu
407.823.2197

Where can my students go for tutoring or supplemental instruction?
Student Academic Resource Center
www.sarc.sdes.ucf.edu
407.823.5130

Where can students go to find a job after graduation?
Career Resource Center
407.823.2361

Who can I work with to help accommodate students with disabilities?
Student Disability Services
407.823.2371

Where can I send a student who is having emotional difficulties for counseling?
Counseling & Testing Center
www.counseling.sdes.ucf.edu
407.823.2811

Where can I refer a student who needs medical care?
Student Health Center
407.823.2701

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. Toward this latter goal, the *Faculty Focus* will lead to an annual "Best Practices" edition where some of the ideas that were generated in the bi-semester editions will be expanded and developed into full articles. The annual edition will be peer-reviewed and disseminated regionally. This represents an opportunity for faculty to reach their peers throughout the growing Central Florida 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.

Faculty Center
CL1-207, 407-823-3544

Check us out Online!

www.fctl.ucf.edu

Faculty Center

Karen L. Smith Faculty Center for Teaching and Learning
P.O. Box 160066 CL1-207
Orlando, FL, 32816-0066