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## Welcome Alison Morrison-Shetlar



Alison is the Director of the UCF Faculty Center for Teaching and Learning and Professor of Biology. After graduating with a Ph.D. in Biomedical Sciences from Dundee College of Technology in Scotland, she conducted research for many years and became Chair of the Molecular Biology Dept. at the Max-Planck Institute in Dortmund. On coming to the U.S. in 1993, Alison taught in Connecticut and Georgia, where she also directed the Center for Excellence in Teaching at Georgia Southern University. She joined UCF in 2002.

Welcome to the 2006–2007 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 Center staff and resources support all aspects of your success on campus. The many programs, workshops and consultations designed by the faculty provide opportunities to meet and to share ideas, develop curricular materials, learn about innovative pedagogies, develop grant proposals, and much more. A monthly calendar of all our events is sent out to all faculty or can be found online at <[www.fctl.ucf.edu](http://www.fctl.ucf.edu)>. All programs are voluntary, and it is at the Faculty Center that you will meet faculty from all over campus. Drop in and meet the faculty and staff to see how we can support your success.

The *Faculty Focus* is designed to provide information and ideas to help new and returning faculty discover the many resources that are available to support them at UCF. Inside each edition you will find articles written by faculty for faculty on a variety of teaching and learning related issues, whether face-to-face or

online. All of the issues are available online at <[www.fctl.ucf.edu](http://www.fctl.ucf.edu)> under “Publications.” In this edition in particular, you may want to tear-out the back page and keep it by your computer for easy access to an array of contact information to answer most questions you might have about UCF.

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. We work closely with all units on campus and have collaborative events that are informative and engaging.

The Faculty Center hosts and facilitates a number of events throughout the year. You might want to consider joining us for our Teaching Circles, workshops or “brown bag” lunch groups, apply for the Winter and Summer Faculty Development Conferences that take place after the fall and spring semesters respectively. You can also join up with a team of people from your department or come on your own to work with the many support units on campus. These are opportunities to design a new course, develop new strategies for your curriculum or totally change a program’s structure. It is a great learning experience for all. The dates of the conferences and the RFP guidelines and deadlines will be available on the Faculty Center website.

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

## **Teaching Legacy: Voices of Experience**

**David Kuhn**



David Kuhn is a Professor Emeritus of Biology. He joined UCF in 1970, and he has won two Teaching Incentive Program awards, two University Research Excellence Awards, a College of Arts and Sciences Excellence Research Award and a University Professional Excellence Performance Award. His research interests focus on the developmental genetics of the fruit fly *Drosophila melanogaster*.

### **1. Professor Kuhn, what teaching methods have you found to be most effective for your students?**

I feel that students respond the best to a wide range of teaching methods you might choose, as long as you are enthusiastic about your discipline and maintain an active research interest in the area. Your excitement can become contagious. By being on the cutting edge of your discipline, you can focus on the present state of the discipline and explore future directions. Remember to maintain a sense of humor, and if you make a mistake, simply say, "I made a mistake." One additional point: I like using graphics such as PowerPoint, not for reading the slide, but simply to use it as a starting point for the discussion.

### **2. What was your most memorable teaching experience?**

There's a question I can't answer. Every class is different; every circumstance is different. Although one can teach the same class many times, it's always different because the students in the classroom create a different environment. There have been many times that I walked away from the semester thinking, "this was really fun." These memorable experiences range from small graduate courses with 10 or fewer students to large classes of 220. One of the most enjoyable courses I can recall was an Advanced Genetics course composed of 15 compatible graduate students who got along well. For whatever reason we were all on the same wavelength.

### **3. What advice would you give to new professors today?**

Those of us who have been in the system for the last several decades were privileged to live through a golden age of science. We were there when Sputnik took off and were the beneficiaries of all the upgrades in science education. During these years the educational focus was on producing students who were better thinkers, better communicators, and better writers, and that is still the theme of a liberal arts education. However, times have changed. Now we live in a more consumer-based society. Many students now demand to be taught how to do something so that they have a profession they can walk into and be trained for. Research programs have been moving more and more away from the creation of new knowledge to the production of a product. Faculty members are

being asked to find ways of making money for the university. As states allocate fewer dollars in support of higher education, it becomes important for universities to become corporations and act entrepreneurial. I would advise new faculty members coming into the university system to understand the times, adapt, and expect as much change in higher education over the next several decades as seen during my faculty tenure. Finally, with regard to tenure and promotion, new professors need to identify successful role models in their area, and pattern their development after those individuals. Success will follow.

### **4. Why did you become a university professor? What kept you in the profession?**

For most of us who go into science, we do so because it's just fun. As I've told my graduate students for years, "I never came to 'work'; I came to 'play.'" I've always enjoyed nature and natural science, so it was a pretty easy gravitation. I've been doing informal research since I was seven years old. The academic career was one that seemed natural. My answer for why I've stayed is similar: if you can spend your entire day doing something you think is play rather than work, why do anything else?

### **5. What changes have you seen over your career with regard to student learning and how have you adapted to them?**

I don't know that student learning has changed, but the focus on what somebody wants out of the class has changed. In years past, people would say they didn't quite get the grade they wanted, but they really learned a lot, and that's why they took the course. Now it's not quite that simple. People want and think they deserve a high grade because they are consumers. They don't view higher education as a privilege any more. Thirty years ago, it was a privilege to go to college, and one felt privileged to be associated with professors. Now it's "I'm paying your salary; I am a consumer and here's what I want out of your class—if I don't get it, I'm going to be upset." Now it's not what they can learn, but what they can apply to a job. It's a natural change and we just have to get used to it.

### **MyUCF Grades**

We are pleased to announce a new electronic way to report grades to your students called "myUCF Grades." No longer will posting of grades outside classrooms or offices be necessary. Available for all courses beginning Summer 2006, a new pagelet will automatically synchronize with your official class rosters. The Faculty Center will offer workshops and one-on-one consultations on creating and maintaining Excel gradebooks or using the myUCF Grades pagelet for your courses. Faculty Center staff are also available to visit with your department to demonstrate this new way for students to access their grades.

**GEP Assessment****Mike Hampton**

Michael Hampton is Professor of Chemistry. He received his Ph.D. in Analytical Chemistry from Texas Tech University, and his research focuses on hydrogen storage systems, ion selective electrodes, piezoelectric oscillators as chemical oscillators, and inorganic materials.

In a recent conversation with the Dean I asked if there was a way I could get involved with solving problems in large classes at a higher level than just teaching them. The result of this conversation was that a Fellowship in the Faculty Center for Teaching and Learning was made available to me. This was exciting because it would allow me to make a difference on a larger scale than ever before. The problem for me was that the position required that I become intimately involved with program assessment, of the General Education Program (GEP) no less. I could do the large class work if I wanted, but the assessment work was required.

This produced a large personal conflict. When you think of assessment what feelings arise? Are they pleasant or inspiring? My feeling was always one of dread and avoidance. Whenever I was asked to participate in anything to do with assessment, I would always find a justification for being unavailable. Now, if I did the assessment work, I could do the large class work I really wanted to do. After a lot of painful self-analysis sessions, I decided it was worth it. Being terribly naïve, I also figured that the assessment work would be minimal and bearable as a result.

At first the task seemed manageable since the committee members I was working with were colleagues who were both very knowledgeable and patient. I kept being warned, though, that the assessment assignment was a big job. That just did not seem to be the case in the beginning. Unfortunately, I soon discovered that my work would be well beyond the committee. I would be interfacing with faculty both one-on-one and in groups to accomplish assessment of the GEP program. Worse, this is the year of SACS accreditation review, so the assessment was more critical than ever.

As the semester progressed I also found that I knew nothing at all about assessment. The ideas were foreign and the vocabulary totally new. Many words were familiar but somehow meant something totally different than I thought. Suddenly, I was painfully aware that the job was indeed huge and accompanied by an enormous learning curve.

Fortunately, knowledgeable and helpful colleagues kept me going, along with the desire to learn something new. With the warm and collegial help I was given to help in learning about

assessment, I felt safe again. However, the first meeting with the faculty actually doing the assessment of the GEP courses arrived and I felt lost again. It took less than two minutes for questions outside my knowledge to start. Even Disney's new Mount Everest roller coaster has nothing on the terror and adrenaline-pumping that this caused.

The rest of the year continued this way, but my knowledge began to grow and meetings got smoother and smoother. The chance to interact with faculty one-on-one to work out assessment actually proved very helpful. I learned that they really did care about it, and we spent many hours discussing important issues in great depth. I also got to sit in on other meetings of my colleagues with faculty and learn more. Meetings started going better and things started to make sense.

Finally, after several very long and impassioned discussions with faculty who saw assessment the way I used to, I had an epiphany. Assessment is a tool to link teaching and learning. It is a cyclic, always evolving process, that actually allows instructors to find fulfillment, and it assures that students gain what they need for the success they are working towards. Suddenly, assessment was a very positive and important thing to embrace, instead of something hideous to avoid at all cost.

Once I achieved my enlightened state, I changed my approach in my own classes and even in my research so that I began to actively assess what I was doing. Some findings from that assessment were a bit shocking, but they have led to a much more satisfying and productive classroom environment, and more productive research as well. This understanding has also made working with faculty to accomplish quality assessment of the GEP rewarding and quite successful.

To my utter amazement, over the year, assessment has changed from something that is hideous and to be avoided to a very important and useful tool that is rewarding to use. More interestingly, assessment turned out to be a much more important issue in large classes (as well as small classes) than the things I initially considered critical. I am very thankful for the opportunity I have had this year and will use what I have learned for the rest of my career. I will also continue to carry the torch to help others do the same.

**GTA Certificate Course**

Our GTA Teaching Certificate program will be returning in the Fall semester, on Fridays. This non-credit course carries a stipend of \$500 to those who complete course requirements. For more information, please see <[www.fctl.ucf.edu/events/GTAprograms/gtacert](http://www.fctl.ucf.edu/events/GTAprograms/gtacert)>.

***Incorporating Cross-Cultural Issues into a Leadership and Strategic Management Course at the Rosen College of Hospitality Management***  
**Fevzi Okumus**



Associate Professor Fevzi Okumus joined the Rosen College of Hospitality Management in August of 2005. He holds a Bachelors of Science degree in Tourism and Hospitality Management from Cukurova University, Turkey, a Masters of Science degree in International Hotel Management and Ph.D. in Strategic Hotel Management from Oxford Brookes University, England.

His research interests include strategy implementation, competitive advantage, learning organizations, knowledge management and cross-cultural issues. He teaches leadership development, strategic management, strategic human resources and strategic marketing.

I began working at the Rosen College of Hospitality Management in August 2005. Prior to coming to UCF, I taught at universities in England, Turkey and Hong Kong. During my first two semesters at the Rosen College, I taught two sections of the undergraduate level HFT4295 Leadership and Strategic Management course. As this was my first teaching experience in the US, the first semester was particularly challenging and also a learning experience in terms of having a better understanding of the students' expectations and teaching practices at a hospitality college in the US.

HFT 4295 Leadership and Strategic Management is a capstone course. It aims to provide a holistic view of political, economic, socio-cultural, technological and ecological environments globally. It also requires analyzing global issues related to the hospitality industry and business practices. It was surprising to notice that many of the students in my Leadership and Strategic Management classes had very limited knowledge and understanding about developments and business practices in the global environment.

Upon realizing this towards the end of my first semester, I included one session on international hospitality management. In this session, we defined and discussed national culture and its impact on the business environment, particularly the hospitality industry. We talked about Hofstede's (1980) cross-cultural dimensions: individualism vs. collectivism, masculinity vs. femininity, uncertainty avoidance and power distance. Related to these issues, I provided examples from different countries. To my surprise, most of the students showed much interest not only in listening to these issues but also in contributing their ideas. This created a lively and interactive learning environment.

During my second semester I also taught two sections of HFT 4295 Leadership and Strategic Management. Based on my experience during the first semester, I revised the course syllabus and included two sessions specifically on international hospitality management. During the first session, we defined and discussed national culture, problems with ethnocentrism, and Hofstede's cross cultural dimensions. In the second session, we looked at two case studies on why Disney had certain problems when they opened their theme parks in Paris and Hong Kong. We also had discussions about what kind of global issues should be considered when conducting business in different countries. In addition, when discussing the general environment and the hospitality industry, I gave more examples from other cultures and countries.

My experience in both semesters indicated that the students in my Leadership and Strategic Management class were very interested in learning about cross cultural issues and the impact of national culture on a country's business practices. I therefore intend to incorporate more examples and case studies on this topic in coming semesters. Finally, I have also noticed that, at the Rosen College of Hospitality Management, there are no courses at the undergraduate and graduate levels on management of international hospitality firms. Therefore, with a number of colleagues at the Rosen College, we intend to develop and deliver an elective undergraduate course on this area soon. We hope that such a course would prepare our graduates to interact and work with customers and employees from different cross-cultural backgrounds.

Finally, I have also learned a great deal since joining UCF in August 2005. Reading the book by Althen, Doran, and Szmania *American Ways – A Guide for Foreigners in the United States* has been indeed very helpful. Now I know more about American culture, working practices at a leading hospitality college in the US, and the hospitality industry in Orlando.

**References:**

Althen, G. Doran, R. and Szmania, S., *American Ways – A Guide for Foreigners in the United States*, Boston: Intercultural Press, 2003.

Hofstede, G., *Culture's Consequences: International Differences in Work-Related Values*. Beverly Hills, CA: Sage, 1980.

*"Experience without theory is blind, but theory without experience is mere intellectual play."*

- Immanuel Kant

## ***A Course Innovation Experience***

**Anne Prucha, Instructor of Spanish in the Department of Modern Languages**

My experience teaching Spanish Composition (SPN 3420), has been an interesting journey and one that has led to my own learning and professional growth.

The first time I taught this course, I was taken completely by surprise. One year, there had been personnel changes in the department, and just a few days before classes started, I was asked if I could teach this class (I had taught a Spanish composition course only once, many years before, at another university). So, what does one say when asked at the last minute to teach a course that she is not prepared to teach? “Yes,” of course! I spent the better part of the weekend preparing (and sweating) and familiarizing myself with the textbook (and worrying) and writing a syllabus (and doubting myself). I think you get the picture. In other words, I was not given ample time to prepare, either logistically or mentally, but in the long run I believe that this “last minute” experience helped me to create and to teach a very successful course. Going into the course without having had time to plan much ahead required me to work harder than usual. I really wanted that course to be a success.

This course has really evolved over the semesters. In fall of 2005 I taught it again. The textbook that had been assigned had never been my favorite, so I used my own materials, along with a very good Spanish grammar text, *Manual de gramática* by Eleanor Dozier and Zulma Iguina. My colleague Julie Pomerleau had taken Italian Composition (ITA 3420) with our colleague Luigi Ferri, and she mentioned to me that his approach was very effective for writing successfully in the target language. I asked Dr. Ferri if he would share his ideas with me, which he did, and he gave me a lot of material on which to expand and to tailor to my teaching style.

Essentially, the course was comprised of various writing assignments, but they were not all “compositions” per se. They included reading and analyzing, and, in most instances, writing prose, poetry, newspaper articles, popular music lyrics, blogs, movie reviews and narration. My objective was for the students to write as much as possible in Spanish without inhibition, but, at the same time, to pay close attention to grammar, syntax and vocabulary, and to hone their editing skills. I thought that it would be best if they could write about what interested them and choose their own topics, albeit with my guidance. This worked extremely well and the results exceeded my expectations.

To start, students wrote a brief composition on the first day of class and the topic was a *tema libre*, or free writing topic. They were permitted to write about anything they wanted for a 20 minute period. This really unnerved them. Many of them asked things like, “What should I write about?” They were uncomfortable with having the freedom to choose. Of course, this gave me the opportunity to see where their strengths and weaknesses writing in Spanish might lie as well as a glimpse

of their personalities. Following are my reflections on some of the writing assignments my students did.

We read poems in Spanish, and students later had to write their own poems on a topic of their choosing. I was surprised to see how nervous they were. I realized that this nervousness stemmed not only from having to write a poem but also from being required to read their poems aloud—in Spanish—to the class. All of the poems were very personal in nature. Assessment was based on vocabulary and spelling and not solely on content.

The narrative writing project consisted of writing an original conclusion to a fairy tale. First we studied what a fairy tale is, its elements, themes and style. Many students did not know the difference between a fairy tale, a legend, and a fable. Once they chose a fairy tale that interested them, they were challenged by having to be creative and original and especially by the requirement of presenting a dramatic reading of what they had written. I was pleased when every student used costumes, props and dramatic expression in their presentations. It was truly a success and very enjoyable for the whole class.

I provided students with a short list of movies in Spanish. Once they voted on the movie they preferred, we watched *Diarios de motocicleta* (*Motorcycle Diaries*), which is based on the diaries of Che Guevara that he wrote during a long motorcycle trip through South America in the fifties. The movie provoked many emotions and questions. Students were fascinated by the beautiful scenery and intrigued by the travels and the political evolution of this legendary figure. They even saw their professor cry during the movie! After bringing movie reviews and critiques to class and discussing the elements of each, students wrote their own review of *Diarios de motocicleta* basing them on themes that they found to be of interest. These included politics, poverty, personal growth and friendship.

Having moved from very prescribed writing assignments taken from a rather dull textbook, which, incidentally, is written in English, to a more open-ended style, by which students are freer to choose the topics about which they want to write, has been a great experience for me and for my students. We now have a newly selected textbook for this course, *Composición práctica: conversación y repaso* by Trinidad González and Joseph Farrell. It includes a journal and activities that can be done on the Internet. My colleagues and I will also incorporate a portfolio into the curriculum. All of these elements will lend themselves to a more interactive class in which students will be able to combine formal assignments tailored to their interests and with personal reflection.

## **Articulating Information Fluency: Early Experiences with Students' IF Innovations**

**Rudy McDaniel**



Rudy McDaniel is Assistant Professor in Digital Media. His research interests include narrative, storytelling, simulation, XML, knowledge management, and information structures. He joined UCF in 2004.

If you have walked around campus recently, you may have noticed the bright orange “What IF?” Information Fluency banners populating the grounds. Information Fluency (IF) is defined by the Information Fluency website <[www.if.ucf.edu](http://www.if.ucf.edu)> as the ability to “gather, evaluate, and use information.” This initiative represents UCF’s selected model for a Quality Enhancement Plan (QEP). One function of the QEP (a new component of the SACS accreditation process) is to encourage universities to develop innovative new models for improving student learning. This article details my experiences working with Information Fluency in a digital media course.

As part of a spring 2006 course innovation workshop, I had the opportunity to work on integrating the notion of information fluency into several of my DIG4922 (Media for E-Commerce II) classroom activities and assignments. While pursuing this goal, I hoped to motivate students to find a creative means to articulate the more abstract notion of information fluency into fully realized and usable products. In addition, by incorporating elements of information fluency into my lecture materials and discussing this topic in the classroom, I was interested in observing student reactions to the material and charting any of the emergent ideas that resulted from these interactions and conversations. I chose to associate the word “fluency” not only with the notion of an expert familiarity with a particular language or discourse, but also with the ability to adapt a communication in a more organic fashion, perhaps in order to sustain a particular interaction within a particular communicative context. Within this framework, I felt there was an exciting possibility to use this idea in the classroom as both a stimulus for class discussion and as a guiding principle for articulated digital discourse (in this case, in the form of Internet software applications).

An initial challenge in working with the IF model was to explain to students how information fluency differed from the work they were already producing in this particular course. Media for E-Commerce I introduces students to the fundamentals of databases, Internet programming languages, and Web-based usability. In E-Commerce II, these topics are reinforced by requiring students to complete a series of Web-based programming assignments in a more project-based course. Projects from the past included online ordering systems for hypothetical pizza delivery clients, portfolio uploading and management sites, and custom online calculators. For

the spring semester, I asked students to drop one of these traditional assignments and instead produce what I described as an “Information Fluency kiosk.” As we discussed our reactions to information fluency, the class considered the ways in which we might develop these intersecting ideas from the library sciences, information technology, and critical thinking into an e-commerce-type application.

Our initial challenge, then, was to decide a) if we were already “doing” information fluency, and b) if so, how could we do it better; or, if we were not already doing it, how could we do it in the first place? As a class, we decided that since we were building content to be displayed on the Internet, we were already gathering and using information to some extent. What we were not doing much, however, was evaluating information. So, we chose to design the concept for our Information Fluency kiosk based primarily on this particular stratum of IF. Furthermore, we noted the potential for articulated information fluency products to serve as teaching tools, either for digital media students or for students in other disciplines. Finally, we recognized the importance for feedback in our kiosk applications, so I decided to include a strong interactive component in this particular assignment as well. The final objective for the assignment, then, was to create an interactive kiosk that a) focused on the evaluation of information, b) provided an interactive component, and c) could be used to teach or inform users about specialized content.

The final assignment description (available from the IF Web site) included these objectives and also contained a brief description of the UCF QEP plan and how Information Fluency is defined in terms of student learning. Students in the course then produced a wide variety of products based on this assignment description. One project was an art history study tool that allowed students to upload their own annotated slide images and then browse a collection of artwork in either flashcard (no details) mode or a mode with full details (name, artist, period, style, etc.) in order to study art history materials. Another student developed The Conjugator, an IF kiosk application for studying imperfect tense conjugations in Spanish. Other projects included a kiosk for the critique of Advanced Placement Art in high schools, a database for mapping expensive software programs to their freeware or reduced cost alternatives, and focused Wiki-type applications with content related to specific courses or disciplines, such as a film terminology Wiki, or a graphic design Wiki.

As I witnessed the quality of the IF kiosks and the enthusiasm that accompanied the IF project presentations, I was highly impressed with the way in which these students were able to critically examine UCF’s Quality Enhancement Plan and produce new ideas and project deliverables based on the concept of information fluency. They used this model to create a vision of what information fluency meant to them personally, as individuals, and collectively, as a community of digital media students. I look forward to seeing the results of this process in other disciplines and across campus as the program matures and develops in new directions.

## ***Meeting in an Online World: Library Modules in WebCT Classes***

**Barbara Alderman**

**Allison King**

**Andy Todd**



Barbara, Allison, and Andy are UCF librarians who work in UCF's Southern Region. They continue to expand and rework the library instruction and reference services they have been providing for online classes since 2001.

### **The Beginning**

Late during Fall term 2001, librarians and teaching faculty on UCF's Cocoa campus discussed the possibility of working together in an online environment. Dr. Mary Ann Feldheim, UCF Department of Public Administration, was in the process of converting her graduate courses to WebCT. She did not want to lose the valuable information the librarians had been sharing with her face-to-face classes.

Three Southern Region librarians (Barbara Alderman, Marcus Kilman, and Allison King) took up the challenge. After making some telephone calls and sending some e-mails, we determined that no formal library instruction program existed for online classes. We met with Dr. Feldheim, drafted an outline, and determined a format. We decided to keep the information simple and to the point. Instead of providing page after page of reading materials, we would participate in the class and be available to answer questions. We also decided that instead of inserting graphical page images, we would include practice exercises with walk-through instructions and multiple choice answers. A final assignment, with open-ended questions, would be graded.

The module would include some generic information but would be geared specifically to the course being taught. It would consist of a text-based compilation of documents created in MS Word addressing many library-related topics including remote access, search strategies, databases, Internet searching, and interlibrary loan. Each section would be a stand-alone document, which could be inserted into the module as a (reusable) learning object.

Finally, a simple evaluation would be included to gauge the usefulness of the material presented and gather opinions of the module and the librarian's participation.

### **The Journey**

The first online library research module was incorporated in one of Dr. Feldheim's classes in the Spring 2002 term. All three of us wanted to participate, but we quickly found how

confusing that could be. We shared a login ID and it was difficult to determine who was doing what. Practice exercises were imbedded within sections. The students needed to click on a link to work on a practice exercise and many never returned to the module, thus making completion of the final assignment much more cumbersome.

As we moved into the next phase of the project, to create modules for other PAD classes, we found that Course Development and Web Services (CDWS) Instructional Designers had presented our module in the faculty training course as a "best practice." Consequently, faculty began contributing to the mission and popularity of the library modules. They continue to approach us and ask for their own course-specific modules.

The library module development process begins with an initial meeting between the librarians and the interested faculty member. During this first meeting, the instructor decides if they want a complete module with librarian participation or just a portion of the package. They select which sections they want included and identify any specific topics, databases, or other relevant resources they want covered. They also determine the point value and deadline for the final library assignment. Our modules are designed to serve the needs of UCF faculty and their students, so it comes as no surprise that faculty members continually advocate for having course-specific modules that are customized for instruction on subject-specific databases and other relevant resources. We rely on faculty suggestions and feedback to implement module improvements.

So, over time, the modules have evolved. In addition to faculty input, changes have resulted from observed behaviors, student comments, and the perspectives of new personnel with innovative ideas. Andy Todd joined the Southern Region team when Marcus returned to Orlando. Moreover, the number of librarians participating has grown and we are now collaborating with librarians from various UCF campuses.

The feedback from students has been positive overall, especially from students who are in their final class and are being exposed to all the information for the first time. They ask "why wasn't I given this information in the first class of my program, I could have really used it last year." Evaluations and student comments have substantiated support for a hands-on library module with practice exercises and a final assignment.

In response to various feedback, content has expanded. Some sections are unique to a particular course, but other sections, like a glossary and a discussion of peer-reviewed articles, are being incorporated into all modules. We still share an ID, actually we share two. We share one ID as a shared designer so we can make minor edits to the modules (major rewrites are made once a year) and we share another ID as a TA so we can input grades if desired by faculty. We share these IDs so we can easily provide backup services for each other.

One librarian remains in the class for the semester and provides reference assistance on any questions students have (whether for that class or any other they may be taking). We believe learning the process is more important than recording a grade. We want everyone to score 100 percent. With the faculty member's consent, we provide students with the opportunity to correct their assignments with hints and tips to provide additional guidance. We strongly believe librarian participation is an important component of the library modules. We participate by grading assignments and providing feedback, answering student emails, posting updates and items of interest on the discussion board, and offering search tips and research help to students. The librarian's participation also has expanded to include providing assistance on health service administration's corporate blogs, evaluating article analyses, and assessing peer-reviewed journal selections.

We moved the practice exercises to stand-alone sections to help prevent students from getting lost. We experimented one term and made completion of these practice exercises mandatory, but determined that the students actually got more out of the assignments with much less resentment if they remained optional. The evaluations have been provided as Word documents and PDF files requiring attaching to an email, included as a quiz, and solicited from the discussion board. We are still working on figuring the best way to get the most responses returned.

Currently (Summer 2006), we are involved with almost 20 unique online classes, many of which include the complete package with comprehensive modules and librarian service, in 7 disciplines, for more than 15 faculty. We have been participating in approximately 15 different WebCT classes each semester for the past 2 years.

### **The Future**

With the advent of the revised WebCT (version 6/Vista), we are re-inventing our modules one more time. With the help and guidance from CDWS personnel, we are restructuring the way we input the information to make updating much more streamlined. We will be assuming more responsibility for making changes and learning DreamWeaver along the way. We also will be utilizing our own departmental web space, Form Manager, the Assignment Tool, the new Announcement Tools, and pop-ups to provide contact information reminders.

As the university moves towards an integrated Information Fluency initiative, we believe that some form of course-specific library modules will continue to play an important role in the overall curriculum. We can envision incorporating more graphics, using streaming video, and possibly providing a gaming version. But, we hope text-only versions of library instruction will remain available for those students who must access the Internet via dial-up. And we stand firm in our conviction that collaboration between teaching and library faculty, whether face-to-face or online, will strengthen and fine-tune the research and information literacy skills of UCF's students.

## **Suggested Reading from the Faculty Center**

### ***Thinking About Teaching and Learning: Developing Habits of Learning with First Year College and University Students* by Robert Leamson**

Leamson supports claims by many college instructors that teaching first year students is becoming more difficult because students are less prepared. Prior efforts at remediation and "transferring" skills, however, are not encouraging. A more effective strategy, he insists, is to focus on the central obstacle to student success—language use. He believes most of what is packaged as "new" pedagogical tools are simply repackaged old teaching strategies now formalized and validated. Technologies and techniques are generally peripheral to core issues of interactive teaching which build upon discourse. He urges instructors to clearly articulate their teaching philosophy and their definition of learning, to restructure their pedagogy around the language of their discourse, to know their students well, to believe in their mission, and to embrace the hard work of achieving long-term goals. Leamson situates his argument within the context of brain-based learning and relies much on the work of Lev Vygotsky and Neil Postman. He believes most learning occurs—and should occur—outside of the classroom, while classroom time is best spent in activities which inspire the student to "struggle with the discipline, both inside and outside the classroom." The instructor should use a variety of delivery methods, shifting from one to another as appropriate and to avoid establishing routines. He continues with a discussion of technologies in education, writing as a teaching and learning technology, the computer, the web, etc. But no technology, he claims, can solve society's or education's problems. Leamson concludes with a call to focus on the humanity of teaching, on critical self-assessment, on life-long learning, and on finding the middle road.

You can check out this book, as well as hundreds of others on topics including assessment, diversity, grants, research methods, mentoring, information technology, and more at the Faculty Center Library. Feel free to utilize the library at Classroom 1 building, room 207 on weekdays from 8:00am to 5:00pm.

***UCF is upgrading to WebCT Vista for Fall 2006!***

UCF will be upgrading to WebCT Vista for the fall 2006 semester. Some faculty have volunteered to migrate to Vista for the fall. The remaining faculty will continue to use WebCT CE 4.1 and will migrate to Vista for the Spring 2007 semester.

All faculty are encouraged to periodically review the WebCT upgrade website, <<http://teach.ucf.edu/webctupgrade>>.

Since students may have one or more courses using WebCT CE 4.1 and one or more courses using WebCT Vista, we are strongly encouraging students to access WebCT courses through the “myUCF portal.”

The “webcourses@UCF” pagelet in the portal lists all courses in one place, whether they are CE 4.1 or Vista. Students will be automatically authenticated to the course they click on.

Faculty and student training materials regarding Vista are also located in the portal by selecting the “Academic Resources” link within the “MyUCF” menu.

Any UCF faculty member needing support with either version of WebCT can receive 24/7 phone and web support by selecting the “24/7 WebCT Support” icon at the bottom of the teach.ucf.edu Web page. UCF also has a new group (Instructional Technology Group) within Course Development and Web Services that is available for phone, email or scheduled face-to-face support for any UCF faculty member regarding WebCT Vista. The Instructional Technology Group can be reached at <[itg@mail.ucf.edu](mailto:itg@mail.ucf.edu)> or by calling (407) 823-0407.

Since WebCT has recently been purchased by Blackboard, it is almost certain that Blackboard will eventually drop the brands “WebCT” and “Vista.” Instead of moving to the brand “Blackboard” for UCF’s course management system, UCF will be branding its course management system as “webcourses@UCF.” So, over the next few months, you will slowly see this brand replace what we currently call “WebCT” and “Vista.”

***Winter Faculty Development Conference 2006  
December 11, 12, 13 2006  
RFP Due: 5 p.m. Friday, November 10, 2006***

The Faculty Center for Teaching and Learning will provide sixty \$500/person grants for faculty members who are transforming their courses. Faculty will receive assistance for the completion of a project that modifies their face-to-face or web-enhanced courses for the purpose of improving teaching, learning, and evaluation. Faculty members from all colleges are invited to apply. All participants will work in teams of at least three members and faculty are strongly urged to apply as teams. Individuals applying as such will be grouped with others working on similar projects.

Some themes for the conference include Scholarship of Teaching and Learning, Assessment, Research, Interdisciplinarity, Student Engagement, and Service Learning.

Faculty will receive support from staff in the Faculty Center, OIR, CD&WS, and the Library, who will provide a series of hands-on experiences designed to help explore teaching techniques and student participation activities that have proven effective in teaching subjects with multimedia or web supports, as well as in large or small class settings. Participants in this project will be invited to serve as mentors during the 2007 Summer Faculty Development Conference.

***Teaching Related Conferences***

**ASCD Conference on Teaching & Learning**

October 13-15, 2006  
Orlando, FL

[www.ascd.org/portal/site/ascd/menuitem.4bf962cf92abfb3ffdb62108a0c](http://www.ascd.org/portal/site/ascd/menuitem.4bf962cf92abfb3ffdb62108a0c)

**AC&U's Diversity and Learning Meeting**

October 19-21, 2006  
Philadelphia, PA

[www.aacu-edu.org/meetings/diversityandlearning/index.cfm](http://www.aacu-edu.org/meetings/diversityandlearning/index.cfm)

**Hawaii International Conference on Education**

January 6-9, 2007  
Honolulu, Hawaii  
[www.hiceducation.org](http://www.hiceducation.org)

**Creativity or Conformity?  
Building Cultures of Creativity in Higher Education**

January 8-10, 2007  
Cardiff, Wales, UK  
[www.creativityconference.org](http://www.creativityconference.org)

**Hawaii International Conference on Arts and Humanities**

January 12-15, 2007  
Honolulu, Hawaii  
[www.hichumanities.org](http://www.hichumanities.org)

**AAC&U Conference  
The Real Test: Liberal Education and Democracy's Big Questions**

January 17-20, 2007  
New Orleans, Louisiana  
[www.aacu-edu.org/meetings/annualmeeting/index.cfm](http://www.aacu-edu.org/meetings/annualmeeting/index.cfm)

**Educause Learning Initiative  
Creating a Successful Learning Culture: Connecting Learners, Communities, and Information**

January 22-24, 2007  
Atlanta, Georgia  
<http://educause.edu/eli071>

**American Council on Education  
The Access Imperative**

February 10-13, 2007  
Washington, D.C.  
[www.acenet.edu](http://www.acenet.edu)

**14th Georgia Conference on College & University Teaching**

February 23-24, 2007  
Kennesaw, Georgia  
[www.kennesaw.edu/cetl/conference/gaconf14/gaconf14.htm](http://www.kennesaw.edu/cetl/conference/gaconf14/gaconf14.htm)

**Innovations Conference 2007**

March 4-7, 2007  
New Orleans, Louisiana  
[www.league.org/i2007](http://www.league.org/i2007)

**Society for Information Technology and Teacher Education (SITE)**

March 26-30, 2007  
San Antonio, Texas  
[www.ace.org/conf](http://www.ace.org/conf)

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.ftcl.ucf.edu](http://www.ftcl.ucf.edu)  
407-823-3544

**How can I find my way around the UCF campus?**

Campus Map  
[campusmap.ucf.edu/](http://campusmap.ucf.edu/)

**How do I know when the semester starts? Ends?**

**When do I give my final exams?**

Academic Calendar  
[www.ucf.edu/info/acad\\_calendar.php](http://www.ucf.edu/info/acad_calendar.php)  
[www.registrar.sdes.ucf.edu/calendar/exam/](http://www.registrar.sdes.ucf.edu/calendar/exam/)

**What is the difference between my PID and my NID?**

Your PID (Personal ID) is used to access information on Polaris  
[my.ucf.edu](http://my.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](http://www.ucfcard.ucf.edu)  
407-823-2100

**How do I get a parking decal?**

Parking Services  
[parking.ucf.edu](http://parking.ucf.edu)  
407-823-5813

**What do I do regarding seriously disruptive students or emergencies?**

Police Department  
[police.ucf.edu](http://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](http://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](http://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](http://library.ucf.edu)  
407-823-2564

**Who can I call for help with dial-up internet, wireless internet, on-campus internet, e-mail?**

Computer Help Desk  
[helpdesk.ucf.edu](http://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](http://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](http://www.ucf.edu/onthego)

**How do I make sure the bookstore carries my textbook?**

UCF Bookstore  
[www.bookstore.ucf.edu/](http://www.bookstore.ucf.edu/)  
407-823-2665

**Does UCF have a gym for faculty to use?**

Wellness Research Center  
[pegasus.cc.ucf.edu/~wrccenter](http://pegasus.cc.ucf.edu/~wrccenter)  
407-823-3509

**How do I buy tickets for UCF athletic events?**

Athletic Ticket Office  
407-823-4653

**How do I open a UCF Credit Union account?**

UCF Credit Union  
407-823-3176

**Where can I send my students when they need help with their writing for my course?**

University Writing Center  
[www.uwc.ucf.edu](http://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](http://www.sarc.sdes.ucf.edu)  
407-823-5130

**Where can students go to find a job after graduation?**

Career Resource Center  
[www.csel.ucf.edu](http://www.csel.ucf.edu)  
407-823-2361

**Who do I work with to help accommodate students with disabilities?**

Student Disability Services  
[www.sds.sdes.ucf.edu/default.htm](http://www.sds.sdes.ucf.edu/default.htm)  
407-823-2371

**Where can I refer a student who is having emotional difficulties for counseling?**

Counseling & Testing Center  
[www.counseling.sdes.ucf.edu](http://www.counseling.sdes.ucf.edu)  
407-823-2811

**Where can I refer a student who needs medical care?**

Student Health Center  
[www.shs.ucf.edu/home.htm](http://www.shs.ucf.edu/home.htm)  
407-823-2701

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## ***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](http://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](mailto:fctl@mail.ucf.edu).

*Faculty  
Center*

**Check us out online!  
[www.fctl.ucf.edu](http://www.fctl.ucf.edu)**



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