Faculty Focus

Volume 7   Number 3   August 2008

Contents

- Welcome and Greetings from Jace Hargis
- Building Community in the College Classroom
- Using Webcourses to Create Classroom Time for Mentoring and Coaching Students
- Integrating the Classroom and Research Through Technology
- What We Did this Summer: Tips and Tools for Teaching with Technology
- The Reason Why

Welcome and Greetings from Jace Hargis
(new) Director of the Faculty Center

Dr. Hargis comes to us from the University of the Pacific in Stockton, California where he served as Assistant Provost for Faculty Development. His background is in environmental chemistry and he earned a Ph.D. from the University of Florida in Science Education, specializing in the area of informal learning settings, which is the focus of his research. Currently, Jace is exploring the connection between informal learning settings and virtual environments.

Greetings everyone and welcome as a newly hired faculty member and/or a returning faculty member to another exciting year at UCF. It seems that I, too, am included in the newly hired faculty category since I began as the new Faculty Center Director and Associate Professor in July of this year. I am very happy to be here, having worked with many of the Faculty Center staff over the past five years in various conferences and consortiums and have come to know UCF's Faculty Center as one of the leading Centers in the country. I have been in the Faculty Development arena for the past six years at two different institutions and hope that I can further assist the Faculty Center at providing services and resources to the faculty at UCF. Most recently, I was fortunate to work as an Assistant Provost for Faculty Development at a top 100 university on the west coast, the University of the Pacific. Although I was born a mid-westerner, lived many years in the south and now have experienced the west, I very much look forward to returning to the south. My background is in chemistry, and I worked over a decade for an Engineering firm as an environmental chemist, mostly in the area of field chemistry, traveling extensively and working mostly at Department of Defense sites. Currently, my research agenda is focused on science education, particularly informal science settings, such as museums, aquaria, zoological parks and the Internet—basically any setting that lends context to the intended concept. I have been fortunate to teach in museums, zoos and even on trains through the U.S. and Europe as well as on a boat <http://www.jhargis.com/studyabroad.htm>.

The Faculty Center has recently celebrated its tenth anniversary and is well positioned to provide and enhance its services to faculty for the next ten years and beyond. The Faculty Center's mission is to "support excellence in teaching and learning, successful research, creative endeavors and the professional fulfillment of faculty and staff in the local and global environment." If you are new to UCF, the Faculty Center website <http://www.fctl.ucf.edu/> may be a place for you to begin to get to know us. Although, either before or after your new faculty orientation, please feel free to stop by and visit us for a tour, chat or let us know how we can assist you. For instance, just a sample of the possible ways in which we could assist might include:

- Performing a classroom observation during your first year, subsequently providing non-evaluative information addressing pedagogical best-practices;
- One-on-one consultations sharing material on critical thinking, formative assessment, classroom management, the Scholarship of Teaching and Learning (SoTL), and distributive learning;
- Syllabus development and/or creating interactive syllabi;
- Course design and redesign, focusing on the psychology of learning, active and experiential learning, metacognition, and classroom assessment techniques (CATs);
- Guidance on how to enhance teaching and learning using technology, including wikis, blogs, podcasts, virtual worlds, and other social networking tools (Collaboration with Skype, Twitter, iGoogle docs; Meeting Services with Dim Dim, Web Huddle; Social News Communities with digg, Edtags, NooZ; and Social Bookmarks with del.icio.us, reddit, StumbleUpon).

continued on next page...

Karen L. Smith Faculty Center for Teaching and Learning   www.fctl.ucf.edu

For those faculty members returning to campus, and already aware of the many resources the Faculty Center can offer, I hope that you will find time to stop by and introduce yourself. I would like to meet each of you and inquire as to your thoughts on additional services which the Faculty Center could provide in order to address our ever-dynamic needs. We are always striving to improve and cater to your needs, so please share with us how we can enhance these services and/or create additional opportunities to assist in your success.

Thank you and I look forward to working with each of you, Jace.

Building Community in the College Classroom
Arup Guha

Arup Guha is in his ninth year teaching for the Department of Electrical Engineering and Computer Science. He focuses on teaching the beginning core Computer Science courses. He received the Award for Excellence in Undergraduate Teaching, 2007–2008, for the College of Engineering and Computer Science.

In addition to my responsibilities as a full-time lecturer at UCF, I have had the pleasure to teach part-time at two local area high schools in their International Baccalaureate (IB) programs. The IB program, by design, fosters a close-knit community of learners who support each other and facilitate learning beyond what occurs in the classroom. Ideally, as college educators, we should strive for this same ideal, since we cannot possibly sit down with every student in our class for several hours to explain each of our ideas in one-on-one sessions.

One of the difficulties of building a community of students in a college classroom is that many of the students simply are not friends at the beginning of a class. Unlike high school, where students typically know several of their classmates on the first day, a college student frequently may not know any of his/her classmates. College classes typically meet twice a week, so it is more difficult for students to form the types of friendships they form in high school classes where they see all the other students in their class five days a week.

Last semester, I had the pleasure of teaching Honors Computer Science I to 20 talented students, mostly computer science majors. On the first day of class I had planned to go over the syllabus and cover an algorithm called binary search. In the past, I would discuss the basic idea, draw a representation,

and then proceed to look at the code (computer program) that implemented the technique. For whatever reason, I thought it would be more fun to illustrate a binary search in a different manner: I asked the class to come up with five yes/no questions that would distinguish each student from the rest in the class. This is nothing but a disguised binary search, which is similar to the game "Twenty Questions," in which someone poses a series of yes/no questions in an attempt to identify a specific object/person about which another person is thinking. This activity forced the students to talk to each other. They first split the class into groups based on age and birth month. Then they separated themselves into smaller groups to find further features to distinguish each of these groups, such as wearing glasses and playing varsity sports in high school. (Not so surprisingly, the students found that there was a correlation between not wearing glasses and playing a varsity sport, thus asking both questions was somewhat redundant.)

The students seemed to have fun with the activity while learning a little bit about each other, and by the time the second class came around, they were already talking with each other in groups about everything from computers to ridiculous YouTube videos. I ended up offering a few more spontaneous community building activities throughout the semester, but the class already had a great chemistry from the beginning, thanks to the binary search activity. Not only did some students in the class end up becoming better friends, but other students also worked with each other and discussed class-related issues, bouncing ideas back and forth. When I assigned a group project towards the end of the class, the students had no trouble forming groups or working together. All in all, the class learned the material better than any Computer Science I class I had taught (13 out of 20 of the students earned A's). Even more incredibly, several of the members of the class formed a UCF club based on a common interest. I believe that a part of the reason for their performance is the bonds that they formed early in the class, which allowed them to learn from each other when they needed minor clarifications.

Certainly it is much easier to form a community in a classroom with 30 students than a large lecture hall class. Students naturally feel less intimidated by the size of the class, and the teacher can get to know each student personally. However, there are techniques that can be used in larger classrooms as well. In Spring 2007, I taught Object-Oriented Programming. Two of the difficulties in teaching this class are the large class size and the large difference in ability of the students due to the fact that some of the students learned the Java programming language in high school. After giving my first assignment and quiz in the course, it was clear that some students thought the class was painfully easy while others were completely mystified. I decided to split the class into two groups, asking those who felt they knew what they were doing to create an idea

for a game that could later be used for an assignment, while I worked individually with the students who felt lost. The first group of students (who themselves split into 20 groups or so) seemed to have a spirited discussion about various different game ideas. This gave me a chance to work with the other students to clarify some basic issues. I gave these students an alternate first assignment, and since we all worked together, they got to know each other a bit as well. Later in the class, I split the students up into groups of four, where each group had at least two students who felt comfortable with the course material. Each group had a whole class period to come up with a program to solve a problem. I walked around to each of the groups, making sure that all of the students worked together and understood their final product. In this manner, it seemed as if all the students benefitted. The more experienced students were able to articulate ideas they understood, and the less experienced students got to hear more personalized explanations than I could have provided.

There are an infinite number of ideas for activities that can build a community out of a classroom. An educator's challenge involves finding activities early during the course which naturally align with the subject material and promote bonds between students. These friendships/relationships ultimately enhance each student's learning.

Using Webcourses to Create Classroom Time for Mentoring and Coaching Students
Kathie Holland

Kathie K. Holland is an instructor in the Management Department of the College of Business Administration; she was recently presented the Excellence in Undergraduate Teaching Award by the College. Ms. Holland is also the faculty advisor for the CEO Knights, the student entrepreneurship club.

Do you miss the days when you had time to work individually with your students? Larger and larger class sizes require many of us to teach to the masses and lose touch with individuals. Mentoring individual students has historically given me a tremendous amount of satisfaction in my work. I loved working with individual students, guiding them in their career choices, helping them to network with potential employers or to start a business, and later hearing about their successes. However, as my class sizes increased, I had fewer opportunities to foster such relationships. I have always considered myself to be a teacher both in and outside of the classroom, but the reality of having 300 or more students in one term made this an unrealistic goal. I had lots of students

but I did not really know any of them. Sound familiar? Prior to becoming a full time instructor in the College of Business Administration in 2001, I had been an independent small business consultant; a good percentage of my consulting work included employee training and development. Thus, I was happy to be assigned to teach the course, Training and Development (MAN 4350) on a regular basis. It was in this course that I set a goal to increase my ability to coach and mentor individual students.

It is wonderful to work for a university that provides so many resources to make this goal achievable. The resources I used included the Faculty Center for Teaching and Learning (FCTL), Webcourses software, and Course Development Web Services (CDWS). First I completed CDWS's amazing IDL 6543 course. With my background in consulting and training, I was quite familiar with many of the concepts already, but the course was highly beneficial in helping me learn how to apply these concepts to an online environment. I have also relied on CDWS's many resources to learn the Webcourses software. However, FCTL provided me with wonderful opportunities to learn from others how they structured and implemented online courses. The summer and winter teaching conferences as well as the one-on-one coaching I received have been invaluable. I decided to transition my course to an "M" or mixed course in which students spend half of their time in the classroom and the other half learning online. I gradually shifted my lectures to the masses into Webcourses, and chose to use my classroom time to mentor and coach my student teams on their projects. This is the best of all possible worlds for me!

I implemented my plan by gradually shifting features online; first was the grade book, then discussions, then exams, and finally by writing the Learning Modules. My Learning Modules are, in essence, what I would say out loud if I were lecturing in the classroom. I recently received an email message from a student saying, "Ms. Holland, when I read the Learning Module, I can almost hear your voice!" During the summer of 2007, I was ready to pilot the implementation of my enhanced course. Since students did not enroll in an "M" course, I was prepared to deliver all lectures in the classroom even though they were now in Webcourses. Indeed, there were a few students who were uncomfortable or insecure with online learning. However, because there were just a few of them, I was able to simply coach them through the lecture material in the Learning Module. By fall term 2007 the course was officially designated an "M" course, and I have not regretted my decision at all. Of course, I have had to tweak a wide variety of things each term as I am still learning the software and adjusting features to better meet students' needs. However, I am also enjoying the opportunity to get to know my students once again!

Of course, I am still implementing and changing the course. Webcourses makes it easy to get continuous feedback from students, and I also ask my students to complete an anonymous Webcourses survey around midterm. They seem to enjoy the course even though I stubbornly refuse to make the exams easier. Technology and support make it possible for me to regain the interpersonal coaching opportunities that make my job so much more meaningful. Now I am trying to decide which of my other courses to convert next!

Integrating the Classroom and Research Through Technology
Jane Waterman

Jane Waterman has been a faculty member in the Department of Biology for 8 years. Her research interests focus on animal behavior in the Arctic and Africa. She has received two College of Sciences Excellence in Undergraduate Teaching Awards (2004, 2008) and a Teaching Incentive Program (TIP) award in 2005.

Research and teaching are synergistic activities for me and I integrate them in all my courses. For me, teaching helps me broaden my own outlook by forcing me to look at the bigger picture on a regular basis (instead of my own myopic view of my direct research interests). My research, on the other hand, keeps me at the edge of current knowledge and allows me to bring that cutting edge into the classroom so that students can see the dynamics of scientific understanding. I want students to understand that science is a work in progress, not just a static collection of facts. To move the classroom beyond the textbook in all the classes I teach, I bring research experiences directly into the classroom. Whether through discussing data the students have collected, having students participate in on-going research, or reading the scientific literature, I continually try to get students excited about science.

Moving beyond the textbook means active learning. I believe (as do many colleagues) that students who engage in research while they are still undergraduates have a better appreciation of the scientific process. At the freshman level, we first expose students to research methodologies using case studies and laboratory assignments. In their written laboratory reports, students are exposed to the scientific literature and required to integrate what is known in the literature with their own experimental results. This background prepares students for upper-level courses where they are exposed to hands-on research.

In my senior level classes, technology has helped me to integrate my research and teaching in new and innovative ways. In my senior level Animal Behavior class, I have experiment-

ed with a couple of ways to bring the research world directly to my students. I started out using a satellite link to broadcast from a remote field site in the Arctic directly into my class by using two-way video (iChat technology). While I was in the Arctic conducting research on polar bears, students could see me collecting data, see what I was seeing out the window of my study site, and ask me questions about the rationale, methodology and experiences of field research. This past year, I made the Arctic connection a more direct one for the students. I began using remote cameras installed on a tower on the coast of Hudson Bay to observe polar bear behavior, and students in the class had to learn how to collect behavioral data on polar bears as they moved through the area. Students controlled the three cameras via an Internet link and used them to scan the area and determine the location, behavior and potential sex/age of polar bears in this on-going research project. When tourist vehicles moved into view, students had to record how the behavior of bears shifted in the presence of humans. I was amused to watch these Florida students, in their shorts and sandals, watching the behavior of bears in the arctic climate (-30ºC). The students loved the experience of collecting data, and really enjoyed being able to watch polar bears; for most of them, it was their first research experience.

Another senior-level course I offered took field research to the next level—actually being in the field. My African Field Biology course integrated an online WebCT with a field component in order to offer the course simultaneously to students at UCF and at the University of Pretoria in South Africa. We used Internet chatrooms and discussion boards to discuss research papers and introduce methodology, and for groups of students from both countries to develop field projects before meeting at my study site in Africa to conduct their research. Students were required to come up with a project idea, develop a proposal and then collect and analyze the data. At the end of the course, they presented the conclusions of their project to post-doctorates and professors from the University of Pretoria. Taking students directly into a new culture, integrating them with African students and teaching them the techniques necessary to do hands-on science is a wonderful way to open the world to UCF students.

At each level of instruction, I have tried to give students a feel for what makes me so passionate about research. I truly believe that doing science is the best way to learn what science is about. However, what is the best way to expose students to the scientific process? Is it involvement in on-going projects (where the professor designs and controls the methods) or requiring them to develop their own projects? I am working with Drs. Linda Walters (UCF Biology) and Louis Nadelson (Boise State University College of Education) to study how the different types of research experiences impact students. We will evaluate how student learning is enhanced by research and also how we can improve our integration of research and teaching.

I do think that undergraduate research enriches the student experience and helps students successfully make the transition

from student to scientist. Technology has certainly enhanced the integration of research into teaching and has allowed me to expose students to a learning experience that was not possible even a few years ago.

What We Did this Summer: Tips and Tools for Teaching with Technology
Melody Bowdon

Melody Bowdon is Associate Professor of English and has been at the University of Central Florida since 2002. She was the 2005 recipient of the Gulf South Summit Award for Outstanding Contributions to Service-Learning in Higher Education and a 2005 finalist for the national Thomas Ehrlich Award for Faculty Engagement in Service-Learning. Currently she is conducting a statewide assessment of collegiate service-learning activities through her role as Florida Campus Compact Senior Faculty Fellow.

This summer I am teaching a web-based graduate course called Teaching Writing with Computers. My students come from several programs within my department and beyond, and most are engaged in teaching activities at UCF or one of several other institutions, ranging from an academy in Spain to local public schools and several college campuses around Florida. Some are veteran teachers; others are about to embark upon much-anticipated teaching careers. We are all cautiously optimistic about ways in which evolving digital technologies can shape pedagogy in both face-to-face and online formats. Throughout the course we have looked at and assessed the value of several tools developed or repurposed for education, and in this piece I will share some of what we have discovered. Some of these technologies will not meet the needs of all students; you may need to consult guidelines from CDWS and FCTL to make your course materials fully accessible.

Podcasts: At certain points in every web-based course, I feel a need to call everyone together to talk about some issue of broad concern. Sometimes we are dealing with a particularly complicated theoretical issue that has not been clarified through written communication. Other times it is a process, like peer review, that students are having trouble executing effectively. Other times, I feel a need to personalize the teaching/learning experience a bit. If you have taught online you know that there are moments when you start to feel more like a 24-hour ATM machine than a person; at those junctures I like to make myself real for the students by creating and posting a podcast. "Podcast" is a buzzword for a recorded message that is presented in MP3 format. To create one, you need a USB microphone (easy to find at any computer store) and an audio editing program like Audacity, which is available for free via a web download. Using an easy to install patch, you can quickly convert an Audacity file to an MP3, and even give the file an album name, etc. Okay, so students may not load your broadcast on their iPods for repeated play, but if you keep the message between five and seven minutes long, they will likely listen to it at least once and appreciate the change of pace. I like to drop in some music behind my voice and I often insert the recording into a PowerPoint presentation containing a few slides that highlight the message. For great free music without copyright restrictions, check out Creative Commons or ccMixter on the Web. Words of caution: Be sure to get a foam cover for your microphone and save OFTEN with Audacity, as I have lost an hour's work more than once when the (did I mention that it is free?) program has crashed. Try Dragon Naturally Speaking to transcribe podcasts for hearing impaired students.

GoogleDocs: If you have not checked out this web-based tool for composing and collaborating, you may be missing out on a method that could simplify several aspects of your work. This free addition to the Google universe allows users to create documents, spreadsheets, and presentations online. Whether I am working on my laptop or my home or office desktop, as long as I have an Internet connection I can access the latest version of my documents on GoogleDocs. But just as importantly, I can share these documents with collaborators, including students, co-authors, or research assistants. I can easily keep track of every iteration of the documents through viewing the revision history, and my collaborators and I do not have to bother with keeping straight which of us emailed the other the most recent version. If you choose to use this tool, do not bother with formatting within the website, as formatting is its buggiest aspect. To create a polished and well-formatted final version, cut and paste into Word, Excel, or PowerPoint. The tool also plays well with Open Office. Similar tools with different capabilities and limitations include Zoho and Buzzword.

Other tools you might want to check out include:

Zamzar is a free program that allows you to convert files from one format to another. This includes converting a Word document to a PDF or XML, converting audio and video files into a range of formats, and many other options. If you prefer to send students graded papers in PDF format rather than Word but do not have access to the latest version of Adobe Acrobat Professional, this is a great tool.

DimDim is a web-based video conferencing tool. The free version supports one-way video transmission (only one participant can be seen via webcam), two-way audio conferencing (everyone needs a microphone), and collaborative markup on either participant's desktop. A cheap upgrade allows as many as 20 participants with webcams to be viewable onscreen. Sounds overwhelming to me, but in some contexts it might be valuable. I recently used DimDim for a discussion of a research paper with the student who brought it to my attention. We were able to discuss and mark up his draft easily. I have

also experimented with this tool for online office hours, and it was effective for the students who were able to participate.

Finally, Zotero from Firefox is a free web-based research tool that allows users to keep track of citations of sources discovered while working online. Users can compile notes on web-based sources, search notes and citations, create bibliographies and works cited pages in a range of styles, and store resources for later online retrieval.

Each of these tools and the many others available for low or no cost on the web could easily be the centerpiece of SoTL projects for interested faculty members. A couple of years ago, for example, I conducted a research project on using public blogs for reflection in a service-learning course, and the results helped to shape both my teaching and a larger research project I will be conducting next spring. If you decide to test out one or more of these tools in your classes, consider developing a SoTL research project; FCTL staff members will happily support your work in this area. And in the meantime, enjoy playing with some of these toys; they may help to invigorate some aspect of your work in the classroom.

The Reason Why
Mitchell Salter

Mitchell Salter is the Clinical Education Coordinator and Instructor for the Program in Athletic Training. He received the Excellence in Undergraduate Teaching Award, 2007–2008, for the College of Health and Public Affairs.

How many times have you been told to stretch? Have you ever been told why to stretch? Stretching is important for optimal physical health because it allows for a full, unrestricted motion at your joints. For example, if you have tight hamstring muscles, your lower back will work harder to compensate during everyday activities. This predisposes you to injury. Hamstring flexibility ensures smooth motion at your hips and back while lifting an object from a squatting position. You probably know how to stretch your hamstrings, but do you really enjoy it? Are you using the most effective way? A principle of all materials called "creep" tells us that a slow, low intensity stretch is most effective. The principle of creep can be further enhanced by increasing the temperature of the tissue. Who would not want to stretch in the hot tub? If you are reading this article, you have probably at some time, spoken the phrase, "education is key." But why is education key? Is it key to a better job? Does it unlock some door? Maybe it does. Fundamentally, if you have the necessary information and know how to use it, you possess the skills to make good decisions about any action throughout your lifetime. I enjoy breaking complex concepts like creep down into easily digestible pieces for students to chew. Ultimately, we must help the learner link those pieces back together into a useable form. Sounds like education to me. When asked to write this article, I obviously said yes. But why, I ask again? I want to challenge myself in a competitive setting to develop professionally. A goal of mine is to organize useful principles of health into a book format to benefit the everyday person. I am using this opportunity to share a few of my thoughts while building momentum towards my goal. Before becoming an educator, my experience was as a health care clinician. I use patient education to encourage active adherence, rather than passive compliance, to health. Two things happen when a patient knows why they are performing a procedure. First, the patient "buys in" to the specific process. Patient adherence is a necessary step to a successful outcome. Second, when you explain "why" a person needs a certain health initiative, their mind and body connect, unleashing an unlimited power. The mind and body are the best healers we will ever know.

The basis for any sound health regimen involves prevention. Ben Franklin captured the essence of health care in his quote, "An ounce of prevention is worth a pound of cure." I want to substitute any defensive undertone associated with prevention with a more offensive attack. You must be proactive. Since we are no longer required to chase our food, at least not very far, in order to survive, we must take action to prevent many health concerns. We must be mindful of our intrinsic healing powers by keeping our body energized. The health principle that best reflects this natural power is termed the S.A.I.D. principle. Every one of us adheres to the S.A.I.D. principle, yet only when we understand it can we choose to harness its power. The S.A.I.D. principle stands for Specific Adaptations to Imposed Demands. Let's venture further into understanding this principle and see how we can employ its power.

Let's use a health-related example. You want to lose the weight which commonly accumulates from a sedentary lifestyle. Most people choose to participate in aerobic exercise to lose weight. However, to burn more energy, you should rev up your body's engine through resistance training for the muscles. By adding two pounds of muscle, you will burn an extra 100 calories a day. At first consideration, you might prefer to walk a mile and burn the same calories that day. However, the extra muscle mass will work for you day in and day out, even when you sleep. S.A.I.D principle reminds us to be sure our type of training best meets our targeted needs.

Suggestions are thrown at us from every direction. We must develop the appropriate viewpoint to recognize good information. Teaching this approach requires extra time, but does not allow for simple memorization, which leads all too often to "forget-ization." Patients as well as students are sometimes led down a path without fully understanding "why" they are going in that direction. Education is the key to distinguishing the best path.

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
campusmap.ucf.edu

How do I know when the semester starts? Ends? When do I give my final exams?
Academic Calendar
www.registrar.sdes.ucf.edu/calendar/academic
www.registrar.sdes.ucf.edu/calendar/exam

What is the difference between my PID and my NID?
Your PID is used at my.ucf.edu
Your NID is used for 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

What is the Faculty Union?
United Faculty of Florida-UCF Chapter
www.uffucf.org

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
teach.ucf.edu
407-823-3718

How do I place books on reserve for my class?
Library
library.ucf.edu
Books: 407-823-5209; Media: 407-823-4322

Who can I call for help with dial-up Internet, wireless Internet, on-campus Internet, email?
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
www.bookstore.ucf.edu
407-823-2665

Does UCF have a gym for faculty to use?
Wellness Research Center
pegasus.cc.ucf.edu/~wrcenter
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
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 Services
www.career.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
407-823-2371

Where can I refer 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
www.hs.sdes.ucf.edu
407-823-2701

Submissions

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

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

Faculty Center

UCF
Stands For Opportunity

Check us out online!
www.fctl.ucf.edu

Karen L. Smith Faculty Center for Teaching and Learning
P.O. Box 160066 CL1-207
Orlando, FL 32816-0066
407-823-3544