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What's Next: Integrative Learning for Professional and Civic Preparation
Anna Maria Jones

Anna Maria Jones is Director of *What's Next*, UCF's Quality Enhancement Plan, and Associate Professor of English. Her current research focuses on Victorian literature and culture and on contemporary transnational and transmedial engagements with the Victorians. She earned her Ph.D. from the University of Notre Dame and joined UCF in 2001.

Since I joined UCF, I have devoted a lot of time and energy to developing ways to help students. Most of you will agree with me, I believe, that we don't just deliver content to students in our courses. We help them plan for their futures and enable them to imagine new possibilities for themselves and their families. We guide them in setting goals and developing useful skills. We foster their confidence in their abilities. I am constantly inspired by my students' desire to learn, their tenacity in pursuing goals, and most of all by their many achievements, both while they are here and after they leave the university. The work we do here really does have the potential to transform lives. That's why I am honored to serve as Director of UCF's new Quality Enhancement Plan, *What's Next*.

What's Next: Integrative Learning for Professional and Civic Preparation is the full title of our university's 2016 QEP. It's a big name for a very simple idea for helping our undergraduates earn the best possible education during their time with us. Anyone who visits our campus, in person or virtually, is sure to notice that we have a lot of amazing things going on, inside and outside the classroom. There are myriad opportunities for students to take challenging, innovative courses; to attend lectures, exhibitions, and performances; to get involved in meaningful co-curricular activities such as service projects, Honors in the Major, study abroad, independent research, and student clubs and organizations. And, there are dozens upon dozens of resources to help students succeed at UCF and prepare for their lives after graduation: Career Services, the offices of Undergraduate Research, Experiential Learning, Diversity and Inclusion, and Student Involvement, to name only a few. Yet, on a campus this large, many students have difficulty charting a course that allows them to take advantage of all the available resources and opportunities. The metaphor *du jour* in discussions of higher education is "siloes." That is, a university campus is a landscape where individual programs and offices are like grain siloes, self-contained and isolated from one another. The purpose of our QEP is to help students navigate that landscape, to choose curricular, co-curricular, and career-preparatory experiences purposefully and self-reflectively—in other words, to connect these disparate experiences so that they will gain transferable (i.e., cross-cutting) skills and, as importantly, so that they will be able to leverage those skills effectively as they enter the next stages of their personal, professional, and civic lives. That, in a nutshell, is integrative learning.

The Association of American Colleges and Universities (AAC&U) and Carnegie Foundation define integrative learning as *intentionally developing skills across multiple connected experiences and adapting these skills to new problem-solving contexts*. It is both a process and a capacity. Students engaged in integrative learning develop self-awareness about how they learn (metacognition) and acquire supple and adaptive habits of mind that will enable them to successfully meet challenges, not just within the confines of the university, but in the workplace, and in their public and

personal lives. So far, so good. But, what does this mean in practice at UCF?

The QEP—which is a required component of our reaccreditation with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)—is a mechanism for channeling resources and for bringing university faculty and staff, from all our various silos, together to work toward our common goal of helping students. It is a five-year plan that is designed to provide an organizing framework for the excellent work that we already do and to support new initiatives and innovations that will build on those accomplishments. *What's Next* will support specific interventions on three fronts:

- **Guidance & Information:** Augmenting existing resources and developing new resources to encourage students early in (and throughout) their academic careers to identify professional and civic goals and to provide them with information that can help them develop integrated "3C's" (curricular, co-curricular, and career-preparatory) pathways to reach those goals (e.g., orientation workshops, integrative learning modules, advising materials, peer-mentoring programs, Web resources).
- **High-Impact Integrative Learning Experiences:** Fine-tuning current curricular, co-curricular, and career-prep initiatives and developing new high-impact learning experiences that will help students develop transferable knowledge and cross-cutting skills throughout their time at UCF (e.g., undergraduate research projects, cornerstone courses, integrative learning assignment sequences, study abroad, internships, experiential learning).
- **Metacognition & Self-Advocacy:** Creating or improving opportunities for students to reflect upon, assess, and describe the knowledge and skills that they have acquired through their integrative learning experiences so that they can leverage these skills as they face "what's next" after UCF (e.g., e-portfolios, capstone courses, mock interviews, launching materials).

We're at the beginning of an exciting time with *What's Next!* We'll send out a call for proposals for grants to support faculty development and course or program innovations, so if you see a way that you—alone or in concert with your colleagues—might want to participate in one or more of these three categories, please consider applying. We'll also be soliciting proposals for an Integrative Learning track in the Summer Conference in spring 2016. In the meantime, if you have ideas for or questions about *What's Next*, we would love to hear from you. If you want to chat about an idea for a proposal, we would be glad to schedule a meeting. Feel free to contact me at anna.jones@ucf.edu, or email Hank Lewis at hank@ucf.edu, or send a message to qep@ucf.edu.

Incorporating Place-Based Education and Service-Learning in the College Classroom
Lissa Pompos Mansfield

Lissa Pompos Mansfield is Instructor in the Department of Writing and Rhetoric, where she teaches first-year writing courses. Her research interests include service-learning, place-based education, active learning spaces, faculty development, and feminist teaching methods.

Six years ago, as a sophomore pursuing a bachelor's degree in English Literature at UCF, I participated in my first official service-learning (SL) course. In addition to my novice status in the world of service-learning, I was also a relative newcomer to the Orlando area. Throughout that year, as I completed my service in two local schools, I learned important lessons about my discipline and my city both in- and outside the college classroom. While I developed lesson plans for my tutoring sessions, I learned about Florida's learning standards. While I drove to my service-learning sites, I learned to recognize street names. While I participated in the school volunteer program, I created relationships with students and teachers. In short, I was beginning to make connections—not only between course concepts and educational practices, but between other people and places around me.

Now, as a faculty member, I hope to provide my students with similar opportunities to apply their knowledge and make connections in their communities. However, I also want to help my students learn more about the places where they work, study, and live. My reasons are twofold: 1) student engagement on campus—including participation in curricular activities such as service-learning—can increase student retention and the quality of students' learning experiences (Gallini and Moely) and 2) participating in service-learning projects while learning about the place where they are serving can help students to develop a sense of commitment to their communities (Pompos).

One of the ways that we, as faculty, can help our students to apply course content in meaningful ways, make connections in their community, engage in reflective learning, and develop an understanding of their local place is through a combination of place-based education and service-learning teaching methods.

What is Place-Based Education?
Place-Based Education (PBE) is a pedagogy that "focuses learning within the local community of a student. . . . The approach emphasizes hands-on, real world learning experiences

that challenge students to learn and solve problems" ("The Center for Place-Based Education"). PBE is guided by the following principles:

- Learning takes place on-site [and] in the local community and environment.
- Learning focuses on local themes, systems, and content.
- Learning is personally relevant to the learner.
- Learning experiences contribute to the community's vitality and environmental quality and support the community's role in fostering global environmental quality.
- Learning is supported by strong and varied partnerships with local organizations, agencies, businesses, and government.
- Learning is interdisciplinary.
- Learning experiences are tailored to the local audience.
- Learning is grounded in and supports the development of a love for one's place.
- Local learning serves as the foundation for understanding and participating appropriately in regional and global issues.
- Place-based education programs are integral to achieving other institutional goals. ("Principles of Place-Based Education")

Place-based education also emphasizes learning through participation in service projects for the local school and/or community ("What is Place-Based Education?"). In a few key ways, place-based education and service-learning are complementary pedagogies: they partner students with local communities and ask students to apply their knowledge in real-world contexts. They also intersect with UCF's values and emphasize the achievement of institutional goals—including promoting scholarship and community ("The UCF Creed")—and the relationships that classes make with their surrounding communities can help the university achieve President Hitt's goal of "becoming America's leading partnership university." These pedagogies also align with the mission of the 2016 Quality Enhancement Plan to help students "graduate with integrative learning experiences that have prepared them for their professional and civic goals . . . to persuasively articulate and demonstrate their skills, and . . . to transfer their skills and intentional learning strategies to new contexts" (College of Undergraduate Studies, "2016 QEP Topic Announced"). Through activities such as collaborating with community partners, completing skills inventories, and reflecting on their experiences, students can learn to articulate and further develop their skills. By providing students with opportunities to practice their skills and apply their knowledge in real-world contexts, PBE and SL also prepare students for their professional lives and future careers.

PBE occurs in both formal (e.g., classrooms, community organization offices) and informal (e.g., green spaces) settings.

The environments create an authentic context for learning. Working in and moving among these spaces prompts students to engage in critical reflection that moves them beyond superficial descriptions of their experiences and towards important topics we can discuss in our classrooms—topics like power, privilege, positionality, marginalization, and the like. Asking students to investigate places can lead to increased student engagement and authority in the classroom, a greater understanding of how place impacts their own identities, and more complex understandings of place, context, and community (Esposito; Jacobs; Lundahl).

Ideas for Incorporating PBE and SL in Your Course

One of the benefits of place-based education is its emphasis on interdisciplinary learning. And, in terms of course modality, faculty might be interested to know that service-learning can even happen online (Strait and Sauer).

- Work with UCF's Office of Experiential Learning to develop a service-learning component for your course
- Include service-learning options that involve place-based issues (e.g., environmental conservation, transit, food security)
- Invoke relevant place-based issues from current events in class discussions (e.g., the Black Lives Matter movement)
- Ask students to reflect on how their perceptions of places have changed as a result of their service-learning work
- Infuse your curriculum with local themes, systems, and content (e.g., assign readings written by local authors or about regional topics, invite community members to serve as guest speakers)

Place-Based Education and Service-Learning Resources

If you would like to learn more about place-based education or service-learning, the following resources are a good place to start:

- Office of Experiential Learning, Service-Learning: <http://www.explearning.ucf.edu/categories/143>
- Promise of Place, Curriculum and Planning: <http://www.promiseofplace.org/curriculum_and_planning>
- Place-Based Education Evaluation Collaborative: <http://www.peecworks.org/index>

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Immigration Policy: Internationalizing the Curriculum
Anca Turcu

Anca Turcu is Lecturer in the Political Science Department at the University of Central Florida. Her research areas include immigration, elections, democratization, and gender and politics.

I have been teaching Immigration Policy at UCF at least once a year, in face-to-face and online classes, since Spring 2011. This is a popular class not only with Political Science majors; it attracts students with very diverse academic backgrounds. As with most Political Science topics that have broad appeal and attract many students, immigration is a topic that is controversial and lends itself to quite a few misconceptions.

One such misconception is that the United States is currently facing an unprecedented immigration crisis. Another is that the United States is unique in the world when it comes to the magnitude and complexity of the immigration challenges it faces. This sense of historical and global exceptionalism is rooted, for most students, in sensationalist, superficial media reports. Students, unlike the general population, allow melodramatic headlines and political spin to shape their view of this sensitive and important topic.

Thus, the primary goal of my class is to challenge the students to look beyond soundbites, slogans, and misconceptions, and to explore evidence-based arguments and analyses that discuss immigration in a broad historical and global context.

In order to achieve this goal, I first decided to address the misconception of historical exceptionalism by introducing some lectures on US immigration history: past debates, past policies, past accomplishments, and past shortcomings. This helped students see that the United States has always faced an immigration dilemma, or an immigration debate, and that the instances when immigration was not a matter of political pandering were few and far between. The only factor that changed over time in America's immigration debate has been who the so-called "undesirables" were: from the Germans in the late 1700s, to the Chinese and Irish in the mid and late 1800s, to Eastern Europeans in the early 1900s, to Mexican "illegals" today. Animated debates and tensions over immigration are thus the norm, not the exception in American public life. Making this point to my students was quite feasible, thanks to numerous textbook materials that present the history of US immigration policy to college students in an accessible, engaging way.

Debunking exceptionalist misconceptions about current US immigration policies, however, was a challenge that I realized could only be met by internationalizing the curriculum. Immigration policy textbooks focus on the US, and even those that address other countries' policies do so in a rather cursory manner. This may reinforce students' erroneous belief that the challenges the US is facing with illegal immigration, as well as the many benefits it gains from increasing legal migration of well-educated and skilled immigrants, are uniquely American phenomena. A series of four lectures I put together on current immigration policies, practices and challenges in European Union member states, Australia and Canada, explain how many other developed countries face exactly the same hard choices and political debates when it comes to this very sensitive matter.

Addressing "the human face of globalization," as it is called by Randall Kuhn and others, mass migration is now a global phenomenon. Undocumented immigrants arrive by the tens, even hundreds of thousands, on Europe's shores, while Australia, Malaysia, Indonesia and Thailand face their share of "undesirables" arriving over the high seas. Desperate migrants die in the desert along the US-Mexico border, while thousands drown in the Mediterranean or the seas of Southeast Asia. Undocumented workers do not only pick America's crops and work in its slaughterhouses, they are indispensable to European and Australian agriculture too.

Furthermore, curriculum internationalization and a close analysis of legal immigration policies and practices in other developed countries shows students that the US is no longer the one and only "Promised Land" destination for skilled professionals from all over the world. All developed countries now compete over skilled immigrants, seeking to lure them to their shores, not only with promises of good wages, but with other attractive opportunities for personal and professional growth. To this end, the EU has developed its Blue Card program (similar to the US Green Card), while Canada and Australia actively seek to recruit well-educated professionals from Eastern Europe and elsewhere through an enticing and rewarding immigration points system. The global race for attracting the best and brightest immigrants is on, and the US has to find ways to maintain its edge in this global competition.

Even though the lack of readily available course materials and reading assignments made the preparation of these lectures quite a challenge, the outcomes were indeed rewarding. For one, these lectures were very well received by students who, on more than one occasion, described them as "eye-opening." At the same time, I was able to employ interesting online clips and news reports on migration to Europe and SE Asia that students found interesting and engaging.

Given the success of this curriculum internationalization initiative, I will develop and introduce a series of new lectures in the course next year, comparing US, EU, Canadian, and Australian refugee and asylum policies.

Global Competency Across the Disciplines: A Project to Internationalize the Curriculum
Madelyn Flammia

Madelyn Flammia is an Associate Professor in the Department of English. Her research interests include intercultural communication, global virtual teams, and visual communication. Madelyn is the co-author of *Intercultural Communication: A New Approach to International Relations and Global Challenges*. She is a 2014 recipient of the National Council of Teachers of English (NCTE) Technical and Scientific Communication Award for Best Article on Pedagogy or Curriculum in Technical or Scientific Communication.

As a teacher of technical communication, I strive to prepare my students for the global workplace. Often I tell students that no matter where they work after graduation, even if they stay in their hometown and work for a local company, they are going to face challenges associated with intercultural communication and global issues. Their companies may have international clients, suppliers, or subsidiaries. Frequently, the documentation they produce will be translated into another language, perhaps more than one. Certainly those students who work here in Florida are likely to have colleagues and customers from other cultures. According to Enterprise Florida, the state's 9.7 million plus workers are culturally and linguistically diverse. In South Florida, for example, over 1200 multinational corporations have offices, and 232 of these are the company's global headquarters. In order to prepare our students for the workplace, we must find ways to develop their global competency.

Global Competency
Globally competent individuals take a world view of events and see connections between the global and the local. They are skilled communicators who possess intercultural awareness and sensitivity. They know how to work with diverse others and to manage knowledge to create shared understandings. Globally competent individuals have the ability to think critically about global events and view them from an interdisciplinary perspective. They use their knowledge and skills to take action to address global challenges at a local level. To help my students develop the skills and knowledge associated

with global competency, I have created a course in International Technical Communication.

A Course in International Technical Communication
In my International Technical Communication course, students complete a series of assignments that help them develop their global competency. They conduct research on a particular culture and then, based on what they learn about key aspects of the culture (e.g., economic, political, religious, social, educational, technological, and linguistic), they develop a documentation project (e.g., website, manual, newsletter, white paper) targeted to an audience in that culture. The documentation project should address a need that students have identified in their research. For example, students might create a website for individuals in the Philippines to inform them about international employment scams or posters for an audience in rural India on prenatal nutrition.

As part of the assignment students participate in a workshop on ethical issues in intercultural communication (including intellectual property issues, privacy issues, copyright issues, and issues related to cultural sensitivity). After the workshop, they conduct peer reviews of their documents to determine if they have followed all the ethical guidelines discussed in class. Although some projects are only classroom exercises, several students have created projects that were used by the intended audience. One particularly successful project was a manual for the Educational Concerns for Hunger Organization (ECHO); ECHO provides agricultural and appropriate technology training to development workers in more than 165 countries. The students wrote a manual describing the various plants that ECHO gives to farmers in Haiti and other countries in the region.

Virtual Teams
In my International Technical Communication course students also participate in a virtual team project with students in Ireland and France. The Irish students at the University of Limerick are studying technical communication; the French students at the Université Paris Diderot are studying translation. As their project, the Irish and US students write a short instructional document, and then the French students translate the document. The experience helps the Irish and US students learn how to write for translation and how to communicate effectively with translators. The experience helps the French students learn how to work effectively with the writers whose work they are translating. These skills are in great demand in the workplace.

Internationalizing the Curriculum
While my International Technical Communication course is geared toward preparing students to work as professional communicators, I believe that all of our students would benefit from developing their global competency, and I am committed to supporting the internationalization of the curriculum at UCF. As part of my efforts to develop students' global competency, I have collaborated on three interdisciplinary courses focusing on global citizenship with Dr. Houman Sadri in the Department of Political Science. Interdisciplinary courses are particularly effective in helping students prepare for global citizenship since they challenge students to view global events from more than one perspective and require that they collaborate with students from other disciplines. Virtual team projects are also valuable in preparing students for the global workplace since they give students an opportunity to participate in structured activities that will allow them to communicate online with diverse others. Ideally, as a result of such projects students will become proficient in using technology for collaboration with global teammates and will develop the ability to create shared understandings with team members from other cultures.

Of course, I understand that some faculty members may not have the opportunity to teach interdisciplinary courses or to structure virtual team projects for their students. However, there are ways that all faculty members can infuse internationalization into their courses. In some cases, just one small assignment, such as having students conduct a technology-supported interview with a subject-matter expert in another culture, can help to develop students' awareness of global issues within their discipline.

In an attempt to help UCF faculty internationalize their courses, I recently collaborated with Dr. Houman Sadri during the 2015 Summer Faculty Development Conference to create a series of assignments designed to develop students' global competency. These assignments are drawn from my International Technical Communication course and from our three interdisciplinary courses. The assignments are currently being pilot-tested by UCF faculty members in diverse disciplines ranging from hospitality management to engineering. We welcome the participation of other faculty members in this project. Our goal is to revise the assignments based on the feedback we receive from the pilot test and then to share the revised assignments with colleagues here at UCF. For more information about the project, please feel free to contact me (Madelyn.Flammia@ucf.edu).

Pack Extra Socks: Preparing Students for International Archaeological Field Work (in Dangerous and Remote Places)
J. Marla Toyne

Marla Toyne is Assistant Professor of Anthropology whose research focuses on the analysis of human skeletal remains to reconstruct patterns in health and violence in ancient societies in the Central Andes. Each summer she travels to Peru and brings 2–3 students to do fieldwork in rural locations.

Many academics engage in research that takes them away from the office, to the library, to a lab, a community center, or perhaps outside to a field site or even a foreign country. Sure, each of these engaged research situations offers some level of risk and stress for student participants, but what happens when field research takes place in the high jungle of Peru, at high altitude (>3400 m.a.s.l.), 300 meters up on a narrow ledge such that you need to rappel with ropes to get to it, in the rain, with a 4-hour walk to the nearest "village," staying in a simple building with no running water, bathroom, electricity, or cell phone coverage? Oh, and did I mention the locals with machetes who thought it would be "funny" to light a brushfire to burn us out? There are worse stories out there.

It is not a regular occurrence or my day job, but it can be the nature of fieldwork for archaeologists or anthropologists, and often these conditions are unique from other classroom experiences. However, field schools, graduate student independent research, and undergraduate thesis projects may involve participation and gathering of original data from far away field sites. Those are the experiences that are the most valuable opportunities for our students, where they can see these challenges first-hand and begin learning how to negotiate the rigors (and adventures) of fieldwork, including and especially working with local communities. The situations are variable and students may be required to be away from home, friends, and family as well as many of the comforts of modern life. Some field schools involve larger cohorts where it is less necessary for them to work independently. They can commiserate and deal with the situation together. Independent or graduate research requires more planning and individualized programs.

These field projects do sometimes include different types of risks, but they are worth the risk and managing the associated stress. So how can we better prepare our students for the rigors of fieldwork? Based on my experience so far, I can suggest the following:

Communication
It is important from the very beginning to start with clear, honest communication of expectations of both director and students and to maintain that communication throughout. Pre-departure, I use a series of descriptive documents to provide background information on the field site and articles that demonstrate the type of research that has been completed. I elaborate a detailed "travel guide" to traveling, living, and working in that particular region, which describes basic conditions like food, sleeping conditions, telecommunications, etc. This also includes lists of suggested equipment, clothing, and estimated expenses while in-country. Part of the communication is also about pre-screening students for potential issues, such as health concerns, emotional stability, and language proficiency. This may also involve discussing anecdotes of previous experiences so they get a feel for the types of situations they may encounter.

During the project, communication must be continued in respect to mental and physical conditions, as well as evaluating how students are handling the stress of the new environment and often demanding workload. It is very important to be open about health issues, teach them to respect their limitations, and treat every symptom of illness seriously. Returning home should finish with a de-briefing to prepare them for the transition back to normal life. This is also a shock for some.

Time Management
Since most field research takes place in the academic summer, time is usually limited (it is also often constrained by finances). Planning and organizing days and details are very important to maximize the research output, which makes for an intense workload. There is often little wiggle room and there are always unexpected delays. That being said, flexibility in the field is a most important attribute, and including days for acclimatization and breaks is essential. We have to be realistic about our expectations. The students are there to learn and work hard, but they are just young adults who are also looking to have fun and socialize. Within that work schedule, days off and private time are needed to maintain some balance.

Research Opportunities
Most students realize the uniqueness of these opportunities and how fortunate they are to be able to participate. You should still identify the valuable investment in the collection of the original data and help them develop field research goals so that they feel part of the process and engaged in the project. The process is as much about training them as helping them discover what research is all about. But while we are abroad developing research skills, we are also ambassadors for our university, discipline/profession, and country, and locals quickly form impressions of and test stereotypes against us. Therefore, students need to be encouraged to act professionally, and this means that they themselves take responsibil-

ity for their actions and avoid situations where they may get into trouble.

In the end, field research is not a structured learning experience that can be taught, it must be experienced. I have talked to many colleagues who regularly take students with them to the field, and we all have stories of triumphs and near misses. We cannot prepare for or protect students from everything, but we can help them get the most out of these real-world classroom experiences so they can discover what they are capable of. So that is it: plan ahead but be flexible, and have faith in your students.

Gaining and Sharing Global Perspectives through Study-Abroad Programs
Judit Szente

Dr. Judit Szente is Associate Professor in the School of Teaching, Learning, and Leadership at the College of Education and Human Performance. She teaches graduate and undergraduate courses in Early Childhood Education and Development. Dr. Szente was one of the 2014–2015 recipients of the Scholarship of Teaching & Learning (SoTL) Award.

As a child growing up in Hungary, I loved learning about other cultures and studying new languages. I loved getting to know the characteristics of various customs, art forms, folk traditions, and just life in general someplace else in the world. When I was 13 years old, I participated in my first study abroad program in Bulgaria. I loved how we (children from various countries) shared our educational and cultural experiences and communicated with one another not in our native languages but in our second or third languages.

This experience deeply impacted my years that followed as I looked for more opportunities to participate in study abroad programs. Soon, I found myself in Denmark, in the United Kingdom, and later in the United States as a student. By the time I came to the United States, I had visited 11 countries and could not wait to learn about another one. As I got my first position in the multicultural Early Childhood Research Center in Buffalo, NY, I got to work with people from cultures I had not yet visited myself. This inspired me to look for more international teaching and learning opportunities that eventually led me to over 30 countries.

My passion for visiting and learning about other cultures influences my teaching, research, and service activities at UCF.

I love sharing my international experiences with students, putting concepts into international perspectives, and inspiring my students to participate in international teaching and learning experiences themselves. And once they take on a study abroad program or teaching abroad experience, I am proud of them as they share all they have learned and experienced and how they believe their teaching practices (and sometimes their lives) will be different due to these global experiences.

After the first UCF study abroad program that Dr. Gillian Eriksson and I co-directed in the United Kingdom in Summer 2010, I engaged in several Scholarship of Teaching and Learning (SoTL) projects to evaluate study abroad program assessments and then study the transformative learning of preservice teachers during such experiences. During the 2012 UCF study abroad program in Reggio Emilia, Italy, my co-director, Dr. Judith Levin, one of our Education Ph.D. Early Childhood Track doctoral students, Angela Vatalaro, and I were able to conduct a research study to fully utilize these instruments. Our findings were published in a recent article entitled "Transformative Learning of Pre-Service Teachers during Study Abroad in Reggio Emilia, Italy: A Case Study." We were also able to share our findings at the 2015 Lilly International Spring Conference on College and University Teaching and Learning in Bethesda, MD in May. We were glad to see how faculty members in other disciplines were interested in conducting study abroad programs to increase students' global competence and provide students with exposure to different teaching philosophies and educational systems.

After the success of our prior UCF Study-Abroad Programs, Dr. Judith Levin and I are currently planning our Spring 2016 UCF Study-Abroad Program in Finland entitled "A Study of Finland's Education System, Implications of Education Reforms, and an Exploration of the Finnish Culture." We hope to take a diverse group of students (at the undergraduate and graduate levels in a variety of disciplines) who look forward to studying Finland's education system, visiting early childhood centers, attending university lectures, and exploring the Finnish culture. Our detailed program will soon appear at the UCF Study Abroad website, <http://studyabroad.ucf.edu/>.

In the years to come, I hope to be able to lead additional study abroad programs to our already existing partner locations and to new ones. I also hope to inspire UCF students to participate in international teaching-learning experiences. In addition, I hope to encourage fellow faculty members to internationalize their courses and provide international focus to their research projects. With such activities, we can all contribute to reaching and exceeding all UCF Goals.

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From the Dark to the Light: How Role-Play Can Transform Teaching and Learning
Sandra Sousa

Sandra Sousa is Assistant Professor in the Department of Modern Languages & Literatures and the Latin American Studies Program. Her research interests are colonialism and post-colonialism; race relations in Mozambique; war, dictatorship and violence in contemporary Portuguese and African literature; feminine writing in Portuguese, Brazilian, and African literature.

"From the dark to the light." When we read this expression and place it in the context of teaching, certainly the first image that comes to mind is that of a professor who must have been a truly bad one yet who suddenly had an epiphany and started becoming a good one. If the first part of the hypothesis is wrong in my case, since I consider my teaching experience throughout these past fourteen years to have been a successful one, the second part nonetheless holds true, as absurd as it may seem, even to myself. Let me explain.

I have always found it the hardest thing to explain when approached, mainly by students, and asked "what is the secret to being a good teacher?" or "why are you a different type of teacher?" or "how do you do it?" I dive into a deep hole inside, desperately trying to find the answers, and nothing articulate enough seems to want to come out. "What?" "Why?" "How?" are interrogative pronouns that I teach every semester in my language class, but now turn themselves into words that I can't grasp. I decide then to answer with the only word that makes sense to me and that can explain everything: passion. That is my only secret.

When I look back at my first classes fourteen years ago, I have to admit that they were pretty "bad" compared to what they are now, but students were still engaged and still wanted to be in my classes. The only answer I can find for this is the passion and energy that I was able to bring into the classroom and to interactions outside the classroom. It is this passion that I always try to instill in my students. No matter what they end up doing in their lives, if they don't have passion, they will be doomed.

But of course, there's a bit more to it. Having a love for learning; holding on to the naive conviction that one really can impact and change lives through work; believing in the mildly utopian idea that students are the future and that they can make the world a better place if guided in good directions; teaching them how to think "outside the box," to have empathy for others, to create better and more constructive communities—all of this I strive to impart to my students. The specific subject matter of the course isn't really the most critical factor, but rather what they can do with it, and how it can affect their "self."

I thought that my teaching of this was going quite well, even without being always able to articulate why. However, after recently moving to UCF, I bumped into a cohort offered by the Faculty Center for Teaching and Learning on the subject of role-playing in the classroom. In my eternal role of student, greedy for knowledge, never satisfied with my own teaching and always in search for ways of improving it, I registered for this cohort. And that's when the switch turned on and the light suddenly appeared. Reading Mark Carnes' *Minds on Fire: How Role-Immersion Games Transform College* was not only an inspiration, but a path to my-always-in-need-of-improvement classes. At the same time, I felt I was not alone in my journey to make the classroom an engaging and mind-challenging environment for every student.

As I found myself faced with the hard task of having to prepare a new course totally alien to me, *Minds on Fire* (and the help of my cohort colleagues) successfully transformed what had seemed an impossible task into a most rewarding, creative and energetic one. I started building and introducing Reacting-to-the-Past (<http://reacting.barnard.edu/>) mini-games in the classroom and magic happened—for me and for the students. I changed my approach from dividing class between lecturing and discussion groups to creating small games around the book chapters. These were an immense pleasure and fun to design, research, and create. As I walked to the first class where I would introduce our first game and distribute the students' roles, I was filled with joy, excitement and curiosity. "How are they going to react?" "Are they going to think that, suddenly, I've gone crazy?" "Are they going to refuse to do it?"—these and other questions kept popping into my head. And as they opened their envelopes, and I saw smiles on their faces and heads turning around and asking, "Who are you going to be?" I knew it would be fine. What I didn't expect, even after reading Carnes, was that fire really started to

come out of my students' minds. First game: they stayed fifteen minutes past class time, and I observed them in the back of the classroom still completely immersed in a "fiery" argument on Argentina's politics during the 19th century. As the weeks went by, I saw excitement growing around the games. They found the games to be hard sometimes if their role involved a different perspective from their own. But with some guidance, they started embracing the situation and arguing for their role as if they truly believed in it. They were having fun, learning more, engaged in discussion, making friends, writing speeches, rewriting them, researching more information than that provided by the textbook, starting Webcourse discussions on their own, posting resources for the class, coming to class fifteen minutes before it starts, and speaking to each other on the day's subject. As I entered the classroom, the conversation kept going on with no one paying attention to me; and as I left I would see them outside still talking and smiling. In a few words, they were taking learning into their own hands; they were having a voice in the classroom; they were taking over a space which—many times we teachers forget this—actually belongs to them. As the semester ends, I feel that this time my success belongs not to me, but to my students, as they were fearless to embrace with passion a new approach to teaching and learning.

UCF, "Cluster Hiring," Interdisciplinarity, Experiential Learning—and You

Mark L. Kamrath

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In the Spring of 2015, the UCF Provost's Office announced a "cluster hiring" initiative that aimed to hire faculty in key interdisciplinary positions so that the university could "leverage UCF's existing strengths and foster the development of strong, interdisciplinary teams focused on solving today's most challenging scientific and societal problems" ("Faculty Cluster Initiative"). UCF's Faculty Cluster Initiative (FCI) creates an opportunity, not just for research across disciplines, but also for our students, undergraduate and graduate alike, to participate in new and exciting experiential learning contexts. This essay explores experiential learning at UCF and what faculty and administration can do to help ensure that our students fully benefit from experiential learning pedagogies

that are implemented as a result of interdisciplinary hiring and other opportunities on and around campus.

Traditionally, experiential learning or internships have been seen as a way to provide students with "hands on" experience near the end of their undergraduate years and as a means of enhancing their resumes. Sometimes colleges and universities provided some form of career counseling to help students determine which internship would be most appropriate, but more often than not, even today, students are responsible for locating these kinds of experiences. As Andrew Ciofalo observed in 1992, "the educational-industrial complex" expects the internship or "experiential learning almost as a precondition for employment and as a cost-effective personnel and training policy" (3). At the same time, he cautioned, "Faculty need to be disabused of the belief that internships are merely opportunities for the practical application of knowledge gained in the classroom." He went so far as to say that our students would be better served if "internships should precede theory courses" since inductive learning arguably is a more successful way to teach students (4).

In more recent years, as the economy has made it difficult to obtain jobs and state legislators have looked to university system budgets to save money, universities have been paying closer attention to what employers are seeking in college graduates. In a January 20, 2015, report commissioned by the Association of American Colleges and Universities entitled "Falling Short? College Learning and Career Success," employers, we are told, favor "broad learning" for students, along field-specific knowledge, and the need for "skills and knowledge that cut across majors" such as the ability to "effectively communicate orally," work with others in teams, "effectively communicate in writing," think critically and solve problems, make ethical decisions, and apply knowledge and skills in other settings (2-4). The report also details the need for students to be able to plan, organize, and prioritize; process information; analyze data; learn technical skills; develop computer software proficiency; create and edit reports; and persuade others.

In a companion study "Optimistic About the Future, But How Well Prepared? College Students' Views on College Learning and Career Success" (April 29, 2015)," a 63% majority of students" agreed about the importance of having both field-specific knowledge and a broad range of skills or learning. The report also disclosed that "College students believe that internships and other applied and project-based learning experiences can give recent graduates an edge when applying for a job, and employers indicate that is the case" (3).

Over time, experiential learning has come to include more than the "end of semester" internship. It now includes cooperative

education (a multi-semester paid student experience), service-learning (academic programming that serves a need in the community and enhances student learning outcomes that are course specific), and some capstone and cornerstone courses, senior design, and clinicals. The internship, though, is still a standard by which many employers and students gauge experiential learning. As H. Frederick Sweitzer and Mary A. King point out in *The Successful Internship* (2004), there are many components to experiential learning, especially as it concerns "developmental stages" students often go through (xv).

In a May 15, 2015, essay in *The Chronicle of Higher Education* entitled "Colleges Strive to Meet Demand for a More Hands-On Education," Maddy Berner reports that at the University of Georgia in the fall of 2016, "every incoming freshman will be required to participate in a hands-on learning experience in order to graduate" and that a "growing number of large institutions are embracing experiential learning to enhance their student's education" (1).

But if, as Adam Howard asserts, when undergraduate students have experiential learning experiences "they learn to adapt to change, they build a set of marketable skills, and develop the self-confidence they need to manage their own careers" (4-5), what does all of this mean for faculty, students, and administrators at UCF who are poised for greater interdisciplinarity research and teaching opportunities? Do we need to understand and assess what our university currently offers students in terms of experiential learning—and that faculty reconsider how experiential learning principles and pedagogy can be more fully implemented in the classroom and that administrators carefully consider how to more fully provide students with experiential learning opportunities?

As stated earlier, through the Faculty Cluster Initiative, UCF plans to make strategic hires in specific areas so that researchers can better address a range of economic, medical, educational, social, and other issues. This provides an important opportunity for scholars, from different disciplines, to work together and think integratively about their research. The FCI aligns well with other developing initiatives on campus, such as the UCF Quality Enhancement Plan (QEP) for 2016. In its effort to offer the best undergraduate education in the state, the UCF QEP for 2016 will require more integrative learning for professional and civic training. It is, according to Ulla Isaac, Director of the UCF Office of Experiential Learning, "an opportunity to recognize the importance of experiential learning." Entitled "What's Next: Integrative Learning for Professional and Civic Preparation," the QEP

states that one of its aims is that, "students will graduate with integrative learning experiences that have prepared them for their professional and civic goals." Toward this end, it is hoped that we can guide students in "an intentional process of designing and navigating integrative learning pathways that involve and connect curricular, cocurricular, and career-oriented experiences" (QEP 2016). In addition to seeking out internships, that means encouraging students to join appropriate organizations or clubs and to volunteer their time.

The UCF Office of Experiential Learning itself is a university-wide academic program where faculty teach a number of experiential learning courses to students in all majors and which helps departments and programs coordinate internships. Sophomore year is key to starting the internship experience. Starting early allows the student enough time to have more than one experience—and to learn a range of work protocols and social conventions. An internship is typically one semester, and a "co-op" is longer (multiple semesters). In 2013-2014, the UCF Office of Experiential Learning approved 543 internships and 4,336 co-ops (4,443 other experiences also took place, e.g., student teaching). The office provides faculty with information about program benefits as well as best practices for supervising an internship ("Office of Experiential Learning").

> *But what can UCF faculty do specifically in the classrooms to reinforce this model and to help educate students about the importance of experiential learning and available opportunities?*

But what can UCF faculty do specifically in the classrooms to reinforce this model and to help educate students about the importance of experiential learning and available opportunities? David A. Kolb, author of *Experiential Learning: Experience as the Source of Learning and Development* (2015), offers a useful approach with his "experiential learning space" theory.

Kolb argues that allowing students to experience "all four modes of the experiential learning cycle—experiencing, reflecting, thinking, and acting" enhances the quality of their learning"—gives learners the opportunity to "express and test in action what they have learned" (295). That is, by valuing student experience or what they "already know or believe" and allowing, for instance, students to work in teams or collaborate and engage "conversational learning," faculty enable students to experience the processes of listening, relation, and reflection. This, along with what Robert Kegan calls a "blend of challenge and support," further reinforces the experiential learning process, as does Parker Palmer's idea that teachers should enter the learning experience "with" students (297-300).

If, as Kolb remarks, the "major implication of experiential learning theory for education is to design educational programs in a way that teaches around the learning cycle

so that learners can use and develop all learning styles in a way that completes the learning cycle for them and promotes deep learning" (301), it seems prudent to reassess curricular programs in light of such a cycle and to provide opportunities for students in and outside of class to process information in this way.

The Association for Experiential Learning concurs insofar as it endorses several principles of experiential education practice. The most pertinent ones for those of us at UCF who are interested in expanding student access to experiential learning in general and interdisciplinary internships in particular are:

- Experiential learning occurs when carefully chosen experiences are supported by reflection, critical analysis and synthesis.
- Experiences are structured to require the learner to take initiative, make decisions and be accountable for results.
- Throughout the experiential learning process, the learner is actively engaged in posing questions, investigating, experimenting, being curious, solving problems, assuming responsibility, being creative, and constructing meaning.
- Learners are engaged intellectually, emotionally, socially, philosophically, and/or physically. This involvement produces a perception that the learning task is authentic.
- The educator and learner may experience success, failure, adventure, risk-taking and uncertainty, because the outcomes of experience cannot totally be predicted.
- Opportunities are nurtured for learners and educators to explore and examine their own values.
- The educator's primary roles include setting suitable experiences, posing problems, setting boundaries, supporting learners, insuring physical and emotional safety, and facilitating the learning process.
- The educator recognizes and encourages spontaneous opportunities for learning.
- Educators strive to be aware of their biases, judgments and pre-conceptions, and how these influence the learner.

Other universities have also developed cluster hire initiatives that fit well with experiential learning goals and pedagogy. Since 2014, the University of Kansas has pursued an aggressive "University Cluster Hires Program," where "collaboration" between colleges, faculty, and students around strategic research themes has become more of a priority in order to "build bridges between departments and schools, to strengthen existing research areas or move into new developing areas, and to attract significant external funding." One of its major objectives is to provide students with "unique experiences that will position them as highly recruited and valued drivers and innovators of social and technological change" ("University Cluster Hires Program").

This particular objective is highlighted in the KU's "The Employability Curriculum; A Roadmap for Creating Global Professionals" (2104), which states that "Employability is a process" that involves academic learning, career development programs, and experiential learning opportunities (3). Their internal "College of Liberal Arts and Sciences Destination Survey" (2013) demonstrated that while about "50% of KU students" had internships at KU, those who completed an internship had "overall higher rates of finding full-time employment". Their Employability Curriculum study recommended increased internship participation as well as simulating or "'creating' workplace environments in the classroom" (14).

The experience of the University of Kansas and other large public universities suggests that we at UCF not only consider how we structure the learning process in our classrooms but that we more actively help students see the connections between class content and experiential learning—internships—outside of our classroom. Toward that end, faculty might consider four ways to more fully integrate experiential learning principles and practices.

First, faculty could simply provide students with access to the UCF Office of Experiential Learning, either by listing the website on their syllabus or in WebCourses. Doing this educates students early on to the philosophy of experiential learning and helps them connect class content with applied learning opportunities.

Second, faculty might consider inviting an outside expert from a particular field, or whose work involves multiple fields, to come to class and answer questions from students. For example, students in a class on American literature might benefit from talking with someone trained in editing and the production of electronic books. Likewise, students in a class on civil engineering might benefit from discussion with a person whose background is in environmental law or urban planning and sustainability.

Third, faculty might create an activity or assignment that requires the student to explore interdisciplinary career options and identify, say, three internships of interest, one of which they would contact and interview, or physically visit and report on. In this scenario, a history or philosophy major might investigate a non-profit organization such as the American Red Cross or the World Food Program (USA) to learn about its past, present, and future goals.

Fourth, if faculty can more fully alert students to internship possibilities in their field of study field or a related field, administrators need to support programs that are interdisciplinary in nature and relate to the mission of the

university, or that attempt to simulate a particular work environment students are likely to encounter upon graduation. In the end, "cluster hiring" in interdisciplinary areas can be strengthened, and better support our students, when administration collaborates with faculty and students as well as potential employers, and everyone involved reconsiders the role of experiential learning in preparing students to find employment, to participate in a constantly changing global economy, and to develop a career path that is satisfying, sustainable, and productive.[1]

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Tips for Adopting Digital Materials and Third-Party Technologies in Classes
Aimee deNoyelles and Anna Turner

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The proliferation of new mobile apps, classroom interaction technologies, and web-based instructional materials can transform teaching and learning in positive ways. In this article we hope to guide you through some of these new types of course materials and offer advice on successfully adopting them in your courses.

We define digital course materials as any that can be accessed on a digital device such as a laptop, tablet, or mobile phone. Some are online (such as a website), while others can be downloaded to a device and accessed offline. One of the greatest benefits of offering digital content is that students can store many materials on a single device, which increases access to course content.

Digital materials not only cut down on space, but they also tend to include interactive elements. For example, applications on mobile devices, referred to as Bring Your Own Device (BYOD) technologies, allow for interaction in and out of the classroom by using devices that many students already own. One such technology, classroom response systems, can enhance student engagement and learning in classes and facilitate classroom management tasks. They are also known as "classroom communication systems," "classroom performance systems," "student response systems," "personal response systems," "audience response systems," or just "clickers." Some clickers can also be purchased as a physical device and used as an integrated solution with physical clickers and BYOD technologies in the same session.

Before Ordering Course Materials or Third-Party Technologies

Often vendor representatives market to faculty members directly regarding new products. Because many of these products transmit protected student data across the internet, they must meet UCF data security standards before being used in courses. Some web tools and clicker products have already been vetted for UCF's data security standards through the Information Security Office. Before agreeing to adopt a product for your classes, contact UCF's Information Security Office at infosec@ucf.edu and ask whether the product has been officially vetted. If it has not, both you and the company must jointly submit a third-party data security assurance questionnaire to the Information Security Office. To obtain the questionnaire, contact infosec@ucf.edu. Once the company has been vetted for data security (a process that could take several weeks), make sure to create your own processes to handle student data appropriately. The Information Security Office has guidelines for faculty posted on the website.

You should also consider possible accessibility needs for your students. Many vendors have ADA compliant options for students, but some don't. If you receive a letter from Student Accessibility Services about a student who needs accommodations and are unsure what accommodations need to be made, contact Student Accessibility Services.

**Special Note: in no event should faculty members sign a contract with a vendor for adopting course materials or technologies.

Course Materials Ordering Policy at UCF

Any print or digital materials (print or eTextbooks, access codes, clickers, DVDs, course packs, etc.) that are required or recommended for a course must be communicated with the UCF Bookstore per the national Textbook Affordability Act. Per this act, the UCF Bookstore must post this information 30 days before the start of class; therefore, the UCF Bookstore

requires instructors to submit this information at least 45 days before the start of class.

When submitting a list of materials to the UCF Bookstore, specify whether the material is "required" (for instance, a textbook or clicker that is essential to student success) or "recommended" (a resource that assists or enhances learning but is not absolutely essential, such as a solutions manual in a math course). Communicating this with the UCF Bookstore ensures that this information is posted accurately for students when they visit the bookstore or shop online (ShopUCF.com) in search of materials.

Always check with your department to see how orders are collected and sent to the UCF Bookstore. The most preferred method of submitting your list of required and/or recommended materials to the UCF Bookstore is through the Faculty Enlight system <https://www.facultyenlight.com/?storeNbr=327>. Faculty Enlight is the Barnes and Noble web portal that allows instructors to explore the print and digital options, pricing, and see what other colleges are adopting. If you do not see the item listed, contact your rep and inquire about alternative options. You are also welcome to visit the UCF Bookstore to discuss options and receive assistance in setting up a Faculty Enlight account. When orders are submitted through Faculty Enlight, instructors receive a confirmation of the order. Note that other ordering methods such as email or visiting the UCF Bookstore are also accepted. To submit your order by email, please contact tm327@bncollege.com.

eTextbooks

An eTextbook is simply the digital version of a traditional print textbook. There is a wide variation in eTextbooks, however. Some may be just an electronic version of the print book, while others may offer features such as highlighting and making annotations. Other eTextbooks are developed to take advantage of the digital features, offering more interactive and social media features. In addition, some are only available on a computer, while others can be accessed via tablet or smartphone as well.

There are potential learning benefits associated with eTextbooks, depending on the particular features offered. For example, searching for keywords helps students quickly locate a relevant part of the book, while interactive quizzes guide students to check for understanding as they read. In a recent UCF survey, 75% of students indicated that having reading (search for keywords, glossary) and studying (highlighting, taking notes) features would influence them to adopt an eTextbook. Often, eTextbooks are offered at a lower price than print, but it is advised to check, as costs tend to fluctuate depending on provider. Also, eTextbooks are sold or rented with no opportunity of resale for the student. It is important to find out which

devices support the particular eTextbook. We recommend an eTextbook that is offered on multiple devices and can be accessed offline, as well as offered in print as an alternative.

Barnes and Noble: Yuzu

Yuzu is the eTextbook application by Barnes and Noble. When a student purchases or rents an eTextbook directly from the UCF Bookstore, they will receive an access code and download the eTextbook to their Yuzu web app account. The eTextbook can then be accessed on a computer and/or iPad (up to two devices) through the Yuzu website: <https://college.yuzu.com/>.

Digital Course Packs: XanEdu/AcademicPub

XanEdu and AcademicPub have merged to offer the creation of custom print and digital course packs. Academic Pub is an online do-it-yourself platform that allows instructors to create custom course materials (text, media, websites, images) by accessing copyright-cleared content from hundreds of publishers. You can also upload your own materials such as PDFs, webpages, PowerPoints, images, and Word files, along with any third-party content. The AcademicPub platform keeps track of royalty costs and page count along the way, making the instructor 100% in control of the content and cost of course materials. Custom course materials are offered in print, digital, or a combination of print and digital. Students purchase the custom course materials through the UCF Bookstore. To register for an account and begin exploring options, visit the UCF Academic Pub website. The XanEdu branch is intended for instructors who would like more in-depth services. An instructor provides materials such as a syllabus and reading list, and an editor will conduct content research to find appropriate materials and clear copyrights. Before finalizing the resource, please consult with your subject librarian to see if any of the materials are offered free through the library.

John C. Hitt Library Digital Options

Springer is a major publisher of academic and professional books, and their eBooks can be assigned as textbooks. The UCF Library has perpetual rights and online access to Springer books published in English between 2005 and 2014, comprising of over 16,000 volumes. In addition, UCF users have access to all of Springer's major book series from 1997 to 2014, including the well-known Lecture Notes Series.

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Open Access Resources

Open resources are resources that can be freely accessed online. MERLOT.org offers 3,300 open eTextbooks in areas such as arts, business, education, humanities, math, science, and social sciences. FlatWorldKnowledge.com offers over 100 open textbooks in business, social sciences, humanities, sciences, and mathematics, and can be customized. The MIT Open Courseware site at ocw.mit.edu offers free engineering, science, and mathematics eTextbooks. NobaProject.com offers open psychology materials, organized by topics and chapters, which can be organized into an eTextbook. Finally, OERCommons.org is a host of open educational resources, including a search for over 750 open textbooks in areas such as education, arts, humanities, social sciences, science, and mathematics.

We will continue to expand our research in these areas, and we welcome any suggestions you may have. Feel free to contact us with any questions: Aimee.deNoyelles@ucf.edu or Anna.Turner@ucf.edu.

Design of Digital Visual Aids
Gino Perrotte

Gino Perrotte is Instructor with the Nicholson School of Communication. He is a contributing textbook author for culture, diversity, and professional dress. Perrotte is actively involved with campus initiatives such as the Faculty Diversity Think Tank and the Women's Studies Advisory Board, and he is an Ally for LGBTQ+ students.

Visual aids are an important part of most speeches. When designed well, they enhance the message by helping the audience better understand and remember the content. Student presentations are a large component of my classes, so I focus on teaching methods to improve the visual impact of presentations. I'd like to share some of these tips with you. Feel free to use these for your students or even adopt them for your own presentations.

All aspects of a presentation affect how the audience perceives the argument. When selecting or building visual aids, consider the means of persuasion outlined by Aristotle, one of the first scholars of rhetoric and communication. He identified three fundamental appeals that impact audiences:

A) The use of logical reasoning and evidence to support a position he called "Logos." This includes the clarity, consistency, and coherence of the message. The visual aids should be logically connected to the topic and purpose of the speech.

B) The use of emotional reasoning and the use of diction with emotional connotations he called "Pathos." The audience begins to really pay attention and engage when they realize that the speech is relevant to them personally. Getting people to feel an emotional connection is a great way to create involvement. The speech goes from being about you the speaker to being about us, the people in this room physically together sharing this moment in time. This is where good design comes in. Design elicits emotion. It makes us feel.

C) The character and trustworthiness of the presenter he called "Ethos." Well-designed visual aids help to build credibility by offering a professional look to the presentation.

Tips for Presentation Slides: These tips will focus on PowerPoint since at this point in time it is the presentation software standard for many industries.

1. Let your visual aid be your AID. You are the speaker, the audience is interacting with you. Your aid is like your handy sidekick, there to help you accomplish your task.

A public speaking occasion is always about the people present in the room… we are the stars of the show. A visual aid is there to serve you and your audience in achieving your purpose.
2. Follow the 6 by 6 rule. Maximum six lines of text per slide, and maximum six words per line. This way you will avoid cluttering your slides with text.*
3. Make your font size at least a minimum of 24 point. You want everyone in the room to be able to read your slides no matter how far away they are sitting.*
4. Use simple fonts (sans-serif ones that don't have little feet on the letters as Times New Roman style does. Times New Roman is not recommended for your visual aids). Sans-serif fonts are clean and easy to read.*
5. Use phrases, not sentences.* Since the slides are just an aid, you will not put all of your text on the slide. Instead, you will be orally explaining the phrases in detail to your audience. The phrases on the slides enhance your oral message.
6. Use upper- and lowercase type.* This makes it easier for your audience to view your slides. Also, using all capital letters seems to communicate that you're YELLING at the reader.
7. Choose simple animation.* Again, the focus is on enhancing your speech. Simple animation such as "appear" won't distract your audience or make them motion sick.
8. Consider color contrast. Color is a great way to create an emotional response or draw attention. When choosing colors for your presentation, be sure that the background and text colors are in high enough contrast so that the text is easy to see (such as black and white). Be aware that some people are color blind and some of the PowerPoint premade templates don't offer ideal color contrast levels. The slide colors might look great on your computer, but once projected onto the classroom whiteboard, they become slightly distorted and might not work well. So always test your slides on the equipment you will be using on speech day so you know what to expect and can make necessary changes.
9. The human eye finds beauty in symmetry, proportion, and balance. So you will want to take these into consideration when adding text, pictures, and white space to your slides.

Tips for Delivery: follow these delivery tips so that your slides don't upstage you.
10. Stand to the side of the text when you will be gesturing to your bullet points. This way you can avoid walking across the slide and will only create minimal shadows on it.
11. Keep the lights on since you want your audience to interact with you. When you aren't referring to your PowerPoint slide, use the blackout feature (shift + B) to turn off the

slide and really connect with your audience as you will have their full attention.

12. It is okay to use notecards as a speaking prompt. It is much less distracting for the audience when you occasionally look down at your notecard to see what you want to talk about next instead of continuously turning around to look at your slide for the prompt.

Conclusion

Well designed and properly used visual aids help your audience to better understand and remember your message. When you're creating or delivering your digital visual aids, follow these 12 tips to make yours the most profitable.

*Reference

Katt, J. (2010). Effective use of visual aids. In *The Essentials of Public Speaking for Technical Presentations 2010* (pp. 191-214). Mason, OH: Cengage.

Spring 2015 COACHE Survey

Thanks to the many faculty members who completed the Collaborative on Academic Careers in Higher Education survey last spring. This fall a priority-setting committee identified five areas to address based on the data. They include 1) the nature of work (teaching); 2) personal and family policies; 3) recognition and appreciation; 4) department leadership; and 5) promotion. During the spring of 2016, faculty members from across campus will be invited to participate in action committees who will collaborate to identify and begin implementing strategies and actions that will help the university to address these concerns. To learn more about the survey and the results, go to <https://facultyexcellence.ucf.edu/coache/>. Keep an eye out for upcoming invitations to participate in committees and to provide feedback in other ways.

FACULTY ANNOUNCEMENTS

Winter Faculty Development Conference
All faculty members are invited to attend the three plenary sessions for the 2015 Winter Faculty Development Conference. They are *Student Well-Being and Predictive Analytics* (12/16, 11:40–12:30), *Handling Classroom Emergencies* (12/16, 2:30–3:45), and *General Education and Diversity* (12/17, 9:00–10:15).

Wellness Corner: Mentors in Violence Prevention
Assess, Choose, Take Action! Wellness and Health Promotion Services is offering you and your students an opportunity to learn about becoming an ACTive bystander through our Mentors in Violence Prevention (MVP) program. MVP is an internationally recognized program, aimed at providing students awareness, education, and skills on bystander intervention as a strategy in creating and sustaining a safe campus. The program serves to fulfill the Title IX requirements in educating our students, faculty, and staff on the topic of sexual assault and violence prevention. In an MVP session, students learn how to ASSESS the situation they are faced with, CHOOSE an intervention strategy that they are comfortable using, and TAKE ACTION to confront, interrupt, and prevent violence. For more information on scheduling an MVP session, please email Jennifer.Atie@ucf.edu or call Wellness and Health Promotion Services at 407-823-5841.

UCF Common Reading Program—2015 Selection
How do two men with the same name and similar upbringings grow up to lead drastically different lives? This is one of the many themes discussed in this year's Common Reading: *The Other Wes Moore* by Wes Moore. In his memoir, Wes shares a story of his life and the life of another Wes Moore who is now serving a life sentence in prison for being involved in a murder. Themes of decision making, mentorship, and support systems are woven throughout and make for thought-provoking discussions in classes. The Common Reading text is chosen by a committee each year, and all incoming first-year students receive a copy of the book at Orientation. Students read the book over summer and then have discussions in Strategies for Success (SLS 1501) and Honors' Symposium classes during the Summer and Fall. A section of EGS 1006 has also adopted the text for this year. Additionally, there is a calendar of events and programming related to the theme of the book, including a chance for a $500 scholarship. To view the Fall 2015 event calendar and for more information on the program, or to inquire about using the book in your course, visit: <http://fye.sdes.ucf.edu/commonreading> or contact Abby Nobili at abby.nobili@ucf.edu.

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 members to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay. See the guidelines for submission online at <http://www.fctl.ucf.edu/Publications/FacultyFocus/submission.php>. Please send your submissions to fctl@ucf.edu.

The ideas and opinions expressed in the articles featured in the *Faculty Focus* belong to the authors and do not necessarily reflect those of the Faculty Center or of UCF.

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