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Getting to Know Students in any Size Class Jay Brophy



Dr. Brophy joined UCF in 1969 after completing his Ph.D. at Vanderbilt. He is currently the regional coordinator for the Council for Teachers of Undergraduate Psychology, the coordinator for adjuncts and graduate teaching assistants in the Psychology Department, and a Faculty Fellow for the Faculty Center for Teaching and Learning. His current research interests include the effects of humor on stress, health, mood and the immune system.

One of the best pieces of advice that I received when I came to FTU in 1969 was to get to know my students by name. Back then classes were capped at 30. So getting to know students by name was fairly easy. On the first day after introducing myself, I would ask everyone to stand and tell the class a little about themselves. I let students know that, in addition to my knowing them, I hoped that they would get to know each other. While they were introducing themselves to the class, I would rehearse their name and associate it with their face.

As class size increased to 60, I began to use additional techniques to learn student's names. I asked each student to fill out an index card with their name (or a nickname), major, special interests, phone number and a sketch of themselves. Before class I would review the cards and sort them into known and unknown students. At the beginning of class, I would call on the students that I did not know yet

and ask them to tell me anything they had learned so far in the class. Within a couple of classes, I would know most of them by name. When I could not recall a student's name, I would ask them to help me with their name. Most students were happy to tell me. I think they were glad that I was making an effort to get to know them.

When my classes grew to 100, I started using a variety of other techniques. I have used both a still camera and a video camera. In both cases, I would give them paper and a broad tip marker and ask them to create a nametag. They would hold the nametag under their chin as they were being recorded. When I used video I asked them to tell me something that would help me get to know them. In addition, I would take the roll to class and call it out to learn more names. I would still ask students to introduce themselves, but not 100 in a day. I would divide it into three days for a class of 100.

Now that I am teaching classes of 300+, I still work to get to know my students. It is even more beneficial in large classes because students are amazed that a faculty member would even try to get to know them in a very large class. I have a photographer from the Office of Instructional Resources (OIR) come to class and take digital pictures of my students. I use these in several ways. The images are downloaded onto an OIR server that I can access. Then I format them 42-to-a-page on a computer and print them out. I take a single page to class and call on those students for that day. This works well even in my 450-student General Psychology class. In addition, I insert the photos into presentations that I use for lecturing. Each page has course content and several student photos. While I am discussing the material for each slide, I call on the students in the photos.

There are numerous other ways to get to know your students. If you try it, you will be amazed how much it can improve your course. It is the best advice I have ever gotten about teaching.

If you are interested in discussing the idea feel free to contact me at brophy@mail.ucf.edu

Ethics and Academic Integrity

Nancy Stanlick



Nancy Stanlick is Assistant Professor in the Department of Philosophy. Her primary research interests are in theoretical and applied ethics and the history of philosophy. She is currently developing, with Patricia MacKown of the Office of Student Rights and Responsibilities, faculty seminars on prevention and detection of academic dishonesty that will be offered for the first time this term.

Among the most serious challenges facing us in the classroom is academic dishonesty. Instances of cheating and plagiarism do not approach epidemic proportions, but they do occur on a regular basis and, unfortunately, are often undetected. Means at our disposal to address the problem effectively are taking care to prevent and detect the problem—and to know how best to react to it once it has occurred.

In the summer of 2001, Patricia MacKown (Director of the Office of Student Rights and Responsibilities) asked me to design a course on academic integrity to be taken by students whose professors discovered the use of dishonest practices. I took on the task, believing in the principle on which it is based. Generally speaking, it is that a purely punitive reaction to academic dishonesty (at least for first offenses) would serve no useful purpose and that there must be some way to turn the "negative" around into something positive and effective for students, instructors, and the university on the whole. The final product is the Office of Student Conduct/Department of Philosophy student seminar on ethics and academic integrity. (The website for the course appears in the syllabi link at <http://pegasus.cc.ucf.edu/~stanlick/>.) It was designed with the following goals in mind:

1. To provide students with useful information concerning University and general academic resources to assist with effective studying and research.
2. To provide students with an applied ethics approach to the problem of violations of academic integrity to understand how their actions fit into a broader social, philosophical and academic context. The purpose is to prevent future occurrences of academic dishonesty by building an atmosphere of respect for oneself, for the academic discipline, for the instructor, and the academic community.

Several seminar assignments are required for successful completion of the course, ranging from original essays incorporating ethical theories into the issue of academic integrity to reviews and critical appraisals of theoretical approaches to cheating and academic dishonesty. Emphasis is placed on application of theory in which students often weave the narrative of their own cases of academic dishonesty into the larger context of theory. This approach personalizes theory and renders it more fully meaningful to the students by engaging them in critical moral evaluation of their own actions. With considerable attention to virtue, theoretic notions (the centrality of character and community in the moral realm, for example), consequentialist principles stressing responsibility, and a Kantian conception of individual dignity and responsibility, I design assignments that can lead students to the realization that 1) by cheating, they cheat themselves (not only out of an education in general, but also out of respect for themselves), 2) they may be cheating other students (by violating the spirit of competition in academic endeavors that should lead to the highest levels of achievement), and 3) (perhaps worst of all) in cheating themselves and other students, they cheat the academic community of which they are members.

"Fostering a community of scholars who practice and value the ideals and goals of education should not, however, be left to reaction against violations of its standards."

Given the egregious offenses against personal and professional integrity in both the public and private realms that daily hit the headlines, perhaps a move toward more fully articulated moral ideals and aspirations in the academic realm is a move toward the creation of an

academic community of persons possessed of the highest standards of personal integrity and social responsibility with respect to education that will carry on into a larger social context. An ethics and academic integrity seminar is a step in that direction. Fostering a community of scholars who practice and value the ideals and goals of education should not, however, be left to reaction against violations of its standards. UCF is taking a stand in this regard by posting the UCF Creed in every classroom and making academic integrity a central concern. Community is built by education about—and recognition of academic standards of conduct to prevent academic dishonesty from occurring in the first place, to create an atmosphere in which faculty and students take a stance against academic dishonesty and for academic integrity, a large part of which is recognition of the dignity and value of the academic community and its members.

To LINC Or Not To LINC

Shari N. Hodgson



Shari v. N. Hodgson teaches in the Nicholson School of Communication. Shari is responsible for developing and instructing the Speech-English Learning Community curriculum. She has dedicated herself toward improving business and interpersonal community success since 1983. Shari has consulted with the Center for Drug Free Living and the Federal

Bureau of Prisons on training employees, staff, and inmates in effective personal, interpersonal, and team communication systems, and she teaches seminars with the Florida Bar on in-court communication strategies.

Mark Twain stated, "A college education seldom hurts a man if he is willing to learn a little something after he graduates" (Prochnow, 1977, p. 277). Historically, our educational system has been resistant to rapid and profound changes. However, when these modifications occurred, the bureaucracy entered into a cycle of readjustment that often created an ideological break between what education taught and what society needed to learn (Marsh & Willis, 1999). The "Learning Community" concept and class configuration (Levine & Cureton, 1998, p. 59) may provide the timely and valuable bridge between educational reform and societal demands.

Literature speaks of learning communities that date back to ancient Grecian forms of higher education (Coye, 1997). From the early lyceums to the modern post graduate seminars, higher education has always been organized in "special communities of learners" (Coye, 1997, p. 56) that shared experiences which had individual and group meanings. The learning community concept was rooted in the traditions of America's colonial colleges (Coye, 1997). The first American colleges were places that deliberately sought to create a community of scholars with common values. In those days, the focus on community and the moral character of students was as important a part of the college years as academic work. The concept of learning communities can be philosophically related to Dewey's principles: education was most successful as a social process and was deeply rooted in our understanding of community and society. These early principles set the foundation for current educators to utilize the learning community as a means to an end for socializing students to be future citizens of a larger global community (Gardener, 1994).

"Students reported they achieved a deeper understanding and appreciation of the individual courses and a heightened sense of the interrelationships between curricula."

In 1996, the University of Central Florida embarked on a mission to provide its increasingly diverse student population an education to prepare them to survive in a rapidly evolving and changing global society. At the University of Central Florida, the learning community initiative was part of this mission. The LINC program was developed to provide the best possible means to an end of the educational and societal values determined by the Wingspread (Johnson Foundation, 1993) and Boyer report (Boyer, 1990). Traditionally freshmen reported feeling fragmented and alone (Student Life Studies Abstracts, 1996). With the learning community program, students reported feeling integrated into the larger learning institution versus being a just competitive individual involved in a group of unrelated educational circumstances. Through this restructuring into learning communities, students would make connections between their academics and comrades that would promote intellectual discussions and overcome the usual fragmentation and alienation that has become so common to the student experience (Lenning & Ebbers, 1999). Students reported they achieved a deeper understanding and appreciation of the individual courses and a heightened sense of the interrelationships between curricula. They also reported developing stronger intellectual and social bonds with their peers and instructors (Lenning & Ebbers, 1999).

During the spring semester, 2001, a replication was conducted of research (Butler & Pryor, 2001) studying student's perceptions of learning and practicality of the "Fundamentals of Oral Communication" classes. The replication of this study measured the difference between the student's perception mean scores of LINC students to general speech class students. From a survey sample of 238 subjects during the fall and spring semesters, 115 LINC students and 123 general speech students were surveyed using the original measurement tool (Butler & Pryor, 2001). LINC student's assessment of quality of learning and practicality of course mean score was 4.15. The general student's mean score was 3.28. The difference indicated a strong correlation between the LINC class configuration and student's higher perception of learning and practicality of their education. Further research comparing student's assessment of education in other academic disciplines is indicated.

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As an instructor, I would add scenarios and even use props to add a dimension of reality. But, the scenarios were not connected in any way to completing an entire, real-life task. The answer to this and to adding relevance to Humanities classes lay in joining the material in an overarching theme.

For instance, in language classes students typically learn to order food in a restaurant. I extended this by challenging students to have a dining experience from start to finish. In the Classroom Building's computer classrooms, they search for a restaurant in a hispanic city on the Internet. The site must include a menu and directions for getting to the restaurant. Using WebCT chat rooms or NetMeeting, students then invite each other to their chosen restaurants and give each other directions. On their cellphones and any other telephones we can find, they make reservations. Using props, we set the tables, order a meal, comment on the food, and pay the bill. They take turns waiting tables, bringing the bill, and collecting the money, and then we cheer because students now know they can eat in Spanish. This helps students who wait tables at their work, but frequently students with the means will go and try their new skills at a restaurant in the area. I have been invited on many occasions and am overwhelmed at the students' insistence on speaking Spanish and ordering my food, too.

Theme Teaching

Alice Korosy



Ali has taught Spanish and Humanities at UCF and FSU for eighteen years. Her main concern is keeping the material interesting for her students (and herself), which is why she can be found at many faculty development workshops at the FCTL, Course Development, and other locations as a presenter and participant. She is currently analyzing

the effectiveness of information technology in learning and student engagement.

After many years of teaching Spanish and the Humanities, a discouraging reality reared its ugly head. As an instructor, I was missing the forest for the trees. I had become quite good at motivating students to learn information, even master its use within the context of the activities assigned for class. After reviewing answers to exams, compositions, and presentations, though, it became apparent that students were not making a connection to the material.

I found a huge piece of the puzzle while preparing a workshop on creating scenarios in a foreign language classroom. As foreign language textbooks are traditionally written, chapters present vocabulary on a general theme, then create practice in a limited number of simulated situations.

"When they see the historical 'why' of much of the artwork of the period, students create their own relevance."

This approach translates to the Humanities courses, also. Instead of presenting the art, architecture, music, etc., of a period of time as interesting bits of information to be savored, I present it within a theme. For instance, the geographical shift of culture away from Europe and to the United States surrounding WWII is an excellent opportunity to help students understand that the US was not "born" a superpower. When they see the historical "why" of much of the artwork of the period, students create their own relevance. Many are eager to meet me at the Dalí and Holocaust museums in St. Petersburg, and most find something that excites them so much that they share it with the other students and with me.

In both types of classes, presentation grades have gone up because the presentations are more intelligent and cohesive; class discussions are livelier; students challenge their own ideas even as they express them; and a higher percentage of students are willing to volunteer to speak Spanish or to give their opinions, including those students who would usually sit quietly.

This is an approach that can be created and re-created each semester keeping material fresh for students and instructor alike. The key is to work on one or two themes each semester rather than try to re-create a whole course at once. This leaves time to

bring in the technology, props, and other tactile and intellectual ancillaries that can be useful, and to bring the material and the students' minds to life.

How are Web Courses Successful?

Larry Hudson



Larry Hudson is an Associate Professor with the Department of Teaching and Learning Principles in the College of Education. Larry works specifically with adult learners enrolled in online undergraduate courses and the program "Vocational education and industry training." His primary area of interest is supporting adult learners in distance learning courses. Known for writing and publishing prose and poetry, Larry is currently editing a manuscript tentatively titled "Great Teachers: Stories from the Trenches." These are personal reflections from students entering teaching about their mentors in life—very poignant and personal essays.

The question is—How are Web courses successful? Isn't that dependent upon the perspective and the person who offers the perspective? Obviously students, teachers, and administrators are directly impacted by Web courses; however, in the design and implementation of Web courses, others are involved, and even new careers have been created because of web courses, for instance, Instructional Designers, HTML coders, and Graphic Designers. On a broader scale, legislators, policy makers, and researchers are invested in this topic, too. This article could be written from the perspective of any of these people, and although some points might overlap, the feedback on what makes an effective Web course would be different. I have chosen to base my comments on the perspective of the students—our customers and clients—because student-centeredness appears to be a central theme for successful Web courses.

In 1996 we began using the Web for ALL our courses and degrees in the Department of Teaching and Learning Principles. In "Web-years" that is an eternity. Was using the Web, in and of itself, an innovation? Some would say "yes," while others would disagree.

However, the need to serve our customers demanded a new approach and this was it. In any case, "our cheese had been moved," and we could search for it or sit. We chose to search out and embrace this new approach. Since we began, over 125 fully Web-based courses have been taught through our program. Historically, we drove to various locations three to four nights per week to meet our students in-person. They drove from their home bases also—we were all "Road Scholars." But this was not meeting the needs of changing demographics; our students were already teachers and some were teaching evenings. And Saturday sessions did not fare well. Adults have families and demand time with them. We felt we had to use the Web or shut down our Program.

"We felt we had to use the Web or shut down our Program."

Okay, we have these "six years and 125 courses" experience, and enrollment has gone from between ten and fifteen to over sixty in several courses, but the question still is—How are Web courses successful? This question could not have been asked in 1996 because we were all just trying to keep up—with the technologies, development, enrollment, and student interaction. During the summer of 2002, I asked this question of all students in the four Web-based courses I was teaching. Over eighty students (100%) provided fifty-five pages of comments. For some students this was their first Web course, while for others their fourth or more Web course. These comments in total are a very "rich" source of data on "successful Web courses" from the students' perspective. So, how are Web courses successful? The key word here is "how," not why or when, or even for whom, but how. The answers are much broader than one would expect, as the following comment shows:

This is the end of my third web course. I feel qualified to answer this question meaningfully. At first, I was very nervous about taking a web course. I was afraid to leave the comfort zone of my classroom environment. I was afraid there would be no one to answer my questions. I was afraid that I would be left alone. I was afraid that the computer would not do what I wanted it to do. WRONG! (JM)

The "how" is being addressed here. This student was afraid on three areas: the "comfort zone of my classroom environment," being "left alone," and the "computer." These are very substantial areas of apprehension affecting successful learning experiences. After three Web-based courses she admits to being "WRONG" on all three perceptions. This is certainly a partial answer to the "How" question. This student has gone from fear to success—because of Web courses. Is this a true cause and effect? Of course not, but it is her perception, changed from before the first Web-based course. Are these by-products of the Web environment? And this

new perception did not even address the content covered in the courses. Here are some other answers to the "How" question, from the same student's perspective:

1. Collaboration is at its best in an online web course. I am able to view other student's products and gain new insight from many different people in many different environments.
2. I improved my research skills and my writing skills
3. It taught me how to properly present my work and has taught me improved professionalism.
4. It allowed me family life.
5. It helped me to work more productively at work.
6. It decreased the stress of making it to the classroom at a college at a specific time on a specific day.

7. It taught me self discipline, how to time manage my work, my family and my course work at a nice pace.
8. The course is convenient. If I have a headache, I can work at the course when I feel well and can work at my optimal ability. I usually don't have to take a test when I have the flu.
9. The course is well paced and gives me much opportunity to reflect and really search my thoughts.
10. This web course is successful because it has met its goal; I am a much better teacher and student.
(JM)

Although all these comments are from *one* student, they are supported by comments from others. Space does not permit me to elaborate but a major research article is being prepared for a spring conference. Isn't it exciting when a student tells you that your courses have done all the above? As you might tell, I am very excited about using the Web for courses and full degrees. It serves the needs of our students. Your questions or comments are appreciated.

Innovative Teaching Preparing to go Online

Jason Burrell



Jason Burrell is a new faculty in the U.C.F. Art Department. He holds M.F.A's from the University of Cincinnati and Savannah College of Art and Design. His current interests lie in drawing and painting through digital imaging.

This semester I have the good fortune of teaching a class which I will offer next semester online. As a new faculty member of the Art Department, the challenge is doubled with my personal adjustment to a new institution as well as to teaching media. Fortunately my department chair set the acutely appropriate topic of digital photography for this foray into distance learning. Very few topics in the visual arts will work across internet cables. Digital photography, however, should not only work but should be very successful.

How do I teach this fall semester course differently to prepare for distance education in the spring? Writing, electron-

ic research, digital presentations and students teaching students will be emphasized over traditional lecture.

Some of the critiques of this semester will be done silently. Each student will write about classmates' projects. The comments are collected and copied. The copies are given to the student being reviewed, and the originals are critiqued by the instructor. Some of the questions of the reviews include: Were the students too gentle with each other? Did they get the point of the projects? Was sufficient vocabulary used accurately? What comments and concerns are missing from the reviews? This approach should foreshadow issues that will arise in e-mail and bulletin board threaded discussions.

Of course, digital photography has a substantial presence on the internet and is easily researched. However, it is usually used at very low competency with little ambition and is almost always combined with other media to a diluted state. Discerning standards, persistence and knowledge of professional resources are the keys to slogging through the overwhelming quantity of junk on the internet. This semester students will identify, rank and list their helpful resources. This material will become a tradition forwarded across semesters, although not right away. First, the students must slog through some junk to appreciate the work just handed to them.

Despite the popular misconception, some pictures are not "worth a thousand words." Others however are worth considerably more. Taking both the good and the bad for a thorough deconstruction is critical for the students to develop their own abilities. Throughout this fall semester, digital presentations without speaking will be given and assigned. By installing all of the necessary text within the presentations, a faster learning pace may occur. These "talks" will become the basis of next semester's web sites. Electronic media is actually ideal for exposing the mechanics of an image. A photograph can be disassembled, various parts highlighted, variations juxtaposed and possibilities extrapolated without printing expenses, and all done relatively quickly.

All of the silence this semester will hopefully develop into a pressure to communicate substantially when tapped. At each writing or presentation opportunity, a backlog of comments should flood forth. Each distilled comment becomes a candidate for a paragraph of HTML.

How can the magical performance of a classroom coalesce in a data stream? The answer is that a semester of inter-

personal teaching cannot be achieved with a web site alone. It can however be achieved through a multitude of learning media. When a web site, textbook, written communication, bulletin board and occasional phone call are combined, learning grows more certain.

"Knowing how much I enjoy hearing myself talk, my mother once embroidered a homily for my office: 'Teaching Is Not Telling.' I try hard to remember that advice. And I've added a corollary to her maxim: 'Learning Is More Than Listening.' It takes active engagement for learning to occur, and creating that engagement is our challenge as teachers."

Rick Schell

*Assistant Vice President for Academic Affairs
Dean for Office of Undergraduate Studies*

Classroom Observations

The Center is offering faculty an opportunity to have their teaching peer-observed. Simply contact the Center and let us know when you would like someone to come to your class. This is not an evaluation but rather an informal way to have an external review of your teaching. We also offer videotaping of the class if you wish.

Faculty Forum

While perhaps more humble than the Forum Romanum, our "Forum Facultatem" [sic] will be much easier for you to access and speak your mind than by journeying down the via sacra and dropping a denarius at every temple along the way. The forum will be an online bulletin board where we will post a question-of-the-month of a practical or theoretical nature to which you will, hopefully, feel compelled to reply. We envision community-building engagement and empire-shaking dialogue from you so please begin to conjure anticipation and look for the official start-of-business announcement on our website. Oh yes, the forum will be peer reviewed, and the most useful (or otherwise brilliant) contribution of the month will earn a laurel leaf (a prize). The selected posting will be highlighted in the next edition of the *Faculty Focus* and will also become part of the Best Practices edition.



Suggested Readings from the Faculty Center Library

How the Brain Learns (Second Edition) by David A. Sousa

In this update to his best selling first edition, Sousa offers a research-based rationale for choosing effective instructional strategies. He presents the research along with references to primary sources, enabling the reader to explore the evidence first-hand. Each chapter includes several classroom activities that translate the theories directly into practice, and each is easily adaptable to classroom teaching. He offers a persuasive new chapter, "The Brain and the Arts," in which he argues that, far from being the product of wealth and luxury, the arts are organic to human development and should be reconsidered as "survival skills". Designing curricula based on the arts improves the growth and development of cognitive, emotional, and psychomotor pathways, and it impacts student engagement strongly.

Classroom Assessment Techniques: A Handbook for College Teachers (Second Edition) by Thomas A. Angelo and K. Patricia Cross

How well are students learning? How do we know if we are teaching effectively? Angelo and Cross address these concerns by urging teachers to become more aware and more systematic about their pedagogy. They offer a self-scoring inventory of teaching goals (which often yields surprises while generating constructive dialogue and self-reassessment). They then show instructors how to shape their goals, their delivery, and their assessment into a coherent curriculum. They offer twelve cases of successful assessment projects coming from different disciplines and assessing different skills and competencies. This book will help you design your own unique assessment project.

Faculty Library Contributions

The Faculty Center is in the process of adding to its library collection and needs your help. If you have books or videos that you have found useful to your teaching and would like to share those resources with other teachers, please donate them to the Faculty Center. Also, many instructors receive complimentary desk copies throughout the year from publishers but do not keep them. If you believe the texts would prove useful to someone else, give us a call and we will pick them up. We will accept any book donations, but if we receive duplicate copies or texts not relevant to our faculty, we will donate them to "Children International," a non-profit group that seeks to help children in dire poverty. Thank you.

Faculty Center Events

New Faculty Orientation - 2002

The Faculty Center, in cooperation with the Office of Academic Affairs, hosted a three-day orientation held on August 12-15 for 173 new faculty who were hired either this spring, summer or last fall. The session topics ranged from an introduction to the various UCF organizations and service offices to promotion and tenure and teaching and learning strategies. New Faculty lunched with the President, Provost, Deans and Chairs. The UCF Federal Credit Union provided a kick-off breakfast, and the United Faculty of Florida hosted a luncheon on the last day of orientation. New faculty are meeting in smaller groups throughout the fall and spring term as a follow-up to the orientation.

Faculty Development Summer Institute - 2002

During the week of April 29 - May 2, eighty of UCF faculty participated in the 5th annual Faculty Development Summer Institute. During this year's institute, faculty participated in over eighty different teaching and learning sessions offered by the Faculty Center, the Faculty Fellows, Office of Instructional Resources, Course Development and Web Services, as well as different service organizations of the University. The goals of the faculty included incorporating innovative changes into their courses and curriculum. Several groups of departmental faculty joined together to examine programs and initiatives to enhance student learning and experiences. Final presentations for the Institute were developed and posted on the FCTL web site www.fctl.ucf.edu for review at the closing reception. Final reports of progress will be submitted by participants at the end of Fall term (Friday, January 10, 2003), demonstrating further progress in development of curricular and course changes. Results can be viewed at the above web site.

Final Summer Institute 2002 Reports Reminder

Faculty participants in the Faculty Development Summer Institute 2002 are reminded that their final reports of progress on course/curricular innovations are due to be submitted not later than Friday, January 10, 2003. Please see the template provided to you during the Institute, complete all sections and submit an electronic copy to fctl@mail.ucf.edu. Be sure to include the names of all team members. Please contact our office if any assistance is needed.

GTA/ITA Orientation 2002

This year's orientation for new teaching assistants brought over 250 graduate students together from all over the world. The event was co-hosted by the Faculty Center, the Office of Graduate Studies, and the Office of Academic Affairs. The opening session included a breakfast provided by the UCF Federal Credit Union. Our thanks go out to the many UCF faculty and the staff from campus support units who presented over 100 workshops during the week of August 5th - 9th.

The workshops covered the following themes:

1. Orientation to the campus and support network,
2. Orientation to the many roles of TA's especially teaching, and
3. Information on Professional rights and responsibilities.

Your service to these first-time instructors greatly benefits their transformation from students to teachers. Let's all seek out and welcome them into the UCF community.

So, what is in a word?

The prehistoric Indo-European base *deik*, according to John Ayto's *Dictionary of Word Origins*, meant "to show." It produces, through Greek and Latin, our word *paradigm* as well as *diction* and, of course, *dictionary*. It also produces, along a Germanic descent, our words *token* and *teach*. Linguists generally agree that the words in a language which accurately communicate familiar ideas, like the English words *house*, *eat*, *drink*, *sleep*, etc., change very little over time because they don't need to. Unburdened of our expectations of, and demands on, the word "teach," it remains simply "to show."

Eala ðu lareow, tæce me sum ðing.

(Hail you teacher, teach me something.)

--Ælfric, from his *Excerpts from a Grammar Textbook Rendered into English* written approximately 998.

"The business professionals enrolled at our Downtown Center bring a high level of practical experience from the urban work environment to the classroom. This challenges our downtown faculty to be especially astute in their disciplines, engaged in research, and involved in service."

Dr. Cecelia H. Rivers
Assistant Vice President
UCF Downtown/South Orlando

Grand Reopening of the New Faculty Center



On August 28, Provost Gary Whitehouse addressed faculty and staff who attended the Grand Reopening of the Karen L. Smith Faculty Center for Teaching and Learning. The event included a welcome to our new Center Director, Dr. Alison Morrison-Shetlar, and celebrated our newly remodeled and consolidated offices, still

in the Classroom Building, but now in room 207. Refreshments were served and faculty mixed with old and new colleagues to discuss their summer activities and the upcoming fall semester's goals. The occasion also commemorated the spirit of Karen L. Smith upon the arrival of a bronze plaque recognizing her contributions, which was commissioned during last spring semester and is now mounted outside our west doorway. If you were unable to attend, please do come by, introduce yourself, and become acquainted with the facility.

*"Teaching is the mechanism,
Learning should be the goal."*

*Dr. Gary E. Whitehouse
Provost and Vice President
of Academic Affairs*

Faculty in Service

Dr. Joby Anthony, Mathematics, is a co-founder of the Sunshine State Scholars Program, a statewide mathematics and science competition for high school seniors in Florida that began in 1998. It is designed to recognize students, teachers, and schools that have achieved excellence in mathematics and science by building on skills described in the Sunshine State Standards. The program is supervised by a steering committee composed of representatives from the Department of Education, school districts, Florida's business community, and mathematicians and scientists from Florida public universities. Dr. Anthony is currently chairing the Program's writing team, which evaluates the students' written component of their projects. If you would like to contact Dr. Anthony about this project, his email address is janthony@mail.ucf.edu.

UCF Service Learning Initiative

We need to hear from you. Please notify Eric Main at the Faculty Center if you are currently (or have recently) incorporated a service learning component in your course. For this request, you may interpret the idea of service learning liberally. The information will be directed to the Campus Compact Grant Committee (UCF's Service Learning initiative).

Faculty Center Funding Opportunities

Winter Faculty Development Conference: Dec 10 - 12

The Faculty Center for Teaching and Learning will provide forty grants for faculty who are transforming courses by emphasizing teaching techniques for several themes, including large classes, ITV delivery to branch campus sites and support for information distribution into their face-to-face classes, and web-enhanced learning approaches to teaching, learning and evaluation activities. Faculty from all colleges are invited to apply. Please submit your RFP to fctl@mail.ucf.edu by November 18th. The RFP can be found at the FCTL website <http://www.fctl.ucf>.

Summer Faculty Development Conference: Apr 28 - May 2

The Faculty Center for Teaching and Learning will provide a limited number of grants for faculty who are transforming courses along the lines of linked courses, service learning, large classes, etc. Faculty from all colleges are invited to apply. Please submit your RFP to fctl@mail.ucf.edu by February 7, 2003. The RFP can be found at the FCTL website <http://www.fctl.ucf>.

Collaborative Learning in the Classroom, Spring Series: Jan 24, Feb 7, Mar 7, Apr 4

The Faculty Center for Teaching and Learning is calling for submission of proposals by any UCF faculty who has an interest in collaborative learning in any teaching environment or an interest in teaching a course in one of the collaborative, technology-rich classrooms in the Classroom Building (CL1). Faculty will participate in three workshops (total of 9 hours) and receive support from staff in the Faculty Center and OIR as they develop new approaches and materials for their classes. Academic Affairs, the Faculty Center and OIR will provide grants for faculty who are transforming their classes to take full advantage of the new collaborative learning with technology rooms in CL1. Please submit your RFP to fctl@mail.ucf.edu by January 24, 2003. The RFP can be found at the FCTL website <http://www.fctl.ucf>.

October Faculty Center Workshops

Computer Services Question & Answer: Have questions about computer problems? Need advice about the use of the computer system? You're invited to come by and visit with a computer services representative and get your questions answered. (October 3, 8, 10, 15, 17, 22, 24, 29)

Developing a Faculty Portfolio: One of the hardest things to do is to document teaching proficiency. This two-hour portfolio workshop will help faculty develop an outline for their portfolio and define the content and layout. (October 7, 15)

Effective Essay Assignment: We will analyze the different purposes and expectations for writing and publishing in our various fields and the different levels of performance expectations of students within our programs. Then we will apply our analyses toward creating clearer, better focused writing assignments. You will leave this session with several ways to use (and to assess) writing in the classroom more effectively. (October 24)

Facilitating Discussion: We will cover establishing your role as facilitator, helping students participate, keeping momentum and focus, encouraging multiple perspectives; relating discussion to course material; encouraging connections to the big picture. (October 17)

How to Get High Ratings: Since all our students evaluate our classroom performance, it seems reasonable to try to figure out what activities and approaches appear to relate more highly with higher ratings. The current evaluation criteria are examined and discussed to help develop effective teaching strategies and get higher ratings. (October 21)

Interactive Teaching: Participants will experience interactive classroom techniques that may be used in any size class. By being actively involved, faculty will be able to determine the value of the methods from the student and faculty perspective. (October 17)

Just-in-Time Teaching: The "Just in Time Teaching" method was developed by Gregor Novak. In this workshop participants will discuss how to manage feedback from their students about their learning, and how to get students to prepare for class. This method focuses on active student learning and assessment of that learning using available technology. (October 22)

Reaching Students with Different Learning Styles: Learn what makes students with disabilities tick in terms of how they actually learn. What can you do to facilitate the acquisition of knowledge for students who are blind, deaf, mobility impaired, learning disabled, attention disordered and those with psychological disabilities. Strategies discussed in this session will have implications for other students including those who speak English as a second language or other students who are having academic difficulties. (October 21)

Scholarship of Teaching: The criteria set out in "Scholarship Assessed" by Glassick, Huber and Maeroff, will help faculty determine the criteria for the scholarship of teaching. Use this workshop as a brainstorming session for your ideas and for making contacts across campus. (October 24)

Teaching Circles: An opportunity to come together to brainstorm teaching ideas and mentor each other as we implement the ideas in our classrooms. Teaching Circles will meet from 3:00 - 4:30 every Tuesday and Wednesday in the Faculty Center. (October 1, 2, 8, 9, 15, 16, 22, 23, 29, 30)

Teaching Large Classes: The emphasis of this workshop is to develop strategies that are effective in classes with large numbers of students. Participants will be involved in the demonstration and discussion of interactive teaching methods, assessment and grading methods, and the use of technology. (October 21)

Teaching with Study Skills: Notetaking This workshop presents strategies for incorporating notetaking skills into the course curriculum, using them with interactive teaching, modeling them for individual and group study, and showing their relationship to learning outcomes. (October 16)

Teaching with Study Skills: Textbook Reading This workshop offers various ways to use a textbook in the classroom to improve student engagement with the reading that will carry over into the homework and improve overall learning. (October 30)

Test Scoring: This session offers an overview of testing services provided by Computer Services to the UCF community. Topics include electronic grading, electronic class rolls, and survey processing. (October 7, 17)

Tips for Student-Teacher Conferences: Presents a strong rationale and several methods for communicating with students outside of the classroom. (October 10)

Using Technology in the Classroom: The workshop will show the participants a variety of media and technology that might be useful to faculty in their classrooms and for course management, for example, putting course outlines on the screen, use of web sites, and showing animations and videos in class. Participants will discuss and share ideas on the different uses of technology in the classroom. This session is a great way to brainstorm ideas for personal and course development. (October 14)

**Check out our calendar at
www.fctl.ucf.edu
for more information.**

Teaching Related Conferences

Educause 2002

October 1-4, 2002

Atlanta, Georgia

<http://www.educause.edu/>

POD Conference (Professional and Organizational Development Network in Higher Education)

October 9-13, 2002

St. Louis, Missouri

<http://www.podnetwork.org/conferences/2002/index.htm>

The Eighth Sloan-C International Conference on Asynchronous Learning Networks (ALN): The Power of Online Learning: The Faculty Experience

November 8-10, 2002

Orlando, Florida

<http://dce.ucf.edu/aln2002/>

Lilly Conference on College Teaching

November 21-24, 2002

Oxford, Ohio

<http://www.units.muohio.edu/lillycon/>

NLII (National Learning Infrastructure Initiative)

January 26-28, 2003

New Orleans, Louisiana

<http://www.educause.edu/nlii/>

Association of American Colleges and Universities

January 22-25, 2003

Seattle, Washington

<http://www.aacu-edu.org/meetings/annual.cfm>

Annual Conference on the First-Year Experience

February 21-25, 2003

Atlanta Georgia

<http://www.sc.edu/fye/conferences/2003west/2003west.pdf>

A Note From The Director



The start of a new academic year brings each of us to thinking about our courses, our curricula and new ideas that we can implement in our classes. The first day of class is where the “rubber meets the road” and a fresh set of faces greets us, each with their own set of expectations for the coming semester. As faculty we wish to provide a learning environment that will help our students develop the life-long learning skills they will need to be able to adapt to an ever changing work environment. The mission of the Faculty Center is to provide resources that will support faculty success. This semester we have a number of initiatives that will hopefully increase the interaction of faculty across campus and promote sharing of ideas. One such initiative is this journal, *Faculty Focus* which will be published twice a semester and will lead to a “Best Practices” edition at the end of the year. In this edition, faculty members share some of their teaching experiences with the university community. The authors come from different disciplines sharing passion for teaching by describing their teaching environments and how students respond to their teaching strategies.

Please let us know if we can facilitate any new initiatives that you want to see on campus. If you need a place to work, away from the phone with technical assistance close by, the Faculty Center is for you. We are expanding out library offerings and the *New York Times* is delivered daily to the Center for your use (reading pleasure). Your success is our success. We look forward to meeting, supporting, and promoting you and your department.

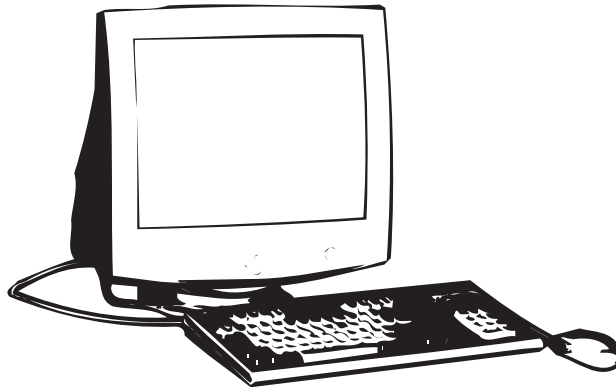
Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full- and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty, whether in hallway discussions, departmental meetings, or in written articles. Toward this latter goal, the *Faculty Focus* will lead to an annual "Best Practices" edition where some of the ideas that were generated in the bi-semester editions will be expanded and developed into full articles. The annual edition will be peer-reviewed and disseminated regionally. This represents an opportunity for faculty to reach their peers throughout the growing Central Florida community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay (see the guidelines for submission online at www.fctl.ucf.edu/focus/guidelines.htm). Publication dates will be the middle of the first and last full months of each semester, and submission deadlines will be the Friday of the week prior (November 8, 2002 for the next issue). MLA format is preferred. Please send your submissions to Eric Main, Editor, *Faculty Focus*, CL1-207, or fctl@mail.ucf.edu.

Eric Main, *Editor*

Jeremy Darty, *Graphic Designer*

Check us out Online!



www.fctl.ucf.edu

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