Faculty Focus

Contents

Beyond Intimidation: Reflections on Teaching
Dr. Gerald J. Schiffhorst

Gerald J. Schiffhorst joined the UCF faculty in 1970, received his Ph.D. from Washington University-St. Louis in 1973, and was promoted to Professor of English in 1985. His publications include several books in Renaissance studies as well as five editions of a college composition handbook. In 1998, he received the University Award for Graduate Teaching Excellence. This year, Dr. Schiffhorst becomes Professor Emeritus of English.

Even in my final semester of teaching at UCF, before heading for "fresh woods and pastures new" (in the words of the poet Milton), I continue to struggle with ways to help students feel less intimidated. This is especially the case with oral participation. Every class, it seems, offers me another reminder of the emotional obstacles to learning that I sense more than understand. Perhaps because our profession values the intellect more than the emotions, it is easy to take for granted the anxiety that accompanies so much academic interaction. How often is our students' failure to respond effectively in class due to fear—of us with power and position, of unfamiliar material, and of being tested and graded, to mention the most obvious?

The classroom setting itself can re-stimulate an unhappy academic experience. This is certainly the case in the writing classes I have taught. There, many students wonder if they will be attacked by red ink because their grammar is inadequate or their ideas are trite. Our greatest challenge as teachers is to combine rigorous standards with enough patient support and confidence-building so that the students leave the course more sure of themselves as articulate adults.

> *"They have been trained to conform and 'succeed' but not necessarily to be individuals."*

I can still recall, after 45 years or more, the voice and manner of certain teachers who were well informed and well intentioned but whose approach to learning was anything but reassuring. It is easy to forget the inherent anxiety in the teacher-student relationship and to overlook the negative conditioning many students bring to the university classroom from their previous instructors. If they have been severely criticized, silenced, or treated impersonally, no wonder they come to us at the university with blank faces. They have been trained to conform and "succeed" but not necessarily to be individuals.

If we want students to give honest, personal responses, we have to treat them as persons, with respect.

I will sum up a few strategies I have learned about dealing with students' fears in my 32 years on the UCF faculty. Some of these strategies are well known, and I am grateful to many unnamed colleagues who have shared them. My goal has always been to make the classroom a safer place, free of hostility, so that a friendly interchange of ideas is possible. We can never hope to remove all tension, but we can reduce the level of stress. Mary Rose O'Reilly some years ago, in describing what she called the "the peaceable classroom," noted that instructors tend to forget their own—and their students'—inner lives in an effort to cover the material efficiently. What is often missing is a contemplative spirit in which teaching is not governed by the dictates of the syllabus but by the needs of the students to raise questions and to listen to one another—

and be listened to—at a civilized pace that allows for reflection.

Here, then, are some techniques that can help students feel more comfortable in classes that combine lectures with discussion:

- I have assigned questions about readings to prepare students for discussion and to prompt their responses. By signing up for one of the questions, they have time to think through an issue and make the type of thoughtful response that they had felt incapable of.
- To focus on specific topics, three or four students can prepare a panel presentation. Those who are reluctant to speak alone have the support of a group and feel more confident exchanging ideas.
- Low-impact quizzes (counting for 10% of the grade) can prepare students for the type of questions asked on the major exams, which automatically become less anxiety-producing.
- Since writing skills are always of major importance, I invite students to submit drafts of their essays before they are due for my quick overall reaction.
- In teaching grammar and composition, I use humorous examples and require weekly presentations that involve a game or contest. The students must use their imagination in designing these exercises and learn that laughter is essential in making a potentially dry topic fun—and less intimidating.
- I share my own experiences as a writer and scholar so that the students see me as a human being who is also learning.
- Finally, and most obviously, I do all I can to praise class presentations and acknowledge students' oral comments. I try to recall how painful it is for some to speak up and never criticize a reluctance to respond. In evaluating writing, I always try to balance my suggestions for improvement with some positive comment. I am still learning from editors and publishers that my own writing needs revision, and I appreciate both constructive criticism and even more those often rare but essential words of praise.

Although building confidence in students is an ongoing challenge, I know that they appreciate any efforts to make the classroom a more relaxed and friendly environment for learning. And I know that, if I am patient in listening to their voices, they will become more attentive and motivated and thereby help energize me. Stimulating students in order to be stimulated oneself is a wonderful experience. I am happy to say that I have often had this experience at UCF. If, in creating interactive classrooms, I have succeeded in reducing the levels of student anxiety only slightly, that alone is a significant achievement.

Considering Interdisciplinary & "Real World" Resources
Tara J. Schuwerk

Tara J. Schuwerk, Visiting Instructor, Nicholson School of Communication is currently teaching four sections of Fundamentals of Oral Communication. Her research interests include communication apprehension, teaching communication, intercultural communication, and teaching students with disabilities. She has recently been involved with International Training in Communication (ITC) and Family, Career, and Community Leaders of America (FCCLA) as a public speaking judge and with a Truman Scholarship finalist as a mock interviewer.

Students frequently enter non-major classes with low enthusiasm, and even less in GEP classes. It is therefore a constant campaign to make SPC 1600 (Fundamentals of Oral Communication) a course that gets students motivated and involved in applying skills to the "real world." In past semesters, I had noted that students have difficulty incorporating evidence and sound reasoning into their persuasive speeches because they were not excited about critical thinking and could not grasp a use beyond the immediate coursework.

Typically, assigning text readings and then reviewing the material in class while incorporating a few examples would cover these topics. The feedback from the classes, however, began to indicate a moderate level of confusion. Upon further analysis, I discovered the *Holt Handbook* used in many of our English courses here at UCF also has a section on Critical Thinking and Argument, but the fallacy labels weren't exactly the same as the text we use in Speech. Bridging the gap between the texts used in each discipline and including more examples so the students could fully understand and be able to apply the information became essential.

After acquiring the Handbook at the UCF bookstore and analyzing the information, I was able to incorporate similar labels for the ideas being discussed into my class lecture. Streamlined explanations also aided the students in recalling the information from English or Public Speaking perspectives. Through brainstorming with other Speech instructors on how to get students motivated about this topic and on constructing fresh examples, we identified a continuous source of novel illustrations. Many students on campus read *The Central Florida Future*, the student newspaper at UCF, and often become agitated by some of the opinion articles. I had students bring in a copy of the free newspaper which is distributed twice a week during the Fall and Spring semesters and can be obtained at over 150 locations in the area. The students were able to critically read through the articles and identify use of evidence and sound reasoning and fallacies of

argument. With this student-related resource of opinion writings and persuasive messages, the discussions in class exploded with enthusiasm.

It became necessary, due to increased student involvement, to allocate more class time for this assignment. Currently, students are exposed to fresh examples and apply the restructured lecture material to this exercise. Occasionally, an article proves to be an exemplary illustration; hence, the paper has given written permission to copy the articles for future classroom use.

> *"It is vital to connect with students in the learning environment, and often an interdisciplinary approach can produce great results."*

Evaluating an exercise like this is not difficult as there is a noticeable rise in the level of student excitement and participation (over previous semesters). I also administered a short questionnaire to receive student feedback on the assignment and found that they appreciated the "application to the 'real world'" as it made it "easier to learn since we could see how it works—not just with a made-up example." I also found that test scores increased for this section and students had fewer fallacies when presenting persuasive speeches.

It is vital to connect with students in the learning environment, and often an interdisciplinary approach can produce great results. Along with this connection, however, it is crucial to develop "new" resources and to produce a "real world" application for the material by using familiar issues that concern the students.

Using PC Movies for Learner Support
Dr. Lois S. Mahoney & Dr. Judith K. Welch

Lois S. Mahoney, Ph.D., CMA, CPA, is an Assistant Professor in the School of Accounting at UCF. She teaches Accounting Information Systems and has published several articles dealing with computers and software and their impacts on decision-making and educational learning.

Dr. Judith K. Welch is an Associate Professor in the School of Accounting, College of Business Administration. She currently serves on the FCTL Advisory Board. She is actively involved in the creation and assessment of technology learning tools to promote learning.

They may not entertain you like blockbuster movies, but PC Movies provide a new way to deliver educational materials and may be the ticket to providing a consistent learning experience for a diverse student population. Students can watch movies—on their own computer—to learn exactly the course content you want delivered. If course content can be presented or performed on a computer, this method of delivery is possible. It's a practical new approach to support learning, especially for classes with widely dispersed students or highly varied skill sets.

Uses of PC Movies
PC Movies have been used to support learning in the undergraduate course in Accounting Information Systems (AIS) for over five years. Key to the approach for the course is the integration of these PC Movies to facilitate student learning. To shorten the Internet connectivity time, a CD-ROM with more than 250 megabytes of files was produced, copied and distributed by the instructors. This CD-ROM included the main pedagogical tool, the PC Movie. More than 35 PC Movies (5-7 minutes duration) including audio were prepared and distributed free of charge to all students. Students view these movies on their computer monitor, similar to viewing movies on a television. In addition, the CD-ROM included demonstration files used by the instructor, student projects from previous semesters, handout material in Adobe Acrobat (PDF) format, and "player" applications for easy installation. Each semester a "new" version of the CD is produced to facilitate additions, deletions, software version adjustments and improvements in the learning aids provided to the students.

Because the PC Movie player and movies can be copied free of charge, PC Movies are cost effective additions to classroom support. Use of PC Movies offers the following benefits:
- Content learned independent of time and place
- Different learning styles accommodated
- Technology-related tasks learned efficiently
- Additional time-on-task does not use class time
- Explanations repeated to those with language barriers.

In particular, they excel at application development learning tasks. For example, students and/or employees can learn to enter data into an information system, watch the development of a key course concept, or watch the navigation/search process of an Internet site. In order to keep the length manageable, each movie should teach a single learning task. In order to demonstrate more complex tasks, a series of movies can be sequenced together.

In the AIS class, we provide step-by-step instructions to students on how to use computer applications. PC Movie applications automatically record every click, scroll and action on the screen—even a voice for narration. These simple and flexible multimedia applications turn a personal computer (PC) into a VCR. With this approach, the learning moves at a pace that's right for the student.

> *"PC movies reinforce key concepts, demonstrate use of computer applications, provide remedial assistance for prerequisite skills, and provide a step-by-step review of concepts demonstrated in the classroom."*

PC Movies can provide remedial assistance for prerequisite skills for using basic spreadsheets, word processing, databases and other computer applications. For example, movies could demonstrate how to use a basic "if function," record a macro, or perform a mail merge. For students, a movie could help them review procedures for submitting an assignment. Movies can be developed for all essential computerized skills required for all students and be available to everyone. The College of Business Administration has used PC Movies to provide a support site for basic computer skills. You can see this site at: http://www.bus.ucf.edu/skills.

Making movies
PC Movies are easy to develop. Using an application like Camtasia, you simply click on the record button to start the movie process, demonstrate the on-screen activity with narration appropriate for the learning experience, and click the stop button when finished. Then save the file using the File menu. Usually these applications allow the developer to save the file in a proprietary format, Microsoft's (MS) .avi format or as self-executing, stand-alone movies. The following figure features the instructions and controls for a sample application.
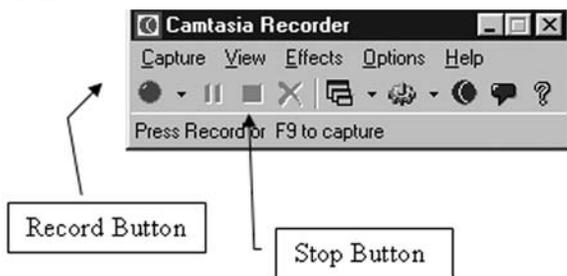
To view a movie developed with Camtasia Studio and converted to Flash visit:
www.bus.ucf.edu/welch/movies/screencapture_text_version.html
This demonstration will work best from a high-speed connection.

1. Acquire and install a PC Movie recorder application (see references for application specific information)
2. Select preferences concerning video and audio quality.
3. Plan the movie: identify learning objective, material/application for demonstration, and prepare outline of task.
4. Open the application (such as a spreadsheet or presentation application) and the specific file to be demonstrated during the movie. Practice the computer-specific tasks and plan the audio to correspond to these tasks.
5. Open the PC Movie Recorder application and select File | New from the menu bar.
6. Click "record" on the PC Movie Recorder application control and perform the actions practiced in step 3 above. Record the audio simultaneously with the actions or if preferred record the audio later.
7. Stop recording by clicking the Stop button.
8. Save the movie by selecting File | Save as… from the menu bar, name the file, and select an appropriate format.
9. Review the content by clicking on the Play button, and, if necessary, record the movie again.
10. Note that compliance with disability provisions requires transcripts of the movies also be available. After recording the movies, we had the narration transcribed and written to a file. This file is available on the CD provided to the students.

Feedback
We used a survey to obtain feedback about the use of PC Movies by students. Overall, student comments are extremely positive. 96% of all respondents report PC Movies as "indispensable" or "very beneficial" for learning computer applications. 86% of the students report the use of the movies as "very useful."

In addition to the textbook, the students received handouts, sample student files from previous semesters, instructor demonstration files, and PC Movies. Students felt PC Movies were the best ancillary materials available to them for learning the course; 73% of the students thought PC Movies were the "most helpful" to their learning experience while only 4% thought they were the "least helpful."

Student comments focused on visualization of computer applications with the step-by-step demonstration as the feature they liked best about PC Movies (46%). Other advantageous features cited include the ability to play the movies over and over again (29%), ability to work at own pace when and where they wanted to (12%), and availability of reference materials at all times (8%).

Actual Student Comments:
"The movies are a great idea. Being a student who has not been exposed to several of the concepts for a long time, the movies have been a great help. I constantly refer to them to help me when I don't understand them. It is like having the instructor available all the time."
"I love the movies. They help me so much because I can replay and take notes on the movie as much as I would like."

Conclusion
Considering the reported ease of use by students, the perceived value as a learning aide, and the relative ease of development, PC Movies should not be ignored as learning tools. They reinforce key concepts, demonstrate use of computer applications, provide remedial assistance for prerequisite skills, and provide a step-by-step review of concepts demonstrated in the classroom. In addition, students view movies at their own pace in a comfortable setting.

PC Movies provide a practical new approach to learning. They provide an excellent way to demonstrate course material and, specifically, software applications. Students using PC Movies for on-line instruction receive the same lecture-demonstration as students in the classroom and can review the movies as often as they like, when and where they like. The benefits of using PC Movies far outweigh the cost.

References
"Using Personal Computer Movies in Teaching Accounting," Lois S. Mahoney and Judith K. Welch, *Advances in Accounting Education*, Volume 4, 2002, pp. 119-138.

"PC Movies Get Two Thumbs Up for Computer Application Training," Lois S. Mahoney and Judith K. Welch, *Strategic Finance*, September, 2000, pp. 74-78.

Sample Movie Applications

Program	Developer	Web Site Information
Camtasia Studio	TechSmith	http://www.techsmith.com
Media Encoder	Microsoft	http://www.microsoft.com
HyperCam	Hyperionics	http://www.hyperionics.com

Clinical Tools, PDA's Assisting Clinical Students at the Bedside
Dr. Jeffery E. Ludy

Dr. Jeffery E. Ludy is an Assistant Professor in the Cardiopulmonary Sciences Program in the Department of Health Professions in the College of Health and Public Affairs. He is the programs director of Clinical Education (DCE) and has additional teaching responsibilities in the generic respiratory therapist program.

The use of information technology in the guise of personal digital assistant (PDA) devices has found its way to the patient bedside and, as a result, into the classroom. The need to find better ways to handle patient care and medical information is becoming readily apparent at our numerous clinical sites, and as a result we have undertaken a project to equip our program's clinical students with PDA technology. But just giving them PDA's is far from giving them an effective clinical tool. It is our hope to develop a clinically based communications system which will enhance clinical training, student assessment, and program documentation. A future option of this project would see this system working with wireless technology between the clinical sites and UCF.

The Problem(s)
Clinical education is a cornerstone in the development of cardiopulmonary science majors at the University of Central Florida. Issues of economics and logistics make integration of curriculum and real-time clinical practice, student-faculty interaction, and program-community communication extremely difficult.

Manpower and Off-Campus Clinical Sites
Generally, clinical oversight is provided by adjuncts working at our clinical sites. Most clinical supervision is provided by unpaid preceptors (professionals providing supervision to UCF students) as an additional part of their daily routine. These volunteers are an essential part of the training process, but they are the weakest link when it comes to continuity and timely feedback to the UCF faculty.

One-to-One Contact Time
Currently the UCF cardiopulmonary sciences program maintains a weekly one-hour seminar class during each clinical course that allows DCE-student interaction in a teaching/debriefing format. While this brief contact is useful, it is inadequate for monitoring the student's daily interactions (positive or negative) at our many clinical sites. Many potential learning moments as well as student questions about clinical issues are never revealed to the DCE at these weekly meetings—the opportunity is lost because the DCE is not present when these things are freshest in the student's experience.

Accreditation
External accreditation requirements seek more detailed information on student's clinical activities as well as feedback from our program's affiliates concerning their satisfaction with our students as new practitioners. Managing this added data is a growing challenge for the program faculty and for the affiliates who are being asked to file more paperwork external to their own daily needs.

Information Management
The daily increase in medical information makes it difficult to provide the UCF cardiopulmonary sciences students with the most up to date (and credible) medical and professional information available. Traditional handouts and printed scientific articles are not that effective in the hands of this generation of students. Another issue specific to student needs

is for a comprehensive yet flexible clinical manual. Such a PDA-based solution would replace a growing collection of written documentation currently used for student assessment and program record keeping.

The Project
By utilizing PDA's it will be possible to address these problems and enhance the clinical education process to the benefit of the UCF cardiopulmonary sciences program, the faculty, and the program's students.

> **"Such a PDA-based solution would replace a growing collection of written documentation currently used for student assessment and program record keeping."**

This project will be based in the UCF cardiopulmonary sciences department and be nested in one of the computers currently located in the cardiopulmonary sciences lab (HPA II-205). A future version of this project may provide wireless communications between UCF and our clinical students and sites.

The system's primary components will consist of:
1. A server or a server-like central computer to which faculty and students can up-and download whenever they are in the classroom or from their PDA wirelessly.
2. Handheld PDA's for each UCF cardiopulmonary sciences faculty member (including paid preceptors), each generic program student (16, plus backup units) and at a later date, for selected affiliate personnel directly connected with the UCF program's clinical education process.
3. Software capable of supporting program needs (i.e. *Documents to Go*), and supporting user needs (i.e. *Medical Reference*).

What might be gained with the introduction of PDA technology
Better review of patient encounters where the students can document their actions at POC and get faculty feedback on their actions and their patient care suggestions.

Student evaluations can be improved utilizing this form of information capture and feedback. Record keeping (student, not patient) would be enhanced from both faculty and student perspective with this PDA system.

The software part of the PDA project can provide students with current medical information that enhances the clinical process. This project can also improve student access to course assignments, linking the clinical syllabus directly to the bedside activities of the student. Case studies and other clinical objectives can be provided to spur student learning.

The curriculum will be enhanced as the program ties learning objectives and actual student actions together and electronically files that data for future administrative review (external as well as internal). Students will be able to access program materials ranging from program information, refer-

ence materials, and copies of their own clinical schedules.
Conclusions
The bedside teaching environment is becoming increasingly complex. Students are asked to remember increasing amounts of medical information and be skilled recorders of their own clinical education. Unfortunately, it is impossible for the UCF program faculty to be with the student at the most critical moments when he or she is at the patient bedside to help them with this complex task.
However, with this PDA technology, we may have the next best thing to actually being there—a system that supports medical education, provides a documentation platform, and helps the faculty keep track of the clinical process.

Helping Students Become Better Writers
Beth R. Young

Dr. Beth Rapp Young is an Assistant Professor of English and director of the University Writing Center at UCF. She has been involved with writing centers and Writing In the Disciplines (WID) initiatives since 1986.

Often, when colleagues learn that I direct the University Writing Center, they ask me what to do about awful student writing. "I'd be thrilled to see just one good sentence!" they lament. "Why do so many students write so poorly?" The answers to that question are many. Students may not believe that good writing is important in your discipline, especially if your class is not an English class. They may not manage their time well, turning in an unproofread draft written at the last minute. Frequently, students are simply out of practice; they may not have been asked to write much since first-year composition, and their skills may have atrophied.

Students need to learn to use writing just as faculty do: to communicate information (memos, research papers, letters of recommendation), to clarify thinking (when we work through an idea or problem on paper), and to learn new concepts and information (taking notes on reading and research topics). But students won't get enough practice to do so from one or even several writing courses. Not only that, first-year writing courses are able to provide only an introduction to academic writing; they can't teach students the more specialized expectations of particular disciplines. You can help your students write better by incorporating

Writing In the Disciplines (WID) assignments into your class.

What is Writing In the Disciplines (WID)?
Writing In the Disciplines assignments give students practice with the conventions and formats typical of a given discipline. For example, a research report in psychology will look much different than a research report in business. In addition to research reports, WID assignments can include other genres used by professionals in a discipline: literature reviews, lab journals, grant proposals, etc. You are the ideal person to teach students how to write well in your discipline because you know your discipline's expectations for good writing.

For more information about WID:
John C. Bean's Engaging Ideas : The Professor's Guide To Integrating Writing, Critical Thinking, And Active Learning In The Classroom (San Francisco: Jossey-Bass, 1996) is a practical guide to assigning and responding to writing in any discipline.

The Writing Across the Curriculum (WAC) Clearinghouse (http://wac.colostate.edu/index.cfm) lists many resources for faculty interested in incorporating more writing into their classes. Especially useful are pages that give introductory information about wac (http://wac.colostate.edu/intro/) and designing writing assignments (http://writing.colostate.edu/references/teaching/wassign/).

The Edison Initiative: Writing Across the Curriculum Bibliographies (http://www.uwm.edu/letsci/edison/wn.html) offers links to bibliographies in many disciplines, including Africology, anthropology, art history, biological sciences, chemistry, communication, economics, foreign languages, general science, geosciences, history, mass communication, mathematic sciences, philosophy, physics, psychology, and sociology.

The National Network of Writing Across the Curriculum Programs (Elementary-University) (http://wac.gmu.edu/national/network.html), facilitates the exchange of ideas and practices among its more than 600 members.

How the University Writing Center can help:
UCF's University Writing Center (http://www.uwc.ucf.edu) will support your students as they complete WID assignments. Undergraduate and graduate students can bring their writing in progress to the UWC, where other students from disciplines across UCF will provide trained peer review in one-on-one 30- to 60-minute appointments. UWC feedback focuses on the highest priority issues first (e.g., does this piece of writing answer the assignment question? Are the ideas clearly organized?), with the goal of teaching the writer to write better. For example, if the high-

est priority for a piece of writing is correct APA documentation format, the UWC will help the writer learn to apply the information in the APA stylebook rather than proofreading for the writer.

Writing consultants are trained to respond from a "lay" perspective, providing suggestions and feedback common to all good writing. Additionally, writing consultants will reinforce your teaching of disciplinary expectations by asking the right questions. If student writers are unable to answer necessary information about genre, audience, purpose, etc., writing consultants will help them figure out how to find the answers (also encouraging these students to consult with you). When students bring their work to the UWC before submitting it for a grade, they are less likely to procrastinate; therefore, you will be less likely to receive substandard, unrevised writing. For that reason, some teachers find it helpful to build UWC feedback into their assignments. If this option interests you, please see the UWC website or contact me (byoung@mail.ucf.edu) to talk through possibilities. The UWC website also provides suggested syllabus information for teachers who want to make their students aware of our services. And if you'd like a writing consultant to visit your class and spread the word, we can arrange that, too.

> *"Not only that, first-year writing courses are able to provide only an introduction to academic writing; they can't teach students the more specialized expectations of particular disciplines."*

Theory to Practice: Fusing Classroom Instruction with Community Involvement and Real-Life Experience
Michele Pannozzo

Michele Pannozzo is the Assistant Director of the LEAD Scholars Program, a division of Student Leadership Programs and Campus Life. She teaches Foundations of Leadership courses, advises first-year scholars, and works with practicum students. Her research interests are in leadership education, experiential learning, and leadership development theory.

Do theory and practice truly go hand-in-hand? Students in the LEAD Scholars Program take their knowledge of leadership development outside of the classroom.

To learn, To lead, To serve. This is the motto of the LEAD Scholars Program at the University of Central Florida. The LEAD Scholars Program targets academically talented student leaders after being accepted to the university. Students

are required to enroll in a 2-credit hour course each semester for two years that focuses on the principles of leadership development, leadership theory, and specific core competencies. Courses are housed in and taught by faculty of each of the five academic colleges. Currently, there are 500 active first-and second-year LEAD Scholars.

Bringing Leadership to Others
LEAD Scholars enrolled in the College of Education Foundations of Leadership course with Dr. Mike Kehoe have been working with Lawton Chiles Middle School (LCMS) and seventh grade students on an Anti-Bullying Campaign. In the UCF classroom, LEAD Scholars are taught the social issues facing children in their leadership development and self-efficacy. Teams of four to five LEAD Scholars develop lesson plans with role-playing situations designed to involve the middle-school children in the lesson. Taking classroom knowledge into LCMS, LEAD Scholars have been presenting key human relations skills on bullying, conflict resolution, anger management, and communication skills. Since its inception in the fall, the partnership has created a tremendously enthusiastic response from parents, teachers, and administrators and has spread to other schools in the area. The program was presented at the Florida Association of Partners in Education Conference in February.

Second year students in the LEAD Scholars Program have the option to take a practicum during their LEAD experience. Similar to graduate course study, the practicum offers students a hands-on leadership development experience in which students take leadership development theory and apply it in community agencies and learning environments.

> **"Many students and faculty have expressed great satisfaction with the joint partnership of theory in practice and agree that it has taken their learning to the next level."**

LEAD FLIGHT (Facilitating Leadership in Guiding High School Students) practicum students create lesson plans based on structured learning activities and leadership skills and execute them in area high schools. This year's LEAD FLIGHT students are working with the Future Farmers of America class at University High School and the Business Professionals of America Club at Dr. Phillips High School. FLIGHT students are trained for 7 weeks on leadership development, learning styles, and facilitation skills and then sent into the high schools to train future leaders. In addition, students also served as keynote presenters at the Business Professionals of America State Conference in Orlando. Similar to the LEAD FLIGHT practicum, LEAD START (Students Teaching and Role-modeling Teamwork) students create and facilitate leadership development programs in fifth grade classrooms.

This semester, LEAD Scholars in the Women's Studies practicum will be focusing on empowerment, body image,

mentoring and gender differences. Students will be implementing the program "Girl Power" at Longleaf Elementary and Melbourne High School. Girl Power teaches boys and girls about influential women leaders that have positively impacted society.

The Leadership in Diversity practicum allows students to identify and analyze the impact and importance of diversity on leadership development. Taught by Dr. Bette Tallen and Dr. Rebekah McCloud of Diversity Initiatives, students are required to research national companies, analyze diversity in work environments, and make recommendations based on their findings. This semester, students are focusing on leadership hiring, training, and community support of The Wal-Mart Corporation and Marriott Hotels. LEAD Scholars will present their research at the Annual UCF Leadership Institute: The Power of Positive Leadership Conference in April.

Currently, the LEAD Scholars Program offers seven experiential practicum opportunities including the Mentor Academy, Diversity in Leadership, Service-Learning, Keystone Experience, Women in Leadership, LEAD FLIGHT and LEAD START.

Taking Learning to the Next Level
Does experiential learning make a difference in a student's understanding of leadership? Many students and faculty have expressed great satisfaction with the joint partnership of theory in practice and agree that it has taken their learning to the next level. Dr. Mike Kehoe shared, "I have a dynamic group of students and have received several e-mails from parents offering support and thanking UCF and the LEAD Scholars program for taking such an active role in the community." According to Joseph Shippiee, LEAD START student, "I truly appreciate what I am learning in the classes about leadership because now I have to teach leadership theory and skills to others. It has helped me bring my learning and understanding of leadership full-circle." Annie Howe, Service-Learning Practicum student remarks, "I see how Robert Greenleaf's Servant Leadership Theory fits into what I am doing with the Give Kids the World Organization in Kissimmee. I too believe that all leadership has an aspect of servant and civic responsibility." Lyndsay Aughton, Diversity in Leadership student says, "This class has opened my eyes to the issues of diversity and acceptance facing working environments. It has been an amazing experience that I will never forget."

The LEAD Scholars Program is always searching for faculty interested in teaching Foundations of Leadership Courses. If you are interested in the program or have any questions, please call the LEAD Scholars Program at 407-823-2223 or visit us in Suite 208 of the Student Union.

"This, we've found, is the most difficult work for students to do, this work against the grain. For good reasons and bad, students typically define their skill by reproducing rather than questioning or revising the work of their teachers (or the work of those their teachers ask them to read). It is important to read generously and carefully and to learn to submit to projects that others have begun. But it is also important to know what you are doing—to understand where this work comes from, whose interests it serves, how and where it is kept together by will rather than desire, and what it might have to do with you. To fail to ask the fundamental questions—Where am I in this? How can I make my mark? Whose interests are represented? What can I learn by reading with or against the grain?—to fail to ask these questions is to mistake skill for understanding, and it is to misunderstand the goals of liberal education."

David Bartholomae and Anthony Petrosky "Introduction" to
Ways of Reading

Suggested Reading from the Faculty Center Library

A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults by Donald Greive

Attempting to meet the diverse pedagogical needs of adjunct instructors, Donald Greive has published his fourth edition of the *Handbook*. The new material in this edition reflects the shift in emphasis to student-centered learning and the increased use of instructional technologies. A thin volume, the *Handbook* offers concise yet cogent advice on the characteristics of good teaching in today's classroom environments. Greive is adept at summarizing trends and theoretical movements in clear, short passages. He provides the basic needs of any instructor regarding course design and documents, delivery methods, assessment techniques, and teaching with technology. His book contains sample documents, including a course syllabus, outline, lesson plan, e-mail guidelines, and a faculty checklist. For faculty trying to master the basics or for a quick refresher, check out this book from our library.

Wondering about Words

Do students know more about "school" than teachers? We derive our word "school" via Germanic from the medieval Latin *scōla*, which was *schola* for the ancient Romans who obtained the word from the Greek *skholé*. Interestingly, the early use of the Greek word denoted "leisure" and only later became associated with using leisure time for education. A common derivative of the Latin form is our word "scholar," begging the question, who turned leisure for scholarship into such hard labor?

American Cancer Society
Relay For Life
A Team Event to Fight Cancer

UCF Relay For Life 2003

The Relay for Life is the American Cancer Society's signature event and the number one non-profit special event in the country. UCF will host the Relay on April 4th and 5th at the UCF track. If you are not on a team but would like to be, come join "Clio's Chroniclers" at the Faculty Center. For more information go to
<http://www.cancer.org/docroot/GI/gi_1.asp>
or see our webpage at
<http://www.fctl.ucf.edu/events/relayforlife/>
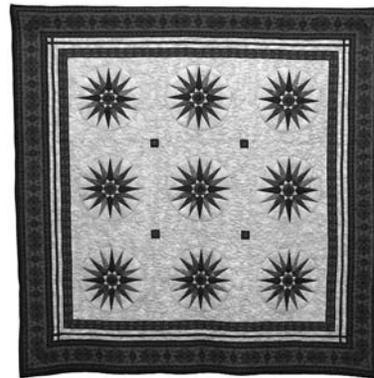
Dr. Judy Welch, Dr. Alison Morrison-Shetlar, and Dr. Ruth Marshall have made a quilt as a gift for the Relay for Life.

The 65" x 65" quilt is now on display in the Faculty Center in CL1 207.

We are offering the quilt in a drawing which will be made on Friday evening, April 4th at our Relay booth. If you would like to place your name in the bowl for the drawing to receive the quilt, please stop by the Faculty Center.

Proceeds go to Relay for Life
Donations welcome, not required
Stop by the Faculty Center (CL1-207) and enter now!

RELAY FOR LIFE®
American Cancer Society®

UCF-Fit

www.fctl.ucf.edu/ucf-fit

Congratulations to everyone who has signed up to participate in this wellness initiative. Many faculty have begun their fitness programs and made some new friends in the process. For those who would like to find out more, please visit www.fctl.ucf.edu/ucf-fit. This semester's final event will be the 5K walk-run hosted by the Student Wellness Advocate Team (SWAT) on April 11 at 5:30 p.m. Registration will begin at 4:30 in the Lake Claire area. See the website for details. Additionally, the program will be ongoing throughout the year and will expand to several venues. Have a great workout!

UCF Course Innovation Project
New Funding Initiative

Deadline April 4th, 2003.

Goals:
- To promote and support the development and implementation of linked courses (usually 2) through a common pedagogy/theme.
- To develop UCF models for linked courses that can be used by other courses/programs.
- To offer 20 linked classes for Spring 2004.

Target audience: FTIC and majors' courses. Participants from all colleges encouraged. This project will start with 5 upper level link courses and 5 lower level link courses as models for success.

Support: Initially, 10 teams of 2-3 faculty, with classes of the same or similar size, will be supported with funding and resources.

Expectation: Faculty will be supported by the participating units (Faculty Center for Teaching and Learning, Academic Advising Units, Student Development and Enrollment Services, Undergraduate Studies) to ensure the administrative success of the courses. The faculty will work together to discuss the pedagogy and teaching strategies and will develop a common syllabus and timeline for the linked courses.

Scheduling of courses: Scheduling will be done through the Faculty Center for Teaching and Learning in partnership with the Registrars office and Academic Advising Units. Courses may be block-scheduled MWF or TR and the courses will be held in the same building and if possible, the same room.

Timeline:
- March: advertise and build teams of faculty who are interested. RFP process below.
- April 28 – May 1: Summer Conference (4 days to develop course materials, $800.00/participant on completion of the summer conference).
- August – December: Implementation activities (4 x 3 hour sessions) for teams to inform them of registration/advising practices, to help prepare advertising media for advising, develop assessment strategies, syllabus etc. ($500.00/participant on completion of all of the sessions).
- September: Last date for getting advertising materials to Academic Advising Units.
- November: student registration for courses.
- Spring 2004: course implementation.

RFP process: A letter of intent to the Faculty Center for Teaching and Learning indicating:
- **The names of the partnering faculty.**
- **The courses that are going to be linked.**
- **The underlying pedagogical reasons for the linking of the courses.**
- **Letter of support and commitment from Departmental Chairs and course schedulers (e-mail accepted).**

Send the letter of intent to Alison Morrison-Shetlar, Faculty Center for Teaching and Learning, CL1-207 or e-mail the letter to aims@mail.ucf.edu by April 4, 2003.

Teaching Related Conferences

Stepping Up to the Plate in Diversity Education: A Best Practices Conference for Educators and Administrators
April 25-26, 2003
Atlanta, Georgia
www.kennesaw.edu/diversity

The SUN Conference on Teaching and Learning
May 7-8, 2003
El Paso, Texas
www.utep.edu/cetal/sun

CUMREC 2003: Leveraging the Magic of Information and Technology
May 11-14, 2003
Orlando, Florida
www.cumrec.org/cumrec2003/program.asp

UNESCO Conference on Teaching and Learning for Intercultural Understanding, Human Rights and a Culture of Peace
June 15-18, 2003
Jyväskylä, Finland
www.jyu.fi/ktl/unesco2003/conference.htm

The 28th International Conference on Improving University Teaching (IUT)
Pre-Conference Tour June 13-15, 2003
June 16-19, 2003
VAXJO, Sweden
web.jmu.edu/iutconference

2003 AAHE Assessment conference: Richer and more coherent set of assessment practices
June 22-24, 2003
Washington State Convention and Trade Center
Seattle, Washington
www.aahe.org/assessment/2003

ED-MEDIA 2003-World Conference on Educational Multimedia, Hypermedia & Telecommunications
June 23-28, 2003
Honolulu, Hawaii
www.aace.org/conf/edmedia/call.htm

**3rd International Conference on
Technology in Teaching and Learning in Higher Education**
July 14-16, 2003
Heidelberg, Germany
www2.nl.edu/conferences

Eighth Annual AAHE Summer Academy
July 16-20, 2003
Snowbird, Utah
www.aahe.org/summeracademy

MERLOT International Conference - 2003
August 5-8, 2003
Vancouver, BC, Canada
http://conference.merlot.org/conference/2003

**28th Annual POD Conference
Professional and Organizational Development Network in Higher Education**
October 8-12, 2003
Denver, Colorado
www.podnetwork.org/conferences/2003/index.htm

EDUCAUSE 2003
November 4-7, 2003
Anaheim, California
www.educause.edu/conference/annual

Submissions

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

Eric Main, *Editor*
Jeremy Darty, *Graphic Designer*

Faculty Center
CL1-207, 407-823-3544

Check us out Online!

www.fctl.ucf.edu

Faculty Center

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