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Welcome Alison Morrison-Shetlar



Alison is the Director of the UCF Faculty Center for Teaching and Learning and Professor of Biology. While Senior Research scientist and then Chair of the Molecular Biology unit at the Max-Planck Institute in Germany, she focused on the molecular and biochemical characteristics of membrane transport systems. She joined UCF in 2002.

Welcome to the 2005–2006 academic year at the University of Central Florida. I hope you had a great summer and that the coming semesters bring new and exciting growth in your career. The *Faculty Focus* is designed to provide information and ideas to help new and returning faculty discover the many resources that are available to support them at UCF. Inside each edition you will find articles written by faculty for faculty on a variety of teaching and learning related issues.

In this edition in particular, you may want to tear-out the back page and keep it by your computer for easy access to an array of contact information that can help answer many of the questions you might have about UCF. You are also welcome to contact the Faculty Center at 407-823-3544 or e-mail us at fctl@mail.ucf.edu for assistance.

The Faculty Center staff and resources support all aspects of your success on campus. The programs are designed by the faculty and provide opportunities to meet and to share ideas, develop curricular materials, learn about innovative pedagogies, develop grant proposals, and much more. A monthly calendar of all our events is sent out to every faculty and can be found online at <http://www.fctl.ucf.edu>.

New and returning faculty members (instructor, adjunct, visiting and tenure-track) have

the opportunity to meet other faculty and administrators at the New Faculty Orientation on August 15–17, 2005. The many workshops offered during the orientation are open to all UCF faculty, so check the agenda at http://www.fctl.ucf.edu/events/new_fac_orient/2005/index.htm and please join us for the workshops.

On the Faculty Center website you will also find a treasure trove of resources for teaching, for the scholarship of teaching and learning, and for classroom and program assessment methods. We add to this every day, so keep checking back for new resources. Please also visit the Faculty Success website at <http://www.fctl.ucf.edu/success> where we have put together a wide range of resources such as how to get a parking pass, how to set up your voicemail and campus maps. Our mission is to support faculty success in any way that we can. We look forward to seeing you on campus and at our UCF events.

Our Services at the Faculty Center

- Workshops on a range of topics such as curriculum development, teaching strategies, collaboration, assessment, and problem-based learning;
- The *Faculty Focus*, a journal which highlights faculty experts on campus and is a forum for sharing ideas on teaching and learning;
- A place to share with other faculty in a quiet and confidential environment;
- Peer observations that are confidential and informative;
- Videotaping on request;
- A New Faculty orientation each fall;
- Weekend retreats for adjunct faculty;
- Mentors for faculty in teaching and research-related endeavors;
- Summer and winter conferences that encourage faculty learning about new ideas in teaching;
- Multimedia portfolios on teaching, learning, and research.

A Lesson of Honor

John Weishampel



John is an Associate Professor in Biology, where he focuses on landscape ecology; i.e., how landscape pattern influences ecological processes and biodiversity. One emphasis of his research is to use models, interfaced with remote sensing and geographic information systems, to explore spatial properties of ecological systems to better understand compositional, structural, and functional biodiversity in terrestrial, freshwater, and marine systems.

Trying to infuse new energy into my classes, make my classes more interactive, and promote active learning, I decided to experiment with classroom response systems or “clicker” technology. The bottom line is that there is a slight learning curve for the instructor, but I found, and I believe the students did as well, the technology to be worthwhile. Formative and summative assessments were easy; feedback was immediate. In general, students in my class of 65 seemed to have fun (perhaps with the novelty); the class was livelier than my previous lecture classes; and quiz performances improved. So I hope to use them in the future for my larger classes of 150-400 students. However, in the first attempt to use the clickers in lieu of a scantron assessment, I learned something not necessarily of a pedagogical nature.

Though students had sufficient time to purchase clickers by the first quiz, I knew prior to class that some students would be unprepared. It was a summer-term class so things were accelerated and I gave students the benefit of the doubt that they might not have sufficient time to get to the bookstore. The 12 (19%) students who did not have clickers (and probably textbooks) were permitted to take the quiz. To compensate for this, as well as for teacher- or student- or technology error, I had each student (with or without clicker) answer the multiple choice questions on an answer sheet and with a clicker if they had brought theirs. This way I would have a paper trail to assess clicker accuracy. This quiz score, if it turned out to be their lowest in the semester, would be dropped; otherwise, it would account for 10% their grade.

I used a teacher-mediated assessment method for this first quiz. This means that the question is projected on screen to the entire class; students are given a limited time to answer it. When a student answers the question, it is designated by their clicker number changing color on the screen at the front of the class below the question. Being a novice, I mistakenly neglected to check a box on the options menu associated with the clicker software. As a result, when I ended the question, thereby effectively preventing students from changing their answers using the clicker, something unexpected happened. A histogram of student responses appeared with the correct answer highlighted. I naively made a joke and moved on to

the next question. When the submission time to electronically answer each of the 10 questions ended, a new histogram with the correct answer was displayed. Though multiple choice, the questions required some thought. Student responses were varied as shown by the graphs.

When I returned to my office to cross-check the paper answers to the clicker answers, I found the clicker responses to mirror the answer sheet responses almost flawlessly which made me feel good about the new technology. However, I discovered a big discrepancy. Students with clickers performed significantly ($P < .001$; $t\text{-value} = 8.3$; $df = 39$) worse than students without clickers (Figure 1). Not only that, but students without clickers were the only ones to receive perfect scores (7 out of 12). The lowest score with clickers was 20%, without clickers—80%. One oddity was that when there was a difference in the clicker and paper response for a student (there were only a handful), the paper response was always correct and an erased or crossed out answer which corresponded to the clicker answer was evident.

Because I thought this an interesting phenomenon and could help teach students a lesson about the scientific method, during the next class, I presented them with the observed findings and several hypotheses. The null hypothesis was that there should be no difference between student groups with clickers and those without. One alternative hypothesis was that those students who had clickers were not as knowledgeable in the subject matter as their peers. A second alternative hypothesis was that clickers produced a heightened anxiety yielding a poorer quiz performance. I let the students come up with additional hypotheses.

To further test the null hypothesis, I ran an experiment. I gave a new exam on fundamentally the same material as before. However, this time I was sure to check off the box to prevent the histogram and correct answer from displaying after the question period ended. The new results were presented during the following class.

This time, the scores of students who had used clickers on the first exam were higher (but not significantly different) than those without clickers on the first exam (Figure 1). Thus, the

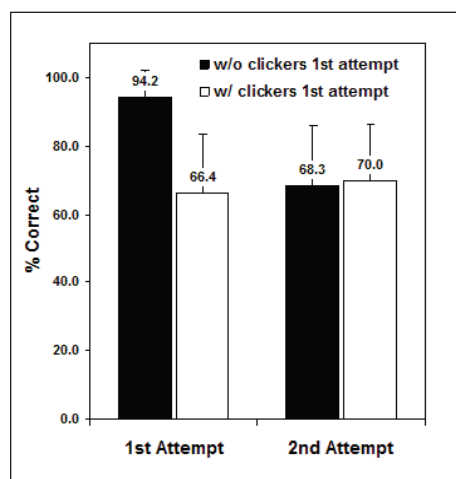


Figure 1. Average scores of the students without clickers and with clickers on first quiz attempt. The extensions are standard error.

first alternative hypothesis was not supported by these new data. Accordingly, the scores of students without clickers on the first exam significantly dropped ($P < .01$; paired t -value=4.1; $df=9$) on the second exam.

On the other hand, the scores of students with clickers on the first exam significantly improved ($P < .05$; t -value=1.7; $df=46$) on the second exam, which suggests that they became more familiar with the subject matter. Still some students forgot to bring clickers for the second quiz. (I think they should be attached to cell phones so they will not be forgotten). Those students without clickers did not perform any differently than those with clickers on the second quiz. Thus, it seemed as though the second alternative hypothesis was also invalid.

Perhaps the “null hypothesis” was indeed correct. The discrepancy on the first quiz between those students with and without clickers must have been “sheer coincidence”.

Lesson learned.

The Power of Negative Thinking

Barry Mauer



Barry is an Assistant Professor in English, where, as a generalist, he devotes much of his time to interdisciplinary work with Film, Digital Media, Simulation, Drama, and Sociology. His research is aimed at inventing new media practices for the academy and beyond, approached through a program based on grammatology and heuristics.

Teaching by example can make a powerful impression. Most of the time, we want to show a model of quality work and have students emulate it. But negative examples can be powerful as well. Emulating negative examples can help students distinguish between “good” and “bad.”

I teach writing in English and in the Film and Digital Media Program, including courses in Scriptwriting and Script Analysis. UCF’s Film program is geared to independent filmmaking; we want our students to break some of the rules sometimes. So instead of talking about “good” and “bad” scriptwriting practices, I discuss “standard practices” and “deviations.” Standard practices are those we find in most mainstream movies. Students in our program generally want to explore the deviations, and I encourage that, but I insist that they know the standard practices so they know when and how they are deviating. My “proof” for this argument is Picasso; his “deviations” in painting were accepted as “innovations” because he knew what the standard practices were. In other words, he knew how to paint in a representative manner, and could show how his formal innovations made sense in relation to the accepted standards.

In my first scriptwriting class, I had trouble convincing maverick students of the need to study the standard practices (i.e. Hollywood standards). They were convinced that their own standards were sufficient and that they did not need to take any advice from the textbook (which was a manual about the standard practices). Luckily, my textbook, *Writing the Screenplay*, by Alan A. Armer, contained a negative example, using the characteristics of bad dialog. I used it to generate the following handout and exercise:

Handout

Characteristics of “bad” dialog (I put “bad” in quotations because I disagree with Armer that these dialog practices are always “bad”; it depends on what effect you want).

1. Dialog cues (telling the actor how to read a line)
2. Character names (it’s okay to introduce the character by name, but then use it sparingly)
3. Clichés (verbal ones like “put him out of his misery”)
4. Dishonest exposition (also known as “blatant exposition: unnecessary words”—when characters say things to each other that they both already know)
5. Lack of progression (when scene starts with most important lines and ends with least important ones)
6. Radio lines (having character describe things we see on screen)
7. Playing with dramatic values (also known as being “on the nose”—good scriptwriters play against dramatic values rather than make the obvious mood of a scene more obvious)

Exercise

With a classmate or two, write the following scene, using as many “bad” dialog practices as possible (all 7 if you can). Label the bad parts with the appropriate number or term. Be prepared to read your scene to the class. It’s up to you to decide what the scene is about, who these people really are, etc.

A corporate executive returns to his office at midnight and finds a man dressed as a janitor digging through his files.

Reflection

When my students read their “bad” scenes out loud, it produced two effects. First, our negative examples were so funny that we were all crying from laughing. Second, it indicated how truly embarrassing they sounded when their scripts were read aloud, and proved to those students who had been writing bad scenes that they needed to change the way they wrote. Our scenes proved to us that “bad” practices could produce certain effects, like humor. They also proved that we should deviate from standard practices only when we intend to and have good reasons for doing so.

“I cannot teach anybody anything; I can only make them think.” — Socrates

The Evolution of a "Masterpiece"

Jennifer Kent-Walsh



Jennifer is an Assistant Professor in the Department of Communicative Disorders. Her primary research aims to improve early language, emergent literacy, and educational results for young children with developmental disabilities and severe speech impairments. She is very interested in the Scholarship of Teaching and Learning and Service-Learning.

*Each painting has its own way of evolving . . .
When the painting is finished, the subject reveals itself.*
William Baziotēs

My experiences with the Course Innovation Project (CIP) at the Faculty Center for Teaching and Learning have been similar to Baziotēs' experiences with painting. Over the course of my participation in this dynamic workshop series, I inevitably shape my project into something other than what I had originally intended. However, somehow the subject always seems to "reveal itself" and some type of functional "masterpiece" is created!

My intention this time around was to work on active and collaborative learning activities for an undergraduate class in language disorders, which I will be teaching for the first time in a web-based format. I decided early in my participation in the CIP workshops that I would consistently include structured discussions as weekly assignments in my class. That seemed easy enough to me—I thought I would ground the class content and weekly discussions in case studies, on-line simulations, etc. However, after talking to colleagues with more experience in web-based instruction, I decided that it would be a good idea to "grade" these discussion assignments in some way. This is when the real subject of my CIP project began to emerge!

After doing some research and reflecting on my past use of grading rubrics, I developed a simple rubric for cumulatively grading these assignments on a scale of 0–2, with 0 indicating that the weekly discussion assignment had not been completed, and 2 indicating that the weekly discussion assignment had been completed and it demonstrated application of class content and/or critical thinking skills. I included examples of discussion postings that would receive each possible point value.

With discussion in faculty meetings turning toward developing consistent instructional standards and procedures within our department, a suggestion was made by our Department Chair, Dr. Jane Lieberman, for the faculty to consider developing grading rubrics for student assignments. Since I thought this was a valuable suggestion and I had just then been working on a rubric for my CIP, it seemed

like a good idea for me to take on the task of developing some frameworks for grading rubrics for the department. Throughout the semester I developed these frameworks and sample grading rubrics for oral presentations and written assignments, in collaboration with other faculty members in the department. We now have rubric evaluation categories for oral presentations (content, organization, delivery, and supporting materials/mechanics) and written assignments (content, organization & mechanics, and formative preparation), along with accompanying constructs that have been suggested for evaluation within each of these categories.

These frameworks have been endorsed by the faculty for use across the curriculum, and we are now looking forward to evaluating our own applications of these frameworks through rubrics tailored to fit the wide range of student assignments within each of our courses. Hopefully this evaluation process will yield a series of more functional "masterpieces" than might not have appeared in my original sketch.

Service-Learning as Pedagogy

Mary Ann Eastep



Mary Ann has been an instructor in the Department of Criminal Justice and Legal Studies since 1995. Her research interests take her to the Caribbean where she is attempting to establish an international Service-Learning program, and she is actively seeking ways to expand the criminal justice internships she coordinates into an international program.

The longer I teach, the more I realize the significance of linkages between what is real and what is ideal, theory and practice, function and phenomenon. Students are changing. Their worlds, lifestyles and experiences are geared toward action and interaction. We are challenged to refine practices to engage students in new ways so that the information they take from our classrooms can make as much sense to them as the information they gather from other sources available to them. Service-Learning is a particularly useful way to accomplish two specific goals that teachers consistently seek to accomplish: it provides a clear pathway to link theories and concepts the students learn about in their textbooks to the world around them, and it provides a way to achieve learning outcomes.

Linking Theory/Concepts and Practice

Some fields are highly compatible with Service-Learning and the transition is smooth. These disciplines require clinical opportunities, and various kinds of hands-on possibilities for student engagement. All classrooms have theory to develop and understand, and every course has concepts that students are challenged to learn. How well they learn and understand is largely dependent on the preparation of the person directing the activities within the classroom. Service-Learning opportu-

nities are available for nearly every discipline. The challenge is to match these opportunities with the theories and concepts the students need to learn. As with any other classroom teaching, that takes a bit of preparation up front. Faculty using Service-Learning need to find appropriate placement sites, set guidelines for assignments, design and develop forms if they are going to be used, decide whether and what types of incentives will be offered, and determine what kind of reflective tool(s) students will use (The Office of Service-Learning has great ideas, templates and tools available; they can be contacted at 206A Howard Phillips Hall, or <<http://www.service-learning.ucf.edu>>, or 407-823-4395). More importantly, the instructor who sees value in using the community structure as a laboratory to build civic engagement and clearer understanding needs to prepare himself/herself, as well as his or her students for the experiences to follow.

The question of exactly how to help students use a Service-Learning experience to link theory and practice varies with the theory and with the placement opportunity. Linking theory and practice can come in small steps. For the experience to be meaningful for students, it is not necessary that it covers all aspects of the course. If a Service-Learning experience fosters a clearer view of one issue, it has been successful. If some students in a class serve successfully in an agency and, as a result, garner a much clearer appreciation of the effects of social stratification on the administration of justice, that experience has enriched the course. Likewise, if a group of students volunteers in a battered women's shelter and, as a result, become more aware of the difficulties women face when they leave abusive home situations, that group has specific knowledge that helps interpret the concepts outlined in their text and one or more of the learning objectives for the course.

Interpreting text materials is a major function of Service-Learning. A good analogy is a parishioner trying to interpret the practice of religion. While it is important to hear the interpretation of scripture from one who has studied the specifics of the denomination, that is only the first step in understanding the meaning of the religious experience. It is only by trying out the concepts in the real world that followers have the opportunity to see if they work and to understand how the specific lessons might be applied to real-world scenarios. Furthermore, the reflexive piece provides the mechanism to explore how and why the experience gave meaning to the lesson. Without reflection, there is no grounding and the interpretation cannot be completed. If Christian leaders want to teach the concept of the importance of loving one's neighbor, for example, they might assign parishioners to visit neighbors and engage in an act of unselfish love (mowing their grass, cleaning their house, etc.). The unsuspecting neighbor might become very suspicious or resentful or even angry for the intrusion. Rather than to respond with an equal measure of love, the neighbor might threaten to call the police. This is the point

where the love must be sustained, and this is the turning point for learning the lesson. Reflection will focus on reaction, responses and struggle to understand the connection with the scripture. The ensuing interaction will guide the relationship and the outcome.

Reflection likewise guides the Service-Learning experience for student learners. As important as it is to become engaged in the agency and to build sustainable partnerships for future use, by far the most important aspect of Service-Learning is reflection. This is the aspect that gives meaning to the whole experience—the point where the dots are connected. Reflection can come in a variety of forms and can provide a perfect mechanism to tie the Service-Learning experience to learning outcomes for the course.

Service-Learning as a Means to Clarify Learning Outcomes

Learning outcomes should be specific. We all have a vision of the kind of student we would like to have walking out of our classrooms on the last day of class. The ideal students are confident in their knowledge of the subject matter and they can

articulate the major issues in the field. Sometimes in efforts to make everything neatly measurable, we will use learning outcomes like, "the student should be able to list five reasons why a battered woman hesitates to leave her home," or "the student will summarize and explain a theory of relative deprivation."

Using these two simple outcomes as an example, it is easy to see how Service-Learning could significantly enrich the learning for all students in the course via the reflective piece. Assuming one group volunteered with a program for battered women and another group worked at a soup kitchen, each would keep reflective journals; each would complete a project tying the experiences with the theory or concept appropriate to the project; and each would articulate the findings to the class, inviting reaction. The entire class, presumably after already reading the theory/concept prior to hearing the presentation, derives the benefit of hearing these experiences. Not only are the specific group members able to "list five reasons," but all class members are much better equipped to more intelligently "summarize" and "list." Hearing narratives of others provides a deeper understanding, particularly when classmates are enthusiastic about their "discoveries." Most importantly, in many cases there is an interest in learning more.

And isn't that the best outcome we can hope to achieve?

"The great thing is not to avoid mistakes but to have them take place under conditions such that they can be utilized to increase intelligence in the future."

— John Dewey

College of Engineering and Computer Science
Mostafa Bassiouni (School of Computer Science)
Wasfy Mikhael (Electrical & Computer Engineering)
Thomas Wu (Electrical & Computer Engineering)

College of Health and Public Affairs
Karen Dennis (School of Nursing)
Kenneth Reynolds (Criminal Justice and Legal Studies)
Lynn Unruh (Health Professions)

Rosen College of Hospitality Management
Deborah Breiter (Tourism, Events and Attractions)

College of Optics and Photonics
Eric Johnson
Martin Richardson
George Stegeman

Burnett College of Biomedical Sciences
Antonis Zervos (Biomolecular Science Center)

Centers and Institutes
Subrato Chandra (Florida Solar Energy Center)
Glenn Martin (Institute for Simulation and Training)

Awards:
Scholarship of Teaching and Learning Awards
2004-2005

College of Arts and Sciences
Keith Folse (Foreign Languages and Literatures)
Barbara Fritzsche (Psychology)
Kerstin Hamann (Political Science)
Philip Pollock (Political Science)

College of Education
Aldrin Sweeney (Teaching and Learning Principles)

College of Health and Public Affairs
Diane Wink (School of Nursing)

Awards:
Founders' Day Awards 2005

The College Awards for Excellence in Undergraduate Teaching

Costas John Efthimiou (College of Arts and Sciences)
Jana L. Jasinski (College of Arts and Sciences)
Barry J. Mauer (College of Arts and Sciences)
Christopher L. Parkinson (College of Arts and Sciences)
Burt Pryor (College of Arts and Sciences)
Blake Scott (College of Arts and Sciences)
Peter Telep (College of Arts and Sciences)
Terry Ann Thaxton (College of Arts and Sciences)
Charles Kelliher (College of Business Administration)
Pamela Roush (College of Business Administration)
William Gaudelli (College of Education)
Karen Verkler* (College of Education)

Larry Chew (College of Engineering and Computer Science)
Amr A. Oloufa (College of Engineering and Computer Science)
Lisa L. Smith (College of Health and Public Affairs)
Peter Ricci (Rosen College of Hospitality Management)
*The University Award for Excellence in Undergraduate Teaching

The College Awards for Excellence in Graduate Teaching

John F. Weishampel* (College of Arts and Sciences)
Enrique Ortiz (College of Education)
Linda C. Malone (College of Engineering and Computer Science)
Janice Z. Peterson (College of Health and Public Affairs)
Patrick LiKamWa (College of Optics and Photonics)
*The University Award for Excellence in Graduate Teaching

The College Awards for Excellence in Distinguished Research

David L. Brunner (College of Arts and Sciences)
Keith Folse (College of Arts and Sciences)
Juli K. Dixon (College of Education)
Gour-Tsyh (George) Yeh (College of Engineering and Computer Science)
Karen E. Dennis (College of Health and Public Affairs)
Dana V. Tesone (Rosen College of Hospitality Management)
Martin Richardson* (College of Optics and Photonics)
Yongho Sohn (Institutes and Centers)
Advanced Materials Processing and Analysis Center
*The University Award for Distinguished Research

The Award for Excellence in Librarianship
Elizabeth K. Killingsworth

The University Awards for Excellence in Faculty Academic Advising
Lynn McConnell Hepner (College of Arts and Sciences)

The University Award for Excellence in Professional Academic Advising
Paul Viau (First Year Advising and Exploration,)

The University Awards for Excellence in Professional Service
Tracy L. Dietz (College of Arts and Sciences)
Kerstin Hamann (College of Arts and Sciences)

The Pegasus Professor 2005-06
Michael C. Hynes (College of Education)

GTA Certificate Course

Our GTA Teaching Certificate program will be returning in the Fall semester, on Fridays from 1:30-4:30. This non-credit course carries a stipend of \$500 to those who complete course requirements. For more information, please see <<http://www.fctl.ucf.edu/events/GTAprograms/gtacert>>

Awards:**Teaching Incentive Program Awards 2004-2005****College of Arts and Sciences**

Jocelyn Bartkevicius (English)
 Gabriel Braunstein (Physics)
 David Brunner (Music)
 Bernard Decker (Foreign Languages and Literatures)
 Costas Efthimiou (Physics)
 Patty Farless (History)
 Keith Folse (Foreign Languages and Literatures)
 Walter Gaudnek (Art)
 Shari Hodgson (Nicholson School of Communication)
 James Katt (Nicholson School of Communication)
 Thomas R. Kesler (English)
 Karla Kitalong (English)
 Martha Marinara (English)
 Howard Miles (Chemistry)
 Joan Morris (Sociology and Anthropology)
 William Morton (English)
 Lindee Owens (English)
 Carla Poindexter (Art)
 Anne Prucha (Foreign Languages and Literatures)
 Robert Reedy (Art)
 Kimberly Renk (Psychology)
 David Rollins (Mathematics)
 Haripada Saha (Physics)
 Susan Schott (Statistics)
 Terry Thaxton (English)
 Pamela Thomas (Biology)
 Kristina Tollefson (Theatre)
 Jane Waterman (Biology)
 John Weishampel (Biology)
 Elayne Zorn (Sociology and Anthropology)

College of Business Administration

Richard Ajayi (Finance)
 Ernest Gibbs (Economics)
 Cynthia Gundy (Marketing)
 Naval Modani (Finance)
 Barbara Moore (Economics)
 Ronald Rubin (Marketing)
 Craig Van Slyke (Management Information Systems)
 Kenneth White (Economics)

College of Education

Montserrat Casado-Kehoe (Child, Family and Community Sciences)
 Patricia Crawford (Teaching and Learning Principles)
 William Gaudelli (Teaching and Learning Principles)
 Glenda Gunter (Educational Research, Technology and Leadership)
 Ronald Kazoroski (Teaching and Learning Principles)
 Kevin Miller (Child, Family and Community Sciences)
 Barbara Murray (Educational Research, Technology and Leadership)
 Enrique Ortiz (Teaching and Learning Principles)
 Mary Palmer (Teaching and Learning Principles)

Stephen Sivo (Educational Research, Technology and Leadership)
 Karen Verkler (Teaching and Learning Principles)
 Vassiliki Zygyouris-Coe (Teaching and Learning Principles)

College of Engineering and Computer Science

Larry Chew (Mechanical, Materials and Aerospace Engineering)
 Avelino Gonzalez (Electrical and Computer Engineering)
 Linda Malone (Industrial Engineering and Management Systems)
 Bahman Motlagh (Engineering Technology)
 Amr Oloufa (Civil and Environmental Engineering)
 Jose Sepulveda (Industrial Engineering and Management Systems)

College of Health and Public Affairs

Eileen Abel (School of Social Work)
 Kathy Cook (Criminal Justice and Legal Studies)
 Ermalynn Kieh (School of Nursing)
 Ronnie Korosec (Public Administration)
 Mary Lou Sole (School of Nursing)
 Martine Vanryckeghem (Communicative Disorders)
 Diane Wink (School of Nursing)

Rosen College of Hospitality Management

Christopher Muller (Hospitality Operations)

College of Optics and Photonics

Patrick LiKamWa

Burnett College of Biomedical Sciences

Xinqing Chai (Molecular Biology and Microbiology)
 Dorilyn Hitchcock (Molecular Biology and Microbiology)

Awards:**Research Incentive Awards (RIA) 2004-2005****College of Arts and Sciences**

Leonid Chernyak (Physics)
 Tosha Dupras (Sociology and Anthropology)
 Keith Folse (Foreign Languages and Literatures)
 Ke Francis (Art)
 Cherie Geiger (Chemistry)
 Deguang Han (Mathematics)

College of Business Administration

Yoon Choi (Finance)
 Marshall Schminke (Management)
 Craig Van Slyke (Management Information Systems)

College of Education

Stephen Sivo (Educational Research, Technology and Leadership)
 Juli Dixon (Teaching and Learning Principles)
 Gordon Taub (Child, Family and Community Sciences)

2005-2007 Faculty Fellows

Every year at the Faculty Center, we welcome Faculty Fellows from around the university to work with us as liaisons to their Colleges. These Faculty Fellows also hold weekly office hours in the Faculty Center and offer their expertise on many varied topics to any faculty on a drop-in basis. They are happy to help faculty from any College on their specialties, which are listed below. Frequently they spend their time at the Faculty Center engaged with projects and research related to their specialties, which they would be happy to discuss with interested parties.

Our Faculty Fellows work at the Faculty Center for one year, and in the following year they serve on the Faculty Center's Advisory Board. Their office hours will be posted on our website where you will also find their contact information: <<http://www.fctl.ucf.edu/geninfo/ffellows.htm>>.

Faculty Fellow	College	Speciality
Robin DiPietro	Rosen	WebCT and Assessment
Naim Kapucu	COHPA	Service Learning
Larry Holt	COE	Teaching Strategies
Lucy Morse	CECS	Distance Learning; Technology
Belinda Boyd	CAS	Women's Studies
Karla Kitalong	CAS	Writing Across the Disciplines
Maria Lavooy	CAS	Regional Campus Support
Michael Newlin	CAS	Regional Campus Support
Terry Thaxton	CAS	Service-Learning

Fall 2005 Course Innovation Project

The Faculty Center for Teaching and Learning is calling for the submission of proposals by any UCF faculty who has an interest in improving a course.

Faculty will participate in several workshops (12 contact hours) and receive support from staff in the Faculty Center and other support units as they develop new approaches and materials for their classes. These workshops will include a series of hands-on experiences designed to help explore teaching techniques and learning activities that have been proven to be effective. Faculty will complete the workshops, produce a final project for dissemination, and write a short article for the *Faculty Focus*. Faculty will receive a \$500 stipend for full participation.

Orlando Campus Workshops

Dates: Sept 16, Sept 30, Oct 14, Nov 4

Time: Fridays 9:00 am to 12:00 pm

Location: Classroom Building 1 Room 207

RFP Deadline: August 26, 2005

Daytona Campus Workshops

Dates: Sept 15, Sept 29, Oct 13, Nov 3

Time: Thursdays 9:00 am to 12:00 pm

Location: Daytona Campus (room TBA)

RFP Deadline: August 26, 2005

Cocoa Campus Workshops

Dates: Sept 22, Oct 6, Oct 20, Nov 10

Time: Thursdays 2:00 pm to 5:00 pm

Location: Cocoa Campus (Cocoa Conference Room)

RFP Deadline: August 26, 2005

All applications will be evaluated by a faculty committee using the following criteria: project focus, viability of project, benefit to the university in terms of quality and productivity, and specific plans for accountability of outcomes.

The participants will also become part of an ongoing research project on effective teaching and learning. Faculty will be requested to share data on the effectiveness of activities and environments on student learning for potential publication. Participants may also use any data collected in their classroom for their own publication.

Fall 2005 Research Development Series

The Faculty Center and the Office of Research and Commercialization will offer two opportunities in the fall semester 2005 for faculty to develop research proposals and develop grants. The first (see Research Workshops below) is open to all faculty. The second (see Research Program Development Series below) is an RFP (Request for Proposals) event.

Research Workshops (All Faculty)

Each workshop will focus on: 1) developing a research project in the discipline and/or in the Scholarship of Teaching and Learning and 2) finding appropriate funding agencies. Separate sessions will be held in the Faculty Multimedia Center, Classroom Building room 202.

1. Social Sciences 1:00 – 3:30 p.m., October 10th, 2005
2. Arts and Humanities 1:00 – 3:30 p.m., October 11th, 2005
3. Science and Technology 1:00 – 3:30 p.m., October 12th, 2005

For additional information and to register, please contact the Faculty Center by phone: 407-823-3544 or by email: fctl@mail.ucf.edu.

Research Program Development Series (RFP)

Four two-hour sessions will support faculty who wish to prepare a research project and write a fundable research proposal.

A proposal must be submitted to the Research Program Committee via email to pvaideyan@mail.ucf.edu by October 24th, 2005. The proposal must contain:

1. Title of the research project, Principal Investigator (PI) and Co-PIs (if needed)
2. An outline of the research to be performed
3. The needs of the participant(s) to be successful in their research project
4. Proposal preparation assistance needs
5. The agencies that might be appropriate venues for external funding

Participants will be selected and contacted by October 28, 2005 and will attend four two-hour sessions in which they will work with research designers and grant proposal writers to develop their research projects. Sessions will be held on November 2, 9, 16 and 30, 2005.

Participants must submit a five-page project proposal which can be developed into a full proposal with support from the Office of Research and Commercialization and the Faculty Center for Teaching and Learning.

A \$500.00 stipend will be awarded to each participant upon receipt of the proposal by the Office of Research and Commercialization by the January 2006 deadline.

Adjunct Faculty Retreats

Near the beginning of every semester we offer a Saturday session targeted at current Adjunct Faculty members. We will examine multiple aspects of the adjunct experience, including “nuts and bolts” like finding rosters, posting grades, and using WebCT to deliver content online. We also dedicate a significant amount of time to pedagogical strategies. Topics include:

- philosophy of teaching
- developing a teaching portfolio
- learning theories
- learner differences
- disruptive conduct
- course design
- classroom management and academic honesty
- collaborative learning
- posting of grades
- goals and objectives
- syllabi and lesson plans
- assessment techniques

These retreats are free and open to all adjuncts. This fall, we are offering two Adjunct Faculty Retreats: Saturday August 20 and Saturday September 17. Both events run from 9:00-4:00 and are held at the Faculty Center (CL1-207). Because attendance is limited to forty participants, please register online early: <http://www.fctl.ucf.edu/events/adjuncts>.

Teaching Related Conferences

College Teaching and Learning Conference

October 3-7, 2005
Las Vegas, Nevada
<http://www.wapress.com/LVMain.htm>

International Society for Exploring Teaching Alternatives 35th Annual Conference

October 13-15, 2005
Cocoa Beach, FL
<http://www.isetl.org/conference/ISETL05ConferenceInfo.pdf>

International Society for the Scholarship of Teaching & Learning 2005 Conference

October 14-16, 2005
Vancouver, British Columbia, Canada
<http://www.issotl.indiana.edu/ISSOTL>

EduCause 2005

October 18-21, 2005
Orlando, Florida
<http://www.educause.edu/conference/annual/2005>

POD (Professional Organization of Developers)

October 27-30, 2005
Milwaukee, WI
<http://www.podnetwork.org/conferences/2005/index.htm>

Taking Part: Experiential Learning in Education Abroad

November 16-19, 2005
New Orleans, LA
http://www.ciee.org/annual_conference.aspx

Learning Communities 2005 Conference: Growing Citizenship in Community: It Takes an Engaged Village

November 17-19, 2005
Chicago, IL
<http://www.harpercollege.edu/lcc/2005conference>

International Council for Open and Distance Education(ICDE) International Conference

November 19-21, 2005
New Delhi, India
<http://www.ignou.ac.in/icde2005/ignou.htm>

College Teaching and Learning Conference

January 2-6, 2006
Lake Buena Vista, Florida
<http://www.wapress.com/DWMMain.htm>

Teaching and Learning with Technology Conference

March 1-2, 2006
West Lafayette, IN
<http://www.itap.purdue.edu/tlt/showcase/index.cfm>

The Teaching Professor Conference 2006

May 19-21, 2006
Nashville, TN
<http://www.teachingprofessor.com/conference/index.html>

NISOD: International Conference on Teaching and Learning Excellence

May 28-31 2006
Austin, Texas
<http://www.nisod.org/conference>

EduCause Southeastern Regional Conference

June 19-21, 2006
Atlanta, Georgia
<http://www.educause.edu/SoutheastRegionalConference/1338>

Council of Undergraduate Research (CUR) 2006

June 24 - 27, 2006
Greencastle, Indiana
<http://www.cur.org/conferences/DePauw/Workshopresponse04.asp>

Please tear this page out along the perforation and keep for quick reference.

Campus Quick References

Who is my first contact for any faculty-related questions?

Faculty Center for Teaching and Learning
<http://www.fcftl.ucf.edu>
407-823-3544

How can I find my way around the UCF campus?

Campus Map
<http://www.campusmap.ucf.edu>

How do I know when the semester starts? Ends?

When do I give my final exams?

Academic Calendar
http://www.ucf.edu/toplinks/academic_calendar.html
<http://pegasus.cc.ucf.edu/~enrsvc/registrar/examschd.html>

What is the difference between my PID and my NID?

Your PID (Personal ID) is used to access information on Polaris
<http://my.ucf.edu>

Your NID (Network ID) is used to access network services such as your email.

Where do I get my UCF ID card?

UCF Card Office
<http://www.ucfcard.ucf.edu>
407-823-2100

How do I get a parking decal?

Parking Services
<http://parking.ucf.edu>
407-823-5813

What do I do regarding seriously disruptive students or emergencies?

Police Department
<http://police.ucf.edu>
407-823-5555

Where do I go for help with digital imaging, photography, teleconferences or video production?

Office of Instructional Resources
<http://www.oir.ucf.edu>
407-823-2571

Where do I go to develop online materials for a course, or to learn how to use WebCT?

Course Development and Web Services
<http://teach.ucf.edu/~coursedev>
407-823-3718

How do I place books on reserve for my class, or suggest books for the library to get?

Library
<http://library.ucf.edu>
407-823-2562

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

Computer Help Desk
<http://helpdesk.ucf.edu>
407-823-5117

How can I access my GroupWise email from any computer with an internet connection?

Login at <http://mail.ucf.edu> with your GroupWise login and password.

Does UCF have a toll-free number I can use to dial up to the internet while I am traveling?

UCF on-the-go <http://www.ucf.edu/ontheogo>

How do I make sure the bookstore carries my textbook?

UCF Bookstore
407-823-2665

Does UCF have a gym for faculty to use?

Wellness Research Center
<http://pegasus.cc.ucf.edu/~wrcrcenter>
407-823-3509

How do I buy tickets for UCF athletic events?

Athletic Ticket Office
407-823-1000

How do I open a UCF Credit Union account?

UCF Credit Union
407-249-0008

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

University Writing Center
<http://www.uwc.ucf.edu>
407-823-2197

Where can my students go for tutoring or supplemental instruction?

Student Academic Resource Center
<http://www.sarc.sdes.ucf.edu>
407-823-5130

Where can students go to find a job after graduation?

Career Resource Center
<http://www.csel.ucf.edu>
407-823-2361

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

Student Disability Services
407-823-2371

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

Counseling & Testing Center
<http://www.counseling.sdes.ucf.edu>
407-823-2811

Where can I refer a student who needs medical care?

Student Health Center
407-823-2701

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. This represents an opportunity for faculty to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay.

See the guidelines for submission online at <www.fctl.ucf.edu/focus/guidelines.htm>. 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.



CL1-207, 407-823-3544

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



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