

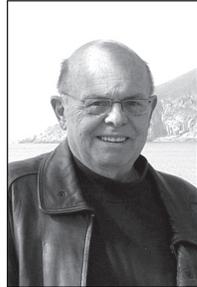


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Teaching Legacy: Voices of Experience

Richard Cornell



Richard Cornell is a Professor Emeritus from the Department of Educational Research, Technology and Leadership. He continues to enroll in various workshops or courses so he may keep up with his area of instructional

technology. He is now teaching an on-line class in International Issues for the University of Texas Telecampus Distance Learning System. On March 1st he leaves for Taiwan where he will be assisting the President of Wenzao Ursuline College of Languages in Kaohsiung.

1. What are our greatest challenges as teachers?

Our greatest challenge is having the time and the resources to appropriately educate our students, given the plethora of other kinds of tasks that we are being asked to do such as serving on committees and publishing, all of which is important. However, the primary mission of the university, as I see it, involves the students directly in terms of interaction with them. So the challenge is how do you squeeze all of this into a work week or even a year?

2. What are some of your best strategies for building student confidence?

Let them know that I am vulnerable. That first and foremost, I am not an expert in anything. In many cases I turn to the students for information and ideas. I think establishing trust is a big one; that you do not ridicule students; that you don't negatively impact them in front of other students. If a student respects you, it works both ways. If we don't respect our students, we've lost it. That is a major strategy. There are a number of others; in fact our research team, the group of Ph.D. students that I worked with, came up with about 18 different strategies to assist students, and especially the ones I have been concerned with are interna-

tional students. They come to us with such trepidation, especially if this is their first venture abroad. Also important are respecting student confidentiality, giving students advanced notice of pending assignments, and articulating expectations both of them and of myself. These are some that I consider to be critical because it all comes back to the quality of the transaction within a course. If the faculty member is not available and willingly so, then the student picks up on that very quickly.

3. What is the role of senior faculty in mentoring newer colleagues?

I think in the colleges we give lip service to this, and I have tried consistently over the years to serve in that role. I have seen where a mentor would be assigned, or a faculty member requested to mentor a particular individual. As life proceeds throughout the semester, both parties tend to become so involved in other aspects that the actual amount of mentoring varies accordingly. They get so involved in their own things that giving the new faculty the appropriate amount of time seems to be a question mark; that's a reality that you can't do much about. Everyone has their own schedule and tasks they have to accomplish. But if you're really serious about mentoring someone, then you put time and effort into it and you give whatever it is, whenever it is, and don't worry about watching the clock or other things. Life events come up; you just absolutely have to make time for that person.

4. How should professors develop as instructors over time?

Keep learning. In my particular area, that of technology, instructional design, and so forth, it's frightening how the field advances and continues to advance with breakneck speed. If we are complacent and think, "I've learned all I am going to and that's what I'll use to teach with," that's folly. Our fields, and I suspect this is true across the board in almost every endeavor academically, the content continues to change and we've got to be up to date with it. It's like I want my personal

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physician to stay up to date with every possible element of his or her practice. I think we have the same responsibility to our students and to ourselves. These aren't just nice words; this is reality. As we age, and I'm certainly in that aging bunch, the temptation is to chill out and say, "Okay, I am going to relax for the next few years and just slide through my DROP program and into retirement and not stay up with things"—that's an invitation to disaster. I make a point of attending as many national, local, and international conferences as I can. A couple of weeks ago, I was out there listening to the son of the Iraqi president, and I [was] there when Lech Walesa [was] speaking; these are critical pieces of staying connected to the world. If we don't do that we've lost it, because these kids see what we are doing. They emulate in so many ways what we send to them, and if we send a message that we are tired and we are not going to do much more, they pick up on that. So life-long learning has got to be there. I will be learning until I croak. I spent six months learning Mandarin in Taipei. I went over there and rented an apartment and just stuck to it. Five days a week of ungodly hours of writing calligraphy and trying to get my mind to where I could remember words. It was a non-stop process, but that's the kind of thing I felt I had to do because I recoup so many students from Asia and Taiwan. So I am over there a lot, two or three times a year sometimes. The thing that struck me the most when I was over there trying to better learn Mandarin: it dawned on me that what I am feeling now is what my Asian kids must feel when they come to Orlando. All those emotions I was experiencing—isolation, trepidation, fear of being made to look foolish, inability to remember content, not knowing the language, not knowing how to read Chinese—all of this struck me, and then it just dawned on me and I said, "wait a minute, let's put this shoe on the other foot and think of how these kids must feel when they come here." They are going through all of that, and add to that the complexity of a brand new culture. It is 180 degrees different from everything they are accustomed to.

5. What would you do differently if starting over as a new professor today?

I am not sure I would do an awful lot different. I hope my philosophy would be as adamant and strengthened as possible in terms of having a focus on the students. The focus on what a professor is here to do varies. I watch a number of new faculty members arrive, and I see students who are alarmed at the layer upon layer upon layer of homework they bring to their new position. It's natural in a way; they have to prove themselves. They are the new kids on the block, and they need to impress everybody with how smart they are, how industrious they are, and by God their students are going to be the same. Those are admirable qualities up to a point, but there is also the pragmatic side that says, "wait a minute, learn to just take it easy." Learn to understand your students and what their backgrounds are. If they're not ready for the kinds of things you're going to deliver, find that out first before you start throwing things at them, this assignment, that assignment, not one book, but four across a semester, write not one or two papers but one a week or something. With a new student or even a seasoned student who gets this new professor, they just bend over backwards to keep up with the work load. So the new professors need to be

able to temper the kinds of assignments that they give and to target the level of discourse that they use with students at an appropriate level.

Taking the Next Step with SoTL

Elizabeth Grauerhotz



Liz Grauerholz is a Professor of Sociology at UCF. Prior to coming to UCF in 2005, she served on the faculty in the Department of Sociology and Anthropology at Purdue University. At Purdue she also served as an Instructional Development Specialist for the Center for Instructional Excellence. Since 2003 she has edited *Teaching Sociology*, the discipline's flagship SoTL journal. Her research has focused on the goals and means of sociological instruction, the effects of writing on student learning, and the ways in which classroom climate is defined and shaped by university instructors.

At the very heart of the scholarship of teaching and learning (SoTL) movement is a desire to make what had always been a private, often lonely experience—teaching—more public. By virtually all measures, this goal has been achieved. There are now numerous journals, websites, and books devoted to SoTL. Furthermore, as a cross-disciplinary endeavor, SoTL has engaged faculty across the disciplines like no other cross-disciplinary endeavor has. One of the most frequent comments I hear when conducting workshops on teaching and SoTL is how rewarding it is to share ideas with people one would probably never otherwise meet, let alone discover similarities.

True, there are still too few faculty involved in SoTL and those who are tend to be centered in a few disciplines. This is a difficult barrier to overcome because the fact is, teaching is not as highly valued as research in many universities, and some departments are particularly reluctant to recognize SoTL as scholarship. These attitudes are, thankfully, starting to change, and SoTL is gaining more and more international recognition. Though SoTL is still in its infancy, it is growing fast and is likely to have a long lifespan. As it moves into its adolescence, however, it is important that SoTL not simply grow bigger, but that it becomes a healthy and highly respected area of scholarship. As parents of adolescents know, sometimes it's necessary to take a critical but supportive stance to keep a child on track. In the same way, we need to acknowledge the limitations that characterize much, but certainly not all, SoTL research. Doing so will, I believe, help ensure that an exciting body of work continues to improve and gain the respect it truly deserves.

One of the limitations of many SoTL studies is that they are based upon small sample sizes, and for good reason: most is based upon classroom experiences. In fact, many projects originate in the researcher's own "lab" (her classroom) and

thankfully, not many of these contain 400–500 subjects (students). Furthermore, some of the most interesting research is that done on innovative strategies or approaches that often require smaller classes and intensive teaching efforts. But like any research, the larger the cases, the greater assurance that the patterns discovered are not random or particular to a given group or setting. One obvious way we can improve on sample size is to conduct research on multiple classes (one's own or others') during the same or different semesters. Collaborating with other colleagues in one's own or other departments and institutions also holds great promise.

Second, the assessment tools used to document student learning in SoTL research are sometimes problematic. By now, we all know that we must move beyond the "I tried it and liked it" justification for why a teaching method is effective, but many studies still rely upon students' self-reports of satisfaction. Obviously, we hope students will enjoy learning, but satisfaction and enjoyment are not evidence of real learning. A more common problem with measuring learning outcomes is the strong reliance upon students' own assessment of their learning. While there is nothing wrong with students' self-reports, by themselves they are insufficient to prove learning effectiveness. For many reasons, students may be less than honest, or more likely, they may give little serious thought to the questions. An alternative approach would be to analyze students' written or oral work with a clear set of criteria used to assess learning, or better yet, to combine methods: analyze the content of their writings, exams or presentations; ask students to report their level of learning; and conduct classroom observations to determine whether students' engagement in discussion and the classroom suggest deep learning has occurred.

In short, we must continually apply high standards to SoTL research as we do in all other areas of research. Of course, I should note that the research limitations discussed here are similar to those found in any given discipline or topic area. My purpose in raising these issues here is not to single out SoTL as a weaker area of scholarship or to downgrade the importance of SoTL. Rather, I believe that taking a critical look at SoTL research and attempting to address limitations will raise the recognition and legitimacy of SoTL. In the end, we all benefit: institutions, scholars, teachers and students.

GTA Certificate Course

The GTA Teaching Certificate program will be returning in the Summer semester, on Fridays. This non-credit course carries a stipend of \$500 to those who complete course requirements. For more information, please visit

<www.fctl.ucf.edu/events/GTAprograms/gtacer>

Service-Learning Study Abroad

Mary Ann Eastep



Mary Ann Eastep is an Instructor in the Department of Criminal Justice and Legal Studies. 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.

Service-Learning (SL) at UCF is in its second generation, and those faculty members who have worked to promote its acceptance are beginning to feel like proud parents. Faculty members who have embraced the SL pedagogy are broadening their use of both the SL principles and the SL student leadership base to help their own courses and research agendas develop and evolve.

Evidence of the second-generation status of SL abounds. It is apparent in the interest in the pedagogy as a SoTL topic, the newly-implemented Service-Learning Certificate, and the acceptance of Service-Learning as a viable study abroad option.

Service-Learning study abroad programs are offered at some colleges and universities across the country, and they are offered by educational services that facilitate the placement and, in some cases, credit for students who wish to take advantage of opportunities to serve and/or volunteer in foreign environments. Heretofore, such opportunities were virtually nonexistent at UCF. In 2006, the SL Coordinating Committee decided that they wished to support the integration of SL into the study abroad arena. To that end, several members collaborated. I proposed a Social Justice course that would integrate the course objectives with service projects in Nosara, Guanacaste, Costa Rica. Dr. Melody Bowdon included a request for funding to help with housing in a grant she was writing to Florida Campus Compact. The Office of International Studies (OIS) contributed advice and helped develop the budget and set up a web site.

After a few bumps, the course was approved, the grant was obtained and the course web site (OIS) was implemented. The course will be offered this Summer A term (2007) for the first time, and depending on interest and evaluations, it will be offered again. As a faculty member considering this option, it is important to think about questions such as what are some of the advantages of incorporating this pedagogy into a study-abroad program, and how can such a program help meet course objectives?

SL study abroad combines the best of two pedagogies. Study abroad provides the opportunity to learn about another country as the student is exposed to its government, traditions, people, geography and language. Through the service, students are exposed to real situations that affect social life, in-

stitutions, development and processes. In addition to better understanding the country and culture, the added dimension of Service-Learning places the students in a variety of social situations that other study abroad programs generally do not provide. The study abroad experience is enriched through the contact and service. Serving local agencies in their own contexts allows the students' own experiences to be thicker and richer because of the opportunity for discourse. The context becomes the study, and the understanding increases since the student is civically engaged. Even if the specific field of study is not justice, governance or political science, those concepts have a clearer meaning for the student who becomes involved with the local community.

Service-Learning in an international environment provides a more focused opportunity to link course objectives with the students' own competencies so that they can learn while they serve others. If a course objective is to have students understand certain types of relationships (i.e., teachers and students, geography and accommodation, deviance and consequence), there is no better way to understand them than to live and work among them. If an objective is to identify reasons why something happens, or if you wish for them to better understand certain theories (e.g., one or more theorists' views on the etiology of crime or economic theory), working on projects that put students in direct contact with projects and populations so that theoretical linkages can be explored is a wonderful way to facilitate that understanding. What better way for a student to comprehend the concept of "relative deprivation" or "global economic strategies" than to work side-by-side with indigenous people earning an annual income of \$1,800.00 who suddenly find themselves living beside retirees whose annual incomes exceed \$180,000.00? Development in some parts of the world gives rise to the need for formal social institutions where informal social institutions were the norm for generations. Students are able to make real connections that literally bring their textbooks to life.

One of the reasons I selected the Pacific coastal area of Costa Rica for the social justice Service-Learning study abroad course is because it is a rapidly-developing area where the locals are experiencing some of the consequences, both positive and negative, of changing lifestyles and social institutions. Concepts such as "justice" have had to be reconsidered in light of the views and experiences of a more diverse population. Our students will be working in local community agencies, such as the library, schools and recycling center, to explore partnerships that are developing between the native Costa Ricans and those who have relocated there. In addition to learning more about the culture, they will better understand relationships and rules, and they will increase their understanding about justice and philosophy, justice and economics, racial and environmental justice, and gender justice.

Through Service-Learning study abroad, the objectives of a wide variety of courses can be achieved. Layers of understanding are heaped on through the experiences, and the student emerges from the experience far more educated because of it.

There is still research to be done to investigate the depth of understanding that can be reached through SL study abroad as well as the most effective ways to incorporate Service-Learning as a study abroad component so that learning objectives can best be accomplished. As SL at UCF continues to evolve, we can anticipate that the third generation will begin to increase our knowledge in this important area.

This Service-Learning study abroad course is offered Summer A, 2007. It is open to any major and there are still seats available. Because of the grant mentioned in the article, costs have been kept to about \$1,900 per student, which includes housing, airfare and breakfast each day. The students will be in Costa Rica for about a month. If you have any students who might be interested in this course, they may register online at

<<https://international.ucf.edu>>.

CPS: It's Not Just for Large Classes Anymore Ali Korosy



Ali Korosy is an Instructor in the Department of Modern Languages and has taught Spanish and Humanities at UCF and FSU for twenty-two years. Her main concern is keeping the material interesting for her students (and herself), which is why she can be found at many faculty development workshops at the FCTL. She is currently analyzing the effectiveness of information technology in learning and student engagement.

How cool would it be to read the minds of your students during class? On the side of ethics, what if we had their permission to do this? What if we could benefit their education while we were at it? Yes, it is 2007 and yes, with the click of a button, students are allowing me to read their minds.

Many reasonably seasoned and intelligent teachers hold dear the ability to generally read a class regarding comprehension of material and the ability to apply it. However, much to our amazement, we are sometimes wrong. We believe the knowing nods, smiles, and lack of wrinkled brows. We read their eyes to double check. We sometimes have faith in the silence and absence of raised hands following our query "Everybody understand?" We know these to be the signs of material delivered, material understood. And then the grades on the exam prove otherwise.

How could we be so wrong? Many of us repeatedly ask how we can be sure they know the information before the exam. After a presentation of the Classroom Performance System (CPS), or Classroom Response System as it is more commonly called at UCF, my mind (unbeknownst to me) began matching the problem and the system.

Here's the Classroom Response System in a nutshell. Students have hand-held units resembling television remote controls, fondly referred to as "clickers." Instructors use software to build exams and quizzes which are usually presented by projecting the questions and possible answers onto a screen from a computer. Students select an answer on their remote unit and send it to the computer. Instructors can then access their scores and attendance through a database.

These systems have been used for high-enrollment classes for assessment and attendance purposes. But in a small class, the cost might outweigh the benefit if this were the only case. In my Spanish-language classes, though, they are serving as my mind readers, and students are seeing personal benefits. I prepare PowerPoint slides on recently presented material. After a period of practice, I ask students to "sacar los clickers", and we join in the Classroom Response ritual. In the few weeks that I have used it, I have been able to see a number of benefits.

I asked for student feedback during class after only three weeks of using the system. In my Honors class, several students answered with enthusiasm about the CPS interactions. The self-described A.D.H.D. students say that they are more engaged in class as a result of using the clickers, perhaps because of the threat of my seeing their scores, or their own drive to do well on a quiz whether grades are recorded or not. The responses in my other classes were mixed, although still mostly positive. Only a student or two remarked that they saw it as a new "toy" and said they preferred the tactile exercises. A few others are still waiting to decide.

Most of my students' comments were positive. Several expressed appreciation for communicating their confusion without embarrassment, finding themselves more attentive in class and more engaged with the material, and knowing their level of comprehension before a test that "counts." One of my Honors students offered that, even though the material we are covering at the moment is generally much more difficult to grasp than any previous information, she feels she is grasping it more completely and quickly than anything covered before now. Her feeling is that the clickers have kept her more involved in the process. Several students are reluctant about the expense, which is understandable, but a few offered that if we were to use it nearly every day, they would feel it was worth the dollars spent.

After 23 years as an instructor, I am impressed with the perceived results. My senses tell me that students are grasping the material even more quickly and more thoroughly and are more engaged in oral class activities than in previous years. Furthermore, quiz grades in all classes appear to be up generally and students are more attentive and appear to be less afraid to speak in class. I'm giving a thumbs-up on this one so far.

Experiential Learning

Rob Reedy



Rob Reedy is a Professor in the Department of Art where he has been teaching for fourteen years. Rob received his MFA from the University of Mississippi and has served as Chair and instructor at Bradley University and the Ringling School of Art and Design. He has developed several educational programs at UCF, including Partners in Art for Visual Education, Flying Horse Editions, and Creative Research and Education in Art and Technology. His creative works have been exhibited worldwide.

During the last two years, I have evolved to a new teaching approach in my studio/classroom that has proven to be highly effective. In this new world, my classes engage in a competition to design indoor or outdoor sculpture. These competitions involve real clients who are interested in commissioning works of art for their private and/or commercial sites. Each competition places students in a "real world" situation involving issues such as creative problem-solving, model-making, budget development, technical and computer aided drawing, zoning laws, and mastery of the visual elements and principles of organization. At the end of each semester, student projects are displayed in the Visual Art Building and judged by an external panel of scholars and experts. The winners fabricate and install their sculptures per the competition commission. This fabrication and installation process immerses the student/artist in the business and practical situations that professional artists face but rarely experience in an undergraduate or graduate educational environment.

The results have been astonishing. My students have grown in both the creative and commercial aspects of art. The local community has welcomed us with open arms, and we have been able to share our designs in new and innovative ways. Furthermore, these are freshman and sophomore foundation students. For many of them this is their first visual art experience. Because of the success of this program, we have divided ourselves into two groups, the 3D Workshop that is the introductory phase of the design process and then the Advanced Design Institute, an independent study group that conducts advanced studies and research for three-dimensional design.

While we are pleased with our progress, this is indeed a learning experience for us all. Recently, at a regional workshop on undergraduate foundation in visual art, our new program was featured and was the topic of much discussion. The comments and responses to our efforts were interesting. One of the leading scholars in our state in this area was very excited about our program and said she had never seen anything like it in the country. However, she did have some reservations. One concern was the impact on young students in such an accelerated program. Could they handle jumping from pedagogy to production in one term? Also, she spoke of seeing students "de-

railed” by premature success. These are legitimate questions. I faced similar questions in the early stages of this program. However, our results to date have received both academic and business success, and the partnership between education and the community has been very exciting.

I believe if you raise the bar your students will follow. I’ve always demanded the best from my students and have rarely been disappointed. Is it possible that undergraduate education is out of touch with the reality our students face when they graduate? As a professor and a parent, it never sat well with me to hear graduates constantly told by the professional world “even if you get a degree you’ll still have to be retrained.” As a professor this becomes a bitter pill to swallow. With this real-world marriage of art, business and research, I believe we can address the concerns of preparing our students for the world ahead of them using a more experiential learning process and teaching environment.

Undergraduate Research **Carla Poindexter**



Carla Poindexter is an Associate Professor of Fine Art who teaches all levels of painting, drawing, and book arts. She received her BFA from the University of Texas and her MFA from Texas Tech University. She is the recipient of numerous honors and commissions including a 2003 commission from the State of Florida, Art-In-State Program to create an 8’ x 28’ painting. The painting can be viewed in the atrium of the Darden Theatre at the Rosen College of Hospitality Management in Orlando. Her works belong to numerous private and public collections throughout the United States, and she has exhibited widely in commercial, educational, and public galleries for over 25 years. She resided in Texas for nearly twenty years before coming to Orlando, and she was actively involved in a vital art community in Houston, Texas. Her exhibition record includes 15 major solo exhibitions and numerous juried and curated group exhibitions nationally and internationally. You can view samples of Poindexter’s work on the web at <http://www.carlapoindexter.com>.

This past summer, seven advanced BFA painting students were commissioned by Mr. Harris Rosen, owner of Rosen Hotels and Resorts, to create ten large, original paintings under my supervision for the soon-to-be-opened Shingle Creek Resort on Universal Boulevard in Orlando. The paintings were successfully completed and professionally installed last fall and remain on permanent display throughout the main lobby and other public spaces in the hotel.

The project provided an essential step in each student’s growth and education because it allowed for a crucial transition from

advanced academic achievement to a professional level of artistic production within a prestigious business environment. The journey from idea to completed project was significant because each step in the process challenged art students to consider the complexities of visual communication beyond the protected walls of the typical classroom-studio environment, which comprised the sum of their experiences in fine arts undergraduate education in painting prior to the project.

As a past and present UCF benefactor and as a strong supporter of undergraduate education in particular, Mr. Rosen was interested in challenging our painting students to create work that reflected their knowledge of art history and contemporary art practices while utilizing current methods and technical skills in painting. All ten works are archival and were produced using the finest acrylic paints to build rich surfaces of color and light with layers of transparent glazes.

The project began with preliminary studies on paper and small canvases that addressed the theme of Historic Florida. Students researched the theme from their own points of view and interests after which the studies were created and submitted for discussion and critique with Mr. Rosen. After the selections were made, Rosen encouraged each student to use his or her creative license to produce the finest individual work attainable within the chosen genre.

The resulting final works represent excellence in undergraduate research. All ten paintings are profoundly beautiful, and are executed with elegant technical skill and historically relevant imagery.

The ten commissions were awarded to recently graduated BFA painting students, Daniel Coeyman, Rocio Fernandez, and Marina Weber, as well as to current advanced painting students, Christopher Beaven, Mark Brinton, Nicole Ami Faust, and Wesley Stephenson. All seven students were selected for the high quality of their individual styles in representational painting.

The commissions were successful because everyone involved understood his or her role within the clearly stated, business and educational goals of the project. Students met deadlines and learned how to work with a client, while maintaining their artistic integrity.

With this commission, Mr. Rosen demonstrates how business and education can partner to benefit our students and visitors from all over the world who will see and experience this artwork.

Variations on a Theme:

The M Class

Jerry Sublette



Jerry Sublette is a Visiting Instructor with the Nicholson School of Communication, teaching at the Cocoa and Palm Bay regional campuses. After graduating from Marshall University, he taught as an adjunct at a number of colleges before coming to UCF in the fall of 2001.

The M-class at UCF is described as both “mixed media” and as “reduced-seat time.” It can also be described as a “hybrid” of face-to-face (F2F) classes and full-web (W) classes. This essay explores two dimensions suggested by these descriptions, the “time” dimension and the “media” dimension. This essay also suggests that these two dimensions can be useful to a professor who is planning to teach an M-class.

Time Dimension

The time dimension, as envisioned here, deals with the structuring of the time that would normally be devoted to a F2F class in which the professor meets with all students at class sessions. “Reduced-seat time” requires that such time be substantially reduced. This is accomplished by reducing the frequency and/or duration of class meetings. The professor must decide this based on pedagogical needs and personal preferences, and, importantly, one size does not fit all.

For example, in my first M-class, I held regular-length class meetings but reduced the number of meetings. My main concern was that major tests would be done in-class rather than on-line. I scheduled meetings to accommodate this preference. We met the first week, skipped two weeks, met the 4th week for test review and the 5th week for a test. Then we skipped 3 weeks and came back again for a test review and a second test. We then skipped 3 weeks and came back for a review and then a 3rd test. I know other professors at UCF who reduce the seat time by meeting on alternate weeks.

Personally, I felt very out-of-touch with my students when the frequency of class meetings was substantially reduced. Also, I found it difficult to adjust to surprises, such as when the textbook for the course did not arrive on time. So, for my second M-class, I reduced the seat time by half, but kept the original number of class meetings. I was much more satisfied with the general flow of this class than with my first M-class experience. On the other hand, such a schedule did not reduce the number of class trips for students.

During the summer of 2006, I taught two M-courses. These classes would normally meet for almost 4 hours for 12 class sessions. This time I reduced the duration from almost 4 hours to 2 hours and the frequency of class meetings from 12 to 10. The two skipped weeks contained Memorial Day and Inde-

pendence Day, which provided two “mini-vacations” for the students and myself. The main point is this—professors, when planning an M-class, should consider both frequency and duration of class meetings. Each professor, each course, and each situation is unique and may therefore require a different combination of frequency and duration adaptations.

Media Dimension

The “mixed media” description to most professors, I believe, suggests a combination of F2F and computer-interfaced teaching and learning activities. A broader definition of “media” might include field trips to museums or cultural activities. Other common learning media are video and audio materials.

For example, in one of my F2F classes I have often showed a video of the HBO production, *Hate.com: Extremists on the Internet*. For this summer’s M-class, I placed a DVD of the program on reserve in the UCF Library and required students to watch it and write a short analysis of it. Interestingly enough, a number of the students requested that I show it before class on the “big screen” in our UCF “smart room.” I accommodated their request. My point here is that professors should think in broad terms when defining “media.” Computer activities are not the only options available. Again, one size does not fit all.

At another level, a professor must decide which medium best fits each learning task. Sometimes the choice is obvious. For example, I easily converted a computer lab activity in a F2F class to an online activity in the M-version of the course. As mentioned before, I administer major exams only F2F. This, of course, is a personal preference, but it certainly makes the choice an obvious one for me. Another obvious choice concerns the surveys that I often give students class time to complete in F2F classes. Such activities easily convert to the online format.

Formative quizzes, on the other hand, are more problematical. Traditionally, I have given weekly quizzes consisting of multiple-choice, fill-in, and essay items in almost all of my F2F classes. The purpose was always to encourage students to review each week’s material before the next class and to provide a strong incentive for students to attend class. For each of the M-courses that I have taught, I have moved the quizzes online. I have limited these quizzes to multiple-choice and fill-in items because of the difficulty of grading essay questions in online quizzes and because many of my essay questions involve the reproduction of visual models. Some students have told me that they have not felt as prepared for essay questions on the major exams because of lack of practice with that type of question.

Thus, the choices among media often involve trade-offs. Online quizzes, for example, may provide convenience for both professor and student, but at the expense of student preparation for tests and fewer class interactions. Other problematic learning activities include group and individual oral presentations. Adapting some activities to an online format may lose much of the interpersonal dynamics that occur in the F2F

format. Still another problem relates to professor-generated lectures for which there is no textbook backup. Such material can be delivered F2F with lecture notes posted online, but may also be written up as online modules.

Conclusion

This essay argues that a good starting point for planning an M-class is to focus analysis on two dimensions: time and media choices. Time choices must be made regarding frequency and duration of class meetings. Media choices involve choosing the best medium for each learning activity. Certainly, these two dimensions are intertwined. Media choices affect seat time vs. non-seat time. On the other hand, pre-set schedules for M-classes may, to some extent, dictate how much media adaptation must occur.

UCF Library Updates

This new feature in the *Faculty Focus* will alert you about new databases and other happenings at your Libraries. If you haven't had the opportunity to visit the new coffee shop, you've missed a treat. Come sit in our cyber-café and sip coffee, eat lunch or a snack, view the news on the TV, check the Browsing Collection, or use a computer.

You might be interested in knowing about the latest titles added to the Libraries' database list. You can find these by going to <http://library.ucf.edu> then click on Articles & Databases.

Tell your colleagues and students about these unique resources. As you already know, you can access these online resources from off campus by using the library number on your UCF ID card. For more information about off campus access go to <http://library.ucf.edu/Databases/OffCampus.asp>.

- AccuNet/AP Multimedia Archive
- Digital Dissertations & Theses—Full Text
- Early English Books Online (EEBO)
- Testing and Education Reference Center Basic
- Theatre in Video
- OED online

New Course Management System Webcourses@ucf

Did you know UCF has a new course management system? How do you move your WebCT CE4 courses to the new system? Is there training?

UCF has outgrown its old course management system, WebCT CE4. So in 2006, the university decided to move to a new version based on newer technologies. The new course manage-

ment system is called Webcourses@UCF. Some new features in Webcourses@UCF include the following:

- Gradable discussions
- Student names locked in the gradebook
- Who's online (an IM feature)
- More selective release options
- More content options

The Migration Process

All WebCT CE 4 (old) courses must be migrated to Webcourses@UCF (new) by spring 2008. It is recommended that you look at your courses and plan when you need to migrate them. Here are the deadlines to request future migrations and when you may expect your course to be ready:

<i>Courses for</i>	<i>Migration must be requested by</i>	<i>Migrated courses will be ready no later THAN</i>
Summer 2007	Friday, March 9 th	April 20 th
Fall 2007	Friday, June 29 th	July 20 th
Spring 2008	Friday, October 12 th	November 30 th

Migration requests will be processed in the order received. Feel free to submit your requests early so you have time to learn the new system. Some items to remember:

1. Once your course is migrated, any content changes in the WebCT CE4 system will NOT appear in the new version and vice versa.
2. Submit your request to convert a WebCT CE4 course at <http://teach.ucf.edu/webctupgrade/accountconversion.html>.
3. To speed up course conversion, prepare your course as follows:
 - a. If your course is not active, reset it to remove all student data. Instructions to reset your course may be found at <http://teach.ucf.edu/webctmanual/pdf/MC-05%20Course%20Reset.pdf>.
 - b. Review the documents in Manage Files and delete any content no longer needed. Instructions to delete files may be found at <http://teach.ucf.edu/webctmanual/pdf/CC-01%20Manage%20Files.pdf> under the File Options heading.

Getting a New Course or Section in Webcourses@UCF

Requesting a new course (called a "section") in Webcourses@UCF is much simpler than the old system. We have designed a tool that allows you to request a Webcourses@UCF section for any course for which you are listed as the instructor of record in the class schedule. Some points to consider:

1. If you have not migrated a course and want to create a new course, send an e-mail to coursedev@mail.ucf.edu letting us know you want to use Webcourses@UCF for your new course. We will send you instructions on how to use the new tool.

2. If you have never used one of UCF's course management systems, you will be required to complete an online, self-paced course called "Essentials." Essentials acquaints you with the online policies at UCF, the new course management tool, and modifications designed for UCF.

Learning about Webcourses@UCF

How do you learn about Webcourses@UCF? There are a variety of resources available.

1. You will find a description of face-to-face sessions and a schedule at <http://teach.ucf.edu/webctupgrade/training/>. The schedule is constantly changing to keep up with the demand, so check in frequently and sign up for some sessions.
 - a. Once your course has been migrated, we strongly encourage you to attend the Working with Your Migrated Course session to learn about the major changes in Webcourses@UCF and get help revising your course.
 - b. To get acquainted with the new system, you might want to attend the Exploring Webcourses session.
2. Written instructions and interactive tutorials are available in the myUCF portal. To access these instructions,
 - a. Go to <https://my.ucf.edu>
 - b. Log into the myUCF portal
 - c. Select the "Academic Resources" link under the myUCF Menu
 - d. Select "Faculty WebCT Upgrade Resource"
 - e. You will find a list of resources on Webcourses@UCF.
3. Ask UCF <http://ask.ucf.edu> is a database of questions and answers. If the information you need is not in the database, you may submit a question and someone will contact you with the information you requested.
4. Of course, there is always the "Help" button inside Webcourses@UCF.

Technical Support

The Instructional Technology Group (ITG) was created during summer 2006 to answer your questions about how to use Webcourses@UCF. Their staff is available from 9 a.m. to 4 p.m. and you may schedule face-to-face support sessions.

Phone number: 407-823-0407

E-mail: itg@mail.ucf.edu

Web page: <http://itg.cdws.ucf.edu>

If you have questions outside ITG's working hours, please visit WebCT Support for UCF Faculty. This online service provides a searchable knowledge base for faculty using Webcourses@UCF and provides 24/7 phone, (1-886-321-9322) and live online support page, <http://supportcenter.online.com/ics/support/default.asp?deptID=2735>.

If you have questions about your courses or migration, please contact the Instructional Design team at 407-823-3809 or coursedev@mail.ucf.edu.

Classroom Response Systems



Classroom response systems are innovations in communication technology that can improve student engagement and learning in large classes and facilitate classroom management tasks. They are also known as audience response systems, classroom performance systems, student response systems, or just "clickers." UCF supports the eInstruction Classroom Performance System (CPS), a versatile tool that can be integrated with online courseware to manage student performance in classroom activities.

The system uses radio frequency (RF) transmission to provide real-time interaction between a student's keypad and an instructor's computer. The RF system is reliable and easy to use. It interfaces with PowerPoint or other presentation software and can display histograms of student responses. Some textbook publishers bundle keypads with their books and offer the keypads at attractive prices.

Classroom response systems can improve students' learning by engaging them actively in the learning process. Instructors can employ the systems to gather individual responses from students or to gather anonymous feedback. It is possible to use the technology to give quizzes and tests, to take attendance, and to quantify class participation. The system provides game formats that encourage debate and team competition. Reports are exported to Excel for upload to the instructor's grade book.

Detailed information on classroom response systems and eInstruction's CPS, including step-by-step ordering and setup instructions, can be found at the Faculty Center's website at

www.fctl.ucf.edu/crs

**Course Innovation Projects
Summer 2007
Request for Proposals**

1. Summer Assessment

We invite pairs of faculty composed of one Program Assessment Coordinator and one Program Faculty member to submit proposals to participate in the Summer Assessment CIP. The CIP will focus on “Closing the Loop of Assessment” through introducing and implementing methods to analyze data collected from the program assessments conducted throughout the 2006-2007 academic year and to use the results of the analysis to develop recommendations for program improvements that can then be presented to the whole program faculty. Up to five teams will be funded. Faculty will participate in four workshops (12 contact hours). Faculty must be able to commit to Friday morning workshops, 9:00-12:00. **Dates: May 25, June 1, 8, 15.**

2. SoTL Research

We invite individual, or small teams to submit proposals to design and implement Scholarship of Teaching and Learning (SoTL) research projects (see <<http://www.fctl.ucf.edu/sotl/>>). Faculty will participate in eight workshops (24 contact hours)—four workshops during the summer semester of 2007 and four workshops during the fall semester of 2007. They will receive support from FCTL staff and UCF researchers as they develop and implement their SoTL projects. By completing the summer workshops and producing a finished research plan, faculty will receive a \$500 stipend. Additionally, upon completing the fall 2007 workshops and the delivery of a final project report and poster at the Faculty Research Showcase during the spring 2008 semester, faculty will receive a second \$500 stipend. Up to ten participants will be selected. Faculty must be able to commit to Friday morning workshops, 9:00-12:00. **Dates: May 18, June 1 and 22, July 20, September 7 and 28, October 12, November 16.**

**Applications for both events can be found at
<<http://www.fctl.ucf.edu>>**

Participants will be selected and contacted by Thursday, May 3, 2007.

SoTL Faculty Showcase

The Faculty Center is pleased to continue its support of faculty excellence in teaching at UCF with a third annual “Faculty Showcase” event, featuring a keynote address and faculty poster session. The Showcase will have a dual focus on Creative Teaching and the Scholarship of Teaching and Learning (SoTL).

Please mark your calendars for April 14, from 10:00–3:00 in the Key West & Pensacola board rooms of the Student Union. Also, please register by March 11, 2007. Online registration can be found at <<http://www.fctl.ucf.edu/sotl/facultyshowcase>>.

We invite you to create posters about Creative Teaching ideas and practices, or SoTL projects that have been completed, are underway, or are merely planned. Printer-ready poster layouts should be submitted to Kevin Yee (kevinjee@mail.ucf.edu) by March 11 to be printed in time for the event. The Faculty Center is pleased to underwrite the entire cost of printing the posters, and we will have them mounted on trifolds for the Showcase. Information, samples, and models of posters preformatted to the correct size can be found at: <<http://www.fctl.ucf.edu/sotl/posters.html>>. Posters are not required for attendance. We hope to see you at this exciting event.

Teaching Related Conferences

28th SRFIDC Sharing Conference
"Learning is Only Natural: Expanding Our Learning Environments"
 Chattanooga, Tennessee
 March 11–13, 2007
<http://www.srfidc.org/Conference.htm>

Network for Academic Renewal Conference
"The Student as Scholar: Undergraduate Research and Creative Practice"
 Long Beach, California
 April 19–21, 2007
http://www.aacu.org/meetings/undergraduate_research/index.cfm

ISSOTL 2007:
**"Locating Learning: Integrative Dimensions in
 the Scholarship of Teaching and Learning"**
 Sydney, Australia
 July 2–5, 2007
<http://www.issotl.org/conferences.html#2007>

32nd Improving University Teaching
 Jaen, Spain
 July 4–7, 2007
<http://www.iutconference.org/>

25th Innovation and Development in Higher Education
"Higher Education: Global Perspectives and Global Implications"
 July 8–12, 2007
 Beijing, China
<http://www.icie.net/2007conference.html>

37th International Society for Exploring Teaching and Learning
 Atlanta, Georgia
 October 11–13, 2007
<http://www.isetl.org/>

EDUCAUSE 2007
 October 23–26, 2007
 Seattle, Washington
<http://www.educause.edu/conference/annual>

36th National Society for Experiential Education Conference
 Seattle, WA
 October 31–November 3, 2007
<http://www.nsee.org/conferences.htm>

13th Sloan-C International Conference on Online Learning
 Orlando, Florida
 November 7–9, 2007
<http://www.ce.ucf.edu/asp/aln/>

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. 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>. Please send your submissions to *Faculty Focus*, <fctl@mail.ucf.edu>.

*Faculty
Center*

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



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