Faculty Focus

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Coming Soon! A New Webcourses@UCF Platform

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By now, we are sure you have heard UCF will be moving to a new learning management system (or LMS) to run our Webcourses@UCF platform (these systems are also sometimes referred to by the acronym CMS for "course management system"). Our current system, a Blackboard product called WebCT Vista, is being discontinued by the company at the end of 2012. We intend to use this forced transition as an opportunity to reassess our learning management system requirements and select a platform that best meets UCF's long-term needs.

While there are many criteria that will be considered as part of the decision-making process—including data security measures, administrative protocols, and client support—the most important criterion will be faculty input. Please let us know what you think throughout the migration process.

To get ready, the Center for Distributed Learning conducted a review of platforms currently available to support online learning. We elected not to consider open source systems such as Moodle and Sakai. UCF is simply too big and operates on too large a scale to rely upon a loose confederation of developers in the open source community to maintain and update the product. While there are companies that would operate open source products on our behalf, working with them would add an additional layer of complexity to UCF's already complex scenario.

Also, we have decided not to consider systems operated by non-LMS companies, such as publishers. The publishing industry is in a very dynamic state right now, and we don't know how much priority such companies will ultimately place on their non-core business lines. We would prefer to work with an LMS partner whose primary business is developing and delivering a world-class learning management system.

With all that said, we have narrowed down the field to three commercial systems:

- Blackboard's flagship system, called Learn 9 - <http://www.blackboard.com/Platforms/Learn/Overview.aspx>
- Desire2Learn - <http://www.desire2learn.com/about/discover/>
- Canvas, from a relatively new company called Instructure - <http://www.instructure.com/>

We chose to evaluate these platforms based on our knowledge of the marketplace, numerous reference conversations with other institutions, and our own sense about the direction of online learning. To help you become familiar with these platforms, each LMS vendor will visit UCF and provide a two-hour demonstration of their platform, with an additional hour set aside for questions. The LMS demonstrations will be held at the Morgridge International Reading Center on the Orlando campus. The dates are:

- Monday, April 16, 9:00-12:00 – Instructure Canvas

- Tuesday, April 17, 1:00-4:00 – Desire2Learn
- Wednesday, April 18, 9:00-12:00 – Blackboard Learn 9

All faculty are invited and encouraged to attend these open sessions. For those who are unable to attend the live sessions, we will record and publish these presentations on our migration website. An online form is available for your feedback <http://teach.ucf.edu/resources/webcourses-migration/send-feedback/>.

Here is a synopsis of the migration timeline:

Spring 2012
- Four faculty piloted their courses in Learn 9. During the Spring term, Blackboard released an update and the Summer pilots will use the new version of Learn 9 (Service Pack 8).
- Faculty for the Summer pilots were identified and will have their courses migrated for the summer pilots.
- Vendor town hall meetings will be offered to demo the three learning management systems and answer questions.

Summer 2012
- A limited number of faculty will pilot courses in each system.
- Center for Distributed Learning will capture faculty and student comments about each system.
- Center for Distributed Learning will test each system's administrative processes and, working with Computer Services & Telecommunications, ensure that they comply with security requirements and integrate with our enterprise student information systems.
- A final selection of the new LMS will be made by mid-summer and an announcement will be sent to the UCF community.
- Integrations between the new LMS and our enterprise student information systems will be completed.
- Faculty will be identified for Fall pilots and have their courses migrated. If you are interested in participating in the Fall pilot, please send a message to distrib@ucf.edu.

Fall 2012
- The fall pilot will be a soft rollout of the new LMS including integration with Peoplesoft. This pilot will be a final check to ensure everything is running smoothly.
- We will start migration of all courses and give priority to the Spring 2013 courses.
- We plan to complete migration of all courses in early 2013.

Of course, things can change as conditions evolve and we promise to communicate any updates as they occur. To keep track of the migration process, please visit our website at: <http://teach.ucf.edu/migration>. This website provides an overview, timeline, LMS reviews and more. Periodically check the timeline on the migration website to keep track of any changes.

How to Get Ready for Migration

The "What Can I Do?" page on the migration website provides suggestions to prepare your course for migration and a list of potential problem areas. In addition, the Center for Distributed Learning will provide a comprehensive series of training sessions to smooth your transition along with self-help materials. We are already working on a comparison worksheet to identify similarities, differences and new tools in each LMS. In addition, we will partner with the Faculty Center for Teaching and Learning to ensure the widest possible distribution of information about how to use the new system.

Identifying Courses to be Migrated

You probably have several versions of your courses on the current Webcourses@UCF system. You don't need to migrate every course and every version on Webcourses@UCF. Therefore, CDL will depend on you to identify the course to be migrated. If you are not sure whether you will teach a course again, migrate it to avoid problems in the future. Soon, a form will be available to identify the courses you wish to migrate.

CDL will provide some clean up during the migration of your courses. However, there will be many decisions only you can make based on the tools available in the new systems. To help you make these decisions, CDL will provide migration classes. These classes will begin sometime toward the end of the summer. Each session will include an overview of the new system followed with an opportunity for individual consultations with an instructional designer or online support staff. Again, watch the migration website for these classes.

This is an exciting opportunity for UCF. Nearly a third of all the University's student credit hours are delivered online and many more courses use the Webcourses@UCF platform to enhance face-to-face instruction. This is your chance to have a voice in the selection of UCF's next generation online learning environment. Please add your voice to this process and help select the next LMS.

If you have questions or comments, please feel free to contact your instructional designer or send a message to distrib@ucf.edu.

Announcements:

All faculty are invited to attend sessions at the 2012 Summer Faculty Development Conference, May 1-4, in Classroom Building I. For information and agenda, see <http://www.fctl.ucf.edu/Events/SummerConference/>.

Also, please look for the invitation to attend the Faculty Center's Summer 2012 Tech Camp beginning Friday, May 11.

Students as Learning Resources: A Student-Centered Civic Engagement Project

Stacey Pigg

Stacey Pigg is Assistant Professor in the Department of Writing and Rhetoric. She teaches courses in writing, rhetoric, and civic engagement, participates as a core faculty member in the Texts and Technologies Ph.D. program, and researches everyday rhetorical practice.

The first time I encountered the student organizational booths near the UCF Student Union, I felt a little overwhelmed by possibilities: flyers, tables, faces, buttons, words. . .wow. New to UCF myself, I have developed empathy for what UCF students face when making decisions about involvement in public life and outreach. Confronted with unlimited opportunities, important questions for undergraduate civic learning include: How does one navigate the vast landscape of civic opportunity? How does one transition from being led through outreach to leading it?

In this brief article, I share with *Faculty Focus* readers a course assignment aimed at the intersection of questions like these. With its foundations in rhetoric theory, Rhetoric and Civic Engagement (ENC3331) asks students to critically analyze acts of engagement while actively producing civic discourse. To these ends, the third major assignment I introduced in my class this spring was a "Student Profile" in which course members engaged on-campus peers as learning resources. Specifically, students interviewed one peer on campus, analyzed his or her approach to civic life, and then produced and circulated a short written profile to tell this story. As a public writing assignment, the project required instruction in a range of skill sets: how to facilitate an interview with open-ended and closed questions; how to use technologies effectively (Audacity for capturing and transcribing interviews and the WordPress platform for delivering profiles); and how to write not only for specific audiences but also for a particular mode of delivery (online web circulation). My goals for the assignment, then, were twofold: to strengthen writing and rhetoric skills, and to facilitate students' exploration of UCF's civic landscape. Surprisingly, though, students had additional goals in mind for this project. In the following paragraphs, I elaborate on the assignment, describing how two forms of student conversation shaped project development, direction, and implications.

Initial Conversations: Students Define a Rhetorical Purpose

The student profile began evolving from my original goals on the first day of class, when UCF student Sarah Parker approached me to discuss the assignment, which had piqued her interest upon seeing the syllabus. Though I didn't know it at the time, Sarah was interested in the Student Profile because she saw a meaningful public future for it. As a board member of Volunteer UCF, Sarah was interested in using the profiles on the new organizational blog to promote civic engagement across campus. Thanks to Sarah's vision for how the project could be transformed from "just an assignment" into a circulating act of public writing, our entire class had the opportunity to invent a collective voice, media and circulation strategy, style, and format for the profile collection with a broader purpose in mind. Through these conversations, students invented an idea for a course website, eventually named Citizen Rhetors <http://www.pidoubleg.com/citizenrhetors/>, which serves as a hub for sharing stories of UCF student engagement. During class, I facilitated conversations about the intricacies of online writing and provided feedback and guidance as students shaped individual profiles into additional online texts (blog postings circulated on Volunteer UCF's new blog and short tweets circulated through social media).

Later Conversations: Students Reflect on Collective Learning

After interviews were conducted and profiles drafted and circulated, course members reflected on what we learned about civic engagement. Students, first, were surprised by how the act of writing another's civic story positioned them to make arguments by shaping discourse. Several students remarked that they began the project thinking that they would merely "transmit" the meaning articulated by the students they interviewed, but found that creating a powerful profile required them to make complex decisions in crafting the story. Critically analyzing the profiles as a collection, we further learned that students most likely to describe themselves as active participants in public life had cultivated relationships across civic life and other domains of their experience. In some instances, this connection was manifested as an intense personal connection (see Simons), other times as a connection to a future career or to a lifelong interest (see Ellis). We noted that the portrait of student engagement emerging from our analysis is mediated primarily through face-to-face encounters, which led us to discuss how we lack a robust vocabulary for online engagement. These conversations created a sense of how civic engagement is lived and practiced that would be difficult to elicit from course readings or other learning resources we utilized.

My Reflections: Students as Valuable Learning Resources

While assessing both civic engagement and public writing is notoriously tricky, students were successful in constructing a coherent collective voice articulating important stories about student civic life. In addition, campus interest in circulating our writing suggests we began addressing a desire for personal stories and portraits of how civic engagement plays

out in student practice, an exigence that students themselves connected to the work of on-campus organizations like Volunteer UCF.

But what I see as most interesting about the project is the role that students played at every phase. Students in the course shaped the purpose and implementation of the project, improving it substantially from my initial plans. As central actors shaping the direction of the project, students drew on their extensive past engagement experiences and strong current social networks to construct a meaningful public purpose and audience for our course writing.

Students outside my class, furthermore, were the knowledge resources from which we learned. This assignment positioned UCF's vast, talented, diverse student body as a collective site from which students might begin to understand concretely how individuals make decisions about which causes and issues to engage, how to find the time for public and community service amidst their busy schedules, and how to sustain engagement over time. Indeed, while UCF offers seemingly unlimited opportunity for civic participation, the wealth of knowledge contained in our student body may be our best (often forgotten) learning resource.

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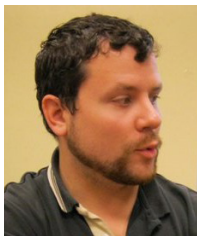
Joined Up Service Learning: Teaching through Graduate and High School Student Partnerships

Thomas A. Bryer



Thomas Bryer is Assistant Professor and Director of the Center for Public and Nonprofit Management in the School of Public Administration. A full length article on this subject is currently under review for publication, and he has published other articles on service learning, university-community partnerships, and student empowerment in the *Journal of Public Affairs Education*.

Social change and raising consciousness of individuals can be achieved through research and teaching. When systematically integrated, research and teaching activities can achieve these aims while empowering students, which can have long-lasting impact on community and the capacity of communities to achieve their own change. Lessons learned from these activities can provide opportunities for partnership between public schools, institutions of higher learning, local governments, and civic organizations.

Institutions of higher learning have an obligation to engage in partnerships that allow for strategically implemented service learning for social change to occur. Recognizing this fundamental democratic mission of colleges and universities is particularly necessary in the current political climate, where all manner of government funded enterprises are being challenged for their job-creating benefits, or job-creating burdens. If we accept that a university or college education prepares not only good employees but strong and effective citizens, then we must engage with models of teaching and learning that permit student empowerment and facilitate social change.

This essay presents an innovative and unique approach to service learning and participatory action research (PAR) intended to empower participating high school and graduate students in order to strengthen community institutions and quality of life of those living and working within communities. Grounded in the theories of service learning and the civic obligations of higher education institutions, the approach is defined as "joined up service learning." As part of a class, graduate students from multiple disciplines partnered with high school students from an underserved and low performing community to assess community needs and inform the development of a wrap-around service community school.

In spring 2011, graduate students in a course on Cross-Sectoral Governance were charged with conducting a community needs assessment to inform the development of a community school that was scheduled to replace an existing low performing high school. The service learning project and process were designed so that International Baccalaureate (IB) high school students could partner with graduate students to collect data through interviews and focus groups, analyze the data, and craft recommendations for the school and community. Teams of graduate and high school students conducted focus groups with other high school students, teachers, faith leaders, school officials, parents, and other stakeholders, and they later developed a final report with recommendations. Both graduate and high school students kept a reflection journal, with prompts provided by the graduate school professor. The final student report is available online at: <http://tinyurl.com/EvansReport>.

The rationales for the joined up service learning effort were: (1) provide a benefit to the community, (2) encourage active reflection by graduate and high school students regarding their role in community and society, and (3) develop

research and communication skills of students. The core activity was for graduate and high school student researchers to conduct focus groups. Pairing the IB and graduate students accomplished several goals including but not limited to (1) IB students provided local knowledge of the school and community to the graduate students; (2) IB students helped graduate students develop a short-term trust relationship with the focus group participants; and (3) research provided a learning opportunity for both the IB and graduate students.

Graduate students entered the project with great anticipation for what they could achieve; high school students were more measured in their approach. By the end of the project, graduate students were generally up-beat on the potential of their work to inform decision-making; high school students were mixed in the extent to which they felt they had the power to affect positive change in their school. All students recognized the unique characteristics of the service learning/PAR project and several students desired more intensive interaction with their research partners (i.e. more intensive interaction between high school and graduate students). Overall, a conclusion is that this "joined up" model of service learning, while logistically challenging, can be effective for giving voice to those who generally do not perceive themselves to have such power; however, for the high school students who experience their lives continually subjugated by the conditions of their neighborhood and family life, the continued lack of felt power suggests the need for on-going collaborative partnerships such as this. To do otherwise (i.e. one-time research partnership, followed by departure of the university) could perhaps be more damaging to the students' efficacy.

The power of partnership is significant. Not only can organizations working together accomplish more than if working separately—the premise of the graduate Cross-Sectoral Governance class—but the individuals participating from each organization can benefit as well. That is certainly the case here, where graduate and high school students made movement towards felt empowerment and the capacity for achieving social change in their communities. The power of this model is reflected in a "thank you" note from one of the high school students, and it is this note that will close the essay:

> Thank you for the opportunity to be part of the community school focus group process. I speak on the behalf of Evans High students when I say we appreciate your efforts to try to make our school not feel like a school, but a home, and for that we are grateful. We know that you do not have to do these things for us, most people don't know us and don't know how great we can be and the things we can do or our talents and hopes and dreams that we [hold]. They don't know what we go through and the pain and struggles we deal with. Evans is my home. I walk these halls and I see my brothers and sisters fall, they fall into the temptations and cruelty of this world. I see how great and stunning they are, things other people will never see. So on behalf of my family I say thank you UCF . . . Thank you.

Educating the Millennial Student Generation: Challenges and Ways Forward

Amir Behzadan

Amir Behzadan is Assistant Professor in the Department of Civil, Environmental, and Construction Engineering. He was recently selected by the ASEE Southeastern Section to receive the "New Teacher Award," and was also nominated by UCF to receive the "Distinguished New Faculty Award" at the International Conference on College Teaching and Learning.

My deep interest and passion for teaching stems from the fact that, not too long ago, I was myself a student in pursuit of learning new ideas and solving the unsolved. Throughout my life, those who had the biggest impact on my future were my parents and teachers. I am a strong believer that having the opportunity of learning from a good teacher makes a significant difference in one's perception of the world. Even long after my school days are over, I still have a vivid and refreshing memory of my middle school teacher's big smile and inspiring words, and all those nights I burnt the midnight oil learning some of the most difficult subjects and doing my assignments.

I believe that to be the most effective and helpful teacher, one must create an environment in which students are welcome and encouraged to collaborate and interact, ask questions, and participate in discussions. Today's generation of students are growing up in a society completely different from that of even ten or fifteen years ago. They spend a lot of time interacting with their friends and colleagues on social media, and they know how to work with almost every piece of electronic gadget and new technology. At first glance, this may pose a challenge to a teacher who is mostly trained to deliver lectures and provide students with line-by-line instructions on how to solve a problem. My approach, however, is slightly different. I believe that interaction and collaboration are the cornerstones of every learning experience. In the classroom, I usually make an opening statement about last night's football game, or an interesting (and sometimes funny) report or news surfacing the web that same day, or show a YouTube video to engage students with the lecture topic. In return, students tend to pay more attention to the lecture when their interest is properly

drawn from the very beginning of the class. Before I teach them a theory, I explain that knowing that theory can make a difference in how they apply their knowledge in solving daily problems. At the same time, I always make sure to include real world examples that help students put theory into context. For instance, when I was recently teaching them how motion sensors work, I started with two simple examples: a grocery shop check-out conveyor shuts off as soon as your items reach to the front; if you walk under a closing garage door, it immediately stops to prevent an accident. In addition, I always try to convey this message to my students that I am not doing this only to make a living, but because I have a passion and enthusiasm for teaching as well. This encourages them even more to participate in class activities, and come to class not only because they have to but because they enjoy it.

I believe that reading a textbook to students does not stimulate them; rather, it hurts their interest in the subject matter. I understand that some students are visual learners, some are auditory, and some are kinesthetic. As such, I try to appeal to all three groups by customizing my teaching methods. My instructional materials consist of a balanced mix of interactive slide shows, videos, still images, short examples, bonus in-class practices, comprehensive review problems, guest speakers, and hands-on experiments. Sometimes, I give out what I call a "Bonus Point Certificate" (BPC) to those who volunteer to solve problems on the board. They can later redeem these certificates to get extra points in their exams. I came to notice that rewarding a good act dramatically increases participation. As soon as I give out a BPC to the first volunteer, almost the entire class raises their hands to volunteer for the next question.

I also believe that a good teacher is someone who can bring the best of the tools and technologies to his or her classroom. To this end, I have always tried to develop new pedagogical and innovative tools for my students. For example, my research group and I are currently working to create an immersive learning environment in which students can interact with a remote construction jobsite through wireless communications and indoor locationing systems in order to learn about construction equipment and tools without having to physically travel to a jobsite during their class time. This project is trying to address the concern by many students that there is not enough advanced technology used in their classes and this has lessened their competitive advantage when it comes to finding jobs or pursuing graduate studies.

The unique opportunity of being a teacher at UCF has provided me with great means to give back to a larger educational community by contributing to a number of scholarship activities. I am a member of the American Society of Civil Engineers' (ASCE) Construction Engineering Education Committee, and the Academic Committee of the Construction Industry Institute (CII). These two committees are the primary forums for the construction academic community, assisting educators in the identification of subject matter experts and promoting integration of research and technology into school curricula. I am also serving as a peer reviewer of the ASCE *Journal of Professional Issues in Engineering Education and Practice*, a leading publication in engineering education. In 2010, I served as a peer reviewer for the technical session of the American Society of Engineering Education (ASEE) Annual Conference and Exposition. Most recently, I received two very important educational recognitions which have motivated me to further pursue my goal of providing quality teaching experience that students expect. In particular, I was selected to receive the "New Teacher Award" by the ASEE Southeastern Section, and I was also nominated by UCF to receive the "Distinguished New Faculty Award" at the International Conference on College Teaching and Learning.

As a former student, I have always been blessed by good and passionate teachers who did everything in their power and beyond to guide me through life, and I am eager to pass along my knowledge and passion to the new generation of students to prepare them for the challenges of the 21st century.

iPad Screencasting: Educreations and Explain Everything

Lissa Pompos and Kevin Yee

Kevin Yee is Assistant Director at the Faculty Center. His latest research focuses on different technologies for use in instruction.

Lissa Pompos is a Research Assistant at the Faculty Center. She will be an M.A. student in the Department of Writing and Rhetoric this fall.

The following article is reprinted with permission from the *Chronicle of Higher Education*'s ProfHacker Blog < http://chronicle.com/blogs/profhacker/ipad-screencasting-educreations-and-explain-everything/38662>.

Nearly two years after its initial release, the iPad has become a technological staple in the world of higher education. Many posters have reviewed the potential academic uses of the device, but some of the iPad's more educational possibilities have been overshadowed by its popularity for entertainment and personal uses. Still, some well-known applications such as Dropbox, Diigo, Instapaper, and WordPress lend themselves nicely to academic tasks.

One academic task the iPad lends itself towards is screencasting. After all, the iPad is portable, powerful, and has been used with other presentation programs such as Keynote, PowerPoint, and Prezi since its release because users have the option to create, save, and share all in one compact and visually-robust device. However, it's been less obvious how to find screencasting software for the iPad. The intersection of these two teaching tools—iPads and screencasts—has been largely absent from these discussions, yet this combination has the ability to create great learning material for a variety of disciplines and classroom formats (face-to-face, mixed mode, and distance learning alike).

Many of the PC/Mac screencasting tools available—including software such as iShowU, SnapzPro X, ScreenFlow—require purchase (usually $20-$99), while the "free" options—including Jing and Screenr—restrict users with time limits and less-comprehensive editing tools. In addition, some software with purely screenshot capabilities (think FlySketch or SnagIt) require additional, costly software like Camtasia for the creation of screencast movies. Moreover, these programs are not yet compatible with the iPad, making them both less portable and less convenient. However, there are some recent iPad apps for screencasting that are reasonably-priced, user-friendly, and powerful: enter Educreations (http://www.educreations.com/) and Explain Everything (http://www.explaineverything.com/).

Educreations is a "personal recordable whiteboard" for the iPad that captures both the user's voice and digital handwriting for the creation of video lessons or "screencasts." Like other free screencasting software for the iPad (such as ScreenChomp), Educreations allows users to annotate their images with touch-input handwriting and share their creations through downloads. Unlike other software, however, Educreations boasts a long list of features including the ability to import multiple images, comprehensive editing tools (including the ability to resize and move images to create "animated playback"), multiple upload options (email a link, Facebook, Twitter and educreations.com), and compatibility with nine languages.

Another unique feature of Educreations rests in its hosting website, which allows users to both share their creations online and view lessons uploaded by other users. With screencasts from disciplines as diverse as Physical Education and Biology, there are plenty of lessons to browse and learn from. Currently, only "showcased" lessons are available for public viewing, but Educreations' FAQ page promises a library of public lessons in the future. Moreover, if you don't own an iPad but would still like to use the software, Educreations has a web-based whiteboard that is compatible with any browser. Best of all, Educreations is free.

The strengths of this app rest in its simple user interface, handwriting rendering, various photo upload options, image "placeholder" capabilities (users can add photos to later slides before recording), and easy "save" feature. When creating an Educreations.com account, users are given the choice of "Teacher" or "Student." "Teacher" accounts are allowed to create, view, and share lessons while "Student" accounts may only view lessons in their subscribed courses. Teacher accounts are given the option to send lessons via email without publishing them to the class folder (meaning: teachers can send individual lessons to a select group or work ahead before allowing students to view their creations).

Explain Everything is another iPad-friendly screencasting app with even more capabilities. While Explain Everything costs $2.99 in the iTunes app store, the features of this application make it worth the price. In addition to the basic editing features that Educreations offers, Explain Everything allows users to crop images, insert live web pages, and add cool annotation effects such as arrows, laser pointers, and typed text. Moreover, when you've finished recording your presentation, you can reorder your screens and then export your presentation in a variety of ways (email a link, post to YouTube, or upload to Dropbox or Evernote). For those of us who need a little help navigating the tools, there are video guides and print guides, along with an online showcase for some inspiration.

When it comes to editing tools, Explain Everything does not disappoint; however, we found it helpful to experiment with certain tools (such as annotating live webpages) before creating a presentation, as they are slightly more complicated to manipulate. Other than the small learning curve, though, the only drawback to this application was the rendering time required to send and publish videos, which can take as long as ten times the video running time. That being said, the app was fun to work with and the finished product was impressive.

In practice, we found Explain Everything to be more useful to teaching than Educreations. While the simple screencasts of Educreations are fun to create, truly effective delivery of content such as screencasts depend on flexibility, and that means owning the video output directly. Since Educreations hosts videos only on its own site and only provides various linking and embedding options, neither students nor teachers can download them. Explain Everything offers full ownership and possession of the videos hosted at YouTube, or in MP4 format when downloaded from DropBox, a capability that provides comfort in a world where technology companies can disappear overnight.

Faculty Wellness: Preventative Strategies to Alleviate Occupational Burnout

Dana L. Joseph and Sejal Mehta

Dana L. Joseph is Assistant Professor Department of Psychology. She earned her Ph.D. in Psychology from the University of Illinois at Urbana-Champaign (specializing in Industrial and Organizational Psychology with a minor in Quantitative Psychology). Her research focuses on three primary areas: (a) emotional intelligence and emotions in the workplace, (b) employee engagement, and (c) workplace deviance.

Sejal Mehta is Assistant Professor in the Counselor Education Program. She earned her doctoral degree in Counselor Education from the UNC at Greensboro and completed her masters and education specialist degrees in counseling from UF. Her two primary research interests include: 1) investigating the impact of medical illness/trauma on couples and families and 2) developing effective pedagogical methods for multicultural counseling, with an emphasis on international service learning.

As you are reading this article, are you thinking of all of the things on your to-do list related to finishing the rest of the semester, grading papers, submitting manuscripts, and preparing for the next semester? Within the context of academia, faculty are at risk for work and role overload, lack of sufficient positive feedback, and minimal collegial support, and are more prone to setting unrealistic expectations (Hill, 2004; Myers, Sweeney & Wittmer, 2000). Furthermore, not only has occupational strain been associated with lower productivity, decreased involvement with student, departmental and university issues; occupational strain has also been identified as the most significant source of personal stress for faculty members (Abouserie, 1996; Hill, 2004). Accordingly, occupational challenges experienced by faculty members generate problems not only for the faculty members themselves, but also the students, departments and universities in which faculty are employed. On the other hand, researchers have indicated a strong relationship between occupational satisfaction and overall wellness, defined as a process of developing and maintaining an optimal lifestyle (Myers et al., 2000).Therefore, there is a need for systemic change to increase occupational satisfaction and promote wellness for faculty members at individual, departmental and institutional levels.

At the individual level, research on occupational burnout has identified several strategies for reducing occupational stress and exhaustion that are suitable for application in academic settings. In particular, burnout research suggests physical activity is an important buffer of exhaustion and subsequent symptoms for depression (Forcier et al., 2006). More specifically, the sedentary nature of most academic positions can create a downward spiral in which work-related stressors cause increased burnout and depression. However, individuals who engage in physical activity (even for periods as brief as 10 minutes) can reduce the likelihood of common work stress spiraling into extreme burnout (Toker & Biron, 2012). In other words, short bursts of physical activity are one strategy that may be used as a safeguard against the effects of work-related stress in faculty.

In addition to incorporating physical activity into one's role as a faculty member, research on stress suggests a second important buffer of burnout-related symptoms is a simple respite. Respites can occur in several forms, and it appears that the effects of various breaks differ in how well they reduce occupational stress and burnout. Specifically, it may come as no surprise that sabbaticals have been shown to replenish depleted resources and increase well-being in faculty (Davidson et al., 2010). Sabbaticals resulting in the greatest well-being increases are those in which the sabbatee is most detached from his/her current work setting (e.g., he/she is in a different country, he/she is collaborating with new researchers, and/or he/she is not mentoring students). The message to be learned here is clear: if fellow faculty members are on sabbatical, leave them alone! For faculty who are not eligible for sabbaticals, brief respites during the work day have been shown to replenish emotional resources, but only when the respite involves engaging in non-work activities (Trougakos, Beal, Weiss, & Green, 2008). Faculty who take breaks at work but use the break time to catch up on email, create a to-do list, etc. are not replenishing their regulatory resources, and burnout may escalate as a result. As a third respite option, some faculty members rely on vacations to curb burnout symptoms. In contrast to sabbaticals and brief work respites, research on vacations suggests that burnout levels return to pre-vacation levels within three weeks of returning from the vacation (Westman & Eden, 1997), suggesting that vacations may not be the best choice of respite for reducing long-term burnout symptoms.

From a departmental or institutional perspective, faculty wellness is most benefited by deans and department chairs who are not only clear about the roles they expect faculty to fill, but are also aware of role conflict and attempt to prevent it (Alarcon, 2011). Deans and department chairs who are

clear in communicating to faculty members about how much time should be spent on research, teaching, and service while also conveying respect for time conflicts spent in these areas can support faculty wellness by reducing burnout related to role ambiguity and role conflict.

Research and literature supports the need to focus on increasing wellness while simultaneously decreasing occupational strain for faculty and staff in academic settings. Understanding the challenges in academia and how they impact well being is critical in moving towards increasing wellness for faculty. Implementation of preventative interventions to curb occupational strain on individual and systemic levels would alleviate some of the challenges presented and result in increased occupational and personal satisfaction for faculty. In sum, increasing focus on wellness initiatives will benefit individual faculty members, as well as the students, departments and institutions.

The Integrated Academic Life: Integrating Teaching, Research, and Community

Barry Mauer

Barry Mauer is Associate Professor in English, where, as a generalist, he devotes much of his time to 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 heuretics.

Socrates said that the unexamined life is not worth living, but it is also true that the fragmented life is unsustainable. Academics need integration or we'll be working inefficiently, ineffectively, or at cross purposes with ourselves.

Some of my mentors have achieved integrated academic lives and they do so by linking all their projects, whether in research, teaching, or service, to a common goal. For these masters, progress in one area leads to progress in the next, and so on.

So, how does the new or struggling faculty do what the masters do? Simple (okay, not exactly simple, but at least simple to state): FIND A PROBLEM! Academic careers are maintained around problems.

So, how do I find a problem?

Join a group that addresses one: There are many agencies and academic groups dedicated to understanding or solving problems. Joining forces with one is a good way to advance one's work.

Pick one up from a theorist: The most important theorists in any particular field tend to identify more problems than they can address. For example, in the field of philosophy and social science, Nietzsche wrote a note in *The Gay Science*, titled "Something for the industrious . . ." in which he enumerated several areas of knowledge that were wide open: "so far, everything that gives a color to existence lacks a history: or, where could one find a history of love, of avarice, of envy, of conscience, of piety, or of cruelty?" In the twentieth century, several people (including Michel Foucault) picked these problems up and made careers of them.

Discover or create one: A problem might emerge from a new situation (texting while driving) or might appear as a hole in our knowledge. Who's to say you shouldn't be the one to work on this problem?

What kinds of problems are there?

Public policy: How do we solve social, environmental, and economic problems?
Scholarship: What areas of knowledge are academic people demanding more work on?
Pedagogy: How do we improve the arts of teaching and learning?

A good problem in any of these areas can sustain an academic career.

But what constitutes a "good" problem?

In general, a good problem for sustaining a career is one that people want to know more about and that won't be solved quickly. A great problem is one that can provide you with new challenges for decades.

What do I do with my great problem?

Create pots (projects) to put on front burners and back burners. Then when an opportunity comes up, you've already got something cooking and can develop it to a finished product. Opportunities can arise in any of the following areas: conferences, grants, articles, syllabi, assignments, and community partnerships.

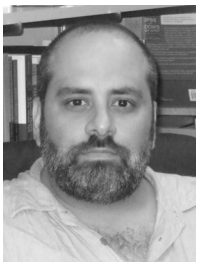
One thing should lead to the next. For example, write a grant proposal for developing a new class. During your research for the class, put aside a couple of key ideas to turn into a conference paper. Present at the conference, get feedback, and turn your presentation into an article. Use the article as the basis for a grant with a community partner and start applying for more grants. The grant work will give enough material to propose a new course, and so on, and so on, and so on. *Voila*

– after much hard work, you have an integrated academic life.

Now if only we could figure out how to integrate our academic lives with our personal lives . . . .

Creating and Delivering Video Content

Robert Cassanello



Robert Cassanello is Assistant Professor of history. He has been teaching online for eight years at UCF. If you have questions or want advice about video capture and distribution, contact him at robert.cassanello@ucf.edu or 407-823-1681.

Since I started teaching online classes I have struggled with content, specifically lecture content, and how to deliver it in an electronic environment. Early on I knew I wanted to record my lectures, but for years I struggled with how best to integrate those lectures into WebCT and eventually Webcourses. This journey led me through a variety of software and delivery systems.

The first software I used was Adobe Captivate, which allowed me to capture audio over a MS PowerPoint. It created a flash file that could be uploaded into Webcourses. The problem with this was the fact that Captivate needed to produce three separate files, all of which had to be uploaded into the Webcourses system. Additionally Adobe has recently bundled Captivate with other popular software, so the price of it has become cost prohibitive to faculty and departments with narrowing budgets. I turned to a cheaper solution that would create a more dynamic electronic format.

When I abandoned the flash format, I decided I wanted to create lectures in MPEG format. I tested a number of video software products out at the Faculty Center for Teaching and Learning, and since I was a PC user, Pinnacle Studio seemed to work best for me. For MAC users, Garage Band, iMovie and Final Cut are superior video editing programs, and with Garage Band there are enough tutorials online to learn how to use it easily. For the PC, Pinnacle is a fine alternative because the software comes in stages and a consumer can purchase a basic edition without all the bells and whistles needed to create high-end production quality work. The basic edition of Pinnacle is really easy to learn and costs less than fifty dollars.

I wanted to create lectures in MPEG format because, at the time I graduated from Captivate, UCF offered iTunesU as a content delivery system. Flash is not a supported format in iTunesU. With Pinnacle I could create a PowerPoint and save it as a set of JPEGs and record over them as I did in Captivate. The process was not as seamless, and it took an extra step or two, but I was able to create an enhanced audio lecture that was a MPEG file.

Making video content native within iTunesU allowed students to download each lecture and watch it at their computers or on their mobile devices. Students told me that the MPEGs were easier to stop, pause, or move forward and backward than the previous flash files. Students also indicated that they liked the idea of having the lecture on their hard drive or mobile device throughout the class to return to easily.

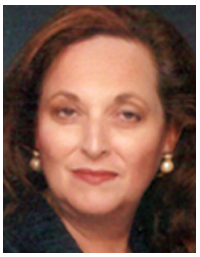
The downside to iTunesU was the fact that students had to go outside Webcourses and had to download iTunes in order to get the content. This did not prohibit any students ultimately, but initially, and from time-to-time, I have older students who experience a learning curve when interacting with these new systems. In iTunesU an administrator of content has the ability to make content public or private behind a password system connected to students' NID.

I have since found an alternative to iTunesU, to which I have migrated in the last year. A colleague sent me some videos uploaded to Vimeo (http://vimeo.com/). Vimeo looks and functions in every way like YouTube. However, an administrator is not limited to ten minutes or less of content per video. Vimeo is popular with film and digital media artists who post material for viewing. They can put their copyrighted content behind password protected systems. The reason for my shift from iTunesU was that I was concerned that students could pass my content around once downloaded on their hard drives. I decided to test Vimeo in a class where I uploaded my MPEGs and students could watch them online but not download them (without some third-party software of course). This seemed to work out. I could embed the link of the video right into Webcourses, so students could watch the content right in the system and not have to leave and go to the Vimeo site. I could also put the videos into a private viewing mode. The private videos can only be viewed by people I acknowledge as "contacts" or "subscribers" to my content. So there is no password, but students had to create a Vimeo account and request a subscription to my content. At the end of the course I deleted them as subscribers and deleted my content. Another advantage to Vimeo was that, since it looks so much like YouTube, there is a "comments" feature below every video so students could engage in a discussion and ask questions right on the video page. I found some students did this on their own and I answered their questions. Additionally Vimeo provides the opportunity to create "groups" and "channels" so an administrator could

create learning communities in this environment. I have only used Vimeo in limited ways, but this is the direction I want to go. I would like to create a video lecture and then moderate a discussion of that video right on that page. For this reason Vimeo is more dynamic than iTunesU.

Academic Integrity and Turnitin.com at UCF

Patricia MacKown



Patricia MacKown is Associate Vice President in Student Development and Enrollment Services. She graduated from UCF's charter class, served in the Peace Corps, returned to UCF to earn her MA in Political Science, and began working at UCF in 1979 to create the Student Legal Services program. She is the winner of the prestigious Elizabeth Berg Streeter Community Service Award.

The first tenet of the UCF Creed is Integrity, which guides our daily actions. In the classroom, academic integrity stands at the forefront of our interactions with students as well as some defined parameters outlined in the Golden Rule Student Handbook. In order to assist faculty members in maintaining high levels of academic integrity, UCF provides them access to iParadigms, LLC service called TURNITIN.com for identifying student material that may cause problems through poor citation, lack of attribution, or possible plagiarism. Turnitin uses a set of powerful algorithms to create a "digital fingerprint" of any text document. This "fingerprint" is then attached to a series of automated web robots that search the entire internet for possible matches. Finally it cross references any submitted paper with 200+ million archived student papers, 90,000+ journals, periodicals & books, and 17+ billion web pages crawled at 10,000 educational institutions. Turnitin has 1+ million active instructors and 20+ million licensed students in 126 countries – impressive!

Here at UCF, Turnitin has been used for the past 10 years by thousands of faculty. From March 2011 to March 2012 there were 771 UCF faculty registered that had 36,438 students submit 103,227 papers. The Faculty Center for Teaching and Learning and Student Development and Enrollment Services have partnered to hold instructional sessions to acquaint faculty with the features of the system. There is also a web course interface that allows for easy usage in Webcourses. With that interface there is also a possibility of establishing rubrics and grading tools that allow for easier processing of student work.

Recently creators of Turnitin announced the release of automated translation technology that enables Turnitin to identify potentially plagiarized content that has been translated. The new technology addresses the international students encountering an increase in translated plagiarism from Internet-savvy students who are proficient in English.

Translated plagiarism occurs when students take existing source material in English, translate it into the language used at their institution and misrepresent it as their own work. With the introduction of multilingual translation technology, Turnitin is able to take assignments written in a variety of non-English languages, translate them into English, compare them to Turnitin‟s massive content databases, and highlight any matches found in the assignment.

"Over one billion students around the world are English Language Learners (ELLs) and their proficiency in English is quickly matching that of their first language, leading to a rise in translated plagiarism," said Chris Caren, iParadigms' president and CEO. "Translated matching has been a much requested innovation from our international customers who are struggling with translated plagiarism and previously didn't have a solution to help them." The beta release of translated matching is offered in the following language versions of Turnitin: French, Spanish, German, Dutch, Swedish, Portuguese and Turkish. Translated matching also works on submissions in Czech, Danish, Finnish, Greek, Hungarian, Italian, Polish and Romanian.

Through the years there has been considerable discussion of the use of a plagiarism checking system at UCF, but, with increasing class sizes and increasing student access to online materials that address almost every subject, most faculty members welcome any help they can get to better ensure academic integrity in their classes. The use of Turnitin.com remains optional for faculty members, unless a program requires it. However, for submission of thesis and dissertation material, confirmation of Turnitin review is required by the College of Graduate Studies.

If you are new to Turnitin, or wish a review of its newer functionalities, please look for the ongoing Turnitin.com workshops offered through the Faculty Center for Teaching and Learning.

Submissions

The *Faculty Focus* is a publication for all instructors at the University of Central Florida. This includes full-time and part-time faculty and teaching assistants at all UCF campuses. Its purpose is to provide an exchange of ideas on teaching and learning for the university's community of teachers and scholars. It is envisioned that this publication will inspire more dialogue among faculty whether in hallway discussions, departmental meetings, or in written articles. This represents an opportunity for faculty members to reach their peers throughout the growing UCF community. The *Faculty Focus* invites you to contribute your ideas on teaching and learning in a short essay.

See the guidelines for submission online at <http://www.fctl.ucf.edu/Publications/FacultyFocus/submission.php>. Please send your submissions to fctl@ucf.edu.

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