Faculty Focus

Contents

Listserv

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Collaborating for Student Success
Elizabeth Dooley

Dr. Elizabeth A. Dooley serves as Vice Provost for the Division of Teaching and Learning and Dean of the College of Undergraduate Studies. Focused on UCF's undergraduate students, she leads several units that provide students with access to signature academic experiences, as well as the Interdisciplinary Studies degree program. Additionally, she collaborates with faculty to develop transformative teaching and learning practices. She joined UCF in August 2015 and is also a Professor in the Department of Child, Family, and Community Sciences.

Dear Colleagues:

Welcome to the 2016-2017 academic year! I hope you enjoyed the summer and took some time to recharge.

I joined UCF a year ago. In that time, I have learned about its goals and values that guide all that we do. I have also witnessed the university's commitment to Central Florida's communities. I am impressed with what UCF has accomplished since it was founded in 1963. Most of all, I am proud to be part of an institution that is optimistic about the next 50 years and how it will continue to solve society's greatest challenges and provide all individuals with access to a college education.

By serving as a member of universitywide councils and committees, I have gained insights that are enabling me to begin to envision how to create a teaching and learning ecosystem that is proactive and responsive to the curricula and instructional needs of faculty members and students.

In the coming year, we will intensify our efforts to:
- Enhance student learning outcomes and preparedness for success in students' personal, civic, and professional lives;
- Initiate projects that will allow us to continue to enhance teaching and learning and position students for success;
- Engage in research that will inform teaching and learning best practices;
- Increase faculty and student collaboration in defining and creating educational experiences; and
- Create an integrated and synergistic approach to learning that increases faculty and student engagement.

Central to this work is defining how collectively we can leverage our research and expertise to help our students succeed academically and professionally. Our goals for undergraduate students, as defined in UCF's Collective Impact Strategic Plan, are to attain:
- A first-year retention rate of 92%;
- A six-year graduation rate of 75%; and
- A transfer student graduation rate of 75%.

To achieve these results by 2021, we must involve all stakeholders. In collaboration with partners from across the university, we will identify and align the resources we need to ensure our success. We will continually monitor our progress and make needed modifications. Students will play a key role in these assessments; they will collaborate with us to re-evaluate learning results and identify improvement opportunities.

Together, we will position UCF as a pre-eminent teaching and learning institution. One way we will achieve this aspiration is to continue to explore opportunities to create active

learning classrooms that integrate the technologies used by students and businesses.

Essential to our efforts is your participation in initiatives that will enhance faculty and student success. It is an exciting time to be at UCF. We are shaping the future of teaching and learning and the impact we will have on our students and our communities.

Reimagining the First Year of College Experience
Maribeth Ehasz

Maribeth Ehasz has been at UCF since 1994. She serves as Vice President for the Division of Student Development and Enrollment Services. Dr. Ehasz presents nationally on women's career development, student retention, and academic advising effectiveness, and has been recognized both locally and nationally for her many contributions to the field of higher education.

We all remember our first year of college. From your first college roommate to your first (*and your last*) 8 a.m. class, the first year of college is full of fond memories and experiences that left an indelible mark on your life. If you are like me, your first year of college changed you drastically. The thing I remember most was being told by my advisor that college was a place where I could do anything I wanted and opportunities were unlimited. In many ways, that was my big "aha" moment because it was the first time anyone pushed me to think and act boldly—#mindblowing! #areyouserious! #girlpower!

As I think back on my first-year experiences, I can't help but think about our students and their first-year experiences here at UCF. I often wonder: are we encouraging students to dream big, learn and explore without boundaries, and reach for the stars? Are we creating memorable "aha" moments during their first year of college?

Re-Imagining the First Year of College (RFY)
The first year of college is a critical time in an undergraduate student's academic career. It is during this timeframe that universities across the country experience the greatest loss of students. Recognizing this fact, UCF is partnering with the American Association of State Colleges and Universities on a new national project called Re-Imagining the First Year of College. The project aims to increase student success—partic-

ularly for low-income students, first-generation students, and students of color. The project comprises 44 AASCU member institutions that are working together for three years to transform the first year of college and create sustainable change for student success. The goals of RFY are to enhance the quality of learning and student experience in the first year, increase retention rates, and improve student success. As UCF's student body continues to grow and become more diverse, we embrace this opportunity to re-imagine the full student learning experience, from the first-year experience to undergraduate degree completion.

About UCF's RFY Project Team
I am pleased to serve as co-lead of the RFY project with Dr. Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of the College of Undergraduate Studies. Together, we have formed an internal action team, which is led by Dr. DeLaine Priest, Associate Vice President for Student Success, Division of Student Development and Enrollment Services; Mark Gumble, Assistant Vice President for Learning Support Services, Division of Student Development and Enrollment Services; Dr. Kimberly Schneider, Interim Assistant Dean, College of Undergraduate Studies; and Erin Butler, Director, First Year Experience, Division of Student Development and Enrollment Services. We have identified four guiding principles to narrow the scope of our work. They include
1. Integrate the various UCF support services into a collaborative network focused on student learning and success in the first year;
2. Provide personalized pathways to success for each student;
3. Increase completion rates for all students by identifying barriers and gaps; and
4. Create a campus climate of shared ownership for student success.

Included in this newsletter (see page 27) is a list of universitywide programs and initiatives aimed at improving student success. These programs and initiatives will be integrated into our RFY project as part of our overall student success and data sharing efforts. Ultimately, our goal is to reduce duplication, enhance communication, and increase student learning through intentional faculty and staff engagement. Our five common outcomes are to reduce the time to attain a degree, minimize the number of attempted student credit hours, incorporate student success measures through program review, promote scholarly engagement with student success, and increase retention and progression rates for FTIC and transfer students.

Strategies for Re-Imagining the First Year in College
As part of the RFY project, we will implement several proven, innovative strategies designed specifically for UCF's diverse

student needs. These evidence-based strategies focus on four core areas: *institutional intentionality, curriculum, faculty and staff roles, and student roles*. Our strategies include the following:

1. Select and empower a RFY Advisory Council to integrate the efforts of multiple university project teams into a collaborative network focused on student learning and success for first-year students;

2. Utilize the Student Success Collaborative, which will integrate data insights and predictive analytics with existing UCF advising tools, to inform strategies (campaigns) aimed at improving student success and progression;

3. Identify, assess, and elevate UCF student success interventions, and create a new platform whereby faculty, staff, and students can appropriately utilize the information;

4. Create active-learning environments and innovative teaching pedagogies within each college to enhance meaningful learning of the General Education Program (GEP) and major preparatory courses in order to provide a more coherent, sequenced, and unified curriculum;

5. Develop a campus culture of mentoring first-year and high-risk students among faculty, staff, and student peer groups to support active learning and the integration of established mentoring programs and existing student success initiatives;

6. Inventory high-impact opportunities available to first-year students at UCF and document their impact via retention and achievement in those programs;

7. Identify opportunities for improvement through assessment of data and develop marketing strategies to ensure that students, faculty, and staff are aware of these opportunities and their connection to Pegasus Path, degree completion, and career/graduate school preparation;

8. Develop a plan to implement the IPASS grant to create pathways to success for students to earn degrees on time while incorporating high-impact learning activities throughout their academic career.

These strategies are designed to support students and help us achieve our university's retention and graduation goals outlined in our new strategic plan at <http://www.ucf.edu/wp-content/uploads/2012/08/UCF-Strategic-Plan-BOT-FINAL-052616-Web.pdf>.

Your participation in the RFY project is vital to the success of our students. We welcome your input, suggestions, and assistance. Please consider joining our team by contacting Mark Gumble, mark.gumble@ucf.edu, or Erin Butler, erin.butler@ucf.edu.

Join us in creating memorable "aha" moments!

The Intentionality of Student Success
DeLaine Priest

DeLaine Priest is Associate Vice President for Student Development and Enrollment Services at UCF. With over 24 years of experience in higher education and five years of experience in Business and Industry, she currently provides leadership and administration to 11 units that focus on student transition, advising on career services, learning support services, the first year experience, orientation, and student success.

Helping students succeed is in UCF's DNA. It's what attracted me here in 1994. The belief that students who enroll at UCF deserve high-quality academic, social, and personal opportunities to position themselves for success continues to hold true today. Much has transpired in higher education over the last 22 years; however, our commitment to student success has not wavered.

Earlier this year, we began using predictive analytics to increase retention, persistence, and graduation rates. Our goal is to engage students in intentional and purposeful education activities and understand how to meet the needs of high-risk student populations. This includes providing students with enhanced academic advising resources and support services. These tools will benefit all students, particularly our first generation and low income student populations.

The Student Success Collaborative Campus Initiative
Our new Student Success Collaborative Campus initiative enables advisors, faculty, and staff to reach students who are in need of intervention. The tool has a broad set of communication features to transform insight into action and outcomes. Functionality includes institutional reports that provide historical analysis and insights on students who switch majors, GPA analysis, critical course analysis, and major performance and timing. Additional functionality includes career guidance, a 360-degree student view, centralized communication, scheduling, targeted communication campaigns, and appointment notes and alerts. Through this tool, UCF faculty and staff will establish a coordinated network of care.

Our goals are to:

1. Increase the number of students attaining a degree or certificate;

2. Reduce the time to attain a degree;

3. Minimize the number of student credit hours per student;

4. Incorporate student success measures for specific academic markers through program review; and

5. Promote scholarly engagement with student success.

Implementation of the Student Success Collaborative:

- **Phase I**—during the spring semester we trained over 270 professional advisors and established a pilot program featuring four academic programs: Biology, Criminal Justice, Bio-Medical Sciences, and Digital Media.
- **Phase II**—over the summer we added a new tutoring function, which will help improve student-tutor match.
- **Phase III**—in Fall 2016, we will add success markers for academic programs. This process will invite faculty members in all colleges to identify key grade and enrollment thresholds that will inform advising.
- **Phase IV**—in Spring 2017 we will begin training a group of select faculty members on the platform pilot the student-facing portion of the initiative.

If you would like to learn more about our Student Success Collaborative Campus initiative, please contact me at DeLaine.Priest@ucf.edu or join our online discussion, "Campus and EAB Academic Forum," at <http://www.eab.com>, which provides unlimited access to national teleconferences, best practices, and an online research database. New users can go to the "Member Login" bar and select "New User."

Go Knights! Charge On!

Fall 2016 at the Faculty Center
Melody Bowdon

Melody Bowdon is Associate Dean of the College of Undergraduate Studies and Executive Director of the Faculty Center for Teaching and Learning. Her research interests include technical and professional communication, innovative teaching strategies, and community-based learning and research. She joined the UCF faculty in 1999 and is a Professor in the Department of Writing and Rhetoric.

Welcome to Fall 2016! Once again the summer has flown by and we are at the beginning of a new academic year. The Faculty Center team is gearing up to offer a number of new and continuing programs to support your teaching efforts and we look forward to working with and learning from you.

I am especially excited about this back-to-school edition of the *Focus*, because it connects campuswide student success initiatives discussed in the previous pages by Drs. Dooley, Ehasz, and Priest with specific teaching and learning ideas and experiences of sixteen of our colleagues, who represent six UCF colleges. In the following pages you can read about ways in which these faculty members, many of whom partici-

pated in our Spring 2016 Active Learning Course Innovation Project, have implemented what they learned through changes in approaches, assignments, and assessments in a wide variety of courses.

Below you'll find some of my reflections on the faculty role in student success as well as information about our fall and spring emphases and activities.

The world that surrounds our students and ourselves is certainly intense right now. Over the summer the Orlando community suffered a devastating tragedy when a gunman killed nearly 50 people at the Pulse nightclub and injured many more. In the wake of that event and so many others around the US and the world that happened in the subsequent days and weeks, the UCF community rallied together to provide support and assistance to people in and beyond our campus. Students collaborated to plan and host vigils promoting peace and acceptance. Social work faculty members provided (and continue to provide) counseling and support for survivors and family members still reeling from the Pulse attack. Campus representatives from a variety of organizations met regularly to talk about how best to respond to and prevent these events. Our work as educators is necessarily bound up with this context, and many faculty members have reached out to our office to discuss strategies for addressing these concerns in the classroom.

Both research and common sense suggest that faculty members can play a key role in promoting students' wellbeing in difficult times. Teaching and learning literature suggests that students appreciate and benefit from faculty leadership in such moments. UCF's Counseling and Psychological Services (CAPS) advises us to keep an eye out for students or colleagues who may need additional support during difficult times, and to acknowledge the events by saying a few words and allowing others to speak in a safe space about how they have been impacted. The CAPS website contains a number of resources that you may find helpful (http://caps.sdes.ucf.edu/resources) as you think about returning to the classroom.

Our office will host/co-host a number of events this fall to open up these conversations and offer opportunities for faculty members to talk together about their concerns related to the classroom environment. See our website (fctl.ucf.edu) for more details. These events include:

- Webinar: Traumatic Events on Campus, August 23, 1-2:30 p.m.
- Webinar: Moving Beyond Civility: Facing Difficult Classroom Dialogues, September 27, 2-3:30 p.m.
- Monthly brownbag lunches on classroom challenges led by faculty. If you'd like to plan and host a session, please email me at melody@ucf.edu.

If you want to be engaged and/or to invite your students to be engaged in conversations about diversity and inclusion, keep an eye out for announcements on the Faculty Center listserv each Sunday. We will share details about such opportunities as Hispanic Heritage Month (September), Diversity Week (October 17-20), and much more.

Many other kinds of Faculty Center programming planned for this fall will also be highlighted in the weekly listserv and on our website calendar (fctl.ucf.edu). Some of the highlights include:

- Metacognition and Active Learning Course Innovation Project (CIP). This semester-long initiative will focus on improving student engagement and success in courses across levels and modalities. We will read *Teach Students How to Learn,* written by Saundra McGuire, our summer conference keynote speaker. All faculty members will be welcome to attend related workshops on topics such as harnessing the power of metacognition and motivating students for success.
- Scholarship of Teaching and Learning Faculty Development Cohort: This program is a follow-up to our Spring 2016 active learning CIP. In it faculty members will conduct individual and collaborative SoTL research related to newly implemented teaching strategies. All faculty members will be welcome to attend related workshops on topics such as generating a research question, designing a research study, and quantitative and qualitative SoTL methods.
- Transparency in Learning and Teaching: A group of faculty members will receive training and support to redesign two course assignments with an emphasis on increased transparency, and will participate in related data collection for this multi-campus research effort.
- "New" Faculty Reading Group: Faculty members who have been at UCF for fewer than four years are especially invited to join this monthly discussion group centered on *How Learning Works*, by Ambrose, et al.
- Book club: *Minds on Fire* by Mark Carnes.
- Book club: *The Heart of Higher Education* by Parker Palmer.

Dates to keep in mind for the semester include a special presentation on Mobile Pedagogy, which will be held on Monday, October 17, and the Winter Faculty Development Conference, which will happen December 13-15. More details will follow on these and other events soon. As always, we will host the Faculty Writing Club every Thursday and Friday morning and everyone is welcome to participate. Anticipated topics for our spring programming including multimedia class assignments and Open Educational Resources (OER).

We will also be accepting applications for up to three new faculty fellows this fall. If you are interested in applying, see the weekly listserv post or our website for details.

Thanks for reading, and best wishes for the first week of classes!

Facebook 101
F. E. Guerra-Pujol

F. E. Guerra-Pujol is Instructor in the College of Business Administration, where he teaches various courses in law, including Law & Ethics and Constitutional Law. He is also the faculty editor of the UCF *Undergraduate Research Journal*.

I inherited a ~~large~~—make that mega—undergraduate survey course called "Legal and Ethical Environment of Business" when I began teaching at the University of Central Florida (UCF). With it I also inherited a series of gargantuan challenges:

First, enrollment. All majors in the College of Business (accounting, economics, finance, etc.) are required to take Legal Environment in order to graduate, so my course enrollment is massive by any measure. By way of example, since I began teaching at UCF, my largest section has consisted of over 1100 souls, while my smallest had "only" 575 undergrads. To make matters worse, my students are not even required to show up for class, as my lectures are recorded on video and are then made accessible 24/7 via the university's electronic learning platform (Canvas).

Given these challenges, I decided to redesign my business law course from the bottom up. My ultimate goal was to create a Legal Environment course that students would actually want to attend. So, instead of assigning a traditional textbook and marching through as many chapters as possible, I decided to try a different approach to business law: Facebook.

Let me explain.

Facebook is not only one of the fastest-growing business firms in the world; it is a business that most of my students can relate to. Whether they admire or despise Facebook, the overwhelming majority of my students already know and care about Facebook in one way or another. Facebook, after all, was originally launched from a college dorm room, and

almost all of my students use Facebook or some other social media platform (Instagram, Periscope, etc.) on a daily basis.

Furthermore, the founding of Facebook in 2003-2004 and Mark Zuckerberg's subsequent epic legal battles are depicted in a page-turning novel called *The Accidental Billionaires* (Random House, 2009), which was later made into an entertaining movie called *The Social Network* (Columbia Pictures, 2010).

I give my students a choice on the first day of class—either watch *The Social Network* on the Internet or read the book *The Accidental Billionaires*—and I announce that the rest of the semester we are going to use the history of Facebook as a semester-long case study to explore in-depth various legal and ethical issues in business.

To gain the attention of my students, I immediately introduce them to a controversial website called "Facemash" that Harvard sophomore Mark Zuckerberg created (and quickly took down) in the fall of 2003. (Both the movie and the book begin with this Facemash incident.) In brief, before he launched Facebook, Zuckerburg created a proto-facebook website called Facemash by hacking into Harvard's computer system and uploading student I.D. photos. Facemash presented the user with two randomly-selected student I.D. photos of women students enrolled in Harvard and then let the user choose which one was "hotter." The website quickly went "viral"—in a matter of hours, the site attracted 450 visitors, who had voted on their classmates' photos at least 22,000 times.

After retelling this story and playing a short film clip from the movie, I then end my first day of class—as I end every class—by posing a deep and difficult question to my students. Specifically, with respect to Facemash, I ask: ***Was Facemash illegal or just unethical? What legal or ethical duties did Zuckerberg owe to his classmates when he created his website?***

In addition to asking a cliff-hanger question at the end of class and assigning textbook reading relevant to the question, I also assign specific roles to my students—roles based on the characters depicted in the movie or book versions of the founding of Facebook. Students must then come to the next class "in character," that is, prepared to discuss my questions with their fellow students from the perspective of their assigned roles.

For the Facemash lecture, for example, some students are assigned the role of Kevin Davis, the Director of Residential Computing at Harvard during the Facemash incident. Others are assigned the role of Leyla Bravo, the president of Fuerza Latina, a student group on campus. Still others are assigned the role of Mark Zuckerberg and are asked to come to his de-

fense. Moreover, students are not only assigned specific roles; they are also asked to come up to the front of the class when they are ready to make their case.

Consider again the Facemash incident with which I begin the semester. What legal or ethical arguments could a Mr. Davis or a Ms. Bravo assert against the creator of Facemash, and what arguments could a Mr. Zuckerberg make in his own defense? Even with no formal legal or philosophical training, students are able to express a wide variety of legal and ethical theories (especially if they have done the assigned reading).

As each student makes his or her case during the discussion phase of class, I will write a word on the blackboard that sums up the student's theory of the case. After a 10-minute discussion, the board might end up looking like this:

PRIVACY   PRANK   HACKING   SEXIST   THEFT

After the discussion phase, we proceed to a voting phase in which I follow up the in-class discussion by calling a "point of order" and then taking a vote via a web-based polling system all students have access to. Specifically, I ask the class as a whole to vote on which theory is the most persuasive one.

After we discuss the results of the poll, I conclude my class with a lecture phase in which I weave the results of the poll and the in-class discussion to introduce my students to many foundational ideas and concepts in law, such as the difference between statutes and common law, the practice of prosecutorial discretion, and the idea of "sources of law"—i.e. where do legal rights and duties come from? We are also able to compare and contrast the concepts of criminal and civil law as well as explore the complex relation between law and ethics.

Before I conclude my lecture, however, I pose a new cliff-hanger question for the next class....

Integrative Learning in Southern Folk Arts: The Big Read and Digital Storytelling

Keri Watson

Keri Watson is Assistant Professor in the School of Visual Arts and Design, where she teaches undergraduate and graduate courses in modern and contemporary art and the history of photography. Her current book project examines representations of disability in films, photographs, and paintings produced during the Great Depression.

In an effort to improve my teaching, I participated in two Faculty Center initiatives during the Spring 2016 semester. I was a member of the Faculty Center Active Learning cohort, which offered several workshops over the course of the semester, and I took part in a three-day digital storytelling workshop sponsored by UCF's Quality Enhancement Plan, *What's Next: Integrative Learning for Professional and Civic Preparation*, which is interested in helping students make connections between their coursework and their lives.

As part of the Active Learning cohort, I learned about the science of teaching and learning, how to create a mission-driven syllabus, and strategies for designing effective and authentic assessments. I also participated in a session on how to use role-playing games to activate the classroom. The Digital Storytelling workshop, facilitated by Melody Bowdon, Anna Jones, and Lisa Peterson, and led by Brooke Hessler, Professor of Writing and Composition at Oklahoma City University, and Joe Lampert of StoryCenter in Berkeley, California, offered faculty the opportunity to learn an accessible integrative learning strategy. During the workshop, we read the StoryCenter's *Digital Story Cookbook* and learned the seven stages of story creation. We conceptualized our stories, shared them with our story circle, wrote, workshopped, edited, and recorded our scripts, gathered our visual materials, and learned a software program in order to make our short film. During the workshop I created "The Burden of History," a story about my great-granduncle Cornelius's murder during the 1909 Prichard-Newman Feud in Meadville, Mississippi.

I used a number of things I learned at the Faculty Center to implement active and integrated learning techniques into ARH 3683: Southern Folk Arts. This course explores the visual and material culture of the American South, including food, literature, and art, and considers how they serve as windows onto the region's history. Over the course of the semester, we ate Southern food like gumbo, collard greens, black-eyed peas, pilau, Brunswick Stew, pimento cheese sandwiches, boiled peanuts, and macaroni and cheese, and discovered how the South's cultural hybridity is embodied in its foodways. We read Zora Neale Hurston's *Their Eyes Were Watching God* (1937), John A. Burrison's *Roots of a Region: Southern Folk Culture* (2007), and selections from Julia Peterkin and Doris Ulmann's *Roll, Jordan, Roll* (1934), Erskine Caldwell and Margaret Bourke-White's *You Have Seen Their Faces* (1937), James Agee and Walker Evans's *Let Us Now Praise Famous Men* (1941), and Eudora Welty's *One Time, One Place: Mississippi During the Great Depression* (1971). We studied the quilts of Gee's Bend, as well as the art of Bill Traylor, Mose Tolliver, Howard Finster, Ruby C. Williams, Clementine Hunter, Jimmie Lee Suddeth, William Edmondson, Thornton Dial, Bernice Sims, Purvis Young, and others. We enjoyed guest lectures by local folk artist Carl Knickerbocker and collector Robert Reedy, who brought his amazing collection of face jugs to our class.

With the sponsorship of a National Endowment for the Arts "Big Read Grant," my class participated in six weeks of events centered around Zora Neale Hurston's award-winning novel, *Their Eyes Were Watching God*. Students could choose to attend a variety of events such as artists' talks; scholarly lectures; theatre productions; film screenings; concerts; art exhibitions; and workshops in Orlando, Casselberry, Oviedo, Longwood, Sanford, Lake Mary, Maitland, and Apopka offered during January and February. Students were then tasked with writing reflective papers on four of these events and with creating their own stories in the form of visual digital narratives, inspired by the Big Read events, their own lives, and the material covered in class.

Students were encouraged to think about a story that only they could tell, one from their personal experience. They workshopped their stories with small groups in class, edited and revised their stories, developed their scripts, assembled their visual materials and music, and created two- to three-minute videos that were showcased on the last day of class. Many of my students were inspired by Janie Crawford's struggles, and as young college students many of their stories could be classified as "coming of age" narratives. Student films focused on topics including playing sports, becoming independent, taking chances, growing up in Florida, and being a Florida transplant. Several students focused on the significance of food, from Mom's secret macaroni-and-cheese recipe to Lee and Rick's gumbo. Other stories dealt with illnesses, injuries, or other traumatic events. All of the stories were compelling in their own ways and demonstrated students' capacity for reflection through storytelling.

Students enrolled in Southern Folk Arts participated in community events, got to know each other both inside and outside the classroom, and made digital stories. Storytelling is an important component of Southern culture, and this project illustrated the power of stories to create community.

Integrative learning helps students apply and adapt their skills to the challenges of professional, public, and personal life, and digital storytelling is a great way for faculty to employ an active learning project into their curriculum.

Selected videos are available for viewing at the UCF Library's STARS repository.

Reflection, Agency, and Active Learning
Nick Shrubsole

Nick Shrubsole is Lecturer in the Philosophy Department, where he teaches Humanistic Traditions and courses on religion. He is working on a book titled *The Search for Indigenous Religious Freedom in Canada*, which explores how the definition, location, and conditions of religion offered in the colonial state of Canada continue to impede the survival and development of indigenous religions today.

Context
When I began the Active Learning cohort through the Faculty Center, my goal was "deeper student engagement." Simply put, the challenge was to get students in a GEP course to invest themselves in the material beyond the simple pursuit of a grade. I decided to think about the idea of active learning in my HUM2020: Encountering the Humanities course with 150 students over two sections. HUM2020 is a broad introductory course, and, in my experience, many students who take these courses do so because they want to check boxes, not because they are interested in the content. The first step in designing this course was to make it relatively interesting. I wanted to keep it contemporary and "hip." Part of the course description reads as follows:

> While we will discuss diverse subjects over the semester, there is a common unifying theme: "Responding to the Dominant." Together, we will encounter Native American literature and film, the street art of such artists as Jean Michel Basquiat, and subcultural protest music in the genres of reggae, punk and hip hop. Through an interdisciplinary approach, we will explore how these expressions embody responses to colonialism, racism, economic disparities, oppression and discrimination, not only through words, but images, sounds, and the very act and physical locations of expression.

Two of the primary learning objectives of the course were as follows: (1) Understand the importance of voice and agency, and (2) Appreciate subcultural and minority productions. I was unsure whether a straightforward lecture or discussion style classroom would help facilitate either of these objectives. So, how might these objectives be reached if traditional active learning in larger classes would not do the job?

The Agency Project
When I designed the "Agency Project," I did not conceive of it as an active learning exercise because it was a personal, reflective assignment. In fact, when I conceptualized it, I did not really know what to think of it. As with many faculty designing a course for the first time, I gave myself some leniency in the overthinking department. It sounded like a fun and creative project. It certainly was not a case of active learning though, or was it? It was reflective, personal, and had no explicit ties to the course content. But, active learning can take place on so many levels. And, this was the best experience of active learning in my life. The assignment reads as follows:

> At the center of this course is the subject of agency. There is power in the ability to tell one's own story via a medium of one's own choosing. Your voice is a powerful one. It is the most authoritative voice on the subject of "you." So, you are encouraged to use it in this class as you read, watch, view, and listen to others who have found the strength to speak for themselves. In this project, you are asked to do something creative that speaks to you, as a human being. You may choose to voice something about your own experience or you may choose to speak about something that is particularly meaningful for you as a person. Either way, you are asked to find your voice in a creative way.

> Each student must produce some sort of cultural product, whether that be art, music, poetry, or a creative piece of literature (to name a few). I ask that you take the project seriously, but be as creative as you'd like.

> Digitally, you will be asked to share your voice with the rest of your classmates so they can benefit from your expertise in being a human being—that is, being uniquely you.

I was humbled by the response from my students. Nearly every student completed this assignment and did so with passion and care. I almost immediately offered students the option to post their pieces anonymously, assuring them that they were not asked to disclose anything they did not feel comfortable with. About six students asked to post anonymously. There were a few things I did not anticipate. First, students seized the opportunity to speak about topics as diverse as feelings of inadequacy, powerful memories and moments in their lives, experiences of trauma, narratives of triumph over disease and loss, and the unique challenges of mental illness, to name a few. Second, I was not expecting how moved I would be by

this project. I was brought to tears on several occasions. Art, music, poetry, photography, and video offered me insights into students I could have never imagined. The question, of course, is did they understand the purpose of the assignment?

The Assessment
Honestly, I cannot say that I fully grasped the purpose of the assignment at the outset. It seemed like a fun way to include a creative piece in the course. After completing the active learning cohort, I realized just how active this assignment had been. I decided to take a survey of my classes and had an overwhelming response. One hundred thirty-two students completed the survey. 86% found the project rewarding. 93% read other student submissions. 88% said that it helped to give them a better and deeper understanding of their fellow classmates. 86% felt that it met the course objectives cited above. And, 68% said that the project deepened their understanding of the content of the course while 10% were unsure.

While this survey did include qualitative data as well, I do not have the space to include that information here. What I will say is that the assessment helped me realize that I could add some course objectives about broadening student knowledge of those around them. I also realized that my first attempt at this assignment was good, but that I need to take some time to discuss the connections to course material after the due date has passed so students are not left to figure this out on their own. I would like to conclude with a short excerpt from an e-mail sent to me by one of my students following the completion of the course:

> The agency project allowed me to look within myself to find out who I am and how I'm feeling and allowed me to find my voice when I thought I didn't have one. I always wondered how strong influencers in our world found their voices and its thanks to people like our professors (like you) who make us find our voices and teach us that they're not irrelevant and we do have something to say. I think the agency project is definitely something everyone should do at one point in their life … I think it's very important for us to find that medium that allows us to vent our feelings and opens us up to express ourselves instead of being forced to hold back and not talk about real problems that are affecting us personally. I think some people are afraid to hear what's truly wrong with the world and that some things, even norms, need to be changed.

Try Running After Work: On the Possibilities of Active-Learning Classes

Sandra Sousa

Sandra Sousa is Assistant Professor in the Department of Modern Languages & Literatures and the Latin American Studies Program. Her research interests are colonialism and post-colonialism; race relations in Mozambique; war, dictatorship and violence in contemporary Portuguese and African literature; feminine writing in Portuguese, Brazilian, and African literature.

Participating for the past two semesters in cohorts facilitated by the Faculty Center for Teaching and Learning has been one of the most rewarding experiences of my still short time as a faculty member at UCF. The time spent at sharing ideas on teaching methods with colleagues and then implementing them in my own classes is, in my personal opinion, comparable to that run at the end of the working day: it leaves you energized, full of new ideas and motivated to keep on moving. That's also how I see implementing active learning activities into my courses and the results that come from it.

As we closed the fall 2015 semester, I reflected on some new activities that I implemented in my courses in order to make them more engaging, fun, student-centered and, hopefully, conducive to a memorable learning experience for students. Last semester I started implementing "Reacting to the Past" mini-games in a culture course that I was teaching. Since the results were positive, I decided to keep on using this activity and perfect it using suggestions given by my former students who had been the "guinea-pigs" in my sudden and abrupt change in teaching during that semester. I must say here that if the experiment didn't fail last semester, it was because my students were open to the changes that occurred. This being said, I created five new mini-games for my Brazilian Culture class, and the magic that I observed last semester keeps happening with every single game. The improvements for this semester consisted of students' posting on Webcourses their speeches, so everyone in class can review them and make further comments. In a previous class I didn't request this, but students were so involved and wanted to learn more that they suggested giving access to everyone in class. Another new addition to the games was the use of Twitter during class. At first, it was a scary thing for me since I believed that students would not be paying attention to their colleagues' performance if they had a social media tool open right in front of their eyes. It turned out that I was wrong. It seems that they get more focused since they all want to make a fun or "trashy" comment on people's arguments in order to win the game. The discussions after the deliveries were even more "fiery" and

engaging this semester; to the point of someone coming twice to my classroom's door asking me to keep the volume of my students down since they could be heard all over the building. Even though we all felt like five-year-olds being told by our parents that we were doing something wrong, this didn't discourage my students from continuing their lively discussions. I felt proud when they turned to me and said, "This is what we are supposed to do at the university." I shrugged and smiled.

Since role-play had been quite a success in my previous cultural/historical course, I decided to revise my Portuguese language courses during Christmas-time and try out mini-games in this context. This was a jump that, I must admit, scared me; a true leap of faith. The way I looked at it was that there were only two possible outcomes: either students were not going to learn anything at all or they would see faster progress in language skills. If the first possibility were to happen, I envisioned myself burning in the deepness of hell. Luckily, it ended up being heaven, and as we came to terms at the end of the semester, I was amazed by how much students progressed in the language by allowing themselves to be immersed in what they saw at the beginning of the semester as "my craziness." I would like to offer here a couple of authorized quotations from my students of Portuguese:

> I think that this is a great way to learn and teach a new language to students. The discussions and speeches force one to think about the language outside the realm of just what is taught in the textbook and in class. During the argument phase of the game, it forces you to think in Portuguese in order to construct a meaningful argument. Also, the constant speaking in front of the class builds confidence in yourself with this new language. It also forces you to try and be better at the language so that you don't make a fool of yourself in front of the class. I enjoyed the speeches and I thought that I learned more of the language via this method.

> After participating in the role-plays, I have definitely seen a transformation in me, for I feel more confident while speaking Portuguese in front of my colleagues and professor. The role-plays encouraged me to enrich my vocabulary in Portuguese and also challenged me to improve my writing skills in Portuguese. In each role-play, I was able to observe significant improvement in my writing and vocabulary. Without a doubt, role-play allows students to learn the Portuguese language at a faster pace, while learning more about the Portuguese and Brazilian culture through their individual characters.

Role-play in language classes definitely forces students to take learning in their own hands and not be so dependent on the structure provided by the professor or the book. It moti-

vates them to work harder to improve language skills and creates a space to become more culturally competent and grow as individuals.

Even role-playing, if it is the only method one uses, can easily become old, boring, and unfruitful. With this in mind, I implemented other methods in order to keep classes active and fresh. We did a couple of world-cafes in my cultural class, which offered them a different format. I also played other games in order to assess if students had read the assigned book chapters and understood the material. All of this was mixed with the occasional traditional method of lecturing (hopefully done in a more active way!).

As always, I am grateful that I have been lucky enough to have students who understand the importance of having an education—but more than that—who have the mindset to go along with my "innovations" and are able to trust me in my particular ways of thinking outside the box. It has been a pleasant journey.

Role Playing and a Classroom's Transformation
Terry Breese

Terry Breese is an adjunct professor in the Political Science department. He joined the UCF faculty in 2015 following a 36-year career with the U.S. Department of State. He teaches courses in diplomacy and American foreign relations.

When I came to UCF in 2015 after retiring from the U.S. Department of State, my only previous teaching experience had been as the State Department Chair at the Marine Corps War College. Our students were Lieutenant Colonels from the Marine Corps, the other services, and a few international students. So I appreciated the help setting up my first course from Eric Main and his colleagues at the Faculty Center for Teaching and Learning. The most profound contribution to my own development was the loan of a copy of Mark Carnes' *Minds on Fire: How Role Immersion Games Transform College*. Like Dr. Sandra Sousa (*Faculty Focus*, December 2015, and above), I knew I had found a convincing answer to getting students genuinely interested in and enthusiastic about learning.

The syllabus for my Spring 2015 class (Issues and Topics in American Foreign Policy) was already set and its debate

style already provided a means to engage students in thinking through the issues we studied. One example was a debate on whether the United States was right to join World War I—and why? The class was divided in their views and there was a lively debate on a question that brought out realist, moralist, idealist, internationalist and economic viewpoints.

My teaching assignment for spring 2016 was Honors Diplomacy, a class limited to twenty students that seemed tailor-made for Reacting-to-the-Past (https://reacting.barnard.edu/about/consortium) role playing games. But the only games with a strong flavor of international diplomacy were in very early stages of development and not ready for use—certainly not by an inexperienced instructor.

So I put together a traditional curriculum and quickly found myself frustrated by a group of obviously very intelligent students who seemed frozen in class. Another faculty member suggested that honors college students don't want to appear less than in-command in front of their colleagues by asking a question or seeking clarification—something one of the students echoed in our end-of-semester assessment. By the third week, I decided action was necessary to break the ice. I changed a class and created a micro-game of my own (in RTTP terminology, a micro game is one that takes up only a single class session). Although set in Syria in October 2018, it was based on Europe in 1914 following the assassination of the heir to the Austro-Hungarian throne.

This time it was the British PM who was assassinated on an official visit to Lebanon with the trail pointing to Hezbollah, Syria and/or Iran (depending on what intelligence your team was presented). Students had been given specific roles in the governments of the United States, Britain, Russia, Iran or Syria with individual goals assigned points that would be graded as a quiz. Everyone was excited about their roles except the student assigned the role of Bashar al-Assad. We had three "days" when the teams worked out national policy and issued statements of support or demands. I interjected news flashes attributed to various networks between sessions. The students performed well—at least they didn't go to war—and both enjoyed the exercise and learned from it some of what goes into those White House statements that accompany global crises. At the end, each student was required to grade themselves on how well they'd achieved their individual goals. Every student was very positive about the experience at the next class and several asked to have another such exercise. But the excitement proved transitory and the class lacked the buzz afterwards that I was looking to achieve.

I decided that our last module, the Ukraine Crisis, would be turned into another role-playing exercise. I located a useable framework from the Maxwell School of Public Policy at Syra-

cuse University. I modified the "playbook" to accommodate seven national delegations (European Union, Germany, Poland, Russia, Ukraine, United States, and Russian Separatists from Eastern Ukraine). I devoted the last three classes to the exercise: a traditional lecture/discussion of Ukrainian and Russian history linked to the crisis and two classes for negotiation. Students were given their role assignments and a brief "Rules, Roles and Assignments" that identified all other students' roles and the modified assignments before the lecture class and were encouraged to sit with their delegation partner during that class. The exercise was graded as a written assignment with three components: a written strategy paper, an opening statement for the first negotiating session, and their performance in the negotiations. The head of delegation was responsible for getting the assignments in and was given full authority to divide the work any way he or she wanted.

The exercise was structured over two classes (1 hour, 15 minutes each). There were two plenary sessions of 25 minutes with a 20-minute intermission when delegations were free to meet privately anywhere in the building to work out deals or coordinate strategy. I chaired the plenary sessions as a representative of the Organization for Security and Cooperation in Europe (OSCE). Between classes, delegates were free to communicate in any manner with other delegations but were instructed to use Canvas for emails and copy the instructor.

The exercise was a great success. At the end of the first negotiating class, three delegations remained in the classroom discussing strategy. I could hear some others in animated discussion in the hallway. Some discussion between delegations continued by email over the weekend, and two delegations presented a side agreement at the start of the next negotiating session. Students had some fun and experienced a multilateral negotiation complete with place cards and national flags. The students did not finish negotiating a final text in the last session (time just ran out), but that was a lesson in itself.

My takeaway is simple. I need to find a way to introduce the role-playing part of the class as early as possible. I've already obtained use of a role-playing game based on the Vienna Conference of 1815 from a faculty member at Valencia College. I will modify it to suit the class size next year and arrange the syllabus so that we get to that by the end of the third week of class. The Reacting-to-the-Past consortium has a "July Crisis" role-playing exercise in development based on the start of the Great War. It's already being used in class by its developers, so I will use it next year if it proves successful. And Ukraine stays as the end-of-term finale!

Showcasing Critical Making in Digital Cultures and Narratives
Anastasia Salter

Anastasia Salter is Assistant Professor of Digital Media at the University of Central Florida. Her research focuses on positioning games and digital narratives as media artifacts with consequences for learning, social engagement, and participatory culture. She writes for ProfHacker, a blog on technology and pedagogy hosted by the *Chronicle of Higher Education*, and is a member of the THATCamp Council.

As a teacher of digital media, I work with students on the principles of "critical making," a practice Daniel Chamberlain has aptly described as "making as a way to ask better questions." Critical making is embedded in the heart of my own work: I see the process of building, whether in scholarship or in pedagogy, as a means to interrogate assumptions and explore worlds and ideas. Asking students to engage in critical making means drawing them consciously into their own process as creators, designers, artists, and writers in training. This practice is particularly important in the series of courses that students share across digital media as they prepare to move into disciplines ranging from web and game design to graphic design and animation.

This year at UCF I've been teaching one of those threshold courses, Digital Cultures and Narratives, and looking for new ways to infuse active learning and critical making into a course that has traditionally been taught through quizzes and paper writing. This is in part because Digital Cultures and Narratives is a course that operates under many challenging constraints: it's a fully online course in a degree where most of the classes are in-person, it's typically capped at 200 students, and it has to serve as the fundamental context for approaching making for a broad range of students. As a 3000 level class, it offers an opportunity for situating students in the discourse in which they'll be working throughout the rest of their degrees. It's also the course in our curriculum that I am most passionate about: my own research is in video games and electronic literature, two intertwined practices of digital narratives that invite us to think about how stories change with the introduction of interactivity, player agency, online networks, and other influences from both social and technological forces. When I've taught classes on these subjects in the past, it's usually been in small classrooms, as with a course on "Interactive Narrative" I wrote up in the *Syllabus Journal* as an example of placing critical study and theory alongside the process of design.

I used that course (optimized for a group of 24 students) as a starting point this year for taking on the challenge of scaling active learning of this kind. In approaching my overhaul of the course, I wanted to bring these forces and practices to the heart of the experience by asking students not only to study powerful artifacts of digital narrative and culture, but also to make their own. At this stage of learning in the course of their degrees, students have begun to learn the tools of image production, digital manipulation, and have even begun to understand code, but they've rarely been asked to combine those skills through the making of personal interactive objects. My Digital Cultures and Narratives course invites them to make three: a Twine game, built using an accessible platform for web-based text games; a platformer, built with a simple "building block" tool for creating interactive art-driven levels; and a digital comic exploring an idea for digital narratives of the future.

When I first ran my project-driven course in fall 2015, I was impressed by the quality of projects and stories on display in student work. It struck me that one of the biggest challenges of an online class using this type of critical making was the lack of sufficient opportunities to see and play the work of peers. I scaffolded some of this into the class structure itself through strategies like integrating peer review of draft projects, but ultimately this still didn't provide the opportunity to recognize and push for more investment on the part of students in the work. With that in mind, I decided to revisit the Twine game project and partner with Keri Watson, an assistant professor of art history, and Yulia Tikhonova, director of UCF's art gallery, to provide a new context for the Twine projects and bring them in sight of the larger community.

Twine is a powerful tool for making text-driven games: designed by Chris Klimas and freely available as an open source project, it's the platform I recommend most often to fellow teachers who want to bring digital media and interactive critical making into their classrooms. It's also a tool that encourages personal storytelling, as it's built not for epic games but for intimate stories powered by player decisions. This made it a perfect fit for connecting with The Big Read, a NEA-funded project Keri Watson brought to UCF this winter centered on the works of Zora Neale Hurston (see page 7). As one of many events in the series, I planned a Twine game showcase to feature some of the most inspired works produced in the class. This event was run in the UCF Gallery, and I was able to bring a distinguished indie game designer, Dietrich Squinkifer, to share their own work with Twine and personal game development.

During the event, Squinkifer performed their powerful games "I'm Really Sorry About That Thing I Said When I Was Tired and/or Hungry" and "Quing's Quest VII: The Death of Vid-

eogames!", and it was thrilling to hear students shouting out for particular paths and choices as we collectively experienced playable experiences tied to race, identity, gender, and the contested state of games as a cultural practice. I invited Squinkifer to serve as judge of the student game competition, so from 18 games featured in the showcase, three UCF women were additionally recognized for their creativity and narrative design. This active event brought students out of the sometimes-indistinct and distant spaces of Webcourses and together to play and recognize games, re-invigorating the practice for all of us while offering an opportunity to celebrate the results of critical making.

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Active Learning as a Bridge Between Online Classes and Traditional Study Abroad
Gino Perrotte

Gino Perrotte is Instructor with the Nicholson School of Communication. He is a contributing textbook author for culture, diversity, and professional dress. Perrotte is actively involved with campus initiatives such as the Faculty Diversity Think Tank and the Women's and Gender Studies Advisory Board, and he is an Ally for LGBTQ+ students.

A virtual study abroad? What started as a half-joking comment last spring during my IDL webcourse training has now grown into an innovative model for an international experience. Working with Dr. Wendy Howard, Instructional Designer with CDL, we aim to make study abroad more accessible to UCF students in order to promote the acquisition of global competencies.

This summer we are teaching the 6-week course "Communication, Culture and Technology: An Italian Case Study." The class combines a traditional study abroad experience with an innovative twist: live broadcasts for students who have chosen to join us abroad virtually.

Why are we doing this? Currently less than 1% of the UCF student population studies abroad. Knowing how important this experience is, we want to provide a solution to some of the major obstacles that keep students from going abroad: money, at-home and work responsibilities, and fear of the foreign.

How are we doing this? We introduce technology into the program to create a bridge to span time and space. Technology brings the abroad experience into the homes of students who would otherwise be unable to join us.

How it works

There are two student groups enrolled in the course: an at-home group and an in-country group. Both groups will meet together on campus for the first 3 weeks of class to study the same curriculum. During weeks 4 and 5, the in-country group will travel with Wendy and me to Italy to explore the culture in a traditional study abroad model. Scheduled live broadcasts from Italy virtually connect the at-home students to the tours and experts. Week 6 of the course is fully online for both groups.

When designing the curriculum, we wanted both student groups to have the same course objectives while being able to leverage the opportunities that come along with whichever location they find themselves in during weeks 4 and 5. To assist in developing the curriculum, I joined the Faculty Center Active Learning Course Innovation Program cohort this spring.

There were several challenges in designing a final project for this class. Not only did both groups need to meet the same set of objectives, but we also needed the at-home group to have a meaningful experience without feeling like they played a supporting role to those who physically traveled abroad. Essentially, the project needed to act as a bridge during weeks 4 and 5 to connect the students who remained at home with those who traveled to Italy.

What we came up with for active learning

Students work in groups composed of those both at-home and in-country. Groups research a communication and culture-related topic and become subject matter experts for the semester. An objective of the curriculum is to help each group develop a clear research question and plan by the time we go abroad. Students who travel to Italy provide the Italian perspective on the topic and students who remain at home report on the perspective from wherever they are (Orlando/USA perspective for example). In order to enhance the richness of the multi-cultural reports, students can explore answers to their research questions by documenting evidence through videos, photos, sound recordings, and text/narrative. By the end of the project, groups have a multi-cultural perspective on their topic to report to the rest of the class.

The project is online and groups build a module in our web-course. The structure of each group's module includes

1. Background
2. Literature Review
3. Research Methods
4. Multi-Cultural Reports
5. Discussion
6. Conclusion
7. Self-Reflection
8. References

The final week of class is online. For this module, all students explore the other groups' final projects and learn what they discovered about their topic during this course. All students post to discussion boards for the other groups' modules and address these questions:

- What is the most interesting thing you learned from the module?
- What are your constructive compliments or critiques?
- Do you have any questions to ask the group about their module?

Since student reviews do not impact a group's module grade, they are encouraged to be as constructive as possible with their compliments and critiques by stating whether they did or did not agree with or understand something and WHY they feel this way.

What we hope to accomplish with active learning
Our goal is to provide both groups (at-home and in-country) with an experience that broadens their perspectives about culture and its tools of communication. We want students to walk away with knowledge of industry-standard technology that enables group collaboration at a distance. We seek to teach how to develop a social science research question, gather evidence, and evaluate that evidence. Finally, we aim to inspire all students to continue their exploration of cultures and continue to teach and learn via travel throughout their lives.

What we learned through this active learning project.
Students reported the challenge of feeling connected to their group members who were not physically with them (more emotionally than communication-related since technology enabled them to be in contact across the Atlantic). The in-country students naturally bonded with one another through shared emotional experiences from their Italian travels. While the in-country students did collaborate with their at-home group members on the projects, the nature of the relationship seems to have been more information-focused than relationally-focused, which doesn't naturally lead to bonding through shared emotional experiences. For the future, the active learning project should allow for relationship-building exchanges so that all group members can bond.

Several students reported that the project, having many layers, was demanding. However, they also quickly followed that comment by saying that they felt they learned a lot from it and appreciated that aspect. From a grading standpoint, I had several periods of intense grading followed by several days without grading. Overall, evaluating the project was manageable for my class size of 16 at-home students and 10 in-country students who combined to create five groups.

Finally, the student groups took responsibility for becoming subject matter experts on the research questions/topics they chose: cuisine shaping culture, gender performance, influence of music on culture, artifacts, and beauty standards. The quality of their final project reports exceeded my expectations and demonstrated that they have learned how to unpack and study aspects of culture through evidence.

I believe the project was a success due to the qualitative feedback indicating a strong desire for students to travel and learn.

Active Learning as a Cognitive and Motivational Model for Instruction
Michele Gregoire Gill

Michele Gill is Associate Professor of Educational Psychology. She maintains a current professional teacher license in Elementary Education for the state of Colorado and has five years of K-12 teaching experience. Her research interests center on conceptual change, teacher beliefs, mathematics education, and educational reform.

As an educational psychologist, I am familiar with a variety of learning theories, and I use different ones as frameworks for my lesson planning, depending upon my goals and objectives. However, even with this background, I found the Faculty Center's Course Improvement Project (CIP) on active learning to be beneficial to my own growth as an instructor as well as to my students' learning. First, though, I needed to resolve a roadblock I was having about "active learning": what exactly did they mean by this term? It's not a term in current use in my field. In fact, educational psychologists would be concerned that such a term implies, erroneously, that students must be involved in some kind of hands-on task or authentic problem-solving for it to count as "active learning." Although such tasks could be part of active learning-oriented classrooms, I discovered in our first session that the underlying theoretical framework is based on sound psychological principles of self-determination theory on the motivational end and cognitive

theory on the learning end. In particular, Mayer's "SOI" theory (select-organize-integrate) was shared with our cohort as a key principle to keep in mind as we designed our CIP projects. I love this theory, but it's not one I've explicitly used to design a particular lesson, so that is what I set out to do this semester.

My graduate course in Lifespan Human Development and Learning comprises a mix of prospective educators and counselors. My main goals in this course are for students to (a) develop a sufficiently robust understanding of key developmental theories that they can use as different lenses for understanding their future clients and students, and (b) to be able to apply key evidence-based developmentally appropriate practices in their own professional and personal contexts to facilitate their own and others' healthy development. Given the strong focus I place on application of core principles in this class, I felt reasonably confident that my students had a reasonable grasp of (b) above, but I was less sure of the depth of their understanding of the core theories. Thus, I chose (a) to be the target of my CIP intervention; in particular, I wanted my students to be able to understand all the stages of Erikson's lifespan theory based on a strengths-model of development, and then I wanted them to be able to source their own experiences for positive resolutions of each stage of development. In previous semesters, I focused more on being able to "diagnose" stages of development from various real life scenarios (aligned with goal "b" above). For this semester, I had students create a conceptual organizer of the different stages of development from memory, after reading a chapter about Erikson's theory for homework in preparation for our face-to-face class, including an "example of the positive resolution of each stage from your experience or someone close to you," which we then discussed, and I collected for review. First, though, I gave students a pretest on the stages of development that I created that combined straightforward questions about Erikson's theory as well as scenarios for them to analyze to show deeper understanding of core principles of the theory.

Results were surprising to me. My graduate students are generally very motivated in this class, so most of them come to class having thoroughly read the assigned readings for the week. Even so, the pretest score mean was 5 out of 10 questions (50%). I did not give them feedback on their pretest, so they did not know how they did. After completing the conceptual organizer and discussing it in class, students were given a posttest on the same questions as the pretest. Mean performance on the posttest increased to 80% (8 out of 10 questions), which was not only statistically significant, but had a large effect size of 1.43. Of course, since this was not a true experiment, we cannot say whether or not the conceptual map and pretest increased students' conceptual understanding of Erikson's theory; however, given prior research on SOI theory, these results suggest that students paid attention to the subsequent discussion due to the pretest and conceptual organizer that they completed, and they *selected*, *organized*, and *integrated* this information into their understanding of Erikson's theory, leading to better performance on the posttest.

Of course, there is more to active learning than increasing student understanding. I am particularly pleased that this approach to higher education takes into account the robust evidence underlying self-determination theory—that humans are motivated by their needs for competence, autonomy, and connectedness. According to the guidelines of active learning shared with our CIP cohort, the course instructor should be student-oriented and allow students to add their own learning goals to the goals chosen by the instructor. Research in my field shows that students who are allowed reasonable choices in their learning (autonomy) are more engaged in their courses, and this engagement often leads to better achievement. Having an instructor who is student-oriented helps the student feel less like a "cog" in the system, and more connected to the university, satisfying the motivational need of connectedness. Another key principle of active learning is that the "classroom climate is collegial, supportive, and spontaneous," such that the instructor does less than 50% of the talking in the course and 75% of the decision making, which also shows sensitivity to students' needs for autonomy and connection.

I've been a teacher for a long time, over 20 years in a variety of settings, including K-12 all the way through doctoral education. I know from experience the obstacles to implementing active learning in the classroom, including the upfront time investment in planning and the fear of relinquishing control of the classroom to my students. That said, I can attest that when I do make the efforts to do both upfront, the effort is well-spent as student engagement and achievement is higher. As it is, I am still learning how to do this better, and I am grateful for the Faculty Center for Teaching and Learning for giving me this opportunity to try new practices in my classroom for the ultimate benefit of my students.

Being Uncomfortable Can Be a Good Thing: Teaching Interdisciplinary Subjects to Non-Interdisciplinary Students

Luis Favela

Luis Favela is Assistant Professor of Philosophy and Cognitive Sciences in the Department of Philosophy. Philosophers tend not to understand why he does laboratory experiments and scientists don't understand why he questions everything. He hopes to inspire his students to go out into the world and erase disciplinary boundaries.

Cognitive science is a prototypical interdisciplinary field. As an interdisciplinary field, "cogsci" incorporates the theory and methods of various disciplines such as anthropology, computer science, linguistics, neuroscience, philosophy, and psychology. As you can see, the work done in cogsci not only intersects various STEM disciplines, but also crosscuts STEM and the humanities. Such a high degree of interdisciplinarity makes for a challenging time when it comes to teaching a course such as Minds and Machine: Philosophy of Cognitive Science. Courses such as these usually include students from a wide range of backgrounds, including, but not limited to: neuroscience, philosophy (which can include the more historically focused, Analytic, Continental, etc.), and psychology (which can include those focused on clinical, educational, experimental, etc.). Some of these students are accustomed to courses that require memorizing exact phrases and definitions, and then recalling such facts. Others are accustomed to assignments that require choosing a thesis and then defending it, often by following ideas to their logical conclusion. In short, these students range from those who expect the certainty of established empirical disciplines and those who thrive on discussing and debating open-ended questions. How does one teach a theoretical and methodologically interdisciplinary course on cogsci to students from such a range of majors and pedagogical expectations?

In my experience, the easier approach is to teach a general introduction to cogsci from within either an empirical or philosophical framework. From within an empirical framework, an introduction to cogsci is like an introduction to other STEM fields like Neuroscience or Psychology. Specifically, students learn the big names, important studies, theories, and methods. From within a philosophical framework, an introduction to cogsci is like other "Philosophy of X" courses such as the Philosophy of Biology or the Philosophy of Physics. Specifically, students are presented with the main theoretical and methodological commitments of the field and then analyze various positions concerning those commitments. The former approach treats cogsci as an established discipline, or to put it in Kuhnian terms, as a "normal science." An area of inquiry can be considered a normal science when its practitioners have generally agreed upon theories and methods, including terminological definitions and what counts as evidence. In the latter approach nothing is safe in cogsci: theoretical and methodological commitments, as well as concepts and evidence, are open to debate. As you can imagine, a certain type of student would be painfully bored in one type of class structure, while another would be excruciatingly frustrated by a different structure. So, did I take the "easier" approach to teaching Minds and Machines: Philosophy of Cognitive Science during the spring 2016 semester? Of course not!

During the spring 2016 semester, I attempted to teach my cogsci course as one guided by the following modus operandi: Everybody, professor and student alike, will be uncomfortable. By "uncomfortable," I intended to offer a truly interdisciplinary approach: there would be some memorizing of big names and studies, some learning of methods, and some debating the virtues and vices of various theories for investigating cognition. In addition, I expected some discomfort to result from my use of a range of assignment types. For example, there were multiple-choice questions, but not all of the questions required merely recalling facts; some would also involve deeper engagement with concepts. Other assignments included defending a thesis concerning the various theoretical frameworks that have guided investigations in cogsci. These assignments required not only good argumentation but also a solid grasp of the facts of the history of various disciplines incorporated into what is now referred to as "Cognitive Science." Consequently, at some point it was likely that each student would have to step out of their "pedagogical comfort zone," because both the presentation of material and assignments could sometimes be familiar (e.g., recalling facts) and sometimes unfamiliar (e.g., defending a thesis via argumentation). In what way was I, the professor, uncomfortable?

In following the modus operandi of "everybody will be uncomfortable," I experienced discomfort in two main ways. First, there were times when I found it challenging to keep up with my own expectations of what I thought students should learn (e.g., facts about a famous study in psychology), and what they should be able to do (e.g., defend a position concerning whether or not they agree with the methods of artificial intelligence) in a course I intended to be heavily interdisciplinary. Specifically, there were moments when I was challenged by students emphasizing facts over argument or argument over facts at times that I did not expect them to do so. This connects to my second main source of discomfort: handling student discomfort. Although I had high expectations, I would like to think that I also had a high level of patience. I hoped to be able to help the empirically minded students handle being asked to defend a thesis for the first time, as well as helping

the philosophically minded students see the value in learning that it is not productive to argue about everything.

Given the amount of "discomfort" I perceived the students having, I have to admit that I was surprised to see the grades end up being as high as they were: the majority were Bs (52.6%), followed by As (26.3%), and the rest Cs, Ds, and Fs (21.1%). My prediction was that there would be a more standard distribution with the majority being Cs, followed by Bs and Ds, and a low percentage of As and Fs. I was even more surprised by the results of the Student Perception of Instruction (SPoI), particularly: "1. Effectiveness organizing the course" (M = 4.50/5, SD = 0.76), "3. Effectiveness communicating ideas and/or information" (M = 4.83/5, SD = 0.37), and "5. Effectiveness stimulating interest in the course" (M = 4.75/5, SD = 0.60). The lowest two were "4. Effectiveness showing respect and concern for students" (M = 4.00/5, SD = 1.47) and "8. Effectiveness helping students achieve course objectives" (M = 4.17/5, SD = 1.07).

One interpretation of the SPoI results is that it would be expected that questions like 4 and 8 would be lower than questions like 1, 3, and 5 due to the "everybody will be uncomfortable" modus operandi that guided my approach to the course. Students may have felt they were not shown respect and concern because the nature of the course was to push them out of their comfort zones, which in turn could cause them to feel they were not being helped to achieve the course objectives. Students may not have felt respected or helped because they were not "respected" or "helped" in the ways they were used to. The empirically minded, fact-driven students were pushed to question course material in ways they were not accustomed to (ways that can be considered "disrespectful" outside of the philosophical arena), and philosophically minded, argument-driven students were pushed to argue less and learn more facts than they were accustomed to (ways that are typical in STEM courses). By utilizing new learning strategies and engaging in a highly interactive classroom, students may have been incorrect more often—and publicly incorrect, at that. While this format provides opportunities for learning and practicing communication skills, it may evoke negative emotions among some students if they feel embarrassed by incorrect responses or criticism from others.

Given the overall high performance in the course, I interpret the SPoI results—along with the grade distribution—as indicating that whether they know it or not (i.e., SPoI questions 4 and 8), being uncomfortable can sometimes be a good thing for students. Moving forward, I plan to contact some of the students in the course referenced above to ask if they would be willing to chat with me about their experience in the course. In particular, I am interested in learning what the STEM students thought of the philosophical aspects of the course and what

the humanities/philosophy students thought of the STEM aspects of the course. In spite of the challenges, I think the students benefited from the "everybody will be uncomfortable" modus operandi. I plan to continue utilizing this method in future Minds and Machines: Philosophy of Cognitive Science courses, as well as other interdisciplinary courses I teach. One of my favorite sayings is, "If everybody likes you, then you're doing something wrong." I wonder if the same can be said in terms of learning, "If everybody is comfortable, then maybe they're not learning."

An Approach to Increased Engagement and Authentic Assessment
Amy Gregory

Amy Gregory is Assistant Professor at the University of Central Florida's Rosen College of Hospitality Management where she is responsible for teaching various lodging-related courses, developing the timeshare curriculum, and furthering academic research in the segment. She teaches mid-to-large-enrollment upper-level undergraduate and graduate courses across various modalities.

Evoking the evidence of metacognition and self-regulated learning tends to guide the learner on an active, reflective process that invokes emotional, not just intellectual or physical involvement. Such can be derived from Bransford et al., 1999; Mangurian, 2005; McKeachie, 2002; Roediger & Karpicki, 2006; Svinicki, 2004 and through Nilson's (2010) *Teaching at Its Best: A Research-Based Resource for College Instructors*. Consider the following example of such in response to the need to evaluate individual performance in HFT4522: Resort Sales Tactics & Strategies, a senior-level elective with an enrollment between 50 and 75 students.

The course begins with a summative review of the products and services that are sold in a resort, various roles in the greater resort sales process, identifying individual selling personas, identification of various steps in the sales process, and then culminates with a project that allows the learner to prepare a response to an RFP (Request for Proposal) in written and spoken format (a 10-minute sales pitch). The problem arises when you do the math: 50 – 75 students multiplied by 10 minutes, assuming no pause for feedback, questions, or transitions, and you quickly realize that 20% (for face-to-face) or 44% (for mixed-mode) of the in-class time will be dedicated to presentations, at a minimum. That is just not practical for faculty, nor does it appeal to students—the audience.

To address the challenge, class time is utilized to instruct on effective written sales tools through the analysis of existing materials gathered from the marketplace. In addition, students have the opportunity to identify, discuss and practice various components of the verbal sales presentation, i.e., the pitch, the trial close, etc. The case study scenario is completely online and goes like this….

Using Webcourses groups, students are randomly assigned to a group consisting of five classmates. The number of groups is determined by the number of students enrolled in the class, i.e., 75 students equals 15 groups of five students each. The groups are established with a maximum of five members so that each student embodies one resort in a predetermined competitive set. Though the students cannot choose which group they are assigned, they may select the resort within the group/competitive set. Students choose their assigned resort on a first-come, first-served basis using their own criteria, i.e., reputation, convenience, advancement of knowledge, employment. As the coursework unfolds, the sales principles, tactics, and strategies are discussed and applied among the competitive set with the students using their assigned resorts to participate in the discussions.

The case study project is revealed after the midterm as the students begin to learn the components of the written and verbal sales presentation. It is encapsulated in the story of Mr. Manny Bucks, an executive with the Heckofalottafun Corporation looking to move his annual corporate event to Orlando, Florida. Mr. Manny Bucks has narrowed his decision down to five resorts in the area and it is time to make the sales pitch. "Please send me your sales portfolio, so I can determine who I will invite for a face-to-face sales presentation," Mr. Manny Bucks requests. As the students post their written sales presentations to Webcourses, peer reviews are assigned within the groups. In this way, students see presentations of other resorts and are able to view presentations of all of their "competitors," the resorts in the competitive set. Though not necessarily factual in "the real world," this addresses the principle of knowing your competition. While salespeople typically don't send their sales materials to competitors, sales people do gather sales materials from competing properties. More importantly, however, students now have the ability to see what the other students in their group have done, allowing them to gauge their performance against their classmates. Furthermore, using the predefined grading rubric, students evaluate their classmates' performance on the task, identify and evaluate the application of learning objectives, and begin to realize how their deliverable compares. This generates lively and active discussion in class, as not all problems are approached in the same way. Peer evaluations allow the instructor to see multiple peer grades and comments for each submission, which can expedite the grading process and increase feedback for the students.

Now, as luck would have it, Mr. Manny Bucks has been called away on an extensive business trip and will have to cancel the face-to-face sales presentations. However, "Please send along a video presentation that I can review during my travels," he requests. The students create a 7–10-minute video presentation applying the principles learned in the coursework and as outlined in the grading rubric. The final presentation is posted to the group page in Webcourses and an assignment created to "review your groupmates' sales presentations." This is necessary because, as luck would have it (it seems to happen every semester), each student learns of a water main break and resultant renovation in their resort that is going to take down the space necessary for Mr. Manny Bucks to have his annual meeting. Consequently, to save the hope of any future business with Mr. Manny Bucks, the student needs to explain the situation and recommend the most suitable resort alternative from among the competitive set. To accomplish this, the students must review and grade the video sales presentations of their groupmates and make a final recommendation in writing to Mr. Manny Bucks. Again, this allows the students to see other examples of student sales presentations, generates lively discussion in the classroom and also results in peer evaluations to expedite the grading process and increase feedback for the students. In addition to the grades for the written and verbal presentations, as well as the written recommendation, students receive a 0-to-5 score as a component of their project grade that relates back to the number of recommendations received by their groupmates.

The project maximizes face-to-face sessions and intentionally draws on metacognition through engaged discussion and active learning techniques in classroom meetings. Students receive guidance and prompts to develop self-regulated learning and reflective processes that evoke an emotional journey of responsibility to a resort, and in many, a desire to win the business. Students comment that the ability to critically review their classmates' work using rubrics that enhance their understanding are invaluable in helping them identify their progression or shortcomings in the material. Though grades in the overall course remain relatively unchanged, student engagement in the material and project have increased, resulting in improved deliverables.

Curtain Up: Theatricality in the Classroom
Elizabeth Brendel Horn

Elizabeth Brendel Horn is Assistant Professor of Theatre for Young Audiences. She is Theatre for Youth division chair of Florida Theatre Conference and serves on the board of TYA/USA. Her work has been published in *Theatre Topics*, *TYA Today*, and *Incite/Insight*.

As a graduate of UCF's MFA program in Theatre for Young Audiences (TYA), I consider myself an expert in theatre and youth, whether I am directing young people, using theatre to engage with community members, or incorporating theatre games and exercises to teach across the curriculum. I was honored to return to UCF as an Assistant Professor in TYA this past August, and excited to work within my own wheelhouse in this role.

There was one catch: I was also charged with teaching Script Analysis on the undergraduate level, a fundamental course required of all theatre students to help them read dramatic texts more deeply in their work as technicians, designers, or actors. Despite the basicness of this class, I found myself intimidated by its traditional structure: reading, lecture, class discussion, and writing—all of which were vastly different from the practical, hands-on techniques of my past.

"Script Analysis is just different," I thought. So I did my duty, preparing for lectures and class discussions and grading essays. The students were smart and passionate about theatre, and the dialogue was interesting—but as is typically the challenge in discussion-based sessions, not all students were engaged.

One day, my mentor, who once taught me in the TYA program, returned to UCF for a visit. "I wish I could watch you teach!" she said.

"Eh, today's just Script Analysis," I replied.

"But you must be the most exciting Script Analysis teacher ever," she countered. "Think of all the ways your TYA background makes the class more dynamic."

After that conversation, I asked myself: "*Is there a way to bring <u>myself</u> into the classroom? Have I been teaching the class based on what I think the class <u>should</u> be, rather than what <u>I</u> can offer it?*"

That day in class, I threw my initial plans to the wind. We pushed aside the desks and spent the whole day doing theatre exercises to explore the text through interactive play. Class was noisy, full of laughter, every student participated, and we still analyzed the scripts for characters, imagery, and themes. I felt right at home.

However, when I collected feedback from the students, not everyone felt the same. Most students agreed class was more engaging—their feedback scored the session as 4.1 on a 1-to-5 scale as more engaging than our traditional Socratic discussions. But when asked if the exercises helped them read the text more deeply, the score was only 2.8, and comments ranged from "I felt a lot of important points that could have been mentioned were lost due to the lack of time for open questions and comments" to "It really did help me latch on to some of the more prominent themes I was missing beforehand." Some students felt this class was the first time they were actively contributing to the class, while others felt deprived of the depth they gained from class discussions.

I decided to incorporate more exercises from my background as a TYA practitioner with the next two plays, each of which were taught over a weeklong period for three 50-minute sessions. This gave me enough class time to explore splitting a session between traditional discussion and participatory exercises, and to examine how the two informed and enhanced one another.

The theatre exercises I incorporated came from Jonothan Neelands and Tony Goode's book *Structuring Drama Work*, a series of diverse exercises easily adaptable when working with any narrative text. Example exercises we used included

- *Space Between*: Participants stand in an open space, each representing a different character from the play. As the facilitator calls out various moments from the play, the participants shift, adjusting to show how near or far their characters are from one another emotionally. The class can then see a visual mapping of how characters' relationships evolve through the course of the story.
- *Spectrum of Difference*: Working in small groups as an assigned character, each student writes down quotes their character says that reveal his or her opinion about a prominent theme in the story. The class then lines up on an imaginary line across the classroom. The facilitator reads the collected quotes out loud, and students must decide, as their assigned character, whether their character strongly agrees or disagrees with the statements read. Students physically position themselves where their character would fall along this imaginary line (one side of the line if their character strongly agrees, the other side if he or she strongly disagrees, or anywhere in between).
- *Walls have Ears*: One student volunteers to enact a character making a pivotal decision (for example, Nora deciding to leave her husband in Henrik Ibsen's *A Doll House*).

The class searches for lines throughout the play that the character might hear replayed in her memory during this moment. Volunteers take these lines and create a "wall" around the character, saying aloud these moments from her past as she enacts her present dilemma.

- *Living Sculpture*: A student suggests a common theme within the play, and he selects volunteers. He sculpts these volunteers into a visual representation of that theme by physically manipulating their arms and legs or by modeling what he would like them to do. As this happens, the remainder of the class searches for lines in the text that relate to this theme. Once the living sculpture is complete, volunteers read their lines aloud, and the class discusses how the selected lines work in harmony or discord with the created sculpture.

The balance between class discussion and exercise proved essential. For the second and third plays explored in this study, the student response for whether or not the class structure allowed them to read the text more deeply rose from an average of 2.9 to 3.7. Interestingly, the students felt most engaged the first day when I completely abandoned class discussion altogether; for the second and third play the students expressed a decline in class engagement from an average of 4.1 to 3.7.

However, their written feedback became increasingly positive as the study progressed, aided by my transparency about the need to diversify instruction to teach to all students. As I continued to modify the class structure to incorporate interactive exercises, even the most devoted Socratic debaters warmed up to the change. One student said, "I personally don't feel like I get more or less out of the class time when we do these activities but it is nice to switch it up once in a while. I like the diversity in class activities." One student, who previously felt less involved in class discussions, voiced a greater feeling of inclusion, saying the exercises "give people a chance to interact with other classmates about the text."

From a personal perspective, I delighted in the opportunity to bring my artistry back into the theatre classroom. As one student pointed out, "It is a great opportunity to see scenes or moments in the play the way they were meant to be seen: performed on stage." The theatre itself is what captivates me as a theatre educator, the same as it does my theatre students. When I limited myself to how I thought Script Analysis *had* to be taught, I denied myself the opportunity to use my own strengths and interests in the classroom.

Teaching outside of one's comfort zone is a valuable experience for any educator, and we should explore these opportunities the same way we encourage students to work outside of their comfort zones as well. However, when an assigned course, method of instruction, or mode of instruction falls outside of our sweet spot, we should be mindful to not leave ourselves outside the door. Rather, we should invite who we are and our life experience into the space.

Competency Integration and Curriculum Mapping
Alice Noblin

Alice Noblin is Assistant Professor and the program director for the Health Informatics and Information Management degree. She has worked with the department since 2001 and has also served as an adjunct instructor for the College of Health Sciences at Brevard Community College.

Our journey toward meeting competency requirements began with new requirements from our accrediting body, the Council on Accreditation of Health Informatics and Information Management Education (CAHIIM) in 2014. Health Informatics and Information Management (HIIM) programs are mandated to meet the new curriculum requirements by 2017. While this seems like plenty of time, advanced planning must begin early for curriculum changes due to University approval requirements.

Gap Analysis Part 1
We started with a meeting of full-time HIIM faculty sitting down to analyze the current state of the competencies in summer 2014. I created a grid to provide a visible progress report, and we went through each competency (there are 103) to see where we cover it in a class or where we think it is covered in another class shared by the other undergraduate program in our department, Health Services Administration. The first three columns were filled in based on the requirements of our accreditor:

Subdomain	Competency	Bloom level	Course(s)	Assignment(s)

We noted which course covers the competency, the assignment(s) that cover the competency, and also who (instructor) covers content. For some competencies, coverage was adequate, for others, we were either not at the proper levels of Bloom's Taxonomy of Educational Objectives with our assignments, or we did not cover the topic at all.

With the initial gap analysis complete, it became apparent where we needed new content. We decided to add two courses to the curriculum, which meant we had to delete two courses.

These new courses and further curriculum adjustments needed to undergo the university approval process in fall 2014. As I started this process, with syllabi creation and other details to be covered, simultaneously another faculty member worked on incorporating competency tables into her two summer and three fall syllabi. The tables each included the competencies and corresponding assignments that had been mapped as part of the gap analysis. This was a detailed process which also included mapping course objectives to the competencies. However, once complete for these five courses, we could re-evaluate our curriculum map for a current status.

Time for another gap analysis! In the summer of 2015, another gap analysis was performed. This revealed some additional gaps that would require current courses to include additional assignments to meet the outstanding competencies. For fall of 2015, additional HIIM course syllabi were amended to include competency tables based on items identified in the gap analysis. By now we had the syllabi of all the program adjuncts and full time HIIM faculty converted for courses we had offered (two additional courses available only in spring remained to convert syllabi and add competencies). Additional departmental faculty who teach health services administration courses were also approached to add competency tables to fall syllabi. To ease this process, tables with applicable competencies and assignments similar to that above were created based on current course syllabi and presented to the HSA faculty for consideration and inclusion in their syllabi.

The two new courses were approved in early 2015, and we dropped three clinical courses: Introduction to Pharmacology, Pathophysiologic Mechanisms I, and Pathophysiologic Mechanisms II. In order to regain this clinical content in a more condensed fashion, the Department of Health Professions created a third new course entitled Introduction to Human Disease. The other two new courses were Health Data Management and Health Law. These changes took place in the 2015 catalog, so new students admitted to the upper-division limited-access program as juniors were now under this new version of the curriculum. The planned syllabi for the two new courses were developed with a competency table as noted above, which was included to match the first five courses we had previously converted.

We have now completed one year with the new Health Data Management course. Some of the health services administration course syllabi have been updated with the competency tables, and all HIIM courses have been updated. Numerous new class assignments and projects were created for the 2016 spring junior class, Health Record Organization and Management, after some content was shifted out of this class into the new Health Data Management class. In addition, the Professional Development and Issues in HIIM senior-level class and Professional Practice Experience II have been updated. We finalized a new syllabus for the Health Law class, which was run summer 2016 for the first time. The creation of these new classes has had a cascading impact on other courses where content has been (re)moved. A fall senior-level class will be the next one to be evaluated based on content readjustment.

A third gap analysis was done based on the fall 2015 and spring 2016 syllabi, as part of my innovation project with the Faculty Center. Just a few competencies are now missing from the syllabi. Once we get through summer and fall 2016, a fourth gap analysis will need to be done to ensure we have assignments at the proper Bloom's levels for all required competencies. While more departmental syllabi need to be updated to display the competency maps, we have come a long way toward meeting the 2017 requirements of our accreditors. It is quite likely that further adjustments will be necessary to ensure compliance. However, it appears we are down to the fine tuning and maintenance phase of the project. Colleagues in my department used to cringe when the term "competency" was mentioned, but with some teamwork and consistent messaging about the process, we are making headway. In addition, support from the chair is important to improve buy-in.

"You're the Professor:" Infusing Multi-choice Exams with Authentic Assessment
Ann Gleig

Ann Gleig is Assistant Professor of Religion and Cultural Studies. Her main area of research is Asian religions in America, and she is currently working on a book project on recent developments in American Buddhism under advance contract with Yale University Press.

As a member of the Faculty Center Active Learning 2016 spring cohort, I was introduced to a number of new and revitalizing active-learning strategies. Amongst these one concept in particular captured my imagination: authentic assessment. In "The Case for Authentic Assessment," Grant Wiggins (1990) defines, legitimates, and valorizes authentic assessment largely through a comparison with "traditional learning," and particularly "traditional standardized tests." Amongst its many virtues, authentic assessment "is built on exemplary intellectual challenges"; it mirrors "the priorities and challenges found in the best instructional activities" and allows for students to "rehearse and improve" their performance. In pale contrast, traditional standardized tests rely on

"simplistic substitutes," are "limited to paper-and pencil, one-answer," and "make it difficult for students to rehearse."

Wiggins's argument is persuasive. Taken on his own terms, it is difficult to imagine any teacher who would choose standardized over authentic assessment. However, I was also struck by the fact that many of the authentic assessments presented require an amount of time and attention that is difficult, if not impossible, to consistently maintain in the type of large classes that many of us teach at UCF. More pointedly, one of Wiggins's main targets is a staple assignment in these large classes: the multiple-choice exam. For Wiggins, multiple-choice exams are paradigmatic of all that is wrong with and harmful about traditional learning: they mislead students about what is important about learning, foster an inadequate approach to learning marked by rote memorization, and rarely offer an opportunity to improve on performance.

Certainly I can see where Wiggins is coming from. Before I joined UCF as an assistant professor of religion and cultural studies in 2012, I spent two years as a teaching fellow at Millsaps College, a liberal arts college in Jackson, Mississippi, which, with around 1200 students and 100 faculty, had a teacher-student ratio of 12:1. As a teaching fellow I taught a 2/1 load with class sizes ranging from 3-to-25 undergraduate students. In short, I had been spoilt, and coming to an institution as big as UCF was a jolt (and sometimes assault) on my pedagogical sensibilities. One of the main sources of anxiety came from the popularity of multiple-choice exams, an assignment format that was rarely adopted at Millsaps. I confess to raising my eyebrows when I first saw a colleague print out his multiple-choice exams, and I remember how defeated I myself felt when I first printed my own set. However, I also confess to the relief I felt when submitting my first set of 75 multiple-choice tests to the UCF test center, and I remember how happy I was knowing that my only further grading duty would be to release the scores that would arrive in my email box a couple of days later.

I imagine my ambivalence towards multiple-choice exams is more than familiar to my colleagues who, like me, must balance their love of pedagogy with institutional realism. Borrowing here from Freud, for many of us, the popularity of the multiple-choice exam is both compromise and symptom: compromise between our pedagogical passion and pragmatic considerations, and a symptom of the larger institutional forces that shape and govern our pedagogical choices. However, as cultural theorist Peter Homans notes, different historic and cultural moments do not only produce new symptoms but also the creative means by which to negotiate them. Put simply, my challenge was how to infuse, or better still, revitalize the paradigmatic traditional standardized test—the multi-choice exam—with the flavor or spirit of authentic assessment. To

this end, I created an active-learning assignment for my online class REL 3340 Asian Religions in America that has an enrollment of 47 students and includes four multiple-choice module exams as well as four writing assignments and a final site-visit project. I designed the assignment in order to introduce several elements that Wiggins identifies as typically absent in standard multiple-choice testing: the involvement of students in designing assessment processes, the lack of transparency around assessment, and the opportunity for students to rehearse and thereby improve performance.

The assignment is titled "You're the Professor" to evoke and inspire student agency. In order to encourage student participation, I presented it as an extra-credit (1%) as well as exam-review activity. Via Webcourses, students were automatically placed in small groups of seven-to-eight and given the following simple instructions: (1) gather together a list of all the review terms from the weekly discussion boards; (2) write five multi-choice or true-false questions based upon these terms; (3) answer five questions from a group member; and (4) verify (if correct) or correct with an explanation (if incorrect) the answers you receive from your classmate. I also included an example of each of these steps so that it was clear to students exactly what was required of them. The aim of the assignment is to produce 30 or 40 questions in order to prepare for the module exam, which consists of 45 multi-choice and T/F questions that are drawn from the discussion terms and concepts given at the end of each class. At the end of the assignment, I added a note to encourage students to submit more than five questions if they found it a useful exercise and asked them to post early to give their classmates time to respond. The assignment was open for one week and closed two days before the actual exam opened. This gave me time to visit the groups before the exam opened and correct or clarify as necessary.

The initial results, although provisional, were encouraging. To begin with, the average grade increased from 71% to 78%, and the grade range improved from 38%-to-98% to 49%-to-98%. On the first two exams, I had awarded points for three questions that received less than a 30% correct response rate, and on this exam there were no questions that received less than a 30% response rate apart from one question for which I had accidently entered the incorrect answer. I was also heartened by student participation: in one group a student had actually written a second set of questions to help out a group mate and also because he "could do with the practice myself." Another bonus was that the assignment enabled me to refine some of my own exam questions as well as give me a better sense of students' thought processes in choosing multiple-choice answers. On a related pragmatic note, I was able to add the best student questions to my own exam bank for future iterations of the class.

I was so heartened by the results that I have decided to formalize it as a required assignment for each exam in future classes. In fall, I will teach two online classes, both of which typically have between 50–75 students and include four module exams and other graded assignments. Because students cannot design questions without an engagement of both the reading material and the exam review discussion terms, they will serve as a useful facilitator and indicator of active learning on multiple levels. My hope is that with the larger set of data collected from these classes, I can make more substantial claims about the value of attempting to infuse multiple-choice tests with the flavor of authentic assessment.

Active Learning and Course Management Techniques for a Large "Dual" Modality Lecture Capture Course
Jeff Reinking

Jeff Reinking is Lecturer and Assistant Director of Accounting. His research interests include management control systems, strategy, technology, and budgeting. In addition to his teaching and research activities, he is an Advisory Board Council volunteer for the Small Business Development Centers at both UCF and Seminole State College.

Over the three years that I have taught a large lecture capture course in accounting for the College of Business Administration, I have learned the importance of active engagement and course management for the two separate and distinct student populations that are seeking something slightly different from their experience in my course. The lecture capture courses are delivered as face-to-face classes that are video recorded and streamed online to over 1,000 students each semester. Approximately 21% of my students report that they experience this course in the face-to-face mode (class attendance is optional) while the remaining students report experiencing the class in the online mode. This dichotomy in modality can present a challenge of how the course is designed and delivered to meet the needs of students.

Active Engagement in Large Lecture Capture Classes
Student engagement has been shown to be of primary importance to keep students connected with the course content, and, consequently, their learning (Freeman et al., 2014). One of the challenges I have found in teaching the lecture capture format is introducing active learning techniques that do not favor one set of students (face-to-face) over another (online). In order to accomplish this synthesis of course delivery, I have focused my energies on two areas: 60–90-second in-class activities and course delivery designed to encourage note-taking.

Check-Ins
I decided to use a modified Eric Mazur interactive teaching method. In the method, students are given one-to-two minutes to individually think about a conceptual question and formulate an answer. Students then spend two-to-three minutes discussing their answers in groups of three-to-four, attempting to reach consensus on the correct answer. I created a class "check-in," involving a medium-to-difficult-level multiple-choice question presented after explaining a topic or working a problem in class. For these check-ins, I removed the group portion of the Mazur activity since it privileges face-to-face students over online students. I give students 60–120 seconds to work the problem, and they provide an answer through asynchronous polling technology (I am still working to perfect the polling technology aspect). The online students can work the same problem while watching the class video. In a student experience survey given in Fall 2015, over 70% of the students found the check-ins either very helpful or helpful. In addition, these "check-ins" endeavor to resolve multiple lecture capture issues. I am pushing the students up the learning pyramid to higher levels of retention by increasing student-to-student/student-to-content engagement. These types of active-learning activities have been shown to increase examination performance (Freeman et al., 2014). Lastly, the exercise breaks up the class and allows students to get out of GPS mode, just following along, and into actually participating in their learning.

Note-Taking
Research has shown that students' benefit from taking notes longhand (Mueller and Oppenheimer, 2014). My course delivery method, aided with technology, allows me to encourage all of my students (face-to-face and online) to take notes longhand. My classroom offers a "Smart Board" that allows me to create accounting transactions that I solve during class with the students (versus just providing the solutions) through writing on the slide presentation. My course delivery is purposeful in creating interaction in the face-to-face class as well as to encourage all students to take notes. Based on the student perceptions provided in my Fall 2015 survey, this is an effective technique. While only 21% of my students self-report as face-to-face students, 58% of students report they frequently and/or always take notes during class or while watching online. Of the 58% taking notes, 75% take handwritten notes with an additional 10% reporting taking both handwritten and computer-based notes. In addition, statistical analysis reveals that higher levels of note-taking (both handwritten and computer-based) and higher levels of handwritten note-taking were both associated with higher exam scores ($p<0.03$). However, the handwritten notes show a larger impact on exam grades.

Course Management

Before I taught my first large lecture capture course, I sought advice from seasoned faculty teaching in this modality. The most interesting advice I received was based on the phrase "do not disturb the herd." This advice was twofold: maintain consistency in the course set-up and delivery, and create practical course management techniques. I have devoted 9% of my course assignments to course-management activities through two syllabus quizzes and 11 sets of chapter-participation questions. I use syllabus quizzes at the beginning and toward the end of each semester to ensure that students are familiar with the important policies that govern the course and grading. Secondly, after each chapter is completed in class, students are asked five questions that pertain to the class (not necessarily from the textbook, but based on the class viewed live or via video). The questions are only available for approximately one week after each chapter is completed to encourage students to view the videos in a timely manner.

Although I have always included these two course-management activities in my class, I have wondered if the time spent on these activities actually increased the success of my students, measured through their exam grades. Based on the student experience survey as well as actual student video-viewing behaviors, all linked to grades, I have been able to statistically provide preliminary support for this question. My research has shown that the online students with higher grades on participation questions are also associated (statistically significant, $p<0.001$) with higher levels of video watching minutes and watching in a timelier manner. In turn, these same video viewing behaviors are associated with higher examination scores.

Overall, I have found that both active-learning and course-management techniques have improved student outcomes in my accounting lecture capture courses.

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Flipping the Classroom: Responding to Classroom Size Shifts
Staci M. Zavattaro

Staci M. Zavattaro is Associate Professor of Public Administration. Her research focuses on place branding and social media use in local government. She serves as managing editor of *Administrative Theory & Praxis*.

I faced a problem during Spring 2016 that many of my colleagues might envy—my class only had three students enrolled. This was a new elective in the Master's of Public Administration program in the School of Public Administration: Public Sector Communications. The class was created as a direct response to our accrediting body's standards, as well as to align with my core research focus. When I prepared the class, I was planning on having at least 20 students enrolled. I learned that part of the problem was that the course still had a Special Topics designation, so students had to click through several links to find out the exact course content. The three students who enrolled at least really wanted to be there.

The small enrollment presented me with a pedagogical challenge: How do you teach to three students in a way that is effective and meaningful? If the class were doctoral level, this would have been a less-daunting question to consider. I realized I could not use my normal in-class strategies, which involve part lecture, part hands-on activities. When I do those kinds of in-class activities, I might, for example, assign different case studies to various groups, have them work through them together in small groups based on the weekly readings, then come back for a larger class discussion. These activities, in my view, allow students to hear how their colleagues interpret the readings differently based on the scenario presented. With three students, I had a chance to try something new in the classroom.

I asked them during the second week of class if they would be okay if we all tried flipping the classroom. Flipping the classroom is part of an overall movement toward active learning, understood as elements that "prompt students' engagement and reflection [and] encourage them to explore attitudes and values, while fostering their motivation to acquire knowledge and enhance skills" (McLaughlin et al, 2014, p. 236). During the spring 2016 semester, the Faculty Center initiated a learning cohort to give us all strategies to implement active learning in our in-person and online classrooms. Personally, the workshops helped me realize that activities I already do, such as the small-group work described briefly above, are valid techniques.

But when it came to flipping the classroom, I was a novice. I was up front about this with the three students. I warned them there would be bumps along the way. Typically, a flipped-classroom scenario has students reading or watching a video lecture at home and doing the work with the professor in the classroom (Milman, 2012). The strategy is good for helping students learn how to apply the classroom materials. Flipping the classroom is not easy for many reasons, including student motivation and the perception that it is "not real learning" without a lecture-heavy focus (Abeysekera & Dawson, 2015). For Abeysekera and Dawson, some characteristics of a flipped classroom include changing how in-class and out-of-class times are used, doing "homework" in class, pre- and post-class activities, and use of technology.

What I Did

As noted above, I asked the students first if they would be okay with attempting to flip the classroom. They first asked what that meant for them in terms of work. In my assessment, the onus would be on me to create a learning environment that connected the readings to the in-class activities. To do that, we used the classroom time together to work toward building components of their final project. In this class, the students were given a basic scenario to create a communications manual for a fictional city of their design. Through group discussion, the students decided to form a city in Virginia that provided opportunities for outdoor recreation outside of the hustle and bustle of Washington, D.C. I have no idea why they selected this, but they did!

Portions of the communications portfolio include a place-branding strategy, a communications policy for city employees, a social media policy, and communications tools such as fliers or the website for examples. The syllabus included much more detailed assignment descriptions. Before meeting for our classroom session, I would send the students a list of questions to consider about the topic. For example, when it came to crafting a social media policy, I asked questions about who should run the sites, the process for other departments wanting social pages, frequency of posts, and employee use. We would then come to the in-person session and think through those together. We used the Collaborate feature in Webcourses@UCF to work together on the assignment during class. We could readily share examples from other cities and address questions. The students often would color-code who was in charge of what part of the assignment. The technology seemed to work well for our purposes.

Currently, we are in the process of working with the Research Initiative for Teaching Effectiveness (RITE) at UCF to develop a Scholarship of Teaching and Learning article based on their experiences. The students will be listed as co-authors, giving their feedback on the process.

Some Advice

Now, I can offer colleagues the following tips for flipping the classroom based on my experiences and some early student feedback:

Do not neglect the readings—the students told me they wished we engaged with the readings more. I completely agree. I would draw from the readings, and point them to specific pages or sections, but more can be done. I recommend fellow faculty members select what they want students to take from the assigned readings and include lecture and discussion about those topics. A blended approach that includes traditional classroom practices coupled with the flipped activities seems the approach students prefer.

Be organized and transparent—flipping the classroom puts the onus on you. You have to make sure your instructional materials are complete beforehand. For example, if you choose to use video lectures for the students to watch at home, those need to be recorded and uploaded prior to the session. Consistency will matter to the students. If they come to expect a video and it is not there, they could be confused. Be open with them along the way as well. I was up front and told them I had no idea how this flipped scenario would work out. I would ask weekly how they were doing. The SoTL focus group allowed them to provide more details that I can use to transform the class in the future.

Yet be flexible—we all try so hard to control every moment of class. We have all experienced those classes where the discussion takes an unexpected—and ideally refreshing—turn. When flipping the classroom, it helps to be flexible and adjust the meetings based on what the students need. If they seem to be struggling with a particular portion of a formula or want to talk more about social media, let it happen.

Be okay with stumbles—if you decide to flip the classroom for the first time, relax; something will go wrong. You will wish you could do something better. Like you do with any pedagogical intervention, think about what worked, what did not, and how you can adjust along the way.

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Active Learning in Quantitative Classes
Nan Hua

Nan Hua is Associate Professor in the Rosen College of Hospitality Management and specializes in Performance Analysis, Intangible Assets Analysis, and Methodology and Applied Econometrics. He is President of the International Association of Hospitality Financial Management Education.

I am very fortunate to have the opportunity to work for one of the finest hospitality colleges on this planet. Located in Orlando, the tourism capital of the United States which entertained 66 million visitors in 2015, Rosen College of Hospitality Management at the University of Central Florida has continued to provide unique and immersive learning experiences for students for over 30 years.

Striving for the better every day, Rosen students often take on many challenges simultaneously. In many cases, they take classes full time while working full time, fighting for a fine balance between work, life, and school. Nevertheless, quantitative classes such as finance, accounting, and information technology appear to add another few layers of complexity to the already subtle balance.

Faculty teaching these classes over the years have identified several reasons that could have potentially led to challenges in student learning. For example, prior bad experiences with mathematics appear to instill in our students anxiety towards mathematical subjects, leading to difficulties in the learning of quantitatively oriented classes in general. In addition, a student may have a favorite-work-prototype of an industry professional who solves problems and serves customers by proactive interactions and a least-liked-work prototype of an industry professional who runs data analysis in front of a computer. The former professional is closer to the student's own self-view than the latter. Therefore, such prototypes can affect students' views on their future work, and therefore influence their motivation and choices of courses. Moreover, since students tend to choose activities that they believe fit their personal goals best, learning orientations could be another factor that influences learning—it is commonly referred to as the students' overall determinants of relationships to their studies, typically including attitudes, intentions, goals, doubts, etc.

Due to the complex nature of potential causes of student learning challenges in quantitatively oriented classes, our faculty has started to explore and develop a variety of strategies to improve student learning over the years. Active learning emerged, consequently, as a potential solution to these challenges, thanks to our hardworking fellow colleagues and helping hands of our Faculty Center.

Supported by our immersive learning environment and applied nature of hospitality businesses, active learning fits the needs of improving student learning of quantitatively oriented classes well. By connecting academic knowledge with real-life problems, active learning offers students a natural opportunity to overcome anxiety and kindle their inner motivation to complete tasks and achieve higher goals. For example, one popular strategy is to teach by case studies. Abundant with timely and useful scenarios, the hospitality industry provides our faculty numerous opportunities to develop case studies that are of great interest to our students. Not only can we create case studies that are consistent with students' learning objectives, but we can build them in such a way that gradually eases students in. The interactive nature of active learning is also well received by students as the majority of them like proactive learning experiences.

Some faculty members have started to practice storytelling in quantitative classes. Students appear to show high interest in real-life stories that showcase the application of important analytical skills and critical consequences of financial decision-making. Group projects that require students to explore a real business question, to lead in-class discussions, and to make presentations of their analyses and proposed solutions are employed as another example of active learning.

It is truly eye-opening for both the faculty and students when the interactions kindled by active learning lead to academic performance improvement, anxiety alleviation, and learning outcome enhancement.

Leaping to Openstax
Jim Clark

Jim Clark is Lecturer in the History Department. He began as an adjunct in 1987, and joined the faculty in 1999. He holds his doctorate from the University of Florida and is the author of nine books.

When a student told me she could not afford to buy my history textbook—about $55—I suggested the usual alternatives: renting, used, or earlier editions. She said she was broke; two of her textbooks for her major were $400 each. That led me to ask students if they had purchased the textbook for my classes, and I found that more than a third had not. I have come to believe that new editions of textbooks are often an excuse to raise prices—amazingly, in all seven editions of the textbook I am using, the outcome of the Civil War is the same.

As I was beginning to question the cost of textbooks, the Florida Legislature was passing the Textbook Affordability Act, which is designed to reduce the cost of textbooks used by Florida faculty (The 2015 Florida Statutes, 1004.085).

At the 2015 Faculty Center for Teaching and Learning's Summer Faculty Development Conference, I attended a session sponsored by the Center for Distributed Learning on Openstax (openstax.org), a creation of Rice University which has published free online textbooks on nearly two dozen subjects. The session led me to download the United States History textbook from their web site. The textbook was in every way comparable to the text I had been using. And, as an online textbook, it has the advantage of being able to be corrected, expanded, or revised at any time.

For those students who crave a real book, the textbook is available—in my case for $52 purchase or $46 rental—through the bookstore. The bookstore has already figured out a formula to determine how many students will utilize the free online textbook and how many will want the actual book. The online version is absolutely free—there are no catches. Not only is the textbook first rate, but Openstax offers supplementary materials including PowerPoint slides, answer guides, supplemental text items, and an instructor's guide. Students can print pages from the online textbook—which can be downloaded to any device. Openstax will provide a desk copy without charge. Registration is simple—provide your University e-mail address and within a day or two, you can access the faculty site. Openstax also partners with many of the resource sites—such

as Top Hat—but the cost of adding those greatly reduces the attraction of a free book.

The Center for Distributed Learning works closely with Openstax and provides support. Aimee deNoyelles and John Raible of the Center for Distributed Learning are available to help faculty (aimee@ucf.edu, john.raible@ucf.edu), and they can act as a go-between with Openstax. The subjects offered by Openstax include extensive math subjects, including calculus and algebra, sciences, including physics and chemistry, and economics, government, and United States history.

UCF Initiatives for Student Success

Residential Curriculum
UCF's Living Learning Communities offer opportunities for students living on campus to be placed together in order to foster success in their lives based on a shared set of interests or goals. The three community types are academic (based on declared major or area of study), special interest (based on lifestyle or personal values), and limited access (based on affiliation with a department, organization, or partner program).

First Year Experience
A student's first year experience is made up of many components, and begins with the communications and customer service received from the offices incoming students interact with most (FYE, FYAE, TTS, Financial Aid, Admissions, Housing, SHS, and the Registrar). Other components that make up a student's first year experience include Orientation, Summer B programming, Move-In, Pegasus Palooza, Academic Advisement, GEP/SLS 1501, LINK, Residential Curriculum & LLCs, and special populations programming & support (Pegasus, SOAR, Lead Scholars, Honors, Veterans, Students with Disabilities, etc.).

Ready, Set, Work Initiative
The "Ready, Set, Work University Challenge" is a state-funded initiative launched in 2015 encouraging Florida's public universities to work toward finding post-graduation jobs or further education within one year of graduation for 100% of students graduating with one of the two most popular degrees from each university. For UCF, these two degrees are General Psychology and Registered Nursing.

Unifying Theme
The Unifying Theme is a general topic of global appeal adopted by the UCF community. The theme allows units from across the university to create theme-based opportunities for all students to have shared experiences and discussions around

a common point of reference. The next Unifying Theme will be announced this fall semester.

Foundations of Excellence Transfer Initiative
Transfer students comprise over half of UCF's undergraduate population. As such, the university has established the Foundations of Excellence (FoE) Transfer Initiative to support and encourage the success of its transfer students. The two-year program, a partnership with the John N. Gardner Institute for Excellence in Undergraduate Education, aims to promote the assistance of transfer students and their unique experiences in order to bolster retention and graduation rates.

IPASS EDUCAUSE
With the EDUCAUSE IPASS Grant Initiative, the university anticipates improving engagement, retention, and graduation rates of undergraduate students by 1) providing a comprehensive plan including progress made—a road map to successful degree completion; 2) increasing students' access to a comprehensive plan, opportunities, services, and alerts; and 3) minimizing excess hours to successful graduation. Students will have access to a tool that will create for them a personalized path to success (Pegasus Path). Pegasus Path is a dynamic, personalized student experience, integrating curricular, high-impact, and signature academic practices to provide an optimal plan that meets students' academic and career goals. Predictive analytics will suggest a student's optimal path; UCF collaborative partners will suggest and put in place the resources needed for success.

EAB Campus Student Success Collaborative
The Education Advisory Board's Student Success Collaborative enables university faculty, advisors, and other staff to use analytics data to determine where students are succeeding and struggling and to make changes or recommendations accordingly. New integrative tools help faculty and staff assess performance trends as well as direct at-risk students to appropriate support services on campus. To complement the predictive model, SSC provides advisors and other student success specialists with communication and workflow tools to transform insight into action, and provides administrators with customized guidance to support institutional transformation.

NSSE and Excelencia
Indiana University Bloomington's National Survey of Student Engagement—together with *Excelencia* in Education, the Kresge Foundation, the Greater Texas Foundation, and the Community College Survey of Student Engagement—conducted the "Engaging Latino Students for Transfer and College Completion" initiative, focusing on improving the engagement and success of Latino students in urban areas at 12 pairs of community colleges and baccalaureate institutions—of which UCF and Valencia College constitute one

pair. Institutional pairs assign and dedicate teams to assess and strengthen the engagement, transfer, and graduation of Latino students.

ECO System
The ECO System is a partnership to build the infrastructure, mechanisms, and alignment needed to share student data across educational systems and apply the insights of predictive analytics. The project goals include the following: 1) Identify empirical measures of student readiness along the K-20 educational pathway; 2) Develop actionable strategies based on measures of readiness that increase student transitions along the educational pathway; 3) Create opportunities for student career and educational pathways and discernment; and 4) Increase student postsecondary completion rates.

Florida Consortium of Metropolitan Research Universities
UCF, USF, and FIU—Florida's three largest urban research universities, together encompassing 47 percent of Florida's total university enrollment and serving over 60 percent of Florida's population—have formed a partnership to create more career-ready college graduates with lower debt and better training by enabling and encouraging cooperation between universities and private, public, and non-profit businesses that are seeking qualified graduates. The Consortium's goals include increasing the number of graduates in high-demand areas, maximizing resources of Florida's large public research universities, developing best practices for career-readiness programs, and increasing underrepresented and limited-income student graduation.

UCF Re-Imagining the First Year of College
The first year of college is widely recognized as the greatest obstacle to undergraduate success in college. As a member of the American Association of State Colleges and Universities, UCF is part of Re-Imagining the First Year—a project intended to improve the college experience for first-year undergraduate students. Improvements are wide-ranging and include broad, universitywide strategies to transform the introductory college experience in order to increase student achievement and retention.

SACSCOC Quality Enhancement Plan
The mission of UCF's Quality Enhancement Plan (QEP), *What's Next: Integrative Learning for Professional and Civic Preparation*, is to prepare our graduates to successfully enter and participate in the next steps of their professional and civic lives. *What's Next* seeks to help students plan for their post-graduation futures, not only to set goals but to identify the knowledge and skills necessary to reach those goals. The initiative encourages students to connect their classroom knowledge and skills to real-world contexts and, thereby, to develop

the ability to transfer knowledge and skills from one context to another. Finally, this initiative promotes opportunities for students to reflect on their experiences, to communicate their knowledge and experiences, and to develop the ability to successfully advocate for themselves in their lives beyond the university.

UIA First in the World Grant

The University Innovation Alliance is an 11-member partnership of research institutions—including UCF—that received an $8.9 million grant from the Department of Education in the fall of 2015. The grant was awarded to Georgia State University on behalf of the UIA to conduct a four-year analysis of the impact of advising on each member campus's rates of retention, progression, and graduation of low-income and first-generation students.

Gates Institutional Partners

The Bill & Melinda Gates Foundation (BMGF) Institutional Partnership seeks to increase low-income students' college completion rates through innovations than can improve the productivity and performance of U.S. universities and colleges and ensure that all students have access to a high-quality, highly personalized education. BMGF hopes to effect this by supporting strong institutional partners and focusing on the barriers and enablers related to integrating three interventions: Integrated Planning & Advising (IPASS), Courseware (adaptive learning), and Developmental Education & Pathways. Activities described by the foundation include

- Data collection, including both prescribed student unit record details and intervention strategies' documentation;
- "Learning Log" living documents related to interventions and capacities;
- Refining and strengthening definitions, rubrics, and examples of institutional capacities, including state policy implications or barriers; and
- Participation in the network of IP sites (including individual site, cross-site, or full-group convenings—mostly via webinar) to both share and learn with peers.

Gallup-Purdue Index

Responding to the call for increased accountability among higher-education institutions, Gallup and Purdue University focused their research efforts on outcomes that provide insight into the common and essential aspirations for college graduates, no matter what type of institution they attend. This index provides insight into the relationship between the college experience and whether college graduates have great jobs and great lives.

Data, Data Everywhere? You Can Find It Here: The Pegasus Mine Information Portal
Linda Sullivan

Linda Sullivan is Assistant Vice President for Institutional Knowledge Management (IKM) and Institutional Data Administrator. In this role, she oversees the offices of Institutional Research and Analysis & Decision Support in providing official and ad-hoc reporting, development, and delivery of institutional business intelligence and analytics for the UCF community.

The Pegasus Mine Information Portal (PMP), developed and maintained by Institutional Knowledge Management (IKM), is the gateway to access university data and information in a secure online environment.

If you are looking for current or trend data on class grade distributions, student demographic characteristics, enrollment trends, course scheduling, or information to support TIP and grant applications, PMP content is grouped into several different categories containing detailed and customizable reports and graphical displays. Many reports can be filtered in various ways such as college and department, plans, student level, admit type (FTIC, transfer), and other combinations.

Categories of data and information available include
- Academic Program Inventory (all degree programs, plans and subplans)
- Course Information (scheduled classes, course registration)
- Degrees Awarded (university through department levels by plan, subplan)
- Enrollment (current enrollment, five-year trends, various enrollment reports)
- Faculty (list of courses taught by instructor; CUPA Salary benchmarks, TIP reports)
- Grades Distribution (university through individual section levels)
- Retention (undergraduate and graduate retention reports by cohorts, STEM)
- Student Credit Hours (SCH) (reports by term; annual SCH; annual FTE)

In addition to the delivered reports, IKM also provides custom report creation for units or individuals that require information not available in one of the general reports. You can request a custom report by completing the Institutional Data Request form on the IKM website (ikm.ucf.edu) under Information Requests.

All UCF full-time faculty and staff can access PMP by 1) logging in to my.ucf.edu, 2) clicking on Staff Applications, 3) clicking on Pegasus Mine Portal.

Note to Faculty Advisors: If you are advising a student researcher who needs to send out emails to UCF students (usually to request survey participation), the request for student email addresses and other student information should be directed to IKM, using the Institutional Data Request form on the IKM website. The release of student email addresses will only be to the faculty advisor, not to the student researcher. Faculty advisors must send out the email on behalf of the student because emails are not directory information, and they can't be provided to the student researcher without written permission of each student.

Announcing UCF lyndaCampus

On behalf of the UCF lyndaCampus team and UCF Faculty we would like to take this opportunity to introduce you to a fantastic supplemental education resource provided to all active UCF students and faculty. UCF lyndaCampus provides 24/7 access to thousands of hours of video lectures, guided tutorials, and interactive training. Content includes over 4,850 courses and spans a wide range of topics, from visual arts to software development and more.

Topic categories include
- Audio and Music
- Business and Professional
- Design and Creative
- Developer
- Photography
- Programming and IT
- Video
- Web

Students from every college and academic level have found relevant and useful content through UCF lyndaCampus. Lynda content is designed with all levels of users in mind, from fundamentals to expert tips, and is available whenever you're ready to explore. Help your students excel at exams, or start mastering new skills altogether, free and from the comfort of their home or office. The aspiring photographer, writer, IT professional, mathematician, developer, and programmer may each find hours and hours of superb content presented by industry professionals.

The UCF lyndaCampus initiative is not intended as a replacement for the traditional professor-student model, but as a source of supplementary and complementary material which can be employed and shared to the betterment of the overall academic experience for UCF students and faculty. Prestigious universities all around the country, such as Harvard, MIT, and UF, provide this resource to their students and faculty. Google lyndaCampus for more institutions.

Consider joining the nearly 7,000 registered UCF students and faculty members who are loving UCF lyndaCampus. The goal is to spread the word and get this resource into the hands of as many UCF Knights as possible.

In order to gauge user interest and feedback on this initiative, a user survey was launched on June 15th, 2016. The survey response data so far reveals a 100% positive response to the UCF lyndaCampus project, with a majority of responders rating the quality, scope, accessibility, and practical usefulness of UCF lyndaCampus content to be excellent. We have not received a single negative survey response to date. In addition to the fantastic response, the survey also revealed a somewhat surprising detail: upper-division undergraduates and graduate students are using UCF lyndaCampus just as much as, if not more than, lower-division undergraduates. A surprising number of survey participants who identified themselves as juniors, seniors, or graduate students found Lynda content useful to either their academic or professional development or both. This has helped confirm that UCF lyndaCampus content is not just for beginners.

You can access UCF lyndaCampus for desktop using your NID and NID password now at <http://www.lyndaCampus.aa.ucf.edu> or on your iPhone, iPad, or Android device via the Lynda.com app.

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

Campus Quick References

Who is my first contact for teaching and learning questions?
Faculty Center for Teaching and Learning
www.fctl.ucf.edu
407-823-3544

How can I find my way around the UCF campus?
Campus Map
map.ucf.edu

How do I know when the semester starts? Ends? When do I give my final exams?
Academic Calendar:
calendar.ucf.edu
Final Exam Calendar:
http://registrar.ucf.edu/exam/

Where do I get my UCF ID card?
UCF Card Office
ucfcard.ucf.edu
407-823-2100

Where do I get a parking decal?
Parking Services
parking.ucf.edu
407-823-5812

What do I do regarding seriously disruptive students or emergencies?
Police Department
police.ucf.edu
407-823-5555

What is the Faculty Union?
United Faculty of Florida-UCF Chapter
www.uffucf.org

Where do I go for help with multimedia resources for my teaching?
Office of Instructional Resources
oir.ucf.edu
407-823-2571

Where do I go to develop online materials for a course, or to learn how to use Webcourses?
Center for Distributed Learning
online.ucf.edu
Teaching Online
teach.ucf.edu
407-823-4910

How do I place books on reserve for my class?
Library
library.ucf.edu/about/policies/materials/course-reserves-placing-and-removing-policy/

Whom can I call for help with Internet or email?
Service Desk
www.cst.ucf.edu/service-desk/
407-823-5117

How can I access my Outlook email from any computer with an Internet connection?
Log in at webmail.ucf.edu with your NID and password.

How do I make sure the bookstore carries my textbook?
UCF Bookstore
ucf.bncollege.com
407-823-2665

Does UCF have a gym for faculty to use?
Wellness Research Center
pegasus.cc.ucf.edu/~wrcenter
407-823-3509

How do I buy tickets for UCF athletic events?
Athletic Ticket Office
www.ucfknights.com
407-823-1000

Where can I send my students when they need help with their writing for my course?
University Writing Center
uwc.cah.ucf.edu
407-823-2197

Where can my students go for tutoring or supplemental instruction?
Student Academic Resource Center
sarc.sdes.ucf.edu
407-823-5130

Where can students go to find a job after graduation?
Career Services
career.ucf.edu
407-823-2361

With whom do I work to help accommodate students with disabilities?
Student Accessibility Services
sas.sdes.ucf.edu
407-823-2371

Where can I refer a student who is having emotional difficulties for counseling?
Counseling & Psychological Services
caps.sdes.ucf.edu
407-823-2811

Where can I refer a student who needs medical care?
Student Health Services
shs.sdes.ucf.edu
407-823-2701

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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