UCF Summer Faculty Development Conference

Education and the 21st-Century Student:
Global, Cultural, and Professional Perspectives

May 1st-4th, 2012

WELCOME

Welcome to the 2012 Summer Faculty Development Conference. Support staff from the Offices of Diversity Initiatives, Experiential Learning, Information Fluency, Instructional Resources, International Studies, and Service-Learning; the Center for Distributed Learning; the Karen L. Smith Faculty Center for Teaching and Learning; Operational Excellence and Assessment Support; and University Libraries will be available to assist you.

After the daily sessions have concluded, participants may use their track meeting rooms listed on page 3 or the following alternate rooms to work on their projects: CL1-107, 120, 122, 212, 219, 307, 308, 309, 319, the Faculty Multimedia Center (202) or the Faculty Center (207).

Many thanks to the Summer Conference Planning Committee members for their contributions to this year's experience. Please contact any of them for help or suggestions.

- *Melody Bowdon, Director, Karen L. Smith Faculty Center for Teaching and Learning*
- *Angel Cardec, Director, International Studies*
- *Sheri Dressler, Director, Office of Experiential Learning*
- *Ted Greenberg, Research Assistant, Student Development and Enrollment Services*
- *Valarie King, Director, Office of Diversity Initiatives*
- *Hank Lewis, Coordinator, Academic Support, QEP/Office of Information Fluency*
- *Eric Main, Assistant Director, Karen L. Smith Faculty Center for Teaching and Learning*
- *Martha Marinara, Director, QEP/Office of Information Fluency*
- *Erin Saitta, Science Education Coordinator, Karen L. Smith Faculty Center for Teaching and Learning*
- *Barbara Thompson, Assistant Director, Office of Diversity Initiatives*
- *Kerry Welch, Associate Vice President, Student Development and Enrollment Services*
- *Dianna (Dede) Wilson-Mosley, Assistant Director, International Studies*
- *Kevin Yee, Assistant Director, Karen L. Smith Faculty Center for Teaching and Learning*
- *Linda Walters, Interim Director, Women's Research Center*
- *Amy Zeh, Program Director for Service Learning, Office of Experiential Learning*
- *Pavel Zemliansky, Director, Writing Across the Curriculum*

TUESDAY MAY 1

Coffee and Registration	7:45-8:15
	CL1-104

Welcome	8:15-8:30
	CL1-104

Plenary Session	8:30-9:30

Making Sense of Motivation in 21st-Century Post-Secondary Instruction: Culturally Responsive Considerations and Practices

CL1-104

Margery B. Ginsberg, Ph.D., Associate Professor of Educational Leadership and Policy Studies, University of Washington

Post-secondary instructors who are knowledgeable about motivation are more likely to create the conditions in which 21st-century college students—across linguistic and cultural groups—strive to excel. Yet supporting student motivation in today's classrooms is a highly nuanced endeavor. Intuition and experience provide insufficient guidance for equitable instruction. To respond to this challenge, this session will explore the significance of intrinsic motivation on learning; the influence of culture on motivation; what intrinsically motivating teaching and learning looks like; and how to develop a sustainable focus on intrinsically motivating instruction. Defining motivation as the natural human capacity to direct energy in pursuit of a goal, this session will examine a conceptual framework known as "the motivational framework for culturally responsive teaching." It integrates vital constructs of motivation with pragmatic methods to help faculty—across disciplines—transform instructional plans into intrinsically motivating plans for a range of learners.

Cohort Meetings · 9:45-10:45

Advising	CL1-301
Diversity Initiatives	CL1-220
Faculty Center	CL1-104
Information Fluency	CL1-113
International Studies	CL1-218
Internships	CL1-109
Service-Learning	CL1-105
Student Dev. & Enrollment Services	CL1-103
Women's Research Center	CL1-117
Writing Across the Curriculum	CL1-119

Concurrent Sessions · 11:00-12:00

A1 Make Your Own Multiliteracy Mandala   CL1-113

Martha Marinara, College of Arts & Humanities and Undergraduate Studies
Mandala are representations of the universe, in this case, a universe of literacy. New literacy tools and screen texts have expanded our concept of literacy and teaching. Users of technology engage with content knowledge at various levels, through different perceptions, and with different needs and purposes. In an effort to engage in collaborative thinking about the nature of "new media" and to help us visually understand the interconnectedness of various forms of literacy, we are going to make a Multiliteracy Mandala as one way to reflect on the interrelated and interconnected theories and skills of 21st-century literacy.

A2 Customizing Writing Assignments to Your Academic Discipline   CL1-119

Pavel Zemliansky, Writing Across the Curriculum
Students do not enter their academic majors thinking and writing like members of that field. Expert writers in a field do not just possess domain knowledge; they also understand the discipline's expectations for research methods, kinds of evidence, and conventions for discourse. This presentation will discuss how the teaching of discipline-specific "ways of knowing and doing," including citation systems and structures for specific writing genres, can help students become more proficient writers in their majors.

A3 **Assessing Each Ingredient and the Whole Dish** CL1-120

Tace Crouse, Academic Affairs, and Divya Bhati, Operational Excellence and Assessment Support
This interactive session will focus on how to connect the framework of your conference project to the academic learning compact (ALC) outcomes for your degree program. Participants will work in groups to do curriculum mapping and will design meaningful student learning outcomes and measures that assess the project outcomes within the context of the larger degree program curriculum. (An afternoon "lab" for customized assistance is also offered; see session at 1:00.)

A4 **Moving Ideas Into Action** CL1-122

Margery B. Ginsberg, Ph.D., Associate Professor of Educational Leadership and Policy Studies, University of Washington
In this session, Dr. Ginsberg will describe, demonstrate, and engage with participants in those norms and practices that are particularly effective in eliciting intrinsic motivation among college students. These strategies have the broadest applicability across and within cultural groups.

A5 **Camtasia: Presentation-Capture Made Easy** FMC, CL1-202

Ryan Retherford, Office of Instructional Resources
With the increasing demand for demonstrative teaching and just-in-time tutoring and support, and with more of our students coming to us through asynchronous online learning environments, tools like Camtasia have become a staple for creating richer and more meaningful online experiences. Take a few moments to learn about Camtasia and how it can help you deliver your message. We will cover using Camtasia from planning a presentation to delivery.

A6 **Town Hall Discussions: Student Perception of Instruction** CL1-205

This session will feature an open conversation among faculty members about best practices for maximizing the quality and quantity of responses to the online Student Perception of Instruction. Student representatives will be present for a portion of the session to offer their perspectives on these strategies.

A7 **New UCF Policies and Procedures for Internationalization Activities**   CL1-218

Angel Cardec, International Studies, and Nataly Chandia, International Services
This session features a panel discussion about new UCF policies and procedures related to study abroad, international agreements and international students and scholars. After the session, participants should be able to describe the policies that apply to their internationalization activities, where to find resources to comply with these policies, as well as frame their study abroad programs or develop internationalization activities for the classroom consistently with these policies and regulations.

A8 **Developing a Classroom Culture of Academic Integrity: Setting**   CL1-307
Expectations to Allow for Great Teaching

Jennifer Wright, Integrity & Ethical Development, and Ann Marie Palmer, Office of Student Conduct
Academic integrity is often a part of one's course syllabus. How can we as educators cultivate a classroom experience for a student that demonstrates practicing and defending academic and personal honesty? This session will focus on how to have conversations about academic integrity, establish classroom expectations, and have a better understanding regarding protocols for action if a student has engaged in academic misconduct associated with the Golden Rule.

A9 **Starting Backward Design from the Middle: Deriving SLOs from Existing**   CL1-308
Assignments

Kelvin Thompson, Center for Distributed Learning
Proponents of Backward Design (Wiggins and McTighe, 1999) advocate a curriculum design process that begins with a consideration of the skills and understanding students must demonstrate at the end of the course, fostering an alignment between outcomes and assessment that guides content creation/revision. However, despite the affordances of this process, some faculty find this approach constraining or artificial. Since most faculty have identified existing assignments that are particularly effective, deriving student learning objectives from such assignments jump starts the process of course (re)design. In this session participants will review examples of this "starting from the middle" approach and will identify their own assignments to use. All participants will receive written examples and course worksheets as take-aways.

A10 **Planning Your International Sabbatical**   CL1-309

Consuelo Stebbins, Office of Internationalization, Lyman Brodie, Academic Affairs, Karen Biraimah, College of Education, and Mike Miller, Office of Research and Commercialization
Many UCF faculty members have interests and expertise that lead them to conduct research in nations around the world, but such projects can be complex to plan and execute. Attend this session to learn about the sabbatical leave process, find opportunities for partnering with faculty in institutions abroad, discover resources at UCF that can help you with your preparations, and hear first-hand about colleagues' international sabbatical experiences.

Lunch on Your Own	12:00-1:00

Concurrent Sessions	1:00-2:00

B1 **Team/Project Work Time: 1:00-3:30**   Various

FCTL Track Members: Please use this time to work on your project or to attend one of the sessions listed below.

B2 **Assessment Lab**   CL1-120

Tace Crouse, Academic Affairs, and Divya Bhati, Operational Excellence and Assessment Support
Customized assistance for developing program, course, or assignment student learning outcomes and assessment instruments will be provided.

B3 **An Open Workshop with Margery Ginsberg from 1:00–3:00**   CL1-122

Margery B. Ginsberg, Ph.D., Associate Professor of Educational Leadership and Policy Studies, University of Washington
The Office of Diversity Initiatives has scheduled Dr. Margery Ginsberg to facilitate several sessions during the conference. This session is for those involved in classroom and curriculum transformations and strategic planning. Dr. Ginsberg will meet with teams and individuals to discuss integrating the motivational framework for culturally responsive teaching into their curricular projects.

B4 **Study Abroad: What You Need to Get Started** CL1-218

Angel Cardec, Dianna Wilson-Mosley, and Kevin Keyser, International Studies
This workshop will introduce participants to the nuts and bolts of UCF-administered study abroad programs. Participants should be able to describe the different processes associated with the programs, such as student applications, approving participants, financial concerns, course registrations, and participant orientations. Participants interested in implementing a study abroad in 2013 or 2014 will start working on their draft deliverables with the support of OIS staff.

B5 **Interdisciplinarity, Service-Learning, and Publicly Engaged Research** CL1-307

Connie Lester, College of Arts & Humanities
RICHES of Central Florida, the two-year-old interdisciplinary initiative based in the History Department's public history program, is designed to engage academics, students, and the community in digital projects that incorporate publicly engaged history. The session will include goals of the program, methodologies for facilitating interdisciplinarity, incorporation of projects into classroom experience, service-learning and internships, publicly engaged history and community partners, and what is in it for the faculty.

Grading Party 3:30-7:00 CL1-207

Join your colleagues in the Faculty Center for refreshments and company while you make progress on your grading. Assistance will be available for myUCF Grades, Webcourses gradebooks, and uploading grades to the myUCF portal.

WEDNESDAY MAY 2

Coffee and Conversation	8:00-8:30
	CL1-207

Concurrent Sessions	8:30-9:30

C1 Online Service-Learning Courses CL1-105

Leandra Preston, Women's Studies Program at Regional Campuses
This session will provide discussion and practical tools related to service-learning in online classes, including strategies, ideas, and specific examples. Many professors avoid service-learning in online classes, but it can enhance web-based classes immensely with the right approach(es).

C2 Designing Writing Assignments to Improve Students' Critical Thinking CL1-119

Pavel Zemliansky, Writing Across the Curriculum
Based on the Instructional Design Model for Writing Across the Curriculum, this presentation explains the theoretical rationale and offers models and practical strategies for using low-stakes writing assignments to improve students' critical thinking and learning.

C3 Getting the Most Help from Your Teaching Assistants CL1-120

Alisha Janowsky, College of Sciences
The Faculty Center has been reviewing its GTA training initiatives and looking for new ways to coordinate with other programs. In this focus group we are interested in gaining insight into your experiences with graduate teaching assistants and brainstorming ideas on how we can better prepare them for their duties and maximize their effectiveness. We will also be presenting samples of the revised curriculum for feedback and collaboration.

C4 Understanding the Unique Needs of Student Veterans CL1-319

Brian Boyd and Paul Viau, Registrar's Office; Jocelyn Bartkevicius, College of Arts & Humanities; and Stacey Pearson-Wharton, Counseling Center
This discussion will explore the unique learning needs of student veterans and related issues concerning classroom dynamics. This will help instructors partner with the university community to enhance the overall university experience for our student veterans. This will be a panel discussion including members of the faculty, and representatives of the Counseling Center, the Veterans Academic Resource Center, and the Registrar's Office.

C5 **Using Information Literacy Modules to Maximize Class Time and Solve Common Writing Problems**　　　CL1-122

Elizabeth Killingsworth, UCF Libraries

If you've ever uttered the phrase, "I thought they already knew this!" then this session may be for you. The UCF Library's Information Literacy Modules tackle common problems and teach students basic and advanced skills such as: how to avoid plagiarism, search the literature efficiently, evaluate websites, and manage and cite sources correctly. This session will cover how to assign information literacy modules and integrate them and other library services into your courses.

C6 **Getting from Learning Outcomes to the Initial Budget**　　　CL1-218

Angel Cardec, Dianna Wilson-Mosley, and Kevin Keyser, International Studies

At the heart of all academic activities are clear, measurable learning outcomes. Study abroad programs provide a remarkable vehicle to engage students in the achievement of these outcomes. While most students get much more out of the program activities, identifying specific learning outcomes provides a concrete base for the program development. Participants in this workshop should be able to produce specific outcomes for a study abroad program, define associated learning strategies to accomplish them, and explain how the activities are used by OIS to develop an initial program budget.

C7 **Hands-on Google Portfolio Demonstration**　　　CL1-219

Jane Moody, College of Arts & Humanities and Undergraduate Studies

Experience a hands-on demonstration of the Google e-portfolio system with examples of its use in Interdisciplinary Studies classes at UCF. The session will include resources for participants and an opportunity for participants to create their own Google e-portfolios. Bring your ideas for incorporating e-portfolios into your courses, questions about including them in your courses, and an open mind about learning new technology

C8 **Culture-proof Subject Matter: College Level Skills for Learning**　　　CL1-307

Dennis Congos, Student Development and Enrollment Services

Presenting a continuum of college level skills for learning from the most time consuming, boring, ineffective way to the most efficient way for college students to learn.

C9 **Spotlight on SoTL: Classroom Research and the Institutional Review Board (IRB)** CL1-308

Sophia Dziegielewski, IRB Chair; Janice Turchin, Joanne Muratori, and Patria Davis, IRB Coordinators

This presentation will provide an overview of important concepts related to the conduct of sound ethical research while ensuring protection of human subjects. Information provided will include practical suggestions on how to help researchers to address important issues in protocol development and strategy. Introduction and techniques for navigating the iRIS submission with an update on IRB procedures, forms, and templates will be provided.

Concurrent Sessions   9:45-10:45

D1 **Academic Support for the 21st-Century Student** CL1-103

Natasha Ford, Rebecca Piety, and Ana Mack, Student Development and Enrollment Services
We will introduce participants to SARC's new interactive online initiative and demonstrate how this technology will foster learning experiences for the 21st-century student by effectively connecting academic support services with the classroom.

D2 **Assessment and Research in Experiential Learning** CL1-109

Sheri Dressler, Office of Experiential Learning
In this session, methods and considerations for assessment and research in experiential learning will be covered.

D3 **The WAC Fellows Program: a Catalyst for Developing Writing-Related Learning Outcomes across the Disciplines** CL1-119

Pavel Zemliansky and Lindee Owens, Writing Across the Curriculum, and Tamra Legron-Rodriguez, College of Sciences
Eleven faculty members from Chemistry, History, and the College of Nursing participated in the first Writing Across the Curriculum Fellows Program in Spring 2012. This panel will describe and reflect on that experience, give examples of the outcomes and assignments developed by the Chemistry team, and explain how faculty can get involved in future fellows programs.

D4 **Spotlight on SoTL: Linking Research to Teaching: Crafting Strategies for Broader Impact** CL1-120

Naim Kapucu, School of Public Administration, College of Health & Public Affairs
Foundations and federal agencies expect broad impact on education and society from funded research. This presentation highlights strategies for integrating teaching activities as part of funded research projects.

D5 Undergraduate Research 411   CL1-122

Kimberly Schneider, Office of Undergraduate Research
Interested in getting more students involved in research? Have trouble keeping track of all the acronyms—URJ, SURE, RAMP, HIM, OUR? This session will provide an overview of the opportunities available to undergraduates working on research and creative projects with UCF faculty.

D6 Mental Health Issues and Study Abroad   CL1-218

Patricia MacKown, Student Development and Enrollment Services, and Stacey Pearson-Wharton, Counseling Center
Addressing mental health concerns can be challenging on a US campus. It can be much more challenging in a study abroad program. This session is intended to start a conversation about mental health in study abroad programs. Participants will be expected to describe the resources that are available to members of the UCF community, identify potential triggers abroad, and describe the actions that they can and should take to address problems that develop during a study abroad program.

D7 What a Photo is Really Saying: Pedagogical Insight into Visual Literacy   CL1-219

M. C. Santana, College of Arts & Humanities and Women's Studies
Many teachers are now including photographs and pictures in their presentations as a way of communicating with students. But what do these pictures really tell us? Is the picture reliable as a source of information or has it been manipulated prior to publication? How reliable is the information being given to students based on a picture we include in a PowerPoint slide? These issues will be discussed as well as photo editing tools.

D9 Integrating Diversity Standards: Moving Past Disequilibrium   CL1-307

Carolyn Walker Hopp, College of Education; Gino Perrotte, College of Sciences; Reid Oetjen, Bernardo Ramirez, and Rui Sun, College of Health & Public Affairs
In rigorous academics, students should be developing intellectual skills that enable them to apply learning in academic settings as well as non-academic contexts. Their diverse perspectives should include personal constructs as a foundation for understanding alternative cultural assumptions. This presentation will examine a curriculum integration model (CIM) design for addressing the 21 Cultural Competencies for students developed by UCF's Office of Diversity Initiatives to facilitate movement through the cultural competency domain continuum from learning, through the disequilibrium "tight spot," to capacity building and informed thinking. Guiding Question: What student work is evidence that demonstrates knowledge, understanding, and informed thinking about culturally responsive content?

Concurrent Sessions   11:00-12:00

E1 **Exploring the Perceptions and Realities of First-Year Students: Impact on Faculty**   CL1-103

Charlene Stinard and Delaine Priest, Student Development and Enrollment Services
This presentation will use data from the new student surveys (both FTIC and transfers) to give faculty a different perspective on the students in their classes.

E2 **Going Beyond Lectures in STEM: Engaging Students in Authentic Research in Your Classroom**   CL1-120

Linda Walters, College of Sciences, and Eileen Smith, Institute for Simulation and Training
In our respective upper-division elective STEM courses, we have figured out how to embed authentic research experiences for our undergraduate students that includes the students all presenting their results at UCF SURE (Showcase for Undergraduate Research Excellence). We compare and contrast our two models, with commentary on what has worked well and what was less successful.

E3 **Service-Learning and Group Collaboration through RICHES of Central Florida**   CL1-122

Robert Cassanello and Lisa Mills, College of Arts & Humanities
Robert Cassanello and Lisa Mills have used service-learning to connect their students in collaborative RICHES projects with outside non-profit institutions. Service-learning can not only be a rewarding and enriching experience for students, but it also gives them the opportunity to solve real-world problems. In their classes, Cassanello and Mills have collaborated with the Moore Cultural Center, UCF GLBTQ Student Support Services, and the Stonewall Library and Archives. This session will discuss strategies for incorporating publicly engaged interdisciplinary projects into courses in ways that minimize challenges and maximize rewards.

E4 **Staying Safe While Abroad**   CL1-218

Angel Cardec and Christopher Cook, International Studies
This session will revolve around a series of exercises based on real incident reports from abroad. Participants will be expected to explain the process of developing a personal safety plan, as well as describe how they would implement an Emergency Contingency Plan based on UCF study-abroad procedures.

E5 **Developing The Burnett Honors College E-Portfolio: Students Speak Out** CL1-219

Alvin Wang, Burnett Honors College; Jane Moody, College of Arts & Humanities and Undergraduate Studies; and Rachel Tobillio and Jenisha Bulsara, Burnett Honors College students

In 2010 The Burnett Honors College received one of the Provost's grants to develop a learning/engagement/discovery e-portfolio that allowed students to reflect on their experiences throughout their college career and beyond. In Spring 2012, Dr. Alvin Wang piloted this system with students from his Windows on the World course. Join us for an update on this system from the students themselves, as two students from the Burnett Honors College present their experiences using this innovative platform and discuss some of the opportunities and learning experiences they faced during their first semester using this e-portfolio system. Next we will look at opportunities for using this e-portfolio system in your classroom, as well as for incorporating e-portfolios into your own pedagogy.

E6 **Understanding Student Motivation in the 21st Century** CL1-307

Jim Katt, College of Sciences

The CANE model provides a lens for an overall understanding of student and teacher motivation and provides a framework for diagnosing motivational problems. Participants in this session will leave with a new understanding of the elements necessary for people to be motivated and a better understanding of what elements may be missing for those who are unmotivated toward a particular task.

E7 **Finding and Using Neighborhood Demographic Data in Your Research** CL1-308

Rich Gause and Rebecca Murphey, UCF Libraries

Looking for information about the population in the United States from the national level down to the census block group? Trying to locate concentrations of poverty or particular ethnic ancestries? Need marketing data about consumer behavior, attitudes, and lifestyles? How about health data regarding diseases, health status, doctor visits, etc.? Come learn about two of the library's databases that make it easy to create custom maps, download data into Excel, or export shapefiles for use in GIS software.

E8 **Assessing Project-Based Coursework** CL1-309

Melody Bowdon and Erin Saitta, Faculty Center for Teaching and Learning

To increase engagement and student learning, many courses are moving away from traditional lectures and toward approaches like service-learning and case-based learning. This session will provide strategies for connecting these approaches with course objectives and matching assessments with project-based assignments to authentically evaluate what students are learning.

Lunch on your own	12:00-1:00

Concurrent Sessions	1:00-2:00

F1 **Team/Project Work Time: 1:00-3:30** Various

F2 **Using Technology to Address Today's Teaching Challenges** CL1-120

Anne Prucha, College of Arts & Humanities
In this session Anne will talk about using technology in and out of the classroom to benefit instructors, students, and the department. She will share experiences incorporating technology into Spanish language classes. (Sponsored by Pearson Higher Education.)

F3 **Engaging the Public, Engaging Your Students: Incorporating Oral History into the Classroom** CL1-122

Barbara Gannon, College of Arts & Humanities
Engaging your students in meaningful, publicly engaged research may seem difficult; however, oral history represents one way to achieve this goal. On one hand, oral histories can be used as one element in a broader research project. On the other, the one-on-one nature of this effort can literally "engage" your students better than more traditional research methodologies. During this workshop we will define oral history, particularly the interdisciplinary nature of this effort. In addition, we will provide you with a brief overview of how oral histories are done, including suggestions on how you might incorporate this type of research into your course work.

F4 **AY 2012–2013 Technology Fee Proposal Preparation** FMC, CL1-202

Joel Hartman and Karen Cobbs, Information Technologies and Resources
The technology fee is used to enhance instructional technology resources for students and faculty. The AY 2012–2013 Technology Fee proposal submission forms will be available beginning August 6 and are due by September 21. This session will address the proposal submission and review process, with open discussion to assist submitters with writing a competitive proposal.

F5 **Unifying Theme: Our Planet. Our Education. Our Future.** CL1-307

Michael Hampton, Interdisciplinary Studies; Paul Vines, Sarah Parker, and other Unifying Theme representatives
This workshop introduces UCF professors to the Unifying Theme and multiple ways in which the environment applies to a wide variety of academic subjects. We present the importance of including environmentally-based issues within each academic subject as well as the student population's enthusiasm on such subjects. Participants will receive a variety of necessary tools and resources that will help guide them in the process of incorporating the theme into their courses.

Concurrent Sessions   2:15-3:15

G1 **Tech Table Topic: Capturing Narrated PowerPoints** CL1-207

Kevin Yee, Faculty Center for Teaching and Learning
There are multiple viable options for capturing your PowerPoint lecture as a video, with you narrating each slide in real time. These videos can then be hosted online to share with your students. We will also discuss iPad alternatives.

G2 **Tech Table Topic: Maximizing Your Productivity with iPad Apps** CL1-207

Melody Bowdon, Faculty Center for Teaching and Learning
Drop by to learn about a number of iPad tools and tricks you can use to streamline your research and teaching workflow and maximize your mobility.

G3 **Spotlight on SoTL: Writing Research Study Workshop** CL1-308

Kerry Purmensky and Emily McLoughlin Cespedes, College of Arts & Humanities
The purpose of this session is to research how instructors and international students view writing. Participants will read and rate a sample of second-language writing. We will then moderate a brief discussion. Remaining for the discussion is not required, and the score sheets you complete will be completely anonymous. The discussion will be videotaped to review how participants approach the process of evaluation. Participants will benefit from a discussion on how writing is evaluated across disciplines.

THURSDAY MAY 3

Coffee and Conversation	8:00-8:30

CL1-207

Concurrent Sessions	8:30-9:30

H1 Service-Learning: Nuts & Bolts   CL1-105

Amy Zeh, Service-Learning, Office of Experiential Learning
This session is a primer to service-learning or for faculty who want to refresh their knowledge of service-learning fundamentals. Come and hear what service-learning is all about and how it might fit into your curriculum.

H2 Internship Update: Legal Issues   CL1-109

Amanda Pacheco, Office of Experiential Learning
We will cover new, updated legal issues and agreements, materials, and guidelines for structuring strong internship partnerships and experiences.

H3 Collective Literacy and Collaborative Problem Solving   CL1-113

Kristina Tollefson and Martha Marinara, College of Arts & Humanities
The myth of the lone inventor, toiling through the night to produce the next great thing, doesn't reflect our present-day reality. From business to science, from arts to government, teams of people are solving problems. Collaborative problem solving entails redefining problems, discovering alternatives, and focusing on overlapping interests. You might think the trick would be to just get the smartest people together, but a new study by researchers at Carnegie Mellon found that collaborative groups who conversed easily with equal participation were more efficient at completing given tasks. In this workshop, you will be guided through the steps of collaborative problem solving.

H4 Digital Textbooks for the 21st-Century Student   CL1-120

Meredith M. Babb, University Press of Florida
Can students still learn in a text-only environment? Is the Text Generation all digital and no analog? Florida has a resource to help meet their needs and yours with Orange Grove Texts Plus (OGT+). With the OGT+, you can search, create, and adapt learning objects for your LMS, and even write an open access text for your students using the resources. Open Access texts are very inexpensive, very creative, and put a text in every student's hands (or phone). The relationship between UPF and any repository means this work is peer-reviewed and can meet P&T standards.

H5 Let Me Tell You Why You Should Fund My Internationalization Idea CL1-218

Jo Ann Smith, College of Health & Public Affairs
This session focuses on how to approach potential funding sources for internationalization. Participants should be able to identify sources for potential funding, as well as practice how they would present themselves and their ideas on internationalization to potential funding sources.

H6 ResearcherID: A Gateway to Researchers and their Published Works and a Place Where Researchers Connect in the Global Community CL1-219

Buenaventura (Ven) Basco, UCF Libraries
ResearcherID allows you to create an online profile for showcasing your publication history. It is designed to associate you with your scholarly work, thus assuring an accurate record of output and attribution. You will be assigned a unique ID number that expressly associates you with your published works, regardless of any possible nomenclature confusion or institutional affiliation changes. These unique identifiers allow everyone who accesses ResearcherID.com to easily find a specific author's work, avoiding the common problem of author misidentification. It also provides a gateway for colleagues to quickly locate your published work and to identify you as a potential collaborator. Participants will create their own ID and build their publication list using Web of Science and Web of Knowledge searches.

H7 Creating Modular Instructional Content with Obojobo CL1-220

Kelvin Thompson, Center for Distributed Learning
Obojobo is the UCF-created platform powering UCF's Information Literacy Modules and Academic Integrity Modules. This system provides robust content-authoring and assessment-creation functionality for the purpose of creating self-contained instructional modules. In this session, participants will review system features and examples from existing institutional projects prior to engaging in a discussion of how Obojobo might be suitable for participants' instructional needs. All UCF faculty and staff will be able to use this system.

I1 **Living-Learning Community Partnerships: Bringing an Idea into Reality through a Successful Academic and Student Affairs Collaboration**　　CL1-103

Kimberly Schneider and Jeff Novak, Student Development and Enrollment Services
This workshop will provide an overview of the LEARN program and provide guidelines for others looking to create a similar program. A new Living-Learning Community, Living Environment and Academic Research Network (LEARN) opened as a collaboration between the Office of Undergraduate Research and Housing and Residence Life with sponsorship from the National Science Foundation.

I2 **Online Modules to Enhance Student Reflection and Learning Outcomes**　　CL1-109

Shara Lee and Amanda Pacheco, Office of Experiential Learning
Online learning modules will be presented that increase student skill development as additions to classroom and experiential learning courses.

I3 **Women's Research Center Think Tank**　　CL1-117

Linda Walters, College of Sciences
The Women's Research Center is working hard to help faculty, especially women faculty, become more successful at UCF. Please join us to learn more about our current efforts and to provide your ideas on how we can help you balance your home and academic lives.

I4 **Preparing Students to Bridge the Cultural and Digital Divides**　　CL1-120

Houman Sadri, Sally Hastings, and George Musambira, College of Sciences; and Madelyn Flammia, College of Arts & Humanities
The session is based on an interdisciplinary collaboration among faculty from the departments of Communication, English, and Political Science. The presentation explains how the faculty members help their students understand the complexity of the cultural and digital divides from an interdisciplinary perspective. The presenters describe how they use instructions in intercultural communication to prepare their students to become engaged global citizens who know how to address the cultural and digital divides. This session also involves some hands-on exercises.

[15] **Classroom Presentations for the 21st Century Student** CL1-122

Jim Katt, College of Sciences

This session examines classroom presentation from a communication perspective: "What message are you trying to send to your students, and how can presentational aids be helpful in that endeavor?" as opposed to "I have a lecture, I guess I'll need some PowerPoint," or "What new and awe-inspiring features can I incorporate into my visuals?" This session will help teachers be engaging presenters who use PowerPoint as a presentational aid, and avoid allowing themselves to become PowerPoint projectionists.

[16] **First Stop Cyberspace: Using Immersion Environments in Study-Abroad Orientations** CL1-218

Barbara Truman, Center for Distributed Learning

One of the challenges of implementing a study-abroad orientation is to engage students in the process of reading and reacting to the information they need to know versus the information that they want to know (such as "night life close to our dorm..."). This session includes a discussion and demonstration of online options like Second Life and other immersive environments. Participants will discuss their ideas about how to engage students for the study-abroad orientation process.

[17] **Sex, Lies, and Multiple Lives: Game Design Literacy as a Framework for Pedagogy** CL1-219

Rudy McDaniel and Nicholas Ware, College of Arts & Humanities

In this lively and provocative workshop, the presenters will explain how video game design strategies (e.g., concepts like iterative design, playtesting, and "writing" with multimedia) can suggest new ways to liven up the classroom, create interactive learning opportunities, and breathe new life into your teaching strategies.

[18] **Innovative Strategies for Teaching Large Classes: A Calculus Case Study** CL1-307

Kuppalapalle Vajravelu and Tammy Muhs, College of Sciences

We will present our innovative teaching project that incorporated computers and MyLabsPlus in large calculus classes at UCF. We will detail various components of the course (daily online homework sets, online skills tests, application sessions with TAs, in-class tests, and a comprehensive final exam) and discuss how we obtained optimal results enhancing traditional teaching techniques.

Concurrent Sessions   11:00-12:00

J1 **Getting to "We" (Connecting More Effectively with Our Regional Campuses & Rosen Campus)**   CL1-103

Chantel Carter, Student Development and Enrollment Services
This presentation will introduce what S.O.S. is and why it exists. S.O.S. is helping to create involvement options/opportunities for our students regardless of location. Attendees will be equipped with ways in which they can potentially collaborate with S.O.S. and with information about how S.O.S. can be a resource in helping them connect with these UCF Knights.

J2 **Internship Best Practices and Working with Industry**   CL1-109

Amanda Pacheco, Office of Experiential Learning
This session will feature a discussion on getting started, strategies for building workable processes, solutions for common problems, and developing sustainable and productive partnerships with community partners to meet students' educational goals.

J3 **What is "Useful Feedback" When It Comes to Student Writing**   CL1-119

Lindee Owens, Writing Across the Curriculum
Responding to, assessing, and grading student writing are most teachers' least favorite tasks. Writing studies research can help provide a rationale for what works and what doesn't. This presentation explores what we know about writing assessment and describes best practices for improving student writing.

J4 **Faculty Perspectives on Student Ethics in the 21st-Century Classroom**   CL1-120

Amelia Lyons, College of Arts & Humanities
This informal workshop will explore faculty concerns about plagiarism, cheating, and other ethical issues related to teaching. It intends to give faculty a forum to discuss concerns related to student integrity violations. What do we think constitutes student misconduct? How do our views differ across academic disciplines? How do we protect academic freedom without sending students mixed messages? What roles do students, faculty, and administrators have in dealing with academic integrity issues? What can students do to help prevent violations? What role does the administration play? What can faculty do to educate students before misconduct occurs? Overall, this discussion intends to give faculty the opportunity to better understand our views on student misconduct and university procedures and our role in working to prevent unethical behavior (both naive and deliberate) before it happens.

J5 **Making Sense of the Common Core State Standards for Mathematics**   CL1-122

Juli Dixon, College of Education

This session describes the impetus for and the creation of the Common Core State Standards for Mathematics and provides suggestions for supporting their implementation through preservice teacher education. Comparisons to the Next Generation Sunshine State Standards will be made explicit, and video examples of associated classroom practices will be shared.

J6 **Redefining Community**   CL1-218

Amy Zeh, Service-Learning, Office of Experiential Learning; Tom Owens, College of Education; and Angel Cardec, International Studies

This session is a semi-structured conversation about the possibilities, benefits, and challenges of service-learning opportunities outside the United States. Participants should be able to discuss the importance of basing the program on needs that are defined by the community abroad, as well as how to deal with the challenges of differences in language and culture. The session is co-hosted by the International and Service-Learning Tracks.

J7 **Cultural Transect of Southern Africa: Information Fluency in a Remote Collaborative Learning Network**   CL1-219

Phil Peters, College of Arts & Humanities, and Alex Katsaros, UCF Center for Research and Education in Arts, Technology, and Entertainment (CREATE)

The UCF Interactive Expeditions (INTX) project team developed a real-time, remote, mobile, and interactive eLearning platform over multiple years in partnership with local industry partner Cobham SatCom. In fall semester 2010, INTX used the platform to prototype an "Interactive Cultural Transect" curriculum model that literally crossed geographic borders in South Africa and Swaziland. This presentation will explain the platform utilized, the experience of teaching multiple classes utilizing multiple literacies including effective written and spoken communication skills, social-media responsibility and practice, and collaborative network building.

J8 **Jumpstart Your Summer Writing**   CL1-307

Anna Maria Jones, College of Arts & Humanities
Attendees will learn about, and then employ, useful strategies for working on their academic writing.

J9 **Getting What You Need from the UCF Library** CL1-308

Michael Arthur, Renee Montgomery, and Kristine Shrauger, UCF Libraries
Make your life easier! Receive support and resources for research and
teaching: add to the library's collection; get the articles, books, and media you
need; get desktop delivery of research materials; link specialized research
guides to your syllabus or course materials; and take advantage of library
instruction modules and classes.

Lunch courtesy of i>clicker ▶ 12:00-1:00

Lunch will be provided by i>clicker. Please pick up your box lunch on the patio
outside CL1-101

Concurrent Sessions ▶ 1:00-2:00

K1 **Team/Project Work Time: 1:00-3:30** Various

K2 **CMS Migration Q&A** CL1-120

Tom Cavanagh, Center for Distributed Learning
In this session, I will provide an overview of, and answer questions
about, UCF's migration to a new course management system (CMS) for
our Webcourses@UCF platform. We will be evaluating several course
management systems during the next few months. Your input will be critical
in the selection process. For more information about our CMS review and
migration, please refer to <http://teach.ucf.edu/migration>.

K3 **New Academic Integrity Process** CL1-122

Patricia MacKown, Student Development and Enrollment Services
Beginning summer 2012, UCF will implement a new process for addressing
violations of academic integrity policies. This session will inform you about
the new process.

K4 **Meet i>Clicker 2** FMC, CL1-202

Mandy Gunnell, i>clicker Regional Technology Specialist
i>clickers have been hailed as a novel way of engaging students in large
classrooms. Faculty can learn to use i>clicker to generate real-time feedback
and improve student engagement in the classroom. This interactive
demonstration will show the features and functionality of i>clicker 2, as well
as a review of i>clicker and web>clicker.

K5 **Opening a Closed System: Digital History, Public History, and the Transformation of Our Discipline in the Digital Turn**   CL1-307

Douglas Seefeldt, University of Nebraska-Lincoln

As digital humanities technologies advance rapidly, vast repositories of historical information come online, and more and more people both in and out of the academy participate in the digital revolution around the world, historians of all stripes need to turn their attention to how digital history is created, reviewed, and valued. Despite the rapid changes that have come with what has been called the "digital turn" in the humanities, few venues exist for historians to conceive, produce, and publish digital work that can be peer reviewed and disseminated. This "new model scholarship" that is being created in a variety of formats of digital media blurs the lines between academic and public history as its inherent openness and potential complexities are seemingly at odds with the customs and conventions of traditional print scholarship. Our challenge now is to create a wider scholarly community around digital history to identify, encourage, review, and disseminate new forms of scholarship that can serve the diverse audience that has embraced the digital revolution

K6 **Student Identification and Cultivation for Prestigious Awards**   CL1-308

Alvin Wang and Nicole Gelfert, Burnett Honors College

Faculty are uniquely situated and qualified to identify student promise and potential. This workshop will examine strategies for recognizing gifted and talented students in light of increasing class size as well as ways to cultivate and develop student potential in preparation for prestigious award opportunities, including the Rhodes, Fulbright, Goldwater, and Truman Scholarships.

K7 **Beyond Homesickness and Break-Ups: College Student Mental Health– Current Trends, Patterns and Struggles**   CL1-309

Stacey Pearson-Wharton, Counseling Center

The mental health of college students has received a great deal of attention in the popular media, including a plethora of information regarding an increase in student violence and distress. This workshop will examine current trends and patterns in college student mental health and explore popular myths and truths regarding the mental health issues of students. In particular, the results from the Center for Collegiate Mental Health and the National Research Consortium of Counseling Centers in Higher Education will be presented and explored in light of the issues UCF students are facing and how these concerns impact emotional distress levels, academic performance, and the University community.

L1 **Dealing with Extreme Student Behaviors in the Classroom**   CL1-122

Patricia MacKown, Student Development and Enrollment Services, and Stacey Pearson-Wharton, Counseling Center
While extreme classroom disruptions are rare, when they occur, faculty members should be prepared to act for the safety of students and themselves. This focus group will discuss recent high-profile campus incidents around the United States and brainstorm ways to prevent or mitigate extreme disruptions.

L2 **Tech Table Topic: Top Web 2.0 Tools for Use in Instruction**   CL1-207

Kevin Yee, Faculty Center for Teaching and Learning
We will explore Google Sites, wikis, podcasts, and many other free online technologies that are useful for educators.

L3 **Tech Table Topic: Using Free Online Digital Texts and Videos**   CL1-207

Eric Main, Faculty Center for Teaching and Learning
We will share digital content resources for enhancing or replacing traditional textbooks.

FRIDAY MAY 4

Coffee and Conversation	8:00-8:30
	CL1-207

Concurrent Sessions	8:30-9:30

M1 Tying Wellness to Student Success CL1-103

Michael Freeman, Megan Giddens, Andrea Vincent, and Stephanie Spies, Student Development and Enrollment Services
This session will focus on the services provided by WHPS and demonstrate how wellness impacts student success. Our goal is to identify and strengthen SDES partnerships and collaborative opportunities in meeting the needs of our diverse students through culturally responsive approaches.

M2 Spotlight on SoTL: Preparing Students for Linguistic and Cultural CL1-120
Diversity – An Interdisciplinary Approach to Curriculum Integration in Higher Education

Joyce Nutta and Cynthia Hutchinson, College of Education
Faculty in two disciplines share the process and products featured in their SoTL-focused book that includes examples of embedding a focus on cultural and linguistic diversity into higher education courses in various subject areas. A format for describing course elements as well as faculty reflections will be highlighted.

M3 Creating Customized Textbooks and Course Packs CL1-122

Jeff Kennedy, AcademicPub Representative
Please join Jeff Kennedy, Sales Director for AcademicPub, for a workshop on using AcademicPub's platform to publish custom texts and course packs. AcademicPub provides custom course materials in both digital and print format and is a perfect means to self-publish your content.

M4 Best Peripherals to Use with Adobe Connect Pro FMC, CL1-202

Katrise Dillon, Office of Instructional Resources
This session will demonstrate four good peripherals to use with Adobe Acrobat Connect Pro. It will also include a demonstration of Connect's growing repertoire of mobile features on Apple and Android devices. Find out how to make your Connect sessions more interactive and engaging by using these expansive features and peripherals as an enhancement to your own meetings.

M5 **Learning through Case Studies**   CL1-307

Erin Saitta and Eric Main, Faculty Center for Teaching and Learning
Case-based teaching often gives students the opportunity to use course
material in applied settings in an active and relevant way. This session will
introduce the concept of case-based teaching, explore cases from various
disciplines, and build on participants' unique experiences to reflect how case-
based learning can be incorporated into individual courses.

M6 **Faculty Thinking about Promotion, a College- and University-Level**   CL1-308
Perspective

Cynthia Young, College of Sciences
Sample T&P Portfolios and CVs will be shared with emphasis on how
to highlight what Dr. Young calls your "gold nuggets" when considering
promotion.

M7 **Poster Preparation Assistance Available in the Faculty Center**   CL1-207

Poster Prep in Library Knowledge Commons   9:30-10:15

Please see your track sponsor regarding poster materials or come to the
Faculty Center. We will have poster boards and pushpins waiting for you in
the library.

Showcase in Library Knowledge Commons   10:15-12:00

Participants will share results of their work this week and plans for future
efforts in a poster format. Join us for refreshments.

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