Winter Faculty Development Conference

December 12th-14th
2012

UCF

Conference at a Glance

Wednesday, December 12th	
8:15–8:30	Breakfast
8:30–8:50	Opening Session
9:00–9:45	Small Group Time
10:00–10:45	Special Interest Group One
11:00–12:15	Small Group Time
12:15–1:15	Lunch on your own
1:30–2:45	Faculty Forum
3:00–4:15	Faculty Presentations

Thursday, December 13th	
8:15–8:30	Coffee
8:30–9:00	Small Group Time
9:15–10:00	Special Interest Group Two
10:15–11:15	Faculty Presentations
11:30–12:30	Faculty Presentations
12:30–1:30	Lunch on your own
1:30–2:45	Faculty Presentations
3:00–3:15	Small Group Time

Friday, December 14th	
8:30–8:45	Coffee
8:45–9:45	Faculty Presentations
10:00–10:45	Small Group Time
11:00–12:30	Showcase

8:15-8:30	**Breakfast provided by Chi Omega Sorority** *CL1-207*
8:30-8:50	**Opening Session** *CL1-218*
9:00-9:45	**Small Group Time** *Various Classrooms* Get to know your group members and discuss how you can promote a sense of wonder in your classroom.
10:00-10:45	**Special Interest Group One** *Various Classrooms*
11:00-12:15	**Small Group Time** *Various Classrooms* Prepare for the conversation with the provost by discussing the readings and topics to be addressed during the faculty forum. Identify one or two of the topics in which the group is most interested and draft a problem statement and/or preliminary position to share during the forum.
12:15-1:15	**Lunch on your own**
1:30-2:45	**Faculty Forum with Provost Waldrop** *CL1-104*

3:00-4:15
OPTION A

Faculty Presentations: Strategies and Approaches for Peer Assessment
CL1-122

- Introducing Peer Review in the Online Classroom: Examining Use in Graduate Nursing Education
  Linda Gibson-Young, Nursing
  Faculty will explore how the peer-review process may be used to meet objectives with writing assignments.

- Peer Reviews and Self Assessments: Strategies in Critical Thinking
  Susan Jardaneh, Interdisciplinary Studies
  This presentation will discuss peer reviews as an assessment strategy for demonstrating students' understanding of assignment objectives (and associated concepts) through student-to-student communication.

- Engaging a Large and Diverse Student Population in Peer Assessment
  Alla Kourova, Modern Languages & Literatures; Virginia Ludwig, Regional Campuses; Timothy Rotarius, Health Management & Informatics
  Participants will understand how the Constructive Engagement Method, a peer-evaluation process, provides a meaningful student learning environment (a) in large-enrollment courses and (b) for students who do not view English as their primary language.

3:00-4:15
OPTION B

Faculty Presentations: Insight into Diversity: Curriculum Integration and Student Engagement
CL1-120

Brandi Blessett, School of Public Administration; Carolyn Hopp, College of Education; Reid Oetjen, Health Management & Informatics; Gino Perrotte, Nicholson School of Communication; Bernardo Ramirez, Public Administration
By the end of this session, you will have a better idea of how to identify diversity in your own classroom and how to incorporate an inclusive approach to your course content.

8:15-8:30	**Coffee** *CL1-207*
8:30-9:00	**Small Group Time** *Various Classrooms* Debrief Wednesday's faculty forum with your group. How do the issues discussed address concerns about rigor, quality, and learning in various modalities?
9:15-10:00	**Special Interest Group Two** *Various Classrooms*
10:15-11:15 OPTION A	**Faculty Presentations: Community and Campus Partnerships** *CL1-120*

- Developing Partnerships with Community Stakeholders for Teaching, Learning, and Research
  Thomas Bryer, School of Public Administration
  This presentation will suggest lessons learned for individual faculty to develop partnerships with community stakeholders for teaching, learning, and research.

- Emergency Management Service-Learning: Assisting in Building a More Resilient UCF Campus
  Claire Knox, School of Public Administration
  This presentation will briefly review national trends in using service-learning in the emergency management discipline, highlight the final products of six PAD 6397 service-learning projects, and conclude with lessons learned from the student, professor, and client perspectives.

- Defining "Classroom Community": Instructor and Student Perceptions
  Amanda Koontz Anthony, Sociology
  This presentation explores the challenges in developing classroom community, in part based on the differing perceptions of what a "class community" means. It will conclude with suggested areas for future research, opening the floor for discussion for ways to improve both the assessment of community building and the process of community building itself.

- UCF: A Way of Life
  Cynthia Walters, School of Teaching, Learning & Leadership
  This presentation will look at ways to bring professional development to regional students and to promote student presentations at the College of Education HAPPY Hour Student Showcase.

10:15-11:15
OPTION B

Faculty Presentations: Assessing Learning Across Modalities
CL1-122

- Concise, Yet Concrete: Proposing a Rubric for Online Discussions That Progresses Student Learning without Faculty Fatigue
  Amy Gregory, Foodservice & Lodging Management
  From the perspective of eliminating subjectivity and time in grading for courses where the student is encouraged to progress to advanced applications of applying, analyzing, and evaluating through written assignments, this presentation proposes and invites critique to an established grading rubric that is concise, yet concrete, and virtually void of subjectivity.

- Assessing Learning Outcomes through Portfolios
  Marie Leticee, Modern Languages & Literatures
  At the end of this presentation, faculty will have an understanding of the relevance of using portfolio assessment to promote accountability at the program or departmental level from both the student's perspective and the faculty's perspective.

- "You May Delay, but Time Will Not": Motivating Students in Self-Paced Learning
  Anne Lindsay, History
  This presentation considers developing assessments to motivate students in self-paced courses. The primary question to be answered is "How do we develop assessments that motivate progress and learning over the course of a term?"

- Implementing Reflective Practices as a Meaningful Assessment of Student Learning on All Levels
Elsie Olan, School of Teaching, Learning & Leadership
Fellow faculty members will have a better understanding of reflective practices and models of reflection while evaluating the implementation of these practices as a meaningful assessment of student learning.

10:15-11:15
OPTION C

Faculty Presentations: Promoting Professionalism in the College Classroom
CL1-218

- Promoting Excellence in Learning: Professionalism Checklist for New Clinicians, Teachers, and Practitioners
Charlotte Harvey, Communication Sciences & Disorders; Janet Whiteside, Communication Sciences & Disorders
This presentation will explain the Professionalism Addendum developed at the Communication Disorders Clinic to the University community, how it is implemented in Clinic and in externship settings, and relate it to the current generation of learners.

- Expanding Undergraduate Opportunities on Regional Campuses
Chrysalis Wright, Psychology
This presentation will focus on methods that regional faculty members can use to expand the opportunities offered to regional students without overwhelming themselves.

11:30-12:30
OPTION A

Faculty Presentations: Faculty Life: Striking a Balance
CL1-120

- **Dreaming Big, Starting Small: A Blueprint for Building the "Three-Legged Stool"**
  Kimiko Akita, Nicholson School of Communication
  This session presents a model of how faculty can best connect teaching and learning to service to their discipline using the "three-legged stool" of (1) scholarship, (2) teaching, and (3) service.

- **The Balanced Academic Life: Maintaining Effectiveness as a Faculty Member**
  Patricia Angley, English; Barry Mauer, English
  With responsibilities in teaching, research, service, and family, faculty often face difficulties maintaining balance, and this presentation will offer best practices for maintaining balance.

- **Challenges for the First-Year Faculty Member**
  Philip Wessel, Health Management & Informatics
  The presentation will focus on the challenges of the first-year faculty member of teaching mixed-mode and online courses that require in-depth knowledge of the educational delivery system.

11:30-12:30
OPTION B

Faculty Presentations: Promoting Excellence in Writing
CL1-122

- **Increasing Writing While Decreasing Workload**
  Steven Berman, Psychology
  Based on what I learned from Writing Across the Curriculum (WAC) workshops, I will present the plan I implemented to increase writing assignments while decreasing the amount of reading and grading I have to do.

- **Overcoming the Challenges of Improving Undergraduate Writing in the History Discipline**
  Yovanna Pineda, History
  In this presentation, I will discuss the methods I have used to improve undergraduate student writing in my Latin American history courses.

- A Creative Approach to Improving Graduate Student Writing from within the Department
  Beatriz Reyes-Foster, Anthropology
  This presentation introduces a graduate-level academic writing workshop organized by two faculty members in the Department of Anthropology during the Fall 2012 semester. By pooling resources and garnering support from volunteer faculty members, we were able to create a writing workshop to help our students improve their writing skills without sacrificing valuable teaching, research, and writing time.

- How Can I Write My Term Paper? One Workshop Session in Class
  Martha Garcia, Modern Languages & Literatures
  This presentation will discuss the implementation and outcomes of a one-day in-class writing workshop designed to help students achieve their maximum potential in writing their final papers.

11:30-12:30
OPTION C

Faculty Presentations: Writing Across the Curriculum
CL1-218

- Is There an Effective Way to Evaluate Compositions in a Foreign Language?
  Alma Negy, Modern Languages & Literatures
  This presentation will explore the criteria used to evaluate foreign-language writing assignments at UCF and compare with what the AP Spanish Language and Culture Curriculum is doing. The goal is to determine if there are other tools students need to learn in order to help them produce better essays in Spanish.

- How to Integrate Discipline-Specific Writing Instruction into STEM Majors
  Pavel Zemliansky, Writing & Rhetoric
  This presenter will demonstrate ways of integrating discipline-specific writing instruction in STEM disciplines by focusing on the collaborations between UCF's Writing Across the Curriculum and the NanoScience Technology Center.

11:30-12:30
OPTION D

Faculty Presentations: Technology Resources for the Classroom
CL1-220

- **Teaching Controversial Issues in Diverse Modalities**
  Terri Fine, Political Science
  This presentation will focus on active-learning pedagogies for maximum student participation and engagement in two sections of an upper-division political-theory course, one taught face-to-face and the other offered via the Internet.

- **Sharing Future Trends across the Curriculum Using a Library-Based Platform**
  Loretta Forlaw, Nursing
  The library website is an ideal platform for presenting up-to-date information and future trends across the colleges and affiliated programs. We will present the future trends website and discuss strategies for introducing the site to your students and fellow faculty.

- **Technology-Enhanced Cheating: Can It Be Controlled or Is It a Losing Battle?**
  Maria Redmon, Modern Languages & Literatures
  This presentation will focus on recent developments in technology that aid faculty in recognizing plagiarism and cheating and offer methods to effectively combat this practice.

- **The Impact of Rising Textbook Costs on Students' Learning Outcomes: Are Instructors Facilitating the Lesser Performance of Students Who Are Financially Challenged?**
  Brendan Richard, Educational & Human Sciences
  This presentation will inform conference participants of the results of a pilot study, facilitating a discussion on the current state of textbook-purchasing decisions, student purchasing perceptions, and how the effects of textbook prices hurt those who cannot afford them. Recommendations will be provided to participants, giving instructors valuable insights into the true costs of high textbook prices.

12:30-1:30

Lunch on your own

1:00-1:20	**Special Session hosted by the Center for the Success of Women Faculty** *CL1-207* Attend this session to learn more about the Center for the Success of Women Faculty (formerly the Women's Research Center). Dessert will be provided.
1:30-2:45 OPTION A	**Faculty Presentations: Engaging Students** *CL1-122*

- **The Students Here Are Different Than You Are Used To . . .**
  Maren Fragala, Child, Family & Community Sciences
  This informal, discussion-based presentation will address impediments to challenging students without sacrificing expectations or SPI ratings.

- **Engaging Constructive Learning in a Diverse Classroom Environment**
  Joshua Kirven, School of Social Work
  This presentation will look at active-learning strategies to build social work practice knowledge using group assignments and reflections when you have a mixture of traditional students, nontraditional students, and veterans.

- **In-Class Engagement: Tools and Tricks to Enhance Student Learning in the Classroom**
  Drew Lanier, Political Science
  This presentation will discuss practical ways by which instructors in several courses can emphasize in-class engagement and thus foster better learning outcomes for students in the class and for the instructor of record.

- **The Challenge of Engaging Undergraduate Students in Research**
  Amy Reckdenwald, Sociology
  Challenges of engaging students in research as well as time-management issues will be discussed.

- Development and Assessment of Cultural Competencies and Diversity Awareness in a GED Science Class
  Christos Velissaris, Physics
  In this proposal I outline a method for infusing cultural competencies and diversity awareness into the Physical Science General Education curriculum.

1:30-2:45
OPTION B

Faculty Presentations: Writing Across the Curriculum
CL1-120

- Rethinking Writing Instruction in the Disciplines: Has the Research Paper Outlived Its Usefulness?
  Andrew Gay, School of Visual Arts & Design; Vicki Lavendol, Hospitality Services; Lindee Owens, Writing & Rhetoric; Shannon Taylor, Management
  Writing assignments in the disciplines can offer students creative opportunities to practice the ways of thinking, ways of knowing, as well as the research methods and conventions of that discipline.

3:00-3:15

Small Group Time
Various Classrooms
Prepare for Friday's showcase. Each group is expected to present a poster highlighting ideas developed/discussed during the conference. The format of the posters may vary from group to group as content can refer to faculty presentations, the faculty forum, special interest groups, or small group time. Use this time to plan each group member's contribution.

8:30-8:45   Coffee

8:45-9:45   Faculty Presentations: Teaching with Technology
OPTION A   *CL1-120*

- Using Social Media to Facilitate Student Learning in STEM Classes
  Lori Dunlop-Pyle, Mathematics
  Learn about my experiences over this past year in being part of an interdisciplinary team from Sociology, Engineering and Computer Science, and Mathematics in which we used social media to enhance student learning in calculus.

- Application of Innovative Tools to Facilitate Online Teaching
  Xinliang Liu, Health Management & Informatics
  This presentation will highlight some innovative tools that can be used to facilitate online teaching and communication.

- Preparing Students for a Social-Media World: Twitter and YouTube
  Lance Speere, Nicholson School of Communication
  This presentation will demonstrate how we are training students for a new social-media world. I will describe how we teach about writing for Twitter and retweeting, as well as YouTube and other multiplatform networks. I will also address how we use blogs in teaching.

- Preparing Students for a Social-Media World: Facebook, Blogging, LinkedIn, and Pinterest
  Kim Voss, Nicholson School of Communication
  This presentation will demonstrate how we are training students for a new social-media world. I will describe how we teach about writing for Facebook and LinkedIn, as well as the visual elements of Pinterest.

8:45-9:45
OPTION B

Faculty Presentations: Writing Resources
CL1-122

- Helping Students Use the University Writing Center: Encouraging Planning and Collaboration in Writing Assignments through Writing Consultations
  David Dadurka, Writing & Rhetoric
  In this presentation, faculty will learn about a writing instructor and former university writing consultant's best practices for encouraging students to plan for writing assignments early and engage in collaborative thinking through strategically coordinated group visits to the University Writing Center.

- Embedding Disciplinary Writing Consultants in the Disciplines: How Faculty Can Participate Effectively
  Steffen Guenzel, Writing & Rhetoric
  After a brief presentation of main concepts and tutoring structures, the presenter will describe the WAC pilot project in Spring 2013, focusing on ways for faculty, writing consultants, and students to collaborate effectively so that their relationships nurture student success.

- Peer Review in Online Classes as a Means to Improve Writing and Interaction
  Alisha Janowsky, Psychology
  This presentation will discuss how peer reviews and low-stakes writing were incorporated into a large online upper-level psychology course, as well as students' reactions to these assignments.

- Helping Students Use the University Writing Center: Emphasizing Purpose and Assessment Values in Writing Assignments to Improve Student Learning and Writing-Center Consultations
  Scott Launier, Writing & Rhetoric
  How do we design writing assignments to better enable a consultant at the UWC help students think like writers? What are students learning in freshman composition that they can apply to the writing they do in all of their classes? I will share the results of my research, the significance of including purpose and assessment values in writing assignments, and how to do this.

8:45-9:45
OPTION C

Faculty Presentations: Improving Graduate Instruction
CL1-218

- ### Revisiting Andragogy as an Alternative to Pedagogy: Do We Have Adults or Children in the University?
  Thomas Cox, Educational & Human Sciences
  If there were ever a distinction in the characteristics of adult learners that differs from children, then we must discuss if this difference still exists given the slowed development of young adults and the increasingly rapid rates of development of children. We must decide if we are to teach from an andragogical or pedagogical perspective—or from a combination of the two.

- ### Issues in Assessing an Interdisciplinary Doctoral Program
  Paul Dombrowski, English
  Learn the complexities of effective assessment of a doctoral program and some ways to deal with the problems.

- ### Co-Teaching a Mixed-Mode Class with Graduate Students: Benefits, Challenges, and Principles
  Qian Hu, School of Public Administration
  This presentation will discuss the design of a co-taught graduate course, reflecting on the benefits and challenges of having students teach the course, as well as strategies to fully engage students in the co-teaching activity.

10:00-10:45

Small Group Time
Reflect on how the ideas discussed at the conference may lead to instilling wonder in your students and reinvigorating the joy of teaching. We will provide posterboards, push pins, and colored paper for you at the library. Please assemble your poster there.

11:00-12:30

Showcase
Library Knowledge Commons