

Conference at a Glance

Wednesday, December 11th	
8:15–8:30	Coffee <i>CBI-207</i>
8:30–8:50	Opening Session <i>CBI-218</i>
9:00–9:45	Small Group Time
10:00–11:00	Faculty Presentations
11:15–12:00	Special Presentations
12:00–1:00	Lunch (on your own)
1:15–2:15	Small Group Time
2:30–3:30	Faculty Presentations

Thursday, December 12th	
8:30–8:45	Coffee <i>CBI-207</i>
8:45–9:45	Faculty Presentations
10:00–11:00	Faculty Forum <i>CB2-204</i>
11:15–12:15	Small Group Time
12:15–1:15	Lunch (provided) in FCTL with small groups
1:15–2:00	Special Presentations
2:30–3:30	Faculty Presentations

Friday, December 13th	
8:30–8:45	Coffee <i>CBI-207</i>
8:45–9:00	Opening Session <i>CBI-218</i>
9:00–10:15	Small Group Time Practice
10:30–12:30	Showcase <i>CB2-206</i>

8:15–8:30

Coffee

CB1-207

8:30–8:50

Opening Session

CB1-218

9:00–9:45

Small Group Time

Assigned Classrooms

10:00–11:00

OPTION A

Faculty Presentations: Lesson Design for Student Success

CB1-202

- **Boosting Critical Thinking in an Atmosphere that Encourages Mistakes**
Alice Korosy, Modern Languages & Literatures
Using planned group and individual tasks assigned with few instructions and little or no didactic information boosts critical thinking and self-actualization, leading students to engage in true education.
- **Preparing Teachers Who Won't Expire in Five Years by Identifying Gaps in Classroom Management Skills**
Shloe Kerness, School of Teaching, Learning & Leadership
Fellow faculty members will take away the importance of listening to students' perceptions of what matters most in their field placements and how that information can help steer improvements to the courses we teach in order to make them more relevant and meaningful.
- **An Innovative Method to Teach Statistics in the Health Services Administration Program**
Albert Liu, Health Management & Informatics
This presentation will explore the use of simulation in teaching abstract statistical concepts in health care.
- **Reminiscent Assessment of Graduate Students: In the Classroom and at the Academic Professional Level**
Martha Garcia, Modern Languages & Literatures
This presentation will demonstrate the possible correlation between the assignments in a graduate course and its pragmatic academic use after the conclusion of the semester.

10:00–11:00
OPTION B

**Faculty Presentations: Classroom Activities for
Community Building and Engagement**
CBI-205

- **Reducing Social Isolation in the Classroom to Improve Student Persistence and Success**
Lindee Owens, Writing & Rhetoric
This presentation asks faculty to consider strategies for building classroom communities to reduce social isolation and increase student academic persistence.
- **Signing Out of the Sign-In Sheet Tradition**
Ghada Baz, Management
This discussion will share the pros and cons of alternative methods of tracking attendance, discuss the feasibility of each alternative in large classrooms, and highlight their effectiveness in meaningful assessment of course-specific learning outcomes.
- **Meaningful Classroom Engagement through Critical Thinking In-Class Activities**
Carlos Valdez, Marketing
This presentation examines a revision of in-class activities to engage the hyper-connected student in critical thinking.
- **Critical Thinking and Engagement in a Writing About Writing Composition II Course**
Robert Mohrenne, Writing & Rhetoric
Fellow participants will understand how the use of critical-thinking exercises can help create a learning community while moving students toward achieving course objectives in ENC 1102.

10:00–11:00
OPTION C

**Faculty Presentations: Faculty Ethos: Leadership
and Credibility in the Classroom**
CBI-220

- **Faculty Credibility: What Makes Our Students Think We Are Worth Listening To?**
Ann Miller, Nicholson School of Communication
This presentation provides an overview of instructional communication research about factors that increase instructors' credibility in the classroom.

- **Can Education Save Us from Denial and Delusion?**
Barry Mauer, English
This presentation explains how educators can equip themselves to confront denial and delusion in the classroom.
- **Can I Teach My Students and Also Be a Leader?**
Thomas Cox, Child, Family & Community Sciences
Fellow faculty members will discover how their teaching not only conveys content but also can model leadership skills.

11:15–12:00
OPTION A

Special Presentations
CB1-202

- **Recent IT Developments of Interest**
Joel Hartman, Office of the Provost
Joel Hartman, Vice Provost for Information Technologies and Resources, will discuss new developments in information technology with faculty.

11:15–12:00
OPTION B

Special Presentations
CB1-205

- **Making It Public: Student Understanding of Meaning, Purpose, and Importance of Diversity**
Carolyn Hopp, School of Teaching, Learning & Leadership; Brandi Blessett, School of Public Administration; Gino Perrotte, Nicholson School of Communication; Reid Oetjen, Health Management & Informatics; Bernardo Ramirez, Health Management & Informatics
Faculty will gather ideas for integrating cultural competencies and diversity into curricula, including designing student work.

12:00–1:00 **Lunch (On Your Own)**

1:15–2:15 **Small Group Time**
Assigned Classrooms

2:30–3:30
OPTION A

Faculty Presentations: Low-Stakes Writing in
Online Classes

CBI-220

- **Integrating Critical Thinking, Writing, and Engagement into a Large Online GEP Course**
Alisha Janowsky, Psychology
This presentation will focus on including low-stakes writing assignments in large online courses as a means of increasing critical thinking and student-student interactions.
- **Why Use Low-Stakes, Easy-to-Grade Writing Tasks in Large Online and Face-to-Face Classes**
Pavel Zemliansky, Writing & Rhetoric
From my presentation, faculty will learn how to design and implement a variety of low-stakes, low-stress writing assignments in large and medium-size online and web-enhanced courses.
- **Low-Stakes Writing for High-Stakes Online Learning**
James Katt, Nicholson School of Communication
Short, low-stakes writing assignments can help students practice critical-thinking skills—and they don't take long to grade.
- **Turning Classroom Innovations into Research: Word Clouds in Online Discussions for Critical Thinking**
Beatriz Reyes-Foster, Anthropology
Faculty members will learn about the evolution from test-driving a new discussion topic for an online class to a SOTL research project.

2:30–3:30
OPTION B

Faculty Presentations: Crafting Assignments to Promote Critical Thinking

CBI-205

- **Mysteries in History: Promoting Student Critical Thinking**
Patricia Farless, History
Faculty will walk away from this presentation with an understanding of how untold stories from the grave can help students think critically about research and the historical writing process.
- **Promoting Critical Thinking through Literacy Narratives and Reflections**
Elsie Olan, School of Teaching, Learning & Leadership
This presentation will look at ways students craft a literacy narrative while revisiting critical-thinking questions that afford them a space to question and reflect on what they know about the topic or assignment and what they would need to know to successfully meet the learning goal.
- **The Power of Narrative Pedagogy and Dialogic Interactions: Self-Study of Practice as a Framework to Foster Self-Reflection and Critical Thinking**
Jeffrey Kaplan, School of Teaching, Learning & Leadership
The power of reflective practice, in writing, drawing, and sharing, can transform the nature of teaching and learning in both small and large classroom settings.
- **Public Memory and the Rhetoric of Cemeteries: Critical Thinking about Public Spaces**
Martha Marinara, Writing & Rhetoric
Faculty will take away another way of teaching critical reading skills for historical, social, and political texts by using rhetorical concepts to understand the power relationships in any narrative.

8:30–8:45

Coffee
CBI-207

8:45–9:45
OPTION A

Faculty Presentations: Online Practice and
Assessment
CBI-202

- **Developing Critical Thinking: An Essential Component in Web Source Evaluation**
Maria Redmon, Modern Languages & Literatures
This presentation will offer faculty another useful tool for helping students develop critical thinking when implementing evaluation of web sources.
- **Assessment: Any Time, Place, Space, or Pace!**
Denver Severt, Rosen College of Hospitality Management
Participants can apply their own course assessments and consider the changes needed when they vary the place, space, time, and pace across various modes of courses.
- **Using a Digital Clinical Experience for an Online Graduate Course**
Linda Gibson-Young, College of Nursing
After this presentation, faculty members will be able to describe the digital clinical patient experience and identify opportunities the experience provides in a graduate online classroom.
- **LinkedIn: A Global Bridge for the Organization of Doctoral Student Nurses Research Collaborative**
Loretta Forlaw, College of Nursing
This presentation will demonstrate the use of the LinkedIn platform for sharing and supporting the research experience of doctoral nursing students across universities.

8:45–9:45
OPTION B

Faculty Presentations: Innovative Undergraduate Engagement
CBI-205

- **UCF Storytellers: Offering Diversity in Service-Learning**
Laurie Uttich, English
This presentation describes how to structure service-learning projects to meet the diverse needs of various community groups while offering opportunities for artistic interpretation.
- **Public History and the Self-Pace: Teaching Professionalism through Research**
Anne Lindsay, History
Participants will consider learning outcomes related to professionalism and discipline-specific knowledge that can come from a self-paced learning environment that respects students as independent scholars and encourages an independent research process.
- **Service-Learning: Preparing Graduates for Interdisciplinary Collaboration**
Norma Conner, College of Nursing
After attending the presentation of interdisciplinary service-learning, participants will be able to identify at least one appropriate interdisciplinary service-learning experience, describe how this experience would affect future employment activities for their students upon graduation, and list methods of evaluation of the experience.
- **Fostering Leadership and Communication Skills through the Learning Assistant Program**
Jacquelyn Chini, Physics
This presentation will describe how the physics Learning Assistant program has empowered faculty to make courses more student-centered, while benefitting the learning of students enrolled in the course and improving the critical-thinking, learning, and communication skills of the learning assistants themselves.



8:45–9:45
OPTION C

Faculty Presentations: Critical Thinking: Challenges and Strategies

CBI-220

- **Challenges to Promote Critical Thinking in Accounting/Finance Classes**
Ji-Eun Lee, Rosen College of Hospitality Management
This presentation will provide better understanding of challenges to promote critical thinking in accounting/finance classes.
- **Ask the Right Questions: A Teacher's Guide to Promoting Critical Thinking**
Roberta Ergle, School of Teaching, Learning & Leadership
Come participate in a short activity to learn how to enrich students' critical-thinking skills through effective questioning techniques.
- **Make Me Think. I Dare You!**
Cynthia Hutchinson, School of Teaching, Learning & Leadership
In this presentation, participants will experience a critical-thinking strategy that may be applied in any discipline that will help students meet course goals while fitting their own teaching philosophies and individual personalities.
- **Critical Thinking Starts from Asking Good Questions**
Juhee Kang, Rosen College of Hospitality Management
Open-ended questions can lead to students' critical thinking.

10:00–11:00

Faculty Forum

CB2-204 (Remember, this is Classroom Building 2!)

11:15–12:15

Small Group Time

Assigned Classrooms

12:15–1:15

Lunch with Small Groups (Provided)

CBI-207



1:15–2:00
OPTION A

Special Presentations
CB1-202

- **Think Tank: Teaching Writing Better in Online and Mixed-Mode Courses**
Pavel Zemliansky, Writing & Rhetoric; Lindee Owens, Writing & Rhetoric; Steffen Guenzel, Writing & Rhetoric
The presenters will help participants develop practical and immediately applicable strategies and techniques for incorporating more effective writing instruction in online and mixed-mode courses.

1:15–2:00
OPTION B

Special Presentations
CB1-205

- **Inclusive Teaching Practices**
Adam Meyer, Student Disability Services
How does course design influence student learning? The purpose of this session will be to ponder ways to design courses that are inclusive for all types of learners.

2:15–3:15
OPTION A

Faculty Presentations: Assessment for Course Evaluation and Workforce Preparedness
CB1-202

- **Meaningful Assessment of Student Learning: Managing Writing Assessment Peer Reviews inside a Canvas Webcourse**
Lisa Mills, Film
Leading is doing more than telling people what to do. It is also evaluating the work of people you lead, and with the use of Canvas peer review tools and rubrics, students can learn how best to evaluate their classmates' work with specific, constructive comments that go beyond "good job!" and "nice work!"
- **Competency-Based Course Project Evaluation: Linking Course Activities to Institutional Effectiveness**
Naim Kapucu, School of Public Administration
The participants in this presentation will learn how to link specific course objectives, program competencies, and institutional effectiveness outcomes.

- **Meaningful Assessment of Student Learning in Mathematics: Preparing for the Florida Teacher Certification Examination**
Junie Albers-Biddle, School of Teaching, Learning & Leadership
A meaningful assessment of student learning in mathematics will be developed to prepare preservice teachers to take the Math Subtest of the Florida Teacher Certification Examination for Pre-K/Primary Certification.
- **Assessing Student Learning of Science Content and Teaching Practices in the Early Childhood Development and Education Program**
Deirdre Englehart, School of Teaching, Learning & Leadership
Faculty will get a sense of early childhood preservice teachers' understanding of science content and how we can strengthen it to prepare them for teaching children.

2:15–3:15
OPTION B

Faculty Presentations: Collaborative Learning: From Facilitation to Assessment
CBI-205

- **Assessing Student Learning: Collaborative Approach to Assessment**
Dalena Dillman Taylor, Child, Family & Community Services
This presentation will focus on empowering students in the assessment of their learning through collaboratively developed rubrics by the faculty and the students.
- **Facilitating Group Cohesion inside and outside of the Classroom**
Chrysalis Wright, Psychology
This presentation will focus on the pros and cons of group work for both faculty and students.
- **How Do Students Form Groups? A Social Network Analysis of Student Group Behavior**
Qian Hu, School of Public Administration
This presentation will discuss strategies to diversify group composition and improve group performance.

2:15–3:15
OPTION C

Faculty Presentations: Real-World Applications and Analysis to Promote Critical Thinking

CBI-220

- **Integrating Environmental Sustainability as a Cultural Study across Disciplines**
Kimiko Akita, Nicholson School of Communication
Fellow faculty members will learn how they can incorporate the cultural study of environmental sustainability into their courses.
- **Restaurant Marketing Case Studies: Promoting and Assessing Critical Thinking through Inquiry**
Manuel Rivera, Rosen College of Hospitality Management
This presentation will examine the appropriateness of the use of case studies as teaching strategies to promote critical thinking in restaurant marketing.
- **Critical Thinking and Controversial Content: Teaching Student Filmmakers to Provoke Responsibly**
Andrew Gay, School of Visual Arts & Design
This presentation will explore writing-based teaching strategies for dealing with controversial or problematic student-created content in the arts.
- **Critical Engagement with Published Research in the Classroom**
Stephanie Vie, Writing & Rhetoric
Faculty members will take away an example of an activity that can be modified to fit their teaching that will help students critically assess published scholarship.



FRIDAY DECEMBER 13TH



- 8:30–8:45 Coffee
 CB1-207
- 8:45–9:00 Opening Session
 CB1-218
- 9:00–10:15 Small Group Time
 Assigned Classrooms
- 10:30–12:30 Showcase
 CB2-206

