



# *2015 Winter Faculty Development Conference*

*December 16<sup>th</sup>-18<sup>th</sup>*



# Conference at a Glance

<b>Wednesday, December 16th</b>	
8:30–8:45	Coffee CBI-207
8:45–9:05	Opening Session CBI-307
9:15–10:15	Small Group Time
10:30–11:30	Peer Review Sessions
11:40–12:30	Plenary: Student Well-Being and Predictive Analytics CBI-307
12:30–1:15	Working Lunch CBI-307
1:30–2:30	Peer Review Sessions
2:45–4:00	Plenary: Handling Classroom Emergencies CBI-104

<b>Thursday, December 17th</b>	
8:45–9:00	Coffee CBI-207
9:00–10:15	Plenary: General Education and Diversity CBI-104
10:30–11:30	Peer Review Sessions
11:30–12:30	Lunch <i>Pizza available in</i> CBI-207
12:30–1:30	Peer Review Sessions
1:45–2:30	Think Tank Sessions: Hot Topics in Higher Education
2:45–3:45	Peer Review Sessions
3:50–4:30	Small Group Time

<b>Friday, December 18th</b>	
8:30–8:45	Coffee CBI-104
8:45–9:00	Opening Session CBI-104
9:00–10:00	Small Group Time
10:00–12:00	Showcase CBI-104



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# WELCOME

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Welcome to the 2015 Winter Faculty Development Conference. We're happy you're here!

During the conference, you'll participate in several kinds of sessions. Remember that you're expected to attend all scheduled events; please sign in during each session.

**Small group meetings** will be held throughout the conference. You'll work with a pre-assigned interdisciplinary team of colleagues (see pages 2–3 for group assignments) to discuss a variety of topics and prepare for the Friday showcase. Instructions are included in your handout.

The conference will feature three **Plenary Sessions**:

- Wednesday from 11:40 to 12:30, **Student Well-Being and Predictive Analytics**
- Wednesday from 2:45 to 4:00, **Handling Classroom Emergencies**
- Thursday from 9:00 to 10:15, **General Education and Diversity**

**Faculty peer review sessions** will feature eight-to-nine-minute presentations about your assignment or teaching strategy, followed by workshop and conversation. You are welcome to attend any of the sessions offered during each time slot, which will be moderated by a respondent.

**Hot Topics in Higher Education** will be held on Thursday to provide a chance to discuss various topics of relevance to UCF faculty.

On Friday, all participants will make presentations in small groups at the **Conference Showcase** in CB1 Room 104.

Reminder:

- Please complete your conference evaluations and submit them at the close of the showcase. Your feedback will help shape future events.
- Use the Twitter hashtag **#UCFWFDC2015** to tweet information relating to the Winter Faculty Development Conference.



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## SMALL GROUPS

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### GROUP 1

*CBI-301*

Leslie Connell, Management  
Elena Flitsiyan, Physics  
Su-I Hou, Health Management and Informatics  
Scott Launier, Writing and Rhetoric  
Jeff Reinking, Accounting  
Mary Tripp, Writing and Rhetoric  
Staci Zavattaro, Public Administration

### GROUP 2

*CBI-308*

Robert Cassanello, History  
Yumani Davis, Writing and Rhetoric  
Martha Garcia, Modern Languages and Literatures  
Alisha Janowsky, Psychology  
Mark Kamrath, English  
Frank Tamberelli, Business Administration  
Stacy Van Horn, Counselor Education

### GROUP 3

*CBI-309*

Martha Brenckle, Writing and Rhetoric  
Peter Jacques, Political Science  
Murat Kizildag, Rosen College of Hospitality Management  
Megan Lambert, Writing and Rhetoric  
Beatriz Reyes-Foster, Anthropology  
Ann Shillingford-Butler, Counselor Education  
Carlos Valdez, Marketing

### GROUP 4

*CBI-103*

Roberta Ertle, School of Teaching, Learning, and Leadership  
Marcella Farina, Modern Languages and Literatures  
Varadraj Gurupur, Health Management and Informatics  
Susan Jardaneh, English  
Melissa Pompos Mansfield, Writing and Rhetoric  
Chrysalis Wright, Psychology  
Lihua Xu, Educational and Human Sciences



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## SMALL GROUPS

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### GROUP 5

*CBI-212*

Tarek Buhagiar, Economics  
Elizabeth Horn, School of Performing Arts  
Albert Liu, Health Management and Informatics  
Sandra Sousa, Modern Languages and Literatures  
Marla Toyne, Anthropology  
Jessica Waesche, Psychology  
Keri Watson, School of Visual Arts and Design  
Pavel Zemliansky, Writing and Rhetoric

### GROUP 6

*CBI-218*

Steven Berman, Psychology  
Patricia Farless, History  
Natasha Jones, Writing and Rhetoric  
Barry Mauer, English  
Elsie Olan, School of Teaching, Learning, and Leadership  
Gino Perotte, Nicholson School of Communication  
Erin Saitta, Chemistry

### GROUP 7

*CBI-220*

James Clark, History  
Richelle Joe, Child, Family, and Community Sciences  
Jane Moody, English  
Nicole Olcese, School of Teaching, Learning, and Leadership  
Lindee Owens, Writing and Rhetoric  
Nicholas Shrubsole, Philosophy  
Daniel Stephens, Public Administration

### GROUP 8

*CBI-105*

S. Kent Butler, Child, Family, and Community Sciences  
Gordon Henry, Integrated Business  
Randy Hewitt, School of Teaching, Learning, and Leadership  
David Mitchell, Public Administration  
Stacy Tanner, Philosophy  
Laurie Uttich, English  
Stephanie Wheeler, Writing and Rhetoric

8:30–8:45

Coffee

*CB1-207*

8:45–9:05

Opening Session

*CB1-307*

9:15–10:15

Small Group Time

*Assigned Classrooms*

See group lists and locations on pages 2–3.

10:30–11:30

SESSION A

Peer Review Session

*CB1-220*

*Respondent: Rudy McDaniel, College of Arts and Humanities*

- At the Eve of Brazil's Abolition of Slavery (May 13, 1888)  
*Sandra Sousa, Modern Languages and Literatures*
- Role Immersion in Abnormal Psychology  
*Jessica Waesche, Psychology*
- Scaling an Art History Reacting to the Past Game for Use at a Large Public University  
*Keri Watson, School of Visual Arts and Design*

10:30–11:30

SESSION B

Peer Review Session

*CB1-218*

*Respondent: Amy Zeh, Experiential Learning*

- A Strategic Plan Service-Learning Assignment  
*David Mitchell, Public Administration*
- e-Presentation of Service-Learning Project  
*Laurie Uttich, English*
- Developing Service-Learning in My New Communications Course  
*Staci Zavattaro, Public Administration*

10:30–11:30  
SESSION C

Peer Review Session

CB1-212

*Respondent: Ann Miller, Communication*

- Measuring Individual Contributions in Team-Based Assignments in a Flipped Classroom Environment  
*Frank Tamberelli, Business Administration*
- Incorporating Undergraduate Research in the Curriculum: Unique Challenges for Online Instruction  
*Chrysalis Wright, Psychology*
- Organizing and Managing Team Writing Assignments in Canvas  
*Pavel Zemliansky, Writing and Rhetoric*

10:30–11:30  
SESSION D

Peer Review Session

CB1-309

*Respondent: William Phillips, Center for Distributed Learning*

- “I Am a Scholar” Multimodal Project  
*Yumani Davis, Writing and Rhetoric*
- Collaborating with Graduate and Undergraduate Students in Preparing Course Materials in Online Learning Environment  
*Martha Garcia, Modern Languages and Literatures*
- Culture and Communication for Study Abroad Blended Learning  
*Gino Perotte, Nicholson School of Communication*

11:40–12:30

Plenary Session: Student Well-Being and Predictive Analytics

CB1-307

*DeLaine Priest, Associate Vice President, Student Development and Enrollment Services; Ryan Goodwin, UCF University Innovation Alliance Fellow; William Self, Associate Professor, Burnett School of Biomedical Sciences, and Provost's Fellow*

12:30–1:30

Working Lunch

CB1-307

1:30–2:30  
SESSION E

Peer Review Session

CBI-220

*Respondent: Amy Zeh, Experiential Learning*

- Rights, Permissions, and Legal Questions for Oral Histories  
*Robert Cassanello, History*
- Using Shared Document Technology during Observations  
*Marcella Farina, Modern Languages and Literatures*
- Enhancing Interdisciplinary Collaboration among Faculty  
*Daniel Stephens, Public Administration*

1:30–2:30  
SESSION F

Peer Review Session

CBI-218

*Respondent: Pavel Zemliansky, Writing Across the Curriculum*

- Group Project: Case Study  
*Steven Berman, Psychology*
- Student Peer Review  
*Lindee Owens, Writing and Rhetoric*
- Peer Review Stations  
*Stephanie Wheeler, Writing and Rhetoric*

1:30–2:30  
SESSION G

Peer Review Session

CBI-212

*Respondent: Jana Jasinski, College of Graduate Studies*

- Interdisciplinary Article Review on Policy and Program Evaluation  
*Su-I Hou, Health Management and Informatics*
- Twitter Chats in a Graduate-level, Online Education Course  
*Nicole Olcese, School of Teaching, Learning, and Leadership*
- Assignment 4 — Write the Method Section of a Research Paper  
*Lihua Xu, Educational and Human Sciences*



1:30–2:30  
SESSION H

Peer Review Session

CBI-309

*Respondent: Claudia Schippert, Interdisciplinary Studies*

- Multicultural Counseling Portfolio  
*S. Kent Butler, Child, Family, and Community Sciences*
- Reflection  
*Susan Jardaneh, English*
- Writing a New Genre: Helping ACCESS Program  
SOAR Students Write to Publish in a Literary  
Magazine  
*Scott Launier, Writing and Rhetoric*

2:45–4:00

Plenary Session: Handling Classroom Emergencies

CBI-104

*Lori Dunlop-Pyle, Associate Instructor, Mathematics; Jose Vazquez, Assistant Director, Environmental Health and Safety; Valeska Wilson-Cathcart, Counseling and Psychological Services; Ari Schein, Coordinator, Emergency Management; Richard Beary, Chief of Police*

8:45–9:00

Coffee  
CBI-207

9:00–10:15

Plenary Session: General Education and Diversity  
CBI-104  
*Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of Undergraduate Studies; Anthony Jenkins, Senior Associate Vice President, Student Development and Enrollment Services; Representatives from other UCF divisions*

10:30–11:30  
SESSION I

Peer Review Session  
CBI-205  
*Respondent: Diane Chase, Academic Program Quality*

- Peer-Review of Political Science Essays  
*Peter Jacques, Political Science*
- UCF Field Trip Assignments and Policies  
*Mark Kamrath, English*
- Teaching Smart Idiots  
*Barry Mauer, English*

10:30–11:30  
SESSION J

Peer Review Session  
CBI-220  
*Respondent: Keri Watson, School of Visual Arts and Design*

- Key Strategies to Enhance Undergraduate Education in Finance Courses  
*Murat Kizildag, Rosen College of Hospitality Management*
- How to Engage 70 Students Using Mobile Technology  
*Carlos Valdez, Marketing*

10:30–11:30  
SESSION K

Peer Review Session  
CBI-218  
*Respondent: Kelvin Thompson, Center for Distributed Learning*

- Communicating with Students  
*James Clark, History*
- Using Videos to Improve Student Learning Outcomes  
*Varadraj Gurupur, Health Management and Informatics*

- Improving “Line of Sight” between Assignments and Course and Program Objectives  
*Gordon Henry, Integrated Business*
- 10:30–11:30  
SESSION L
- Peer Review Session  
CBI-212  
*Respondent: Claudia Schippert, Interdisciplinary Studies*
- When We Were Six: the Architecture of Gendered Language  
*Martha Brenckle, Writing and Rhetoric*
  - School Commercialization: Enhancing or Undermining Democratic Education  
*Randy Hewitt, School of Teaching, Learning, and Leadership*
- 11:30–12:30
- Lunch  
*Pizza available in CBI-207*
- 12:30–1:30  
SESSION M
- Peer Review Session  
CBI-220  
*Respondent: Diane Chase, Academic Program Quality*
- Book Blog  
*Elsie Olan, School of Teaching, Learning, and Leadership*
  - Literacy Narrative Digital Story  
*Melissa Pompos Mansfield, Writing and Rhetoric*
  - Exhibit Assignment  
*Stacy Tanner, Philosophy*
- 12:30–1:30  
SESSION N
- Peer Review Session  
CBI-212  
*Respondent: Tom Cavanagh, Center for Distributed Learning*
- Career Theory Group Presentations  
*Richelle Joe, Child, Family, and Community Sciences*
  - HeadPhones, Inc. Group Case Study  
*Jeff Reinking, Accounting*
  - Using a Mixed Reality Technology (TeachLive) as a Training Tool to prepare Future School Counselors  
*Stacy Van Horn, Counselor Education*

12:30–1:30  
SESSION O

Peer Review Session

CBI-205

*Respondent: Elizabeth Dooley, Division of Teaching and Learning and College of Undergraduate Studies*

- Theatre for Social Change Practical Application Assignment  
*Elizabeth Horn, School of Performing Arts*
- Collective Listening  
*Natasha Jones, Writing and Rhetoric*
- Reading/Engaging in an Ethnography of Violence  
*Marla Toyne, Anthropology*

12:30–1:30  
SESSION P

Peer Review Session

CBI-218

*Respondent: Baiyun Chen, Center for Distributed Learning*

- Mixed-mode (Face-to-Face/Web-Based) Mini-Studio Labs for Introductory Physics Courses  
*Elena Flitsiyan, Physics*
- An Approach to Teach Statistical Concepts Using Real Data and Simulations  
*Albert Liu, Health Management and Informatics*

1:45–2:30

Hot Topics in Higher Education

CBI-205, CBI-207G, CBI-212, CBI-218, CBI-220

See handout for list of choices.

2:45–3:45  
SESSION Q

Peer Review Session

CBI-220

*Respondent: Aimee deNoyelles, Center for Distributed Learning*

- Microteach Analysis and Reflection  
*Roberta Ergle, School of Teaching, Learning, and Leadership*
- Photovoice Online Graded Discussion Assignment  
*Beatriz Reyes-Foster, Anthropology*
- Literacy and Technology Digital Archive Project  
*Mary Tripp, Writing and Rhetoric*

2:45–3:45  
SESSION R

Peer Review Session

CB1-205

*Respondent: Pavel Zemliansky, Writing Across the Curriculum*

- Profile of a Writer  
*Megan Lambert, Writing and Rhetoric*
- IDS 4934 Final Research Project  
*Jane Moody, English*
- Student-Generated Multiple Choice Questions  
*Nicholas Shrubsole, Philosophy*

2:45–3:45  
SESSION S

Peer Review Session

CB1-218

*Respondent: Melody Bowdon, Faculty Center for Teaching and Learning*

- Closing the Loop  
*Patricia Farless, History*
- Providing Automated Feedback in Large Classes  
*Alisha Janowsky, Psychology*
- Small Group Mentoring in Large Enrollment Courses  
*Erin Saitta, Chemistry*

2:45–3:45  
SESSION T

Peer Review Session

CB1-212

*Respondent: Lisa Peterson, School of Visual Arts and Design*

- Game Theory and Soda  
*Tarek Buhagiar, Economics*
- Course Diagram  
*Leslie Connell, Management*
- Engaging Students in the Flipped Classroom  
*Ann Shillingford-Butler, Counselor Education*

3:50–4:30

Small Group Time

*Assigned Classrooms (see pages 2–3)*



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FRIDAY DECEMBER 18<sup>TH</sup>

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- 8:30–8:45      Coffee  
                    *CBI-104*
- 8:45–9:00      Opening Session  
                    *CBI-104*
- 9:00–10:00     Small Group Time  
                    *Assigned Classrooms (see pages 2–3)*  
                    Prep for Showcase.
- 10:00–12:00    Showcase  
                    *CBI-104*





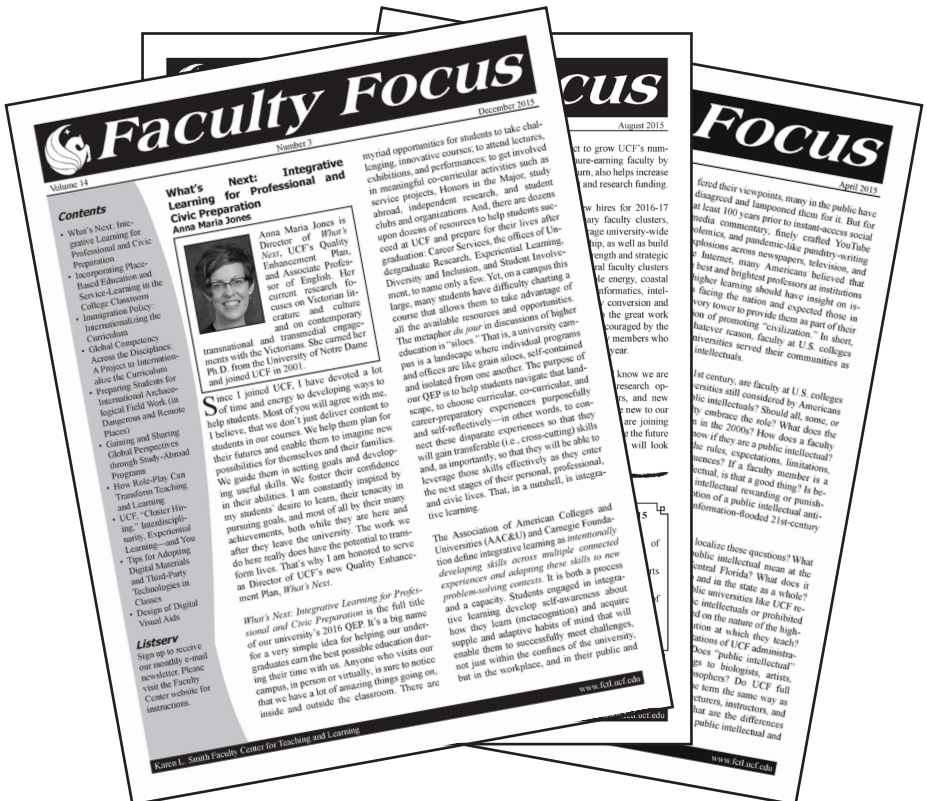
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## NOTES

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The *Faculty Focus* newsletter is a venue for sharing your teaching experiences or opinions on subjects relevant to UCF and higher education. It is published one or more times per semester and is distributed to all UCF faculty members. We at the Faculty Center encourage you to help us foster scholarly community at UCF by contributing to the *Faculty Focus*. The deadline for submissions is mid-February for the spring semester, mid-July for the summer semester, and mid-October for the fall semester. Contact us with any questions or ideas that you may have.



**Faculty Focus**  
December 2015  
Volume 14 Number 3

**Contents**

- What's Next: Integrative Learning for Professional and Civic Preparation
- Incorporating Place-Based Education and Service-Learning in the College Classroom
- Integration Policy: Internationalizing the Curriculum
- Global Competency Across the Disciplines: A Project to Internationalize the Curriculum
- Preparing Students for International Archival Logical Field Work (in Dangerous and Remote Places)
- Gaining and Sharing Global Perspectives
- How Role-Play Can Transform Teaching and Learning
- UCF, "Character Learning," Interdisciplinary Learning—and You
- Tips for Adopting Digital Materials and Third-Party Technologies in Class
- Design of Digital Visual Aids

**Listserv**

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**What's Next: Integrative Learning for Professional and Civic Preparation**  
Anna Maria Jones

Anna Maria Jones is Director of What's Next, UCF's Quality Enhancement Plan, and Associate Professor of English. Her current research focuses on Victorian literature and culture and on contemporary and transnational engagement with the Victorians. She earned her Ph.D. from the University of Notre Dame in 2001.

Since I joined UCF, I have devoted a lot of time and energy to developing ways to help students. Most of you will agree with me, I believe, that we don't just deliver content for students in our courses. We help them plan their futures for themselves and their families. We guide them in setting goals and developing useful skills. We foster their confidence in their abilities. I am constantly inspired by my students' desire to learn, all by their many pursuing goals, and most of them are here and achieve them at the university. The work we do here really does have the potential to transform lives. That's why I am honored to serve as Director of UCF's new Quality Enhancement Plan, What's Next.

**What's Next: Integrative Learning for Professional and Civic Preparation** is the fall title of our university's 2016 QEP. It's a big name for a very simple idea for helping our undergraduates earn the best possible education during their time with us. Anyone who visits our campus, in person or virtually, is sure to notice that we have a lot of amazing things going on inside and outside the classroom. There are myriad opportunities for students to take challenging, innovative courses; to attend lectures, exhibitions, and performances; to get involved in meaningful co-curricular activities such as service projects; Honors in the Major, study abroad, independent research, and student success organizations. And, there are dozens upon dozens of resources to help students succeed at UCF and prepare for their lives after graduation. Career Services, Experiential Learning, Undergraduate Research, and Student Involvement and Inclusion, to name only a few. Yet, on a campus this large, many students have difficulty charting a course that allows them to take advantage of all the available resources and opportunities. The metaphor *du jour* in discussions of higher education is "silos." That is, a university campus is a landscape where individual programs and offices are like grain silos, self-contained and isolated from one another. The purpose of our QEP is to help students navigate that landscape, to choose curricular, co-curricular, and career-preparatory experiences purposefully and self-effectively—in other words, to connect these disparate experiences so that they meet these disparate experiences so that they will gain importantly, so that they will be able to leverage those skills effectively as they enter the next stages of their personal, professional, and civic lives. That, in a nutshell, is integrative learning.

The Association of American Colleges and Universities (AAC&U) and Carnegie Foundation define integrative learning as *intentionally developing skills across multiple connected areas and adapting these skills to new problem-solving contexts*. It is both a process and a capacity. Students engaged in integrative learning develop self-awareness about their own strengths and weaknesses and acquire the skills and adaptive habits of mind that will enable them to successfully meet challenges, not just within the confines of the university, but in the workplace, and in their public and

to grow UCF's mission-earning faculty by also helps increase and research funding.

for hires for 2016-17 faculty clusters, large university-wide stip, as well as build length and strategic faculty clusters. The energy, coastal formations, interdisciplinary conversion and the great work encouraged by the members who bear.

know we are research opportunities, and new to you are joining in the future will look

list century, are faculty at U.S. colleges are intellectuals? Should all some, or in the 2000s? How does a faculty know if they are a public intellectual? the rules, expectations, limitations, actual. Is that a good thing? Is becoming of a public intellectual information-flooded 21st-century

visualize these questions? What public intellectual mean at the central Florida? What does it mean in the state as a whole? Are intellectuals like UCF people on the nature of the high-achievers of UCF administrators? Do UCF full professors, artists, we form the same way, as full professors, instructors, and that are the differences public intellectual and

Karen L. Smith Faculty Center for Teaching and Learning