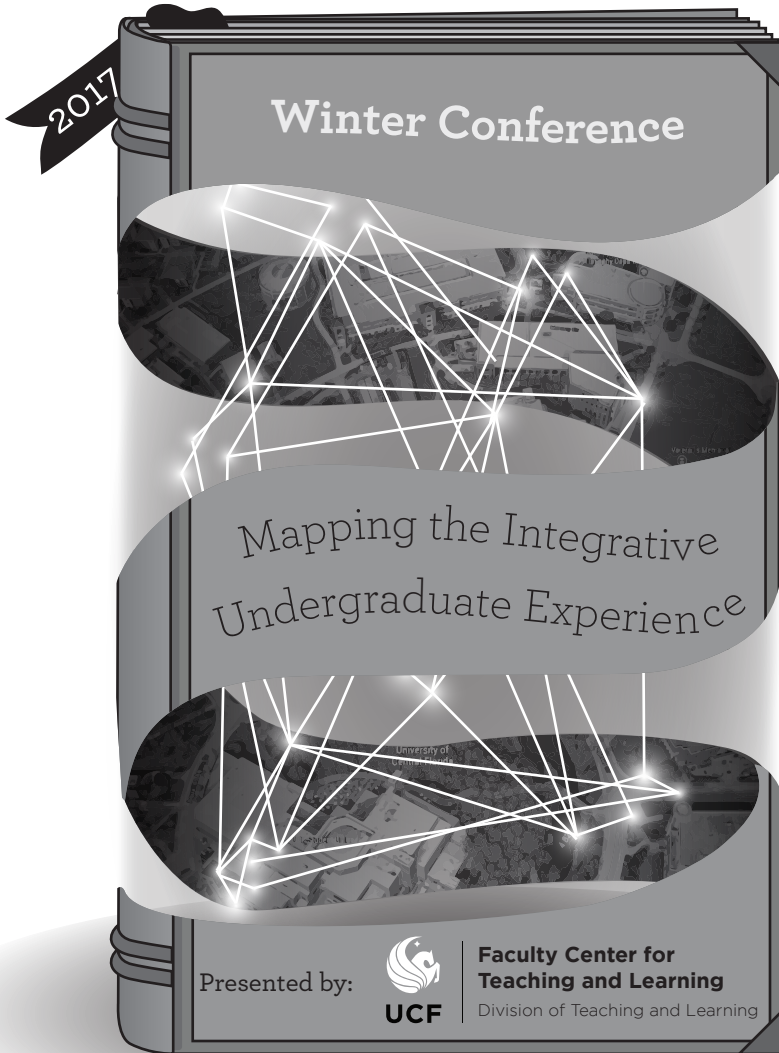


Winter Faculty Development Conference



Conference at a Glance

Monday, December 11th	
8:45–9:00	Coffee <i>CBI-103</i>
9:00–10:00	Opening Plenary <i>CBI-103</i>
10:10–11:10	Small Group Time
11:20–12:15	Think Tank Sessions
12:15–1:15	Lunch <i>CBI-103</i>
1:15–2:30	Student Plenary <i>CBI-103</i>
2:45–3:45	Faculty Presentations

Tuesday, December 12th	
8:45–9:00	Coffee <i>CBI-103</i>
9:00–10:00	Plenary
10:10–11:10	Small Group Time
11:20–12:20	Faculty Presentations
12:20–1:20	Lunch <i>CBI-103</i>
1:30–2:30	Faculty Presentations
2:45–3:45	Faculty Presentations

Wednesday, December 13th	
9:00–9:15	Coffee <i>CBI-103</i>
9:15–9:30	Opening Session <i>CBI-103</i>
9:30–11:15	Plenary Experience <i>CBI-103</i>
11:15–12:00	Reception

WELCOME



Welcome to the 2017 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.

In addition to three plenary events, you'll attend:

- **Small group meetings** in which 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 a final deliverable. Instructions will be provided by your group leader.
- **Faculty presentation sessions** featuring the eight-to-ten-minute presentations each of you proposed when you applied for the conference. You are welcome to attend any of the sessions offered during each time slot. Timekeepers will be assigned for each session, so please remember to stick to the time limits and leave time for discussion.
- **Think Tanks** on topics in higher education will be held on Monday. These sessions will allow you to provide feedback to a variety of UCF entities on ongoing initiatives. Location and topic information will be provided in a handout.

Reminder:

- Please complete your conference evaluations and submit them at the close of the conference. Your feedback will help shape future events.
- Use the Twitter hashtag **#UCFWFDC2017** to tweet information relating to the Winter Faculty Development Conference.





SMALL GROUPS

GROUP 1

CBI-113

Matt Bryan, Writing and Rhetoric
S. Kent Butler, Child, Family, and Community Services
Leslie Connell, Integrated Business
Neil Duncan, Anthropology
Ann Gleig, Philosophy
Holly McDonald, School of Performing Arts

GROUP 2

CBI-117

Cheryl Briggs, School of Visual Arts and Design
Gregg Buckingham, Public Administration
Jamila Kareem, Writing and Rhetoric
Albert Liu, Health Management
Beatriz Reyes-Foster, Anthropology
Jeannine Viau, Philosophy

GROUP 3

CBI-119

Joey Fanfarelli, School of Visual Arts and Design
Su Gao, School of Teaching, Learning, and Leadership
Alisha Janowsky, Psychology
Brenda Peynado, English
Mary Tripp, Writing and Rhetoric
Chia-Yuan Yu, Public Administration

GROUP 4

CBI-205

Dana-Marie Dennis, Chemistry
Patty Farless, History
Murat Kizildag, Hospitality Services
Ana Leon, School of Social Work
Peter Telep, English
Jackie Towson, Communication Sciences and Disorders

SMALL GROUPS



GROUP 5

CBI-122

Stacy Barber, Anthropology
Martha Brenckle, Writing and Rhetoric
Robert Cassanello, History
Ann Miller, Nicholson School of Communication
Richard Plate, Interdisciplinary Studies
Stacy Tanner, Philosophy

GROUP 6

CBI-207G (Conference Room)

Nicole Damico, School of Teaching, Learning, and Leadership
Amy Darty, History
Suzy Jardaneh, English
Hansen Mansy, Mechanical and Aerospace Engineering
Kyle Riding, Health Professions
Nick Shrubsole, Philosophy

GROUP 7

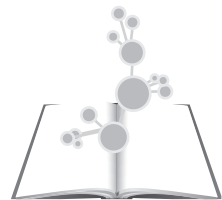
CBI-212

Steven Berman, Psychology
Michelle Dusseau, Nicholson School of Communication
Steffen Guenzel, Writing and Rhetoric
Elizabeth Horn, School of Performing Arts
Hui Li, Public Administration
Sandra Sousa, Modern Languages and Literatures

GROUP 8

CBI-218

Jim Clark, History
Martha Garcia, Modern Languages and Literatures
Megan Lambert, Writing and Rhetoric
Tamra Legron-Rodriguez, Chemistry
Brittney Wells, Health Professions
Bruce Wilson, Political Science





MONDAY, DECEMBER 11

- 8:45–9:00 **Coffee**
CB1-103
- 9:00–10:00 **Opening Plenary**
CB1-103
This opening session will include a discussion of the emerging model for mapping UCF's general education program.
- 10:10–11:10 **Small Group Time**
Assigned Classrooms
See group lists and locations on pages 2–3
- 11:20–12:15 **Think Tank Sessions**
See handout for details
- 12:15–1:15 **Working Lunch: Naming Faculty Needs and Assets**
(RSVP Required)
CB1-103
Attendees will discuss current faculty-facing assets available for addressing secondary trauma as well as gaps in current resources, services, and spaces. By the end of the session, the whole group will leave with a draft of a university-wide faculty asset map. Lunch will be provided for attendees who have registered in advance.
- 1:15–2:30 **Plenary Session—GEP: The Student Perspective**
CB1-103
Shaelyn Hammel, Sara Nystrom, and Jayde Reid
This session will feature insights and observations by current and former students in UCF's general education program.
- 2:45–3:45
SESSION A **Faculty Presentations—Incorporating Research and Other High-Impact Practices**
CB1-103
- **Research Coaches: Incorporating High Impact Learning in First-Year GEP Courses**
Mary Tripp, Writing and Rhetoric
 - **Developing Community Connections through Course-Related Service**
Michelle Dusseau, Nicholson School of Communication
 - **Scaffolded Writing Assignments in a Junior-Level Forensic Science Course**
Dana-Marie Dennis, Chemistry



2:45–3:45
SESSION B

Faculty Presentations—Bringing Interactive Practices into Your Course

CB1-120

- Integrative Learning Projects in Public Administration
Gregg Buckingham, Public Administration
- Mapping the Integrative Undergraduate Experience through Archaeology: The Past is Relevant for the Future
Neil Duncan, Anthropology
- Incorporating “Sustainability” into the Curriculum to Emphasize Interdisciplinary Connections
Richard Plate, Interdisciplinary Studies

2:45–3:45
SESSION C

Faculty Presentations—Technology for Meaningful Learning Experiences

CB1-122

- Learning through Targeted History Adventures: One Instructor’s Guide to the Learning Multiverse
Amy Darty, History
- The Advantages of Online Textbooks
Jim Clark, History
- Redesign for Large, Online GEP American National Government Course
Bruce Wilson, Political Science

2:45–3:45
SESSION D

Faculty Presentations—Applying Thoughtful Analysis and Inclusive Practices

CB1-205

- Role-Playing in Fiction Writing
Suzy Jardaneh, English
- The Power of Theory in GEP Courses
Nick Shrubsole, Philosophy
- Interrogating Racialized Writing Practices to Prepare First-Year Writing Students for University-Level Writing Standards and Intellectual Inquiry
Jamila Kareem, Writing and Rhetoric





TUESDAY, DECEMBER 12

- 8:45–9:00 **Coffee**
CBI-103
- 9:00–10:00 **Plenary: General Education and Transfer Students**
CBI-103
Carl Creasman and Sidra Van De Car, Valencia College East
This session will feature insights and observations by colleagues from Valencia College.
- 10:10–11:10 **Small Group Time**
Assigned Classrooms
See group lists and locations on pages 2–3.
- 11:20–12:20 **Faculty Presentations—Preparing for Life after**
SESSION E **Graduation**
CBI-103
- **Integrative Learning Across the Anthropology Curriculum**
Stacy Barber, Anthropology
 - **Am I Ready Yet? Utilizing Integrative Learning to Prepare Seniors for the Helping Professions**
Ana Leon, School of Social Work
 - **Integrative Internship Experiences in Forensic Science**
Tamra Legron-Rodriguez, Chemistry
- 11:20–12:20 **Faculty Presentations—Rethinking Writing in the**
SESSION F **Academic Environment**
CBI-120
- **Old Genre, New Times: Teaching Students to Essay in 2017 and Beyond**
Matt Bryan, Writing and Rhetoric
 - **Teaching Coding Students to Navigate Multidisciplinary Spaces**
Joey Fanfarelli, Digital Media
 - **How to Enhance Writing Skills Using Writing Portfolios**
Chia-Yuan Yu, Public Administration



11:20–12:20
SESSION G

Faculty Presentations—Technology Assignments
and 21st-Century Skills
CBI-122

- Using a Video-Based Assignment to help Health Science Students Enhance Communication Skills
Kyle Riding, Health Professions
- Learning from Fiction? Practicing Problem-Solving Proficiency and reflection through Fictional Situations in Novels and Theatre
Martha Garcia, Modern Languages and Literatures
- Mindfulness in the 21st Century: Contemplative Social Media Integration with Teacher Candidates
Nicole Damico, School of Teaching, Learning, and Leadership

11:20–12:20
SESSION H

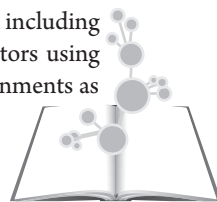
Faculty Presentations—Bringing Research into the
Classroom
CBI-205

- Providing High-Impact Experiences through Undergraduate Research
Jackie Towson, Communication Sciences and Disorders
- Getting Students Psyched about More than Just Psychology
Alisha Janowsky, Psychology
- How to Expose Undergraduate to What is “Original” in Original Research
Robert Cassanello, History

12:20–1:20

Lunch: Handbook of Academic Resources for
Integrative Learning
(RSVP Required)
CBI-103

Join us for a free lunch and get information about the opportunity to participate in the creation of an electronic faculty handbook of classroom assignments connecting course/program learning outcomes with career readiness. The QEP-funded project will focus on developing a faculty handbook including assignments from across the university, and instructors using the handbook will be able to select and modify assignments as they see fit.





TUESDAY, DECEMBER 12

1:30–2:30
SESSION I

Faculty Presentations—Reflection Writing and the Undergraduate Experience

CBI-103

- We Must Speak Arts and Humanities
Patty Farless, History
- No Integrative Undergraduate Experience without Accounting for Prior Knowledge
Steffen Guenzel, Writing and Rhetoric
- Animated Storytelling as a Vehicle for Impact
Cheryl Briggs, School of Visual Arts and Design
- Antigone and the 21st Century Undergraduate: Cultivating Socio-Political Literacy through Analogical Reflection
Jeanine Viau, Philosophy

1:30–2:30
SESSION J

Faculty Presentations—Expanding Horizons: Cross-Curricular Communication

CBI-122

- Using Play Scripts to Broaden Student Understanding of Common Human Themes and Diverse Cultures
Holly McDonald, School of Performing Arts
- Introduction of Modular Design and Project-Based Learning in Lab Classes For Mechanical and Aerospace Engineering Students
Hansen Mansy, Mechanical and Aerospace Engineering
- “I Had Never Been to an Art Museum”: High Impact Experiential Learning Exercises
Stacy Tanner, Philosophy
- Learning to Teach English Language Learners through a Science Methods Course: Examinations of Preservice Science Teachers’ Lesson Plans
Su Gao, School of Teaching, Learning, and Leadership



1:30–2:30
SESSION K

Faculty Presentations—Evaluating Sources in the
Age of Information Overload

CB1-205

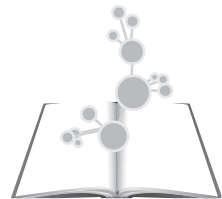
- Public Tragedy, Credible News, and Engaged Citizens
Martha Brenckle, Writing and Rhetoric
- Shaping Students to be Critical Consumers of Information in General Education Courses
Megan Lambert, Writing and Rhetoric
- Preparing Well-Informed Citizens for a Diverse World: Lessons from an Anthropology Classroom
Beatriz Reyes-Foster, Anthropology
- What the Buddha Didn't Say: Peer-Reviewed Sources and Why They Matter
Ann Gleig, Philosophy

2:45–3:45
SESSION L

Faculty Presentations—#Advocacy: Preparing
Students to Have Critical Conversations

CB1-103

- Creating Social Justice Advocates through Integrative Learning Experiences
S. Kent Butler, Child, Family, and Community Services
- Fake News? Helping Students Understand the Difference between Bias, Expertise, and Opinion to Navigate the Dizzying World of Misleading Information
Brenda Peynado, English
- Teaching Students to Think Critically about Social Issues
Steve Berman, Psychology





TUESDAY, DECEMBER 12

2:45–3:45
SESSION M

Faculty Presentations—Navigating the Integrative Undergraduate Experience

CB1-120

- Fostering Integrative Learning through Curriculum and Assessment in an Online Setting
Hui Li, Public Administration
- Integrative Undergraduate Learning Mapping: Learning that Is Greater than the Sum of Its Parts
Murat Kizildag, Hospitality Services
- Identifying Undergraduate Students at Risk for Excess Credit Hours at UCF
Albert Liu, Health Management and Informatics

2:45–3:45
SESSION N

Faculty Presentations—Incorporating Role Play in the Undergraduate Classroom

CB1-122

- Influencing Others: How to Become a Master
Leslie Connell, Integrated Business
- Preparing Students for Dialogue in a Politically Divided Environment
Ann Miller, Nicholson School of Communication
- Integrating Undergraduate Students in Online Courses: The Role Play Experience
Sandra Sousa, Modern Languages and Literatures

2:45–3:45
SESSION O

Faculty Presentations—Integrating Technology and Creativity

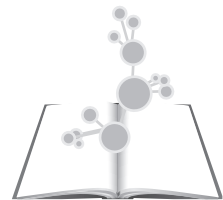
CB1-205

- Game Design Techniques to Create High-Impact Learning Experiences
Peter Telep, English
- Employing Technology and the Arts to Improve Sexuality Education among College Students
Brittney Wells, Health Professions
- “Once In My LIFE”: Communicating Across Generations and Disciplines Using Personal Narratives and Theatre
Elizabeth Horn, School of Performing Arts

WEDNESDAY, DECEMBER 13



- 9:00–9:15 **Coffee**
CBI-103
- 9:15–9:30 **Opening Session**
CBI-103
- 9:30–11:15 **Plenary Experience**
CBI-103
This session will invite participants to synthesize the conference experience and engage with colleagues.
- 11:15–12:00 **Reception**
CBI-103





NOTES

NOTES



**Your Winter Faculty Development Conference is hosted by
the Karen L. Smith Faculty Center for Teaching and Learning and the
UCF Quality Enhancement Plan**

**Thank you to our sponsor:
Florida Consortium of Metropolitan Research Universities**



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RESEARCH UNIVERSITIES**

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