

Winter Faculty Development Conference

Transparency and Authenticity in Teaching

2018



Conference at a Glance

Monday, December 10th	
8:45–9:00	Coffee CBI-207
9:00–10:45	Opening Plenary CBI-307
11:00–12:00	Think Tank Sessions
12:00–1:15	Lunch on Your Own
1:15–2:30	Student Plenary CBI-307
2:45–3:45	Faculty Presentations

Tuesday, December 11th	
8:45–9:00	Coffee CBI-207
9:00–10:00	Faculty Presentations
10:10–11:10	Small Group Time
11:20–12:20	Faculty Presentations
12:20–1:20	Optional Lunch Provided by Top Hat CBI-307
1:30–2:30	Faculty Presentations
2:45–3:45	Faculty Presentations

Wednesday, December 12th	
8:45–9:00	Coffee CBI-207
9:00–10:00	Small Group Time
10:10–11:10	Faculty Presentations
11:15–12:00	Closing Plenary and Reception

WELCOME

Welcome to the 2018 Winter Faculty Development Conference. We're excited you're here!

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

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

- **Small group meetings** in which you'll work with a pre-assigned discipline-based team of colleagues (see pages 2–3 for group assignments) to apply topics discussed to 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 to help us all stick to our time limits and leave time for discussion.
- **Workshop it!** sessions interspersed with faculty presentations. In these sessions, a Faculty Center staff member or staff member from another unit will briefly present tools for creating more transparency and/or authenticity in classes, leaving plenty of time for participants to ask questions and practice applying them.
- **Think tanks** on current issues related to teaching and learning at UCF. These sessions will be held on Monday and will allow you to provide feedback about a variety of ongoing initiatives. Location and topic information will be provided in the opening plenary session.

Reminder:

- Please complete your conference evaluations and submit them at the close of the conference. We use your feedback to help shape future events.
- Use the Twitter hashtag **#UCFWFDC2018** to tweet information relating to the Winter Faculty Development Conference.

SMALL GROUPS

GROUP 1

CB1-307

Steven Berman, Psychology
Michelle Dusseau, Communication
Seth Fendley, Communication
Regina Francies, Communication
Martha Garcia, Modern Languages and Literatures
Alisha Janowsky, Psychology
Shannon Whittten, Psychology

GROUP 2

CB1-205

Nicole Damico, School of Teacher Education
Roberta Ergle, School of Teacher Education
Roberta Fennessy, School of Public Administration
David Mitchell, School of Public Administration
Suzette Myser, School of Public Administration
Daniel Stephens, School of Public Administration
Angela White-Jones, School of Public Administration

GROUP 3

CB1-220

Cristian Alecse, Integrated Business
Cheryl Briggs, School of Visual Arts and Design
Leslie Connell, Integrated Business
Joseph Fanfarelli, Digital Media
Timothy Hawthorne, Sociology
Elizabeth Horn, School of Performing Arts – Theatre
Nikola Mirilovic, Political Science

GROUP 4

CB1-202

Su-I Hou, Health Management and Informatics
Murat Kizildag, Rosen College of Hospitality Management
Iryna Malendevych, Criminal Justice
Cynthia Mejia, Rosen College of Hospitality Management
Richard Plate, Interdisciplinary Studies
Jacqueline Towson, Communication Sciences & Disorders
Sharon Woodill, Interdisciplinary Studies

SMALL GROUPS

GROUP 5

CB1-207G (Conference Room)

Mohammed Daoudi, Chemistry

Dana-Marie Dennis, Chemistry

Alicia Hawthorne, Burnett School of Biomedical Sciences

Tamra Legron-Rodriguez, Chemistry

Matthew Rex, Chemistry

Kyle Riding, Burnett School of Biomedical Sciences

Erin Saitta, Chemistry

Kersten Schroeder, Burnett School of Biomedical Sciences

GROUP 6

CB1-218

Garrett Arban, Writing and Rhetoric

Martha Brenckle, Writing & Rhetoric

Brandy Dieterle, Writing and Rhetoric

Megan Lambert, Writing & Rhetoric

Caitlin Pierson, Writing and Rhetoric

Melissa Pompos Mansfield, Writing and Rhetoric

Emily Proulx, Writing and Rhetoric

GROUP 7

CB1-207 (Main Suite)

Robert Cassanello, History

James Clark, History

Patricia Farless, History

Carolyn Glasshoff, English

David Head, History

Barry Mauer, English

Jane Moody, English/Interdisciplinary Studies

Peter Telep, English

MONDAY, DECEMBER 10

- 8:45–9:00 Coffee
CB1-207
- 9:00–10:45 Opening Plenary
CB1-307
This opening session will include an introduction to the conference theme, presentations by two award-winning faculty members about their own application of transparency and authenticity, and guided exploration of authentic and transparent learning experiences.
- 11:00–12:00 Think Tank Sessions
Details provided at registration.
- 12:00–1:15 Lunch on Your Own
- 1:15–2:30 Student Plenary Session
CB1-307
Tutors in the Writing Center are uniquely positioned to recognize what makes assignments more—or less—transparent and authentic to students. A panel of 3-to-5 tutors will examine sample assignments, explaining student perspectives, identifying strengths and weaknesses, and offering suggestions for revision.
- 2:45–3:45
SESSION A Faculty Presentations—Simulations and Role Play
as Authentic Learning
CB1-205
- Using an IF/THEN Interactive Game Model to Assess Application of Course Learning Objectives in Real-Life Scenarios
Michelle Dusseau, Communication
 - Ideological Perspective Switch
Daniel Stephens, School of Public Administration
 - Using Computer Simulations as Authentic Assessment Tools: An Example from Business
Cristian Alecse, Integrated Business
- 2:45–3:45
SESSION B Workshop It!
CB1-220
- Technology for Active-Learning Spaces
Todd McMahon, Office of Instructional Resources

MONDAY, DECEMBER 10

2:45–3:45
SESSION C

Faculty Presentations—Scaffolding Assignments for
Transparency

CB1-202

- Semi-Structured Research Projects for the Forensic
Chemistry Lab
Tamra Legron-Rodriguez, Chemistry
- The Role of Transparency in Metacognition
Caitlin Pierson, Writing and Rhetoric
- Bridging Theory and Practice: Scaffolding
Authentic Unit Planning for Preservice Teachers
Nicole Damico, School of Teacher Education

2:45–3:45
SESSION D

Faculty Presentations—Developing and
Communicating about Assessment Tools

CB1-307

- Developing an Authentic Competency-Based
Assessment Tool in a Medical Laboratory Science
Course
Kyle Riding, Burnett School of Biomedical Sciences
- Transparency and Authenticity: Student
Constructed Grading Rubrics
Martha Brenckle, Writing & Rhetoric
- Strategies for Preparing and Delivering Authentic
Feedback
Suzette Myser, School of Public Administration

END OF MONDAY SESSIONS

TUESDAY, DECEMBER 11

8:45–9:00

Coffee
CBI-207

9:00–10:00
SESSION E

Faculty Presentations—Peer Review and Group
Work as Transparent Practice
CBI-205

- Transparency in a Project-Focused Course:
Integrating Transparency into Practice Logs, Peer-
Review, Group Exercises, and Lectures to Improve
Learning and Motivation
Joseph Fanfarelli, Digital Media
- The Authentic Learner: TILT, Peer Review and a
Meaningful Undergraduate Research Project
Patricia Farless, History

- Seeing through my Blindspot
Regina Francies, Communication

9:00–10:00
SESSION F

Faculty Presentations—RA Modality and Large
Classrooms
CBI-220

- Classroom Hook Ups: Connecting Classroom
Activities to Real Business
Leslie Connell, Integrated Business
- In Between F2F and Online: Transparency in a
Reduced Seat Time Active World Civilization
Course
Robert Cassanello, History
- A Map App for Learning
Tammy Muhs, Mathematics

9:00–10:00
SESSION G

Workshop it!
CBI-202

- An Overview of the 2018 COACHE Survey Results
and Priority Areas Moving Forward: Faculty
Feedback Opportunity
Dan Murphree, Faculty Excellence

TUESDAY, DECEMBER 11

- 10:10–11:10 **Small Group Time**
Assigned Rooms
See group lists and locations on pages 2–3.
- 11:20–12:20 **Workshop it!**
SESSION H *CBI-205*
- **Strategies for Productive, Meaningful, and Constructive Conversations with Students about Academic Integrity**
Jennifer Wright, Director, Integrity and Ethical Development
- 11:20–12:20 **Faculty Presentations—Enacting Transparency and Authenticity in GEP Courses**
SESSION I *CBI-220*
- **Challenges and Strategies of Innovating Assignments with Transparent Design**
Megan Lambert, Writing & Rhetoric
 - **Why Do We Have to Do This?: Using Transparency to Prepare Students for Future Work at the University**
Emily Proulx, Writing and Rhetoric
 - **What Next?: How Transparency Can Aid in the Transfer of Knowledge and Skills**
Garrett Arban, Writing and Rhetoric
- 11:20–12:20 **Faculty Presentations—Working with Real World Stakeholders**
SESSION J *CBI-202*
- **Interdisciplinary Student-Client Collaboration: Updating the Florida Green Lodging Program's Palm Designation Information Portal**
Jane Moody, English/Interdisciplinary Studies
Cynthia Mejia, Rosen College of Hospitality Management
 - **Engaging Students with Community Stakeholders to Develop Authentic Evaluation Proposals**
Su-I Hou, Health Management and Informatics
 - **Working with Community Partners to Increase Authenticity of Course Content**
Richard Plate, Interdisciplinary Studies

TUESDAY, DECEMBER 11

11:20–12:20
SESSION K

Faculty Presentations—Multiplex Approaches to Authentic Course Design

CBI-218

- Making Meaningful Connections between Theory and Practice with an Authentic and Transparent Assignment in EDF 4467: Learning Theory and Assessment
Roberta Ergle, School of Teacher Education
- Authenticating Transparency: What Have I Learned from This Course?
Martha Garcia, Modern Languages and Literature
- Transparent and Authentic Teaching: Is it Necessary?
Murat Kizildag, Rosen College of Hospitality

12:20–1:20

Optional Lunch and Demonstration Provided by Top Hat

(RSVP Required)

CBI-307

1:30–2:30
SESSION L

Faculty Presentations—Working with Multiple Sections and Labs

CBI-205

- Creating Common Learning Outcomes to Promote Transparency and Authenticity in UCF's Undergraduate Creative Writing Program
Peter Telep, English
- United vision: Leveraging the participation of teaching assistants on a quest for transparency
Erin Saitta, Chemistry
- Laboratory Transparency: Working With Students to Improve Learning
Matthew Rex, Chemistry

TUESDAY, DECEMBER 11

1:30–2:30
SESSION M

Faculty Presentations—Authenticity in
Undergraduate Research
CB1-220

- Providing Authentic Experiences to Students in Communication Sciences & Disorders through Undergraduate Research
Jaqueline Towson, Communication Sciences & Disorders
- The Intentionality of Public Scholarship in Undergraduate Research
Timothy Hawthorne, Sociology
- Creating an Authentic Research Experience in a Large Classroom: Is it Even Possible?
Shannon Whitten, Psychology

1:30–2:30
SESSION N

Faculty Presentations—Making Decisions about
Authenticity in Specific Disciplines
CB1-202

- Pulling Back the Curtain on Public Budgeting: Injecting Authenticity into a Misperceived Course
David Mitchell, School of Public Administration
- Teaching the Cognitive Toolkit in a Content Agnostic Setting
Sharon Woodill, Interdisciplinary Studies
- Technology as a Tool for Transparency and Authenticity in Teaching
Cheryl Briggs, School of Visual Arts and Design
- Authenticity and Transparency in STEM: Journal Article Summary for Neurobiology ZOO 3744
Alicia Hawthorne, Burnett School of Biomedical Sciences

1:30–2:30
SESSION O

Workshop it!
CB1-307

- Canvas Tools to Enhance Transparent Teaching in Webcourses
Shea Silverman and Francisca Yonekura, Center for Distributed Learning

TUESDAY, DECEMBER 11

2:45–3:45
SESSION P

Faculty Presentations—Inquiry- and Problem-Based Learning Approaches

CBI-205

- Redesign Organic Chemistry Course and Assignments for more Transparency
Mohammed Daoudi, Chemistry
- Problem-Based Learning (PBL) in the Lecture Hall
Kersten Schroeder, Burnett School of Biomedical Sciences
- Visualizing the Writing Process and Written Product: Showing Transparent Connections among Assignments, Assessments, and Course Learning Objectives
Melissa Pompos Mansfield, Writing and Rhetoric

2:45–3:45
SESSION Q

Workshop it!

CBI-220

- Teaching Transparently with Technology
Julie Donnelly, Faculty Center for Teaching and Learning

2:45–3:45
SESSION R

Faculty Presentations—Personal and Personality Issues with Transparency and Authenticity

CBI-202

- Email Any Questions ... Just Not During Bath Time: How Openness about Work-Life Balance Builds Authenticity
David Head, History
- Transparency and Class Requirements
Nikola Mirilovic, Political Science
- Measuring and Reflecting Student Personality Types, Beliefs, and Attitudes
Barry Mauer, English

2:45–3:45
SESSION S

Faculty Presentations—Transparency and Authenticity in Writing

CBI-307

- Authentic Learning in Collaborative Writing Courses
Carolyn Glasshoff, English

TUESDAY, DECEMBER 11

- Strategies for Authentic Experiences in Entry Level Script Analysis Course
Elizabeth Horn, School of Performing Arts – Theatre
- Transparency in Writing Assignments in a Junior-Level Forensic Science Course
Dana-Marie Dennis, Chemistry

END OF TUESDAY SESSIONS

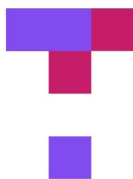
WEDNESDAY, DECEMBER 12

- 8:45–9:00 Coffee
CBI-207
- 9:00–10:00 Small Group Time
Assigned Rooms
See group lists and locations on pages 2–3.
- 10:10–11:10 Workshop it!
SESSION T CBI-205
- Nuts and Bolts of Creating Transparency in Group Assignments and Peer Critiques
Landon Berry, Faculty Center for Teaching and Learning
- 10:10–11:10 Faculty Presentations—Transparency in Online
SESSION U Courses
CBI-220
- Assessment and Transparency in the Online World
James Clark, History
 - Encouraging Transparency within an Online Environment among Non-Traditional Students
Angela White-Jones, School of Public Administration
 - Packback: A Tool for Outsourcing Your Discussion Board in Large Online Classes
Steven Berman, Psychology
- 10:10–11:10 Faculty Presentations—The Challenge of
SESSION V Transparency in Group Projects
CBI-202
- Transparent Grading and Evaluation of Group-Based Projects
Roberta Fennessy, School of Public Administration
 - Transparency in New Course Offerings & Group Work
Seth Fendley, Communication
 - Creating Authentic Learning Environment and Being Transparent About It
Iryna Malendevych, Criminal Justice
- 11:15–12:00 Final Plenary Experience and Reception
CBI-307

NOTES

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

Thank you to our sponsor:



TOP HAT

**For Twitter users, use hashtag #UCFWFDC2018 to tweet information
relating to the Winter Faculty Development Conference.**