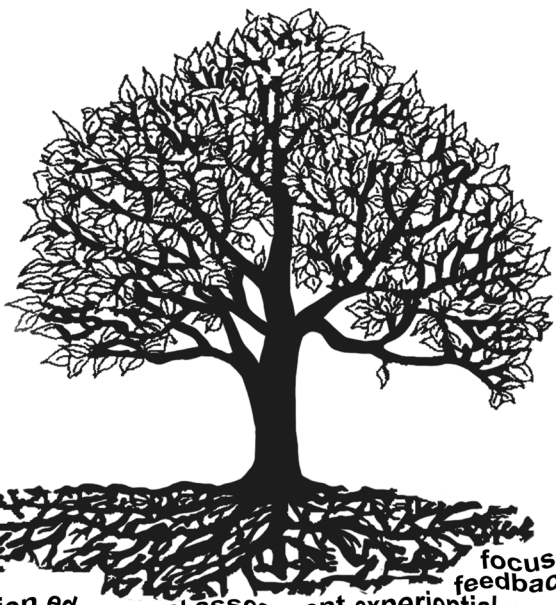


UCF Summer Faculty Development Conference

May 6–9, 2019



collaborative storytelling provide writing create leading interactive experiences application educational assessment experiential rubrics interdisciplinary collaborative storytelling reflections recognition reflection resources critical process digital student address method online discussion engagement innovation questions materials practice exercise storytelling reflections recognition information develop digital include rubrics faculty students teaching learning interdisciplinary collaboration methods UCF courses workshop share work data undergraduate challenges reflection innovation research discuss online education practice application creating adaptive active resources research writing help course time designations presentation participate experience strategies coordinate classroom workshop

Conference at a Glance

	Monday, May 6	Tuesday, May 7	Wednesday, May 8	Thursday, May 9
8:30–9:00	Registration in CB1-104, Coffee and conversation	Coffee and conversation	Coffee and conversation	Coffee and conversation
9:00–9:50	Track Meetings and Registration	Concurrent Sessions (B)	Concurrent Sessions (E)	Concurrent Sessions (H)
10:00–11:15	Keynote Presentation: Susan Ambrose	Concurrent Sessions (C)	Concurrent Sessions (F)	(10:00–10:50) Track time in homerooms
11:30–12:20	Concurrent Sessions (A)	Concurrent Sessions (D)	Concurrent Sessions (G)	(11:00–12:00) Showcase/Reception in Student Union Key West Ballroom
12:30–1:30	Lunch on your own	Lunch on your own	Lunch on your own	
1:30–2:20	Project Time or Workshops	Project Time or Workshops	Project Time or Workshops	
2:30–3:30	Project Time or Workshops	Project Time or Workshops	Project Time	

MONDAY, MAY 6

Welcome to the 2019 UCF Summer Faculty Development Conference. There are a number of initiatives underway across the university to support the transformation of courses and programs with greater emphasis on active learning spaces and integrative, experiential, high impact, active, and adaptive teaching approaches across class size and delivery modality. This summer's conference will provide faculty members with opportunities to learn about those initiatives and to work on transforming specific courses to facilitate student learning and success. Programming will also provide workshops and experiences for faculty members who want to transform their approaches to their own professional development.

In addition to the two plenary events (the keynote on Monday and reception on Thursday), you'll attend:

- Track meetings in assigned homerooms. For the Faculty Center tracks, there are two: 9:00 a.m. on Monday and 10:00 a.m. on Thursday
- Required morning presentations where you will choose from several possible concurrent sessions depending on your interests and needs
- Optional lunch activities that are meant to be fun and informative (see the back cover of the agenda for restaurants that will be open on campus)
- Optional afternoon workshops where you will have guided hands-on practice with various tools and resources
- Networking activity
- Project time during the afternoons to work individually or in teams. You may use any of the following rooms unless they have scheduled activities: 103, 105, 107, 109, 112, 113, 117, 119, 120, 122, 212, 301, 303, 307, 308, 309, 318, 319, 320.

Support staff from the following units will be available to assist you:

Faculty Center for Teaching and Learning

Diversity and Inclusion

Writing Across the Curriculum

Quality Enhancement Plan

Faculty Excellence

Student Development and Enrollment Services

Center for Distributed Learning

Office of Instructional Resources

UCF Libraries

Coffee and Conversation

8:30-9:00

CB1-104 foyer

Track/Cohort Meetings and Registration

9:00-9:50

Faculty Center for Teaching and Learning

<i>Ann Miller</i>	CB1-205
<i>Landon Berry</i>	CB1-103
<i>Julie Donnelly</i>	CB1-220
Pegasus Path and Student Success	CB1-212
<i>Melody Bowdon and Harrison Oonge</i>	
Diversity and Inclusion	CB1-218
<i>Barbara Thompson and Rachel Luce-Hitt</i>	
Writing Across the Curriculum	CB1-119
<i>Paul (Dan) Martin and Steffen Guenzel</i>	
College of Arts and Humanities	CB1-105
<i>Kristin Wetherbee</i>	
Faculty Excellence	CB1-117
<i>Dan Murphree and Fernando Rivera</i>	

Keynote Presentation

10:00–11:15

How Learning Works: Seven Research-Based Principles for Smart Teaching

CB1-104



Dr. Susan Ambrose, Professor of Education and History, is Senior Vice Provost for Educational Innovation at Northeastern University. She is an internationally recognized expert in college-level teaching and learning and has conducted workshops and seminars for faculty and administrators throughout the United States and around the world. She focuses on translating research into practice in the design of curricula, courses, and educational experiences for both undergraduate and graduate students. She earned her Doctorate of Arts in history from Carnegie Mellon University and served as Associate Provost for Education, Director of the Eberly Center for Teaching Excellence, and a Teaching Professor in the Department of History at Carnegie Mellon before joining Northeastern in August 2012. Dr. Ambrose is co-author of four books, most recently *How Learning Works: Seven Research-based Principles for Smart Teaching* (Jossey-Bass, 2010), which has been widely praised for integrating fundamental research in the cognitive sciences and practical application.

Concurrent Sessions

11:30–12:20

A1 Keynote Breakout Session

CB1-103

Susan Ambrose, Northeastern University

Dr. Ambrose will be available for further Q&A.

A2 External Grant Budget Preparation

CB1-105

Kacey Stensrud, College of Arts and Humanities

The grant budget is an expression of your scope of work. Beyond making sure your project needs are met, escalation and standard university rates need to be included. This session will teach you how to create a proposal budget and budget narrative and will discuss both important and often overlooked items related to budget creation.

A3 Formative Feedback and Teaching Writing

CB1-122

Dan Martin and Steffen Guenzel, College of Arts and Humanities

This presentation will focus on feedback and assessment. We will examine how to design formative feedback that improves learning and student engagement with the course.

(A sessions continued on next page.)

A4 **Learning to Teach in the "Sandbox" and other Active Learning Classrooms** CB1-220

Peter Telep and Emily Proulx, College of Arts and Humanities; Dan Stephens, College of Community Innovation and Education; Tamra Legron-Rodriguez and Michelle Dusseau, College of Sciences

Faculty participants from a faculty development cohort at the Faculty Center this spring discuss the challenge of redesigning courses to work in active learning spaces.

A5 **Marchioli Collective Impact Driving Innovation Seminar: PedsAcademy** CB1-205

Megan Nickels, College of Medicine

Dr. Megan Nickels will share strategies and best practices used to develop PedsAcademy, the world's first pediatric school program designed to provide children in hospitals with extraordinary, research-backed educational opportunities specific to their respective disease or condition. Dr. Nickels will focus on the process of taking an idea from conceptualization to innovation, including building partnerships, securing funding, documenting outcomes and impacts, and gaining awards or recognition for the project. During this interactive session participants will have an opportunity to discuss innovations that they are thinking of, get feedback from the group, share what they feel are challenges or impediments, and identify how our institution can better foster innovation to achieve Collective Impact.

Lunch 12:30-1:20

Juggling with Jay Brophy CB1-205
(Bring your own lunch)

James Brophy-Ellison, College of Sciences

During this session participants will actually start to learn to juggle and will leave with their own set of juggling balls. Getting connected and staying connected during the semester will be a central theme of the session. Juggling is a successful method faculty can use to enhance an active learning environment. And it's good for your brain!

Project and Workshop Time 1:30-2:20

Project Time

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions below.

FCTL Track: Workshop It on Conference Deliverable (1:30–3:30)

CB1-103

Staff from the Faculty Center will be on hand to assist you with developing or revising the assignment documents for submission at the end of the conference. This session will last until 3:30.

Workshop It: Explore the New Webcourses@UCF Gradebook

CB1-219

Elisabeth Greenwood, Center for Distributed Learning

This workshop discusses the new Canvas gradebook and highlights changes and coming new features as well as the existing syllabus tool, which helps faculty communicate changes to students and advertise their courses in the UCF Course List. CDL staff will be available to assist faculty with trying out these tools in their own courses.

Project and Workshop Time**2:30–3:30****Project Time**

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions below.

Workshop It: Attendance Made Easy: UCF Here App

CB1-202

Ryan Seilhamer, Digital Learning; Shea Silverman, Center for Distributed Learning

Learn about and try out the new mobile app developed by Digital Learning at UCF to quickly take attendance using Webcourses@UCF and student smartphones. In this session we'll explore the UCF Here app, Webcourses@UCF integration, and have an open discussion about taking attendance in large classes.

TUESDAY, MAY 7

Coffee and Conversation

8:30-9:00

CB1-104

Concurrent Sessions

9:00-9:50

B1 End the Dread: Managing Conflict in Student Teams

CB1-205

Jennifer Sandoval, College of Sciences

Group work teams are a critical part of higher education, but students and instructors alike tend to dread these assignments. A great deal of frustration can come from a lack of preparation to expect and manage conflict. Conflict is inevitable, but it doesn't have to be harmful. This session will introduce communication strategies and assignment guidelines that can empower students to participate in their own conflict management and free instructors from the burden of constant intervention.

B2 Got Adaptive Learning? A Digital Course Redesign Initiative Experience

CB1-103

Lisa Nalbone, Anne Prucha, and Kacie Tartt, College of Arts and Humanities; Jessica Tojo, Center for Distributed Learning

Personalized Adaptive Learning permits students to follow their own unique learning path through the course content based on their needs as learners. Adaptive Learning systems tailor the course content or present new concepts to students based on their individual actions and interactions with and responses to the material presented. In Fall 2018 three Spanish language courses were redesigned with Open Educational Resources (OER) and the Adaptive Learning software application RealizeIt. Two of these courses were piloted in spring 2019. This session will cover strategies and best practices for redesigning a course with Adaptive Learning and will share results from the pilot courses.

B3 Using Critical Reflections for Meaningful Learning

CB1-122

Andrea Berry and Amanda Blom, College of Medicine

Do you use written reflections as a teaching strategy in your course? Did you know that most reflections students prepare lead to little or no learning? In this workshop, the presenters are going to introduce the concept of a critical reflection. Critical reflection is the process of analyzing, questioning, and reframing an experience in order to make an assessment of it for the purposes of learning. As part of the workshop, participants will be given opportunities to design a personalized critical reflection exercise with time for peer and expert feedback.

B4 Developing Evaluation and Assessment Plans

CB1-105

Bonnie Swan, Program Evaluation and Educational Research (PEER), College of Community Innovation and Education

Dr. Swan will share insight and tips about evaluation design for different stages including choosing the right approach, designing methods, agreements, gathering data, and reporting to help demonstrate a project's worth and make a positive difference. She will also share how to frame your ideas by choosing the right approach from many that are available.

Concurrent Sessions**10:00–11:15****C1 Effective and Transparent Assignment Redesign**

CB1-205

Jessica Waesche, College of Sciences; Kersten Schroeder, College of Medicine; Caitlin Pierson and Jennifer Short, College of Arts and Humanities

In this session, you will hear from individual faculty members who are participating in a Course Innovation workshop series to transform elements of their courses for greater student success using evidence-based practices and articulating clearer course expectations.

C2 Open Educational Resources: Lessons Learned from UCF Faculty

CB1-103

Aimee deNoyelles, Center for Distributed Learning; Lana Williams; College of Sciences; and Farrah Cato, College of Arts and Humanities

Surveys distributed at UCF have found that students frequently delay purchasing textbooks or do not purchase them at all, citing high textbook costs. This puts these students at a distinct disadvantage, as access to course materials from day one is associated with higher course performance. One way for faculty to tackle this problem is to adopt, adapt, or create open educational resources (OER) in their courses. OER are resources that are free to the user and openly licensed, giving the user permission to use, modify, and redistribute the works. Examples of OER include digital textbooks, videos, or even entire online courses. In this session, you will be presented with examples of OER by discipline, as well as an overview of a research study recently undertaken at UCF. Also, hear from two faculty who accepted the challenge of creating an OER from scratch.

(C sessions continued on next page.)

C3 Faculty Roles in Student Success: The Pegasus Path and Related Tools

CB1-122

Melody Bowdon, Interim Vice Provost for Teaching and Learning, Interim Dean of the College of Undergraduate Studies, Professor of Writing and Rhetoric, Associate Vice Provost for Academic Innovation and Faculty Initiatives, Associate Dean of the College of Undergraduate Studies; Harrison Oonge, Assistant Dean, Academic Planning, College of Undergraduate Studies

During this session, we will introduce faculty to a new interactive degree-planning tool that integrates with the myKnight Audit and helps guide students through their entire academic program. We will focus on course-sequencing, identifying co-curricular learning experiences, and imagining possible roadblocks or bottlenecks to student success.

C4 Teaching in Active Learning Classrooms

CB1-220

Julie Donnelly, Faculty Center

Active learning classrooms (ALCs) are flexible, student-centered spaces that facilitate the use of active-learning strategies. Faculty on the main and downtown campuses moving into these spaces may recognize the opportunities and challenges associated with teaching in ALCs. In this session, we will address challenges through four important instructional practices that will be impacted by moving to an ALC: implementation of active learning pedagogies, management of physical space, methods of assessment, and adoption of instructional technologies. Please bring a charged device (e.g. computer, tablet, smart phone) that you expect to use for teaching.

Concurrent Sessions**11:30-12:20****D1 Creating High-Impact Courses, Part One: An Introduction to the HIP Course Designation Process**

CB1-205

Kim Schneider, Undergraduate Research; Anna Maria Jones, Quality Enhancement Plan and College of Arts and Humanities; Alicia Hawthorne, College of Medicine; Michael Rovito, College of Health Professions and Sciences; and Service Learning Faculty

UCF has three high-impact course designations: Service-Learning (SL), the newly established Research Intensive (RI), and Integrative-Learning Experience (IE). These designations help faculty highlight their innovative teaching practices and help students seek out high-impact experiences. Part one of this two-part series (see page 10 for part two) offers an introduction to the three course designations and the application process and provides the opportunity for participants to hear from faculty who have successfully created HIP-designated courses.

D2 Using Comics to Enhance the Student Experience

CB1-103

Nathan Holic, College of Arts and Humanities

While comics are often dismissed as a medium for kids, sequential art has been shown to be an effective educational tool, especially for teaching complex concepts and processes, and for creating engagement with difficult ideas and perspectives. Much of our daily communication, in fact, utilizes images and icons in conjunction with text, and many of our classroom documents and platforms—the Canvas learning system, for instance—rely upon the reader to navigate a world of icon and text. This interactive workshop will explore how faculty can take full advantage of comics and sequential art strategies to create syllabi, rubrics, assignment sheets, and course policies that students will actually read (and remember).

D3 iClicker

CB1-122

Robert Parker, Engagement Specialist, iClicker

Keeping students fully engaged is becoming increasingly difficult. Being absolutely certain that every student in your class understands the material is almost impossible. Or, is it? With iClicker you can easily increase student engagement. Asking questions during your lecture and getting a response from every student helps you know if they are on track. Students can use their mobile device or an iClicker remote to respond to your questions. This allows you to immediately adjust your lecture based on the instant feedback. Please join our campus iClicker Specialist, Robert Parker, to learn more.

D4 Requests for SAS Accommodations: There Are Always Two Sides to Every Story

CB1-202

Alisha Janowsky, College of Sciences; Brad Held, Kimberly Foy, and Theda Llewellyn Student Accessibility Services; and Marc Consalo, College of Community Innovation and Education

As faculty members, it is sometimes difficult to know how to respond to students when they request an accommodation based upon a disability. It is hard to know where to draw lines between being polite but also being fair. Ensuring that one does not overstep the limits of what is permissible, versus obtaining enough information to make an informed decision, can sometimes be tricky. This presentation will attempt to raise awareness of the resources offered to faculty by SAS to address this concern and demonstrate best practices on how to interact with students when discussing this topic.

D5 Grant Proposal Writing

CB1-105

Joshua Roney, Office of Research

What makes a good grant proposal? Academic writing differs from grant proposal writing. This session will focus on grantsmanship, the parts of a proposal, tips for proposal writing, and common problems found in proposals.

Lunch**12:30-1:20****The Benefits of Digital Storytelling in the Classroom
(Bring your own lunch)**

CB1-205

Lisa Peterson

During this workshop, you will explore and practice eTelling a story through images and voice. Digital storytelling work is dramatically useful for reflecting critically, synthesizing knowledge, and creating materials that persuasively articulate skills, qualifications, or experiences. Ms. Peterson will provide a brief introduction to digital storytelling and share tips for creating digital stories or incorporating digital storytelling assignments into a range of different courses.

Project and Workshop Time**1:30-2:20****Project Time**

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions below.

Creating High-Impact Courses, Part Two: Get a Head Start on Your Course Designation Application

CB1-205

Anna Maria Jones, Quality Enhancement Plan and College of Arts and Humanities; Aubrey Kuperman, Undergraduate Research; Brooks Pingston, Quality Enhancement Plan; Michael Rovito, College of Health Professions and Sciences; Tamra Legron-Rodriguez, College of Sciences; and Service Learning Faculty

UCF has three high-impact course designations: Service-Learning (SL), the newly established Research Intensive (RI), and Integrative-Learning Experience (IE). These designations help faculty highlight their innovative teaching practices and help students seek out high-impact experiences. In part two of this two-part series (see page 8 for part one), faculty will participate in a hands-on workshop to prepare their applications for one of the three HIP course designations. Faculty experts in the SL, RI, and IE course designations will be on hand to help participants build their application materials. Participants should bring a working draft of a course syllabus to the workshop.

Workshop It: Tech Topics

CB1-202

Presenters from UCF IT and UCF Information Security

During this session, you will be able to circulate around different stations in the room to practice using technologies like OneDrive, Teams, Outlook (junk mail, rules and alerts, etc.), other Office 365 applications, ServiceNow and KnowledgeBase, and UCF Apps. The session will include a presentation on Information Security. A UCF IT staff member will be at each station, present a brief presentation of how the technology works, and answer any questions.

Project and Workshop Time

2:30-3:30

Project Time

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions below.

Workshop It: Modality and Space as (Temporal) Finite Place, while Adapting to Learning Unbounded: A Practitioner's Take on Building Adaptive Courses to Enhance the Traditional Student Experience

CB1-202

Jim Paradiso, Center for Distributed Learning

This session will allow participants to hear a little bit about the adaptive learning landscape and get a hands-on experience with one of UCF's principal adaptive learning systems: Realizeit. From the faculty side, participants will have an opportunity to brainstorm and construct an adaptive course (learning) map, and from the student side, participants will take a short trip through one of UCF's adaptive demo courses.

Workshop It: Quality Online Course Design Workshop

CB1-219

Alyssa Albrecht, Aimee deNoyelles, Charlotte Jones-Roberts, Roslyn Miller, Anchalee Ngampornchai, Corrinne Stull, Nancy Swenson, and Jessica Tojo, Center for Distributed Learning

What are the common components of a quality online course design? In this workshop, we will describe how you and your online course (W, RA, RV, V) can earn a Quality or High Quality badge, as well as recognition at the state level. Begin reviewing an online course of your choosing using CDL's Quality and High Quality course review items, with instructional designers in attendance for further guidance.

Workshop It: Using Collaborative Software Tools in Active Learning Classrooms

CB1-220

Todd McMahon, Office of Instructional Resources; Julie Donnelly, Faculty Center

Active learning and bring-your-own-device (BYOD) are the two major concepts driving classroom (re)design and technology choice on both the main and downtown campuses. Intel Unite is a collaborative tool that lets you and your students easily share, collaborate, and present content from personal devices. This tool will be available in most active learning classrooms (ALCs) by Fall 2019. In this interactive session, we will begin by loading Intel Unite on your device and introducing the features of the tool. Then, we will discuss pedagogies that would be facilitated by the use of Intel Unite, giving you ideas for using the tool in your classroom. Please bring a charged device (e.g., computer, tablet, smart phone) that you expect to use for teaching.

WEDNESDAY, MAY 8

Coffee and Conversation

8:30–9:00

CB1-104

Concurrent Sessions

9:00–9:50

E1 **Paywall: The Business of Scholarship Film Screening and Discussion** CB1-103

Stephen M. Fiore, College of Arts and Humanities

This documentary film focuses on the need for open access to research and scholarship. It questions the rationale behind the billions of dollars that flow yearly into for-profit academic publishers when the work is done by, and paid for, those outside the company. Professor Fiore will lead the discussion on scenes from the movie that address the problems of the current publishing system and the challenges associated with moving to newer publishing models.

E2 **Piazza** CB1-122

Rachel Lam and Krystine Altamira, University Engagement, Piazza

Piazza is an online collaboration platform that improves learning outcomes and boosts participation among students—particularly women and underrepresented minorities. Piazza facilitates interaction among students and instructors in an efficient and intuitive manner, helping students who are stuck on homework problems work through them with the help of their classmates, TAs, and professors.

E3 **Turning Data into Visual Aids: Using Tools You Already Use** CB1-219

Terri Gotschall, UCF Libraries

Visual aids are an easy way to communicate information and data attractively and effectively. Join us for a hands-on session creating simple visuals for your data using tools you probably already use in your daily work! No experience is required - just bring your creativity! We'll provide the computers and some sample data to play with.

E4 **Data Management Plans** CB1-105

Lee Dotson, UCF Libraries

Good data management is the foundation for good research. Today, more and more publishers and funding agencies are requiring researchers to share their data. This session will cover the components of a data management plan and how a DMP fulfills agency requirements.

- E5 Diversity Beyond the Surface: Acknowledging Within-Group Diversity to Achieve Inclusion (9:00–11:00)** CB1-120

Chrystal A. George Mwangi, University of Massachusetts Amherst

Universities create a host of initiatives to successfully enroll and graduate students of racially diverse backgrounds. Yet, these efforts can fall short when students' multiple identities outside of and intersecting with race go unacknowledged. In this session, Dr. George Mwangi will use her research on the educational experiences of Black immigrant and international collegians to complicate how faculty and administrators traditionally frame race, equity, diversity, and internationalization efforts on campus. Participants will discuss how to acknowledge and engage racially minoritized students' multiple dimensions of identity in order to most effectively support their success.

Continues in session F4.

Concurrent Sessions

10:00–11:15

- F1 Rubric Panel** CB1-205

Ann Miller, Faculty Center; Martha Brenckle, College of Arts and Humanities; Adam Parrish and Jessica Waesche, College of Sciences

When are rubrics helpful, how do you develop them, and when is it better to forego rubrics entirely? This panel presents three different perspectives on rubrics (or lack thereof) by faculty members from three different disciplines.

- F2 Self-Regulated Learning in College Students: Challenges and Opportunities** CB1-103

Roger Azevedo, College of Community Innovation and Education

This presentation will discuss challenges experienced by undergraduate students while learning complex instructional materials. The focus will be on sharing theoretically-based and empirically-driven pedagogical approaches to detect, track, model, and support students' monitoring and regulation of key cognitive, affective, metacognitive, and motivational processes. The use of these techniques will be exemplified by the use of advanced learning technologies.

- F3 IRB and Responsible Conduct of Research** CB1-105

Staff from the IRB office will discuss IRB issues and provide an overview of UCF's new online IRB system, Huron Research Suite. CAH staff will discuss issues related to responsible conduct of research.

- F4 Diversity Beyond the Surface: Acknowledging Within-Group Diversity to Achieve Inclusion (9:00–11:00)** CB1-120

Continued from session E5.

(F sessions continued on next page.)

F5 Marchioli Collective Impact Driving Innovation Seminar: PILOT

CB1-122

Robert Borgon, Bill Self, and Nicole Verity, College of Medicine

The presenters will share strategies and best practices used to develop and implement PILOT (Peer Instruction and Laboratory Occupational Training), which provides undergraduate students the unique opportunity to engage in two high impact practices that are typically reserved for graduate students—teaching and conducting original research. The presenters will focus on the process of taking an idea from conceptualization to innovation, including building partnerships, securing funding, documenting outcomes and impacts, and gaining awards or recognition for the project. During this interactive session participants will have an opportunity to discuss possible innovations, get feedback from the group, share what they feel are challenges or impediments, and identify how our institution can better foster innovation.

Concurrent Sessions**11:30-12:20****G1 Peer Reviewing Peer Review: WAC Methods in a Small Cohort CIP**

CB1-205

Landon Berry, Faculty Center; Patty Farless, College of Arts and Humanities; Regina Francies, College of Sciences; and Iryna Malendevych, College of Community Innovation and Education

This panel will discuss how a cohort of three faculty members explored Writing Across the Curriculum (WAC) methods of peer review over the course of a semester, and in the process became its own community of practice. Specific topics to be discussed include: redesigning student assignments, time spent grading student writing, modeling written feedback, and garnering student buy-in.

G2 Whither Strunk and White? Teaching Style & Writing Across the Disciplines

CB1-103

Robert Cassanello, Steffen Guenzel, Eric Rutkow, and Kimberly Voss, College of Sciences

For many years Strunk and White's *The Elements of Style* was the standard for introducing students to grammar and style to improve their writing. In the last decades most writing programs have de-emphasized or abandoned this text for other guides, especially self-created style guides. This panel will be a discussion about what resources we use or strategies we employ to teach style in our respective classes and/or programs.

G3 How to Address Contract Cheating both to Students and on a Course Syllabus

CB1-122

Jennifer Wright, Integrity and Ethical Development

College students have access to many resources throughout their academic career. Some “resources” are not what they appear to be and are violations of UCF’s Rules of Conduct. These “resources” also known as Contract Cheating (GroupMe, Coursehero, Quizlet, Clutch Prep, etc.) have invaded students’ consciousness and our classrooms. Learn how to address Contract Cheating to students to prevent their use and on a course syllabus to include consequences of using such resources. You will also learn of these resources in order to protect your work and create a classroom of integrity.

G4 Successful Research Collaborations

CB1-105

Steve Fiore, College of Arts and Humanities and Institute for Simulation and Training

Science has long recognized the challenges associated with interdisciplinary research—from the tacit norms associated with the discipline-bound university department to the difficulty inherent in communicating and collaborating across disciplines. Despite this fact, we have continually struggled with overcoming the challenges arising from interdisciplinary interaction. This is a particularly complex form of collaborative cognition where knowledge from varied fields needs to be elicited and integrated. In this talk Fiore will discuss interdisciplinary research in the context of team science. He will focus on how team science can support a broad swath of collaborative research of tremendous societal importance.

Lunch

12:30-1:20

**Have Camera, Will Travel
(Bring your own lunch)**

CB1-205

George Bagley, College of Sciences

Grab some lunch and stop by to learn some basics about photography as a hobby or skill. You’ll learn about gear choices and some tips for making good shots.

Project and Workshop Time

1:30-2:20

Project Time

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the conference-at-a-glance page. Alternately, you may participate in scheduled workshop sessions below.

(Workshops continued on next page.)

Workshop It: Share Your Online Teaching Practices with the World!

CB1-219

Alyssa Albrecht, Sue Bauer, Aimee deNoyelles, and Shelly Wyatt, Center for Distributed Learning

Teaching Online Pedagogical Repository (TOPR) is a go-to destination for faculty in search of ideas for online and blended courses. Each entry is highly focused on one teaching practice with a solid description, concrete example(s), relevant professional practice or research literature, and key words connecting to other practices. TOPR is available publicly on the web at <http://topr.online.ucf.edu>.

Have an online strategy you'd like to share? You are invited to engage in a writing session and complete a TOPR entry. We will meet and brainstorm ideas for 15 minutes and then start writing. Selected entries will be featured in the TOPR Press Release for Fall 2019.

Workshop It: Instructional Resources Available at Your Faculty Multimedia Center! (1:30-3:30)

CB1-202

Doug Nevel and Arianna Davis, Office of Instructional Resources

During this hands-on session, you will explore some of the ways to enhance your classroom presentations with today's digital technologies, including the Lightboard, Camtasia Studio, and the Wacom monitor. This session will also provide quick tips for creating accessible media.

Project Time

2:30-3:30

Project Time

Participants will use this time to work on their projects; please coordinate with your track leader. See a list of available rooms on the [conference-at-a-glance page](#).

THURSDAY, MAY 9

Coffee and Conversation

8:30–9:00

CB1-104

Concurrent Sessions

9:00–9:50

H1 Writing Prompts for Online Discussions: Developing an Online Community

CB1-103

Landon Berry, Faculty Center

One major hurdle when teaching online courses is creating opportunities for teacher-student and student-student engagement. Many instructors and students alike lament that online courses “just aren't the same” as face-to-face environments where discussions can feel more impromptu and fluid. In this session, we will explore creating online discussion prompts with the goal of not only facilitating fluid and meaningful discussions, but creating supportive and engaging learning communities as well.

H2 Team-Based Learning: An Interactive Alternative to Lectures

CB1-122

Andrea Berry and Amanda Blom, College of Medicine

Team-Based Learning (TBL) has been introduced as an active, small group learning strategy that can be used with groups as large as 200. Unlike some of the other popular active learning methods (such as Problem-Based Learning), TBL is teacher-directed, good for any skill-based information, and encourages team development. In this workshop, participants will be exposed to Team-Based Learning by participating in a “course” using TBL. Participants will walk away with a solid understanding of the traditional components of the teaching method as well as the opportunity to discuss modifications based on varying goals, objectives and teacher preferences.

H3 Community Challenge Initiative Update: The Florida Prison Education Project

CB1-202

Keri Watson, College of Arts and Humanities

In the Collective Impact Strategic Plan, UCF committed to developing and leading a major initiative to help address a significant community challenge. At the 2018 Faculty Center for Teaching and Learning Summer Conference, UCF faculty, staff, and community stakeholders voted to designate the Florida Prison Education Project (FPEP) a Community Challenge Initiative. At this presentation, FPEP Director Keri Watson will update attendees on what the Florida Prison Education Project achieved in 2018/19, what it plans to accomplish in 2019/20, and ways you and your students can get involved.

Track Time

10:00-10:50

Meet with your track in the rooms listed on page 2.

Reception in Student Union Key West Ballroom

11:00-12:00

All Summer Conference participants are invited for refreshments.

Comments by Melody Bowdon, Interim Vice Provost for Teaching and Learning, Interim Dean of the College of Undergraduate Studies.

Music by Stephanie Rice and John Olearchick.

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Use the Twitter hashtag **#UCFSFDC2019** to tweet information relating to the Summer Faculty Development Conference.

Lunch Options

The following restaurants are open for lunch during the conference:

Student Union and John T. Washington Center	Knights Plaza (by the Arena)
<ul style="list-style-type: none">• Chick-fil-A• Café Bustelo• Huey Magoo's Chicken Tenders• Mrs. Fields'• Panda Express• Qdoba	<ul style="list-style-type: none">• Burger U• Domino's Pizza• Dunkin'• Gringos Locos• Jimmy John's• Subway



Cover art by Marie Brache