# Note about 2020 Summer Event Programming

The regularly scheduled 2020 UCF Summer Faculty Development Conference was cancelled this year due to the closing of campus during the COVID-19 crisis. We created an alternative virtual event, held during the same week, that we called the Faculty Center Virtual Summer Workshop with the theme of "Back to Basics: Rethinking our Pedagogy in Times of Uncertainty."

# 2020 Virtual Summer Workshop

The research is unambiguous about the influence of instruction on student success: quality instruction positively impacts learning, motivation, engagement, pass rates, retention, and overall student satisfaction. Our pedagogical approach combines tested, evidence-based principles with scholarly practices. We emphasize active-learning methods, transparent design, continuous feedback and reflection. We believe in adjusting levels of both prescriptivist and constructivist practices depending on the needs of learners and affordances of learning environments. Over the next five days of the Summer Workshop, "Back to Basics: Rethinking our Pedagogy in Times of Uncertainty," we'll be covering material about five core teaching competencies:

1. Integrated Course Design
2. Assessment and Feedback
3. Student Learning and Motivation
4. Teaching Strategies
5. Course Climate and Classroom Management

## *Integrated Course Design*

The purpose of this module is to advance your understanding of Integrated Course Design—a principle that faculty adhere to when developing courses and planning instruction.

A great body of research has shown that course design can have a significant impact on student motivation, learning, and performance. In short, students become more motivated and engaged when courses are effectively designed and when all of their elements are integrated.

1. Integrated course design principles
2. Backward course design
3. Integrating course elements

## *Assessment and Feedback*

Assessment can be cumbersome and burdensome for faculty. However, assessment is important not only for individual courses but for the institution as a whole. In this unit, we'll present material on two topics related to assessment and feedback:

1. Assessment as Holistic and Transformative
2. Effective Assessment

Plus, we'll review some tools for online assessment.

### Student Learning and Motivation

Many factors influence the choices that teachers make when approaching their craft, including the unique characteristics of our disciplines, our conceptions about teaching and learning, the situational factors of specific classes, as well as our perceptions of those factors. In this module, we will address the "conceptions of teaching and learning" component of the framework by John T. E. Richardson, and we will attempt to broaden our understanding of human learning and motivation in order to have a greater impact on student engagement.

1. Principles of learning
2. Key ideas from the science of learning
3. The cognitive development of undergraduates
4. Motivation for learning
5. Learning principles for the online environment

### Teaching Strategies

After you have developed and articulated your intended learning outcomes for students and designed assessments to measure those outcomes, you will be ready to choose assignments and activities that help students practice using the knowledge and skills they will need to demonstrate their new understanding. The purpose of this module is to give you an opportunity to explore various evidence-based pedagogies that support student learning and to identify strategies that you can implement to help your students achieve the intended outcomes.

In this module, we describe 5 types of teaching strategies and the 3 structures that support them. Explore what interests you most and think about how you could implement these strategies in your course(s).

1. Strategies
   a. Interactive lecture
   b. Writing to learn
   c. Discussion
   d. Inquiry
   e. Experiential learning
2. Structures
   a. Collaborative learning
   b. Flipped classroom
   c. Teaching strategies for the online environment

### Course Climate and Classroom Management

In this unit, we'll present material on five major issues related to building an environment that promotes learning:

1. Course climate
2. Inclusive teaching
3. Teaching the iGeneraton
4. Classroom incivility
5. Climate and civility in the online environment

## Daily Schedule

1. **Coffee and conversation (asynchronous or synchronous—your choice):** We'll begin each day at 8:30 a.m. with a short activity meant to replicate the traditional networking experience of the Summer Conference. We call it, as we always have, "coffee and conversation," and we'll ask you to share a photo or meme with some context that is intended to build rapport with others in our learning community. This networking activity will occur in a Webcourses discussion, and instructions will be found in the assignment description for each day. You can stop by starting at 8:30 to catch other folk in the discussion in real time, or just drop in throughout the day to see what's been posted.

2. **Module overview (asynchronous):** Next, we provide an overview page that describes the competency for the day and presents its objectives.

3. **Module content (asynchronous):** Following that will be a series of Canvas pages that present content through readings, videos, or handouts.

4. **Project time (asynchronous):** Next, we ask that dedicate about an hour each day to working on your proposed project. You'll also have an opportunity each day from 1:00 to 2:00 p.m. to interact with instructional designers and other experts for multimedia support or ideas (see below).

5. **Zoom meeting (synchronous):** Finally, we will meet as a cohort in a Zoom session (3:00–4:00 p.m.) where we will engage with questions about the content for that day and interact with each other live.

We've tried to balance the amount of content in each of the five modules to be as consistent as possible, though we recognize some differences among them due to the nature of the topics addressed. Generally, we estimate around 2.5 hours per day spent on asynchronous content and project time and an additional hour spent daily in the synchronous Zoom session. We've also tried to standardize the workflow for each day to create a sense of predictability for you as you plan out your days.