

Transforming Lives



May 6-8, 2024

Summer Faculty Development Institute



UCF



Welcome!

Welcome to the 2024 Summer Faculty Development Institute, an annual UCF tradition where faculty from across campus network, share, learn, reflect, and revitalize. We invite you to embrace this opportunity to meet new colleagues, form new collaborations, and find inspiration. Students’ educational success is always our primary mission, and that success has the power to transform their lives as well as those around them. Our theme this year calls you to re-imagine what those transformations look like across the many teaching environments at UCF.

Our program includes three plenary sessions, each scheduled for the 10:15 a.m. block. On Monday, UCF’s Paul Dosal, Kimberly Schneider, Kimberly Hardy, and Ryan Goodwin will discuss student success initiatives. On Tuesday, we have Louis E. Newman, author of *Thinking Critically in College: The Essential Handbook for Student Success*. On Wednesday, we hear from UCF’s Steve Kuebler and Jonathan Beever on ethical risks with AI. We begin each day with coffee and informal conversation at 8:30. Registration will occur in your assigned track homerooms (see table below). There are a variety of sessions, generally 60 minutes long followed by 15-minute breaks. Please note that we are required to track attendance. We will distribute sign-in sheets occasionally, including during afternoons.

Many thanks to the Summer Institute Track Partners for their contributions.

Monday lunch provided by  **Hispanic Serving Institution Initiatives**

Tuesday and Wednesday lunches are provided by the Faculty Center. The morning coffee and snacks are provided by Career Services and Experiential Learning.

Track Homerooms

Homeroom	Track name	Lead contact
CB1-103	FCTL1: last name Ahm through Kim	Eric.Main@ucf.edu
CB1-105	FCTL2: last name Kin through Sad	Laurie.Uttich@ucf.edu
CB1-205	FCTL3: last name Sal through Yu	Kevin.Yee@ucf.edu
CB1-122	High Impact Practice	Estrella.Rodriguez@ucf.edu
CB1-107	General Education Program	Wayne.Bowen@ucf.edu
CB1-112	Writing Across the Curriculum	Laurie.Pinkert@ucf.edu
CB1-113	Florida Prison Education Project	Keri.Watson@ucf.edu
CB1-120	Classroom to Careers	Kimberly.Schneider@ucf.edu
CB1-307	Hispanic Serving Institution Initiatives	Cyndia.Muniz@ucf.edu
CB1-109	Undergraduate Learning Assistants	Julie.Donnelly@ucf.edu

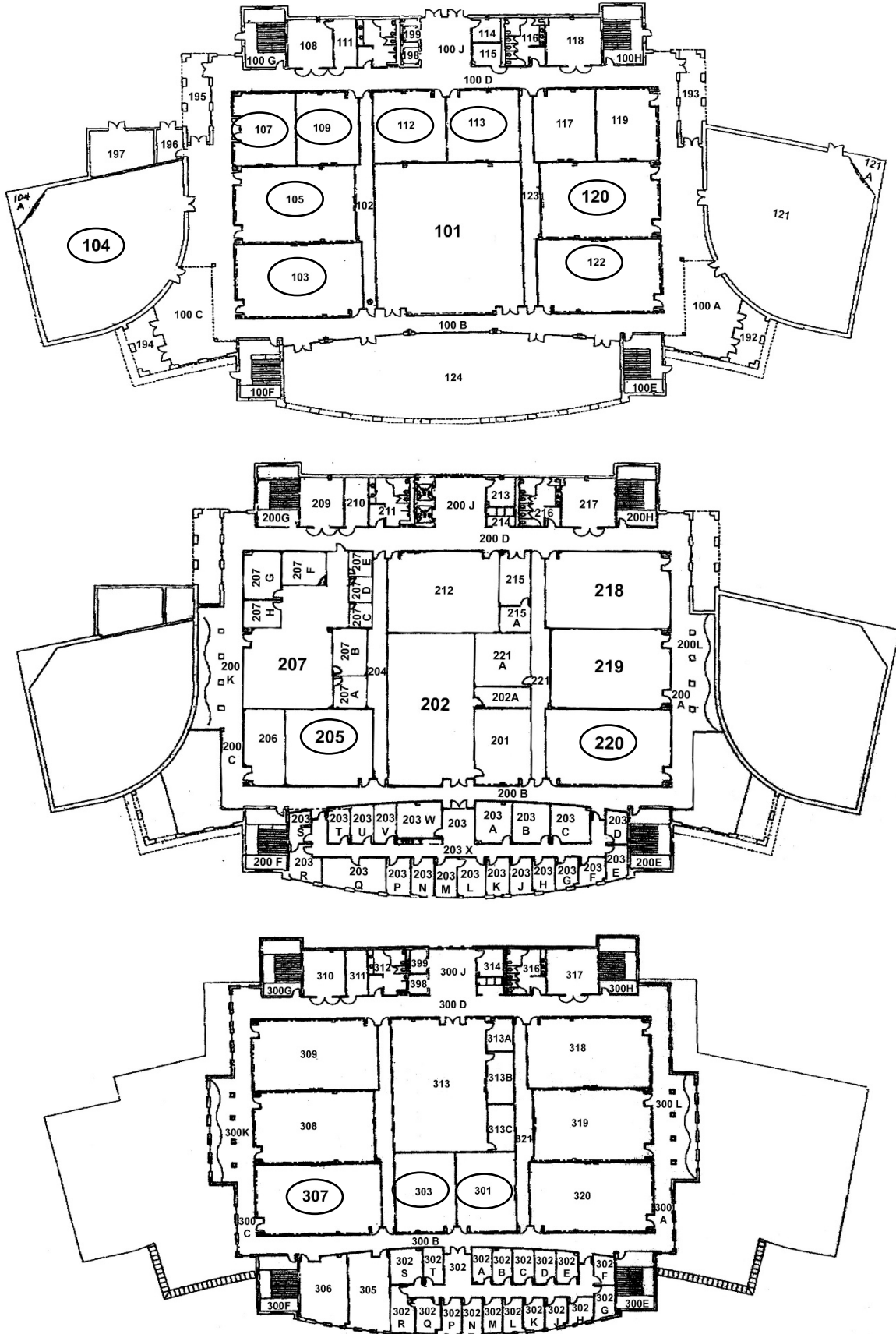
Schedule at-a-Glance

	Monday, May 6	Tuesday, May 7	Wednesday, May 8
8:30–9:00	Coffee and conversation	Coffee and conversation	Coffee and conversation
9:00–10:00	Opening track meeting	Concurrent sessions	Concurrent sessions
10:15–11:30	Plenary	Plenary	Plenary
11:30–12:30	Lunch	Lunch	Lunch
12:30–1:30	Concurrent sessions	Poster session	Concurrent sessions
1:45–2:45	Concurrent sessions	Concurrent sessions	Closing plenary session

Please provide session comments by scanning this QR code into your device or navigate to this link: <https://bit.ly/UCFSI24-session>



Circled Areas Indicate Summer Institute Room Locations



Monday, May 6



8:30-9:00 **Coffee and Conversation**

▶ CB1-104

9:00-10:00 **Opening Track Meetings and Registration**

▶ See track homeroom assignments on page 2

Track leaders will provide you with printed agendas and nametags. Because the institute includes several sessions per breakout time, we recommend that you form teams at this time and divide the sessions among you. Then, use some of the time during the final track meeting or closing session on Wednesday to share notes and reflections.

10:00-10:15 **Break**

10:15-10:30 **Welcome Comments**

▶ CB1-104

10:30-11:30 **YOUR Ideas on How Best to Assist Students**

▶ CB1-104

Paul Dosal, Kimberly Schneider, Kimberly Hardy, and Ryan Goodwin

While most of our students thrive and persist at UCF, some may need help to achieve their goals. Do you encounter students who are unresponsive, detached, or withdrawn? Or students who seem to enjoy being undergraduates for so long that they never leave? Or students who clearly articulate barriers with you and need UCF assistance?

Not too long ago, UCF centralized the offices and units that support Student Success and Well-Being (SSWB), and this will be your chance to engage with SSWB representatives on these and other topics. We'll review the current processes for faculty to connect to resources at SSWB to support student achievement and well-being. Several questions will seek faculty feedback, opinions, and attitudes to support students further. We will discuss how we can work together to help our students thrive at UCF.

This 'think tank' style session will gather information from all faculty contributors to be shared with the Faculty Institute participants and SSWB leadership. Our goal is to collaborate and function as one dedicated team to ensure every student thrives at UCF.

11:30-12:30 **Sponsored Lunch (Optional): Unleashing POTENCIAL & HSI Update**

▶ CB1-104

Dr. Cyndia Morales Muñiz, Senior Director for HSI Initiatives, will provide an update on UCF's Title V POTENCIAL project among other Hispanic Serving Institution partnerships. POTENCIAL (Promoting Opportunities that Enhance Navigation, Completion, Inclusion, and Learning) seeks to enhance institutional capacity to promote student sense of belonging, increase engagement in high-impact practices and ultimately strengthen timely graduation rates¹. Lunch from Zaza Cuban Comfort Food² will be provided along with Latin music.

¹The contents of this session were developed under a grant from the Department of Education. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government. #P031S220083

²The sandwiches are pork or vegetarian, maduros, salad (no other accommodations provided).

12:30-1:30

Workshops

A. Team-based Learning 101: Giving Structure to Group Work

▶ CB1-103

Tamra Legron-Rodriguez and Julie Donnelly

Team-based learning (TBL) is a highly structured form of small-group learning that facilitates both team development and learning. In this workshop, we will model the process of TBL and share our experiences implementing it in our courses. Participants can expect to develop an understanding of the four essential principles of TBL and identify practical strategies for addressing each principle in their own courses. While this workshop will focus on TBL as a course structure, the principles can help support any collaborative learning course structure, so join us even if you are new to, or curious about, TBL!

B. Creating Beautifully Blended Learning Experiences

▶ CB1-105

Florence Williams, Patricia Farless, Martha Brenkle, Debbie Habs-Vaughn, Nafije Pristina, Kersten Schroeder, Susan Spraker, Karen Tinsley-Kim, and Grace White

If your quest is to promote higher-level student engagement and deepen student learning in a blended learning environment, join us in this workshop panel. Participants will leave with a clear understanding of blended teaching pedagogy, suggested syllabus statements adaptable to any discipline, and examples of tools and assignments that further facilitate student engagement in blended delivery courses. Whether you are new to blended learning or looking to enhance your blended learning practices, this session offers valuable insights to engender your success.

C. General Education in Florida and at UCF: The State of the State

▶ CB1-107

Wayne Bowen

An update on statewide changes to the General Education Core Curriculum, annual GEP review by the UCF Board of Trustees, UCF processes in support of these requirements, and opportunities for changes to UCF's GEP.

D. FPEP: The Unheard Society Podcast

▶ CB1-113

Rick Brunson and Erica Rodriguez Kight

Join Nicholson School of Communication and Media faculty members Rick Brunson and Erica Rodriguez Kight, as they discuss The Unheard Society podcast. The Unheard Society is a student-produced podcast in collaboration with the Florida Prison Education Project. Episodes were written by incarcerated students and produced by NSCM students in the journalism program.

E. Career Services 101

▶ CB1-120

Lynn Hansen and Brian Creel

How can Career Services provide resources and support faculty in delivering career readiness content? This session will highlight Career Services programming and resources, major career readiness initiatives, and the new structure of the department within Career Planning and Academic Success.

F. Setting the Bar “High”: Deepening Student Learning through High-Impact Practices

► CB1-122

HIP Steering Committee: Quynh Dang, Jacqueline Freedman, Alison Hudson, Estrella Rodríguez, Kimberly Schneider, and Natalia Toro

Learn about the four HIP course designations offered at UCF: Service-Learning (SL), Research Intensive (RI), Integrative-Learning Experience (IE), and Global Learning (GL). These designations help faculty highlight their innovative teaching practices and provide students with high-impact experiences. HIP courses offer more equitable access to crucial experiences and skills by incorporating them into coursework. This introductory session will provide an overview of HIP designations and evaluation criteria, the benefits of submitting a course for HIP designation, and information about the submission process in Quali. We will also offer details about the HIP Student Showcase held in the Fall and Spring semesters and how faculty members support this event.

G. Writing Expectations in an Age of Artificial Intelligence

► CB1-112

Laurie A. Pinkert

The emergence of AI-powered text generators has challenged the ways we’ve often used writing as a mode of learning in higher education. In this session, we will consider our expectations for writing and the ways AI-generated text meets or challenges these expectations. Laurie A. Pinkert, Director of Writing Across the Curriculum, will describe some emerging workplace trends gleaned from policy development workshops with company leaders and consultations with the tech companies developing AI-writing tools. The session will highlight trends in writing expectations across academic and professional domains. Don’t miss this chance to inform your expectations with a better understanding of the ways AI-powered writing technologies are being used, discussed, and developed.

H. How Do You Like Me Now? AI Tools that Lighten Faculty Workload

► CB1-220

Laurie Uttich

By now most of us are aware of the challenges GenAI tools bring to education, but there are also tools that can dramatically speed up the time we spend on a multitude of tasks... freeing us up so we can focus more on students and our own research (and maybe even allow us to find time for a beach day or two). In this presentation, we’ll look at how AI-powered apps can turn PDFs into PowerPoints, create activities based on learning objectives, improve grant and funding proposals, write alt text for tables and graphs, generate images to explain concepts, and more. We’ll even take a quick look at how it can enhance our personal lives as well.

I. Serving Students in the Margins: Making Immersive Experiences Accessible to All Students

► CB1-307

Leah Gaines, Vanessa González, Natalie Underberg-Goode, and Tingting Zhang

“UCF aspires to be a leading Hispanic-Serving Institution in the nation, by embracing asset-based and culturally responsive practices that enable a meaningful collegiate experience for all of our students” (Morales Muñoz, n.d.). In doing so, faculty members at UCF are dedicated to making education accessible to all students. One way to approach this opportunity is through the lens of immersion, which can be understood from many perspectives.

In this panel, we bring together approaches to Universal Design for Learning (UDL) (Rose and Meyer, 1984) and “Servingness” (Garcia, Núñez and Sansone, 2019) in the context of immersion, as understood across academic disciplines. Leveraging culturally relevant curricula and pedagogy as “structures for serving,” panelists will share insights from their teaching and learning experiences focusing on intentional and inclusive pedagogical practices they have adopted through immersive educational approaches. Participants will come away from the panel with new insights into how to apply UDL and a “servingness” mindset to reach a diverse student body.

1:30-1:45

Break

1:45-2:45

Workshops

A. Digging Deep: Fostering an Online Learning Community with *Yellowdig*

► CB1-103

Aimee Denoyelles and Emily Franklin

Are you as tired of traditional online discussions as you suspect your students may be? Want to foster an online community that encourages students to do more than “post once, reply twice”? Attend this session to learn more about the online platform called *Yellowdig*. Students earn points by interacting in different ways throughout the semester, and grading automatically syncs with Webcourses@UCF. In this session, we will provide a demo of *Yellowdig*, discuss course funding eligibility, and share the resources and support offered. Hear about the impact of using *Yellowdig* as we share survey results from over 1000 UCF students. Be inspired by a faculty member who will share their experience using *Yellowdig* for several semesters. Join us to discover how your online learning communities can potentially flourish.

B. Did ChatGPT Kill the Essay? Integrate AI Research Tools into Your Assignments (and Your Own Research)

► CB1-105

Laurie Uttich

GenAI tools have made the news with stories of students using them to “write” their research papers, and many of us have experienced—or suspected—ChatGPT (or one of its friends) has shown up in our own SpeedGraders. But there are a host of other AI-powered research tools that can search academic databases (some host more than 125 million academic papers!), summarize content and sort specific data (like methodology, research gaps, funding sources, etc.), and help students understand academic content. Other tools can assist you with your own research, including apps that check citations for retractions, find journals for submitting, and easily connect you to relevant research. In this presentation, we’ll discuss how to work with students to use AI tools throughout the entire process of writing a research paper and showcase a host of apps that can speed up your own research.

C. Free Speech and the GEP: Upskilling our Students, Ourselves, and the University

► CB1-107

Adam Parrish

Join us for an interactive and interdisciplinary planning session to contribute to a campus-wide effort to promote and safeguard free speech. GEP instructors can be pivotal in empowering students to understand their rights, responsibilities, and the resources available for free speech and expression. Our objective is to create a digital deliverable that can be shared across GEP courses during Free Speech Week 2024 (October 21-27).

D. Transforming Your Course with Undergraduate Learning Assistants

► CB1-109

Chloë Rae Edmonson, Paul Lawrence, and Julie Donnelly

Undergraduate learning assistants (ULAs) are students who are prepared to support their peers in courses they have recently successfully completed. ULA (and similar peer support) programs exist across numerous disciplines at UCF and are implemented in a variety of ways. In this interdisciplinary and interactive workshop, faculty who are experienced working with ULAs will share their best practices and lessons learned. Then, we will facilitate a brainstorming session to help participants identify strategies to tailor ULAs to their specific disciplines in ways that maximize student learning.

E. Best Practices for Writing Assignments and Assessments

► CB1-112

Laurie A. Pinkert

In this session, Laurie A. Pinkert, Director of Writing Across the Curriculum, will review several best practices for designing writing assignments and assessments. We'll consider the ways that our pedagogical goals can and should inform the ways we assign and assess writing tasks within our courses and across our degree programs. We'll also discuss some of the challenges to good writing pedagogy including the increasing potential for students to use AI-powered text generators to complete their writing tasks. The session will conclude with an opportunity to review or redesign an existing writing assignment in light of best practices. Faculty are encouraged to bring an assignment with them or to have one in mind.

F. FPEP: Advocacy and Student Outreach

► CB1-113

Steffen Guenzel, Aiya Messina, and Michael Kostis

Are you interested in advocacy work? How can you support FPEP? How can you involve your UCF students in FPEP? Join Steffen Guenzel, DWR faculty member and FPEP Advocacy Coordinator, Aiya Messina, FPEP Student Program Coordinator, and Michael Kostis, FPEP Student Volunteer Coordinator, to learn how you can get involved in FPEP and help raise awareness on campus.

G. Enhancing the Curriculum with Career Services' Resources Live Demo

► CB1-120

Brian Creel and Emily Flositz

How do we support faculty in providing professional development content, assignments, and activities to aid students in becoming career ready? This session will give an extensive overview of our resources, including the faculty Webcourses, Big Interview (a new AI-powered employability tool). Learn how you can use these platforms to support your course content.

H. Make Any Lesson a Flipped Lesson: An Applied Demonstration

▶ CB1-205

Gordon Henry

In this session, attendees will participate in a demonstration of how to convert any academic lesson into a flipped lesson. Flipped class elements demonstrated will include how to effectively curate preparation materials, provide enough (but not too much) instruction, shape student acquisition of desired learning outcomes, and evaluate student deliverables. Common fears of instructors, helpful hacks, and precautionary notes regarding the implementation of a flipped classroom instructional model will be addressed.

2:45

Adjourn for the day

Tuesday, May 7

8:30-9:00

Coffee and Conversation

▶ CB1-104

9:00-10:00

Workshops

A. Green Zone Training: Introduction to Military-Connected Students

▶ CB1-105

Mike Kepner

Green Zone training provides faculty with valuable insights about student veterans and military-connected students as they transition into the student experience. The goal of this session is to provide attendees with greater understanding about military terminology and experience; provide insights into the UCF military population; develop an understanding of the issues and concerns faced by military-connected students; and explore how we can assist this population achieve their educational and career objectives with the right campus resources.

B. QuizCraft: Making Assessment Easier and More Effective Using New Quizzes'

▶ CB1-107

Elisabeth Greenwood and Annabelle Conroy

Join us for an engaging session designed for faculty teaching GEP courses. We'll provide a concise overview of New Quizzes and the GEP assessment process and how they intersect to make your life easier. Additionally, we'll delve into the integration of outcomes within Webcourses@UCF (Canvas) with the New Quiz tool, address any questions, and give you the chance to apply the session material directly to your own unique assignments.

C. Making the Most of the ULA Weekly Prep Session

▶ CB1-109

Matthew Rex, Cynthia Bayer, and Julie Donnelly

Undergraduate learning assistants (ULAs) are students who are prepared to support their peers in courses they have recently successfully completed. Many ULA programs involve a requirement for ULAs to meet weekly with the instructor of the course they are supporting. The goals and facilitation of this weekly meeting vary between programs and instructors. In this session, ULA coordinators will guide participants in thinking about what they want ULAs to take away from their weekly prep session and what they can do during the session to meet their goals. This session is appropriate for any faculty working with ULAs or students in similar peer support roles.

D. FPEP: Team Teaching

► CB1-113

Heather Vazquez and Christian Beck

Team teaching encourages creativity, deepens professional relationships, supports a culture of collaboration, and allows faculty to share the workload. Learn more about team teaching with FPEP where you can share your ideas and get feedback!

E. Leveraging Curriculum to Support Career Readiness: Faculty Panel

► CB1-120

Kimberly Schneider (facilitator), Martha Hubertz, Daniel Murphee, and Carlos Valdez

How do we effectively harness curriculum to help prepare students for what's next? This panel will showcase several models where faculty effectively infuse career readiness into their courses to support students.

F. HIP Faculty Panel: Learning More About What It Takes to Prepare a Successful HIP Course

► CB1-122

Keith Brazendale, Lisa Chambers, Humberto López-Castillo, and Devon Cadwell Bazata

High-Impact Practices (HIP) course designations motivate instructors to innovate within their course design. This panel of instructors will share how HIP designations have shaped their teaching practices, influenced their course design, and contributed to student success in their Integrative-Learning Experience (IE), Global Learning (GL), Service-Learning (SL), and Research-Intensive (RI) courses. They will also offer concrete examples of successful assignments that align with HIP rubrics. Participants will be able to ask questions of their peers pertaining to course design, submission procedures, and designation approval.

G. Enhancing Student Success by Active Learning (AL) Principles and Universal Design for Learning (UDL) Approaches

► CB1-307

Hyoung Jin Cho, Marino Nader, Harrison Oonge, Sudeshna Pal, Michelle Taub, and Ricardo Zaurin

A team of UCF faculty members worked together to enhance Hispanic/Latino transfer-student success by implementing active learning and high-impact teaching practices with coordinated curriculum alignment efforts. During this panel discussion, they will share their approaches and lessons learned in two large-enrollment engineering majors: Mechanical Engineering and Aerospace Engineering. The panel will discuss outcomes from engineering gateway foundation courses which were redesigned based on active learning principles to address a wide spectrum of students' self-regulation, motivation, and use of learning strategies.

This session aims to explore the practical implementation of AL and UDL in a “servicingness” context (Garcia, Núñez and Sansone, 2019) to enhance STEM degree completion and students' academic self-concept. By bringing together experts in the field, including faculty members, administrators, and student advocates, the panel will delve into how AL and UDL will further improve current teaching methodologies, narrowing the existing achievement gap among different student populations. Discussion points may involve various ways to proactively design educational environments and curricula to accommodate the diverse needs of all learners, including those from Hispanic backgrounds.

H. CDL Drop-In Session

► CB1-202 (Faculty Multimedia Center)

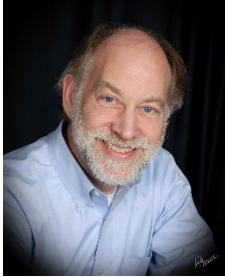
Explore the offerings of the Center for Distributed Learning's teams. Graphics, Instructional Designers, Studio Recording, VR, 3D Printing, Webcourses@UCF support, and more. Members of our teams are available to chat with you and discuss any questions you have about our services.

10:00-10:15 Break

10:15-11:30 Plenary Presentation

Why Our Students Don't Think Critically and What We Can Do About It

▶ CB1-104

Louis E. Newman

Louis E. Newman is the former Dean of Academic Advising and Associate Vice Provost for Undergraduate Education at Stanford University. At Stanford, his responsibilities included overseeing the undergraduate advising program, new student orientation programs, a summer bridge program, and the university's academic progress review system. During his time at Stanford, he expanded the advising program, promoted a holistic approach to academic advising, and advocated for liberal education. He is also the John M. and Elizabeth W. Musser Professor of Religious Studies, Emeritus, at Carleton College, where he taught for thirty-three years. During his tenure at Carleton, he served as an Associate Dean of the College and as Director of the Perlman Center for Learning and Teaching. He is a scholar of Jewish ethics who has published several books in that field. His most recent book is *Thinking Critically in College: The Essential Handbook for Student Success* (Radius Book Group, 2023), which guides students through the transition from high school to college-level academic work.

Teaching our students to become critical thinkers has long been a central goal of higher education, but doing so has never been more challenging—or more important—than it is today. The educational impact of the pandemic, combined with the pervasive influence of social media and the growing prevalence of disinformation, have hindered our students' ability to analyze, evaluate, and contextualize the information they encounter every day. As educators, we often assume incorrectly that our students will learn these skills simply by taking our courses and internalizing the modes of thinking we model for them. These times call for renewed clarity about what critical thinking is, how to teach it effectively, and how to convey its importance to our students and to society at large.

11:30-12:30 Lunch

The Faculty Center will be providing Publix subs (Italian, turkey, vegetarian) and pizza (pepperoni, sausage, cheese) in the foyer outside 104, or you may choose lunch at one of the food vendors on campus.

12:30-1:30

Drop-In Options

You are free to come and go during these sessions.

A. Open Poster Session

► CB1-104 Foyer

This is an opportunity to speak with colleagues from across UCF disciplines about their educational projects and support units. Wander at will among the posters set up on the first floor of Classroom Building One.

- Amy Darty
- Chris Hawkins
- Hsin-Hsiung Huang
- Stephen King
- Alex Korp
- Tamra Legron-Rodriguez
- Hsiu Lin
- Amanda Main
- Iryna Malendevych
- Barry Mauer
- Richard Plate
- Chris Randles
- Maria Redmon
- Giang Vu
- Corey Watkins
- Academic Success Coaching
- Carrer Services
- Office of Academic Advocacy
- Office of Prestigious Awards
- Office of Instructional Resources
- Office of Undergraduate Research
- Research Initiative for Teaching Effectiveness
- Pride Faculty & Staff Association
- Student Academic Resource Center
- Student Accessibility Services
- Student Care Services
- Student Conduct/Academic Integrity
- United Faculty of Florida
- University Writing Center
- Wiki Knights

**B. Townhall on Critical Thinking**

► CB1-103

As a follow-up from this morning's keynote, Dr. Newman will be available to answer more of your questions and to discuss ways to improve students' critical thinking in your specific classes.

C. CDL Drop-In Session

► CB1-202 (Faculty Multimedia Center)

Explore the offerings of the Center for Distributed Learning's teams. Graphics, Instructional Designers, Studio Recording, VR, 3D Printing, Webcourses@UCF support, and more. Members of each team are available to chat, answer questions, and discuss our services.

1:30-1:45

Break

1:45-2:45

Workshops**A. AI Basics**

▶ CB1-103

Kevin Yee

For those who haven't yet attended a workshop (or the December Holiday Retreat) on how AI works and what impacts it has on higher education, this is the session for you to get what you need to get started. We'll cover how LLMs work, how we need to alter our assignments in the era of AI, and how to infuse AI fluency in our students.

B. Leveraging Your Scholarly Presence Using Metrics and Research Networking

▶ CB1-105

Andrew Todd and Ven Basco

This session covers evaluating your publishing impacts and managing your online researcher profile. Learn about methods and tools to obtain citation counts and impact data, and journal/article metrics and why it is important to develop an online profile using sites such as Selected Works (UCF Affiliated), Stars, ORCID, Research Gate, Academia.edu, PIVOT, Google Scholar and more!

In this presentation, we will cover several tools that will assist you with obtaining information about citation counts and impact data, such as Web of Science, Google Scholar, and other citation counting tools by discipline. In addition, we will discuss why it is important to develop an online profile as a researcher, including promoting your work and connecting to other researchers.

C. Introducing the Interdisciplinary Cognitive Toolkit

▶ CB1-107

Sharon Woodill

Interdisciplinary learning is crucial in today's world as solutions often cross traditional subject boundaries. The Interdisciplinary Cognitive Toolkit offers a set of skills, values, and traits essential to the core interdisciplinary competencies of perspective-taking, critical thinking, and integration. This session provides an overview of this toolkit and introduces an Interdisciplinary Cognitive Toolkit Inventory tool to assist faculty and students in identifying, assessing, developing, and articulating interdisciplinary competencies in their courses. By explicitly focusing on interdisciplinary competencies, faculty can design curriculum that cultivates the interdisciplinary mindset necessary for strong collaboration skills, preparing students to tackle complex real-world challenges that draw from multiple domains of knowledge.

D. What is a ULA Pedagogy Course?

▶ CB1-109

Tong Wan, Laurie Uttich, and Julie Donnelly

Undergraduate learning assistants (ULAs) are students who are prepared to support their peers in courses they have recently successfully completed. Often, faculty members elect to use ULAs to assist with facilitating small group discussions and other learning activities that help students engage more fully with the material and, consequently, make a "large class feel small." As with many other peer support models, ULAs take a pedagogy course to prepare them for their role. However, the implementation of the course varies widely across programs. In this session, instructors of pedagogy courses for ULAs across campus will share their course designs and lead participants in a discussion about intended outcomes, essential teaching and learning topics to address, and implementation ideas. A member of the Faculty Center will also discuss its ULA face-to-face training and how this program can be helpful for faculty members and ULAs. Whether you teach a ULA pedagogy course or work with ULAs who may be taking this course, this session is for you!

E. FPEP: GEP or Special Topics?

▶ CB1-113

Keri Watson and Annabelle Conroy

Want to teach with FPEP but not sure where to start? This session looks at how to translate your GEP or Special Topics course to the prison environment, as well as the pros and cons of offering different types of classes in different modalities.

F. Wants, Needs, and Changes in Student Career Readiness: Employer Panel

▶ CB1-120

Chris Thompson and Mirtha Bailey with Representatives from Disney, BNY Mellon, Florida Dept. of Health, and more

What career skills and competencies are employers seeking in new college graduates? This panel will facilitate conversations between employers and faculty members about industry changes and the desired career skills needed for new graduates. Employers will provide perspectives on necessary career skills for new graduates and how these skills can be fostered in the classroom.

G. Servingness and Universal Design for Students with Disabilities

▶ CB1-307

Monica E. Rodríguez and Abdul-Akeem Sadiq

As a public institution of higher education, UCF accepts students with varying degrees of physical and intellectual ability. As faculty members, it is our role not only to educate but also to create an environment of inclusion for all students, including those from minoritized groups, based on their abilities. Honing in on programs and services for minoritized students as “Structures for Serving” (García, Núñez and Sansone, 2019), this roundtable discussion will introduce participants to methods and strategies for creating classrooms that are accessible to all students. Our conversation will focus on students with disabilities with the goal of enhancing accessibility and improving student learning through the juxtaposition of the “Servingness” and Universal Design for Learning (Rose and Meyer, 1984) frameworks. During this session, participants will take part in group activities, engage in exciting discourse, and get feedback and insights from the facilitators, ultimately gaining a deeper understanding of how to make their classrooms more accessible to all students and improve student learning. Participants will leave the session with resources to help them connect and engage with students with disabilities.

H. CDL Drop-In Session

▶ CB1-202 (Faculty Multimedia Center)

Explore the offerings of the Center for Distributed Learning’s teams. Graphics, Instructional Designers, Studio Recording, VR, 3D Printing, Webcourses@UCF support, and more. Members of our teams are available to chat with you and discuss any questions you have about our services.

2:45 Adjour for the day

Wednesday, May 8

8:30-9:00 Coffee and Conversation

► CB1-104

9:00-10:00 Workshops

A. Introducing Leganto: Support for Your Reading Lists

► CB1-105

Joe Bizon, Grace Kalestski-Maisel, and Kristine J. Shrauger



UCF Libraries is debuting Leganto, a course reading list software that’s embedded in Canvas. Leganto allows you to assign books, articles, or streaming media for your students to read. It offers a new backend service to effectively create, edit, reuse, and validate the access and rights to resources. And it offers a new discovery layer within Canvas for your students to access more affordable materials. It is estimated that campus-wide adoption of Leganto will save students at least \$2.8M annually because instructors can assign reading/viewing material that the UCF Libraries already owns or subscribes (based on 2022 UCF data on assigned textbooks). Leganto makes it easy to find that material! Bring your syllabus reading list and your laptop to this workshop. Together, we can embark on integrating Leganto into Canvas and build analytics/assessments for your source materials.

B. “Yellowdigging” the GEP: Integrative Conversations and Creative Expression

► CB1-107

Amy Darty

General Education courses in any modality can benefit from digital integrations such as *Yellowdig*, a social media style discussion tool that can be embedded within Webcourses. If you’re trying to integrate the GEP student experience and boost course outcomes, this tool creates opportunities for students to actively engage with your material and each other using a dynamic online space. *Yellowdig* can help students practice skills to integrate sources, share digital artifacts, develop appropriate conversation skills, ask challenging questions, apply learning for real-world solutions, serve others through peer feedback, and so much more.

Come along with me to explore how *Yellowdig* can move your GEP course participation and discussions from a “checklist chore” to making creative connections—fun to set up, easy to grade, and stimulating for students craving exploration of ideas and peer companionship. Bring your laptop if you wish and set up your very own *Yellowdig* by the end of the session—I dig the GEP, how about you?

C. Interactive Learning in *ThingLink*

► CB1-202

Faith Delorenzo

Uncover the basics of *ThingLink*’s interface and elevate your teaching strategy by incorporating interactive media, virtual tours, scenario-based learning, and more into your course content.

D. Livestreaming as the Best of Both Worlds: How to Promote Student Engagement Synchronously

► CB1-205

Martha Brenckle, Patricia Farless, Katia Ferdowsi, Martha Hubertz, Florin Mibai, Evelin Pegoraro, Michael Strawser, and Florence Williams

The focus of our presentation is on faculty and student planning for teaching and learning excellence with livestreaming as a course attribute. We will show how we employed the architecture of engagement demonstrating our commitment to a shared space of learning and emotional support that proves accessible to remote learners (Thurston, et. al., 2-3). If done well, livestreaming serves as a vital enhancement to completely remote and hybrid learning.

E. Wireless Screen Sharing with Ditto and More

► CB1-220

Todd McMahon

Bring-your-own-device (BYOD) is a major concept driving classroom (re)design and technology choices on both the main and downtown campuses. Ditto Connect lets you and your students easily share, collaborate, and present content from personal devices. Ditto Connect is available in most classrooms and conference rooms. In this interactive session, we will begin by loading Ditto Connect on your device and introducing the features of the app. Then, we will discuss pedagogies that would be facilitated by the use of Ditto Connect, giving you ideas for using the app in your classroom. Please bring a charged device (e.g., computer, tablet, smartphone) that you expect to use for teaching. This session will also briefly introduce a number of other upgrades made to classrooms across campus.

F. Transforming la Educación para todos: “Servingness” and Universal Design for Learning

► CB1-307

Karina Céspedes, Sandra Sousa, and Luis Martínez-Fernández

This panel discussion provides an overview of HSI designation, its mission as outlined by the U.S. Department of Education, Division on Hispanic Serving Institutions and its intersection with mandates established under the Americans with Disabilities Act. Via an exploration of these, and the experiences of two Latinx/Hispanic pedagogues, the panel delves into the juncture of “Servingness” and Universal Design for Learning (UDL). Drawing on cultural competency, accessibility, and “Servingness” this panel explores experiences and successful approaches when serving diverse populations of a robust learning community while fostering a culture of inclusion and belonging.

Dr. Sandra Sousa (Modern Languages) will moderate, while Dr. Karina Céspedes (Philosophy) will present on the intersection between UDL and “servingness,” emphasizing empathy, equity, student-centered approaches, flexible instructional methods, and technology’s role in accessibility. Pegasus Professor of History, Dr. Luis Martínez Fernández, will present on pedagogical experiences drawing on four decades serving Hispanic/Latino students in different types of higher education institutions, including the University of Puerto Rico, Colgate University, Rutgers, and UCF. Reflections include the concept of “unequal value discrimination,” “student radicalization,” and teaching at an HSI.

10:00-10:15 Break

10:15-11:30 Plenary Presentation

Using AI as a Faculty Member

► CB1-104

Jonathan Beaver and Steve Kuebler

The received wisdom is that artificial intelligence is here to stay, offering great promise in streamlining tasks, making us possibly faster and more effective at our jobs, and potentially increasing our productivity in our faculty lives. Both research and teaching stand to be revolutionized, but there are significant ethical risks that come with these emerging technologies. What ethical guidelines in development, implementation, and use of the various forms of artificial intelligence should guide our actions and thinking as faculty researchers and teachers? Under which circumstances should we have second thoughts or even refrain? When do we need to disclose AI use, and how much is “too much” AI use? We’ll explore these and related issues in a panel discussion, and also leave time for townhall-type questions from the audience.



11:30-12:30 Lunch

► Foyer outside CB1-104

The Faculty Center will be providing salad and pasta dishes from Olive Garden, or you may choose lunch at one of the food vendors on campus.

*Options are spaghetti or fettuccine; Alfredo, meat sauce, or marinara; chicken, meatballs, sausage; bread & salad.

12:30-1:30

Workshops**A. “Evidence Synthesis” Reviews and Library Support Models: Lessons Learned and Next Steps**

► CB1-103

Corinne Bishop, Jason D. Phillips, and Andy Todd

Join us in a discussion of the “what, when, and why” of planning various types of evidence synthesis reviews (scoping, systematic, umbrella, etc.). We will share what we have learned during the past year as we have received training, assisted faculty and students with reviews, and next steps toward establishing a formal Evidence Synthesis Reviews service from UCF Libraries.

B. Transform Static Reading into Active Learning with AI-Powered Formative Assessments

► CB1-105

Baiyun Chen, Martha Hubertz, and Joe Lloyd

Research suggests that incorporating formative practice questions can significantly improve student reading and comprehension of course materials. This presentation explores the impact of SmartStart, a free feature within the VitalSource platform that leverages AI to automatically generate personalized practice questions and feedback for students. We will present case studies from large-enrollment psychology courses where students used tools like CoachMe or Acrobatiq, which automatically generate practice questions alongside their VitalSource textbooks. Notably, Acrobatiq allows instructors to further personalize the learning experience with adaptive quizzes. The presentation will delve into student experiences and outcomes, exploring the effectiveness of SmartStart in promoting textbook engagement and learning outcomes. We’ll also discuss the support instructors receive from the Center for Distributed Learning for creating such personalized courses.

C. AI Integration in the Classroom: Applications for Teaching and Learning

▶ CB1-205

Peter Telep and Rudy McDaniel

Join us for an insightful session exploring the integration of artificial intelligence (AI) in higher education classrooms. In this presentation, you'll hear from two faculty members who have utilized ChatGPT, Google Bard, and other AI tools in diverse educational settings. We will collectively explore the potential benefits of enhanced student engagement, personalized learning experiences, and increased efficiency, while also considering ethical, technological, and human-centric implications.

D. Implementing Game-Based Learning In-Person as Well as Virtually, and When to Use AI

▶ CB1-220

Kersten Schroeder

Game-Based Learning is the use of game type exercises to help increase students' understanding of the course material. Game-based learning can be implemented in-person as well as virtually. Game-based learning may include role playing games, escape rooms, quiz games, puzzles, and playing cards. Implementing new teaching modalities such as game-based learning and using AI can help increase student engagement in the courses we teach with the goal of helping students retain more of the subject matter for use in their future careers. AI can help with generating different types of game-based learning exercises or even have students interact with a chatbot in trying to learn more information about different aspects of course material. AI can also be used to generate summative and formative questions for students to use throughout their courses.

E. Servingness Through Servanthood

▶ CB1-307

Heather Peralta, Elsie Olán, and Asli Yalim

In the introduction of *Teaching to Transgress*, bell hooks argues for empathic and passionate teaching that makes classes feel more like learning communities. The Multidimensional Conceptual Framework for Understanding Servingness in HSIs (Garcia, Núñez and Sansone, 2019) notes that culturally relevant curriculum and pedagogy, cultural validation on campus, and mentoring and support groups, encourage positive academic and non-academic outcomes for students. "Servingness" is a concept that extends beyond the academic sphere and applies to the variety of professional roles our students will have in the future. This workshop brings forward the question: how do we teach "servingness," to students who will also eventually be in roles that will require its practices? To do so, this engaging session will delve into defining what it means to "serve" through bell hooks' and Gina Garcia's perspectives. We define it individually, as a group, and within our community, using dialogue and an interactive activity. Our exploration extends to interprofessional teamwork, spotlighting teachers, nurses, physicians, social workers, professions that are often connected to serving others, and more. We then connect these concepts to UCF's Hispanic Serving Institution objectives, emphasizing holistic care and collaboration for students, faculty, and university betterment.

1:30-1:45

Break

1:45-2:45

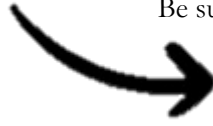
Closing Session

► CB1-104

Kevin Yee

Join us for closing comments, celebrations, announcements, and reflections on the institute.
And don't miss the raffle for prizes!

Be sure to provide final overall feedback here.
We want to know what you think!



<https://bit.ly/UCFSI24-overall>



All dog images generated by Adobe Firefly.

