Beyond Intimidation: Reflections on Teaching

Dr. Gerald J. Schiffhorst

Gerald J. Schiffhorst joined the UCF faculty in 1970, received his Ph.D. from Washington University-St. Louis in 1973, and was promoted to Professor of English in 1985. His publications include several books in Renaissance studies as well as five editions of a college composition handbook. In 1998, he received the University Award for Graduate Teaching Excellence. This year, Dr. Schiffhorst becomes Professor Emeritus of English.

I can still recall, after 45 years or more, the voice and manner of certain teachers who were well informed and well intentioned but whose approach to learning was anything but reassuring. It is easy to forget the inherent anxiety in the teacher-student relationship and to overlook the negative conditioning many students bring to the university classroom from their previous instructors. If they have been severely criticized, silenced, or treated impersonally, no wonder they come to us at the university with blank faces. They have been trained to conform and “succeed” but not necessarily to be individuals.

If we want students to give honest, personal responses, we have to treat them as persons, with respect.

I will sum up a few strategies I have learned about dealing with students’ fears in my 32 years on the UCF faculty. Some of these strategies are well known, and I am grateful to many unnamed colleagues who have shared them. My goal has always been to make the classroom a safer place, free of hostility, so that a friendly interchange of ideas is possible. We can never hope to remove all tension, but we can reduce the level of stress. Mary Rose O’Reilly some years ago, in describing what she called the “the peaceable classroom,” noted that instructors tend to forget to get their own—and their students”—inner lives in an effort to cover the material efficiently. What is often missing is a contemplative spirit in which teaching is not governed by the dictates of the syllabus but by the needs of the students to raise questions and to listen to one another—

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Considering Interdisciplinary & “Real World” Resources

Tara J. Schuwerk

Students frequently enter non-major classes with low enthusiasm, and even less in GEP classes. It is therefore a constant campaign to make SPC 1600 (Fundamentals of Oral Communication) a course that gets students motivated and involved in applying skills to the “real world.” In past semesters, I had noted that students have difficulty incorporating evidence and sound reasoning into their persuasive speeches because they were not excited about critical thinking and could not grasp a use beyond the immediate coursework.

Typically, assigning text readings and then reviewing the material in class while incorporating a few examples would cover these topics. The feedback from the classes, however, began to indicate a moderate level of confusion. Upon further analysis, I discovered the

After acquiring the Handbook at the UCF bookstore and analyzing the information, I was able to incorporate similar labels for the ideas being discussed into my class lecture. Streamlined explanations also aided the students in recalling the information from English or Public Speaking perspectives. Through brainstorming with other Speech instructors on how to get students motivated about this topic and on constructing fresh examples, we identified a continuous source of novel illustrations. Many students on campus read The Central Florida Future, the student newspaper at UCF, and found that the students see me as a human being who is also learning.

Finally, and most obviously, I do all I can to praise class presentations and acknowledge students’ oral comments. I try to recall how painful it is for some to speak up and never criticize a reluctance to respond. In evaluating writing, I always try to balance my suggestions for improvement with some positive comment. I am still learning from editors and publishers that my own writing needs revision, and I appreciate both constructive criticism and even more those often rare but essential words of praise.

Although building confidence in students is an ongoing challenge, I know that they appreciate any efforts to make the classroom a more relaxed and friendly environment for learning. And I know that, if I am patient in listening to their voices, they will become more attentive and motivated and thereby be energized. Stimulating students in order to be stimulated oneself is a wonderful experience. I am happy to say that I have often had this experience at UCF. If, in creating interactive classrooms, I have succeeded in reducing the levels of student anxiety only slightly, that alone is a significant achievement.
Dr. Judith K. Welch is an Associate Professor in the School of Accounting, College of Business Administration. She currently serves on the FCTL Advisory Board. She is actively involved in the creation and assessment of technology learning tools to promote learning.

Using PC Movies for Learner Support

Dr. Lois S. Mahoney & Dr. Judith K. Welch

They may not entertain you like blockbuster movies, but PC Movies provide a new way to deliver educational materials and may be the ticket to providing a consistent learning experience for a diverse student population. Students can watch movies—on their own computer—to learn exactly the course content you want delivered. If course content can be presented or performed on a computer, this method of delivery is possible. It's a practical new approach to support learning, especially for classes with widely dispersed students or highly varied skill sets.

Uses of PC Movies

PC Movies have been used to support learning in the undergraduate course in Accounting Information Systems (AIS) for over five years. Key to the approach for the course is the integration of these PC Movies to facilitate student learning. To shorten the Internet connectivity time, a CD-ROM with more than 250 megabytes of files was produced, copied and distributed by the instructors. This CD-ROM included the main pedagogical tool, the PC Movie. More than 35 PC Movies (5-7 minutes duration) including audio were prepared and distributed free of charge to all students. Students view these movies on their computer monitor, similar to viewing movies on a television. In addition, the CD-ROM included demonstration files used by the instructor, student projects from previous semesters, handout material in Adobe Acrobat (PDF) format, and "player" applications for easy installation. Each semester a "new" version of the CD is produced to facilitate additions, deletions, software version adjustments and improvements in the learning aids provided to the students.

Because the PC Movie player and movies can be copied free of charge, PC Movies are cost effective additions to classroom support. Use of PC Movies offers the following benefits:

- Content learned independent of time and place
- Different learning styles accommodated
- Technology-related tasks learned efficiently
- Additional time-on-task does not use class time
- Explanations repeated to those with language barriers.

It is vital to connect with students in the learning environment, and often an interdisciplinary approach can produce great results.

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Lois S. Mahoney, Ph.D., CMA, CPA, is an Assistant Professor in the School of Accounting at UCF. She teaches Accounting Information Systems and has published several articles dealing with computers and software and their impacts on decision-making and educational learning.

Lois may not entertain you like blockbuster movies, but PC Movies provide a new way to deliver educational materials and may be the ticket to providing a consistent learning experience for a diverse student population. Students can watch movies—on their own computer—to learn exactly the course content you want delivered. If course content can be presented or performed on a computer, this method of delivery is possible. It's a practical new approach to support learning, especially for classes with widely dispersed students or highly varied skill sets.

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In particular, they excel at application development learning tasks. For example, students and/or employees can learn to enter data into an information system, watch the development of a key course concept, or watch the navigation/search process of an Internet site. In order to keep the length manageable, each movie should teach a single learning task. In order to demonstrate more complex tasks, a series of movies can be sequenced together.

In the AIS class, we provide step-by-step instructions to students on how to use computer applications. PC Movie applications automatically record every click, scroll and action on the screen—even a voice for narration. These simple and flexible multimedia applications turn a personal computer (PC) into a VCR. With this approach, the learning moves at a pace that’s right for the student.

PC Movies can provide remedial assistance for prerequisite skills for using basic spreadsheets, word processing, databases and other computer applications. For example, movies could demonstrate how to use a basic “if function,” record a macro, or perform a mail merge. For students, a movie could help them review procedures for submitting an assignment. Movies can be developed for all essential computerized skills required for all students and be available to everyone. The College of Business Administration has used PC Movies to provide a support site for basic computer skills. You can see this site at: http://www.bus.ucf.edu/skills.

Making movies
PC Movies are easy to develop. Using an application like Camtasia, you simply click on the record button to start the movie process, demonstrate the on-screen activity with narration appropriate for the learning experience, and click the stop button when finished. Then save the file using the File menu. Usually these applications allow the developer to save the file in a proprietary format, Microsoft’s .avi format or as self-executing, stand-alone movies. The following figure features the instructions and controls for a sample application.

To view a movie developed with Camtasia Studio and converted to Flash visit: www.bus.ucf.edu/welch/movies/screencapture_text_version.html

This demonstration will work best from a high-speed connection.

1. Acquire and install a PC Movie recorder application (see references for application specific information)
2. Select preferences concerning video and audio quality.
3. Plan the movie: identify learning objective, material/application for demonstration, and prepare outline of task.
4. Open the application (such as a spreadsheet or presentation application) and the specific file to be demonstrated during the movie. Practice the computer-specific tasks and plan the audio to correspond to these tasks.
5. Open the PC Movie Recorder application and select File | New from the menu bar.
6. Click “record” on the PC Movie Recorder application control and perform the actions practiced in step 3 above. Record the audio simultaneously with the actions or if preferred record the audio later.
7. Stop recording by clicking the Stop button.
8. Save the movie by selecting File | Save as... from the menu bar, name the file, and select an appropriate format.
9. Review the content by clicking on the Play button, and, if necessary, record the movie again.
10. Note that compliance with disability provisions requires translation of the video and audio. After recording the movies, we had the narration transcribed and written to a file. This file is available on the CD provided to the students.

Feedback
We used a survey to obtain feedback about the use of PC Movies by students. Overall, student comments are extremely positive. 96% of all respondents report PC Movies as “indispensable” or “very beneficial” for learning computer applications. 86% of the students report the use of the movies as “very useful.”

In addition to the textbook, the students received handouts, sample student files from previous semesters, instructor demonstration files, and PC Movies. Students felt PC Movies were the best ancillary materials available to them for learning the course; 75% of the students thought PC Movies were the “most helpful” to their learning experience while only 4% thought they were the “least helpful.”

Student comments focused on visualization of computer applications with the step-by-step demonstration as the feature they liked best about PC Movies (46%). Other advantageous features cited include the ability to play the movies over and over again (29%), ability to work at own pace when and where they wanted to (12%), and availability of reference materials at all times (8%).

“PC movies reinforce key concepts, demonstrate use of computer applications, provide remedial assistance for prerequisite skills, and provide a step-by-step review of concepts demonstrated in the classroom.”

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Suggested Reading from the Faculty Center Library

A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults by Donald Greive

Attempting to meet the diverse pedagogical needs of adjunct instructors, Donald Greive has published his fourth edition of the Handbook. The new material in this edition reflects the shift in emphasis to student-centered learning and the increased use of instructional technologies. A thin volume, the Handbook offers concise yet cogent advice on the characteristics of good teaching in today’s classroom environments. Greive is adept at summarizing trends and theoretical movements in clear, short passages. He provides the basic needs of any instructor regarding course design and documents, delivery methods, assessment techniques and teaching with technology. His book contains sample documents, including a course syllabus, outline, lesson plan, e-mail guidelines, and a faculty checklist. For faculty trying to master the basics or for a quick refresher, check out this book from our library.

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Dr. Judy Welch, Dr. Alison Morrison-Shetler, and Dr. Ruth Marshall have made a quilt as a gift for the Relay for Life. The 65” x 65” quilt is now on display in the Faculty Center in CL1-207.

“Ways of Reading”

“Do students know more about “school” than teachers? We derive our word “school” via Germanic from the medieval Latin scola, which was schola for the ancient Romans who obtained the word from the Greek skhole. Interestingly, the early use of the Greek word denoted “leisure” and only later became associated with using leisure time for education. A common derivative of the Latin form is our word “scholar,” begging the question, whose interests are represented? What can I learn by reading with or against the grain?—to fail to ask these questions is to mistake skill for understanding, and it is to misunderstand the goals of liberal education.”

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“This, we’ve found, is the most difficult work for students to do, this work against the grain. For good reasons and bad, students typically define their skill by reproducing rather than questioning or revising the work of their teachers (or the work of those their teachers ask them to read). It is important to read generously and carefully and to learn to submit to projects that others have begun. But it is also important to know what you are doing—to understand where this work comes from, whose interests it serves, how and where it is kept together by will rather than desire, and what it might have to do with you. To fail to ask the fundamental questions—Where am I in this? How can I make my mark? Whose interests are represented? What can I learn by reading with or against the grain?—to fail to ask these questions is to mistake skill for understanding, and it is to misunderstand the goals of liberal education.”

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Second year students in the LEAD Scholars Program have the option to take a practicum during their LEAD experience. Similar to a graduate course study, the practicum offers students a hands-on leadership development experience in which students take leadership development theory and apply it in community agencies and learning environments.

LEAD FLIGHT (Facilitating Leadership in Guiding High School Students) practicum students create lesson plans based on structured learning activities and leadership skills and execute them in their high schools. This year's LEAD FLIGHT students are working with the Future Farmers of America class at University High School and the Business Professionals of America Club at Dr. Phillips High School. FLIGHT students work on leadership development, learning styles, and facilitation skills and then sent into the high schools to train future leaders. In addition, students also served as keynote presenters at the Business Professionals of America State Conference in Orlando. Similar to the LEAD FLIGHT practicum, LEAD START (Students Teaching and Role-modeling Teamwork) students create and facilitate leadership development programs in fifth grade class rooms.

This semester, LEAD Scholars in the Women's Studies practicum will be focusing on empowerment, body image, and gender differences. Students will be implementing the program "Girl Power" at Longleaf Elementary and Melbourne High School. Girl Power teaches boys and girls about influential women leaders that have positively impacted society.

The Leadership in Diversity practicum allows students to identify and analyze the impact and importance of diversity on leadership development. Taught by Dr. Bette Tallen and Dr. Rebekah McCloud of Diversity Initiatives, students are required to have a formal research paper, analyze diversity in work environments, and make recommendations based on their findings. This semester, students are focusing on leadership of the social issues facing children in the classroom.

The LEAD Scholars Program offers seven experimental practicum opportunities including the Mentor Access Program to create an enthusiasm for leadership roles in the future. "I have a dynamic group of students interested in teaching Foundations of Leadership Courses. If you are interested in the program or have any questions, please call the LEAD Scholars Program at 407-823-2223 or visit us in Suite 208 of the Student Union.

"Many students and faculty have expressed great satisfaction with the joint partnership of theory in practice and agreed that it has taken their learning to the next level."
"Such a PDA-based solution would replace a growing collection of written documentation currently used for student assessment and program record keeping.

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Theory to Practice: Fusing Classroom Instruction with Community Involvement and Real-Life Experience Michele Pannozzo

The Project

In creating PDA's it will be possible to add a variety of problems and enhance the clinical education process to the benefit of the UCF cardiopulmonary sciences program, the faculty, and the program students.

This project will be based in the UCF cardiopulmonary sciences department and be nested in one of the computers currently located in the cardiopulmonary sciences lab (HPA II-205). A future version of this project may provide wireless communications between UCF and our clinical students and sites.

The system's primary components will consist of:
1. A server or a server-like central computer to which faculty and students can log on and download whenever they are in the classroom or from their PDA's wirelessly.
2. Handheld PDA's for each UC cardiopulmonary sciences faculty member (including paid preceptors), each graduate student, and each undergraduate student (16, plus backup units) and a later date, for selected affiliated personnel directly connected with the UCF program's clinical education process.
3. Software capable of supporting program needs (i.e., Documents to Go), and supporting user needs (i.e., Medical Reference).

Dr. Beth Rapp Young is an Assistant Professor of English and director of the University Writing Center at UCF. She has been involved with writing centers and WID initiatives since 1986.

Theory to Practice: Fusing Classroom Instruction with Community Involvement and Real-Life Experience

Michele Pannozzo is the Assistant Director of the LEAD Scholars Program, a division of Student Leadership Programs and Campus Life. She teaches Foundations of Leadership courses, advises first-year students, and works with practicum students. Her research interests are in leadership education, experiential learning, and leadership development theory.

Often, when colleagues learn that I direct the University Writing Center, they ask me what to do about awful student writing. "I'd be thrilled to see just one good sentence!" they lament. "Why do so many students write so poorly?" The answers to that question are many. Students may not believe that good writing is important in your discipline, especially if your class is not an English class. They may not manage their time well, turning in an unproofread draft written at the last minute. Frequently, students are simply out of practice; they may not have been asked to write much since first-year composition, and their skills may have atrophied.

Students need to learn to use writing just as faculty do: to communicate information (memos, research papers, letters of recommendation), to clarify thinking (when we work through an idea or problem on paper), and to learn new concepts and information (taking notes on reading and research topics). But students won't get enough practice to do so from one or even several writing courses. Not only that, first-year writing courses are able to provide only an introduction to academic writing; they can't teach students the more specialized expectations of particular disciplines.

You can help your students write better by incorporating writing into your course. What is Writing In the Disciplines (WID)?

Writing In the Disciplines (WID) assignments into your class.

"What is Writing In the Disciplines (WID)?" Writing In the Disciplines assignments give students prac-tice with the conventions and formats of a given discipline. For example, a research report in psychology will look much different than a research report in business. In addition to research reports, WID assignments can include other genres used by professionals in a discipline: literature reviews, lab journals, grant proposals, etc. You are the ideal person to teach students how to write well in your discipline because you know your discipline's expectations for good writing.

For more information about WID:
John C. Bean's Engaging Ideas: The Professor's Guide To Integrating Writing, Critical Thinking, And Active Learning In The Classroom (San Francisco: Jossey-Bass, 1996) is a practical guide to assigning and responding to writing in any discipline.

The Writing Across the Curriculum (WAC) Clearinghouse (http://wac.colostate.edu/index.cfm) lists many resources for faculty interested in incorporating more writing into their classes. Especially useful are pages that give introductory information about WAC [http://www.uwc.ucf.edu/index.cfm] and designing writing assignments (http://writing.colostate.edu/references/teaching/wassign/).

The Edison Initiative: Writing Across the Curriculum Bibliographies (http://www.uwm.edu/jetsci/edison/wv.html) offers links to bibliographies in many disciplines, including Africology, anthropology, art history, biological sciences, chemistry, communication, economics, foreign languages, general science, geosciences, history, mass communication, mathematical sciences, philosophy, physics, psychology, and sociology.

The National Network of Writing Across the Curriculum Programs (Elementary-University) (http://wac.gmu.edu/national/network.html), facilitates the exchange of ideas and practices among its more than 600 members.

How the University Writing Center can help:
UCF's University Writing Center (http://www.uwc.ucf.edu) will support your students as they complete WID assign-ments. Undergraduate and graduate students can bring their writing in progress to the UWC, where other students from disciplines across UCF will provide peer review on their original and revise drafts.

UWC feedback focuses on the highest priority issues first (e.g., does this piece of writing answer the assignment ques-tion? Are the ideas clearly organized?), with the goal of teaching the writer to write better. For example, if the high-
est priority for a piece of writing is correct APA documenta-tion format, the UWC will help the writer learn to apply the information in the APA stylebook rather than proofreading for the APA.
Michele Pannozzo is the Assistant Professor of English and director of the University Writing Center at UCF. She has been involved with writing centers and Writing In the Disciplines (WID) initiatives since 1986.

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3. Software capable of supporting program needs (i.e. Documents to Go), and supporting user needs (i.e. Medical Reference).
are required to enroll in a 2-credit hour course each semester for two years that focuses on the principles of leadership development, leadership theory, and specific leadership competencies. Courses are housed in and taught by faculty of each of the five academic colleges. Currently, there are 500 active first- and second-year LEAD Scholars.

Bringing Leadership to Others

LEAD Scholars enrolled in the College of Education Foundations of Leadership course with Dr. Mike Kehoe have been working with Lawton Chiles Middle School (LCMS) and seventh grade students on an Anti-Bullying Campaign. In the UC classroom, LEAD Scholars are using the social issues facing children in their leadership development and self-efficacy. Teams of four to five LEAD Scholars develop lesson plans with role-playing situations designed to involve the middle-school children in the lesson. Taking classroom knowledge into LCMS, LEAD Scholars have been presenting key human relations skills on bullying, conflict resolution, anger management, and communication skills. Since its inception in the fall, the partnership has created enthusiastic response from parents, teachers, and administrators and has spread to other schools in the area. The program was presented at the Florida Association of Partners in Education Conference in February.

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Currently, the LEAD Scholars Program offers seven experiential practicum opportunities including the Mentor, Accountability, Leadership, Service-Learning, Keystone Experience, Women in Leadership, LEAD FLIGHT and LEAD START.

Taking Learning to the Next Level

Does experiential learning make a difference in a student’s understanding of leadership? Many students and faculty have expressed great satisfaction with the joint partnership of theory in practice and agree that it has taken their learning to the next level. Dr. Mike Kehoe shared, “I have a dynamic group of students that I teach leadership because now I have to teach leadership theory and skills to others. It has helped me bring my learning and understandings and full-circle.” Annie Howe, Service-Learning Practicum student remarks, “I see how Robert Greenleaf’s Servant Leadership Theory fits into what I am doing with the Kids World the Organization in Kissimmee. I too believe leadership has aspect of servant and civic responsibility.” Lyndsay Aughton, Diversity in Leadership student says, “This class has opened my eyes to the issues of diversity and acceptance facing working environments. It has been an amazing experience that I will never forget.”

The LEAD Scholars Program is always searching for faculty interested in teaching Foundations of Leadership Courses. If you are interested in the program or have any questions, please call the LEAD Scholars Program at 407-823-2223 or visit us in Suite 208 of the Student Union.

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Actual Student Comments:

"The movies are a great idea. Being a student who has not been exposed to several of the concepts for a long time, the movies have been a great help. I constantly refer to them to help me when I don't understand them. It is like having the instructor available all the time." “I love the movies. They help me so much because I can replay and take notes on the movie as much as I would like.”

Conclusion

Considering the reported ease of use by students, the perceived value as a learning aide, and the relative ease of development, PC Movies should be considered as a learning tool. They reinforce key concepts, demonstrate use of computer applications, provide remedial assistance for prerequisite skills, and provide a step-by-step review of concepts demonstrated in the classroom. In addition, students view movies at their own pace in a comfortable setting.

PC Movies provide a practical new approach to learning. They provide an excellent way to demonstrate course material and, specifically, software applications. Students using PC Movies for on-line instruction receive the same lecture-demonstration as students in the classroom and can review the movie as often as they like, when and where they like. The benefits of using PC Movies far outweigh the cost.

References


"PC Movies Get Two Thumbs Up for Computer Application Training," Lois S. Mahoney and Judith K. Welch, Strategic Finance, September, 2000, pp. 74-78.

Sample Movie Applications

Program

Camtasia Studio TechSmith

Medisys Media Solutions

HyperCam Hyperionics

http://www.techsmith.com

http://www.medisys.com

http://www.hyperionics.com

Clinical Tools, PDA’s Assisting Clinical Students at the Bedside Dr. Jeffery E. Ludy

Dr. Jeffery E. Ludy is an Assistant Professor in the Cardiopulmonary Sciences Program in the Department of Health Professions in the College of Health and Public Affairs. He is the programs director of Clinical Education (DCE) and has additional teaching responsibilities in the generic respiratory therapist program. Dr. Ludy has a joint partnership of theory in practice and agree that it has taken their learning to the next level."

The use of information technology in the guise of personal digital assistant (PDA) devices has found its way to the use of information technology in the guise of person...
In particular, they excel at application development learning tasks. For example, students and/or employees can learn to enter data into an information system, watch the development of a key course concept, or watch the navigation/search process of an Internet site. In order to keep the length manageable, each movie should teach a single learning task. In order to demonstrate more complex tasks, a series of movies can be sequenced together.

In the AIS class, we provide step-by-step instructions to students on how to use computer applications. PC Movie applications automatically record every click, scroll and action on the screen—even a voice for narration. These simple and flexible multimedia applications turn a personal computer (PC) into a VCR. With this approach, the learning moves at a pace that's right for the student.

PC Movies can provide remedial assistance for prerequisite skills for using basic spreadsheets, word processing, databases and other computer applications. For example, movies could demonstrate how to use a basic "if function," record a macro, or perform a mail merge. For students, a movie could help them review procedures for submitting an assignment. Movies can be developed for all essential computerized skills required by instructors and be available to everyone. The College of Business Administration has used PC Movies to provide a support site for basic computer skills. You can see this site at: http://www.bus.ucf.edu/skills.

Making movies
PC Movies are easy to develop. Using an application like Camtasia, you simply click on the record button to start the movie process, demonstrate the on-screen activity with narration appropriate for the learning experience, and click the stop button when finished. Then save the file using the File menu. Usually these applications allow the developer to save the file in a proprietary format, Microsoft's .avi format or as self-executing, stand-alone movies. The following figure features the instructions and controls for a sample application.

To view a movie developed with Camtasia Studio and converted to Flash visit: www.bus.ucf.edu/welch/movies/screencapture_text_version.html This demonstration will work best from a high-speed connection.

1. Acquire and install a PC Movie recorder application (see references for application specific information)
2. Select preferences concerning video and audio quality.
3. Plan the movie: identifying learning objective, material/application for demonstration, and prepare outline of task.
4. Open the application (such as a spreadsheet or presentation application) and the specific file to be demonstrated during the movie. Practice the computer-specific tasks and plan the audio to correspond to these tasks.
5. Open the PC Movie Recorder application and select File | New from the menu bar.
6. Click "record" on the PC Movie Recorder application control and perform the actions practiced in step 3 above. Record the audio simultaneously with the actions or if preferred record the audio later.
7. Stop recording by clicking the Stop button.
8. Save the movie by selecting File | Save as... from the menu bar, name the file, and select an appropriate format.
9. Review the content by clicking on the Play button, and, if necessary, record the movie again.
10. Note that compliance with disability provisions requires transcription of the movies as available. After recording the movies, we had the narration transcribed and written to a file. This file is available on the CD provided to the students.

Feedback
We used a survey to obtain feedback about the use of PC Movies by students. Overall, student comments are extremely positive. 96% of all respondents report PC Movies as "indispensable" or "very beneficial" for learning computer applications. 86% of the students report the use of the movies as "very useful."

In addition to the textbook, the students received handouts, sample student files from previous semesters, instructor demonstration files, and PC Movies. Students felt PC Movies were the best ancillary materials available to them for learning the course; 75% of the students thought PC Movies were the "most helpful" to their learning experience while only 4% thought they were the "least helpful."

Student comments focused on visualization of computer applications with the step-by-step demonstration as the feature they liked best about PC Movies (46%). Other advantageous features cited include the ability to play the movies over and over again (29%), ability to work at own pace when and where they wanted to (12%), and availability of reference materials at all times (8%).

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"This, we've found, is the most difficult work for students to do, this work against the grain. For good reasons and bad, students typically define their skill by reproducing rather than questioning or revising the work of their teachers (or the work of those their teachers ask them to read). It is impor-
tant to read generously and carefully and to learn to submit to projects that others have begun. But it is also important to know what you are doing—to understand where this work comes from, whose interests it serves, how and where it is kept together by will rather than desire, and what it might have to do with you. To fail to ask the fundamental ques-
tions—Where am I in this? How can I make my mark? Whose interests are represented? What can I learn by read-
ing with or against the grain?—to fail to ask these questions is to mistake skill for understanding, and it is to misunder-
stand the goals of liberal education."

David Bartholomae and Anthony Petrosky "Introduction" to Ways of Reading

Suggested Reading from the Faculty Center Library
A Handbook for Adjunct/Part-Time Faculty and Teachers of Adults by Donald Greive

Attempting to meet the diverse pedagogical needs of adjunct instructors, Donald Greive has published his fourth edition of the Handbook. The new material in this edition reflects the shift in emphasis to student-centered learning and the increased use of instructional technologies. A thick volume, the Handbook offers concise yet cogent advice on the characteristics of good teaching in today's classroom environments. Greive is adept at summarizing trends and theoretical movements in clear, short passages. He provides the basic needs of any instructor regarding course design and documents, delivery methods, assessment techniques and teaching with technology. His book contains sample documents, including a course syllabus, outline, lesson plan, e-mail guidelines, and a faculty checklist. For faculty trying to master the basics or for a quick refresher, check out this book from our library.

Wondering about Words
Do students know more about "school" than teachers? We derive our word "school" via Germanic from the medieval Latin scolē, which was schola for the ancient Romans who obtained the word from the Greek skholē. Interestingly, the early use of the Greek word denoted "leisure" and only later became associated with using leisure time for education. A common derivative of the Latin form is our word "scholar," begging the question, who turned leisure for scholarship into such hard labor? We derive our word "school" via Germanic from the medieval Latin scolē, which was schola for the ancient Romans who obtained the word from the Greek skholē. Interestingly, the early use of the Greek word denoted "leisure" and only later became associated with using leisure time for education. A common derivative of the Latin form is our word "scholar," begging the question, who turned leisure for scholarship into such hard labor? We derive our word "school" via Germanic from the medieval Latin scolē, which was schola for the ancient Romans who obtained the word from the Greek skholē. Interestingly, the early use of the Greek word denoted "leisure" and only later became associated with using leisure time for education. A common derivative of the Latin form is our word "scholar," begging the question, who turned leisure for scholarship into such hard labor?
Dr. Judith K. Welch is an Associate Professor in the School of Accounting, College of Business Administration. She currently serves on the FCTL Advisory Board. She is actively involved in the creation and assessment of technology learning tools to promote learning.

Using PC Movies for Learner Support
Dr. Lois S. Mahoney & Dr. Judith K. Welch

They may not entertain you like blockbuster movies, but PC Movies provide a new way to deliver educational materials and may be the ticket to providing a consistent learning experience for a diverse student population. Students can watch movies—on their own computer—to learn exactly the course content you want delivered. If course content can be presented or performed on a computer, this method of delivery is possible. It’s a practical new approach to support learning, especially for classes with widely dispersed students or highly varied skill sets.

Uses of PC Movies
PC Movies have been used to support learning in the undergraduate course in Accounting Information Systems (AIS) for over five years. Key to the approach for the course is the integration of these PC Movies to facilitate student learning. To shorten the Internet connectivity time, a CD-ROM with more than 250 megabytes of files was produced, copied and distributed by the instructors. This CD-ROM included the main pedagogical tool, the PC Movie. More than 35 PC Movies (5-7 minutes duration) including audio were prepared and distributed free of charge to all students. Students view these movies on their computer monitor, similar to viewing movies on a television. In addition, the CD-ROM included demonstration files used by the instructor, student projects from previous semesters, handout material in Adobe Acrobat (PDF) format, and “player” applications for easy installation. Each semester a “new” version of the CD is produced to facilitate additions, deletions, software version adjustments and improvements in the learning aids provided to the students.

Because the PC Movie player and movies can be copied free of charge, PC Movies are cost effective additions to classroom support. Use of PC Movies offers the following benefits:
- Content learned independent of time and place
- Different learning styles accommodated
- Technology-related tasks learned efficiently
- Additional time-on-task does not use class time
- Explanations repeated to those with language barriers.

It is vital to connect with students in the learning environment, and often an interdisciplinary approach can produce great results.
Students frequently enter non-major classes with low enthusiasm, and even less in GEP classes. It is therefore a constant campaign to make SPC 1600 (Fundamentals of Oral Communication) a course that gets students motivated and involved in applying skills to the "real world." In past semesters, I had noted that students have difficulty incorporating evidence and sound reasoning into their persuasive speeches because they were not excited about critical thinking and could not grasp a use beyond the immediate coursework.

Typically, assigning text readings and then reviewing the material in class while incorporating a few examples would cover these topics. The feedback from the classes, however, began to indicate a moderate level of confusion. Upon further analysis, I discovered the Holt Handbook used in many of our English courses here at UCF also has a section on Critical Thinking and Argument, but the fallacy labels weren't exactly the same as the text we use in Speech. Bridging the gap between the texts used in each discipline and including more examples so the students could fully understand and be able to apply the information became essential.

After acquiring the Handbook at the UCF bookstore and analyzing the information, I was able to incorporate similar labels for the ideas being discussed into my class lecture. Streamlined explanations also aided the students in recalling the information from English or Public Speaking perspectives. Through brainstorming with other Speech instructors on how to get students motivated about this topic and on constructing fresh examples, we identified a continuous source of novel illustrations. Many students on campus read The Central Florida Future, the student newspaper at UCF, and often become agitated by some of the opinion articles. I had students bring in a copy of the free newspaper which is distributed twice a week during the Fall and Spring semesters and can be obtained at over 150 locations in the area. The students were able to critically read through the articles and identify use of evidence and sound reasoning and fallacies of
Even in my final semester of teaching at UCF, before heading for "fresh woods and pastures new" (in the words of the poet Milton), I continue to struggle with ways to help students feel less intimidated. This is especially the case with oral participation. Every class, it seems, offers me another reminder of the emotional obstacles to learning that I sense more than understand. Perhaps because our profession values the intellect more than the emotions, it is easy to take for granted the anxiety that accompanies so much academic interaction. How often is our students’ failure to respond effectively in class due to fear—of us with power and position, of unfamiliar material, and of being tested and graded, to mention the most obvious?

The classroom setting itself can re-stimulate an unhappy academic experience. This is certainly the case in the writing classes I have taught. There, many students wonder if they will be attacked by red ink because their grammar is inadequate or their ideas are trite. Our greatest challenge as teachers is to combine rigorous standards with enough patient support and confidence-building so that the students leave the course more sure of themselves as articulate adults.

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