UCF Faculty Development
Summer Conference 2005

May 2-5, 2005

Sponsored by:
Diversity Initiatives
Faculty Center for Teaching and Learning
Information Fluency
International Studies
Service-Learning
Plenary Speaker

Dr. Harold Hodgkinson
Dr. Harold “Bud” L. Hodgkinson is the Director of the Center for Demographic Policy at the Institute for Educational Leadership in Washington, D.C. and is regarded as one of the nation’s leading educational demographers. He is a widely known and respected lecturer and writer, proffering demographic profiles on subjects ranging from special education to diversity, from Asian immigrants to Hispanic culture. His consulting assignments have included over 600 colleges and universities, numerous public and private schools and school systems. Moreover, he has led demographic analyses for numerous corporations, including the Bank of America, SouthTrust, 3M, Federal Express, IBM, General Motors, General Mills, and Hallmark. In addition to his twelve honorary degrees, Dr. Hodgkinson holds a bachelor of arts degree from Minnesota, a master’s from Wesleyan, and a doctorate from Harvard. He is a fellow of the American Council on Education and former president of the American Association for Higher Education, an elected position. In 1989 Dr. Hodgkinson was one of three Americans awarded the title “Distinguished Lecturer” by the National Science Foundation. Three of his books have been recognized with national awards, and he has published more than 200 articles.

Project Showcase, Reception
The capstone session of the Summer Faculty Development Conference is the Project Showcase. Faculty will share their projects with all participants during poster sessions in the Pegasus Ballroom. Each team member (from all tracks) will spend a minimum of 15 minutes at their team’s poster, describing the project to those who come by. The rest of the session is spent learning from others’ projects and enjoying the reception fare.
Roundtable: Refining the Definition of SoTL at UCF
The Scholarship of Teaching and Learning has been defined in many ways in institutions. Using the six standards presented in Scholarship Assessed as the foundation, participants will engage in a dialogue of a meaningful definition for UCF.

Service-Learning Assessment: A Look at Outcomes
Is the service-learning experience meeting course, community partners, and student’s expectations?

Service-Learning: Beyond Basics
In this session, experienced service-learning faculty members will have an opportunity to share insights and challenges in a loosely structured format that will harness and build upon their collective expertise. Participants will be invited to generate topics for discussion based on their needs and objectives. We will likely touch on a wide range of issues such as assessment of learning outcomes and community impacts, advanced reflection strategies, ideas for making the most of community partnerships, using technology to strengthen service-learning pedagogy, and developing sustainability.

Service-Learning: Nuts & Bolts
This workshop is aimed at those who have not taught a service-learning class yet at UCF, but are interested in exploring ways to incorporate this exciting hands-on style of learning into their classes.

Service-Learning & SoTL: Developing Sustainable Partnerships through Research
This presentation will discuss strategies for and provide two detailed examples of developing SoTL-based research projects out of service-learning courses. Topics will also include basic SoTL definitions and approaches, SoTL support available at UCF, possible publication and funding opportunities, and IRB issues.

SoTL Research Designs: Roundtables
How do you know if your Scholarship of Teaching and Learning project methods are appropriate? How do you know if the results are significant? Participants should bring their proposed SoTL research designs for the basis of these discussions.

Structured Reflection: It’s Not Just a Journal
This session will focus on the basics of designing a reflection process that is appropriate for the context and setting of a service-learning project. We will also discuss ways to mentor and monitor reflection throughout the course.

Teaching for Diversity: Creative Course Design
Add zing and power to your classes, explore group dynamics, increase your ability to cross cultural barriers, and learn how to modify instruction on the fly.

Understanding Power and Privilege in the Classroom
Being able to effectively teach about diversity in the classroom involves more than the ability to define and illustrate the issues. It also involves understanding the role that power and privilege play in the perpetuation of inequality and the denial of equal access. This session uses experiential activities to expand our awareness of diversity and the dynamics of power and privilege in the classroom.

Using Classroom Response Systems for Student Engagement and Assessment
All classroom instructors wish for total involvement and attention from their students. Classroom response systems can increase student participation in discussions and lectures; they can increase the duration and frequency of attention and rehearsal; they can be used to take attendance or give quizzes and tests; they can be used to poll confidence levels and attitudes; and they can be used to collect quantitative data for use in SoTL research. This technology is quickly becoming very reliable and affordable, and publishers are creating course content for use with response systems. Finally, students seem to like it. Find out more at this demonstration.
Agenda

Monday, May 2, 2005

2:45-3:45 International Studies
Extreme Course Makeover—Part I: Kevin Yee ................................................. TA-117
Program Development—Part I: Luis Martinez-Fernandez, Allyn Stearman ....... TA-130
Working Group

4:00-5:00 International Studies
Extreme Course Makeover—Part II: Kevin Yee ................................................ TA-117
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Tuesday, May 3, 2005

8:00-8:30 Coffee & Conversation ........................................................................... CL1-207
8:00-8:30 International Studies Group Orientation .................................................. CL1-109

8:45-9:45 Session 1
All Tracks
It IS All About You! Donna Goda ....................................................................... CL1-205
All Tracks/International Studies
Issues of Diaspora: Rosalyn Howard & Elayne Zorn ............................................ CL1-120
Service-Learning
Designing the Syllabus: Debbie Becker ............................................................... CL1-218
SoTL
Roundtable on Refining the Definition of SoTL at UCF: Dana Tesone ............... CL1-307

8:45-9:45 Diversity Initiatives
Ethics, Social Justice and Multiculturalism: Grant Hayes, Ximena Mejia ............... CL1-308

8:45-12:15 Information Fluency
Plenary – Jeff Overholtzer
Introduction by Robert Armacost, Martha Marinara ........................................... CL1-320

10:00-11:00 Session 2
All Tracks
Academic Rigor: Diane Wink, Bernadette Jungblut ............................................... CL1-219
Copyright and Fair Use in Your Online Course—The rules have changed! ....... CL1-205
Bill Phillips
All Tracks/International Studies
Can You Hear Me Now…Can You Hear Me Now…
I Think We Have a Bad Connection: Culture, Communication and Conflict .... CL1-120
Marti Hardmann, University of Florida
All Tracks/SoTL
Assessment for Optimal Learning: Tace Crouse ............................................... CL1-220
Teaching Outside the Box: Denver Severt ............................................................ CL1-308
Service-Learning
Structured Reflection: It’s Not Just a Journal ...................................................... CL1-218
Terry Thaxton
SoTL Track
Practicing SoTL: Bruce Wilson ............................................................................. CL1-307

Session Descriptions

Academic Rigor
Discussions continue based on the NSSE Conference focus group work. Action plans are being developed; be part of the process.

Assessment for Optimal Learning
Multiple assessment methods will be discussed from the perspective of how they can assist with reaching our student learning objectives. Two methods focused on are the multiple uses of the one-minute papers and various types of rubrics.

Collaborative, Supportive Environment
Discussions continue based on the NSSE Conference focus group work. Action plans are being developed; be part of the process.

Communicating Within the Discipline
Discussions continue based on the NSSE Conference focus group work. Action plans are being developed; be part of the process.

Ethics, Social Justice, and Multiculturalism
An experiential workshop that aims to develop a broad-based awareness of multicultural issues, sexuality, ethnicity, and values including ethical considerations in working with under-represented populations and the challenges inherent in promoting social justice in an academic environment. Additionally, this presentation will examine the impact of various dimensions of culture on curriculum and classroom dynamics.

How to Teach Theory in the Multicultural Classroom
Experiential education does a great job of involving students. But how can you use it to teach abstract concepts and theory? We’ll explore how to teach theory without lectures to maintain excitement and high participation in a diverse classroom.

Information Fluency
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- Collect the information necessary to consider a problem or issue
- Employ critical thinking skills in the evaluation and analysis of the information and its sources
- Formulate logical conclusions and present those conclusions in an appropriate and effective way

The Information Fluency strand at this conference is a series of sessions focused on developing a better understanding of information fluency and how it will be operationalized at UCF in the QEP.

Numeracy
Discussions continue based on the NSSE Conference focus group work. Action plans are being developed; be part of the process.

Practicing SoTL
In these sessions, you will be introduced to representatives of best practices in the Scholarship of Teaching and Learning.
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Thursday, May 5, 2005

7:45-8:00 Coffee & Conversation .................................................................CL1-104
8:00-8:30 Remarks from the Provost and Door Prizes ..................................CL1-104
Terry Hickey
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Karen Biraimah, Arlen Chase, Jose Sepulveda
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Individual and Team Efforts: Curriculum Transformation: Wendy Brandon ................................................CL1-308
Individual and Team Efforts: Research: Eugene Stone-Romero .........................CL1-308
Information Fluency
Information Fluency: Jeff Kaplan .....................................................................CL1-220
Service-Learning
Service-Learning Teams: Facilitated Course Construction:
Linda Hargreaves ............................................................................................CL1-218
SoTL
SoTL Teams: Project Development ...... CL1-105, 122, 205, 219, 307, 309, 318, 319
10:00-11:00 International Studies
Developing International Partnerships: Angel Cardec ........................................CL1-120
What’s Culture Got to Do with It?—Part I: Jacqueline Messing, University of South Florida CL1-117
11:15-12:15 Session 3
All Tracks
Communicating within the Discipline: Karla Kitalong ..................................CL1-219
Best Practices—Strategies You Can Steal .....................................................CL1-218
Terry Thaxton, Barry Mauer, Jana Jasinski and Karen Verkler
Diversity Initiatives
Critical Issues in Education: Immigration, Religion and Technology ...............CL1-308
Nancy Charles, Claudia Schippert, Jacqueline Smith
International Studies
Interdisciplinary Courses & Programs: The Students’ Perspective .................CL1-120
Student Panel
SoTL
Practicing SoTL: Kerstin Hamann .................................................................CL1-307
12:15-1:15 Diversity Initiatives
Lunch ...........................................................................................................MOD 629
12:15-1:15 All other Tracks
Lunch on your own
12:15-4:30 All Tracks: Publisher’s Exhibit Room ............................................CL1-103
1:15-2:15 Diversity Initiatives
Conducting Research with a Diversity Focus: Eugene Stone-Romero ...............CL1-308
Librarians, Research Designers, LINK, IR, OEAS et al.
Service-Learning
Service-Learning Teams: Facilitated Course Construction:
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1:30-2:30 International Studies
Is It a Man’s or a Woman’s World? Global Gender Issues ...............................CL1-120
Marta Hardmann
1:30-4:00 Information Fluency
Information Fluency—Where Do We Go from Here? .......................................CL1-220
Jeff Kaplan, Jeff Overholtzer
2:30-5:00 Diversity Initiatives
Power and Privilege: Bette Tallen ....................................................................CL1-308
2:45-3:45 International Studies
Models and Best Practices for LACLS—Part I ...............................................CL1-113
Models & Best Practices for Women’s Studies—Part I .......................................CL1-112
Would This Work Abroad? ............................................................................CL1-117
Working Groups ..........................................................................................CL1-109
Working Groups ..........................................................................................CL1-120
3:00-4:30 All Tracks
Project Showcase, Reception & More Door Prizes .................................................Pegasus Ballroom
Faculty will be assigned a 15 minute block with their posters during the Showcase.
## Agenda

### Wednesday, May 4, 2005

**8:30-9:00 International Studies Group Orientation**

**8:45-9:45 Session 1**

- **All Tracks**
  - **Using Personal Response Systems for Student Engagement and Assessment:** Eric Main
  - **Study Abroad—Why do it? The Faculty Advantage:** Wendy Brandon
- **Diversity Initiatives**
  - **Blending Diversity and Disciplines: Curricular Challenges:** Wendy Brandon
- **Information Fluency**
  - **Numeracy for Information Fluency:** Julia Pet-Armacost
- **SoTL**
  - **SoTL Research Designs—Roundtables:** Laura Blasi, Bernadette Jungblut

**9:45-10:15 Inter-disciplinary Research and the I² Lab**

- **Pegasus Ballroom**
  - **International Studies Track:** Dan Marinescu

**10:00-11:00 Session 2**

- **All Tracks**
  - **Numeracy:** Subir Bose, Paula Krist
  - **WebCT Open Lab Assistance:** Diane Wink
- **Service-Learning**
  - **Service-Learning Assessment: A Look at Outcomes:** Diane Wink
- **SoTL**
  - **SoTL Research Designs—Roundtables:** Laura Blasi, Melody Bowdon

**10:15-12:00 All Tracks**

- **I² Lab Forum: Research Panel**
  - **Pegasus Ballroom**
    - **Charles Kolb, NEH; Beverly Kitaoaka, Science Applications International Corp; Saifur Rahman, Virginia Tech/Alexandra Research Institute; Juan Figueras, NSF/STIP;**
    - **Moderator:** Terry Hickey

## Agenda

### Session 3

**10:15-12:00**

- **All Tracks**
  - **Collaborative, Supportive Environment:** Bud Wynn, Mark Poisel
  - **WebCT Open Lab Assistance:** Diane Wink, Melody Bowdon, Blake Scott
  - **SoTL**
    - **SoTL Research Designs—Roundtables:** Laura Blasi

**11:15-12:15 Session 3**

- **All Tracks**
  - **Collaborative, Supportive Environment:** Bud Wynn, Mark Poisel
  - **WebCT Open Lab Assistance:** Diane Wink, Melody Bowdon, Blake Scott
  - **SoTL**
    - **SoTL Research Designs—Roundtables:** Laura Blasi

**12:15-1:15 Lunch on your own**

**12:15-4:30 All Tracks**

- **Publisher’s Exhibit Room**
- **Service-Learning**
  - **Service-Learning Teams:** Diane Wink, Melody Bowdon, Blake Scott
  - **SoTL**
    - **SoTL Teams:** Project Development

**1:15-5:00 Diversity Initiatives**

- **Individual and Team Efforts:** Wendy Brandon
- **Individual and Team Efforts:** Eugene Stone-Romero

**1:15-2:15 All Tracks**

- **I² Lab Poster Session**
  - **Pegasus Ballroom**

**1:30-2:30 All Tracks**

- **I² Lab Poster Session**
  - **Pegasus Ballroom**

**1:30-4:00 Information Fluency**

- **Information Fluency Track:** Jeff Kaplan

**1:30-5:00 International Studies**

- **Working Groups**

**2:45-3:45 International Studies**

- **Do the Funky Monkey:** Michael Bakan, Florida State University
UCF Faculty Development Summer Conference

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Agenda

4:00-5:00 International Studies
Developing a Study Abroad Itinerary ................................................................. CL1-117
Models & Best Practices for LACLS—Part II .................................................... CL1-113
Models & Best Practices for Women’s Studies—Part II ..................................... CL1-112
Working Groups ................................................................................................ CL1-109

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Wendy Brandon
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Numeracy for Information Fluency: Julia Pet-Armacost ............................... CL1-220
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International Studies Track: Dan Marinescu
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WebCT Open Lab Assistance: Course Development & Web Services .......... CL1-205
Service-Learning
Service-Learning Assessment: A Look at Outcomes: Diane Wink ............ CL1-218
SoTL
SoTL Research Designs—Roundtables: Laura Blasi, Melody Bowdon ...... CL1-307
International Studies
Fulbright Programs and Other Funding Opportunities: Faculty Panel ....... CL1-120
Research for Course Internationalization: Bill Gaudelli, Rich Gause ....... CL1-117
10:15-12:00 All Tracks
I² Lab Forum: Research Panel ................................................................. Pegasus Ballroom
Charles Kolb, NEH;
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Collaborative, Supportive Environment: Bud Wynn, Mark Poisel ............ CL1-219
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Best Practices—Strategies You Can Steal ..................................................... CL1-220
Costas Efthimiou, Peter Telep, Blake Scott and Lisa Smith
Diversity Initiatives
Blending Diversity and Disciplines: Pedagogical Challenges .................... CL1-308
Wendy Brandon
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International Protocols ................................................................................. CL1-120
Service-Learning
Service-Learning & SoTL: Developing Sustainable Partnerships .......... CL1-218
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Individual and Team Efforts: Research: Eugene Stone-Romero ................ CL1-308
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Do the Funky Monkey: The Language of Rhythm and the Rhythm of Culture—Part I: Michael Bakan, Florida State University ............................................. CL1-120
1:30-4:00 Information Fluency
Information Fluency Track: Jeff Kaplan ....................................................... CL1-220
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Plenary Speaker

Dr. Harold Hodgkinson

Dr. Harold "Bud" L. Hodgkinson is the Director of the Center for Demographic Policy at the Institute for Educational Leadership in Washington, D.C. and is regarded as one of the nation’s leading educational demographers. He is a widely known and respected lecturer and writer, proffering demographic profiles on subjects ranging from special education to diversity, from Asian immigrants to Hispanic culture. His consulting assignments have included over 600 colleges and universities, numerous public and private schools and school systems. Moreover, he has led demographic analyses for numerous corporations, including the Bank of America, SouthTrust, 3M, Federal Express, IBM, General Motors, General Mills, and Hallmark. In addition to his twelve honorary degrees, Dr. Hodgkinson holds a bachelor of arts degree from Minnesota, a master’s from Wesleyan, and a doctorate from Harvard. He is a fellow of the American Council on Education and former president of the American Association for Higher Education, an elected position. In 1989 Dr. Hodgkinson was one of three Americans awarded the title "Distinguished Lecturer" by the National Science Foundation. Three of his books have been recognized with national awards, and he has published more than 200 articles.

Notes

Project Showcase, Reception

The capstone session of the Summer Faculty Development Conference is the Project Showcase. Faculty will share their projects with all participants during poster sessions in the Pegasus Ballroom. Each team member (from all tracks) will spend a minimum of 15 minutes at their team's poster, describing the project to those who come by. The rest of the session is spent learning from others' projects and enjoying the reception fare.
UCF Faculty Development
Summer Conference 2005

May 2-5, 2005

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