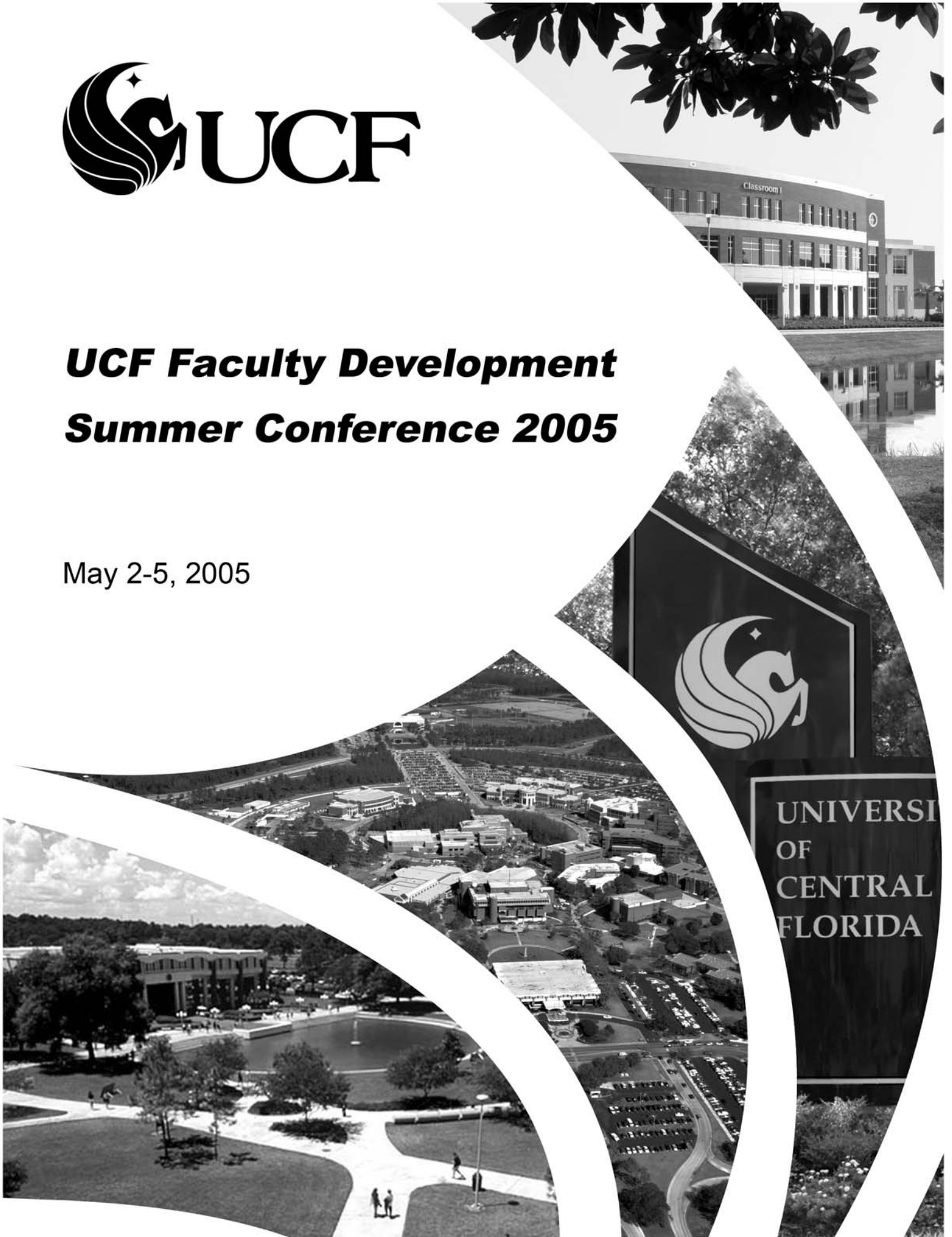




***UCF Faculty Development
Summer Conference 2005***

May 2-5, 2005



UNIVERSITY
OF
CENTRAL
FLORIDA

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.

Agenda

Monday, May 2, 2005

8:00-8:30	Registration	CL1 Patio
8:30-9:30	Organizational Meetings for Tracks	
	SoTL Track: Alison Morrison-Shetlar	CL1 Patio
	Service-Learning Track: Linda Hargreaves.....	CL1-219
	International Studies Track: Diane Chase, Angel Cardec	CL1-307
	Diversity Track: Valarie King	CL1-205
	Information Fluency Track: Martha Marinara	CL1-220
9:45-10:15	Continental Breakfast & Conversation	CL1 Patio
10:15-10:30	Welcome & Introductions	CL1 Patio
	Alison Morrison-Shetlar	
10:30-12:00	Plenary – Harold Hodgkinson	CL1 Patio
	Introduction by David Chaney, Diversity Initiatives	
12:00-12:45	Diversity Initiatives	
	Lunch.....	MOD 629
12:00-1:00	All other Tracks	
	Lunch on your own	
1:00-4:30	All Tracks	
	Resource Room Open.....	CL1-207
	Librarians, Research Designers, LINK, IR, OEAS <i>et al.</i>	
1:00-2:00	Diversity Initiatives	
	Individual and Team Consultations: Dr. Harold Hodgkinson.....	MOD 629
1:00-4:30	SoTL	
	SoTL Teams: Project Development	Vacant Rooms
1:15-2:15	Information Fluency	
	Intro to QEP and Information Fluency: Robert Armacost	CL1-220
	Service-Learning	
	Nuts & Bolts: Kathleen Hohenleitner	CL1-320
	Beyond the Basics: Melody Bowdon	CL1-112
1:30-2:30	International Studies	
	Global Issues Across Disciplines: Faculty Panel.....	TA-117
2:30-4:00	Diversity Initiatives	
	The New America: CUC Committee.....	MOD 629
	Information Fluency	
	The Library’s Role in Information Fluency and QEP	CL1-220
	Elizabeth Killingsworth	
	Service-Learning	
	Facilitated Course Construction: Kathleen Hohenleitner, Melody Bowdon	CL1-320

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- 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
 Program Development—Part II: Luis Martinez-Fernandez, Allyn Stearman TA-130
 Working Group

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
 Marta 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

Agenda

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
1:15-4:30	All Tracks Resource Room Open..... CL1-207 Librarians, Research Designers, LINK, IR, OEAS <i>et al.</i> Service-Learning Service-Learning Teams: Facilitated Course Construction CL1-218 Debbie Becker, Terry Thaxton SoTL SoTL Teams: Project Development CL1-105, 122, 205, 219, 307, 309, 318, 319
1:15-2:15	Diversity Initiatives Conducting Research with a Diversity Focus: Eugene Stone-Romero CL1-308
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 Overholzer
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

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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

Wednesday, May 4, 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	
	Using Personal Response Systems for Student Engagement and Assessment: Eric Main.....	CL1-218
	All Tracks/International Studies	
	Study Abroad—Why do it? The Faculty Advantage	CL1-120
	Diversity Initiatives	
	Blending Diversity and Disciplines: Curricular Challenges	CL1-308
	Wendy Brandon	
	Information Fluency	
	Numeracy for Information Fluency: Julia Pet-Armacost	CL1-220
	SoTL	
	SoTL Research Designs—Roundtables: Laura Blasi, Bernadette Jungblut....	CL1-307
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	CL1-219
	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;	
	Beverly Kitaoka, Science Applications International Corp;	
	Saifur Rahman, Virginia Tech/Alexandra Research Institute;	
	Juan Figueroa, NSF/SBIR;	
	Moderator: Terry Hickey	

Agenda

- 11:15-12:15 Session 3**
- All Tracks**
- Collaborative, Supportive Environment: Bud Wynn, Mark Poisel..... CL1-219
- WebCT Open Lab Assistance: Course Development & Web Services..... CL1-205
- 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
- International Studies**
- International Protocols..... CL1-120
- Service-Learning**
- Service-Learning & SoTL: Developing Sustainable Partnerships CL1-218
- Melody Bowdon, Blake Scott
- SoTL**
- SoTL Research Designs—Roundtables: Laura Blasi..... CL1-307
- 12:15-1:15 Lunch on your own**
- 12:15-4:30 All Tracks**
- Publisher’s Exhibit Room CL1-103
- 1:15-4:30 Service-Learning**
- Service-Learning Teams: Facilitated Course Construction CL1-218
- Diane Wink, Melody Bowdon, Blake Scott
- SoTL**
- SoTL Teams: Project Development CL1-105, 122, 205, 219, 307, 309, 318, 319
- 1:15-5:00 Diversity Initiatives**
- Individual and Team Efforts: Curriculum Transformation: Wendy Brandon CL1-308
- Individual and Team Efforts: Research: Eugene Stone-Romero CL1-308
- 1:30-2:30 All Tracks**
- I² Lab Poster Session..... Pegasus Ballroom
- International Studies**
- 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
- 1:30-5:00 International Studies**
- Working Groups CL1-109, 112, 113, 117
- 2:45-3:45 International Studies**
- Do the Funky Monkey: The Language of Rhythm and the Rhythm of Culture—Part I:
Michael Bakan, Florida State University..... CL1-120

Agenda

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	
8:30-9:00	Coffee & Conversation	CL1-104
9:15-10:00	International Studies	
	Developing an International Research Project	CL1-120
	Karen Biraimah, Arlen Chase, Jose Sepulveda	
9:15-12:15	Diversity Initiatives	
	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	CL1-117
	Jacqueline Messing, University of South Florida	
11:15-12:15	International Studies	
	What's Culture Got to Do with It?—Part II:	
	Jacqueline Messing, University of South Florida	CL1-117
12:15-1:15	Lunch on your own	
1:30-3:00	All Tracks	
	Set up posters for Showcase.....	Pegasus Ballroom
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.	

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.

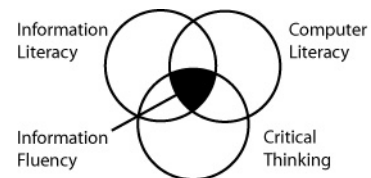
How to Teach Theory in the Multicultural Classroom

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

The university has selected "Information Fluency" as the topic for our Quality Enhancement Plan being developed for SACS reaffirmation of accreditation. Information fluency involves using critical thinking skills and appropriate technologies to integrate students' abilities to:

- 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.

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.

Notes

Sponsored by:

Diversity Initiatives
Faculty Center for Teaching and Learning
Information Fluency
International Studies
Service-Learning