Winter Faculty Development Conference

December 12th-14th 2011
Welcome to the 2011 Winter Faculty Development Conference. We’re happy you’re here!

This year’s conference follows the interactive format established last year. We’re focusing on creating conversations among faculty colleagues to address complicated questions that affect us all.

During the conference you’ll participate in several different kinds of sessions. Please remember that you’re expected to attend all sessions except the optional end-of-day grading socials. We hope you’ll join in on those too. We’ll have light snacks and assistance with final grades available.

Think tank/group time sessions will be held every day. Each of you has been assigned to an interdisciplinary team of conference participants. See the description on page three for more information on those sessions.

Faculty presentation sessions will feature the 8-10 minute presentations that each of you proposed to make when you applied for the conference. You are welcome to attend either of the two sessions offered during each timeslot.

Formal workshops offered by campus offices will be held on Monday and Tuesday only.

Please remember to complete your session and overall evaluations. Your feedback will shape future events.

Please also let any member of the FCTL staff know what we can do to make this year’s conference as enjoyable and productive as possible for you.
# Conference at a Glance

**Monday, December 12th**
- 8:45-9:00: Coffee
- 9:00-9:20: Welcome Session
- 9:30-10:45: Think Tanks
- 11:00-12:00: Faculty Presentations
- 12:00-1:15: Lunch on your own
- 1:15-2:15: Workshops
- 2:30-3:15: Faculty Presentations
- 3:30-5:30: Grading Social

**Tuesday, December 13th**
- 8:45-8:55: Opening Session
- 9:00-9:45: Faculty Presentations
- 10:00-10:45: Faculty Presentations
- 11:00-12:15: Think Tanks
- 12:15-1:15: Lunch on your own
- 1:15-2:15: Workshops
- 2:30-3:30: Faculty Presentations
- 3:30-5:30: Grading Social

**Wednesday, December 14th**
- 8:45-8:55: Opening Session
- 9:00-10:15: Faculty Presentations
- 10:30-12:00: Think Tanks
- 12:00-1:15: Lunch on your own
- 1:15-2:30: Prep Time for Posters
- 2:30-4:00: Poster session at Library Knowledge Commons
During small group/think tank time, you will work with your interdisciplinary team to explore ideas related to your assigned topics. Each team will be led by an FCTL faculty fellow or staff member who will act as a resource person. Other personnel from around campus who have relevant expertise may also participate in your discussions.

The deliverable for your small group work will be analysis of your assigned topics as they relate to UCF and to yourselves. You will discuss these ideas together, consult resources, and create a poster that will communicate your findings/conclusions/conflicts to colleagues during the final session of the conference at the new Knowledge Commons in the library. You’ll also need to be prepared to make a short oral presentation on your team’s findings during the share time.

Your poster should include the following:
- A list of team members and any info you want to share about yourselves
- Info about the topics you discussed in your think-tanks sessions and details about your related conclusions and questions
- A description of your team’s recommendations for future individual, institutional, or other kinds of actions
- Any future steps your team plans to take (e.g., a Faculty Focus article, material for the FCTL website, or a Faculty Senate resolution)

In addition to your group deliverables, please submit a PowerPoint presentation, handout(s), summary, or other materials that will capture the essence of your individual presentation at the conference. This material may be posted on the FCTL website or archived for use by faculty colleagues.
GROUP 1
Facilitator: Linda Walters
CL1-113
Vicky Cardullo, Elementary Education
Peter Jacques, Political Science
Claire Knox, Public Administration
Vicki Lavendol, Hospitality Services
Ann Miller, Nicholson School of Communication
Cynthia Walters, Teaching, Learning, and Leadership

GROUP 2
Facilitator: Pam Thomas
CL1-205
Joe Burden, Sport and Exercise Science
Po-Ju Chen, Hospitality Services
Gillian Eriksson, Teaching, Learning, and Leadership
Jon Friskics, Visual Arts and Design
Martha Garcia, Modern Languages
Qian Hu, Public Administration
Amanda Koontz-Anthony, Sociology

GROUP 3
Facilitator: Eric Main
CL1-207
Thomas Bryer, Public Administration
Jeff Kaplan, Teaching, Learning, and Leadership
Tammie Kaufman, Foodservice and Lodging Management
Lindee Owens, Writing and Rhetoric
Marla Toyne, Anthropology
Kimberly Voss, Nicholson School of Communication

GROUP 4
Facilitator: Alisha Janowsky
CL1-218
Thomas Dolan, Political Science
Cynthia Hutchinson, Teaching, Learning, and Leadership
Naim Kapucu, Public Administration
Gino Perrotte, Nicholson School of Communication
Beatriz Reyes-Foster, Anthropology
Greg Thompson, Modern Languages
GROUP 5
Facilitator: Jim Katt
CL1-220
  Brandi Blessett, Public Administration
  Jacquelyn Chini, Physics
  Deirdre Englehart, Early Childhood Education
  Maren Fragala, Child, Family, and Community Sciences
  Scot French, History
  Drew Lanier, Political Science
  Barry Mauer, English

GROUP 6
Facilitator: Anna Jones
CL1-301
  Haiyan Bai, Educational and Human Sciences
  Steve Berman, Psychology
  Linda Gibson-Young, Nursing
  Lauryn Migenes, Management
  Jo Ann Smith, Public Administration
  Lance Speere, Nicholson School of Communication
  Pavel Zemliansky, Writing and Rhetoric

GROUP 7
Facilitator: Carolyn Hopp
CL1-303
  Monifa Beverly, Educational and Human Sciences
  Leslie Connell, Management
  Shari Hodgson, Nicholson School of Communication
  Reid Oetjen, Health Management and Informatics
  Hojun Song, Biology
  Rui Sun, Public Administration
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
</tr>
</thead>
</table>
| 8:45-9:00 | Registration and Coffee  
*CL1-207*                          |
| 9:00-9:20 | Welcome Session  
*CL1-218*                            |
| 9:30-10:45 | Small Group Time / Think Tank Time  
*Various Rooms (see pages 4-5 for details)* |
| 11:00-12:00 | Faculty Presentations: Improving Learning Through Writing Instruction  
*CL1-205*                        |

**Grading Content Rather than Grammar and Formatting: Helping Students Systematically Edit Their Papers**  
*Claire Knox, Public Administration*  
This presentation will focus on the design and implementation of the Editing Techniques and Advice handout, which is a two-page checklist of common grammatical and formatting errors made by undergraduate and graduate students.

**Encouraging Improved Writing Skills in Students (Without Allowing it to Take Over Your Life!)**  
*Beatriz Reyes-Foster, Anthropology*  
In this presentation, I will present some of the strategies I use in helping students improve their writing skills.

**The Journal and Synthetic Essay Gestalt**  
*Peter Jacques, Political Science*  
My presentation will explain the use of no-regrets small journal entries to large synthetic essays to develop course concepts, critical thinking, and the practice of writing.

**Integrating the UCF Creed in Teaching, Creativity & Research Activities in the Classroom**  
*Martha Garcia, Modern Languages & Literatures*  
This presentation will provide a pragmatic approach to incorporating the UCF Creed as part of the research and creative assignments on a daily basis in the classroom.
Monday December 12th

11:00-12:00  
OPTIO N B  
Faculty Presentations: Strategies for Teaching Online  
CL1-220  

- Improving Online Teaching and Learning for Students in the Growing Online Journalism Industry  
  Kimberly Voss, Journalism/Nicholson School of Communication  
  This presentation will address strategies for reducing student cheating on online exams.

- Preventing Academic Dishonesty in Large Online Courses  
  Lance Speere, Journalism/Nicholson School of Communication  
  I will discuss strategies for minimizing cheating in large enrollment online courses.

- Handling Large Online Discussions  
  Steven Berman, Psychology  
  This presentation will involve an open discussion of various strategies for dealing with discussion boards in large online classes.

- Transforming Face-to-Face Success to Online Success in Teaching  
  Rui Sun, Public Administration  
  This presentation will discuss the challenges in transforming classroom strategies for enhancing students’ critical thinking skills in online courses.

12:00-1:15  
Lunch on your own
1:15-2:15 Workshops

I Have a Student with a Disability in my Class. What Do I Do?
*Pamela Rea, Student Disabilities Services*
CL1-218

Special Session for New Faculty
*Melody Bowdon, Faculty Center*
CL1-205

Classroom Management Strategies
*Eric Main, Faculty Center*
CL1-220

2:30-3:15 Faculty Presentations: Classroom Management
*OPTION A* CL-205

♦ All I Really Need to Know About Classroom Management I Learned from Parenting
*Reid Oetjen, Health Management & Informatics*
This presentation will present classroom management strategies based upon lessons I have learned as a parent.

♦ Creating a Classroom Community: Strategies for Engaging Learners in ‘Teachable Moments’
*Jeffrey Kaplan, Teaching, Learning and Leadership*
The intrinsic value of the spontaneous ‘teachable moment’ will be demonstrated as an effective and engaging teaching technique to involve students in both the cognitive and affective dimensions of classroom instruction.

♦ Still Keeping It Real: The Classroom as Theatre
*Drew Lanier, Political Science*
This presentation will offer practical, concrete examples of how to increase student engagement on a daily basis in your classroom.
2:30-3:15  Faculty Presentations: Classroom Environment  

**OPTION B  CL-220**

- Creating an Environment of Welcoming Questions, Encouraging Ownership, and Demonstrating Respect  
  *Vicki Lavendol, Hospitality Services*  
  I will share two effective techniques to encourage students to ask questions and self-manage behavior in our classrooms.

- Enhancing Student Leadership and Management Skills in a Mixed-Media Class  
  *Po-Ju Chen, Hospitality Services*  
  This presentation will outline strategies for enhancing student learning of leadership styles and management skills.

- Student Centered Instruction via Collaborative Learning Paradigms  
  *Cynthia Hutchinson, Teaching, Learning, and Leadership*  
  Participants will experience three interactive instructional strategies that can be used in face-to-face classrooms of any size to personalize lecture classes and to promote critical thinking.

3:30-5:30  Grading Social (Optional)  

**CL1-207**
8:45-8:55  Opening Session  
CL1-207

9:00-9:45  Faculty Presentations: Teaching With Technology  
OPTION A  CL-205

◆ Using Cloud-Based Tools to Organize and Maximize Learning  
Jon Friskics, Visual Arts and Design  
This presentation will share some best practices and examples for using some of the latest cloud-based information management tools.

◆ Using Video Simulation to Teach Ethical Decision-Making Related to the Responsible Conduct of Research.  
Jo Ann Smith, Public Administration  
This presentation will briefly cover the nine core areas related to research integrity and highlight the use of “The Lab” -- a free online video simulation available through the Office of Research Integrity website to teach ethical decision-making.

◆ Using Whiteboards in Introductory Physics Recitations  
Jacquelyn Chini, Physics  
I’ll present examples of how to use large white boards to facilitate student-led problem-solving in a recitation section.
Faculty Presentations: Developing and Sustaining K-12 Partnerships

**Teacher Education Residency Model: A Community Partnership**

*Cynthia Walters, Elementary Education*

This presentation will feature initial pilot plans for a partial residency model with a community school.

**The Nuts and Bolts of a Yearlong Co-Teaching Internship Residency Pilot Program**

*Victoria Cardullo, Teaching, Learning and Leadership*

**Developing Advocacy Projects: Service-Learning for Low-Income and Homeless Students in a Seminole County Elementary School.**

*Gillian Eriksson, Teaching, Learning and Leadership*

Strategies for partnering and managing service-learning for low-income and homeless students in a Seminole County elementary school, with templates and a report on behavioral conditions.
10:00-10:45 Faculty Presentations: Faculty Life

OPTION A

The Integrated Academic Life: Integrating Teaching, Research, and Community
Barry Mauer, English
This presentation explores strategies for ‘killing multiple birds with one stone’: basically, it means helping faculty create a project that serves as an incubator for courses, for research projects, and for community involvement.

Conducting Research on Innovative Pedagogical Practices and Theories
Thomas Bryer, Public Administration
This presentation will offer strategies for conducting research on innovative teaching practices and publishing that research.

Creating an Open Learning Environment for Expanding Student Perspectives
Amanda Koontz-Anthony, Sociology
This presentation will offer three strategies for responding to students with particularly strong stances on contentious subjects, each based on promoting an analytical perspective.

10:00-10:45 Faculty Presentations: Balancing Research and Teaching

OPTION B

Training Qualitative Researchers through Coursework and Interdisciplinary Collaborative Projects
Monifa Beverly, Educational and Human Sciences
This presentation will offer an informal discussion on training new qualitative researchers, navigating Institutional Review Board (IRB) applications, and providing guidelines for presentations and subsequent publications; moreover, I hope this presentation will foster interdisciplinary discussion and possible qualitative research collaborations.
The Element of Discovery Connects Research to Teaching  
*Maren Fragala, Child, Family, and Community Sciences*  
This presentation will address strategies to foster significant learning experiences by effectively connecting research with teaching.

Insight on Mentoring: From the Perception of a Mentee  
*Linda Gibson-Young, Nursing*  
This presentation will offer three strategies to develop mentor-mentee partnership among faculty throughout the University of Central Florida.

11:00-12:15  Small Group Time / Think Tank Time  
*Various Rooms (see pages 4-5 for details)*

12:15-1:15  Lunch on your own  
*(Women's Research Center Brownbag Brainstorming Session in CL1-205)*

1:15-2:15  Workshops  
Keeping Students Engaged and Managing Paper Load Through Peer Review of Writing Assignments  
*Pavel Zemliansky, Writing and Rhetoric*  
*Lindee Owens, Writing and Rhetoric*  
*Scot French, History*  
*CL1-205*

Teaching (Carefully) with Technology  
*Kevin Yee, Faculty Center*  
*CL1-218*

Integrating Inquiry into Your Teaching  
*Erin Saitta, Faculty Center*  
*CL1-220*
2:30-3:30

OPTION A

Faculty Presentations: Research-Based Strategies for Promoting Student Success

CL-205

◆ Instructor Communication Style and Student Incivility in the Classroom

*Ann Miller, Nicholson School of Communication*

I will present results of research conducted at UCF regarding the impact of instructors’ communication styles on student incivility in the classroom.

◆ Designing Palatable Statistics Courses

*Haiyan Bai, Educational and Human Sciences*

This presentation will offer three strategies for promoting student learning in statistics courses.

◆ Supporting Student Engagement during Online Class Meetings

*Deirdre Englehart, Child, Family, & Community Sciences*

This presentation will look at survey results of perceived student engagement during online class meetings, with some questions based upon the National Survey of Student Engagement.

◆ Professionalism: Understanding and Enhancing Our Students’ Skill Sets

*Tammie Kaufman, Foodservice and Lodging Management*

This presentation will discuss the students’ self assessment of their professionalism and tools to improve on these skills.
2:30-3:30  Faculty Presentations: Community Building, Classroom Culture and Diversity  
CL-220

♦ Facilitating Multiculturally Diverse Students in Today’s Classrooms  
*Joe Burden, Child, Family, & Community Sciences*  
This presentation will offer several strategies for promoting sociocultural teaching competence among faculty in culturally diverse higher education classroom settings.

♦ Culture and Diversity: A Closer Look at UCF’s Student Population  
*Gino Perrotte, Nicholson School of Communication*  
By the end of the presentation, participants will be able to identify three levels of diversity and how UCF is currently demonstrating the concept of inclusiveness for various categories of demographic diversity.

♦ Diversity and Cultural Competence: Creating an Environment of Collective Inclusion  
*Brandi Blessett, Public Administration*  
Help students understand the significance of demographic changes within the impact of our cultural, economic, and political interactions within a complex and multifaceted society.

3:30-5:30  Grading Social (Optional)  
CL1-207
8:45-8:55  Opening Session  

CL1-207

9:00-10:15  Faculty Presentations: Curricular Innovations  

CL1-205

- Developing a Career Advising Workshop  
  *Thomas Dolan, Political Science*  
  This presentation will discuss the design and execution of a career workshop for sophomores and juniors.

- The Placement of Natural History Courses in Today’s Science Curriculum  
  *Hojun Song, Biology*  
  I will present about my experience of creating a traditional course that is both relevant and exciting to today’s students.

- Development and Instruction of a Discipline-Specific Curriculum To Improve GTA Instructional Skills and Student Learning Outcomes  
  *Shari Hodgson, Nicholson School of Communication*  
  I will provide other UCF schools a template for a 12-week, discipline-specific training program for Graduate Teaching Assistants.

- Bring Back the Bones: Experiential Learning of Human Evolution using the Fossils Themselves  
  *Marla Toyne, Anthropology*  
  In my presentation, I will explore the use of physical models or fossil casts to teaching human evolution and the benefits of lab-based courses.

9:00-10:15  Faculty Presentations: Engaging Students Through Service-Learning  

CL1-220

- Social Entrepreneurship Serves Central Florida’s Non-Profit Community  
  *Leslie Connell, Management*  
  This presentation will focus on the construct of Social Entrepreneurship as an effective teaching pedagogy that benefits both the UCF College of Business students and Central Florida’s non-profit community.
UCF Partnerships - Social Entrepreneurship in Action
Lauryn Migenes, Management
I will focus on the main Orlando campus with four main clients: Boys Town of Central Florida, New Hope for Kids, Devereux Florida and Keeth Elementary School.

Communities of Practice: Connecting Classroom to Communities through Service Learning and Community-Based Research
Naim Kapucu, Public Administration
This presentation will offer strategies for designing courses as “communities of practice.”

Diversity in the Classroom: Integrating Service-Learning into Classes with Multilingual and Multicultural Students
Gregory Thompson, Modern Languages and Literatures
This presentation will offer strategies on how to establish community connections for multilingual and multicultural students and address some of the challenges and benefits in working with these learners.

Teaching an Online and Face-to-Face Service-Learning Course: Lessons and Strategies
Qian Hu, Public Administration
This presentation discusses lessons and strategies for encouraging students to engage in local community affairs through a service-learning project.

10:30-12:00 Small Group Time / Think Tank Time
Various Rooms (see pages 4-5 for details)

12:00-1:15 Lunch on your own

1:15-2:30 Prep Time for Posters

2:30-4:00 Poster session at Library Knowledge Commons