<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30–8:45</td>
<td>Coffee</td>
<td>CB1-207</td>
</tr>
<tr>
<td>8:45–9:00</td>
<td>Opening Session</td>
<td>CB1-218</td>
</tr>
<tr>
<td>9:00–10:15</td>
<td>Small Group Time</td>
<td>Practice</td>
</tr>
<tr>
<td>10:30–12:30</td>
<td>Lunch (provided) in FCTL with small groups</td>
<td>CB2-206</td>
</tr>
</tbody>
</table>

**Conference at a Glance**

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:15–8:30</td>
<td>Coffee</td>
<td>CB1-207</td>
</tr>
<tr>
<td>8:30–8:50</td>
<td>Opening Session</td>
<td>CB1-218</td>
</tr>
<tr>
<td>9:00–9:45</td>
<td>Small Group Time</td>
<td>Practice</td>
</tr>
<tr>
<td>10:00–11:00</td>
<td>Faculty Presentations</td>
<td>CB2-204</td>
</tr>
<tr>
<td>11:15–12:15</td>
<td>Lunch (provided) in FCTL with small groups</td>
<td>Special Presentations</td>
</tr>
<tr>
<td>1:15–2:00</td>
<td>Special Presentations</td>
<td>Faculty Presentations</td>
</tr>
<tr>
<td>2:30–3:30</td>
<td>Faculty Presentations</td>
<td></td>
</tr>
</tbody>
</table>
8:15–8:30   Coffee
           CB1-207

8:30–8:50   Opening Session
           CB1-218

9:00–9:45   Small Group Time
           Assigned Classrooms

10:00–11:00 Faculty Presentations: Lesson Design for Student Success
             CB1-202

- Boosting Critical Thinking in an Atmosphere that Encourages Mistakes
  Alice Korosy, Modern Languages & Literatures
  Using planned group and individual tasks assigned with few instructions and little or no didactic information boosts critical thinking and self-actualization, leading students to engage in true education.

- Preparing Teachers Who Won’t Expire in Five Years by Identifying Gaps in Classroom Management Skills
  Shloe Kerness, School of Teaching, Learning & Leadership
  Fellow faculty members will take away the importance of listening to students’ perceptions of what matters most in their field placements and how that information can help steer improvements to the courses we teach in order to make them more relevant and meaningful.

- An Innovative Method to Teach Statistics in the Health Services Administration Program
  Albert Liu, Health Management & Informatics
  This presentation will explore the use of simulation in teaching abstract statistical concepts in health care.

- Reminiscent Assessment of Graduate Students: In the Classroom and at the Academic Professional Level
  Martha Garcia, Modern Languages & Literatures
  This presentation will demonstrate the possible correlation between the assignments in a graduate course and its pragmatic academic use after the conclusion of the semester.
10:00–11:00 OPTION B

Faculty Presentations: Classroom Activities for Community Building and Engagement
CB1-205

- Reducing Social Isolation in the Classroom to Improve Student Persistence and Success
  Lindee Owens, Writing & Rhetoric
  This presentation asks faculty to consider strategies for building classroom communities to reduce social isolation and increase student academic persistence.

- Signing Out of the Sign-In Sheet Tradition
  Ghada Baz, Management
  This discussion will share the pros and cons of alternative methods of tracking attendance, discuss the feasibility of each alternative in large classrooms, and highlight their effectiveness in meaningful assessment of course-specific learning outcomes.

- Meaningful Classroom Engagement through Critical Thinking In-Class Activities
  Carlos Valdez, Marketing
  This presentation examines a revision of in-class activities to engage the hyper-connected student in critical thinking.

- Critical Thinking and Engagement in a Writing About Writing Composition II Course
  Robert Mohrenne, Writing & Rhetoric
  Fellow participants will understand how the use of critical-thinking exercises can help create a learning community while moving students toward achieving course objectives in ENC 1102.

10:00–11:00 OPTION C

Faculty Presentations: Faculty Ethos: Leadership and Credibility in the Classroom
CB1-220

- Faculty Credibility: What Makes Our Students Think We Are Worth Listening To?
  Ann Miller, Nicholson School of Communication
  This presentation provides an overview of instructional communication research about factors that increase instructors’ credibility in the classroom.
• Can Education Save Us from Denial and Delusion?
  *Barry Mauer, English*
  This presentation explains how educators can equip themselves to confront denial and delusion in the classroom.

• Can I Teach My Students and Also Be a Leader?
  *Thomas Cox, Child, Family & Community Sciences*
  Fellow faculty members will discover how their teaching not only conveys content but also can model leadership skills.

11:15–12:00
OPTION A
Special Presentations
CB1-202

• Recent IT Developments of Interest
  *Joel Hartman, Office of the Provost*
  Joel Hartman, Vice Provost for Information Technologies and Resources, will discuss new developments in information technology with faculty.

11:15–12:00
OPTION B
Special Presentations
CB1-205

• Making It Public: Student Understanding of Meaning, Purpose, and Importance of Diversity
  *Carolyn Hopp, School of Teaching, Learning & Leadership; Brandi Blessett, School of Public Administration; Gino Perrotte, Nicholson School of Communication; Reid Oetjen, Health Management & Informatics; Bernardo Ramirez, Health Management & Informatics*
  Faculty will gather ideas for integrating cultural competencies and diversity into curricula, including designing student work.

12:00–1:00
Lunch (On Your Own)

1:15–2:15
Small Group Time
  *Assigned Classrooms*
Faculty Presentations: Low-Stakes Writing in Online Classes  

2:30–3:30  
OPTION A  

- Integrating Critical Thinking, Writing, and Engagement into a Large Online GEP Course  
  Alisha Janowsky, Psychology  
  This presentation will focus on including low-stakes writing assignments in large online courses as a means of increasing critical thinking and student-student interactions.  

- Why Use Low-Stakes, Easy-to-Grade Writing Tasks in Large Online and Face-to-Face Classes  
  Pavel Zemliansky, Writing & Rhetoric  
  From my presentation, faculty will learn how to design and implement a variety of low-stakes, low-stress writing assignments in large and medium-size online and web-enhanced courses.  

- Low-Stakes Writing for High-Stakes Online Learning  
  James Katt, Nicholson School of Communication  
  Short, low-stakes writing assignments can help students practice critical-thinking skills—and they don’t take long to grade.  

- Turning Classroom Innovations into Research: Word Clouds in Online Discussions for Critical Thinking  
  Beatriz Reyes-Foster, Anthropology  
  Faculty members will learn about the evolution from test-driving a new discussion topic for an online class to a SOTL research project.
Faculty Presentations: Crafting Assignments to Promote Critical Thinking

CB1-205

- Mysteries in History: Promoting Student Critical Thinking
  Patricia Farless, History
  Faculty will walk away from this presentation with an understanding of how untold stories from the grave can help students think critically about research and the historical writing process.

- Promoting Critical Thinking through Literacy Narratives and Reflections
  Elsie Olan, School of Teaching, Learning & Leadership
  This presentation will look at ways students craft a literacy narrative while revisiting critical-thinking questions that afford them a space to question and reflect on what they know about the topic or assignment and what they would need to know to successfully meet the learning goal.

- The Power of Narrative Pedagogy and Dialogic Interactions: Self-Study of Practice as a Framework to Foster Self-Reflection and Critical Thinking
  Jeffrey Kaplan, School of Teaching, Learning & Leadership
  The power of reflective practice, in writing, drawing, and sharing, can transform the nature of teaching and learning in both small and large classroom settings.

- Public Memory and the Rhetoric of Cemeteries: Critical Thinking about Public Spaces
  Martha Marinara, Writing & Rhetoric
  Faculty will take away another way of teaching critical reading skills for historical, social, and political texts by using rhetorical concepts to understand the power relationships in any narrative.
8:30–8:45  Coffee  
CB1-207  

8:45–9:45  Faculty Presentations: Online Practice and Assessment  
CB1-202  

• Developing Critical Thinking: An Essential Component in Web Source Evaluation  
*Maria Redmon, Modern Languages & Literatures*  
This presentation will offer faculty another useful tool for helping students develop critical thinking when implementing evaluation of web sources.  

• Assessment: Any Time, Place, Space, or Pace!  
*Denver Severt, Rosen College of Hospitality Management*  
Participants can apply their own course assessments and consider the changes needed when they vary the place, space, time, and pace across various modes of courses.  

• Using a Digital Clinical Experience for an Online Graduate Course  
*Linda Gibson-Young, College of Nursing*  
After this presentation, faculty members will be able to describe the digital clinical patient experience and identify opportunities the experience provides in a graduate online classroom.  

• LinkedIn: A Global Bridge for the Organization of Doctoral Student Nurses Research Collaborative  
*Loretta Forlaw, College of Nursing*  
This presentation will demonstrate the use of the LinkedIn platform for sharing and supporting the research experience of doctoral nursing students across universities.
8:45–9:45
OPTION B
Faculty Presentations: Innovative Undergraduate Engagement
CB1-205

- **UCF Storytellers: Offering Diversity in Service-Learning**
  *Laurie Uttich, English*
  This presentation describes how to structure service-learning projects to meet the diverse needs of various community groups while offering opportunities for artistic interpretation.

- **Public History and the Self-Pace: Teaching Professionalism through Research**
  *Anne Lindsay, History*
  Participants will consider learning outcomes related to professionalism and discipline-specific knowledge that can come from a self-paced learning environment that respects students as independent scholars and encourages an independent research process.

- **Service-Learning: Preparing Graduates for Interdisciplinary Collaboration**
  *Norma Conner, College of Nursing*
  After attending the presentation of interdisciplinary service-learning, participants will be able to identify at least one appropriate interdisciplinary service-learning experience, describe how this experience would affect future employment activities for their students upon graduation, and list methods of evaluation of the experience.

- **Fostering Leadership and Communication Skills through the Learning Assistant Program**
  *Jacquelyn Chini, Physics*
  This presentation will describe how the physics Learning Assistant program has empowered faculty to make courses more student-centered, while benefitting the learning of students enrolled in the course and improving the critical-thinking, learning, and communication skills of the learning assistants themselves.
8:45–9:45  Faculty Presentations: Critical Thinking: Challenges and Strategies

CB1-220

- Challenges to Promote Critical Thinking in Accounting/Finance Classes
  Ji-Eun Lee, Rosen College of Hospitality Management
  This presentation will provide better understanding of challenges to promote critical thinking in accounting/finance classes.

- Ask the Right Questions: A Teacher’s Guide to Promoting Critical Thinking
  Roberta Ergle, School of Teaching, Learning & Leadership
  Come participate in a short activity to learn how to enrich students’ critical-thinking skills through effective questioning techniques.

- Make Me Think. I Dare You!
  Cynthia Hutchinson, School of Teaching, Learning & Leadership
  In this presentation, participants will experience a critical-thinking strategy that may be applied in any discipline that will help students meet course goals while fitting their own teaching philosophies and individual personalities.

- Critical Thinking Starts from Asking Good Questions
  Juhee Kang, Rosen College of Hospitality Management
  Open-ended questions can lead to students’ critical thinking.

10:00–11:00  Faculty Forum
CB2-204 (Remember, this is Classroom Building 2!)

11:15–12:15  Small Group Time
Assigned Classrooms

12:15–1:15  Lunch with Small Groups (Provided)
CB1-207
1:15–2:00
OPTION A

Special Presentations
CA1-202

• Think Tank: Teaching Writing Better in Online and Mixed-Mode Courses
  Pavel Zemliansky, Writing & Rhetoric; Lindee Owens, Writing & Rhetoric; Steffen Guenzel, Writing & Rhetoric
  The presenters will help participants develop practical and immediately applicable strategies and techniques for incorporating more effective writing instruction in online and mixed-mode courses.

1:15–2:00
OPTION B

Special Presentations
CA1-205

• Inclusive Teaching Practices
  Adam Meyer, Student Disability Services
  How does course design influence student learning? The purpose of this session will be to ponder ways to design courses that are inclusive for all types of learners.

2:15–3:15
OPTION A

Faculty Presentations: Assessment for Course Evaluation and Workforce Preparedness
CA1-202

• Meaningful Assessment of Student Learning: Managing Writing Assessment Peer Reviews inside a Canvas Webcourse
  Lisa Mills, Film
  Leading is doing more than telling people what to do. It is also evaluating the work of people you lead, and with the use of Canvas peer review tools and rubrics, students can learn how best to evaluate their classmates’ work with specific, constructive comments that go beyond “good job!” and “nice work!”

• Competency-Based Course Project Evaluation: Linking Course Activities to Institutional Effectiveness
  Naim Kapucu, School of Public Administration
  The participants in this presentation will learn how to link specific course objectives, program competencies, and institutional effectiveness outcomes.
• Meaningful Assessment of Student Learning in Mathematics: Preparing for the Florida Teacher Certification Examination
  Junie Albers-Biddle, School of Teaching, Learning & Leadership
  A meaningful assessment of student learning in mathematics will be developed to prepare preservice teachers to take the Math Subtest of the Florida Teacher Certification Examination for Pre-K/Primary Certification.

• Assessing Student Learning of Science Content and Teaching Practices in the Early Childhood Development and Education Program
  Deirdre Englehart, School of Teaching, Learning & Leadership
  Faculty will get a sense of early childhood preservice teachers’ understanding of science content and how we can strengthen it to prepare them for teaching children.

2:15–3:15
OPTION B
Faculty Presentations: Collaborative Learning: From Facilitation to Assessment
CB1-205

• Assessing Student Learning: Collaborative Approach to Assessment
  Dalena Dillman Taylor, Child, Family & Community Services
  This presentation will focus on empowering students in the assessment of their learning through collaboratively developed rubrics by the faculty and the students.

• Facilitating Group Cohesion inside and outside of the Classroom
  Chrysalis Wright, Psychology
  This presentation will focus on the pros and cons of group work for both faculty and students.

• How Do Students Form Groups? A Social Network Analysis of Student Group Behavior
  Qian Hu, School of Public Administration
  This presentation will discuss strategies to diversify group composition and improve group performance.
Faculty Presentations: Real-World Applications and Analysis to Promote Critical Thinking

CB1-220

• Integrating Environmental Sustainability as a Cultural Study across Disciplines
  
  *Kimiko Akita, Nicholson School of Communication*
  
  Fellow faculty members will learn how they can incorporate the cultural study of environmental sustainability into their courses.

• Restaurant Marketing Case Studies: Promoting and Assessing Critical Thinking through Inquiry
  
  *Manuel Rivera, Rosen College of Hospitality Management*
  
  This presentation will examine the appropriateness of the use of case studies as teaching strategies to promote critical thinking in restaurant marketing.

• Critical Thinking and Controversial Content: Teaching Student Filmmakers to Provoke Responsibly
  
  *Andrew Gay, School of Visual Arts & Design*
  
  This presentation will explore writing-based teaching strategies for dealing with controversial or problematic student-created content in the arts.

• Critical Engagement with Published Research in the Classroom
  
  *Stephanie Vie, Writing & Rhetoric*
  
  Faculty members will take away an example of an activity that can be modified to fit their teaching that will help students critically assess published scholarship.
8:30–8:45  Coffee  
       CB1-207
8:45–9:00  Opening Session  
       CB1-218
9:00–10:15  Small Group Time  
       Assigned Classrooms
10:30–12:30  Showcase  
       CB2-206