KAREN L SMITH FACULTY CENTER FOR TEACHING AND LEARNING

WINTER

FACULTY DEVELOPMENT

CONFERENCE

DECEMBER 10\textsuperscript{TH}-12\textsuperscript{TH}

2014

UCF
## Conference at a Glance

### Wednesday, December 10th

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
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<tbody>
<tr>
<td>8:30–9:00</td>
<td>Coffee</td>
<td>CB1-207</td>
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<tr>
<td>9:00–9:20</td>
<td>Opening Session</td>
<td>CB1-220</td>
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<td>9:30–10:15</td>
<td>Small Group Time</td>
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<td>10:30–11:15</td>
<td>Faculty Presentations</td>
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<td>11:30–12:30</td>
<td>Plenary Session</td>
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<td>12:30–1:30</td>
<td>Lunch (on your own)</td>
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<td>Faculty Presentations</td>
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<td>2:45–3:45</td>
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<td>4:00–5:00</td>
<td>Faculty Forum</td>
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### Thursday, December 11th

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### Friday, December 12th

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<td>Small Group Time</td>
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<td>10:30–12:30</td>
<td>Showcase</td>
<td>CB1-104</td>
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Welcome to the 2014 Winter Faculty Development Conference. We’re happy you’re here!

During the conference, you’ll participate in several kinds of sessions. Remember that you’re expected to attend all scheduled events; please sign in during faculty presentation and special presentation sessions.

**Small group meetings** will be held throughout the conference. You’ll work with a pre-assigned interdisciplinary team of colleagues (see pages 2–3) to discuss a variety of topics and create a set of deliverables. Instructions are included in your handout.

On Wednesday, we will have a **Plenary Session** with Karen Morrison, UCF’s Chief Diversity Officer. We will discuss issues of diversity and inclusion at UCF.

**Special presentations** will be held on Thursday to provide a chance to discuss various topics of relevance to UCF faculty.

**Faculty presentation sessions** will feature the eight-to-ten-minute presentations each of you proposed to make when you applied for the conference. You are welcome to attend any of the sessions offered during each time slot. Timekeepers will be assigned for each session, so please remember to stick to the time limits and leave time for discussion.

On Wednesday, we will have a **Faculty Forum with Provost Whittaker** in CB1 Room 104. We will discuss issues related to the conference theme.

On Friday, all participants will make presentations at the **Conference Showcase** in CB1 Room 104.

Reminders:

- Please complete your conference evaluations and submit them at the close of the showcase. Your feedback will help shape future events.
- 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.
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<td><em>Assigned Classrooms</em></td>
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<tr>
<td>10:30–11:15</td>
<td>Faculty Presentations: Meaningful Interactions</td>
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<td><em>OPTION A</em></td>
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<td>• Collaborative Projects across the Disciplines</td>
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<td>Barry Mauer, English</td>
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<td>This presentation explains how to create an interdisciplinary</td>
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<td>research project that includes students and teachers from</td>
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<td>multiple disciplines and then will provide opportunities for</td>
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<td>students such as historical research, writing, visual design, and</td>
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<td>teaching.</td>
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<td>• Exploring Group Chat Platforms for Student Collaboration in a</td>
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<td>Hospitality Course Project</td>
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<td>Cynthia Mejia, Foodservice and Lodging Management</td>
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<td></td>
<td>I will discuss the pros and cons of several group chat platforms as</td>
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<td>they relate to various group project objectives. My goal will be to</td>
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<td>adopt one platform for delivery in Spring 2015 in each of my</td>
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<td>undergraduate classes with the intention of improving students’</td>
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<td>group learning experiences.</td>
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<tr>
<td>10:30–11:15</td>
<td>Faculty Presentations: Innovations in Experiential Learning</td>
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<td><em>OPTION B</em></td>
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<td>• Using Digital Stories to Enhance Undergraduate Education in Online</td>
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<td>Education</td>
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<td>Susan Jardaneh, Interdisciplinary Studies</td>
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<td>This presentation provides information and specifics about how to</td>
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<td>use digital storytelling within the research project so that it is</td>
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<td>more focused on active learning and allows students to be more</td>
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<td>invested in their learning.</td>
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• Improving Undergraduate Education Using a “Service-Learning” Method
  Ji-Eun Lee, Hospitality Services
  I will share my experience of teaching HFT 3431 Managerial Accounting in the Hospitality Industry for undergraduate students to gain experiential learning opportunities and for community partners to share their needs using a service-learning approach.

• STEM and the Humanities
  Maria Redmon, Modern Languages and Literatures
  In this presentation I will discuss the linkage of disciplines within a higher education degree. I will focus on UCF and the many programs that bring the STEM and humanities disciplines together.

11:30–12:30 Plenary Session
  CB1-220

• Diversity and Inclusion at UCF
  Karen Morrison, Director, Office of Diversity and Inclusion
  Morrison will share her plans for the new Office of Diversity and Inclusion and address questions and ideas from participants.

12:30–1:30 Lunch (On Your Own)

1:30–2:30 Faculty Presentations: Curricular Enhancement and Student Engagement
  CB1-220

• Integrating Research-Based Learning in Hospitality Managerial Accounting Education
  Nan Hua, Hospitality Services
  The presentation will introduce a curricular enhancement possibility of involving three research components of problem identification, justification and analysis, and suggestions for problem solutions and potential improvements in the class of Hospitality Managerial Accounting, which would yield a student report that synthesizes all the aforementioned components by the end of a semester.
• Enhancing Undergraduate Research Skills in Arts and Humanities Courses

_Lanlan Kuang, Philosophy_

Unlike most STEM courses, undergraduate humanities courses face the challenge of introducing effective independent research skills and problem solving practices to students while laying a solid foundation in the humanities and arts without labs or projects.

• Students’ Literacy Experiences with Reflective Narratives and Reflexive Instructional Approaches: Fostering Online Discussion

_Elsie L. Olan, School of Teaching, Learning and Leadership_

This presentation explores how engagement in reflective narratives and reflexive instructional approaches can foster innovative and transformative online discussions and teaching practices.

• More Is More: Engaging Lecture Halls

_Laurie Uttich, English_

This presentation will outline techniques and discuss pros of implementing multiple mediums (higher engagement, greater retention) as well as the challenges (use of cell phones/laptops that lead to distractions, meeting SDS accommodations for extended testing, and resistance from students more comfortable with traditional teaching approaches).

1:30–2:30

OPTION B

Faculty Presentations: Classroom Community Strategies

_CB1-205_

• Overcoming Obstacles to Creating Classroom Community

_Amanda Anthony, Sociology_

In this session, we will discuss the issues and potential creative solutions for overcoming a lack of classroom community in both very large and very small classes, taking into consideration interactive classroom activities, ongoing group activities, and other nontraditional assignments that can encourage building perceived connections within and outside of the classroom.
• Fostering a Sense of Classroom Community to Improve Undergraduate Education
   Lisa Brooks, School of Teaching, Learning and Leadership
   During this session, we will examine the use of community-building practices in undergraduate courses. We will discuss the use of a variety of tools to promote connections between students.

• Get Them Talking: How to Personalize Undergraduate Education with Music, Mix, Review
   Roberta Ergle, School of Teaching, Learning and Leadership
   Music, Mix, Review is used regularly in my classes to create an inviting classroom culture with an academic focus. Students listen to music and move around the classroom. They have the opportunity to meet with others in the class to discuss academic content. Music, Mix, Review can be adapted to any content area for brainstorming or review.

• Community Building Within and Beyond Your Classroom with Twitter
   Stephanie Vie, Writing and Rhetoric
   This presentation will offer a brief discussion of how Twitter can be used to build community within one’s own classroom (among students) and beyond the classroom (with professional networks, course authors, and other leaders in the field).

1:30–2:30
OPTION C

Faculty Presentations: Inquiry into Teaching and Course Design
CB1-212

• Working Toward Universal Design and Accessibility
   Alisha Janowsky, Psychology
   This presentation will discuss the different processes and difficulties of improving the accessibility of my face-to-face and online courses.
- **SOTL, Word Clouds, and Surveys: Incorporating Research into Your Teaching Strategies**  
  *Beatriz Reyes-Foster, Anthropology*  
  In this presentation, I discuss study design, classroom innovations, and incorporating SOTL research into teaching. In particular, I will share some of my experiences with an ongoing SOTL research project.

- **Chopping the Class in Meaningful Engaged Small Sections**  
  *Carlos Valdez, Marketing*  
  The main purpose of this presentation is to share a strategy that I used in summer A, B and fall 2014 that successfully engaged students in meaningful small interactions: by always changing the learning stimulus, every 30 minutes or less, great results can be achieved.

2:45–3:45  
Small Group Time  
*Assigned Classrooms*

4:00–5:00  
Faculty Forum with Provost Whittaker  
*CB1-104*
9:00–9:15
Coffee  
CB1-207

9:15–10:00
OPTION A
Faculty Presentations: Mixed Reality and Gamification  
CB1-205

• Teach Like a Boss by Gamifying Your College Classroom  
  Peter Telep, English
  I will present effective ways in which video games and game thinking/game mechanics can be used to improve undergraduate education. Participants will brainstorm ways to transform their courses by framing them as though they were video games.

• Keeping It Real in a Mixed-Reality Environment  
  Cynthia Walters, School of Teaching, Learning and Leadership
  This presentation will focus on one instructor’s efforts to make undergraduate learning meaningful and authentic. Lessons have been developed for several courses that incorporate the TLE TeachLivE Lab, a mixed-reality teaching environment developed at UCF that is now being implemented at more than two dozen campuses around the world.

• Teaching Undergraduate Art History Courses with Serious Games  
  Keri Watson, School of Visual Arts and Design
  This presentation will discuss my experience incorporating two serious games, the Reacting to the Past role-playing game “Modernism vs. Traditionalism: Art in Paris 1888-89” and the multiplayer interactive online game “Uncovering the World of Modern Art,” into my undergraduate art history survey courses.

9:15–10:00
OPTION B
Faculty Presentations: Creating Transferable Skills in the Classroom  
CB1-220

• Dual Function: Objectives and Research Activities in Undergraduate Courses for Postgraduate and Employment Purposes  
  Martha Garcia, Modern Languages and Literatures
  This presentation intends to share how it is possible to incorporate research activities into an undergraduate course where the large majority of the assignments represent research itself and demonstrate the collaboration among classmates and faculty.
• Field Experiences, Clinical Experiences, and Internships: Discipline-Specific Support Structures for Developing Professional Understandings
Andrea Gelfuso, School of Teaching, Learning and Leadership
This presentation will share results from a formative design experiment that I have engaged in over the course of three years. I will also detail a specific support structure that I have developed over time that supports undergraduates as they create understandings about their profession during their field experiences.

• Bridging the Gap between the Classroom and the World of Work
Monique Levermore, Psychology
My presentation will summarize the elements of a service-learning course that support expanding knowledge beyond the four walls of the classroom and bridging the gap between classroom knowledge and the world of work.

9:15–10:00
OPTION C
Faculty Presentations: International Program Development
CB1-212

• Developing an Incentive Program to Encourage International-Related Research
Meredith Robertson, Health Management and Informatics; Albert Liu, Health Management and Informatics; Iryna Malendevych, Criminal Justice
This presentation will discuss the development of an international program in the College of Health and Public Affairs.

10:15–11:15
Small Group Time
Assigned Classrooms

11:30–12:30
OPTION A
Faculty Presentations: Enriching Curricula through Interdisciplinarity
CB1-205

• Improving Undergraduate Education: Interdisciplinary “Literature of the Bomb”
Paul Dombrowski, English
Using an interdisciplinary Honors course as an example, this presentation demonstrates the importance of selecting a timely and engaging topic to improve student engagement through intrinsic interest in and importance of the topic.
• Can Art Majors Have an Impact in STEM Classes?
  Costas Efthimiou, Physics
  This presentation intends to open a discussion on how visual arts can be incorporated in STEM classes without changing the original syllabus or the goals and outcomes of the courses.

• Yes! We, Educators, Can Do It
  Murat Kizildag, Hospitality Services
  Participating faculty will discuss a critical question: Can we, as educators, really improve our students’ active learning and practical skills by encompassing interdisciplinary activities in undergraduate curriculums?

• Languages and STEM
  Marie Léticée, Modern Languages and Literatures
  This presentation will highlight the importance of linking modern languages with STEM disciplines. In addition, it will point out the urgency for better collaboration between STEM disciplines and modern languages.

11:30–12:30
OPTION B
Faculty Presentations: Writing to Learn

• Mentoring Undergraduates in Research and Writing
  Peter Jacques, Political Science
  Several evaluations of undergraduate education broadly and specifically in political science have indicated our students need more practice and opportunity writing and thinking critically. This presentation is meant to open up discussion about improving undergraduate mentoring opportunities to improve writing and thinking skills.

• Undergraduate Research: Developing Your Own Voice through Autobiographical Action Research Projects
  Jeffrey Kaplan, School of Teaching, Learning and Leadership
  This presentation will briefly describe the use of autobiographical research in my undergraduate secondary education classes, and how faculty of all disciplines can use autobiographical research to motivate and engage their own students to explore issues and concerns of interest to them.
• Undergraduate Writing Assignments: Can We Make Them More Effective by Making Them REAL?  
**Lindee Owens, Writing and Rhetoric**  
This presentation challenges the idea of the often (legitimately) reviled academic essay. Why are the results of these assignments so underwhelming? I’m trying a different design this year: essays that are not written for or to me.

• Proven and Practical Strategies for Conducting Peer-Review of Student Writing in Face-to-Face and Online Courses  
**Pavel Zemliansky, Writing and Rhetoric**  
The presentation will begin by reviewing the reasons for and benefits of peer review both for the students and the teacher, followed by a number of usable techniques for setting up, conducting, and evaluating peer review.

12:30–1:30 Lunch (On Your Own)
1:30–2:15 Special Presentations
  **OPTION A**
  CB1-205

• Think Tank: Discipline-Specific Writing Instruction  
**Pavel Zemliansky; Lindee Owens; Steffen Guenzel, Writing and Rhetoric**  
A recent national study by Daniel Melzer of 2,101 writing assignments across the disciplines found that writing instruction which took place in the students’ disciplines led to more writing by students and with better results than models of writing instruction that relied exclusively on composition courses located outside of the major.

During this think-tank session, the members of the UCF WAC Program will briefly present the results of Melzer’s study before engaging the audience in a conversation about lessons from and applications of this research here at UCF. Participants will have the opportunity to brainstorm solutions to their writing instruction challenges with the members of the WAC Program and with colleagues from across the disciplines.
1:30–2:15  OPTION B  
**Special Presentations**  
**CB1-212**  
**Classroom Conversations about Integrity and Professionalism**  
*Jennifer Wright, Director, Office of Integrity and Ethical Development*

Future employers are demanding colleges and universities step up in providing education, awareness, and experience in areas associated with employability skills. These skills encompass an awareness of ethics, integrity, values, accountability, and professionalism. As educators it is our responsibility to be advocates of students developing such skills. We can do this through taking the information from the syllabus on our classroom rules, academic misconduct policies, and expectations of behavior and turn it into a comprehensive classroom discussion on integrity and professionalism. Learn how to incorporate conversations, dialogue, and teachable moments throughout the semester regarding behavior and expectations.

1:30–2:15  OPTION C  
**Special Presentations**  
**CB1-220**  
**Navigating the “Student of Concern” Process and Working with Students in Distress**  
*Dana Juntunen, Dean of Students and Executive Director, Student Rights and Responsibilities; Michael Gilmer, Director, Office of Student Conduct; Ann Marie Palmer, Care Manager, Student Care Services; Andel Fils-Aime, Assistant Director, Office of Student Conduct*

Every year students will face a variety of issues that interfere with their ability to succeed academically. The Office of Student Rights and Responsibilities provides students with referrals and connections to campus and community resources for situations including behavioral problems, academic concerns, interpersonal issues, and a variety of signs of distress. The presentation will cover the steps for assisting a student in distress or students who are disruptive in the classroom, when and how the OSRR can assist, and what occurs if additional university resources are needed to support faculty and students. This presentation will also include examples of current situations and how they were resolved, as well as an opportunity for questions.
2:30–3:30  
**OPTION A**

**Faculty Presentations: Mixing Modalities**  
**CB1-220**

- **Flipping a Mixed-Mode Class: A Novel Approach to Teaching Statistics**  
  *David Mitchell, Public Administration*
  The instructor will present a new curriculum design for statistics taught in a mixed-mode course and seek feedback from the audience to improve the design.

- **Working Around the Shortcuts Students Use When Taking Online Courses**  
  *Daniel Stephens, School of Public Administration*
  This presentation will help instructors who teach online courses to identify some shortcuts students take—unbeknownst to faculty—so as to enhance the efficacy of the content delivery system.

- **Meeting the Needs of Digital Learners: Conversations on Preparing Students for Online Learning**  
  *Meredith Tweed, Women’s Studies*
  This presentation and working dialogue investigates how to scaffold online learning through the use of visual and audio components, especially in the first module.

2:30–3:30  
**OPTION B**

**Faculty Presentations: Discussions on Teaching and Learning**  
**CB1-205**

- **Supporting the Pedagogical Skills of Graduate Teaching Assistants to Improve Undergraduate Education**  
  *Jacquelyn Chini, Physics*
  My presentation focuses on the topics and format used for a graduate-level physics pedagogy course this semester and explores advantages and disadvantages of possible formats for such courses (one-credit, zero-credit).
• Working with Your Graduate Assistant(s) to Improve Undergraduate Education: How Faculty Can More Effectively Train Their Graduate Assistants to Teach Writing
  Steffen Guenzel, Writing and Rhetoric
Based on my background working with faculty and graduate assistants, I will work with participants in this session to learn about and apply a model to train graduate student assistants with a focus on how disciplinary writing instruction, feedback, and evaluation can improve student learning and success as part of undergraduate education.

• Incorporating Improvisational Scene Work across the Curriculum to Improve Undergraduate Education
  Holly E. McDonald, School of Performing Arts
This presentation will introduce the use of improvisational techniques that can be applied across various disciplines to encourage the development of risk-taking with decision making, forward-moving dialogue, personal focus, creativity, productive collaboration, specificity, and the importance of positive give/take relationships.

• Fundamentals of Face-to-Face Communication: Presentation Tips for Connecting with and Engaging Your Student Audience
  Gino Perrotte, Nicholson School of Communication
This presentation will share with faculty some fundamental theories and presentation tips that our students learn and practice in introductory communication courses.
8:30–8:45  Coffee  
* CB1-207  

8:45–9:00  Opening Session  
* CB1-220  

9:00–10:15  Small Group Time  
* Assigned Classrooms  

10:30–12:30  Showcase  
* CB1-104
The Faculty Focus newsletter is a venue for sharing your teaching experiences or opinions on subjects relevant to UCF and higher education. It is published one or more times per semester and is distributed to all UCF faculty members. We at the Faculty Center encourage you, as public intellectuals, to help us foster scholarly community at UCF by contributing to the Faculty Focus. The deadline for submissions is mid-February for the spring semester, mid-July for the summer semester, and mid-October for the fall semester. Contact us with any questions or ideas that you may have.

Karen L Smith Faculty Center for Teaching and Learning