2015 Winter Faculty Development Conference

December 16th-18th
### Conference at a Glance

#### Wednesday, December 16th
- **8:30–8:45**: Coffee  
  *CB1-207*
- **8:45–9:05**: Opening Session  
  *CB1-307*
- **9:15–10:15**: Small Group Time
- **10:30–11:30**: Peer Review Sessions
- **11:40–12:30**: Plenary: Student Well-Being and Predictive Analytics  
  *CB1-307*
- **12:30–1:15**: Working Lunch  
  *CB1-307*
- **1:30–2:30**: Peer Review Sessions
- **2:45–4:00**: Plenary: Handling Classroom Emergencies  
  *CB1-104*

#### Thursday, December 17th
- **8:45–9:00**: Coffee  
  *CB1-207*
- **9:00–10:15**: Plenary: General Education and Diversity  
  *CB1-104*
- **10:30–11:30**: Peer Review Sessions
- **11:30–12:30**: Lunch  
  *Pizza available in CB1-207*
- **12:30–1:30**: Peer Review Sessions
- **1:45–2:30**: Think Tank Sessions: Hot Topics in Higher Education
- **2:45–3:45**: Peer Review Sessions
- **3:50–4:30**: Small Group Time

#### Friday, December 18th
- **8:30–8:45**: Coffee  
  *CB1-104*
- **8:45–9:00**: Opening Session  
  *CB1-104*
- **9:00–10:00**: Small Group Time
- **10:00–12:00**: Showcase  
  *CB1-104*
Welcome to the 2015 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 each session.

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

The conference will feature three **Plenary Sessions**:  
- Wednesday from 11:40 to 12:30, **Student Well-Being and Predictive Analytics**  
- Wednesday from 2:45 to 4:00, **Handling Classroom Emergencies**  
- Thursday from 9:00 to 10:15, **General Education and Diversity**

**Faculty peer review sessions** will feature eight-to-nine-minute presentations about your assignment or teaching strategy, followed by workshop and conversation. You are welcome to attend any of the sessions offered during each time slot, which will be moderated by a respondent.

**Hot Topics in Higher Education** will be held on Thursday to provide a chance to discuss various topics of relevance to UCF faculty.

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

Reminder:

- Please complete your conference evaluations and submit them at the close of the showcase. Your feedback will help shape future events.
- Use the Twitter hashtag **#UCFWFDC2015** to tweet information relating to the Winter Faculty Development Conference.
GROUP 1
CB1-301
Leslie Connell, Management
Elena Flitsiyian, Physics
Su-I Hou, Health Management and Informatics
Scott Launier, Writing and Rhetoric
Jeff Reinking, Accounting
Mary Tripp, Writing and Rhetoric
Staci Zavattaro, Public Administration

GROUP 2
CB1-308
Robert Cassanello, History
Yumani Davis, Writing and Rhetoric
Martha Garcia, Modern Languages and Literatures
Alisha Janowsky, Psychology
Mark Kamrath, English
Frank Tamberelli, Business Administration
Stacy Van Horn, Counselor Education

GROUP 3
CB1-309
Martha Brenckle, Writing and Rhetoric
Peter Jacques, Political Science
Murat Kizildag, Rosen College of Hospitality Management
Megan Lambert, Writing and Rhetoric
Beatriz Reyes-Foster, Anthropology
Ann Shillingford-Butler, Counselor Education
Carlos Valdez, Marketing

GROUP 4
CB1-103
Roberta Ergle, School of Teaching, Learning, and Leadership
Marcella Farina, Modern Languages and Literatures
Varadraj Gurupur, Health Management and Informatics
Susan Jardaneh, English
Melissa Pompos Mansfield, Writing and Rhetoric
Chrysalis Wright, Psychology
Lihua Xu, Educational and Human Sciences
Small Groups

GROUP 5
CB1-212
Tarek Buhagiar, Economics
Elizabeth Horn, School of Performing Arts
Albert Liu, Health Management and Informatics
Sandra Sousa, Modern Languages and Literatures
Marla Toyne, Anthropology
Jessica Waesche, Psychology
Keri Watson, School of Visual Arts and Design
Pavel Zemliansky, Writing and Rhetoric

GROUP 6
CB1-218
Steven Berman, Psychology
Patricia Farless, History
Natasha Jones, Writing and Rhetoric
Barry Mauer, English
Elsie Olan, School of Teaching, Learning, and Leadership
Gino Perotte, Nicholson School of Communication
Erin Saitta, Chemistry

GROUP 7
CB1-220
James Clark, History
Richelle Joe, Child, Family, and Community Sciences
Jane Moody, English
Nicole Olcese, School of Teaching, Learning, and Leadership
Lindee Owens, Writing and Rhetoric
Nicholas Shrubsole, Philosophy
Daniel Stephens, Public Administration

GROUP 8
CB1-105
S. Kent Butler, Child, Family, and Community Sciences
Gordon Henry, Integrated Business
Randy Hewitt, School of Teaching, Learning, and Leadership
David Mitchell, Public Administration
Stacy Tanner, Philosophy
Laurie Uttich, English
Stephanie Wheeler, Writing and Rhetoric
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<th>Time</th>
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<td>Coffee</td>
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<td>8:45–9:05</td>
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<td>10:30–11:30</td>
<td>Peer Review Session</td>
<td>CB1-220</td>
<td>Respondent: Rudy McDaniel, College of Arts and Humanities</td>
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|            |SESSION A                                      |            | • At the Eve of Brazil’s Abolition of Slavery (May 13, 1888)  
Sandra Sousa, Modern Languages and Literatures                                                                                       |
|            |                                              |            | • Role Immersion in Abnormal Psychology                                                                                                 |
|            |                                              |            | Jessica Waesche, Psychology                                                                                                               |
|            |                                              |            | • Scaling an Art History Reacting to the Past Game for Use at a Large Public University                                                   |
|            |                                              |            | Keri Watson, School of Visual Arts and Design                                                                                         |
| 10:30–11:30| Peer Review Session                          | CB1-218    | Respondent: Amy Zeh, Experiential Learning                                                                                             |
|            |SESSION B                                      |            | • A Strategic Plan Service-Learning Assignment                                                                                         |
|            |                                              |            | David Mitchell, Public Administration                                                                                                   |
|            |                                              |            | • e-Presentation of Service-Learning Project                                                                                           |
|            |                                              |            | Laurie Uttich, English                                                                                                                   |
|            |                                              |            | • Developing Service-Learning in My New Communications Course                                                                            |
|            |                                              |            | Staci Zavattaro, Public Administration                                                                                                  |
10:30–11:30  Peer Review Session  
**SESSION C**  
CB1-212  
*Respondent: Ann Miller, Communication*

- Measuring Individual Contributions in Team-Based Assignments in a Flipped Classroom Environment  
  *Frank Tamberelli, Business Administration*

- Incorporating Undergraduate Research in the Curriculum: Unique Challenges for Online Instruction  
  *Chrysalis Wright, Psychology*

- Organizing and Managing Team Writing Assignments in Canvas  
  *Pavel Zemliansky, Writing and Rhetoric*

10:30–11:30  Peer Review Session  
**SESSION D**  
CB1-309  
*Respondent: William Phillips, Center for Distributed Learning*

- “I Am a Scholar” Multimodal Project  
  *Yumani Davis, Writing and Rhetoric*

- Collaborating with Graduate and Undergraduate Students in Preparing Course Materials in Online Learning Environment  
  *Martha Garcia, Modern Languages and Literatures*

- Culture and Communication for Study Abroad Blended Learning  
  *Gino Perotte, Nicholson School of Communication*

11:40–12:30  Plenary Session: Student Well-Being and Predictive Analytics  
CB1-307  
*DeLaine Priest, Associate Vice President, Student Development and Enrollment Services; Ryan Goodwin, UCF University Innovation Alliance Fellow; William Self, Associate Professor, Burnett School of Biomedical Sciences, and Provost’s Fellow*

12:30–1:30  Working Lunch  
CB1-307
1:30–2:30
SESSION E

Peer Review Session
CB1-220
Respondent: Amy Zeh, Experiential Learning

- Rights, Permissions, and Legal Questions for Oral Histories
  Robert Cassanello, History

- Using Shared Document Technology during Observations
  Marcella Farina, Modern Languages and Literatures

- Enhancing Interdisciplinary Collaboration among Faculty
  Daniel Stephens, Public Administration

1:30–2:30
SESSION F

Peer Review Session
CB1-218
Respondent: Pavel Zemliansky, Writing Across the Curriculum

- Group Project: Case Study
  Steven Berman, Psychology

- Student Peer Review
  Lindee Owens, Writing and Rhetoric

- Peer Review Stations
  Stephanie Wheeler, Writing and Rhetoric

1:30–2:30
SESSION G

Peer Review Session
CB1-212
Respondent: Jana Jasinski, College of Graduate Studies

- Interdisciplinary Article Review on Policy and Program Evaluation
  Su-I Hou, Health Management and Informatics

- Twitter Chats in a Graduate-level, Online Education Course
  Nicole Olcese, School of Teaching, Learning, and Leadership

- Assignment 4 — Write the Method Section of a Research Paper
  Lihua Xu, Educational and Human Sciences
1:30–2:30
**SESSION H**

**Peer Review Session**
CB1-309
*Respondent: Claudia Schippert, Interdisciplinary Studies*

- **Multicultural Counseling Portfolio**
  *S. Kent Butler, Child, Family, and Community Sciences*

- **Reflection**
  *Susan Jardaneh, English*

- **Writing a New Genre: Helping ACCESS Program SOAR Students Write to Publish in a Literary Magazine**
  *Scott Launier, Writing and Rhetoric*

2:45–4:00

**Plenary Session: Handling Classroom Emergencies**
CB1-104
*Lori Dunlop-Pyle, Associate Instructor, Mathematics; Jose Vazquez, Assistant Director, Environmental Health and Safety; Valeska Wilson-Cathcart, Counseling and Psychological Services; Ari Schein, Coordinator, Emergency Management; Richard Beary, Chief of Police*
8:45–9:00 Coffee
CB1-207

9:00–10:15 Plenary Session: General Education and Diversity
CB1-104
Elizabeth Dooley, Vice Provost for Teaching and Learning and Dean of Undergraduate Studies; Anthony Jenkins, Senior Associate Vice President, Student Development and Enrollment Services; Representatives from other UCF divisions

10:30–11:30 Peer Review Session
CB1-205
Respondent: Diane Chase, Academic Program Quality

- Peer-Review of Political Science Essays
  Peter Jacques, Political Science
- UCF Field Trip Assignments and Policies
  Mark Kamrath, English
- Teaching Smart Idiots
  Barry Mauer, English

10:30–11:30 Peer Review Session
CB1-220
Respondent: Keri Watson, School of Visual Arts and Design

- Key Strategies to Enhance Undergraduate Education in Finance Courses
  Murat Kizildag, Rosen College of Hospitality Management
- How to Engage 70 Students Using Mobile Technology
  Carlos Valdez, Marketing

10:30–11:30 Peer Review Session
CB1-218
Respondent: Kelvin Thompson, Center for Distributed Learning

- Communicating with Students
  James Clark, History
- Using Videos to Improve Student Learning Outcomes
  Varadraj Gurupur, Health Management and Informatics
Improving “Line of Sight” between Assignments and Course and Program Objectives
Gordon Henry, Integrated Business

10:30–11:30
SESSION L
Peer Review Session
CB1-212
Respondent: Claudia Schippert, Interdisciplinary Studies

- When We Were Six: the Architecture of Gendered Language
Martha Brenckle, Writing and Rhetoric

- School Commercialization: Enhancing or Undermining Democratic Education
Randy Hewitt, School of Teaching, Learning, and Leadership

11:30–12:30
Lunch
Pizza available in CB1-207

12:30–1:30
SESSION M
Peer Review Session
CB1-220
Respondent: Diane Chase, Academic Program Quality

- Book Blog
Elsie Olan, School of Teaching, Learning, and Leadership

- Literacy Narrative Digital Story
Melissa Pompos Mansfield, Writing and Rhetoric

- Exhibit Assignment
Stacy Tanner, Philosophy

12:30–1:30
SESSION N
Peer Review Session
CB1-212
Respondent: Tom Cavanagh, Center for Distributed Learning

- Career Theory Group Presentations
Richelle Joe, Child, Family, and Community Sciences

- HeadPhones, Inc. Group Case Study
Jeff Reinking, Accounting

- Using a Mixed Reality Technology (TeachLive) as a Training Tool to prepare Future School Counselors
Stacy Van Horn, Counselor Education
12:30–1:30  Peer Review Session  
CB1-205  
Respondent: Elizabeth Dooley, Division of Teaching and Learning and College of Undergraduate Studies

- Theatre for Social Change Practical Application Assignment  
  Elizabeth Horn, School of Performing Arts
- Collective Listening  
  Natasha Jones, Writing and Rhetoric
- Reading/Engaging in an Ethnography of Violence  
  Marla Toyne, Anthropology

12:30–1:30  Peer Review Session  
CB1-218  
Respondent: Baiyun Chen, Center for Distributed Learning

- Mixed-mode (Face-to-Face/Web-Based) Mini-Studio Labs for Introductory Physics Courses  
  Elena Flitsiyan, Physics
- An Approach to Teach Statistical Concepts Using Real Data and Simulations  
  Albert Liu, Health Management and Informatics

1:45–2:30  Hot Topics in Higher Education  
CB1-205, CB1-207G, CB1-212, CB1-218, CB1-220  
See handout for list of choices.

2:45–3:45  Peer Review Session  
CB1-220  
Respondent: Aimee deNoyelles, Center for Distributed Learning

- Microteach Analysis and Reflection  
  Roberta Ergle, School of Teaching, Learning, and Leadership
- Photovoice Online Graded Discussion Assignment  
  Beatriz Reyes-Foster, Anthropology
- Literacy and Technology Digital Archive Project  
  Mary Tripp, Writing and Rhetoric
2:45–3:45  Peer Review Session  
SESSION R  
CB1-205  
Respondent: Pavel Zemliansky, Writing Across the Curriculum

- Profile of a Writer  
  Megan Lambert, Writing and Rhetoric

- IDS 4934 Final Research Project  
  Jane Moody, English

- Student-Generated Multiple Choice Questions  
  Nicholas Shrubsole, Philosophy

2:45–3:45  Peer Review Session  
SESSION S  
CB1-218  
Respondent: Melody Bowdon, Faculty Center for Teaching and Learning

- Closing the Loop  
  Patricia Farless, History

- Providing Automated Feedback in Large Classes  
  Alisha Janowsky, Psychology

- Small Group Mentoring in Large Enrollment Courses  
  Erin Saitta, Chemistry

2:45–3:45  Peer Review Session  
SESSION T  
CB1-212  
Respondent: Lisa Peterson, School of Visual Arts and Design

- Game Theory and Soda  
  Tarek Buhagiar, Economics

- Course Diagram  
  Leslie Connell, Management

- Engaging Students in the Flipped Classroom  
  Ann Shillingford-Butler, Counselor Education

3:50–4:30  Small Group Time  
Assigned Classrooms (see pages 2–3)
8:30–8:45  Coffee  
          CB1-104

8:45–9:00  Opening Session  
          CB1-104

9:00–10:00 Small Group Time  
             Assigned Classrooms (see pages 2–3)  
             Prep for Showcase.

10:00–12:00 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 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