Winter Faculty Development Conference

Mapping the Integrative Undergraduate Experience

Presented by: Faculty Center for Teaching and Learning
Division of Teaching and Learning
## Conference at a Glance

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Welcome to the 2017 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.

In addition to three plenary events, you’ll attend:

- **Small group meetings** in which 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 a final deliverable. Instructions will be provided by your group leader.

- **Faculty presentation sessions** featuring the eight-to-ten-minute presentations each of you proposed 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.

- **Think Tanks** on topics in higher education will be held on Monday. These sessions will allow you to provide feedback to a variety of UCF entities on ongoing initiatives. Location and topic information will be provided in a handout.

Reminder:

- Please complete your conference evaluations and submit them at the close of the conference. Your feedback will help shape future events.
- Use the Twitter hashtag #UCFWFDC2017 to tweet information relating to the Winter Faculty Development Conference.
GROUP 1  
**CB1-113**
Matt Bryan, Writing and Rhetoric  
S. Kent Butler, Child, Family, and Community Services  
Leslie Connell, Integrated Business  
Neil Duncan, Anthropology  
Ann Gleig, Philosophy  
Holly McDonald, School of Performing Arts

GROUP 2  
**CB1-117**
Cheryl Briggs, School of Visual Arts and Design  
Gregg Buckingham, Public Administration  
Jamila Kareem, Writing and Rhetoric  
Albert Liu, Health Management  
Beatriz Reyes-Foster, Anthropology  
Jeannine Viau, Philosophy

GROUP 3  
**CB1-119**
Joey Fanfarelli, School of Visual Arts and Design  
Su Gao, School of Teaching, Learning, and Leadership  
Alisha Janowsky, Psychology  
Brenda Peynado, English  
Mary Tripp, Writing and Rhetoric  
Chia-Yuan Yu, Public Administration

GROUP 4  
**CB1-205**
Dana-Marie Dennis, Chemistry  
Patty Farless, History  
Murat Kizildag, Hospitality Services  
Ana Leon, School of Social Work  
Peter Telep, English  
Jackie Towson, Communication Sciences and Disorders
GROUP 5
CB1-122
Stacy Barber, Anthropology
Martha Brenckle, Writing and Rhetoric
Robert Cassanello, History
Ann Miller, Nicholson School of Communication
Richard Plate, Interdisciplinary Studies
Stacy Tanner, Philosophy

GROUP 6
CB1-207G (Conference Room)
Nicole Damico, School of Teaching, Learning, and Leadership
Amy Darty, History
Suzy Jardaneh, English
Hansen Mansy, Mechanical and Aerospace Engineering
Kyle Riding, Health Professions
Nick Shrubsole, Philosophy

GROUP 7
CB1-212
Steven Berman, Psychology
Michelle Dusseau, Nicholson School of Communication
Steffen Guenzel, Writing and Rhetoric
Elizabeth Horn, School of Performing Arts
Hui Li, Public Administration
Sandra Sousa, Modern Languages and Literatures

GROUP 8
CB1-218
Jim Clark, History
Martha Garcia, Modern Languages and Literatures
Megan Lambert, Writing and Rhetoric
Tamra Legron-Rodriguez, Chemistry
Brittney Wells, Health Professions
Bruce Wilson, Political Science
8:45–9:00  Coffee
   CB1-103

9:00–10:00 Opening Plenary
   CB1-103
   This opening session will include a discussion of the emerging model for mapping UCF’s general education program.

10:10–11:10 Small Group Time
   Assigned Classrooms
   See group lists and locations on pages 2–3

11:20–12:15 Think Tank Sessions
   See handout for details

12:15–1:15 Working Lunch: Naming Faculty Needs and Assets
   (RSVP Required)
   CB1-103
   Attendees will discuss current faculty-facing assets available for addressing secondary trauma as well as gaps in current resources, services, and spaces. By the end of the session, the whole group will leave with a draft of a university-wide faculty asset map. Lunch will be provided for attendees who have registered in advance.

1:15–2:30 Plenary Session—GEP: The Student Perspective
   CB1-103
   Shaelyn Hammel, Sara Nystrom, and Jayde Reid
   This session will feature insights and observations by current and former students in UCF’s general education program.

2:45–3:45 Faculty Presentations—Incorporating Research and Other High-Impact Practices
   CB1-103

   • Research Coaches: Incorporating High Impact Learning in First-Year GEP Courses
     Mary Tripp, Writing and Rhetoric

   • Developing Community Connections through Course-Related Service
     Michelle Dusseau, Nicholson School of Communication

   • Scaffolded Writing Assignments in a Junior-Level Forensic Science Course
     Dana-Marie Dennis, Chemistry
2:45–3:45 SESSION B
Faculty Presentations—Bringing Interactive Practices into Your Course
CB1-120

- Integrative Learning Projects in Public Administration
  Gregg Buckingham, Public Administration

- Mapping the Integrative Undergraduate Experience through Archaeology: The Past is Relevant for the Future
  Neil Duncan, Anthropology

- Incorporating “Sustainability” into the Curriculum to Emphasize Interdisciplinary Connections
  Richard Plate, Interdisciplinary Studies

2:45–3:45 SESSION C
Faculty Presentations—Technology for Meaningful Learning Experiences
CB1-122

- Learning through Targeted History Adventures: One Instructor’s Guide to the Learning Multiverse
  Amy Darty, History

- The Advantages of Online Textbooks
  Jim Clark, History

- Redesign for Large, Online GEP American National Government Course
  Bruce Wilson, Political Science

2:45–3:45 SESSION D
Faculty Presentations—Applying Thoughtful Analysis and Inclusive Practices
CB1-205

- Role-Playing in Fiction Writing
  Suzy Jardaneh, English

- The Power of Theory in GEP Courses
  Nick Shrubsole, Philosophy

- Interrogating Racialized Writing Practices to Prepare First-Year Writing Students for University-Level Writing Standards and Intellectual Inquiry
  Jamila Kareem, Writing and Rhetoric
Tuesday, December 12

8:45–9:00  Coffee  
CB1-103

9:00–10:00  Plenary: General Education and Transfer Students  
CB1-103  
*Carl Creasman and Sidra Van De Car, Valencia College East*  
This session will feature insights and observations by colleagues from Valencia College.

10:10–11:10  Small Group Time  
*Assigned Classrooms*  
See group lists and locations on pages 2–3.

11:20–12:20  Faculty Presentations—Preparing for Life after Graduation  
CB1-103

- Integrative Learning Across the Anthropology Curriculum  
  *Stacy Barber, Anthropology*

- Am I Ready Yet? Utilizing Integrative Learning to Prepare Seniors for the Helping Professions  
  *Ana Leon, School of Social Work*

- Integrative Internship Experiences in Forensic Science  
  *Tamra Legron-Rodriguez, Chemistry*

11:20–12:20  Faculty Presentations—Rethinking Writing in the Academic Environment  
CB1-120

- Old Genre, New Times: Teaching Students to Essay in 2017 and Beyond  
  *Matt Bryan, Writing and Rhetoric*

- Teaching Coding Students to Navigate Multidisciplinary Spaces  
  *Joey Fanfarelli, Digital Media*

- How to Enhance Writing Skills Using Writing Portfolios  
  *Chia-Yuan Yu, Public Administration*
11:20–12:20  
**SESSION G**  
**Faculty Presentations—Technology Assignments and 21st-Century Skills**  
*CB1-122*

- Using a Video-Based Assignment to help Health Science Students Enhance Communication Skills  
  *Kyle Riding, Health Professions*

- Learning from Fiction? Practicing Problem-Solving Proficiency and reflection through Fictional Situations in Novels and Theatre  
  *Martha Garcia, Modern Languages and Literatures*

- Mindfulness in the 21st Century: Contemplative Social Media Integration with Teacher Candidates  
  *Nicole Damico, School of Teaching, Learning, and Leadership*

11:20–12:20  
**SESSION H**  
**Faculty Presentations—Bringing Research into the Classroom**  
*CB1-205*

- Providing High-Impact Experiences through Undergraduate Research  
  *Jackie Towson, Communication Sciences and Disorders*

- Getting Students Psyched about More than Just Psychology  
  *Alisha Janowsky, Psychology*

- How to Expose Undergraduate to What is “Original” in Original Research  
  *Robert Cassanello, History*

12:20–1:20  
**Lunch: Handbook of Academic Resources for Integrative Learning**  
*(RSVP Required)*  
*CB1-103*

Join us for a free lunch and get information about the opportunity to participate in the creation of an electronic faculty handbook of classroom assignments connecting course/program learning outcomes with career readiness. The QEP-funded project will focus on developing a faculty handbook including assignments from across the university, and instructors using the handbook will be able to select and modify assignments as they see fit.
Tuesday, December 12

1:30–2:30
SESSION I
Faculty Presentations—Reflection Writing and the Undergraduate Experience
CB1-103

• We Must Speak Arts and Humanities
  Patty Farless, History

• No Integrative Undergraduate Experience without Accounting for Prior Knowledge
  Steffen Guenzel, Writing and Rhetoric

• Animated Storytelling as a Vehicle for Impact
  Cheryl Briggs, School of Visual Arts and Design

• Antigone and the 21st Century Undergraduate: Cultivating Socio-Political Literacy through Analogical Reflection
  Jeanine Viau, Philosophy

1:30–2:30
SESSION J
Faculty Presentations—Expanding Horizons: Cross-Curricular Communication
CB1-122

• Using Play Scripts to Broaden Student Understanding of Common Human Themes and Diverse Cultures
  Holly McDonald, School of Performing Arts

• Introduction of Modular Design and Project-Based Learning in Lab Classes For Mechanical and Aerospace Engineering Students
  Hansen Mansy, Mechanical and Aerospace Engineering

• “I Had Never Been to an Art Museum”: High Impact Experiential Learning Exercises
  Stacy Tanner, Philosophy

• Learning to Teach English Language Learners through a Science Methods Course: Examinations of Preservice Science Teachers’ Lesson Plans
  Su Gao, School of Teaching, Learning, and Leadership
1:30–2:30
SESSION K

Faculty Presentations—Evaluating Sources in the Age of Information Overload
CB1-205

- Public Tragedy, Credible News, and Engaged Citizens
  *Martha Brenckle, Writing and Rhetoric*

- Shaping Students to be Critical Consumers of Information in General Education Courses
  *Megan Lambert, Writing and Rhetoric*

- Preparing Well-Informed Citizens for a Diverse World: Lessons from an Anthropology Classroom
  *Beatriz Reyes-Foster, Anthropology*

- What the Buddha Didn’t Say: Peer-Reviewed Sources and Why They Matter
  *Ann Gleig, Philosophy*

2:45–3:45
SESSION L

Faculty Presentations—#Advocacy: Preparing Students to Have Critical Conversations
CB1-103

- Creating Social Justice Advocates through Integrative Learning Experiences
  *S. Kent Butler, Child, Family, and Community Services*

- Fake News? Helping Students Understand the Difference between Bias, Expertise, and Opinion to Navigate the Dizzying World of Misleading Information
  *Brenda Peynado, English*

- Teaching Students to Think Critically about Social Issues
  *Steve Berman, Psychology*
2:45–3:45  
**SESSION M**  
**Faculty Presentations—Navigating the Integrative Undergraduate Experience**  
*CB1-120*

- **Fostering Integrative Learning through Curriculum and Assessment in an Online Setting**  
  *Hui Li, Public Administration*

- **Integrative Undergraduate Learning Mapping: Learning that Is Greater than the Sum of Its Parts**  
  *Murat Kizildag, Hospitality Services*

- **Identifying Undergraduate Students at Risk for Excess Credit Hours at UCF**  
  *Albert Liu, Health Management and Informatics*

2:45–3:45  
**SESSION N**  
**Faculty Presentations—Incorporating Role Play in the Undergraduate Classroom**  
*CB1-122*

- **Influencing Others: How to Become a Master**  
  *Leslie Connell, Integrated Business*

- **Preparing Students for Dialogue in a Politically Divided Environment**  
  *Ann Miller, Nicholson School of Communication*

- **Integrating Undergraduate Students in Online Courses: The Role Play Experience**  
  *Sandra Sousa, Modern Languages and Literatures*

2:45–3:45  
**SESSION O**  
**Faculty Presentations—Integrating Technology and Creativity**  
*CB1-205*

- **Game Design Techniques to Create High-Impact Learning Experiences**  
  *Peter Telep, English*

- **Employing Technology and the Arts to Improve Sexuality Education among College Students**  
  *Brittny Wells, Health Professions*

- **“Once In My LIFE”: Communicating Across Generations and Disciplines Using Personal Narratives and Theatre**  
  *Elizabeth Horn, School of Performing Arts*
9:00–9:15 Coffee
   CB1-103

9:15–9:30 Opening Session
   CB1-103

9:30–11:15 Plenary Experience
   CB1-103
   This session will invite participants to synthesize the conference experience and engage with colleagues.

11:15–12:00 Reception
   CB1-103
Your Winter Faculty Development Conference is hosted by the Karen L. Smith Faculty Center for Teaching and Learning and the UCF Quality Enhancement Plan.

Thank you to our sponsor: Florida Consortium of Metropolitan Research Universities.

For Twitter users, use hashtag #UCFWFDC2017 to tweet information relating to the Winter Faculty Development Conference.