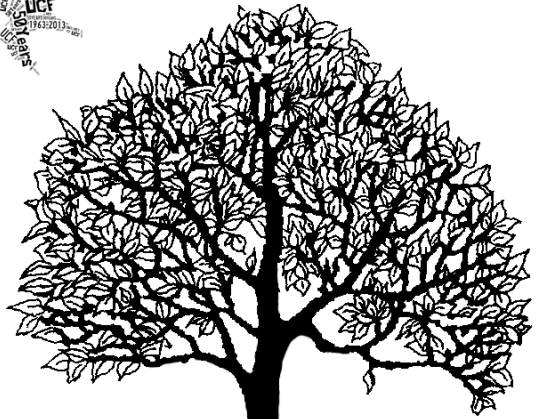


2013 UCF Summer Faculty Development Conference

Communication for Academic, Professional, and Civic Engagement

May 6-9, 2013



Integrity Community Enrichment Teaching Learning Teaching Scholarship Success Enrichment Integrity Community Diversity Teaching Faculty Academic International Achievement Writing Information Fluency Success Diversity Scholarship Enrichment Integrity Community Development Creativity Learning Teaching Academic International Achievement Writing Diversity Scholarship Enrichment Integrity Community Creativity Learning Teaching Faculty Writing Information Fluency Success Academic International Achievement Writing Diversity Scholarship Enrichment Learning Teaching Faculty Academic International Achievement Writing Diversity Scholarship Enrichment Integrity Community Development Creativity Learning Teaching Academic International Service Achievement Writing

MONDAY MAY 6

Welcome to the 2013 Summer Faculty Development Conference. Support staff from the following will be available to assist you:

- | | |
|---------------------------------|---|
| Center for Distributed Learning | Center for Success of Women Faculty |
| Office of Diversity Initiatives | Office of Experiential Learning |
| Office of Information Fluency | Office of International Studies |
| Office of Service-Learning | Karen L. Smith Faculty Center for Teaching and Learning |
| Writing Across the Curriculum | |

After the daily sessions have concluded, participants may use their track meeting rooms listed below or the following alternate rooms to work on their projects: CL1-103, 107, 109, 112, 122, 212, 301, 303, 307, 308, 318, 319, or the FCTL (207).

Coffee and Registration	8:00-8:30
Refreshments today courtesy of Springer Publishing	CL1-104 foyer
Cohort Meetings	8:30-9:30

Faculty Center for Teaching and Learning CL1-104

The New Student Perception of Instruction Form

Ida Cook, College of Sciences and Past Chair of the Faculty Senate; Patsy Moskal, Research Initiative for Teaching Effectiveness; and Melody Bowdon, Eric Main, and Erin Saitta, FCTL

After a short overview of the conference, we will discuss the development of the new Student Perception of Instruction form and announce related programming initiatives followed by Q&A.

Service-Learning/Internships CL1-105
Ulla Isaac, Acting Director of Office of Experiential Learning, and Amy Zeh, Program Director of Service-Learning

Diversity Initiatives CL1-218
Valarie King, Director, and Barbara Thompson, Assistant Director
Welcome to the Diversity Track of the 2013 Summer Faculty Development Conference. This session will provide an overview of the Diversity Track, as well as a discussion of the conference project and final deliverable.

Information Fluency/QEP	CL1-113
<i>Martha Marinara, Director, and Hank Lewis, Coordinator of Academic Support</i>	
Welcome to the IF Track of the 2013 Summer Faculty Development Conference. After a short overview of the conference, we will discuss the various projects in the IF Track, what each participant expects to accomplish during the conference, and how the projects relate to UCF's information fluency initiative.	
Center for Success of Women Faculty	CL1-117
<i>Linda Walters, Director</i>	
Writing Across the Curriculum	CL1-119
<i>Pavel Zemliansky, Director, and Lindee Owens, Coordinator</i>	
International Studies	CL1-120
<i>Angel Cardec, Director, and Dianna (Dede) Wilson-Mosley, Assistant Director</i>	
Student Development and Enrollment Services	CL1-309
<i>Kerry Welch, Associate Vice President, and Ted Greenberg, Administrative Assistant</i>	

Plenary Session

9:45-11:00

Boredom Kills: Saving Lives by Telling Interesting Stories

CL1-104



Randy Olson was a humble, mild-mannered professor of marine biology at the University of New Hampshire. But then his brain sort of turned inside out and he shifted from scientist to artist. It happened in his first year as a professor. He hit a point where he realized that after fifteen years of telling stories *of* science he had grown more interested in telling stories *about* science.

Despite his Harvard Ph.D., four years of postdoctoral research in Australia and Florida, and years of diving around the world from the Great Barrier Reef to Antarctica, he tossed it all in, resigned from his tenured professorship, and moved to Hollywood to explore film as a medium for communicating science.

Today he is an independent filmmaker and no longer considers himself a scientist, but is now fluent in the languages of science and cinema. In addition to writing and directing his own feature films about major issues in science, he has worked with a variety of clients to assist them with the use of visual media in communicating science to the general public. Through his writings he has both related his journey and continued his exploration into the role of storytelling in the mass communication of science.

Concurrent Sessions

11:15-12:15

A1 Tools of Engagement: Rehumanizing Classes through Technologies

CL1-122

Kelvin Thompson and John Raible, Center for Distributed Learning

In this session participants will explore tools and processes for engaging more meaningfully with students in face-to-face, blended, and online courses. Against a backdrop of research findings and best practice literature, an emphasis will be placed on practical approaches to use in one's classes to connect more humanely with students. Engaged participants will leave with actionable plans for their classes along with numerous takeaway resources for after-the-session follow-up.

A2 How Do I Address the NSF Broader Impacts Criterion?

CL1-103

Jo Smith, College of Health & Public Affairs, and Joshua Roney, Office of Research & Commercialization

We will explain NSF's view of their "broader impacts" criterion, examine how others have successfully met this criterion, and explore innovative methods to promote broader impacts in your NSF research project.

A3 Know Thyself Critically: Educating Students to Challenge Delusional Thinking CL1-113

Barry Mauer, College of Arts & Humanities

This presentation argues that educators are responsible for teaching students to challenge delusional thinking. A delusion is a belief held with conviction in the face of overwhelming contrary evidence. The presenter proposes that we challenge our students to diagnose the problem of mass delusion, but before we can begin this work, we must first recognize our own susceptibility to delusions; even our most deeply held core beliefs might be delusional.

A4 Springer @ Your Library CL1-205

Sarah Schulman, Springer US, and Natasha White, UCF Libraries

As a part of the University of Central Florida research community, you have access to thousands of eBooks, online journals, and life science protocols from Springer, one of the world's largest and most respected publishers of academic content. Additionally, Springer's business model is legendary for its lack of digital rights management (DRM), which means you have unprecedented freedom and flexibility with this content. During this session with Springer and the UCF library, you will learn exactly what resources are available to you, how to access them through the UCF library (on campus and remotely), how to embed content into your web-based courses, what it means to be DRM free, and more!

In addition to learning about Springer's content, this session is an excellent opportunity to meet with your UCF librarians and find out how they can provide invaluable resources for classroom instruction and your own research.

A5 Quality Instructional Services for Veterans and Military Family Members CL1-220

Bryan Batien, Orlando VA Medical Center VITAL Program; Stacie McLeod, Program Coordinator of the Veterans Academic Resource Center; and Paul Viau, Associate University Registrar and Director of Veterans Academic Resource Center

More and more veterans are returning to the classroom every year. This discussion, incorporating a presentation by Donald Pfeffer from Central Lakes College in Minnesota, will explore the unique learning needs of student veterans and related issues with classroom dynamics. This will help instructors partner with the university community to enhance the overall university experience for our student veterans. This presentation will include representatives of the Veterans Academic Resource Center, the Registrar's Office, and the Orlando VA Medical Center.

A6 Fulbright: Getting Started

CL1-120

Karen Biraimah, Director of International and Special Programs/College of Education; Larry Holt, College of Education; additional Fulbrighters

Join a panel of Fulbright Scholars to discuss the program's available opportunities and application process.

Lunch on Your Own

12:15-1:15

Concurrent Sessions/Project Time

1:30-2:30

B1 Academic Integrity Panel: Student Perspectives on Conduct

CL1-104

*Moderated by Brittany Murphy, Faculty Center for Teaching & Learning
Cynthia Florentino, Student Government Association Legislative Affairs Coordinator;
LaShaunda Hayes, Student Government Association Judicial Advisor, elected Chair of the
Golden Rule Committee; and Shaun Richardson, UCF's Orientation Team, Peer Mentor for
UCF's Strategies for Success class*

Academic Integrity is a pressing issue on the UCF campus. The Faculty Center for Teaching and Learning has convened a panel of students dedicated to exploring the issues surrounding academic integrity in order to create a positive discourse between faculty and students. This panel consists of students involved in Student Government as well as advisory councils for the Golden Rule and academic misconduct. The panel explores how faculty members and students can work together to resolve some of the issues students are facing regarding academic integrity and misconduct.

B2 Story Pitch with Randy Olson

CL1-122

In this session, Randy will work with everyone who wants to improve the impact of their communication. Attendees will actively engage in this workshop and leave with a better understanding of how to get their message across to diverse audiences.

Concurrent Sessions/Project Time

2:45-3:45

C1 UCF Alert/Shots Fired

CL1-104

Ari Schein, Office of Emergency Management

This hour-long video and presentation, hosted by the UCF Office of Emergency Management and the UCF Police Department, prepares people for the possibility of an active shooter situation on campus. The goal is to bring viewers to the mindset of preparedness in the event of such a crisis. The video provides basic steps and measures to be taken in order to save lives during the event.

Public Screening of *Sizzle*/Q&A with Randy Olson

CL1-104

The movie *Sizzle* is a novel blend of three genres—mockumentary, documentary, and reality. Scientist-turned-filmmaker Dr. Randy Olson is a fan of Al Gore's global warming movie, but asks, "Where are the scientists?" He sets out to make his own documentary about global warming featuring scientists, but the only backers he can find are a fabulously flaky couple who top their list of people they want him to interview with Tom Cruise (not a scientist but a Scientologist—"most people don't know the difference") and Kate Winslett ("she does a good British accent which makes her very believable"). They also give him a cameraman who is a global warming skeptic and who argues with the climate scientists they interview. Through a series of interviews and an eventual road trip to New Orleans, the movie delves to new depths in an effort to understand the confusion around global warming, which may be the most serious problem to ever confront humanity. Or not.

TUESDAY MAY 7

Coffee and Conversation 8:00-8:30

Refreshments today courtesy of Via Response CL1-207

Concurrent Sessions/Cohort Meetings 8:30-9:30

D1 **Starting Backward Design from the Middle: Deriving SLOs from Existing Assignments** CL1-103

Kelvin Thompson and Amy Sugar, Center for Distributed Learning

Proponents of Backward Design (Wiggins and McTighe, 1999) advocate a curriculum design process that begins with a consideration of the skills and understanding students must demonstrate at the end of the course, fostering an alignment between outcomes and assessment that guides content creation/revision. However, despite the affordances of this process, some faculty find this approach constraining or artificial. Since most faculty have identified existing assignments that are particularly effective, deriving student learning objectives from such assignments jump starts the process of course (re)design. In this session participants will review examples of this “starting from the middle” approach and will identify their own assignments to use. All participants will receive written examples, worksheets, and links to online support tools as take-aways.

D2 **Knights Online: Navigating the New Digital Learning Environment** CL1-113

Thomas Cavanagh, Linda Futch, and Beth Nettles, Center for Distributed Learning

Despite their use of online tools, today’s students lack a fundamental understanding of how to be successful in their online courses. They hold a host of misconceptions about online learning and what is required to do well in these courses. Learn how the issue is being addressed at UCF.

D3 **Note for CSWF Track** CNH-128

COACH Leadership/Communication Training is scheduled from 8:00 AM – 12:00 PM in the Graduate Student Center, Colbourn Hall, Presentation Room 128.

D4 **Getting the Most out of Canvas** CL1-219

Elisabeth Greenwood, Center for Distributed Learning

Elisabeth will share the most common tips, tricks, and features collected from faculty feedback over the past semester. Come away with a reference sheet to smooth your Canvas experience for the coming semester.

D5 Cultural Competency Panel: Perspectives from Today's Diverse Workplace CL1-218
(This session is scheduled from 8:30 AM - 10:00 AM)

Angela Lagos, Universal Parks & Resorts; Lisa Barkley, College of Medicine; and Zoraida Velasco, Orange County Government, Mayor's Office

Cultural competency is the ability to function effectively in the presence of sociocultural diversity. Panelists from various fields and organizations in the Central Florida area will explore the knowledge, attitudes, and skills students will require to be culturally competent as they enter today's job market.

D6 Pegasus Mine Information Portal Hands-On Workshop CL1-220

Linda Sullivan, Institutional Knowledge Management

Need data for a briefing or a report? Trying to find information on grades, retention, or SCHs for your college or department? Learn how to find data, reports and other information for your college, department, or class in the Pegasus Mine Information Portal. All full-time faculty and staff have access to a wealth of current and trend data in the Pegasus Mine Portal that can be used for planning, decision making, grant applications, etc.

D7 PowerPoint: Does It Help or Hinder Communication? CL1-307

Jim Katt, College of Sciences

This session examines PowerPoint from a communication perspective: "What message are you trying to send to your students, and how can PowerPoint be helpful in that endeavor?" as opposed to "I have a lecture; I guess I'll need some slides," or "What new and awe-inspiring features can I incorporate into my PowerPoint?" This session will help teachers be engaging presenters who use PowerPoint as a presentational aid and avoid allowing themselves to become PowerPoint projectionists.

Concurrent Sessions

9:45-11:00

E1 FTIC and New Transfer Students: Look Who's Coming to Your Classroom CL1-103

DeLaine Priest, Student Development & Enrollment Services, and Charlene A. Stinard, Transfer and Transition Services

Who are UCF students? What do they expect from their university experience? Together, how can we help them to be successful at the university? How can we impact their retention and progress to graduation? With data from 6,400 freshmen and 11,000 new transfer students who enrolled the previous academic year, we will discuss several topics regarding student demographics.

- E2 Online Service-Learning Courses** CL1-105
Leandra Preston, College of Arts & Humanities
This session will provide practical tools and invite discussion about service-learning in online classes, including strategies, ideas, and specific examples. Many professors avoid service-learning in online classes, but the right approach(es) can greatly enhance web classes.
- E3 Oh My, How Pinteresting!** CL1-113
Shloe Kerness, College of Education
Effective teachers constantly look for dynamic ways to connect with their students. To connect with young adults in the 21st century, educators must embrace constantly evolving social media and establish a presence on the platforms used by their audience. Pinterest, a virtual bulletin board that allows users to curate and share anything that can be found on the Internet, is the fourth largest traffic source in the world. Learn how to capture your students' attention and reach into their hyperconnected world using Pinterest.
- E4 Staying Safe While Abroad** CL1-120
Angel Cardec and Christopher Cook, International Studies
This session will revolve around a series of scenarios based on real incident reports from students abroad. Participants will be expected to play different roles in the exercises. Discussions about personal safety while abroad as well as applicable requirements and procedures will also be part of the session.
- E5 Canvas Web Vets Panel** CL1-219
Elisabeth Greenwood, Center for Distributed Learning
Meet faculty colleagues and hear their experiences teaching in Instructure's Canvas, including pros, cons, and lessons learned. Ask questions and hear a range of techniques for online courses in this new system.
- E6 Faculty Resources for Serving Students with Disabilities in the Classroom** CL1-220
Mark Gumble and Antoinette Durden, Student Development & Enrollment Services
During the presentation we will cover items we learned from faculty and students in a survey and external review of the Student Disability Services office last fall. We will also present new resource information that will be added to the SDS website in the coming weeks and be able to respond to questions faculty members may still have.

- E7 Improving the Library Collection during Times of Difficult Budgets: How Technology Fee Funding Has Provided Resources That Enhance Instruction** CL1-205

Natasha White and Michael Arthur, UCF Libraries

The UCF Libraries has been awarded over \$1.2 million in technology fee funds over the past four years for the purchase of some exciting new library resources. The presenters will provide pertinent information about the specific collections purchased with technology fee funding and discuss the positive impact these purchases have on both students and faculty. During this session faculty will learn how to locate these valuable new resources from the library website. Specifics on how to navigate special features and embed materials into blended and web-based courses will also be covered.

Concurrent Sessions

11:15-12:15

- F1 Story Pitch with Randy Olson** CL1-122

In this session, Randy will work with everyone who wants to improve the impact of their communication. Attendees will actively engage in this workshop and leave with a better understanding of how to get their message across to diverse audiences.

- F2 Publishing and Author's Rights: And They Said Writing Was the Hard Part!** CL1-103

Lee Dotson and Corinne Bishop, UCF Libraries

The focus of this session and discussion is on current trends in digital scholarship. One important aspect related to digital scholarship is author's rights. The session will present various options available for retaining author's rights and the implications of transferring author's rights. Related topics will include discussion about negotiating to retain the ability to place published works on websites, providing copies of published works to students or colleagues, depositing works in a public online archive, and reusing portions of works in subsequent works.

- F3 In Pursuit of Articles** CL1-113

Linda Gibson-Young, College of Nursing, and Athena Hoepfner, UCF Libraries

This presentation will focus on integration of OneSearch with database search engines within the University of Central Florida's library system. OneSearch was introduced to UCF in 2012 and preliminary studies have explored its utilization by faculty and graduate students.

F4 Canvas and Its Multimedia Tools: Working to Make Online Course Materials Accessible CL1-220

Kathleen Bastedo, Center for Distributed Learning, and Mark Gumble, Student Development & Enrollment Services

Canvas has recently been adopted as the new learning management system by the UCF campus. Accessibility of online course materials remains one of UCF's priorities. This session will provide you with information related to an overall increase in students with disabilities enrolling into online courses with a corresponding need for an increase in creating accessible online course materials. It will also provide you with a hands-on opportunity to explore some of the accessibility tools in Canvas (e.g., self-captioning for videos) as well as a basic introduction to learn how to create or modify online course components (e.g., pages, images, and video components) so they are accessible.

F5 Engage the Digital Generation in Your Classroom! CL1-307

Derrick Meer, President of Via Response, and Andrew Gay, College of Arts & Humanities

The recent movement towards BYOE (Bring Your Own Everything) has gained rapid traction in higher education as more institutions leverage students' smart devices for effective student engagement and dynamic response to class material. Andrew Gay, UCF Film professor, used Via Response in his Script Analysis course during the spring semester of 2013. Via Response can be used in many ways to measure student learning outcomes. In Professor Gay's case, he used the free text option to solicit informal writing responses on the students' mobile devices, which helped to decrease student anxiety and increase their creativity. Come learn about Via Response—the next generation in BYOE student-response platforms.

F6 Mentoring Students for Success CL1-205

Melody Bowdon, Faculty Center for Teaching & Learning, and Nicole Gelfert, Burnett Honors College/Office of Prestigious Awards

Often the best and busiest teachers are also those most frequently asked to write letters of recommendation for students pursuing prestigious awards and/or admission to graduate or professional schools. In this session, we will discuss strategies for identifying promising students in our classes and encouraging them to pursue high honors. We will also discuss approaches to making the task of writing letters of recommendation and providing other kinds of critical support as effective and efficient as possible.

F7 Networking Across Borders

CL1-120

Angel Cardec and Jill Norburn, International Studies

This workshop is centered on the process of initiating and formalizing an interinstitutional collaboration. Participants will work on examples of international partnerships, focusing on the considerations that apply to the different relationships, applicable policies, and procedures. Following the workshop, participants should be able to assess a potential interinstitutional collaboration following UCF current policies as well as describe the UCF process for establishing and formalizing international agreements.

F8 UCF Faculty Diversity Think Tank

CL1-308

Carolyn Walker Hopp, College of Education; Gino Perrotte, College of Sciences; Brandi Blessett, Reid Oetjen, Bernardo Ramirez, and Rui Sun, College of Health & Public Affairs

The Southern Association of Colleges and Schools (SACS) intends for institutions to make formal commitments to prepare students for work and interaction in the larger global society, which carries with it an obligation to ensure that every student has the skills and knowledge necessary to be a productive and contributing citizen of this nation. Each institution pledges to take students from where they are to the levels they need to reach in order to realize their potential and their value in a democratic society. Join the UCF Faculty Diversity Think Tank in work whose goal is to make changes in program curricula that include opportunities for students to provide exemplars of understanding and demonstration of knowledge of the multiple perspectives of diversity. Faculty will work together in a collaborative group setting to design course content that 1) aligns with program outcomes and 2) provides opportunities for students to demonstrate understanding and knowledge of the multiple perspectives of diversity.

Lunch on Your Own**12:15-1:15****Concurrent Sessions/Project Time****1:30-2:30****G1 Story Pitch with Randy Olson**

CL1-122

In this session, Randy will work with everyone who wants to improve the impact of their communication. Attendees will actively engage in this workshop and leave with a better understanding of how to get their message across to diverse audiences.

G2 Study Abroad: What You Need to Get Started

CL1-120

Angel Cardec and Chris Cook, International Studies

This workshop provides an overview of the process to develop and implement a study abroad at UCF. Participants should be able to describe the different steps of program development, their role in the development and implementation process, expectations of program leaders, and the estimated timeline for the development process. Participants should also be able to discuss applicable policies, laws and regulations, as well as where they can find information and resources for study-abroad programs. Participants interested in implementing study abroad in 2013 or 2014 will still need additional orientations.

G3 Canvas Course Home Page

CL1-219

Sue Bauer and Nancy Swenson, Center for Distributed Learning

Canvas offers many options to set the tone of your course by customizing and personalizing the Home Page. To assist faculty in understanding each of the Home Page options, we have created a tutorial. This resource not only lists the Home Page options, but also the benefits and consideration for each selection. It incorporates technological and pedagogical strategies to assist faculty in making the best choice for their course and communication design. Join us as we review your Canvas Home Page options!

G4 The RAPTER Lab and Our Approach to Advanced Performance Technology for Adult Learning

CL1-103

Ronald Tarr, Institute for Simulation & Training

The Research in Advanced Performance Technology and Education Readiness (RAPTER) is a lab at UCF's Institute for Simulation and Training. Led by Ron Tarr and made up of interdisciplinary researchers that include faculty, professional staff, and post doctoral, graduate, and undergraduate students who serve as human performance technologists, our team looks at how people perform as individuals, in teams, and within organizations. Our efforts are guided by the Advanced Performance Technology© Model, developed in 2003 by Ron Tarr, as a blend of instructional design and systems engineering concepts to enhance human performance through the right blend of technologies. This presentation will describe the APT© Model, how it works, examples of its application to several diverse sponsored research projects, and the philosophy that is helping RAPTER revolutionize the way training and education are shifting from presentation of content to reception by learners and performance outcomes.

G5 Understanding Narcissism: Beyond Grandiosity and Incorporating Vulnerability CL1-205

Andrew Luchner, Counseling & Psychological Services

Narcissism is defined by a pathology of identity formation of the self. However, historically and diagnostically, narcissism has been considered a unitary construct defined by grandiosity, entitlement, self-aggrandizement, and selfishness. It is clear, however, that two distinct subtypes exist, with vulnerability (characterized by inferiority, hypersensitivity, and devaluation of self) often being misunderstood, misdiagnosed, or not recognized. This seminar will review definitions of narcissism, the phenotypic range of narcissism, the importance of recognizing vulnerability in research and practice involving narcissistic pathology and personality, and potential implication for treatment.

G6 An Introduction to Massive Open Online Courses (MOOCs) in Higher Education CL1-220

Erin Saitta, Faculty Center for Teaching & Learning, and Kelvin Thompson, Center for Distributed Learning

Massive Open Online Courses (MOOCs) are one of the most talked about educational phenomena in recent years with the *New York Times* declaring 2012 “the year of the MOOC.” This session will define the concept of MOOCs and summarize the history of the MOOC movement. We will then discuss the range of ways in which faculty might use MOOC strategies and materials for their own classes and professional development.

G7 Commercial Note Services and Faculty Rights CL1-202

Youndy Cook, Office of the General Counsel

Participate in a discussion about the growing number of companies selling class notes and learn about the legal issues surrounding this trend.

Cohort Meetings/Project Time

2:45-3:45

H1 Project Time Various Rooms

You may use this time to work on your projects in the various track meeting rooms or the other rooms listed on page 1.

WEDNESDAY MAY 8

Coffee and Conversation

8:00-8:30

Refreshments today courtesy of i>clicker

CL1-207

Concurrent Sessions/Cohort Meetings

8:30-9:30

- 11 **Everything You Need to Know About Assessment in Fifty Minutes or Less** CL1-103

Tace Crouse, Office of Academic Affairs; Patrice Lancey and Divya Bhati, Operational Excellence & Assessment Support

This fast-paced session will take you from wherever you are on the assessment experience spectrum to the ultimate goal of making assessment work for you (rather than just doing it to get it done). We will discuss the main pieces, as well as the whole parcel, and the benefits of the practice using four (and likely more) P's: Purpose, Process, Product, and Profit. Join us for this different perspective and you just might become an assessment proponent, protagonist, patron, promoter, protector, or proselytizer (this one might be pretentious!).

- 12 **Exploring Students' Digital Practices of Mobile Learning and eTextbooks at the University of Central Florida** CL1-113

Aimee deNoyelles and Ryan Seilhamer, Center for Distributed Learning

The goal of this session is to explore students' digital practices regarding mobile learning and eTextbooks at the University of Central Florida by presenting findings of a survey which was distributed to over 1,000 students enrolled in online, blended, and face-to-face classes in summer 2012. We found that although mobile device ownership is very high among students, the devices are being used in varied ways for personal and academic purposes. eTextbook use remains relatively low, and the features are not being actively utilized by students or instructors. At the conclusion of the session, we will provide suggestions for improving students' and instructors' skills and practices that will promote digital media literacy for these technologies.

- 13 **A Perspective on Stereotyping** CL1-218

Barbara Thompson, Office of Diversity Initiatives

Barbara will share Adichie Chimamanda's "The Danger of a Single Story," a powerful and intriguing conceptualization of stereotypes. Debrief and discussion will emphasize an awareness of our own "single stories" and ways to broaden our perspectives.

14 **A Multidisciplinary Look at Flipping the Classroom** CL1-122

Shaun Bauer, Daniel Murphree, and Lindee Owens, College of Arts & Humanities; Erin Saitta, Faculty Center for Teaching & Learning; Deirdre Englehart and Lihua Xu, College of Education; Cherie Yestrebsky, College of Sciences; and Julee Waldrop, College of Nursing

Flipping the classroom, also referred to as inverted instruction, is a teaching method where time outside of class is used to introduce content (often through online lectures), which frees up in-class or face-to-face time for activities and practice. This session will feature a multidisciplinary panel of faculty who will discuss the ins and outs of this teaching method based on experiences of flipping their own courses.

15 **Using the Canvas Conferences Tool in Webcourses@UCF** CL1-219

Beth Nettles, Wendy Howard, and Karen Tinsley-Kim, Center for Distributed Learning

Built into Webcourses@UCF is a simple-to-use web conferencing tool called BigBlueButton. Online conferencing is great for interacting with students during office hours or collaborating on group projects. This workshop will demonstrate how the tool works from both the instructor and student views at the same time. We will also discuss when and why it's appropriate to use the tool along with best practice tips.

16 **Navigating the "Student of Concern" Process and Working with Students in Distress** CL1-220

Dana Juntunen and Ann Marie Palmer, Student Rights & Responsibilities

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, when and how the Office of Student Rights and Responsibilities Case Manager 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, and an opportunity for questions about working with students of concern.

(Session I continued on next page.)

17 **Social Media for Academics: Building Audience, Creating Community and Being Visual** CL1-307

Kimberly Voss, College of Sciences

This session will demonstrate how to use social media to promote your professional work and to better understand the communication of the future. The focus will be on developing best practices of social media use, with examples from my professional blog, as well as my Academia.edu, LinkedIn, Pinterest, Twitter, Facebook, Storify, and Vine accounts. There will also be tips on getting started for those not currently using social media.

Concurrent Sessions

9:45-11:00

J1 **How Does SACSCOC Accreditation Impact Your Work and Vice Versa?** CL1-103

Tace Crouse and Heidi Watt, Office of Academic Affairs

Regional accreditation impacts all of us, all the time. Each of us is responsible in some way for maintaining our accreditation with our regional accrediting agency and not just during the time reports are prepared for reaffirmation. From the forest to the trees and beyond to a bird's eye view, this session provides specific examples of how SACSCOC requirements and processes impact what we do, how what we do impacts our accreditation, and how it all fits together to ensure our reaffirmation.

J2 **Catch Them Thinking: Using Structured Reflection to Develop Higher-Order Thinking (and Reach Course Objectives)** CL1-105

Terry Thaxton, College of Arts & Humanities

This interactive workshop will show you how to use structured reflection (the anti-journal) to ensure students are thinking about their own learning and achieving learning outcomes. Whatever course you're teaching—a lecture or service-learning course, a humanities course or an engineering course—this workshop will use your syllabus to develop a semester of prompts that will encourage higher-order thinking, engage students in their learning process, and ensure your course objectives are met. Please bring your syllabus to this workshop.

J3 **Working with the Masses: Structuring and Delivering Instruction to Large Classes at UCF** CL1-122

Carolyn Massiah, College of Business Administration

This session will present attendees with key tips and suggestions for instructing larger classes. Specifically, the session will explore effective classroom management both face-to-face and online, efficient use of graduate assistants, and helpful suggestions in designing a syllabus for a huge section.

- J4 Utilizing the Webcourses@UCF Grades Tool** CL1-219
John Raible, Center for Distributed Learning
 The Grades tool in Webcourses@UCF is a powerful organization and communication tool for faculty and students. This hands-on session will cover how to implement various grading schemes and will also share multiple time-saving tips. Participants will leave this session with examples of grading schemes and Webcourses@UCF resources to fully utilize the functionality of the Grades tool.
- J5 Faculty Thinking about Promotion, a College- and University-Level Perspective** CL1-307
Cynthia Young, College of Sciences
 Sample T&P Portfolios and CVs will be shared with emphasis on how to highlight what Dr. Young calls your “gold nuggets” when considering promotion.
- J6 Writing “Difficult” History** CL1-113
Amy Foster, College of Arts & Humanities
 “It has been said that the only thing we learn from history is that we do not learn.” – Chief Justice Earl Warren, November 1963
 When historians think about “difficult history,” we often think about the Holocaust, the history of slavery in America, and genocide both in the United States and globally. But “difficult history” often appears in family histories as well. In this workshop, we will discuss crises within the field of history and how historians have dealt with these issues in their research and museum settings (both successfully and unsuccessfully). This workshop will also serve as a forum to discuss issues of “difficult history” in your own discipline and in your research, writing, and teaching.
- J7 From Learning Outcomes to the Initial Budget** CL1-120
Dianna Wilson-Mosley and Kevin Keyser, International Studies
 At the heart of all academic activities are clear, measurable learning outcomes. Study-abroad programs provide a remarkable vehicle to engage students in the achievement of these outcomes. While most students get much more out of the program activities, identifying specific learning outcomes provides a concrete base for the program development. Participants in this workshop should be able to produce specific outcomes for a study-abroad program, define associated learning strategies to accomplish them, and explain how the activities are used by OIS to develop an initial program budget.

(Session J continued on next page.)

J8 When Cultures Clash in the Classroom

CL1-308

Melvin Rogers, College of Health & Public Affairs

This interactive session will feature frank conversation about how faculty members can productively manage class discussions with students of ethnicities, religions, nationalities and ideologies different from their own. Participants will be encouraged to bring ideas and anecdotes from their own class experiences to the session as we work to push past the anxieties surrounding political correctness to provide a challenging but respectful educational experience for our students.

Concurrent Sessions

11:15-12:15

K1 New Faculty Experience at UCF

CL1-103

Richard Harrison, Patti McCall, and Rebecca Murphey, UCF Libraries

The goal of this session is to create a venue in which new faculty members can share their experiences at UCF. The setting will be an informal, collaborative and spontaneous environment in which we will discuss issues that are pertinent to new faculty. We hope to come away from this session with ideas for new initiatives that will be beneficial to the new faculty experience at UCF.

K2 Seeing is Believing: Integrating Visual Messages into Your Classes

CL1-113

M C Santana, College of Arts & Humanities

Ever wonder why students don't register for your classes? How can you create an "Elevator Speech" to promote your class? Are you taking advantage of visual literacy and using visuals as much as you can in lectures, presentations or online modules? Come to discover some innovative ways of engaging your students to take and enjoy your classes.

K3 Increase Student Writing Practice and Decrease Grading Through Scaffolded Assignment Design

CL1-119

Pavel Zemliansky, Lindee Owens, and Steffen Guenzel, Writing Across the Curriculum

The representatives from the UCF Writing Across the Curriculum Program will discuss strategies for improving students' writing—professional, academic, and civic competencies—through strategic design of writing assignments. We will demonstrate practical and theoretically-sound methods to increase the amount and quality of student writing without additional grading.

- K4 Increasing Student Performance, Engagement, and Attendance in the Classroom** CL1-205
Mandy Gunnell, Regional Technology Specialist, i>clicker
 i>clicker, the most widely-used student response system at UCF, has been proven to increase student engagement, attendance, and performance in the classroom. Invented by physics instructors and known for its ease-of-use, faculty can use i>clicker (for free) to generate real-time feedback, document effective teaching, and do intervention before exam time. Offering both physical clickers and bring-your-own-device, i>clicker also has direct integration with Canvas. This interactive demonstration will show the features, functionality, and pedagogical practices of i>clicker.
- K5 New UCF Policies and Procedures for Internationalization Activities** CL1-120
Angel Cardec, International Studies, and Nataly Chandia, UCF International Services Center
 This panel discussion will cover topics regarding new UCF policies and procedures related to the different internationalization functions at UCF, including study abroad, developing and approving international agreements, international travel, using and paying international vendors, and international students and scholars. After the session, participants should be able to describe how the different policies may apply to them, as well as find information and resources to comply with these policies and procedures.
- K6 Overview of the Center for Success of Women Faculty** CL1-117
Linda Walters, Center for Success of Women Faculty
 The Center for Success of Women Faculty promotes the success of women and all faculty at UCF. Please join us to learn more about our efforts in recruitment, retention and advancement of women faculty as well as work-life balance issues.
- K7 Setting Classroom Expectations** CL1-220
Jennifer Wright, Student Development & Enrollment Services
 Classroom rules and policies are often a part of one's course syllabus. How can we as educators cultivate a classroom experience for today's college students that will allow them to demonstrate civility, respect, and ethical behavior? This session will focus on how to establish classroom expectations from day one and will offer best practices associated with holding students accountable for their participation inside and outside the classroom.

Lunch on Your Own

12:15-1:15

Concurrent Sessions/Project Time

1:30-2:30

- L1 Supporting Adjunct Faculty at UCF** CL1-103
Amy Darty, College of Arts & Humanities; Amanda Raffenaud, College of Health & Public Affairs; and Eric Main, Faculty Center for Teaching & Learning
 We will present summary data of the roles and usage of adjunct faculty who teach at UCF and describe some of the initiatives for supporting this important population. Faculty who work with adjuncts, mentor them, or who would like to see more support for adjuncts in their department are especially encouraged to attend.
- L2 Classroom Research and the Institutional Review Board (IRB)** CL1-122
Sophia Dziegielewski, IRB Chair; Joanne Muratori and Patria Davis, IRB Coordinators
 This presentation will provide an overview of important concepts related to the conduct of sound ethical research while ensuring protection of human subjects. Information provided will include practical suggestions on how to help researchers to address important issues in protocol development and strategy. Introduction and techniques for navigating the iRIS submission with an update on IRB procedures, forms, and templates will be provided.
- L3 Preparing Faculty for Student Troubles: Recognizing and Responding to Victimization** CL1-205
Jana Jasinski, Elizabeth Mustaine, Adam Pritchard, and Amy Reckdenwald, College of Sciences
 Concurrent with their academic experiences, many college students face personal challenges while attending college, including sexual victimization, stalking, and physical intimate partner violence. While many faculty members are familiar with academic challenges and the signs of academic stress, there is little formal preparation for how to handle personal troubles that students face. This session seeks ideas from UCF faculty about how to best prepare faculty to recognize and respond appropriately to students who experience victimization.
- L4 Are Students Learning to Think?** CL1-307
Thomas Brueckner, College of Sciences
 Do you expect that your students will learn to think as a result of your teaching? Is there a measurable sign of complexity in thought? An ordinary lecture hall engagement exercise, if repeated, can show the acquisition of complexity in the thinking of students. I will show how I use clickers in a large class to help students build conceptual statements from predefined vocabulary lists.

- L5 Mobile Tools for Webcourses@UCF** CL1-308
Ryan Seilhamer, Center for Distributed Learning, and Anna Turner, Faculty Center for Teaching & Learning
 Canvas has several mobile options for grading and managing your online course. In this session, we will demonstrate how to use these tools.
- L6 Information Literacy Modules: Update and Score Sync with Canvas** CL1-219
Elizabeth Killingsworth, UCF Libraries, and Kelvin Thompson, Center for Distributed Learning
 Join us for a brief overview of the UCF Libraries Information Literacy Modules with a focus on the new integration with Canvas assignments and the grade book. The new process for setting up modules in Canvas allows for seamless score integration with the grade book. Faculty not teaching with Canvas will learn the basics of setting up modules for face-to-face classes.
- L7 Classroom, Community, and Collaboration: Impacting Student Learning and Retention** CL1-220
Kimberly Schneider and Amy Bickel, Undergraduate Research; Jeff Novak and Brittany Johnson, Housing and Residence Life
 How can student affairs and academic affairs partner to impact student success? This workshop will provide guidelines on how to foster campus collaborations that lead to student learning and increased retention. Specifically, we will review how a structured living-learning community can provide students with high impact experiences, such as disciplinary coursework, experiential opportunities, and relationships with faculty. Living-learning communities are a proven method to increase student learning and retention; however, they require faculty partnerships to make them successful. An example of a new program (L.E.A.R.N.) that combines early research experiences, multi-level mentoring, and linked courses will be highlighted.
- L8 Teaching for No Credit: Making "Extra" Teaching Count** CL1-202
Yovanna Pineda, College of Arts & Humanities, and Melody Bowdon, Faculty Center for Teaching & Learning
 Supervising undergraduate and graduate independent studies and theses can be personally and professionally rewarding, but it is a major time commitment for which most UCF faculty are not formally compensated. Join this think tank session to discuss creative and productive ways to help faculty members get recognition and value from this labor.

Cohort Meetings/Project Time

2:45-3:45

- M1** You may use this time to work on your projects in the various track meeting rooms or the other rooms listed on page 1.

THURSDAY MAY 9

Coffee and Conversation

8:00-8:30

CL1-207

Concurrent Sessions/Cohort Meetings

8:30-9:30

- N1 Using the "Gap Analysis" Process to Identify and Diagnose the Causes of Complex Problems of Educational Practice** CL1-103

David Boote, College of Education

Too often in education we implement solutions without understanding the causes of our problems. This session will briefly describe a process used to diagnose individual and organizational causes of complex problems of practice and their relationship to larger course or program goals. The session will also briefly introduce diagnostic tools and methods for diagnosing individual (behavioral, motivational, cognitive, and cultural) and organizational (structural, human resources, political, and symbolic) causes of these problems.

- N2 Service-Learning Nuts & Bolts** CL1-105

Amy Zeh, Office of Experiential Learning

This session is a primer for newcomers to service-learning or for faculty who want to refresh their knowledge of service-learning fundamentals. Come and hear what service-learning is all about and how it might fit with your curriculum.

- N3 Traveling Abroad** CL1-120

Angel Cardec, International Studies, and Thomas Briggs, Director of UCF Environmental Health and Safety

Traveling outside of the US, especially as part of inter inter-institutional collaborations, has become more common and, in some cases, has become integral to research activities. In addition, export control policies and financial requirements have become more complex in the last few years. UCF has adopted a policy for traveling to restricted destinations (UCF Policy 2.903) as well as changes in study abroad policies, procedures, and Field Activities. This session is a discussion of the applicable policies and regulations, as well as resources for traveling abroad. Participants should be able to describe if and how these policies and regulations apply to their current and future plans.

N4 Information Literacy Modules: Update and Score Sync with Canvas CL1-219

Elizabeth Killingsworth, UCF Libraries

Join us for a brief overview of the UCF Libraries Information Literacy Modules with a focus on the new integration with Canvas assignments and the grade book. The new process for setting up modules in Canvas allows for seamless score integration with the grade book. Faculty not teaching with Canvas will learn the basics of setting up modules for face-to-face classes.

N5 UCF's Academic Misconduct Process: Tips on Preventing and Responding to Plagiarism and Cheating CL1-220

Amelia Lyons, College of Arts & Humanities; Eric Main, Faculty Center for Teaching & Learning; and Nicholas Oleksy, Student Development & Enrollment Services

We will provide a succinct overview of our efforts to prevent cheating and plagiarism and the process for responding to academic misconduct followed by Q&A with attending faculty members.

Poster Prep in Library Knowledge Commons

9:30-10:15

Please see your track sponsor regarding printing your poster materials. We will have poster boards and pushpins waiting for you in the library.

Showcase in Library Knowledge Commons

10:15-12:00

Participants will share results of their work this week and plans for future efforts in a poster format. Join us for refreshments.

NOTES

NOTES

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