

From: [The Faculty Center for Teaching and Learning](#)
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Subject: Faculty Center Happenings for the Week of July 11th
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Faculty Center Happenings for the Week of July 11th, 2022

Hello Everyone-

Please see below for upcoming events and opportunities, and have a great week!

HOUSE BILL 7

On July 1, [Florida HB7](#) went into effect. UCF faculty may wish to review [this FAQ](#) and the

Faculty Center page on [civil pedagogy](#). As always, the Faculty Center welcomes confidential consultations by walk-ins or by emailing ftcl@ucf.edu to schedule an appointment.

FACULTY CENTER'S WEEKLY CURATION

This week's curated item is an interview with Scott Freeman in *The Chronicle of Higher Education* called, "It's Not About the Evidence Anymore," June 22, 2022.

From the interview:

Chronicle: What do you think the answer is [to why doing active learning in classrooms increases learning]?

Freeman: [We] call it the heads-and-hearts hypothesis. So we think it's a combination of deliberate practice — that you have to put in 10,000 hours of really hard, uncomfortable practice — if it's athletics, it's sweaty, if it's music, it's playing scales over and over. And we think that's what the active-learning exercises do: When you're asking and not telling, the students are practicing.

The hearts part is classroom culture. In an active-learning classroom the students are talking to each other, the professor is responding and saying, "I don't know, I never considered that before," or "you got almost all of it! Think about this." You're getting a lot of feedback, and the whole classroom changes to be very supportive, very community, very much "you belong here; I believe in you."

Why this matters:

Meta-studies have shown conclusively that active learning techniques, when implemented effectively in STEM subjects, outperform standard lectures in exams and retention rates; however, instructors are slow to adopt them. Freeman asserts this is due to a fear of lowered student evaluations that impact promotion and merit raises as well as a lack of systemic institutional support that actually values student learning.

The interview may be accessed here:

<https://www.chronicle.com/article/its-not-about-the-evidence-anymore>

Free Active Learning Virtual Conference on July 20

The 5th annual Active Learning Conference will take place virtually on July 20 from 9:15am to 5:15pm (**British Summer Time – five hours ahead of Eastern**). The conference will take place on Zoom. You can view the agenda and register for free here:

<https://www.eventbrite.com/e/5th-international-active-learning-conferencemoving-forward-with-confidence-tickets-365731902967>

PREPARING TOMORROW'S FACULTY PROGRAM

Faculty Members, please consider forwarding the following announcement to your grad students:

Do you contemplate a career in higher education? The Karen L. Smith Faculty Center for Teaching and Learning invites Graduate Students and Postdoctoral Scholars to enroll in our Preparing Tomorrow's Faculty (PTF) program for the Fall 2022 semester. Students will complete a series of modules, assemble a first draft of their teaching portfolio, practice teaching techniques, and engage in a learning community facilitated by Faculty Center staff. The program is free, and all participants will receive a certificate upon successful completion of the program.

Program Modules:

1. Student Learning and Motivation
2. Integrated Course Design
3. Teaching Strategies
4. Assessment and Feedback
5. Course Climate
6. Career Development

Meeting times: Fridays 1:00-4:00 pm in CB1-205 for the entire semester.

The program will be held in-person on the main campus. Space is limited, so sign up early.

To register, contact Eric.Main@ucf.edu.

JULY TEACHING AND LEARNING DAY: THE "NEW" STUDENT ENGAGEMENT CHALLENGE

July 21st, 2022 (Virtual Zoom meeting)

10:00 a.m.–12:00 p.m.

Co-hosted by the Faculty Center for Teaching and Learning and the Center for Distributed Learning

UCF faculty members have been reporting increased challenges regarding students' lack of concern for learning, for assignment deadlines, and for basic protocols for respectful communication, and these perceptions are widely shared by educators across the country. News headlines on the topic are calling it a "crisis of student disengagement," and

examples include “A ‘Stunning’ Level of Student Disconnection,” “It Feels Like I’m Pouring Energy Into a Void,” and “My College Students are Not OK.” Others are pointing out that, while the pandemic is a significant factor, a lack of student engagement has been a longstanding and complex problem. And, as with any trend argument, one finds enough counter-examples to question any single cause or remedy, and stories of increased student engagement are not uncommon. For this Teaching and Learning Day, we will examine the problem of student disengagement from the perspective of the ongoing pandemic as well as longer-term systemic factors, and we will offer suggestions for improving engagement in your classes.

Please register before 5:00 p.m. on July 20th at https://ucf.qualtrics.com/jfe/form/SV_097Mg5Zg94VOj0q.

INVITATION FOR FACULTY FOCUS SUBMISSIONS

Faculty Focus is the Faculty Center’s semi-annual publication of our own faculty members’ teaching practices, reflections, ideas, and discussions. The primary audience members are your peers: instructors at UCF who desire to increase student success and to foster scholarly community. Articles should address pedagogy or timely issues in higher education and their relation to your experience at UCF.

Send a draft or ideas to us at fctl@ucf.edu. If sending a draft, please keep the length between 500 and 1,000 words, and provide a Microsoft Word document with 12-point Times New Roman font, single-spaced paragraphs without indents, and a single line-space between each paragraph. The deadline to submit for the next publication, expected in March, is February 15th. Back issues are available for download at <https://fctl.ucf.edu/teaching-resources/faculty-focus/>.

FACULTY CENTER SUMMER PROGRAMMING

Summer Book Club—*Resilient Pedagogy: Practical Teaching Strategies to Overcome Distance, Disruption, and Distraction*

Are you still struggling with the disruptions, distractions and continued distance exacerbated by the pandemic? Anxious about how you can prepare for anything that might derail your future courses? Concerned that student learning has plummeted? Join us this summer semester as we take a deep dive into *Resilient Pedagogy: Practical Teaching Strategies to Overcome Distance, Disruption, and Distraction*. This book provides “the first comprehensive collection on resilient pedagogy framed in the context of the COVID-19 pandemic and the social justice movements that have swept the globe” (Thurston, et al 8). The reflections and strategies from this book will provide ideas about how to reframe our

courses and promote resilient teaching and learning for faculty and students. This book is Open Access and can be found at <https://digitalcommons.usu.edu/resiped/1/>.

Thursdays 12-1 or 5-6 through Zoom until August 4. Please sign up at https://ucf.qualtrics.com/jfe/form/SV_cPlyr9e3dD5HXdY. Feel free to join at any point during the semester!

The Instructor/Lecturer Promotion Community Is Back!

It's that time of year and it's that time in your career. Are you an Instructor, Lecturer, Instructional Designer, or Librarian up for promotion this year or next? Concerned about how to write a teaching philosophy or an impact statement? Do you need help framing your teaching evaluations or organizing your teaching materials? Looking to connect your service or leadership responsibilities to UCF's strategic plan? Adding those finishing touches?

Join us in the 4th Annual Instructor/Lecturer Promotion Community cohort, where you can get input on these issues from colleagues as well as people who have been through the process. Sessions will be held on the following Fridays: 7/22 & 8/19 from 10-12. Meetings will take place over Zoom, and you must register in advance of a meeting.

Let's get this done together as a community of peers.

Sign up at https://ucf.qualtrics.com/jfe/form/SV_8jFdYQDPMmYRqJ0. Please reach out to Patty at Patricia.Farless@ucf.edu or Martha at Martha.Brenckle@ucf.edu with any questions. You may join at any point during the semester.

APPLICATIONS FOR TEACHING IN THE SANDBOX CLASSROOM

The Sandbox (CB1-220) is an experimental classroom space where FCTL, OIR, and IT can collaborate with faculty to test out new pedagogies, furniture, collaborative tools, and technologies. If you know your schedule for fall and are interested in teaching in the Sandbox, let us know! We ask that you come prepared to use new and unfamiliar technology, provide feedback about the room and its components, and collaborate with us on research projects. See more details at <https://fctl.ucf.edu/teaching-resources/learning-spaces/the-sandbox/> or access the form directly at https://ucf.qualtrics.com/jfe/form/SV_cZIOYI92s0vL966.

If you have previously taught in the room and would like to do so again, please send us an e-mail at fctl@ucf.edu with the following information about your class:

1. Course name and number,
2. Class days and times, and
3. Expected enrollment.

HIGHLIGHTING FACULTY SOTL ACTIVITY

We're happy to feature SoTL publications—presentations, articles, chapters, books—on the SoTL section of our webpage. If you've published anything in the SoTL/DBER realm in the past couple years and want to share, please provide APA-style citations for us to include on our page at <https://fctl.ucf.edu/sotl-and-dber/faculty-sotl-activity/>.

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