2018 QEP Funded Award Abstracts

Title: PedsAcademy: A High-Impact Integrative Learning Experience for Elementary Education Majors

Award Type: Program Innovation

Amount Funded: $9,988

Project Lead: Megan Nickels (School of Teaching, Learning, and Leadership)

Other Members: Michelle Kelley (School of Teaching, Learning, and Leadership), Taylor Bousfield (Child, Family, and Community Sciences), Elizabeth Hoffman (School of Teaching, Learning, and Leadership), Lee-Anne Spalding (School of Teaching, Learning, and Leadership)

In the fall of 2018 PedsAcademy at Nemours Children's Hospital under the direction of Dr. Megan Nickels will open to provide hospitalized children with robust and meaningful educational experiences. Our QEP project is to develop a cohort internship experience for elementary education majors who desire to teach in hospital schools or other non-traditional school settings which serve vulnerable populations. Cohort internship programs intentionally combine several well-accepted high-impact practices that result in deeper learning and greater engagement, in addition to gaining real-world experience and developing professional competencies. This high-impact integrative learning experience will provide holistic preparation of our pre-service teachers in what is one of the most complex educational settings—the hospital.

Title: Academic Engagement Peer Mentors: A Pilot Model to Increase Awareness of Opportunities

Award Type: Program Innovation

Amount Funded: $9,873.99

Project Lead: Kimberly Schneider (Undergraduate Research)

Other Members: Keisha Hoerrner (College of Undergraduate Studies), Michael Aldarondo-Jeffries (Academic Advancement Programs), Erin Myszkowski (Pre-Health and Pre-Law Advising)

In the fall of 2018 three UCF units will be centralized in the new Trevor Colburn Hall who are currently not co-located; Undergraduate Research (OUR), Pre-Health and Pre Law Advising (PHPL), and Academic Advancement Programs (AAP). This provides us with the ability to bring opportunities and resources to students through a centralized location. To that end, though, we need a way to support students who are looking to get involved in High-Impact Practices (HIPs) and are considering post-graduate education. We will pilot Engagement Mentors in our shared space during 2018–2019 academic year. The mentors will have drop-in hours to help students review all HIP options and possible post-graduate education opportunities. This model is loosely based on the

drop-in services currently offered from units at UCF including, but not limited to, Career Services and the Office of Undergraduate Research.

Title: Journey Cuba

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Kacie Tartt (Modern Languages and Literatures)

Other Members: Anne Prucha (Modern Languages and Literatures)

In spring 2017 we established UCF's first ever study abroad program in Cuba. The program includes a course on Cuban history and culture coupled with an eight-day trip to Cuba during spring break. In 2018 we envisioned and executed a virtual study abroad track to include students who cannot travel to Cuba but who would like to participate in the program. Since the inception of Journey Cuba we have addressed UCF's initiatives of high-impact practices for students and evolved our program into one that features these elements. Our goals moving forward include: create a summer study abroad option in Cuba, further develop the "virtual study abroad" track, and increase the program components that stimulate the metacognition and self-advocacy interventions addressed by *What's Next*. A highlight of the program is the opportunity for students to make connections that would be impossible in the traditional classroom setting alone: through the academic rigors of the course, experiences in Cuba, and intense self-reflection, all of which allow students to enhance their personal learning goals.

Title: Pre-service Teachers' Diagnostic Competence and Virtual Classroom Participation

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Enrique Ortiz (Learning and Leadership)

This project will analyze undergraduate pre-service teachers' perceptions of their mathematics diagnostic competence self-efficacy before and after participating in TeachLive virtual classroom scenarios. The virtual classroom allows participants to engage with responsive student avatars and provides participants the opportunity to practice their pedagogy in a no-risk yet realistic environment. See the simulator in action at https://vimeo.com/95448615. In this context, diagnostic competence involves the teachers' ability to listen and notice student thinking in a profound manner. The error patterns will involve subtraction computation of two- and three-digit numbers with and without regrouping. The participants will be asked to discover the error pattern and show appropriate diagnostic questioning techniques. After the virtual scenarios, the participants will analyze ten-minute video recordings of their performance using the Diagnosis Assessment and Intervention Protocol and Mathematics Diagnostic Assessment (MDA) Self-Efficacy scale developed for this purpose. The protocol provides guidance for what to look for, and highlights areas of strengths and weaknesses. The MDA scale provides a measure of how students' performance is affected.

Title: Spanish 4 Children's Wellness

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Esmeralda Duarte (Modern Languages and Literatures)

Other Members: Dina Fabery (Modern Languages and Literatures), Monica Montalvo (Modern Languages and Literatures), Alice Korosy (Modern Languages and Literatures), Maria Redmon (Modern Languages and Literatures)

This project offers undergraduate students the opportunity to go to local hospitals and read Spanish books to children receiving treatment. The books will be chosen according to the Spanish language abilities of the children, and will range from popular children's literature to basic Spanish vocabulary books. UCF students involved in this project will have an innovative opportunity to connect their Spanish language knowledge to a real-world setting while empowering the children as they interact with positive role models. This integrative-learning experience will potentially benefit all majors especially Spanish, Education, Medicine, Nursing, Psychology and other health-related fields.

Title: Incorporating Integrative-Learning Experiences for Criminal Justice Majors

Award Type: Program Innovation

Amount Funded: $9,309.00

Project Lead: Gail Sears Humiston (Criminal Justice)

Other Members: Marva Ellington (Criminal Justice), Roberto H. Potter (Criminal Justice), Debra Ross (Criminal Justice), William Moreto (Criminal Justice), Amy Ellis (Center for Community Schools)

Criminal justice intersects with multiple fields (e.g., education, health, housing) and social issues (e.g., gender, race). Criminal justice undergraduate majors (approximately 1,350) would benefit from the development and implementation of integrative-learning experiences in a capstone ethics course. The goal is to connect students' academic knowledge of criminal justice ethics to a variety of related experiences, fields, and perspectives, as well as to facilitate their transition into the work force. This project provides the infrastructure for experiential learning outside the classroom for multiple sections of medium- and large-sized courses (approximately 100 each). Infrastructure will include development of: 1) relationships with partners in the field who may provide experiential choices (e.g., volunteering, research); 2) a list of community partners for students to contact in their self-directed, integrative-learning experiences; 3) materials for partnering organizations, such as mentoring agreements; and 4) a student handbook that describes the purpose of integrative-learning experiences and instructions on experiential choices/assignments. Assessments will target the AAC&U's integrative-learning values, such as reflection and making connections across disciplines.

Title: ePortfolios for Transfer into and Beyond ENC 1102

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Angela Rounsaville (Writing and Rhetoric)

Other Members: Melissa Pompos (Writing and Rhetoric), Nichole Stack (Writing and Rhetoric)

This goal of this project is to build and implement ePortfolios as a transformational educational experience and primary assessment mechanism for students in ENC 1102. Through this implementation, we aim to encourage the following: (a) integration of writing-related knowledge from multiple contexts; (b) development of metacognitive capacities for understanding how writing works across contexts; and (c) student transfer of writing knowledge to future writing goals. As we develop our ePortfolio guidelines and assignments, we will emphasize students' reflecting on and transferring to multiple discourse contexts: curricular, co-curricular, workplace, civic, and personal. The ePortfolio that students create in ENC 1102 can be taken to other courses or professional contexts and reused as appropriate. Research shows that when students are asked to intentionally collect, select, and reflect on their writing, they identify connections across contexts (transfer), and take responsibility for their own learning. This goal of intentional transfer is critical for GEP courses that reach a large number of UCF students and that are part of an integrated network of other GEP courses.

Title: Integrative Learning Through Community-Based Research: A Cohort Model

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Martin Dupuis (The Burnett Honors College)

Other Members: Nicole Gelfert (The Burnett Honors College)

In 2016, the Honors College received a QEP Program Innovation Award with the purpose of integrating civic engagement and community-based research into the curriculum. As a result, Honors created a model whereby faculty, along with a community partner, were invited to submit grant proposals for collaborative projects that engaged students in research related to community-identified needs. Five awards were made in Fall 2017, representing three colleges and seven community agencies.

A 2018 QEP Program Innovation Award Renewal allows the Honors College to continue and expand this program for the next two years. In June 2018, grant proposals will again be accepted for projects that use community-based research to create high-impact, integrative-learning experiences for undergraduate students. In addition, grant recipients will be eligible for a second phase of funding to fortify or expand their projects. Finally, all faculty grantees are encouraged to participate in related professional development opportunities hosted by Honors. This program is designed to

develop faculty cohorts that offer a community rich with expertise and to formulate best practices related to community-based research.

Title: The 3D Virtual Anthropology@UCF Initiative

Award Type: Program Innovation

Amount Funded: $9,762

Project Lead: John Starbuck (Anthropology)

Other Members: J. Marla Toyne (Anthropology), Michael Callaghan (Anthropology), Brigitte Kovacevich (Anthropology), John Schultz (Anthropology), Edward Gonzalez-Tennant (Anthropology), Aimee deNoyelles (Center for Distributed Learning)

The goal of the proposed project is to improve student learning in the Human Species GEP course by creating online virtual laboratory experiences for students. Anthropology physical teaching collections are only available to students in laboratory courses or small Honors classes due to teaching space limitations. This disadvantage impairs the ability of online students or students in large courses to receive equal access to the same educational experiences as face-to-face students. To address this problem we will digitize physical teaching specimens to create three-dimensional (3D) anthropological teaching materials; create 3D digital learning object online lab modules; develop assessment tools to evaluate student learning and success.

Following implementation of this initiative, Human Species students will receive identical online laboratory experiences with equal access to Anthropology pedagogical materials. These changes are expected to make teaching materials available to all students regardless of spatiotemporal limitations, create a more impactful learning experience that increases student success, thereby advancing UCF's stellar reputation as a leader in online education.

Title: Libraries Bridging the Gap between Innovation and Entrepreneurship

Award Type: Enhancement

Amount Funded: $3,458

Project Lead: Min Tong (Research & Information Services)

Other Members: Sandy Avila (Research & Information Services), Buenaventura Basco (Research & Information Services), Rebecca Murphey (Research & Information Services)

Entrepreneurship is not only crucial for students who wish to start their own business or take over a business after their studies but also an essential attribute of all future experts and leaders. Consisting of four major events, this project is intended to encourage entrepreneurial activities at UCF by fostering an educational environment among participating departments and units that informs, supports, and inspires students. Each event highlights various campus resources and personnel expertise, creating great opportunities for like-minded entrepreneurial students from different disciplines to meet for mutually beneficial experiences and interactions. Developed and coordinated

by librarians, this program serves as a perfect connector for those disconnected resources on campus, and thereby helps increase students' knowledge and skills regarding innovation and entrepreneurship. This project will better position our students to become effective leaders with entrepreneurial spirit.

Title: Bridging the Gap: Introducing Scientific Communication and Patent Writing Skills in STEM Curricula

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Kausik Mukhopadhyay (Materials Science and Engineering)

Other Members: Kaitlyn Crawford (Materials Science and Engineering)

STEM fields heavily rely on innovation and intellectual property (IP) rights that require the expertise of a variety of professionals: researchers, inventors, business professionals, and legal advisors. Most STEM undergraduates get into the workforce upon graduation with limited exposure to scientific communication and technical-writing skills, and need specific training to translate research to technology through IP. While publications and patents are vital assets for firms and universities, protection of the technology is of immense national significance. The purpose of this program is to provide the necessary training to assist STEM undergraduates to successfully navigate some of the lesser-taught educational pillars in preparing for a strong career in STEM. As a pilot program selected students will be engaged with a research project and assigned in-line with one of the engineering courses offered at UCF. The project will serve as a cohesive platform to assist the students in scientific research, intellectual property technical writing, and communication skills by imparting technological knowhow of invention, commercialization and IP rights, including patent-filing procedures.

Title: Developing Career Planning and Experiential Learning Opportunities: A Multi-Course Development Project

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Taylar Wenzel (School of Teaching, Learning, and Leadership)

This project is based on the development and dissemination of two new lower-division courses for elementary education students. Early program opportunities provided by these courses, specifically related to career planning and experiential learning, will help prepare teacher candidates for the demands of their upper division courses, internship experiences, and early career challenges. This project seeks to accomplish the following goals: complete course development for MHS 2330: Career Planning in Education-Related Field and EDG 2949: Experiential Learning in Education; pilot newly developed courses with the goal of course revision and refinement; expand current collaborative partnerships to offer additional experiential learning opportunities for teacher candidates in education-related field placements; identify lead faculty for each course and provide

professional development for CEDHP faculty who will teach the newly developed courses; plan for the dissemination of course content and resources to our State College partners.

Title: Writing Style and Grammar Choice: An Adaptive-Learning Approach

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Beth Young (English)

Other Members: Brenda Peynado (English), Martha Brenkle (Writing and Rhetoric), James Paradiso (Adaptive Learning Team)

Ability to effectively communicate is an essential part of career-readiness, and grammar, punctuation, and style are the basic building blocks of communication. We want students who graduate from UCF to be able to reach a proficient level of sentence usage to demonstrate their capacity to communicate effectively in their careers, be it customer-facing, team engagement, or employee-employer interactions. The "Writing Style and Grammar Choice" program will be a new grammar and writing style series of modules that will prepare students to write in their future careers beyond college. The program will use the new adaptive learning resource of RealizeIt to develop a series of modules that can be dropped into any webcourse across the university, adaptable to the specific student and specific course content.

The adaptive learning approach integrates into Canvas with grades and follow-up, can plug into any class at UCF, and tracks each student across multiple classes, allowing those already strong in concepts to skip review while focusing on the students who do need the instruction.

Title: Integrated Business Competition

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Christopher Leo (Integrated Business)

Other Members: N/A

The Integrated Business Competition Case Challenge requires students to form their own teams (within their major) and integrate their knowledge, skills and abilities attained in their major coursework to build a small-business development plan for a business start-up. Integrated Business faculty, students, and advisory board members will have roles in designing and implementing this competition. Semi-finalist and finalist teams will present and be evaluated by members of the Integrated Business advisory board, which consists of prominent business leaders who serve as supporters and advisors for the program. Advisory board evaluations will be based on finalist presentations that are delivered at a public event, to which all semi-finalist teams, faculty members, students, and student alumni are invited.

Title: Learning and Interacting with New Knights (LINK)

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Anna-Bradley Lozier (First Year Experience)

Other Members: Paige Woods (First Year Experience)

LINK is a first year student engagement program geared toward helping new students (FTIC & Transfer) acclimate to the campus culture, explore their academic and career goals, and familiarize themselves with on-campus opportunities and services. In 2017 FYE purchased a mobile application to enhance the program. After implementing the application, participation in the LINK program increased by 75% in the Fall 2017 semester. In 2018, the LINK program plans to enhance the transfer student experience in the mobile application platform by creating a LINK track specifically designed to meet the needs of transfer students. QEP funds will help support the mobile technology needed to continue to enhance the LINK program including the transfer track.

Title: Integration without Calculus

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Christos Velissaris (Physics)

Other Members: Zhongzhou Chen (Physics), Ahlam Al-Rawi (Physics)

Introduction of Integration in Science and Engineering constitutes a formidable pedagogical task. The vast majority of STEM Students, after completion of their calculus classes, visualize Integration simply as a reverse derivative action (anti-derivative) while in Physics and Engineering Integration is utilized primarily as a Riemann Sum. Although the two methods are equivalent, the difference in the approach generates some confusion to overwhelmed students. To bridge the gap we developed a pedagogical approach that is free of calculus. Integration is approached as an iteration of explicit divisions and additions with an ever-increasing number of terms where each term is decreasing in magnitude as the number of iterations increases. The approach is essentially free of calculus formulas and concepts, and the pedagogy is delivered through a series of Worksheets requiring calculation of simple Integrals inspired by Physics and Engineering problems. Integration finally arises as a natural consequence of the work outlined in the Worksheets. We will upgrade, enhance, and install our work in a web-based environment, suitable for large (200+ students) and remote-education classes. Lastly we will make our work available to a wider audience of students majoring in Science and Engineering disciplines at UCF.

Title: ELLE the EndLess LEarner: A Second-Language Acquisition Videogame

Award Type: Enhancement

Amount Funded: $3,500.00

Project Lead: Emily Johnson (Games Research Lab)

Other Members: Amy L. Giroux (Center for Humanities & Digital Research), Don Merritt (Office of Instructional Resources), Sandra Sousa (Latin American Studies; Modern Languages & Literatures); Gergana Vitanova (TESOL; Modern Languages & Literatures)

Our team has developed a videogame, ELLE the EndLess LEarner, designed to make language learning fun. We anticipate this will also motivate students to spend more out-of-class time learning vocabulary and, therefore, allow class instruction to focus on more abstract concepts like grammar and culture. ELLE is an endless-runner style (the avatar is always in motion), which results in fast-paced, engaging gameplay. Terms are easy to add to the game database through a user-friendly website, and the flexible game design affords it much opportunity for research on language learning and student study habits. This funded phase of our research will allow us to implement the game into UCF language courses (Portuguese, for this phase) and work with undergraduates in language courses to create a "cultural literacy" vocabulary list for the game, which will include common job interview questions in a country where that language is spoken. Language students will research these questions and reflect on their similarities and differences for two course assignments.

Title: Project- Based Active Learning Homework (PBH): Improving Student Success

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Ricardo Zaurin (Civil, Environmental and Construction Engineering)

Engineering education researchers emphasize that a traditional lecture-based learning environment does not adequately prepare students to succeed in the challenging engineering majors, especially for introductory large-size courses. During the past two years this researcher conducted a pilot study to improve the students' success by incorporating active learning project-based homework (PBH) into a large-size introductory gateway engineering course. Alongside the traditional online homework, students were offered the opportunity of modeling one of the problems and create a physical model of it. In addition, the students were asked to record a video to explain their findings, experimental results, and comparison with hand calculations. Learning assessment showed that more than 78% of the students completing the new introduced project-based learning activity answered correctly the new mid-term exam questions, compared to a 42% success for those completing only the traditional homework. This proposal will allow scale-up the previous study by incorporating all the students enrolled in the class. Data will be collected, analyzed, and distributed. This project-based homework approach could be easily migrated to other courses/disciplines.

Title: NSCM High-Impact Integrative-Learning Liaison

Award Type: Enhancement

Amount Funded: $3,500

Project Lead: Lindsay Neuberger (Nicholson School of Communication)

Other Members: Steve Collins (Communication), Will Kinnally (Communication), Joan McCain (Communication), Lisa Mills (Film), Stephanie Rice (Communication), Anastasia Salter (Digital Media), Jennifer Sandoval (Communication), Deanna Sellnow (Communication)

Faculty and program coordinators in the legacy Nicholson School of Communication have established "Immersion" as a primary pillar of student learning and will soon require all students to engage in immersive learning experiences (e.g., internship, service learning, study abroad, research). As the new Nicholson School of Communication and Media emerges and begins a transition to the UCF downtown campus, we are committed to ensuring students are meaningfully engaged in local communities, downtown organizations, industry partners, and international contexts. These relationships and resources will not build themselves; devoted faculty time and energy are essential to realize these goals. This project focuses on the establishment of a temporary school-wide high-impact integrative learning liaison (HIILL). The NSCM HIILL will serve all seven undergraduate programs and focus on: a) cataloging current relationships; b) identifying priority areas for expansion; c) doing outreach in the downtown business and non-profit communities; and d) creating a sustainable process for identifying, integrating, and nurturing partnerships to ensure deeper student learning and better equip students for success in the workforce.

Title: Igniting the Internship Experience at Theatre UCF

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Sybil St. Claire (Theatre)

Other Members: Claudia Lynch (Theatre), Chris Niess (Theatre), Bert Scott (Theatre), Tara Snyder (Theatre), Kristina Tollefson (Theatre), Cynthia White (Theatre)

The Department of Theatre requires all BFA students to undertake a six-credit internship. This opportunity empowers students to work professionally, create connections, strengthen skillsets, diversify experiences, reflect on career choices, and build resumes – all prior to graduation. Though our department is one of the largest in the nation, a substantial re-imagining of the internship program has not happened in several years. Further, we desire to ignite student enthusiasm, in part, by showcasing the internship program/experience far more dynamically. The QEP grant will help to enhance student learning outcomes through curriculum/program revision and application of new technologies.

In year one we will create student focus groups to ascertain what they would find most helpful, informative, and inspirational; re-design the internship manual and web-based courses to better support the needs of the students and the department; hire a marketing assistant to help with implementation. In year two, we will market the internship program more dynamically (creating a

social media presence, public recognition of interns, media spotlights, vlog/blog intern reflections, articles, and incentives to entice students to participate.

Title: The Opioid Epidemic: Teaching Nursing Students to Care for the Patient with Addiction

Award Type: Program Innovation

Amount Funded: $10,000

Project Lead: Michael Valenti (Nursing Practice)

Other Members: Kelly Allred (Nursing Practice), Laura Gonzalez (Nursing Practice)

The goal of our project is to improve the nursing care of patients with opioid addiction by: a) increasing students' awareness of addiction; b) identifying myths and misconceptions about addiction; c) encourage students to acknowledge their one's own biases and presuppositions regarding addiction; and d) enhancing knowledge of available resources for patients with addiction. We plan to develop three evidenced-based student experiences: 1) an interactive workshop focusing on the role of the registered nurse in the care of the patient with addiction; 2) a standardized patient (SP) simulation experience and 3) a structured debrief session. The workshop, simulation scenario, training the SP, and the structured debrief will be developed and performed by experts in simulation and in mental health nursing including addiction disorders, in collaboration with a consultant who specializes in addiction medicine.