2017-18 COACHE INNOVATION AWARD WINNERS

Laurie Pinkert  
Assistant Professor  
Writing and Rhetoric  
College of Arts and Humanities

**INNOVATING UCF SUPPORT FOR STUDENT FELLOWSHIP PROPOSALS:** This project will pilot a one credit writing intensive course in which students will complete a National Science Foundation Graduate Research Fellowship (NSF GRFP). This pilot course will be launched through the Academic Advancement Program’s McNair Scholars Program, drawing high achieving, advanced students who are appropriately positioned to develop a proposal and enhancing our opportunity to make high impact practices and attainment of prestigious awards more readily accessible to our underrepresented students. Additionally, during the project cycle, Dr. Pinkert will develop additional faculty workshops and resources for those who serve as faculty mentors or lab supervisors for the students submitting their proposals and will lay the groundwork for an expanded version of the course to be offered the following year.

Megan Nickels and Sarah Bush  
Assistant Professor  
Chemistry and Philosophy  
College of Sciences and College of Arts and Humanities

**TRANSDISCIPLINARY STEM EDUCATION FOR GRADUATE STUDENT AND UNIVERSITY PARTNERSHIP RECRUITMENT AND ENGAGEMENT:** Dr. Nickels and Bush will research and develop a 2 to 4 course sequence of transdisciplinary STEM courses for a graduate program in the School of Teaching, Learning, and Leadership (STLL) as well as create a national model for transdisciplinary STEM education course offerings that would further UCF’s emerging preeminence in teaching, scientific research, and technological innovation. This project partners with iSTEM, UCF’s Cognitive Science Lab, and the College of Engineering and Computer Science.

Stephen Kuebler and Jonathan Beever  
Assistant Professor and Associate Professor  
Chemistry and Philosophy  
College of Sciences and College of Arts and Humanities

**CULTIVATING AN INSTITUTIONAL CULTURE OF ETHICS AND RESPONSIBLE CONDUCT:** Ethics and Responsible Conduct (ERC) workshops will be developed and led for new faculty, post docs, and graduate students. Participants will develop a robust understanding of ERC as it applies to their professional work as well as pedagogical training to support their becoming ERC advocates in their home disciplines. The pilot experience will be used to plan and propose a larger FCTL summer seminar in ERC. The innovative approach is designed to benefit graduate students’ transitions into professional careers, faculty members’ professional development and mentoring capacities, and strengthening of an institutional culture of ethics.

John Blake Scott  
Professor  
Writing and Rhetoric  
College of Arts and Humanities

The new journal *Rhetoric of Health & Medicine*, jointly published by the University of Florida Press/University Press of Florida, will help establish UCF as a national leader in the interdisciplinary research areas of medical/health humanities and health communication through bringing together faculty and students from multiple colleges, including CAH, COS, COM, and COHPA. RHM is the first and only journal focused on rhetorical studies of health and medicine.
**John Starbuck**  
Assistant Professor  
Anthropology  
College of Sciences

**THE 3D ANTHROPOLOGY@UCF INITIATIVE:** The goal of the 3D Anthropology@UCF initiative is to create a sustainable, interactive, three-dimensional (3D) digital collection of anthropology teaching materials that will be used to develop online lab modules for the Human Origins paleoanthropology course to enhance student learning. More specifically, a 3D Polhemus laser scanner, recently purchased by the Starbuck lab, to digitize approximately 150 fossil casts to create interactive 3D instructional materials for student use in online laboratories. Didactic 3D surface images record object size, texture, color, and morphology, and will be created using the Polhemus scanner, inserted into interactive 3D PDFs, and distributed to students via Webcourses.

**Richard Hartshorne and Atsusi Hirumi**  
Associate Professor and Professor  
Education and Human Sciences  
College of Education and Human Performance

**COMPETENCY-BASED GRADUATE CERTIFICATE IN INSTRUCTIONAL DESIGN:** The three-year goal is to establish an innovative competency-based graduate certificate in Instructional Design (ID). The Instructional Design & Technology (ID&T) program offers a five course graduate certificate in Instructional Design that consists of five, three-credit hour courses. We propose to transform the conventional certificate into a competency-based program ready for student registration by Fall 2020. First-year goals are to design the system, work with administration to examine the policies and procedures necessary for development and implementation, and work with existing industry partners to establish an advisory council to oversee the design, development, implementation, and continuous improvement of the system. The design, development, implementation, and evaluation of a competency-based graduate certificate is proposed intentionally to determine the feasibility of implementing such a system (including the design, development, delivery and evaluation of related instructional modules and revisions to related administrative policies and procedures) and to gain insights on how to scale the system to other graduate certificates and programs of study.

**Tameca Harris-Jackson**  
Lecturer  
Social Work  
College of Health and Public Affairs

**CURRICULUM INNOVATION FOR GLOBAL CITIZENSHIP IN SOCIAL WORK:** Designing “Real-Time” Cross-Global Collaborative Service Learning Projects for BSW Students: This project aims to go further than previous international experiences by establishing a semester-long, internationally-focused course that provides a collaborative service-learning (i.e. creative) component, thereby, increasing positive, high impact learning for undergraduate social work students. Specifically, the UCF BSW students will collaborate with an international peer group and 1) engage with their international peers using technology (e.g., Skype, FaceTime, Adobe Connect,), 2) plan a project of intervention, 3) travel to meet with their international peers to implement the intervention, and 4) return to the U.S. to evaluate their process, which will include Curriculum Innovation for Global Citizenship in Social Work: Designing “RealTime” Cross-Global Collaborative Service Learning Projects for BSW Students feedback from their international peers on the collaborative process and efficacy and sustainability of the project. Findings from this project will be used to develop a curriculum that can be made available for public use through the CSWE or National Association of Social Workers websites.