

Interdisciplinary Research and Education:
What Value do we Really Place on
“Interdisciplinary”?

James Oliverio

Professor of Digital Arts & Sciences

Professor of Music

Director, Digital Worlds Institute



UF Digital Worlds Institute

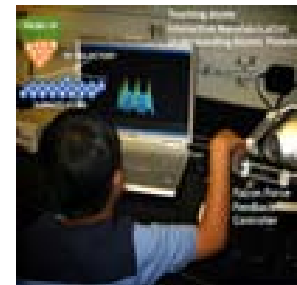
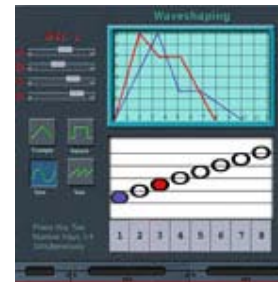
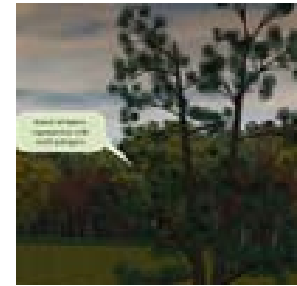
About the Institute

The Digital Worlds Institute exists to nurture leading edge research and education between Engineering, Communications and the Arts, utilizing the tools of digital technology and culture. By bringing together the diverse talents of University of Florida faculty, students, and staff in a multi-faceted collaborative environment, the Institute serves as a platform for interdisciplinary research that would not have occurred within the confines of any one college or department. Through the use of telecommunications and high performance technologies, the Institute reaches out across the campus, state, nation, and the world to share new tools and opportunities with both the local and the global community.

Collaboration

DW 2009-10 Highlights: **Sponsored Research**

- Gaming Against Plagiarism (GAP)
- Virtual Learning Forest (VLF)
- HAP-NAN (Haptics in Nanotechnology)
- Music Instinct Project
- NETS (Neuroprosthetic Training System)
- Virtual Environments for Therapeutic Solutions (VETS)
- RISK - Using Interactive Media in the Treatment of Interrelated Alcohol, Drug and Risky Sexual Behaviors



Gaming Against Plagiarism (GAP)

A compelling and scalable interactive system for beginning researchers



PI: Michelle Foss, UF Science Librarian

Co-PI: James Oliverio, Professor of Digital Arts & Sciences; Director, Digital Worlds Institute

Co-PI: Douglas Levey, Professor of Biology - also Co-PI of I3 and PI of an ongoing NSFGK-12 Program ([SPICE](#)).

- In 2009, an independently administered survey of NSF-supported graduate students at UF revealed that only 36% had ever received training in ethics and that 88% requested such training.
- Online, self-directed, interactive game will provide a role-adopting environment in which Science, Technology, Engineering, and Mathematics (STEM) graduate students will learn to recognize and avoid plagiarism.
- To be collaboratively designed, tested, and evaluated through a multi-disciplinary iterative process by recognized experts in graduate science education, gaming, academic integrity, intellectual property rights, and educational digital media production.
- Six NSF Engineering Education awardees: Purdue University, Virginia Commonwealth University, University of Houston, Loyola Marymount, Oakland University, and Rowan University, have been recruited along with the College of Sciences, University of Central Florida to assist in the testing and final refinement of the GAP intervention.
- Institutional support of UF's President, Director of the Graduate School, and administrators and faculty.
- The GAP project will be open source and freely available to these institutions and others to create the broadest possible national impact

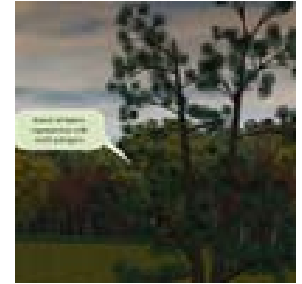
Virtual Learning Forest (VLF)

Using Virtual Reality to Train Undergraduate Natural Resource Students

PI: Michael Bannister, FOREST RES / CONSERV

Co-PI: Howard Beck, Professor of Agricultural and Biological Engineering, IFAS

Co-PI: James Oliverio, Professor of Digital Arts & Sciences; Director, Digital Worlds Institute



- Primary target audience for Virtual Learning Forests will ultimately be undergraduate natural resource students at universities worldwide.
- Test population: undergraduate forestry students in sampling, mensuration, and silviculture classes at the University of Florida (UF) and Virginia Polytechnic Institute and State University (Virginia Tech).
- The goal during the 24 month life of this project will be to develop a first (beta) version of a 3D Virtual Learning Forest in a virtual world environment (VWE) based on the longleaf pine ecosystem, and to measure how students react to it and how it impacts their learning experience.

HAP-NAN (Haptics in Nanotechnology)

Use of Haptics in a Virtual Reality Environment for Learning of Nanotechnology

PI: Curtis Taylor, Assistant Professor of Mechanical and Aerospace Engineering

Co-PI: James Oliverio, Professor of Digital Arts & Sciences; Director, Digital Worlds Institute

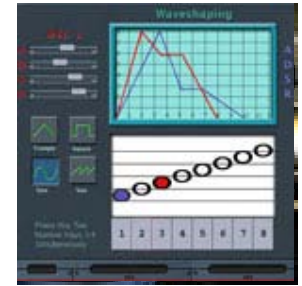
Co-PI: Diane Pawluk, Professor of Computer Science, Virginia Commonwealth University



- Nanotechnology is a relatively new and growing area of research in which governments, educators and researchers alike are interested in attracting K-12 and undergraduate students to pursue future careers.
- For the U.S. to remain competitive in the 21st century it must attract and train more students in high technology fields such as nanotechnology.
- Goal to improve learning of and interest in the abstract concepts of nanotechnology/atomic scale physics for students who are sighted, as well as those who are blind or visually impaired,
- Innovative use of haptic-based interactive visualization media.

Music Instinct Project (MIP)

Exploring the Links between Science and Music



PI: Pamela Shamel, Director of Education and Outreach WUFT

Co-PI: James Oliverio, Professor of Digital Arts & Sciences; Director, Digital Worlds Institute

Co-PI: Timothy Brophy, Associate Professor of Music

- University of Florida's WUFT was chosen as one of the ten PBS stations nationwide for the Music Instinct grant, working in partnership with the Digital Worlds Institute.
- Research shows a strong connection between the auditory and motor regions of the brain; music seems to engage the motor system in a way that other modalities do not.
- People with motor disorders like Parkinson's disease have improved their ability to walk while listening to a rhythm track, and stroke patients who have trouble with speech show signs of improvement when they receive music therapy.
- New evidence that music can actually change the physical structure of the brain – a fact that has critical implications for both education and medicine.
- Major funding for this program provided by the National Science Foundation.

NETS (Neuroprosthetic Training System)

Using Virtual Reality to Treat Paralysis



PI: James C. Oliverio, Professor of Digital Arts & Sciences; Director, Digital Worlds Institute

Co-PI: Justin C. Sanchez Assistant Professor of Pediatrics, Neuroscience, Biomedical Engineering

Co-PI: Jose C. Principe Distinguished Professor of Electrical and Biomedical Engineering

Co-PI: Jill Sonke, Director, Center for the Arts in Healthcare

More than 2 million individuals in the U.S. suffer from neurological disorders including spinal cord injury and diseases of the peripheral nervous system. The disabilities are diverse, yet there are at least two common characteristics:

- 1) functioning of the brain remains intact
- 2) the condition has a profoundly negative effect on the patient's quality of life.

New technologies called Brain-Machine Interfaces (BMI) offer an alternative means of communication and control that can bypass affected pathways of motor function through a direct interface with the brain.

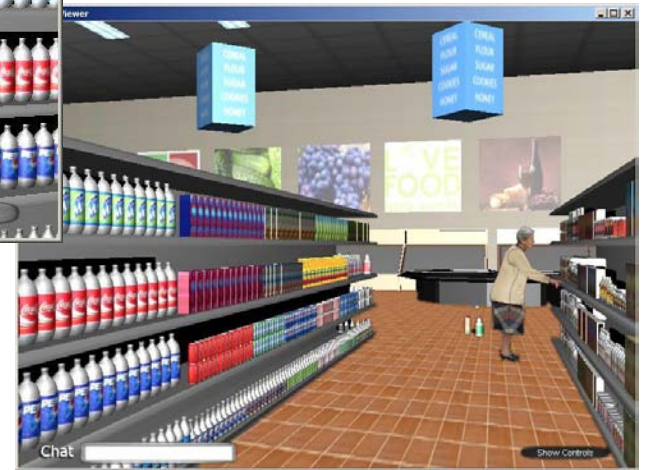
Functional proof-of-concept has been shown, but the impact of BMI in the area of rehabilitation has yet to be realized because they have not been studied in environments where sensory and motor actions can be used to enhance performance.

The science developed in this project will lead to a Neuroprosthetic Training System (NETS) that uses Virtual Reality to Treat Paralysis. NETS would improve recovery by retraining the nervous system to improve motor function and reduce secondary conditions that impair physical or cognitive function.

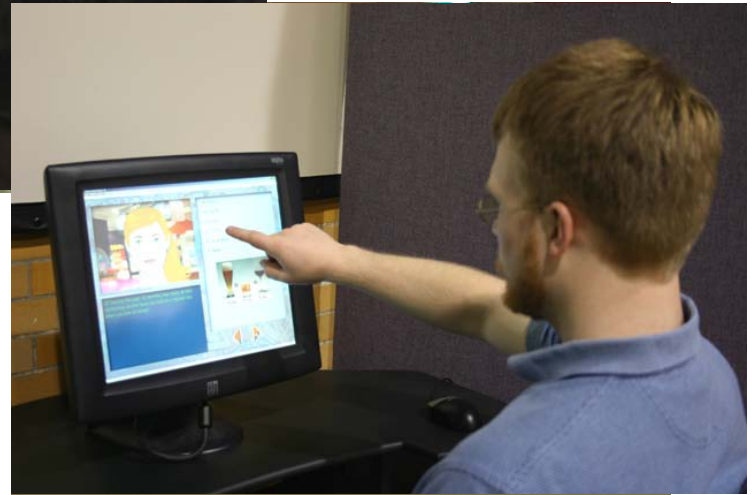
Virtual Environments for Therapeutic Solutions (VETS)



PATIENT
POV



VETS
Project



RISK Project

Using VWE to Reduce
Alcohol & Drug Abuse

DW 2009-10 Highlights: Sponsored Research

RISK Project Related Research



The Feasibility of a Computer Based Substance Abuse Intervention for STD Clinics in North Central Florida

Camila Mateo, Tina Arcomone MPH, Umme Nur, Donna M. Treloar CRNP, Robert L. Cook MD MPH.
Department of Public Health and Health Professions, University of Florida, Gainesville, FL

Introduction

Background

- There is a strong correlation between substance use and STDs
- Computer based interventions offer a cost effective alternative to traditional interventions
- North Central Florida STD clinic population is largely of minority status and many have lower than a high school education. Both of these demographic groups have lagged behind Whites in digital media use.
- This project provides a possible solution to the lack of interventions for substance use in the STD clinic setting and also may be a first step in eliminating health disparities based on race and education level.

Specific Aim

- The specific aim of this project is to determine, through a survey, if the populations of the Alachua County and Marion County health department STD clinics would be willing to participate in a computer based intervention for substance abuse structured as a video game.

Methods

Survey Distribution

- Each patient was asked laboratory staff at the clinic whether they would be interested in a brief survey on digital technology.
- Each participant (n =397) was given a copy of the survey, a manila envelope, a pen, and a clipboard by a research assistant, and directed to fill out the survey in the waiting room.
- When participants finished they were instructed to bring the materials back to the survey room and a research assistant sealed the survey into the manila envelope and placed it in a collection box.
- Each participant was given a five dollar cash compensation



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Measures

- A nine page, 50 item survey included demographic information, sexual behavior, substance use (including the ASSiST and AUDIT), and prior use and comfort with digital devices.
- Outcome variable was measured by a question asking whether participants would be willing to participate in a health-related video game during their wait time at STD clinics.

Data Analysis

- Survey data were numerically coded for data entry by the first author
- Variables of interest were recoded into dichotomous variables using SPSS software.
- Missing cases were less than 5%, and disregarded
- Three independent variables (age, minority status, and education level) were isolated. Chi squared analysis and odds ratios were calculated, as well as a logistic regression, to determine their effect on the outcome variable(willingness to participate in a health related video game during wait times at the STD clinic.)

Results

Demographics

Descriptor	Percentage of Respondents
Age	24.59 (SD=8.208)
+40 years of age	6.9%
Race	
African American	60.1%
White	28.6%
Other	9.3%
Hispanic	8.1%
Less than a HS education	22.14%
Willing to participate	68.3%

Prevalence of Substance Use

Substance	Percentage
Alcohol (in past month)	
Any	36.25%
AUDIT ≥8	15.22%
Drug use (in past month)	
Marijuana	24.42%
Cocaine	1.36%
AUDIT ≥8 is consistent with hazardous or harmful drinking behavior	

Factors Predicting Willingness to Participate: Multivariate Analysis

Predictor	Odds Ratio	p value	Confidence Interval
Education level	1.196	0.274	(0.421, 1.278)
Minority Status	0.549	0.459	(0.745, 1.920)
Age (40+)	1.501	0.221	(0.735, 3.807)

Model: Nagelkerke R²=0.012

Discussion and Future Research

- Results indicate that pertaining to demographic groups that have historically lagged behind in information technology use (i.e. older adults, those with minority status, and those with less than a high school education) has no significant relationship with likelihood to participate in the proposed intervention.
- Majority of Clinic participants would be willing to participate
- This study was done to collect preliminary data to pave the way for a pilot study of a computer based intervention for substance abuse that is currently being developed in the College of Fine Arts at the University of Florida.
- Future research should focus on small pilot studies of this intervention at Alachua and Marion county STD clinics.
- Main limitation was self report of the survey items.

The researchers would like to acknowledge the UF Digital Worlds Institute, Office of Transdisciplinary Research and Innovation (OTRI), and the Alachua County Health Department and Marion County Health Department staff that helped make this project a reality.



The Foundation for The Gator Nation

Center for the Arts in Healthcare Research Highlights

- *Hearts and Hope*: 3-year study assessing the effects of the arts on pain and anxiety in pediatric cancer and sickle cell patients
- *Observational Study of an Arts In Medicine Program in an Outpatient Hemodialysis Unit*: assessing physiological and psychosocial outcomes of engagement in the arts during dialysis treatment
- *Dance for Life*: assessing the primary benefits of dance for people with Parkinson's disease and their caregivers
- *Sustainability in a Rural Arts in Healthcare Program Model*: assessing the roles of meaning and self-transcendence in program sustainability
- *The Gift of Art*: assessing the effect of the arts on a medical-surgical work environment
- *Indications of Flow State Experience During Creative Arts Activities in an Out-patient Infusion Unit*

Hearts & Hope Study

SYMPTOM

**Virtual-
Arts in Medicine
(V-AIM)**

**Immersive
Multimedia
Environments
(IME)**

ON-LINE

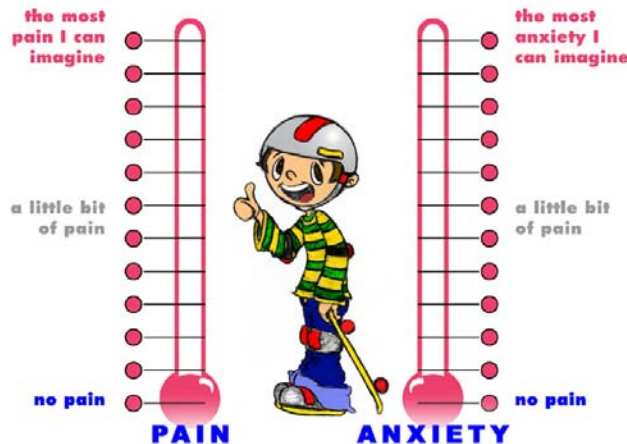
**Pediatric
Patient**



ASSESSMENT

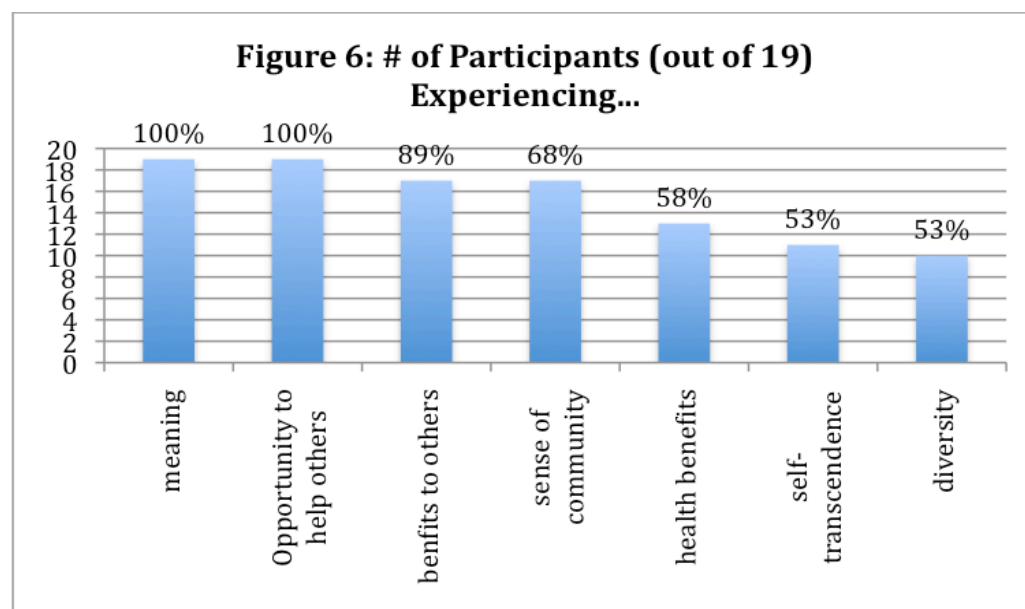
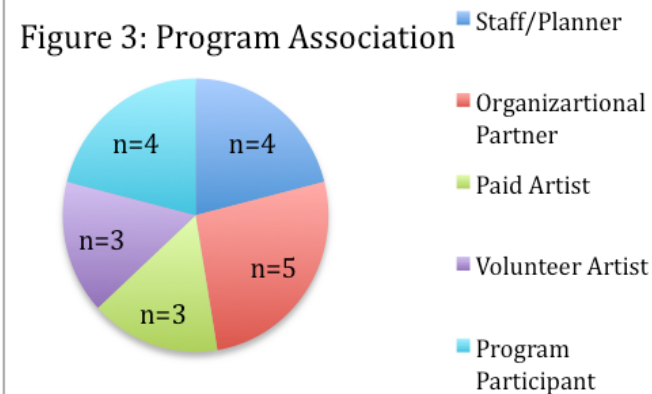
Lifescapes
Healthy Kids and Patients

**Patient-2-Patient
Peer Mentorship
Video Series**



Sustainability in a Rural Arts in Healthcare Program Model

- 19 participants
- 30-60 minute structured interviews
- Transcribed and analyzed using a grounded theory cross-comparison methodology
- 7 themes emerged:
 - meaning
 - opportunities to help others
 - benefits to others
 - sense of community
 - recognition of health benefits
 - self-transcendence
 - diversity





SEMESTER FACULTY ASSIGNMENT REPORT

NAME _____ SEMESTER _____ YEAR _____

UF Id Number _____ Course _____ No. of Sections _____

The following courses have been assigned to you: 1. _____
 (This is exclusive of individual study section 6910, 6940, 2. _____
 6971, 7979 and 7980. You will receive those assignments 3. _____
 after the close of registration.) 4. _____

1. PERCENTAGE OF TOTAL INSTRUCTIONAL ASSIGNMENT BY COURSE LEVEL:

Lower Upper Graduate I and 11 Graduate III Health Ctr. only Total
 + + + =

Other Assignments:

Percentage

Progress Statement

2. OTHER INSTRUCTIONAL ACTIVITIES -- Duties: _____ _____

3. CLINICAL TEACHING (Restricted-See Reverse Side) -- Duties: _____ _____

4. ACADEMIC ADVISEMENT (include specific indicators such as number of students, hours designated for advising)
 Duties: _____ _____

5. A. DEPARTMENTAL RESEARCH -- Duties/Research Areas: _____ _____

B. ORGANIZED RESEARCH -- Duties/Research Areas: _____ _____

6. PUBLIC/CLINICAL OR STATE MANDATED SERVICE -- Duties: _____ _____

7. AGRICULTURAL EXTENSION SERVICE (IFAS only) -- Duties: _____ _____

8. DEPARTMENTAL ADMINISTRATION --Duties: _____ _____

9. GOVERNANCE -- Duties: _____ _____

10. OTHER (only the categories on reverse of form may be listed) _____ _____

Duties: _____

11. TOTAL PERCENTAGE EMPLOYED-----

The above assignments are tentative. The department chair or responsible unit administrator will be free to modify these percentages during the term if the needs of the department change. If the assignments are changed by 5% or more, this form will be modified, initialed and a copy will be given to the faculty member. Progress statements will be added after the semester is completed. See the reverse side of this form for more information.

Percentage Assigned to Research by Project (Optional):	
Project Numbers	Percent Assigned
_____	_____
_____	_____
_____	_____
_____	_____
Total	_____

 Department Chair Date

 Faculty Member Date

Faculty
 Assignment
 Report

Instructions for Completing the Semester Faculty Assignment Report

Florida Statute 1012.94 requires the assignment of duties for all faculty and administrators. The professional obligations and responsibilities shall be comprised of these assigned duties and those other duties and responsibilities attendant and pertinent to university employment. Florida Statutes relating to this requirement are 1008.46 and 1012.945. This form is to be completed five days prior to the first day of regular registration each semester by the unit administrator. A brief description of all non-instructional activities must be included except for Departmental Administration (8) when the faculty member is the chair, dean, etc. After the form is completed and signed by the faculty member and administrator, the white copy should be retained in the unit's personnel file. The canary copy is given to the faculty member.

At the end of each term, a progress statement must be added for activities numbered 2-10. Acceptable statements are "on-going" or "completed". If the activities reported on the Faculty Activity Report significantly differ ($\pm 5\%$), the assignment report must be modified initialed by the chair and a copy must be given to the faculty member. Definitions of reporting categories are listed below. For more detailed definitions, refer to the "Faculty and Professional Employee Time and Effort Reporting Instructions" available from the Assistant Provost's Office (392-2476). This publication includes instructions for the on-line Faculty Activity Report completed after the term.

1. **Instructional Assignment** (Classroom/Lab Teaching and Supervision of Thesis/Doctoral Students) -- Instruction of students who are registered for credit, and activities related to instruction including preparation for class, grading papers and assisting students. Instructional assignments should be based on the contact hours assigned to each course and must be in compliance with the Twelve Hour Law. To determine the maximum percentage to assign to instructional activities, the contact hours are divided by 12. For headcount contact hours, multiply the number of students by the contact hours assigned to the course and divide this amount by 12. If classes are dropped or added, the instructional assignments should be revised at the end of the term. Assignments are categorized as follows: **Lower Division** -- courses numbered 0000-2999; **Upper Division** -- courses numbered 3000-4999; **Graduate Level I (beginning and II (advanced))** -- instruction of master and doctoral level students in graduate level courses, and thesis/dissertation supervision when the student is registered for credit (levels are combined because each percentage is determined by the classification of students registered for courses); and **Graduate III** - instruction of professional students in the Colleges of **Medicine, Dentistry and Veterinary Medicine** only.

2. **Other Instructional Activities** -- Instruction related activities such as development of new approaches, improvement/revisions of materials for credit courses including adaptation of audio-visual methods and experimentation with new teaching methodologies. Also includes effort spent in grading papers and assisting students for a course section of extraordinary size, and effort spent in activities related to teaching a class by a faculty member who does not participate in classroom meetings and has, therefore, not been assigned contact hours. Examples of other activities to be reported here include (1.) activities funded by a training grant, (2.) resident and intern effort, and (3.) effort spent in Teacher Education Center activities. Includes activities of Direct Instruction Support organizations as defined by the Provost, and Organized Teaching which is defined as effort expended on distance learning activities and paid from miscellaneous gifts and grants funds.

3. **Clinical Teaching** -- Assigned only to faculty in the University Counseling Center and Health Center colleges who are teaching in a clinical situation. Individuals taught are usually not enrolled, e.g. residents and interns.

4. **Academic Advisement** -- Formal counseling with students on academic course or program selection, scheduling, and career counseling. The description of duties must include such indicators as number of students formally advised and hours designated for advising.

5. A. **Departmental Research** -- Defined as research development, scholarly and creative activities that are not Organized Research and are not separately budgeted and accounted for.

B. **Organized Research** -- Defined as all research and development activities that are separately budgeted, i.e. Sponsored and University Research.

6. A. **Public Service** -- The duties listed must indicate "specific activities". These activities do not generate remuneration from third parties. Example include librarian activities; effort expended on DOCE courses; service to students unrelated to credit instruction which may include contact with student regarding personal or social matters (if assigned by chair); service as a member of the editorial board of a scholarly journal; service to the community, State or nation, e.g. participation as a member of an advisory board. This category does not include outside employment or consulting services.

B. **Clinical or State Mandated Service** -- Clinical and State Mandated Service are subcategories of Public Service. Clinical is to be used by the University Counseling Center and colleges in the Health Center for assignment of public service activities in a clinical environment. No compensation is received for these services, e.g. service provided to free clinics. State Mandated Service is public service activities required by rule or state statute. This includes educational service effort in the K-12 system. Only certain colleges and departments have been mandated to perform these services. For a complete listing see the "Faculty and Professional Employee Time and Effort Reporting Instructions".

7. **Agricultural Extension Service** -- Effort expended for duties involving IFAS' agricultural extension service.

8. **Departmental Administration** -- Effort for administrative and support services benefiting common or joint departmental activities.

9. **Governance** -- Time assigned to departmental, college and university-wide committees.

10. **Other** -- List any of the categories shown below when appropriate. Duties to be included for Sponsored Research Administration only. No other categories may be listed unless directed to do so by the Office of Academic Affairs.

A. **Sponsored Research Administration** -- Effort expended for grant and contract administration. To be used by Grants Offices in ORTGE, EIES and IFAS. This category should not be used for administration of department grants.

B. **Auxiliary Effort** -- Effort expended selling services/products. Effort to be shown on auxiliary accounts.

C. **UFF Activities** -- Assigned release time for union activities.

D. **Prof. Dev. Leave/Sabbaticals** -- Effort should be reported when the chair assigns the leave/sabbatical.

E. **Annual/Sick Leave** -- To be used when the leave taken exceeds 20 workdays. To determine the percentage, multiply the FTE appointed by the number of days on leave and divide this amount by the total number of workdays in the semester.

Faculty Assignment Report Instructions

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TEACHING:
7

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2. Other Instructional Activities --Instruction related activities such as development of new approaches, improvement/revisions of materials for credit courses including adaptation of audio-visual methods and experimentation with new **teaching** methodologies. Also includes effort spent in grading papers and assisting students for a course section of extraordinary size, and effort spent in activities related to **teaching** a class by a faculty member who does not participate in classroom meetings and has, therefore, not been assigned contact hours. Examples of other activities to be reported here include (1.) activities funded by a training grant, (2.) resident and intern effort, and (3.) effort spent in **Teacher Education Center** activities. Includes activities of Direct Instructional Support organizations as defined by the Provost, and Organized **Teaching** which is defined as effort expended on distance learning activities and paid from miscellaneous gifts and grants funds.

3. Clinical **Teaching** --Assigned only to faculty in the University Counseling Center and Health Center colleges who are **teaching** in a clinical situation. Individuals taught are usually not enrolled, e.g. residents and interns.

4. Academic Advisement --Formal counseling with students on academic course or program selection, scheduling, and career counseling. The description of duties must include such indicators as number of students formally advised and hours designated for advising.

5. A. Departmental **Research** --Defined as **research** development, scholarly and creative activities that are not Organized **Research** and are not separately budgeted and accounted for.

B. Organized **Research** -- Defined as all **research** and development activities that are separately budgeted, i.e. Sponsored and University **Research**.

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B. Clinical or State Mandated Service --Clinical and State Mandated Service are subcategories of Public Service. Clinical is to be used by the University Counseling Center and colleges in the Health Center for assignment of public service activities in a clinical environment. No compensation is received for these services, e.g. service provided to free clinics. State Mandated Service is public service activities required by rule or state statute. This includes educational service effort in the K-12 system. Only certain colleges and departments have been mandated to perform these services. For a complete listing see the "Faculty and Professional Employee Time and Effort Reporting Instructions".

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C. UFF Activities -- Assigned release time for union activities.

D. Prof. Dev. Leave/Sabbaticals -- Effort should be reported when the chair assigns the leave/sabbatical.

RESEARCH:

8

Instructions for Completing the Semester Faculty Assignment Report

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SERVICE:
3 MAIN
TYPES

Instructions for Completing the Semester Faculty Assignment Report

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DEPT:

7

UF Clinical and Translational Sciences Institute (CTSI)

The UF CTSI has three key components to its mission:

- Advance human health by accelerating the translation of discoveries into practical applications for the diagnosis, treatment, prevention and cure of human disease.
- Educate and train future translational clinicians and researchers.
- Provide funding support information for clinical research.

12 UF colleges comprise the UF CTSI:

- Agricultural and Life Sciences
- Dentistry
- Engineering
- Fine Arts
- Health and Human Performance
- Journalism and Communications
- Liberal Arts and Sciences
- Medicine
- Nursing
- Pharmacy
- Public Health and Health Professions
- Veterinary Medicine

CTSI Opportunities for CFA faculty and students:

- Pre-doctoral training program: CFA students are eligible to apply to the TL1 program for funded interdisciplinary study
- Research funding: CFA faculty are eligible for some CTSI research grants and awards
- Interdisciplinary collaboration: CFA faculty can partner with researchers from other CTSI colleges on research
- Mentor opportunities: CFA faculty can mentor students in interdisciplinary projects
- REDCAP: CFA faculty can use the new data analysis program free (training provided)
- Online resources: www.ctsi.ufl.edu/

Interdisciplinary Research and Education:
What Value do we Really Place on
“Interdisciplinary”?

James Oliverio

Oliverio@ufl.edu

Professor of Digital Arts & Sciences

Professor of Music

Director, Digital Worlds Institute



www.DigitalWorlds.ufl.edu