We prepare leaders to analyze, develop and administer complex policies at all levels and to transform education through collaboration.

Our Education Policy Research Center exists to unite interdisciplinary scholars from across the university to provide research needed to inform education policy in meaningful ways. Led by F. Christopher Curran, associate professor of educational leadership and policy, the center has addressed challenging topics including school preparedness for continuity of education, and reopening guidelines related to the coronavirus, and the effects of school resource officers.

We are integrating emerging technologies with proven learning techniques to expand opportunity and to create learning environments of the future.

Researchers at the UF Literacy Institute, led by UFLI Director Holly Lane, have developed new tools and resources to support the teaching of reading in online environments — the Virtual Teaching Resource Hub. Free for anyone to use, the Hub provides resources including lesson templates and activities, tips on managing behavior, and strategies to maintain student attention via remote learning methods, and digital downloads and apps to support development of word reading skills.

Researchers at the Anita Zucker Center for Excellence in Early Childhood Studies are working to expand validated inclusivity practices through collaborations between teachers and families. Funded by the Institute of Education Sciences and based on foundational research on Embedded Instruction for Early Learning conducted by Patricia Snyder, UF Distinguished Professor and center director, the team will explore interventions to help children’s learning across the contexts in which they live, learn and play.

We are removing barriers and building bridges to increase opportunities for every learner, in areas of literacy, special education, counseling, social justice and beyond.

Recognizing the coronavirus’ long-term impacts on education, our Lastinger Center for Learning launched a comprehensive analysis of approaches taken by birth through 12th grade education programs in Florida. Philip Poekert, center director, led a virtual listening tour where researchers gathered input from parents, teachers, and administrators across the state to explore interventions to help children’s learning across the contexts in which they live, learn and play.

Maria Leite, Ed.D.
Coordinator, Assessment & Diversity Initiatives
Campus Diversity Liaison

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REALTIME DATA

Informed Teaching

The Collaborative Computing Observation Instrument, developed by Maya Israel, associate professor of education technology, allows researchers to observe computer science students’ computer screens and listen to their conversations as they engage in computer programming. Using custom computing languages and data visualizations allow researchers to analyze areas such as time on task, students’ collaborative problem solving, behaviors, persistence, and help-seeking behaviors.

PICTURED (FROM LEFT)

Thomas Dana, Ph.D.
Director, Institute for Advanced Learning Technologies
Senior Associate Dean, College of Education

Frank Javaheri, LEED AP
Director of Construction, University of Florida

VIRTUALLY

P. K. Yonge

Kara Dawson, professor of educational technology, and Carrie Geiger, principal at P. K. Yonge Developmental Research School (PKY) led the research of the school’s approach to emergency remote teaching — especially in how teachers approached prioritizing connections and interactions in a variety of contexts — with implications that can support other districts in both future ERT scenarios and as we continue to navigate coronavirus response.

Dean Glenn Good

Above The Norm

2020 By the Numbers

In the News

A MESSAGE FROM

Dean Glenn Good

It’s not too early to start thinking about the fall of 2021. We are in the unique position of being able to see what has worked and what has not for distance learning this past year. As we plan for the future, it’s clear that the impact of our investment is not simply measurable by our ranking, or our recent award for our innovation in teaching. The return on this investment is clear in the strength of our community, the resolve of our faculty, the hopefulness of our students.

As we reflect on the past year, it is clear that the impact of our institution is not simply measured by our rising rankings, ambitious research agendas or nearly $103 million in research funding. Our true impact is on how we are transforming education and strengthening society:

» Improving data informed decisions for access to early childhood services.

» Informing policy that impacts every state in the nation.

» Increasing equity in K-12 computer science.

» Facilitating the teaching of reading online with expanded training and advances in technology.

Strength, true power and endurance, is ours through unity of purpose and equity for all — working together to make the world better for everyone.

Glenn Good, Ph.D.

With best regards,

It is through the unmatched intellectual leadership of faculty, commitment to excellence of students and dedication of staff, that we continue to amplify domain expertise and to spearhead advancements in teaching and learning, making education more equitable for all.

*Based on total number of faculty members and total number of Ph.D. students

UF was named the nation’s No. 6 public university, a title supported by our dedication to excellence in education and research, ranked No. 14 in the world in 2020. We share in this success and continue to garner recognition as a leading college of education evidenced by our consistently strong rankings.

It’s not hyperbole to say this has been a year unlike any other. All of us have been tested, in so many ways, and yet we continue onward with resolve, hope and excitement for what the future holds.

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