19th ANNUAL COLLEGIUM ON COLLEGE TEACHING PRACTICE

August 15th, 2018

How to enhance your teaching using brain-based research on learning
I am delighted to welcome you to the University of Central Oklahoma, to the 19th Annual Collegium on College Teaching Practice, and to the myriad opportunities for you to help our students learn and thrive. Here you will discover the learning environment for you to explore, expand your professional curiosity and to change your students’ lives.

This is a defining moment for both the university and higher education in general. Your continuing personal and professional growth and development are as essential to the university as they are to you.

The UCO community is proud of its scholarly accomplishments and demonstrated sense of service and engagement. We are confident that you will make a substantive contribution to cultivating the culture of learning and serving here. I urge you to make a special effort to connect with our students as a teacher, mentor, and model. You, as faculty, are the life force of our institution.

UCO is committed to intentionally prepare and inspire those who see a pathway to the future here. We are focused on growing the next generation of leaders who embody the university’s advocacy of character, civility, and community. Our responsibility is to prepare them for a world of changes we can imagine and project, but not know with certainty. Therefore, we must create and sustain a culture of learning, habits, and values which will serve our students well as they learn, adapt and learn again in the world of increasing access, connectivity and ambiguity.

I heartily welcome you to UCO and to our passion for learning, leading and serving. I urge you to be an engaged member of our community. We will meet soon.

Sincerely,

Don Betz
President of the University of Central Oklahoma
Welcome to the first major faculty enhancement opportunity on the University of Central Oklahoma campus of the 2018-2019 academic year: the 19th Annual Collegium on College Teaching Practice, organized by UCO’s Center for Excellence in Transformative Teaching and Learning (CETTL). I wish to thank at the outset Dr. Jeff King, Executive Director, and Dr. Jody Horn, Assistant Director, of CETTL for their continued momentum in bringing high-quality programming to the campus community and beyond.

Faculty members lead us in creating a culture of discovery that now extends beyond the traditional borders of the university campus. This creation is born with our mission of helping students learn and a curriculum that is enhanced by our commitment to high-impact practices through the Central Six of Transformative Learning. This Collegium is built on the premise that we can increase student engagement in education through these practices while creating benefits to our faculty members in the process.

The Collegium will begin with a keynote address with the thought provoking title, “Move Over Descartes! “We Feel, Therefore We Learn” presented by Drs. Catherine Marienau and Kathleen Taylor. Dr. Marienau is a professor in the School for New Learning at DePaul University where she serves as the coordinator of the Master of Arts in Educating Adults program. Dr. Taylor is a professor in the Doctorate in Educational Leadership Program at St. Mary’s College and, together with Dr. Marienau, authored the award-winning book, Developing Adult Learners: Strategies for Teachers and Trainers. In 2016, they published Facilitating Learning with the Adult Brain in Mind. We are so pleased to bring Drs. Marienau and Taylor to campus for this engaging address followed by an opportunity for continued conversation during their workshop.

This collegium will create an important intersection for our consideration, at a time when we continue to see advancements in our understanding of the role of the Central Six of Transformative Learning in readying our students for success in college and beyond. New and veteran faculty members alike will find opportunities to create connections among their teaching objectives and the information they will discover during the Collegium.

I hope you will find time to join me in welcoming Drs. Marienau and Taylor to our campus at the start of this year’s Collegium on Wednesday morning. With 16 concurrent sessions and nearly 40 speakers, you will have an entire day to interact with your colleagues and to celebrate our common interest in helping students learn. But the Collegium is simply the beginning point for an entire year of such enhancement activities that will explore topics in the context of our dynamic role in the Oklahoma City Metropolitan Area, the State of Oklahoma, and the global community we now inhabit in Higher Education.

So stay tuned for information from CETTL on future opportunities and I hope to see you at the Collegium!

John F. Barthell, Ph.D.
Provost and Vice President for Academic Affairs
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 am</td>
<td>Continental Breakfast – Atrium</td>
<td></td>
</tr>
<tr>
<td>8:25-8:45 am</td>
<td>Welcome from President Betz &amp; Provost Barthell – Room 106</td>
<td></td>
</tr>
<tr>
<td>8:45-10:00 am</td>
<td>Keynote: Catherine Marienau &amp; Kathleen Taylor – Room 106 (overflow in room 111)</td>
<td></td>
</tr>
<tr>
<td>10:10-11:20 am</td>
<td>Concurrent Sessions Block 1</td>
<td></td>
</tr>
<tr>
<td>10:00-10:40 am</td>
<td>Helping Students Learn with Metacognition: A Departmental Program for Presenting McGuire’s Success Strategies in the Classroom</td>
<td>Room 106</td>
</tr>
<tr>
<td></td>
<td>E. Eitrheim, C. Frech, L. Montes, &amp; A. Waters</td>
<td></td>
</tr>
<tr>
<td>10:45-11:00 am</td>
<td>Keynote: Catherine Marienau &amp; Kathleen Taylor – Room 106 (overflow in room 111)</td>
<td></td>
</tr>
<tr>
<td>10:45-11:20 am</td>
<td>Concurrent Sessions Block 1</td>
<td></td>
</tr>
<tr>
<td>10:45-10:50 am</td>
<td>Transformative Learning Basics Join the Revolution! How STLR Can Help You Change Student Lives</td>
<td>Room 109</td>
</tr>
<tr>
<td></td>
<td>M. Walvoord</td>
<td>C. Farrell &amp; B. Wimmer</td>
</tr>
<tr>
<td>10:50-11:00 am</td>
<td>Transformative Learning Basics Join the Revolution! How STLR Can Help You Change Student Lives</td>
<td>Room 111</td>
</tr>
<tr>
<td></td>
<td>M. Walvoord</td>
<td>C. Farrell &amp; B. Wimmer</td>
</tr>
<tr>
<td>10:50-11:00 am</td>
<td>Designing Online Learning for Transformative Learning</td>
<td>Room 111</td>
</tr>
<tr>
<td></td>
<td>B. King &amp; K. Ross</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00 pm</td>
<td>Concurrent Sessions Block 2</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00 pm</td>
<td>Disruption and Disequilibrium in the Classroom; Examples of Theory to Practice in Launching Transformative Learning</td>
<td>Room 106</td>
</tr>
<tr>
<td></td>
<td>S. Canada-Phillips</td>
<td></td>
</tr>
<tr>
<td>11:30-12:00 pm</td>
<td>Teaching Tips: Grit</td>
<td>Room 109</td>
</tr>
<tr>
<td></td>
<td>T. Harvey</td>
<td>C. Verschelden</td>
</tr>
<tr>
<td>12:00-12:10 pm</td>
<td>Teaching Tips: Creating Self-Regulated Learners</td>
<td>Room 111</td>
</tr>
<tr>
<td></td>
<td>L. Risley</td>
<td></td>
</tr>
<tr>
<td>12:10-12:40 pm</td>
<td>Teaching Tips: Engaging in the Scholarship of Teaching &amp; Learning</td>
<td>Room 106</td>
</tr>
<tr>
<td></td>
<td>J. Wood</td>
<td></td>
</tr>
<tr>
<td>12:10-12:40 pm</td>
<td>Teaching Tips: Transforming the Academy</td>
<td>Room 113</td>
</tr>
<tr>
<td></td>
<td>D. Macey</td>
<td></td>
</tr>
<tr>
<td>12:40-12:50 pm</td>
<td>Teaching Tips: Understanding Writing Transfer</td>
<td>Room 123</td>
</tr>
<tr>
<td></td>
<td>M. Hollrah</td>
<td></td>
</tr>
<tr>
<td>12:40-12:50 pm</td>
<td>Teaching Tips: How Learning Works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. Dunn</td>
<td></td>
</tr>
<tr>
<td>12:40-12:50 pm</td>
<td>Teaching Tips: Grit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D. Holt &amp; A. Waters</td>
<td></td>
</tr>
<tr>
<td>12:40-12:50 pm</td>
<td>Teaching Tips: Daring Greatly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. Dunn</td>
<td></td>
</tr>
<tr>
<td>12:40-12:50 pm</td>
<td>Teaching Tips: How Learning Works</td>
<td></td>
</tr>
<tr>
<td></td>
<td>S. Laidwig</td>
<td></td>
</tr>
<tr>
<td>1:00-3:30 pm</td>
<td>Drawing for new iPad and other giveaways – Atrium</td>
<td></td>
</tr>
<tr>
<td>1:00-3:30 pm</td>
<td>Keynoter Workshop – Room 106</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunch provided in the Atrium</td>
<td></td>
</tr>
</tbody>
</table>
Move Over Descartes! “We Feel, Therefore We Learn”

The purpose of higher learning, especially with regard to adult learners, has shifted from knowledge acquisition to developing capacities to meet the urgent demands of local and global citizenship. Meanwhile, the field of neuroscience has challenged Descartes’ cognitive maxim, “I think, therefore I am,” and purports that “we feel, therefore we learn.” How does this new understanding of brain function relate to developing adults’ capacities to learn and know in more complex ways? How can we best help adult learners not just know more but see and act differently? Understanding more about how adult brains learn may affirm many practitioners’ approaches and also encourage them to be more intentional about their facilitation methods.

Catherine Marienau, PhD

Catherine Marienau is a member of the School for New Learning Resident Faculty at DePaul University. She earned a Ph.D. in Curriculum & Instruction, with an emphasis in Adult Higher Education from the University of Minnesota. She writes, teaches and consults in areas concerning higher education for adults (competence-based, assessment, curriculum design, program development, practice-based inquiry) and in women's development. She is the coordinator of the Master of Arts in Educating Adults (MAEA) program and chairs the Graduate Student Program Review Committee (GSPRC).

Kathleen Taylor, PhD

A professor in the Doctorate in Educational Leadership Program at Saint Mary's College of California, Kathleen Taylor is an internationally recognized writer and researcher on adult learning. Taylor’s award-winning book, "Developing Adult Learners," describes best practices in teaching adults. Taylor consults widely on topics related to positive adult development and the neurophysiology of adult learning. She was interviewed for a 2009 article in New York Times on learning and the adult brain, particularly on learning approaches that help adults respond more effectively in their families, workplaces, and society at large.
CONCURRENT SESSIONS

Helping Students Learn with Metacognition: A Departmental Program for Presenting McGuire’s Success Strategies in the Classroom
Room 106, 10:10 a.m. – 11:20 a.m.
Eric Eitrheim, Chemistry · Cheryl Frech, Chemistry · Luis Montes, Chemistry · Amanda Waters, Chemistry

During a recent self-study, the Department of Chemistry discussed avenues to address the high D/F/W rates in our 1000-level courses. Historically, these classes are where incoming students struggle the most as they simultaneously deal with what they perceive to be a difficult academic subject and learning how to study and perform as a novice college student.

A number of faculty members in the department were part of various book groups sponsored by our CETTL’s 21st Century Pedagogy Institute. One of the books discussed was Saundra McGuire’s Teach Students How to Learn. Based on the conversations in the self-study process, as well as what was learned in the book groups, the Department adopted a plan to present what we call Success Strategies Presentations immediately following the first exam being returned in each of our 1000-level classes. The presentations, based on those suggested by McGuire, focused on the importance of metacognition and suggested study and preparation techniques which encourage metacognition by students.

In this session, we will discuss our experiences about setting up this program at the department level. We will also introduce preliminary data about the impact of these presentations on student performance.

By the end of this session, you will be able to discuss and plan academic improvements at the department level, as well as be able to incorporate metacognition presentations in your courses.

Designing Online Learning for Transformative Learning
Room 111, 10:10 a.m. - 11:20 a.m.
Kelly Ross, Center for eLearning & Connected Environments (CeCE) · Brett King, CeCE

Many faculty do not think about transformative learning when they are designing an online course, but the truth is that there are multiple dimensions of the online course that can be very useful in encouraging transformative learning experiences, which we will cover in this session. The very nature of the asynchronous learning environment encourages more reflection and can provide opportunities for students to move through reflection and learning activities at their own pace, allowing more space for transformation to occur.

In this session, we will give a brief overview of some of the key components to creating an online learning environment conducive to transformative learning. Much of this involves the intentional design by the instructor to ensure the creation of a safe and respectful place for students to examine their feelings and thoughts. We will then facilitate discussion of what this looks like in real courses, give examples and talk through common challenges.

Key takeaways for participants will include:

- The ability to identify what is necessary to create the safe environment in the online course for transformative learning.
- Strategies for using common learning management system tools to facilitate transformative learning.
Transformative Learning Basics
Room 109, 10:10 a.m. - 10:40 a.m.
*Mark Walvoord, Student Transformative Learning Record (STLR)*

UCO’s mission statement says that we exist to provide students transformative educational experiences, and one of our 4 pillars as a university is Transformative Learning (TL). So, what is TL and how can faculty join in this important student success effort? Transformative Learning is generally a reference to an adult learning theory proposed by Jack Mezirow in the late 1970’s in the United States. Mezirowian TL theory is a living theory though, with continued publications and explorations into its validity and praxis. Since the mid-2000s, UCO has discussed and implemented TL to the point that we have formed our own working definition, framework for implementation, assessment, and tracking tools.

This session will give an introduction to TL theory, introduce UCO’s practical definition and application of the theory, and share how it is making UCO a world-wide leader in operationalizing TL.

21st Century Pedagogy Institute: A Stress-Free and Stimulating way to Demonstrate Teaching Effectiveness
Room 113, 10:10 a.m. - 10:40 a.m.
*Elizabeth Allan, Biology ∙ Jill Lambeth, Mass Communications*

The 21st Century Pedagogy Institute (21CPI) presents UCO faculty numerous opportunities to enhance their teaching for promotion and tenure. Built around a set of five Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research, the 21CPI links research to practice with a menu of offerings that build faculty skills to support student success. The 21CPI allows faculty the flexibility of identifying the focus of their pedagogical development. Faculty may select activities that fit their schedule.

“[S]timulating and thought-provoking discussions…”

J. David Macey, AVP, Global & Cultural Competencies

“Who should attend the 21CPI? All faculty because we can all improve on some aspect of our teaching. Whether it’s a book study on a subject you are interested in, or a series of events designed to become a 21CPI Scholar, there is something for every level of teaching experience. The 21CPI is a chance for faculty to engage with other faculty to improve their practice.”

Beth Allan, Professor of Biology, 21CPI Advisory Board Member

“Listening to colleagues … talk about their experiences, difficulties, and success has given me ideas for how to continually update and refresh my own approach in the classroom.”

Luis Montes, Chair of Chemistry

“I believe this experience has continued my belief that using differences to approach questions is the best approach for things that involve groups. I am better for my involvement.”

Steven Dunn, Adjunct Professor of Psychology

This session will discuss how the 21CPI can strengthen your pedagogy and how you can get involved. To learn more, visit the website at [http://21CPI.uco.edu](http://21CPI.uco.edu).
Teaching Tips from *Grit: The Power of Passion and Perseverance*
Room 123, 10:10 a.m. - 10:40 a.m.
Tierney Harvey, Mathematics

Grit is separate from talent. Grit is the ability to work toward a goal and not give up when it gets hard, but strive to overcome the challenge. Being gritty can help you be more successful than being talented.

The take-away from this book is that grit can grow and we as instructors can help foster that growth. Grit can grow within a student through interest and practice; but first a student must have a growth mindset where they understand that although they feel they lack “talent” or “natural ability” to succeed, they can still be successful with hard work.

This session will review a handful of application strategies that can be used in the classroom to help nurture a student’s grit.

Teaching Tips from *Creating Self-Regulated Learners: Strategies to Strengthen Students’ Self-Awareness and Learning Skills*
Room 123, 10:10 a.m. - 10:40 a.m.
Lori Risley, Adult Education

This book provides excellent examples of strategies that can be used to help learners recognize their own abilities. One such strategy that encourages a student’s ability to regulate their own learning, is to implement an activity which has the student write about what study habits and behaviors they must perform in order to achieve their desired grade. This written reflection can be utilized for a course or an assignment. At the conclusion of the course or assignment, the student should reflect on their behaviors and study habits. Did the student achieve the desired grade or not? Which behaviors and study habits were implemented by the student throughout the course/assignment? Which study habits and behaviors should the student change and/or maintain?

This written reflection encourages the learner to understand their behaviors in relation to how they learn best. Once students become aware of this, they can then transfer this skill to other settings and start on the path of lifelong learning.

Participants in this session will leave with strategies that encourage students to become self-regulated, lifelong learners.

Join the Revolution! How the Student Transformative Learning Record (STLR) Can Help You Change Student Lives
Room 109, 10:50 a.m. - 11:20 a.m.
Camille Farrell, Student Transformative Learning Record (STLR) · Brenton Wimmer, STLR

Did you know that there is a way to see the impact of your teaching? STLR, or the Student Transformative Learning Record, is the way that UCO facilitates transformative learning campus-wide. STLR helps you to engage with your students in deeper and more holistic ways – both inside and outside of the classroom.

Participants will learn how to become STLR-trained, as well as the various ways our initiative can assist you in documenting, assessing, and tracking students’ transformative learning experiences. Attendees will also get a sneak peek of exciting stories, persistence, and achievement data gathered over the past two years.
Teaching Tips from *Engaging in the Scholarship of Teaching & Learning: A Guide to the Process, and How to Develop a Project from Start to Finish*

Room 113, 10:50 a.m. - 11:20 a.m.

*John Wood, Political Science*

This book is for faculty who have ever considered the scholarship of teaching and learning (SoTL), who want to understand what it is and how to do it better. The authors take you through the process of creating and promoting research, its implications, and tenure. SoTL is a bit different than other research. It involves questioning one’s teaching strategy, which can be scary, but also creates potential for growth. SoTL is formally gathering and exploring evidence, researching the literature, refining and testing teaching practices, and finally going public.

There are many benefits to engaging in SoTL: increased satisfaction and fulfillment in teaching, improved student learning, increased productivity of scholarly publication, collegial collaboration, contributions to a growing and vital body of literature, etc.

Pat Hutchings (Senior Associate at the Carnegie Foundation) notes that SoTL involves...

> “faculty bringing their habits and skills as scholars to their work as teachers... habits of asking questions, gathering evidence of all different kinds, drawing conclusions or raising new questions, and bringing what they learn through that to... students’ learning.”

*Hutchings, 2010 in NILOA*

In this presentation, faculty will take away a basic understanding of the Scholarship of Teaching and Learning as well as how to become involved in SoTL at UCO.

Teaching Tips from *Transforming the Academy: Faculty Perspectives on Diversity and Pedagogy*

Room 113, 10:50 a.m. - 11:20 a.m.

*David Macey, Office of Global & Cultural Competencies*

The contributors to LeBreton’s volume, who come from a wide variety of individual, cultural, socio-economic, and academic backgrounds, emphasize the importance of self-awareness and the value of intersectional approaches when engaging in inclusion and diversity work both in the classroom and within academic departments and programs. The political is indeed personal, in ways we may scarcely anticipate, but our unique identities, however idiosyncratic they may be, provide a strong foundation for forging relationships, as colleagues and mentors, with others whose disciplinary backgrounds and whose lived experiences of marginalization and alienation may differ significantly from our own.

This book has empowered me to reframe my classes in literary and cultural studies around challenging, often disorienting questions about the different ways in which we experience texts, artifacts, and the complexly ambivalent histories that they represent. These difficult but powerful discussions, in turn, provide a catalyst for self-discovery, interdisciplinary inquiry, and coalition building in shared projects that interrogate curricular and social norms and that develop new approaches to understanding what we have in common and how we differ, both as individuals and as members of a learning community.

This session will offer participants both a conceptual framework and a variety of practical suggestions for engaging diverse groups of students and for promoting critical thinking and self-awareness about inclusion and diversity through their teaching.
Teaching Tips from *Understanding Writing Transfer: Implications for Transformative Student Learning in Higher Education*

Room 123, 10:50 a.m. - 11:20 a.m.

*Matthew Hollrah, English*

Writing transfer is the ability to transfer what one learns about writing in one context to a writing task in another context. Interestingly, one study suggests that students struggle less with transferring what they learn about writing in high school to first-year composition courses, and struggle more with transferring what they learn in first-year composition courses to writing contexts and assignments in their majors. Creating moments of reflection or reflective components within writing assignments seems to be the best way of helping students transfer what they learn in one writing context to writing contexts in other fields.

In this session, we will explore the benefits of designing writing assignments with transfer in mind. There are two immediate benefits: 1) it helps instructors better articulate the goals of the writing assignment; and 2) it helps students learn to adapt what they have already learned about writing to new writing contexts.

Teaching Tips from *How Learning Works: 7 Research-Based Principles for Smart Teaching*

Room 123, 10:50 a.m. - 11:20 a.m.

*Sam Ladwig, Design*

Teaching is a complex activity that is highly contextualized and constantly evolving. It is shaped by the students we teach, peculiarities in our disciplines, changes in technology, and other interrelated factors. To be effective we must consider students’ motivation for learning, their prior knowledge, the organizational structure of subject matter, how to effectively integrate component skills, and how to provide meaningful opportunities to practice and receive feedback. Perhaps ironically, we must be explicit and systematic in our pedagogical approach in order to foster self-directed learners.

Discussions regarding this book explored both challenges that were common to all fields as well as some that were unique not only to specific disciplines but even specific courses. The educator must identify the specific learning outcome(s) of an activity and then be extremely explicit in communicating both the relevance of the activity and the best approach to mastering it.

This session will explore how educators can be explicit and systematic in their pedagogical approach to foster self-directed learners. Participants will also discuss one major obstacle brought forth by this pedagogical approach: how can students learn to extrapolate to new contexts with different inputs if instructors are explicit and systematic, as is encouraged in this book.

Helping Students Learn by Owning Their Brains

Room 111, 11:30 a.m. - 12:40 p.m.

*Chindarat Charoenwongse, School of Music · Ed Cunliff, Adult Education · Darla Fent, Kinesiology & Health Studies · Rachelle Franz, Kinesiology & Health Studies · Mike Nelson, Educational Sciences, Foundations, & Research · Pamela Rollins, Nursing · Kathlynn Smith, Nursing · Sandra Thompson, School of Music · Tyler Weldon, Educational Sciences, Foundations, & Research*

There is a paradigm shift happening in education related to our understanding of learning and the instructor’s role in it. Learning is being examined now in terms of the neurological changes and how educators should consider current pedagogical approaches. Technology is helping us better understand the human brain and how learning capacities are shaped, at the molecular level, by prior experience, attention and motivation, the environment and the body, among other factors.
The UCO Embodied Brain Learning Community has spent seven semesters studying aspects of Mind, Brain and Education (MBE) related to this paradigm shift. MBE is focused on the analysis and use of empirical evidence in order to better understand and make improvements in the teaching-learning processes (Tokuhama-Espinosa, 2017). The UCO Embodied Brain Learning Community is now focused on contributing to the empirical evidence by studying the practical implications of MBE on higher education classrooms.

In this session you will learn about key MBE practices and the interdisciplinary research project that will be implemented this academic year. You will also learn how you and your students can participate in phase two of the study (Spring 2019). The interdisciplinary nature of this project will allow for an advancement of the understandings of teaching and learning processes across disciplines. The project relates to UCO vision and Mission by advancing the Transformative Learning focus and engaging participants in four of the Central Six Tenets.

DEANS AND CHAIRS WORKSHOP - The Quest to Measure Learning:
Direct/Indirect, Authentic, and Timing
Room 123, 11:30 a.m. - 12:40 p.m.
Jeff King, Center for Excellence in Transformative Teaching & Learning

As colleges, schools, and departments work to help students succeed, persist, and graduate, accurately gauging exactly where students are on that heroic journey is a mixture of art and science. This session will be an artfully scientific overview to help crack open the black box of knowing “what students know and when they know it,” and just as important, whether what you’re measuring actually tells you what you want to know about their learning.

You’re the one convening the Roundtable serving students on their quest of traversing the Land of Transformation, but you lead a band including the likes of Sir Bloom of Hierarchy, Lady McGuire of Metacognition, and the precocious Squire of Affectivity in the guise of the Lady Cavanagh of Assumption. You and your Knights of the Temple of Learning can lead students across the Ex-Plains of Forgetting, through the Valley of the Amygdaloids, and over the Hills of the Unmotivated Assassins — but only if you know the territory, the landmarks, and the ultimate destination.

Disruption and Disequilibrium in the Classroom: Examples of Theory to Practice in Launching Transformative Learning
Room 106, 11:30 a.m. - 12:00 p.m.
Stephanie Canada-Phillips, Kinesiology & Health Studies

Based on education theorist’s perspectives such as, Paulo Freire, Maxine Greene, and Jean Piaget, this session will focus on launching transformative learning, by triggering cognitive dissonance, disruption, and/or disequilibrium through the use of critical curricula. Participants will be provided a foundational structure used by the presenter in a 2000-level undergraduate course as an example for creating this type of learning environment and experience for learners. Three foundational aspects to be presented are: One, the created learning environment and tone as context for teaching from a critical perspective (Palmer, 2007). Two, examples of “disruptive” assignments within critical curricula. Three, highlights of case study research conducted by the presenter with implemented critical curricula.

Takeaways such as assignment handouts, a list of various materials and assignments used by the presenter and discussed during the presentation will be provided to participants. Additionally, participants will be encouraged to discuss and reflect upon opportunities for creating cognitive dissonance, disequilibrium, and/or constructing disruption to prompt transformative learning. Participants should leave the session with ideas and artifacts to implement in their own teaching.
In this book, *bandwidth* refers to cognitive resources. If students can bring more of their *bandwidth* to class, they are more likely to learn and thrive. The key takeaways from this book include:

- The cognitive resources – mental bandwidth – of many students are diminished by the negative effects of economic insecurity, and discrimination and hostility against non-majority groups based on race, ethnicity, sexual orientation, gender identity, and other aspects of difference.
- Recognizing that these students are no different than their peers in terms of cognitive capacity, there are evidence-based strategies and interventions to rebuild the available cognitive resources necessary to succeed in college and reach their full potential.
- It is critical that students feel like they belong, that they can bring their whole self into class, that their knowledge and life experience is valued, and that they are in a safe place where mistakes are seen as opportunities to learn.

Participants in this session will reflect on how they could use their understanding of *bandwidth* to create learning environments in their classes in which students could recover cognitive resources.

A key takeaway from this book is recognizing how important it is for instructors to address inaccurate prior knowledge that might otherwise distort or impede learning. It is important for instructors to recognize that a single correction or refutation is unlikely to be enough to help students revise deeply held misconceptions.

This takeaway can be applied by guiding students through a process of conceptual change that will likely take time, patience, and creativity, such as assigning a concept map activity. The benefit of this takeaway for teaching will help the instructor and student to gain insight into what a student knows about a given subject. By reviewing the concept map, instructors determine gaps in the student’s knowledge, inappropriate links, and the intrusion of lay terms and ideas that may indicate the presence of naïve theories or preconceptions.

In this session, we will discuss the key takeaway and how you can apply it in your classroom.
make student transformation visible. Additional opportunities to participate in further training will be provided through the 21st Century Pedagogy Institute.

Participants will leave with a practical and research-based strategy that provides evidence of student transformation and can be implemented with relative ease.

Want to Improve Student Skills? Increase Student Loyalty? Increase Retention? Try a Mentoring Program!
Room 106, 12:10 p.m. - 12:40 p.m.
*Suzanne Clinton, College of Business · Holly Osborn, College of Business · Christina Alexander, College of Education*

2B Leaders (Broncho Business Leaders) is a mentoring program in which business students are paired with metropolitan business professionals. Pairs meet monthly and the business professional works to develop student skills, including improving presentation skills and networking skills. While mentoring programs involve a great deal of time and energy, benefits of these programs are multi-faceted and often understated. The original intent of our program was to provide students professional and networking skills. In addition to achieving those goals, we also achieved increases in loyalty to the university and college, intended involvement as alumni, and increased retention rates.

We will share more results of our program and explain how to design your program (which is applicable in any discipline), recruit mentors & students, formulate pairs, and deal with problems that may arise.

Teaching Tips from *Grit: The Power of Passion and Perseverance*
Room 109, 12:10 p.m. - 12:40 p.m.
*Dawn Holt, Computer Science · Amanda Waters, Chemistry*

Duckworth proposes “grit” is a major influence on personal and professional success. She reveals how grit can close the gap between potential for and actualization of accomplishment.

Parents, mentors, or teachers motivated to help young people optimize mastery and satisfaction in life must be both supportive and demanding by providing means and structure to develop grit. Recognizing the role of effort as an essential partner to talent facilitates the idea of “doable greatness” as the culmination of many doable smaller feats that require gritty persistence.

After attending this session, participants can expect to take away one activity intended to help their students acquire or strengthen “Grit”.

Teaching Tips from *Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead*
Room 109, 12:10 p.m. - 12:40 p.m.
*Steven Dunn, Office of Research & Sponsored Programs, Psychology*

Dr. Brown, author of *Daring Greatly*, fleshes out the role vulnerability plays in the functionality of all people. Brown highlights how vulnerability, when it leads to shame, can prevent academic success as much as inability. Vulnerability plays a large role in course and assignment development, classroom policies, and personal development. Rarely, it seems, we as educators consider our own vulnerability in the classroom; from personal insecurities about the educator that each of us is and the one each of us wishes to be.

Attendees will leave this session with a technique that will assist them in identifying vulnerability in their students.
**21st Century Pedagogy Institute: A Stress-Free and Stimulating way to Demonstrate Teaching Effectiveness**

Room 113, 12:10 p.m. - 12:40 p.m.

*Elizabeth Allan, Biology · Jill Lambeth, Mass Communications*

The 21st Century Pedagogy Institute (21CPI) presents UCO faculty numerous opportunities to enhance their teaching for promotion and tenure. Built around a set of five Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research, the 21CPI links research to practice with a menu of offerings that build faculty skills to support student success. The 21CPI allows faculty the flexibility of identifying the focus of their pedagogical development. Faculty may select activities that fit their schedule.

“[S]timulating and thought-provoking discussions…”

*J. David Macey, AVP, Global & Cultural Competencies*

“Who should attend the 21CPI? All faculty because we can all improve on some aspect of our teaching. Whether it’s a book study on a subject you are interested in, or a series of events designed to become a 21CPI Scholar, there is something for every level of teaching experience. The 21CPI is a chance for faculty to engage with other faculty to improve their practice.”

*Beth Allan, Professor of Biology, 21CPI Advisory Board Member*

“Listening to colleagues... talk about their experiences, difficulties, and success has given me ideas for how to continually update and refresh my own approach in the classroom.”

*Luis Montes, Chair of Chemistry*

“I believe this experience has continued my belief that using differences to approach questions is the best approach for things that involve groups. I am better for my involvement.”

*Steven Dunn, Adjunct Professor of Psychology*

This session will discuss how the 21CPI can strengthen your pedagogy and how you can get involved. To learn more, visit the website at [http://21CPI.uco.edu](http://21CPI.uco.edu).

---

**KEYNOTER WORKSHOP**

**The "Upside-Down" Brain: You Don't Learn the way You Think You Do**

Room 106, 1:00 p.m. - 3:30 p.m.

*Catherine Marienau, DePaul University · Kathleen Taylor, Saint Mary College of California*

In the afternoon workshop, we will synthesize trends in neuroscience and illuminate brain function with regard to developing adults’ capacities to learn and engage in more complex ways. Participants will enlarge their repertoire in brain-aware approaches to facilitating adults’ learning. Embodied and metaphorical approaches will be emphasized, using engaging illuminations and hands-on activities.
THANK YOU

The Collegium on College Teaching Practice is a collaboration of the Center for Excellence in Transformative Teaching & Learning and many UCO faculty, staff, and administrators. In particular, we want to offer a special thank you to: President Don Betz for his essential role and continual support of all UCO faculty and the transformative learning initiative; Provost and Vice-President for Academic Affairs, Dr. John Barthell, for his advocacy and continual support for all UCO faculty; and all those who create engaging learning environments for UCO students. We thank you!

Volunteers

Joe Ahmadifar, Adult Education & Safety Sciences
Niyaf Alkadhem, Mathematics & Science
Beth Allan, Biology
Barbara Arnold, Nursing
David Bass, Biology
Chindarat Charoenwongse-Shaw, Music
Tara Dalinger, Advanced Professional & Special Services
Warren Dickson, Information Systems & Operations Management
Cynthia Faulkner, Mass Communication
Kevin Fink, Kinesiology & Health Studies
Nelda Fister, Nursing
Connie Harris, Nursing
Jacque Hocking, Mass Communication
Vicki Jackson, Biology
Jill Lambeth, Mass Communication
Marty Ludlum, Finance
Angela Mooney, Curriculum & Instruction
Chad Perry, Mass Communication
Michelle Robertson, Advanced Professional & Special Services
Susan Scott, Educational Sciences, Foundations, & Research
Kathlynn Smith, Nursing
Burle Steelman, Criminal Justice
Ed Walker, Accounting
Mark Walvoord, Student Transformative Learning Record
Yinghong Zhang, Accounting
Connect to TL@UCO

21ST CENTURY PEDAGOGY INSTITUTE

21CPI presents UCO faculty numerous opportunities to expand and enhance their pedagogy. The offerings align with UCO’s Academic Vision of “being a learning-centered organization” with a focus on teaching first. Offerings include workshops, book discussion groups, faculty learning communities, SoTL Scholars, etc. Visit the website at: 21CPI.UCO.EDU

TRANSFORMATIVE Teacher-Scholar

Visit our Transformative Teacher-Scholar blog at http://blogs.uco.edu/tts to read, comment, and contribute posts. Your original posts to the categories of Readings of Interest, summarizing recent articles/books, and Great Teaching (e.g., your STLR-tagged assignments) are welcome. Email stlr@uco.edu for authoring details.

STLR

You’ll get all the details about how we’re “doing TL” at UCO through this STLR training: From selecting assignments, to adding reflective questions to assignments, to STLR-tagging student groups you advise. Training consists of 2, 3-hour modules, uses active learning techniques, is positively rated by attendees, and offers a stipend until Fall 2019. Sign up at the Learning Center today or fill out the interest form at http://uco.edu/stlr.

TRANSFORMATIVE LEARNING CONFERENCE

Join us at UCO’s TL Conference each spring, as an attendee or presenter. This conference began as an on-campus, UCO-focused gathering in 2009 and has since grown to include over 300 attendees from many other states and international institutions of higher learning. http://uco.edu/tlconference

The Journal of Transformative Learning (JoTL) invites original manuscripts that explore transformative learning practice and application across disciplines. Steeped in a view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently, and re-conceptualizing mindsets, JoTL accepts submissions of research articles, essays, and teaching notes. JoTL seeks to foster dialogue that culminates in richer resources for transformative learning practice.

Masonic TL Award

UCO’s Masonic TL Award annually recognizes UCO initiatives that develop, encourage, pursue, conduct, or otherwise support Transformative Learning opportunities for UCO students. Visit http://uco.edu/tl for more information or watch for the call for nominees in Centralities. Past winners include:

- 2017: Nursing Capstone assignments
- 2016: FSI Living-Learning Community
- 2015: UCO Central Pantry
TL Contact Information

There are several individuals on campus who can discuss Transformative Learning across the Central Six tenets with you. This includes information about STLR, CETTL’s 21st Century Pedagogy Institute, and other topics to help you enhance your teaching effectiveness and students’ learning.

### Tenet Liaisons*

<table>
<thead>
<tr>
<th>Tenet</th>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCSA</td>
<td>Michael Springer</td>
<td>Dir./Assoc. Prof.</td>
<td>High Impact Practices</td>
<td>ADM 216</td>
<td>974-3416</td>
<td><a href="mailto:mspringer@uco.edu">mspringer@uco.edu</a></td>
</tr>
<tr>
<td>RCSA</td>
<td>Rachelle Franz</td>
<td>Asst. Prof.</td>
<td>Kines. &amp; Health Studies</td>
<td>CTL 225</td>
<td>974-3414</td>
<td><a href="mailto:rfranz@uco.edu">rfranz@uco.edu</a></td>
</tr>
<tr>
<td>HW</td>
<td>Christy Vincent</td>
<td>Professor</td>
<td>Mass Comm.</td>
<td>COM 207D</td>
<td>974-5112</td>
<td><a href="mailto:cvincent2@uco.edu">cvincent2@uco.edu</a></td>
</tr>
<tr>
<td>GCC</td>
<td>Kristi Archuleta</td>
<td>Dir./Assoc. Prof.</td>
<td>Fac. Outreach, GCC</td>
<td>HES 202A</td>
<td>974-5861</td>
<td><a href="mailto:karchuleta@uco.edu">karchuleta@uco.edu</a></td>
</tr>
<tr>
<td>LEAD</td>
<td>Jarrett Jobe</td>
<td>Exec. Director</td>
<td>Leadership Central</td>
<td>ADM 104C</td>
<td>974-2626</td>
<td><a href="mailto:jjobe@uco.edu">jjobe@uco.edu</a></td>
</tr>
</tbody>
</table>

* Tenet Abbreviations Legend

- HW = Health & Wellness
- GCC = Global & Cultural Competencies
- LEAD = Leadership
- RCSA = Research, Creative & Scholarly Activities
- SLCE = Service Learning & Civic Engagement

### Program / Division TL Liaisons

<table>
<thead>
<tr>
<th>Program / Division</th>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forensic Science Institute</td>
<td>Mark McCoy</td>
<td>Professor</td>
<td>Forensic Science</td>
<td>FSI 110</td>
<td>974-6914</td>
<td><a href="mailto:mmccoy@uco.edu">mmccoy@uco.edu</a></td>
</tr>
<tr>
<td>Student Affairs</td>
<td>Sharra Hynes</td>
<td>Assoc. VP</td>
<td>Student Affairs</td>
<td>OLN 413B</td>
<td>974-2624</td>
<td><a href="mailto:shynes1@uco.edu">shynes1@uco.edu</a></td>
</tr>
<tr>
<td>Cole Stanley</td>
<td>Assoc. VP</td>
<td>Student Affairs</td>
<td>NUC 136G</td>
<td>974-2590</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### CETTL Staff

<table>
<thead>
<tr>
<th>Office</th>
<th>Name</th>
<th>Title</th>
<th>Department</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>STLR Office</td>
<td>Camille Farrell</td>
<td>Asst. Director</td>
<td>CTL Suite 200</td>
<td>974-5587</td>
<td><a href="mailto:stlr@uco.edu">stlr@uco.edu</a></td>
<td></td>
</tr>
<tr>
<td>Mark Walvoord</td>
<td>Asst. Director</td>
<td>CTL Suite 200</td>
<td>974-5587</td>
<td><a href="mailto:stlr@uco.edu">stlr@uco.edu</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brenton Wimmer</td>
<td>Asst. Director</td>
<td>CTL Suite 200</td>
<td>974-5587</td>
<td><a href="mailto:stlr@uco.edu">stlr@uco.edu</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| CETTL Office | Jeff King | Exec. Director | CTL 205 | 974-5544 | jking47@uco.edu |
| Jody Horn | Asst. Director | CTL 201 | 974-2543 | jhorn9@uco.edu |
| Cristi Moore | Admin. Asst. | CTL 200 | 974-5570 | cmoore60@uco.edu |

### College Liaisons

<table>
<thead>
<tr>
<th>Business</th>
<th>Education &amp; Professional Studies</th>
<th>Fine Arts &amp; Design</th>
<th>Liberal Arts</th>
<th>Mathematics &amp; Science</th>
</tr>
</thead>
<tbody>
<tr>
<td>Holly Osburn</td>
<td>Rachelle Franz</td>
<td>Kato Buss</td>
<td>Samuel Lawrence</td>
<td>Vicki Jackson</td>
</tr>
<tr>
<td>Assoc. Prof.</td>
<td>Asst. Prof.</td>
<td>Chair</td>
<td>Assoc. Prof.</td>
<td>Assoc. Prof.</td>
</tr>
<tr>
<td>BUS 127</td>
<td>CTL 225</td>
<td>COM 207M</td>
<td>COM 207E</td>
<td>HOH 301H</td>
</tr>
<tr>
<td>974-2443</td>
<td>974-3414</td>
<td>974-5512</td>
<td>974-5584</td>
<td>974-5480</td>
</tr>
<tr>
<td><a href="mailto:hosburn1@uco.edu">hosburn1@uco.edu</a></td>
<td><a href="mailto:rfranz@uco.edu">rfranz@uco.edu</a></td>
<td><a href="mailto:kbuss2@uco.edu">kbuss2@uco.edu</a></td>
<td><a href="mailto:slawrence7@uco.edu">slawrence7@uco.edu</a></td>
<td><a href="mailto:vjackson4@uco.edu">vjackson4@uco.edu</a></td>
</tr>
</tbody>
</table>