CENTER FOR EXCELLENCE
in **TRANSFORMATIVE TEACHING & LEARNING**

18th ANNUAL

COLLEGIUM

ON COLLEGE TEACHING PRACTICE

August 16th, 2017

Evidence-based active learning in labs, lectures, reading, and class discussion

KEYNOTE SPEAKER

Claire Major, PhD

This year's Collegium will feature Dr. Claire Major, keynote speaker and workshop leader, who will share her work on learning assessment cycles in the classroom. She is a Professor of Higher Education and Chair of the Department of Educational Leadership, Policy, and Technology Studies at the University of Alabama. She teaches masters and doctoral level courses in the Higher Education Administration program. She also conducts research on pedagogical approaches and student engagement. She has authored and co-authored several books, including *Learning Assessment Techniques: A Handbook for College Faculty* (with Elizabeth Barkley), *Online learning: A guide to theory, research, and practice, Teaching for Learning* (with Michael Harris and Todd Zakrajsek), and *Collaborative learning techniques: A handbook for college faculty* (with Elizabeth Barkley and Pat Cross).

Keynote

Teaching for Learning: Choosing and Using High-Impact Instructional Strategies

College teachers today have heard about the many different instructional approaches and activities they might use in their courses, but the sheer number of choices can be daunting. With limited time with students, knowing what strategies to choose to best promote student learning can be a challenge. The research on teaching and learning in higher education, however, is better than ever and provides us with information about strategies documented to improve student learning. These studies have much to offer our understanding. Evidence-based teaching has finally arrived, and indeed it is long overdue.

After participating in this interactive session, you will be able to:

- Describe what makes good pedagogical evidence
- Identify multiple evidence-based strategies in seven key areas of instruction
- Evaluate the applicability of specific methods to your unique educational contexts
- Adapt an evidence-based instructional practice for use in your courses

About the Book

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.

Each technique features purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. A valuable asset, *Learning Assessment Techniques* provides a practical framework for seamlessly integrating teaching, learning, and assessment.
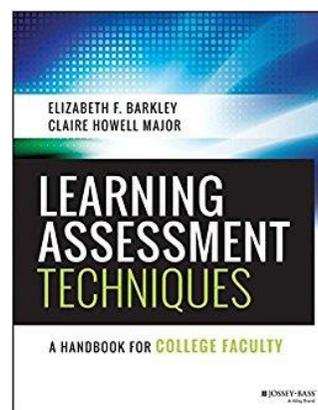
Dear UCO Faculty Members,

I am delighted to welcome you to the University of Central Oklahoma, to the 17th 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 student's 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 transformative learning, leading and serving. I urge you to be an engaged member of our community. We will meet soon.

Sincerely,

Don Betz

Welcome to the 18th Annual Collegium on College Teaching Practice at the University of Central Oklahoma!

This event remains the first major faculty enhancement event provided by UCO's Center for Excellence in Transformative Teaching and Learning (CETTL). I thank Dr. Jeff King, Director, and Dr. Jody Horn, Assistant Director, of CETTL for their continued momentum in bringing high-quality programming to the campus community so early in the academic year.

This year we are very excited to bring to campus Dr. Claire Major, PhD, as a keynote speaker and workshop leader. Dr. Major is a Professor of Higher Education and Chair of the Department of Educational Leadership, Policy, and Technology Studies at the University of Alabama. She is the author of numerous books relating to learning assessment, including *Learning Assessment Techniques: A Handbook for College Faculty* (coauthored with Dr. Elizabeth Barkley).

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. The use of the Student Transformative Learning Record (STLR) at UCO will integrate well with the discussions that will be generated through Dr. Major's visit to our campus. New and veteran faculty members alike will find opportunities to create connections among their teaching objectives and the assessment methods they will discover during the Collegium.

I hope you will find time to join me in welcoming Dr. Major to our campus at the start of this year's Collegium on Wednesday morning. You will have an entire day to interact with your colleagues and to celebrate our common interest in helping students learn.

See you there!

John F. Barthell, Ph.D.
Provost and Vice President for Academic Affairs

FORENSIC SCIENCE INSTITUTE
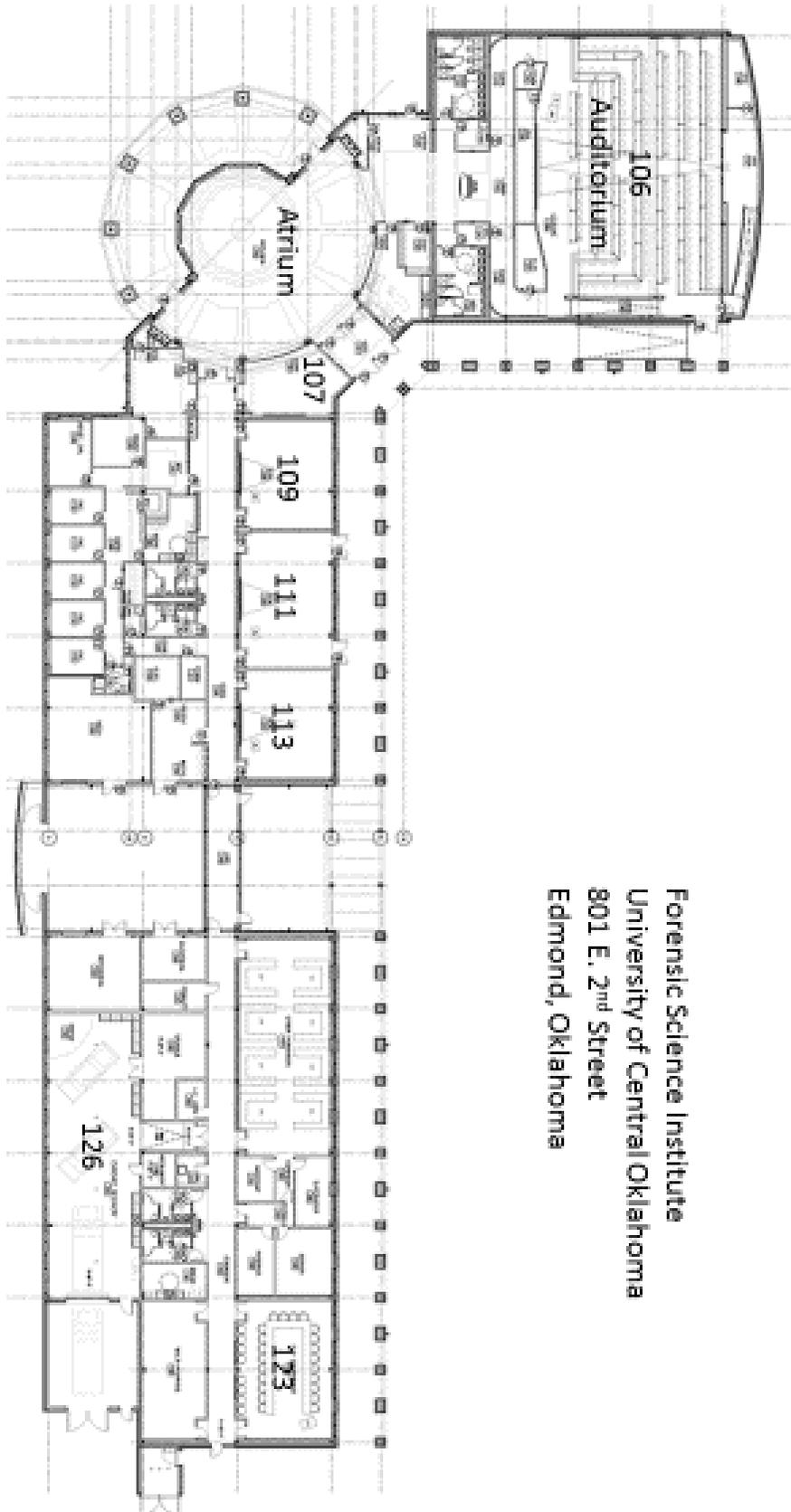
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Edmond, Oklahoma

COLLEGIUM AT A GLANCE

8:00-8:50 am	Continental Breakfast - Atrium		
8:50-9:00 am	Welcome from President Betz & Provost Barthell – Room 106		
9:00-9:50 am	Keynote Speaker: Dr. Claire Major – Room 106		
10:00-11:05 am	Concurrent Sessions Block 1		
	10:00-11:05 am	**10:00-10:30 am**	**10:35-11:05 am**
Room 106	Tips for Active Learning - Lecture		
Room 109		What's new with STLR	Tips for Active Learning - Labs
Room 111	The Embodied Brain: Brain Breaks		
Room 113		Teaching Tips from *Teaching Unprepared Students*	Teaching Tips from *Critical Reading in Higher Ed*
Room 123		Teaching Tips from *Whistling Vivaldi*	Teaching Tips from *Decoding the Disciplines*
11:10-12:15 pm	Concurrent Sessions Block 2		
	11:10-12:15 pm	**11:10-11:40 am**	**11:45 – 12:15 pm**
Room 106	Tips for Active Learning – Class Discussions		
Room 109		Teaching Tips from *Teach Students How to Learn*	Resources for Faculty to Help Students
Room 111	Tips for Active Learning - Reading		
Room 113		Professional Identity	TL & Critical Reflection in Brazil
Room 123	Deans & Chairs Workshop– The Learning-Centered Paradigm		
12:20-12:30 pm	Drawing for new iPad Mini & Bonus Giveaways - Atrium		
12:30-1:00 pm	Lunch for workshop attendees - Atrium		
1:00-3:30 pm	(Keynoter Workshop) Learning Assessment Techniques: How to Integrate New Activities that Gauge What and How Well Students Learn – Room 106 *Afternoon Break from 2-2:10 pm*		

Teaching Tips Discussed in Concurrent Sessions are from the Following Books

Doyle, T., & Zakrajsek, T. (2013). *The new science of learning: How to learn in harmony with your brain.* Sterling, VA: Stylus Publishing, LLC.

Gabriel, K. F. (2008). *Teaching unprepared students: Strategies for promoting success and retention in higher education.* Sterling, VA: Stylus Publishing, LLC.

Manarin, K., Carey, M., Rathburn, M., & Ryland, G. (2015). *Critical reading in higher education: Academic goals and social engagement.* Bloomington, IN: Indiana University Press.

McGuire, S. Y., & McGuire, S. (2015). *Teach students how to learn: Strategies you can incorporate into any course to improve student metacognition, study skills, and motivation.* Sterling, VA: Stylus Publishing, LLC.

Pace, D., & Middendorf, J. (Eds.). (2004). *Decoding the disciplines: Helping students learn disciplinary ways of thinking.* San Francisco, CA: Jossey-Bass.

Steele, C. M. (2010). *Whistling Vivaldi: How stereotypes affect us and what we can do.* New York & London: W. W. Norton & Company.

CONCURRENT SESSIONS BLOCK 1

Tips for Active Learning – Lecture

The power of lecture is in its ability to be combined with active learning techniques.

Room 106, 10:00 am - 11:05 am
Presenters: *D. Duty,* PhD, Mass Communication; *T. Holmes,* PhD, Human Environmental Sciences; *J. Lambeth,* PhD, Mass Communication*; L. Laubach,* PhD, Nursing.

Interactive Lectures: Incorporating Humor & Narrative to Foster Active Learning David Duty[1]

When presenting the "Using Language" chapter in my public speaking class most of the sub-headings appear to be obvious, such as using language accurately, clearly, and appropriately. Nevertheless, I demonstrate they are not so self-evident by including narrative and humorous anecdotes within my lecture.

First, is an example of using narrative to foster active learning in lectures. I tell a story of a man who resigned his position because he used a word accurately. This narrative becomes an excellent catalyst for explaining that words have two kinds of meanings—denotative and connotative. Accordingly, choosing words shrewdly is a vital part of a speaker's craft.

My second example fostering active learning is via humor. I utilize actual statements from insurance accident claim forms and newspaper advertisements to demonstrate that although people have good intentions, they usually do not use language correctly. Thus, this interactive class exercise assists students in developing their critical thinking skills by understanding that words are the tools of a speaker's craft.

Previously, I lectured by simply reiterating the information from the chapter. However, I later realized from the reactions of students that I needed to creatively modify my lecture so they fully understood what it means to be language-conscious as a speaker. Consequently, I have included narrative and humorous anecdotes as part of my interactive lecture over the language chapter.

Active Learning - Flipping the Class using TBL Tawni Holmes[2]

I flip the classroom to cover about 40% of the content in one course I teach. The students use a team based learning approach to go through the steps of doing a needs assessment and making a recommendation for a community organization in my Community Nutrition course. Students must complete readings ahead of the class session, and during class we work through the step by step process of doing a needs assessment. Each group chooses

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[1] Butcher, S. E. (2006). Narrative as teaching strategy. *Journal of Correctional Education, 57*(3), 195-208; Moon, J., & Fowler, J. (2008). 'There is a story to be told...'; A framework for the conception of story in higher education and professional development. *Nurse Education Today, 28*(2), 232-239; Schneider, B., & Caswell, D. (2003). Using narrative to build community and create knowledge in the interdisciplinary classroom. *History of Intellectual Culture, 3*(1). Retrieved from http://www.ucalgary.ca/hic/issues/vol3/4 ; Szurmak, J., & Thuna, M. (2013). Tell me a story: The use of narrative as tool for instruction. In D. M. Mueller (Ed*.), Imagine, Innovate, Inspire: The Proceedings of the ACRL 2013 Conference*. Retrieved from
http://www.ala.org/acrl/sites/ala.org.acrl/file/content/conferences/confsandpreconfs/2013/papers/SzurmakThuna_TellMe.pdf ; Banas, J. A., Dunbar, N., Rodriguez, D., & Liu, S. J. (2011). A review of humor in educational settings. *Communication Education, 60*(1), 115–144; Dieter, R. (2000). The use of humor as a teaching tool in the college classroom. *NACTA Journal, 44*(2), 20-28; Wanzer, M. B., Frymier, A. B., & Irwin, J. (2010). An explanation of the relationship between instructor humor and student learning: Instructional humor processing theory. *Communication Education, 59*(1), 1-18; Wortley, A., & Dotson, E. (2016). Stand up comics: Instructional humor and student engagement. *Journal of Instructional Research, 5*, 13-18; French, S., & Kennedy, G. (2017). Reassessing the value of university lectures. Teaching in Higher Education, 22(6), 639-654; Mallin, I. (2017). Lecture and active learning as a dialectical tension. *Communication Education, 66*(2), 242-243; Wolff, M., Wagner, M. J., Poznanski, S., Schiller, J., & Santen, S. (2015). Not another boring lecture: Engaging learners with active learning techniques. *The Journal of Emergency Medicine, 48*(1), 85-93.

[2] Nwosisi, C., Ferreira, A., Rosenberg, W., & Walsh, K. (2016). A study of the flipped classroom and its effectiveness in flipping thirty percent of the course content. *International Journal of Information and Education Technology; Singapore 6(*5), 348-351; Oldland, E., et al., (n.d.). Students' perception of the role of team-based learning in shaping individual learning style, team skills and clinical practice. *Australian Critical Care, (29*)2, 117.

a different community organization. The class work culminates with each team writing an executive summary. They utilize this in choosing and completing their service learning projects.

I used to teach this course in the traditional lecture format and have the students do the assignment(s) for homework. This method has proven to be more successful as evidenced by the quality of the finished products and brings about more participation and better class discussion.

"We Went Over This, I Can't Believe They Don't Know It" Jill Lambeth[3]

By providing teaching effectiveness evidence through different types of active learning opportunities, instead of saying after a test "we went over this in class, I can't believe they don't know it," instructors can identify students' knowledge of the material before the test.

In my courses students are active participants in the learning and assessment process. To be active participants in my classes, students work together in groups to create test questions. As constructivist theorist Vygotsky (1978) notes, "learning awakens a variety of internal developmental processes that are able to operate only when the child is interacting with people in his environment and in cooperation with his peers" (p. 90). While writing the test questions, students are discussing and teaching material with each other. As Dale's Learning Pyramid (1969) demonstrates, students during lecture are passive learners and retain 5% of the material, students through active learner can retain 50% of the material such as through discussion groups, and 90% through teaching each other. Through writing the test questions together, students are given different learning opportunities to actively participate in the learning and assessment process.

Once the test questions are completed, I have the evidence to distinguish what material the students know and what students still do not know. This process allows me to provide students additional learning opportunities before the test by going over any material that needs clarification and by allowing both the instructor and student to be active participants, during the learning and assessment process, and students can say before the test "look what I know."

Active Learning in Lecture: Journal Articles and Retrieval Based Concept Mapping

Leann Laubach[4]

Finding ways to teach difficult concepts in a way that actively engages students was a challenge. Assigning pre-reading from the textbook, using presentation software to highlight key points, and writing clicker questions to engage students during lecture did not always result in desired learning outcomes. It became apparent new ways to actively engage students in the classroom were needed.

Journal articles (Arif, Gim, Nogid, & Shah, 2012) are now used as a way to demonstrate concepts using real world scenarios. Prior to class, students read assigned articles. After a brief review of course content, students are asked relevant questions using the article(s). This activity requires students to read, analyze, and apply information as they review content and methodology. As an extra incentive to read the articles, pre-class quiz questions ask students to apply information from assigned articles.

In Retrieval Based Concept Mapping (Blunt & Karpicke, 2014) students are divided into groups and asked to write down everything they know about a topic. Working together, students have the opportunity to verbalize what they know, clarify difficult concepts, or identify concepts the group does not understood. At the end of the activity the process is repeated as a class with the instructor as moderator. Both methods allow the instructor to assess knowledge, clarify misconceptions, and give students information necessary to be successful in the classroom and

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[3] Dale, E. (1969). *Audio-Visual methods in teaching*. United Kingdoms: International Thomson Publishing; Vygotsky, L. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

[4] Arif, S. A., Gim, S., Nogid, A., & Shah, B. (2012). Journal clubs during advanced pharmacy practice experiences to teach literature-Evaluation skills. *American Journal of Pharmaceutical Education, 76*(5), 88. http://doi.org/10.5688/ajpe76588; Blunt, J. R., & Karpicke, J. D. (2014). Learning with retrieval-based concept mapping. *Journal of Educational Psychology, 106*(3), 849-858. http://dx.doi.org.vortex3.uco.edu/10.1037/a0035934

the real world. Students actively participate in class, and improvements have been seen in the achievement of student learning outcomes as well as higher course grades.

What's New with STLR

Room 109, 10:00 am - 10:30 am
Camille Kilbourne, STLR; *Mark Walvoord,* STLR; *Brenton Wimmer,* PhD, TL Assessment

Is this the first time you've heard about transformative learning and the Student Transformative Learning Record (STLR)? Or has it been a while since you've attended STLR training? Are you unsure what to do next? If you answered yes to any of these questions, this presentation is for you! This year the Collegium will include a brief STLR session where new and returning faculty will receive exciting news and updates about our program. Come join in the fun to see new and impressive STLR data spanning the past two years of our program, learn how to keep your STLR-training certification up-to-date, view the STLR rubric updated this summer, and get a sneak peek at student ePortfolios and the new STLR Printout that will benefit your students as they pursue their career goals.

Tips for Active Learning – Labs
Canned or cookbook labs are not always authentic active learning.

Room 109, 10:35 am - 11:05 am
Presenters: *K. Sears,* EdD, Human Environmental Science; *P. Rollins,* DNP, Nursing.

Active learning in the laboratory Kaye Sears[5]

The Child Study Center Guidance class and lab is required for students majoring in Child Development and Early Childhood Education. Other programs also utilize the lab for testing, speech and hearing, assessments, for example. The Center has 3 and 4 years old children in a 3 hr. morning session and 4 and 5 yrs. old in the afternoon. The lab experience is in combination with the FMCD 3313 Guidance of the Young Child course. The 40 students each semester attend lecture/discussion once each week and then spend 1 ½ hours in the Child Study Center lab to equal 21 hours. The 3 hr. morning class are 3 and 4 years old children, afternoon children are 4 and 5 years old. The students write reflections about the experience each week, get feedback in class and from the Director of the CSC.

Other classes complete a portfolio of a specific child they follow throughout the semester; prepare developmentally appropriate activities for this age group, and assess the children, as well as, on occasion speech/language pathology uses the lab and the Hearing Impaired children's program often come over, 1 or more at a time with a teacher, and play on the playground and/or in the classroom.

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[5] Hall, A. H., & Peden, J. (2017). Assessing birth to age 5 teaching methods at a university laboratory school. Journal of Research in Childhood Education, (31)2; Virginia Tech Child Development Center for Learning and Research.
http://www.humandevelopment.vt.edu/CDCLR/cdclraboutus.html ; North Carolina Central University, Human Sciences Child Development.
http://www.nccu.edu/academics/sc/socialsciences/humansciences/cdl.cfm   .

[Facilitating learning using sensing/thinking frameworks in lab experiences](#) Pamela Rollins[6]

The overarching goal for the application of a sensing/thinking framework to lab (lab/practicum/clinical) experiences is to not only gain knowledge related to the course content, but to gain wisdom that is relevant to life and professional development outside of the academic setting. Examples of lab experiences that use this framework include field trips to community sites that support course and lab learning objectives and the development of student generated lab experiences to fulfill capstone requirements. Throughout this engaged process the active learning lab experiences demonstrate the interconnectedness of the student's own cultural heritage and life experiences and the course content, supporting pedagogical methods that teach the "whole student". Prior to incorporating the sensing/thinking experiences lab activities were assigned by faculty with little to no input from students with a focus on psychomotor skill development. This session will strive to support participant conceptualization of how this approach might be used within their own courses and associated labs.

The Embodied Brain: Brain Breaks

Room 111, 10:00 am - 11:05 am

Presenters: *N. Dentlinger,* EdD, Nursing; *Chindarat Charoenwongse-Shaw,* DMA , Music; *K. Smith*, Nursing; *R. Franz,* EdD, Kinesiology & Health Studies; *M. Nelson,* PhD, Ed Sciences, Foundations & Research; *T. Weldon,* PhD, Ed Sciences, Foundations and Research; and *E. Cunliff,* PhD, Adult Ed & Safety Sciences.

In a rapid succession of experiences, the facilitators will introduce at least ten research-informed strategies from the evolving area of mind-brain-education (MBE). From meta-cognition to intrinsic motivation to physical/ mental movement, participants will experience a quick glance at the integration of neuroscience into educational practice.

Teaching Tips from *Teaching Unprepared Students*

Room 113, 10:00 am - 10:30 am

Presenters: *B. Allan, PhD,* Biology; *J. Wood, PhD*, Political Science.

Book Summary

This book examines strategies and techniques for educators to use when working with underprepared students. The book gives an excellent picture of the unique characteristics of underprepared students and the ways in which ordinary procedures and classroom activities (i.e., philosophical foundations, attendance, learning styles, syllabi, etc.) affect these students. The book gives practical suggestions to increase student success. Faculty who are frustrated with a disconnect between the information and effort the instructor provides with the lack of student success will want to read this book. The book provides practical ways to reach students more effectively to increase success and retention.

Takeaway – Beth Allan and John Wood

Students see the syllabus first in the class but rarely use it as effectively as they could. Some of this is attributed to the student but the book suggests several ways to adapt the syllabus specifically to those students who

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[6] RendÓn, L. (2009). *Sentipensante Pedagogy: Educating for wholeness, social justice, and liberation*. Sterling, VA: Stylus Publishing; Schoem, D. Modey, C., & St. John, E. (ED.). (2017). *Teaching the whole student: Engaged learning with heart, mind, and spirit*. Sterling, VA: Stylus Publishing; Nesbit, S. & Mayer, A. (2010). Shifting attitudes; The influence of field trip experiences on student beliefs. *Transformative Dialogues: Teaching and Learning Journal, 4*(2), 1-22. Retrieved from
https://www.kpu.ca/sites/default/files/Teaching%20and%20Learning/TD.4.2.7_Nesbit%26Mayer_Shifting_Attidudes.pdf

are underprepared and/or are first-time college students. These alterations are simple, commonsensical and benefit all the students in the course.

Teaching Tips from *Critical Reading in Higher Ed*

Room 113, 10:35 am - 11:05 am
DeWade Langley, EdD, Criminal Justice; *J. Collins,* PhD, Advanced Professional & Special Services.

Book Summary

Critical Reading in Higher Education: Academic Goals and Social Engagement (Manarin, Carey, Rathburn & Ryland, 2015) present a collaborative study of the reading behaviors of first-year university students. The professors initially approached their courses expecting their students would be able to read at the appropriate level for the tasks required; but learned that students often read at a basic level, rather than being able to process the texts read with higher order thinking skills. The authors use the results of the study to make recommendations for faculty members to implement in their classrooms in order to scaffold their students' understanding of course materials.

The study was undertaken in courses across four disciplinary areas. University of Central Oklahoma faculty members across all content areas may be interested in learning about activities and assignments that could enhance their students' learning by increasing their understanding of course texts and materials. University students are expected to come to school being able to read, but knowing how to approach each text may require guidance. While faculty members do not usually see themselves as reading teachers, the use of a small portion of course time to enhance students' comprehension could greatly enhance their understanding, and ultimately the disciplinary knowledge the faculty member is teaching. This session will provide an overview of the study and the authors' views of critical reading, two takeaways from the text, and a brief discussion and question time at the end of the presentations.

Takeaway – DeWade Langley

The one takeaway from "Critical Reading in Higher Ed" I felt most helpful was the realization that there is a distinct difference between transmission and transactional reading. When we say, as we so often do, that students don't read what we are really saying is that their reading is not transactional. They may be fully engaged in the mechanics of reading, but they are not taking that reading to the next level of understanding which allows them to apply that information not only to the topic at hand but also across other disciplines. In order to engage students in transactional reading, we must change the way we approach our reading assignments and how we assess learning. The ability to answer quiz questions requiring snips of information from a text can be accomplished by simple transmissional reading. But questions that ask students to apply what they have read to different real world scenarios will by necessity cause them to take their reading to the next level.

Takeaway – Julie Collins

One major take-away for faculty that could enhance their instruction is the importance of writing as a response to reading. Reading and writing are reciprocal processes, and each helps to develop the other. Writing about a text enables the student to continue thinking about it more than rereading the text does. Writing in response to reading can help clarify the students' thoughts and prepare them for discussion and activities in class. Responding to open ended questions requires students to think through their understanding of the text and reread as necessary as they write. Using their writing as a springboard for class discussion and participation helps clarify their thinking and understanding about the reading. The importance of both informal and formal writing experiences, as well as appropriate assessment, will be discussed.

Teaching Tips from *Whistling Vivaldi*

C. Verschelden, EdD, Institutional Effectiveness; *F. Petties,* Professional Development

Book Summary

In *Whistling Vivaldi*, Claude Steele, and many colleagues in over 20 years of research describe the ways in which the contingencies of each of our identities can affect our lives and, for students, their academic performance. Stereotype threat is a phenomenon in which the psychic energy is taken up by worrying about confirming a negative stereotype about your group causes you to perform significantly less well than you are capable of performing. This can happen to black students at overwhelmingly white colleges and universities, women students in math, science, and engineering, older people in tests that emphasize speed and agility, etc. Steele writes about identity-safe vs. identity-threat environments. For instance, if black students come onto a college or university campus and see only images of white people displayed in pictures, they can perceive an identity-threat environment where the message is, "You are welcome to come here to study, but the only people who are really valued and who can succeed are white people." If transgender students come to a campus on which it is unclear whether it is acceptable for them to use the restroom of their identified gender, they may feel like they are in an identity-threat situation. Existing in identity-threat environments require the use of precious mental bandwidth that students should be using for learning and personal development, often resulting in lower levels of academic and personal success. Identity-threat is not limited to students; we as faculty and professional staff can also waste our bandwidth on concern about our belonging and safety, thus taking cognitive and emotional resources away from our competent job performance.

Takeaway – Cia Verschelden and Fran Petties

There are things we can do to help students – and colleagues – feel like they belong and are valued, in other words, create *identity-safe* environments for everyone. We can support students' sense of belonging by learning about and respecting the values (hand-out) that are important to them in their lives, and by helping them understand that the struggles they may have are common to people in their situation and are not personal deficits, but due to societal issues like racism, sexism, and homophobia. When we comment on students' work, we can use "not yet" language instead of "not" language, encouraging a growth mindset (hand-out). We can use "high-hope" syllabi (hand-out).

Teaching Tips from *Decoding the Disciplines*

P. Olson, PhD, Biology; *L. Montes,* PhD, Chemistry

Book Summary

David Pace and Joan Middendorf developed the concept of decoding the disciplines. Decoding means to uncover the ways students think and learn in different disciplines. Decoding is a process of following seven steps to reveal what mental operations students have to make to understand and think in the discipline. The seven steps are (1) Defining a bottleneck – Where do most students get stuck in their thinking in the discipline?; (2) Uncovering the mental tasks is needed to overcome the bottleneck – What are you, as the instructor, forgetting to say or assuming students know in explaining the discipline?; (3) Model these mental tasks for your students – Explain the task to someone outside your discipline, can they tell you what is missing or what they are assuming you know?; (4) Allow the students to practice and receive feedback – What exercises do you have students do to reinforce the mental map for learning in the discipline?; (5) Motivation and lessen resistance – How do you prepare students for the three emotional bottlenecks (i.e., lack of motivation (increase visibility), procedural bottlenecks (address preconceptions and model conceptions), and narrative bottlenecks (discover the preconceptions preventing overcoming the bottleneck)?; (6) Assess student mastery – How are you assessing students' performance of thinking and learning in the discipline?; and (7) Share – How are you spreading the word about decoding the discipline?

Higher level learning involves being able to use new information to help you learn similar elements (*critical thinking*) or applying the information to new problems in a different approach (*transference*). Decoding the Disciplines helps to reinforce concepts in the learning process by illustrating each college discipline has unique goals beyond retention of elementary material. Experts in the disciplines have prior knowledge in their subjects that allow for higher thought and instruction in the classroom. However, moving students above the elementary position they possess upon entering the classroom requires instructors to recognize and identify "*bottlenecks*" in the material that hinder the critical thinking and transference of information to the overall discipline. Learning bottlenecks include concepts within the particular discipline that must be mastered before new, foundational information can be addressed. Systematically addressing "bottlenecks" in the classroom allows students to break through towards higher level thought, begin the overall goals of learning and mastering the subject matter. Regardless of the subject or discipline, skillful instruction involves the unraveling of detrimental bottlenecks students will encounter while promoting transformational discovery in the classroom.

Tips for Active Learning – Class Discussions

Room 106, 11:10am - 12:15pm
Presenters: *M. Brym,* PhD, History and Geography; *S. Scott,* EdD, Education and Professional Studies; *M. Carver,* PhD, Mass Communications; *S. Genchev,* PhD, Marketing.

The Use of Role-playing To Promote Active Learning in Class Discussion - Michelle Brym[7]

I have witnessed how teaching methods that promote active learning in class discussion, such as role-playing, improve students' grasp of the subject matter. The success in the classroom of these methods is based on the implementation of two components Herrington and Herrington (2006) credit with maximizing the benefits of active learning, writing and exposure to different perspectives. Students apply the knowledge they gain in class and readings in a two-page policy recommendation write-up for a current geopolitical conflict they submit prior to the discussion. Each student is assigned an actor with a role in the conflict, from whose viewpoint they argue, which forces them to consider a different perspective. Similar to Michael Cavanagh (2011), I found my students benefit from a mix of group sizes. Students move from a small discussion group with those of a similar viewpoint, to a larger group discussion in which they encounter a plurality of viewpoints. We end with a discussion that involves the entire class. I provide a framework for the discussion class that includes clearly stated objectives, questions that connect course material and a timeline. In implementing active learning in the classroom, I experienced similar challenges to those Hyowon Lee (2015) identified, moving from central stage to advisor and developing impromptu skills. Although I have long used class discussions, before putting into practice active learning approaches discussions were dominated by a few students. When I added a writing component, students' comments improved to reflect a deeper and more critical understanding of the subject material.

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[7] Cavanagh, M. (2011). Students' experiences of active engagement through cooperative learning activities in lectures. *Active Learning in Higher Education, 12*(1): 23-33; Herrington,A., & Herrington, J. (2006). What is an authentic learning environment? In Herrington, A., & Herrington, J. (Eds). *Authentic Learning Environments in Higher Education*. Information Science Publishing, Hershey: PA.; Lee, H. (2015). From a well-prepared teacher to an on-the-spot facilitator: A reflection on delivering an active learning course. *International Journal for Transformative Research, 2*(1): 26-34.; Linton, D., Pangle, W., Wyatt, K., Powell, K., & Sherwood, R. (2014). Identifying key features of effective active learning: The effects of writing and peer discussion. *CBE Life Sciences Education, 13*(3): 469-77.

Strategies to Promote Student Involvement: A Change for the Better - Susan Scott[8]

Whole class discussions tend to only allow a few students to shine. According to O'Conner et al. (2017) large group discussion are complex with time and equity leading the concerns. Breaking the students into small groups where they share their information with each other provides for more interaction. This includes requiring the participants to ask "hard reflective questions" or visa versa at the end of each mini group presentation. Four groups can be going at the same time in the same room following a strict time schedule that the professor monitors. A follow-up reflective strategy that can be employed after a class discussion is "The Blog" which provides a technological method that all students can see. The relevancy of reflective journaling on the Web is needed today (Muncy, 2014). A thought provoking question is posted and all students must reply and read a set number of other posts using the D2L blog. The change in my teaching came when I recognized how typical presentations were taking up to much class time over one topic and that I was the only one reading some great reflections. Taking those two thoughts into consideration the mini presentation/discussion was born! Recently a student wrote on an evaluation that in most courses they only get to present once, sit through boring presentations, but in my course they presented multiple times building their confidence and knowledge. Participants in this session will receive information on creating multiple versions of mini presentations/discussions and an interactive form of blogging.

Creating Dialogue in the Classroom - Mary Carver[9]

There are numerous benefits to using classroom discussion as a method of teaching. It can generate more ideas and feedback, give students increased opportunity to develop communication skills, help students develop critical listening skills, and produce other positive results. This session will help participants understand principles necessary to foster a climate conducive to class discussion: hospitality, participation, mindfulness, mutuality, deliberation, autonomy, appreciation and hope. Participants will learn how to prepare for discussion, encourage discussion from day one, and how to prepare discussion questions in advance. Once in the classroom, working through challenging discussion can be daunting, so further techniques for managing the discussion will be practiced.. Finally tips for improving discussion will be provided. I have worked to incorporate and improve my classroom discussion over the past twenty years of teaching. Most of my classes now center around dialogue, which the large majority of my students have come to expect and appreciate.

Grading Rubrics as an Active Learning Tool - Stefan Genchev[10]

One common topic shared among my colleagues, especially the ones involved in online course development and implementation, is grading class discussions. The concern, often bordering frustration, is the constant feedback coming from students that their participation is undervalued and they deserve a better grade. And whether we, as faculty, like it or not, often times that feedback has merit. It is difficult to insist that one's personal experience shared passionately on the discussion board is worse than someone else's on a particular topic. This is where students feel a certain disconnect between their desire to show how what they have learned applies to their own experiences on

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[8] Muncy, J. A. (Summer 2014). Blogging for reflection: The use of online journals to engage students in reflective learning. *Marketing Education Review, 24*(2). 101-114. 10.2753/MER1052-8008240202; O'Conner, C, Michaels, S., Chapin, S., & Harbaugh, A. G. (2017). The silent and the vocal: Participation and learning in whole-class discussion. *Learning and Instruction 48*, 5-13. https://doi.org/10.1016/j.learninstruc.2016.11.003

[9] Carver, M. (2007). Creating dialogue in the classroom. In B.S. Hugenberg, D. Worley, S. Morale, D. Wroley & L.W. Hugenberg (Eds.), *Basic communication course best practices: A training manual for Instructors* (pp.137-147). Kendall Hunt; Bloom, B.S. (1984). *Taxonomy of educational objectives*. Boston, MA: Allyn and Bacon; Brookfield, S.D., & Preskill, S. (1999). *Discussion as a way of teaching: Tools and techniques for democratic classrooms.* San Francisco: Jossey-Bass; Christensen, C. R., Garvin, D. A., & Sweet, A. (Eds.). (1991). *Education for judgment: The artistry of discussion leadership*. Boston: Harvard Business School Press; Cooper, P. J., & Simonds, C. J. (2003). *Communication for the classroom teacher*. Boston: Allyn and Bacon.

[10] Flaherty, C. (2017), "Lenient grades, unreliable grades," Inside Higher Ed, January, https://www.insidehighered.com/news/2017/01/24/study-suggests-grading-leniency-result-rather-cause-low-grading-reliability. Makani-Lim, B., Agii, A., Wu, D., & Easter, M. (2014). Research in action: Using rubrics to assess information literacy skills in business education. *Journal of Business and Educational Leadership, 5*(1), 3-17.

one hand and the comparative evaluation they receive on the other. Based on existing research, the current presentation describes the use of grading rubrics as an action tool to alleviate similar concerns. By actively involving the students in developing and understanding each item in a particular grading rubric better learning outcomes are achieved. Those outcomes can be illustrated along three dimensions: 1) communication of ideas; 2) Ethical use and proper citation; and 3) Critical thinking, analysis, and evaluation. Although developed for particular online class offerings, a rubric will be presented as an example of such an active learning tool applicable in the regular, face-to-face classroom setting.

Teaching Tips from *Teach Students How to Learn*

Room 109, 11:10 am - 11:40 pm

Cheryl Frech, PhD, Chemistry; *Tim Bridges,* PhD, Information Systems & Operation Management

Book Summary

In *Teach Students How to Learn*, Saundra McGuire quite effectively argues (with empirical data) that teaching students study strategies and what goes into the learning process is more than half the battle in student success. She details how faculty can teach students how to learn. Her strategies are laid out in a "how to" manner, which is one of the reasons her book is so successful. None of her methods take away from the content of the class, nor are too difficult for students to understand. This book is a "must have" for any faculty member besieged with students struggling.

Takeaway – Cheryl Frech and Tim Bridges

CETTL-facilitated reading groups can take on various forms and have different participants. Tim Bridges, College of Business, and Cheryl Frech, College of Mathematics and Science, each facilitated the book, "Teach Students How to Learn" by Saundra McGuire during the Spring 2017 semester. In this panel, they will compare and contrast their reading group experience, results, and discuss the overall process. How do you truly learn a subject? One strategy is to learn by teaching the subject to your roommate, your best friend, your pet, favorite stuffed animal or the person starring back at you in the mirror. It is a proven way to enhance learning.

Resources for Faculty to Help Students: It's Much More than Tutoring

Room 109, 11:45 am - 12:15 pm

Darla Sherman - Manager, Academic Support Center

Do you know what Tutoring Central does? Are you familiar with the range of services offered? Attend this session, expand your professional curiosity, and help lead your students to success.

The name Tutoring Central is a broad term used to describe UCO's academic support center. However, Tutoring Central is so much more than just tutoring. Tutoring Central is all about creating opportunities for all UCO students to achieve academic success. We try to add to each student's arsenal of learning strategies and study skills. Research has shown that students who regularly attend tutoring centers achieve more academically, show a higher rate of persistence, and often attain higher GPA's (Cooper, 2010).

At this session, the Tutoring Central staff will provide an overview of each of our academic support programs: One-on-One Tutoring, The Supplemental Instruction Program, Study Central, Conversation Central, and 24/7 Online Tutoring. After a short PowerPoint presentation, we will answer any questions you might have concerning these services.

Tips for Active Learning – Reading

Room 111, 11:10 am - 12:15 pm

Presenters: *S. Clinton,* DBA, Business; K. Pennington, *PhD*, Education Sciences, Foundations, and Research; C. Jog, PhD, Economics; A. Mooney, PhD, Curriculum & Instruction

Active Learning in Reading: McGraw-Hill Connect Smartbook and TES Teach Blendspace –

Susan Clinton[11]

In order to encourage active student learning from reading, I utilize two Active Learning Strategies: McGraw-Hill Connect Smartbook and TES Teach Blendspace. SmartBook tailors content to individual student needs via interactive quizzes prior to, during and after reading the chapter. Blendspace allows compilation of lesson-specific academic and/or practitioner articles, videos, cartoons, etc., and even original content into one easy-to-access space. Blendspace provides a link for copying into D2L, an email, etc. Students access the Blendspace link, and click it to open the chapter-specific material to review and actively assess their learning. Smartbook and Blendspace allow me to continually assess and allow my students to actively assess their understanding of the course reading material. Prior to implementation, if at all, students would only read the portions of the material that were necessary to respond to the homework. Further, students viewed reading as a chore, or task to be dreaded before, during or even after completed because they did not have a thorough understanding of the degree to which they understood, or failed to understand, the material. Now, with the inclusion of these active learning strategies, students have the tools they need to be able to take ownership of the educational process.

Anticipation Guides: Inciting Controversy with (boring) Textbooks – Kim Pennington[12]

Let's face it, not all course texts are equally engaging. What can professors do to engage learners with texts/textbooks that are necessary but less than exciting to read? Anticipation Guides are one approach. The first step in this strategy requires learners to engage closely with the text to locate evidence to determine the validity of a set of purposely "cloudy" statements, written by the instructor. After they have gathered evidence and cited it's location in the text, small groups debate the evidence and come to consensus through debate. This strategy requires learners to lean into and upon the text and to engage in meaningful (and respectful) debate with their peers. In this session, an overview and classroom examples of the strategy will be provided, along with common pitfalls to avoid.

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[11] Byrum, D. & Holschuh, D. (2017). Ten essential online tools and resources for introducing blended learning in higher education courses. In P. Resta & S. Smith (Eds.), Proceedings of Society for Information Technology & Teacher Education International Conference 2017 (pp. 136-142). Chesapeake, VA: Association for the Advancement of Computing in Education (AACE); Devaki, N., & Deivam, M., (2017). Synergising Blendspace for effective instruction. *International Journal of Computer Science Trends and Technology, 5*(2), Mar–Apr, 507-510; Jamaludin, R., Osman, S., Yusoff. W., & Jasni, N. (2016). FLIPPED: A case study in fundamental of accounting. *Malaysian Polytechnic Journal of Education and e-Learning Research, 3*(1), 23-31 http://asianonlinejournals.com/index.php/JEELR; Lestari, I. (2016). Introducing Blendspace for English language teaching (ELT). Proceedings of International Conference on Language, Literary and Cultural Studies, (29 October), 361-366. ; McGraw Hill Smartbook http://www.mheducation.com/highered/platforms/smartbook.html; McGraw-Hill education study shows significant improvement in student outcomes through Adaptive Technology, Targeted News Service, Mar 7, 2016; Renkl, A., Skuballa, I.; Schwonde, R., Harr, N., & Leber, J. (2015) The effects of rapid assessments and adaptive restudy prompts in multimedia learning. *Journal of Educational Technology & Society, 18*(4), pp.185-198; Sarkar, N., Ford, W., & Manzo, C. (2017). Engaging digital natives through social learning. *Systemics, Cybernetics and Informatics, 15*(2), pp. 1-4; TES Teach Blendspace
https://www.tes.com/lessons ; Wolff, M., Wagner, M. J., Poznanski, S., Schiller, J., & Santen, S. (2015). Not another boring lecture: Engaging learners with active learning techniques. *Journal of emergency medicine, 48*(1), 85-93. http://ac.els-cdn.com/S0736467914009305/1-s2.0-S0736467914009305-main.pdf?_tid=34397d70-5c4b-11e7-8e27 00000aacb361&acdnat=1498686552_27a9e72aae5e5d4c4351a759ddc2495d

[12] Adams, A. E., & Pegg, J. (2012). Teachers' enactment of content literacy strategies in secondary science and mathematics classes. *Journal of adolescent & adult literacy, 56*(2), 151-161; Kozen, A. A., Murray, R. K., & Windell, I. (2006). Increasing all students' chance to achieve: Using and adapting anticipation guides with middle school learners. *Intervention in School and Clinic, 41*(4), 195-200.

Awakening the Economist Within! – Chintamani Jog[13]

Introductory Economics courses at undergraduate level have always been a bit of a challenge for a majority of students and instructors. Most textbooks now carry active learning exercises as a staple in their power point presentations (Mankiw, 2008). I discuss an experience with a semester-long activity called 'Economic Naturalist Assignment' in 'Principles of Microeconomics'. This activity encourages active learning.

The key components of this individual activity include:

1) Coming up with an original question from day to day life (For instance, 'Why do keypads on the drive-in ATM machines have braille signs?') that seems counter intuitive at the first pass.
2) Coming up with an explanation (or two) using the economic ideas learned during the course (For instance, thinking at margin or benefit/cost analysis etc.)
3) Writing up the answer(s) in no less than 500 words.
4) Presenting own work to class and answering any incidental questions.

This activity attempts to capture the application of economic ideas and connection to real-world that was previously missed during classroom discussion and testing. While a peripheral reading of material is often enough to solve homework problems and tests, it requires a careful perusal to seek the explanation of a question derived from real life. Students need to revisit the material multiple times, consider examples given and construct their own narrative to answer the question of their choice. As students ponder over their questions, they have to go back and forth through the material, pause and regroup their thoughts, thereby facilitating deep reading.

Why Do International Students Think My Course Readings Are So Difficult? – Angela Mooney[14]

Non-native English speaking university students (ELs) often have difficulty reading required materials because of the academic language involved. It is impossible for them to actively engage in readings that are largely incomprehensible. Instructors may not understand this difficulty when the same students seem to easily participate in discussions with classmates. Often, instructors do not realize that there are key differences between every day English (BICS - Basic Interpersonal Communication Skills) and the academic English (CALP - Cognitive Academic Language Proficiency) needed for reading required texts.

In this session, instructors will learn the difference between these two types of English and the influence this difference has on students understanding or not understanding reading materials. Instructors will explore examples of the ways in which academic texts are difficult and be challenged to examine their course reading materials in this regard. They will also brainstorm ways to reduce the academic language load on ELs while retaining course rigor.

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[13]Petty, G. (2014). Teaching today, A practical guide (5th Ed.). Oxford University Press ;Frank, R. H. (2008).*The Economic Naturalist: In search of explanations for everyday enigmas*. (1st Ed.) (2008). Basic Books, (http://www.robert-h-frank.com/book.html); Mankiw, N. G. (2011). Principles of Microeconomics. (6th Ed). Cengage Publishing.

[14] Cummins, J. (1979). Cognitive/academic language proficiency, linguistic interdependence, the optimum age question and some other matters. *Working Papers on Bilingualism, 19*, 121-129; Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and Language Minority Students: A Theoretical Framework*. Los Angeles: Evaluation, Dissemination and Assessment Center California State University; Freeman, D. E., & Freeman, Y. S. (2014). *Essential linguistics: What you need to know to teach reading, ESL, spelling, phonics, and* grammar (2nd ed.). Portsmouth, NH: Heinemann.

Professional Identity

Room 113, 11:10 am - 11:40 am

Tyler Weldon, PhD, Ed Sciences, Foundations & Research, Linda Harris, EdD , Ed Sciences, Foundations & Research

Who is the self that teaches?

We regularly answer questions about what we teach, how we teach, and why we teach. Not as often do we focus on "who" we are as teachers. Rarely, in school or as part of ongoing professional development, are we encouraged to explore and define our professional identity. In the book *The Courage to Teach*, author Parker Palmer states, "We teach who we are." How does our knowledge of the Self inform the quality of our interactions with students and colleagues? This interactive session explores the connections between personal and professional identity including related theories and paths for inner work that can guide us toward answering the important question: Who is the self that teaches?

Transformative Learning & Critical Reflection in Brazil: Teaching for Sustainability in Business Schools & Colleges

Room 113, 11:45 am - 12:15 pm

Janette Brunstein,, PhD, Universidade Presbiteriana Mackenzie, São Paolo, Brazil

This presentation will focus on teaching experiences in Business Administration courses that incorporate the key idea of sustainability to the extent of provoking critical reflection (CR) and transformative learning (TL). It is based on the results of two studies conducted in Brazil. One study involves examples of sustainability teaching practices that are already relatively close to CR and TL. The other presents the Brazilian National System of Higher Education Assessment in Business and analyzes when it indicates faculty and programs are promoting critical reflection, dialogue, and engagement with multiple stakeholders, as well as the human agency in solving social and environmental problems. To sum up, we will discuss education for sustainability in Business from a Brazilian perspective and experiences.

Deans & Chairs Workshop – The Learning-Centered Paradigm: WHY? WHAT? HOW?

Room 123, 11:10 am - 12:15pm

Jeff King, EdD, CETTL

Barr and Tagg's foundational piece in the Nov/Dec issue of Change was for years after its 1995 debut the most read article ever for that publication. "From Teaching to Learning: A New Paradigm for Undergraduate Education" reflects common higher ed practice back to readers through a lens that filters out biases and common assumptions about teaching and learning while substituting equal parts honest concern for students plus a rational consideration of what had been up to that point business-as-usual on college campuses.

The trouble is, business-as-usual has continued at many U.S. institutions, and it's now the case that many international institutions are taking the lead on the intentional design and execution of the Learning-Centered Paradigm because "The old way of teaching and learning no longer serves the needs of our 21st-century society." That old way no longer serves American society, either. It certainly doesn't serve an institution with the phrase "Transformative Learning" in its mission statement.

Barr and Tagg were on to something big. We'll address it in this session and what it means for academic leaders. With John Tagg as a plenary speaker and workshopper at the upcoming TL Conference, we'll also benefit from a video clip in this session in which John speaks to us directly with recorded-for-us comments and observations about our conversation and this topic.

KEYNOTER WORKSHOP

Learning Assessment Techniques: How to Integrate New Activities that Gauge What and How Well Students Learn

Room 106, 1:00 pm - 3:30 pm

Claire Major, PhD - Chair/Professor, Educational Leadership, Policy, and Technology Studies, University of Alabama

While the research on college teaching provides us with a good starting point for evidence-based instruction, each course is a unique learning environment. For this reason, college teachers need to determine for themselves and for others whether a particularly instructional strategy is improving student learning in the ways they would hope. In this session, you will discover a unique approach to teaching and learning, with assignments and activities you may not have heard about before. These are active-learning techniques that you can use to improve student learning that simultaneously produce learning artifacts which allow you to assess and report the results to key stakeholders. These Learning Assessment Techniques (LATs) reflect a new vision of teacher-led classroom assessment designed to promote and document learning.

After participating in this session, you will be able to:
- Teach in a way that integrates active learning and assessment to create a more unified process
- Implement classroom activities to get students more invested in the class and more motivated to learn
- Incorporate learning assessment techniques into your online or face-to-face courses
- Gather credible evidence of what students are learning and use it to report results to students and other interested parties
- Adapt learning assessment techniques from this session to your own courses

Connect to Transformative Learning @ UCO

21st Century Pedagogy Institute

This new institute re-organizes the Center for Excellence in Transformative Teaching & Learning's (CETTL's) usual offerings (e.g., book clubs, seminars, Collegium) into a systematic framework for faculty development. Learn more and signup at http://uco.edu/academic-affairs/cettl/cettl-events/21CPI.asp.

Transformative Teacher-Scholar Blog

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.

Student Transformative Learning Record Faculty/Staff Training

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.

Annual Transformative Learning Conference

Join us at UCO's annual Transformative Learning 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. Learn more at http://uco.edu/tlconference.

Journal of Transformative Learning

The *Journal of Transformative Learning* (JoTL, http://jotl.uco.edu) invites original manuscripts that explore transformative learning practice and application across disciplines. Steeped in 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 Endowment for Transformative Learning Award

UCO's Masonic TL Award annually recognizes UCO initiatives that develop, encourage, pursue, conduct, or otherwise support Transformative Learning opportunities for UCO students. Check our website, http://uco.edu/cettl, for details, or watch for the call for nominees in Centralities. Past winners include:

- 2017: Nursing Capstone assignments
- 2016: Forensic Science Institute's Living-Learning Community
- 2015: UCO Central Pantry

2017 Masonic TL Award Recipients

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.

TL College Liaisons

Business	Education & Professional Studies	Fine Arts & Design	Liberal Arts	Mathematics & Science
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Tenet Abbreviations Legend
- □ HW = Health & Wellness
- □ GCC = Global & Cultural Competencies
- □ LEAD = Leadership
- □ RCSA = Research, Creative & Scholarly Activities
- □ SLCE = Service Learning & Civic Engagement

NOTES

THANK YOU

The Collegium on College Teaching Practice is a collaboration of the Center for Excellence in 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 as those who create engaging environments for UCO students

The Committee for the Collegium on College Teaching Practices:

David Macey, Global & Cultural Competencies
Mark McCoy, Forensic Science Institute
Julie Collins, Advanced Professional & Special Services
Anastasia Wickham, English

The faculty volunteers:

Carrie Bentley, Biology	Jacque Hocking, Mass Communications
Barbara DeMaio, Music	Mohammad Hossan, Engineering & Physics
David Duty, Mass Communications	Chintamani Jog, Economics
Cheryl Evans, Advanced Prof. & Special Svcs	Hari Kotturi, Biology
Nelda Fister, Nursing	Patti Loughlin, History & Geography
Michelle Robertson,Advanced Prof. & Special Svcs	Pamela Rollins, Nursing
Kathy Smith, Nursing	Susan Scott, Ed Sciences, Foundations & Research
Cia Verschelden, Institutional Effectiveness	Mickie Vanhoy, Psychology
Rachelle Franz, Kinesiology & Health Studies	Edward Walker, Accounting

The faculty that reviewed the proposals:

Barbara Arnold, Nursing	Mohammad R. Hossan, Engineering
Karis Barnett, ESFR	Tephillah Jeyaraj-Powell, Adv. Prof. & Spec. Services
Jeannine Bettis, English	Darlene Kness, Educ. & Prof. Studies
Rosa Julia Bird, Spanish	Angela Knight, Funeral Services
Laura Bolf-Beliveau, English	Caleb Lack, Psychology
Emily Butterfield, Music	Jill Lambeth, Mass Communication
SeonMi Choi, Art	Patti Loughlin, History & Geography
Lilian Chooback, Chemistry	Mark McCoy, Forensic Science
Jill Davis, Curriculum & Instruction	Mike Nelson, ESFR
Barbara DeMaio, Music	Mihai Nica, Business
Shahang Derakhshan, Biology	Paul Olson, Biology
Laura Dumin, English	Elizabeth Overman, Political Science
David Duty, Mass Communication	Chad Perry, Mass Communication
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Cheryl Evans, Educ. & Prof. Studies	Michelle Robertson, Educ. & Prof. Studies
Kevin Fink, Kinesiology & Health Studies	Pamela Rollins, Nursing
Nelda Fister, Nursing	Dana Rundle, Chemistry
Beverly Frickel, Finance	Susan Scott, Educ. & Prof. Studies
Sanjeewa Gamagedara, Chemistry	Stephanie Skiles, Chemistry
Loren Gatch, Political Science	Steven Smeltzer, Music
Marc Goulding, History & Geography	Kathy Smith, Nursing
Barbara Green, Adv. Prof. & Spec. Services	Amanda Waters, Chemistry
Nancy Gwin, Nursing	Geoff Willis, Information Systems & Operations Mgt.
Amanda Horton, Design	Yinghong Zhang, Business