

20th Annual Collegium on College Teaching Practice

A Program of the 21st Century Pedagogy Institute

August 14, 2019



COLLEGIUM-AT-A-GLANCE



Keynoter: David B. Daniel, James Madison University

Dr. Daniel, a recipient of numerous teaching awards, is dedicated to developing evidence-based educational practices and policies. He is a Fellow of the Association for Psychological Science, which awarded him the 2012 Robert S. Daniel Teaching Excellence Award at a 4-year college or university. In 2013, he was awarded the Transforming Education through Neuroscience Award from the Learning & the Brain Educational Conference. He is on a select panel that is updating and extending the prominent National Research Council's report, *How People Learn: Brain, Mind, Experience, and School*.

Liberal Arts Building, L01 Overflow, L03						
8:40 - 9:00 am	Welcome from President Neuhold-Ravikumar and Provost Barthell					
9:00 - 10:00 am	Keynote: Is Evidence-Based Teaching Enough? Dr. David Daniel					
Center for Transformative Learning, First Floor						
10:10 - 12:10 pm	All UCO Faculty Concurrent Sessions					
	10:10-10:40 am		10:45-11:15 am		11:20-11:50 am	
Rm 106	T. Cox & B. Wimmer <i>Creating Space for Transformative Learning</i>		L. Copley <i>Getting the Most Out of Top Hat: Tips and Questions to Ask Yourself</i>		L. Lohmann & S. Scott <i>Differentiating Instruction in the College Classroom</i>	
Rm 108	D. Duty <i>Using Jeopardy! to Reinforce Student Learning</i>		L. Harris & C. Edwards <i>Zoom Connections & Community</i>		P. Olson <i>Simple Metacognition Strategies That Improve Student Learning</i>	
Rm 109	J. King Deans and Chairs Workshop <i>The Lens Through Which We Teach: Considerations for Clear-Sightedness</i>				J. Sheetz-Nguyen <i>Empathy: Can We Teach This Human Emotion in a Classroom Through Engaged Reading and Discussion?</i>	
	10:10-10:25 am	10:30-10:45 am	10:55-11:10 am	11:15-11:30 am	11:35-11:50 am	11:55-12:10 pm
Rm 117	J. Appleby <i>Three Discussion Techniques for Active Learning</i>	J. Green <i>Autobiographical Essay Prompts for Analytic & Critical Writing</i>	J. Wood <i>Tough Question Reflection</i>	S. Skiles <i>Teaching Students to Make A Study Guide For Higher Metacognition Gains</i>	M. Conley & D. Macey <i>Facilitating Courageous Conversations in The Classroom</i>	
Rm 118	L. Montes <i>Chemistry Journal - A Metacognitive Focal Point</i>	A. Lambert, S. Clinton, L. Tyner <i>One Size Does Not Fit All Learners: Adaptive Learning Techniques Using LearnSmart & HR Simulations</i>	L. Churchill & C. Bentley <i>Service Learning, Critical Thinking and Student Activism in the Classroom</i>	A. Mooney <i>Zooming & Swivling: Helping All Students Join the Class</i>	M. Springer <i>Course-Based Undergraduate Research Experiences (CUREs): Broadening Access in Undergraduates</i>	A. Waters <i>Plickers: A Free, Low-Tech Alternative to Clickers</i>
12:20 - 12:30 pm	Drawing for new iPad and other giveaways (Outside Room 106)					
1:00 - 3:30 pm	Afternoon Workshop Rooms 117/118 <i>No Cooks in the Kitchen: A Framework for Effective, Ethical and Responsible Teaching</i>					

WELCOME



Patti Neuhold-Ravikumar, President, UCO

Welcome to the 20th Annual Collegium on College Teaching Practice at the University of Central Oklahoma. This forum will provide you with the opportunity to learn and explore methods for enhancing your professional abilities to positively impact your students' lives.

We know you're committed to your professional development and to remaining diligent in applying relevant and meaningful teaching practices in your classrooms. The Collegium is our commitment to helping you be successful.

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 an inclusive and innovative learning culture with us. I encourage you to be intentional about your connection with our students as a teacher, mentor, and model. As our students experience you, so will they experience UCO. You are the torchbearers, the factual frontline and cultural ambassadors of this place.

UCO is committed to preparing and inspiring those who see a pathway to the future here. We are focused on growing the next generation of citizens and leaders who embody the university's commitment to character, civility, and community. Our responsibility is to equip those individuals with skills and abilities that prepare them for the world of tomorrow.

I am so glad you've chosen to join our community of practice founded on our passion for learning. I encourage you to be thoughtful in your presence here as you become an engaged member of our community. I look forward to meeting you.



John Barthell, Provost & Vice President, Academic Affairs, UCO

Welcome to the 20th Annual Collegium on College Teaching Practice at the University of Central Oklahoma, the first major faculty enhancement opportunity on our campus of the 2019-2020 academic year.

We know that 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.

In addition to the highly anticipated keynote address this year by Dr. David Daniel, you will be introduced to a multitude of workshops and other enhancement opportunities that encourage the development of high-impact learning practices on our campus. And we will not stop with today's activities. The Collegium is simply the beginning point for the entire year of such enhancement activities that will include topics such as Team-Based Learning, Intrinsic Motivation & Underprepared Students, Assessment, and the Scholarship of Teaching. We will explore these and other 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.

Dr. Jeff King, Executive Director of the Center for Excellence in Transformative Teaching and Learning (CETTL), Dr. Jody Horn, Director of the 21st Century Pedagogy Institute within CETTL, and I encourage your participation in one or more of this year's many faculty enhancement events. Thank you for being part of this day, and the year yet to come.

Concurrent Sessions

Creating Space for Transformative Learning

Trevor Cox (Org. Leadership), Brenton Wimmer (STLR)

This session will focus on creating spaces for transformative learning (TL). Creating spaces means taking care to with disorienting dilemmas and then engage students in critical reflection. However, there is an art to creating this kind of space well. One of the goals of TL is to open students up to broader perspectives and ask bigger questions about life and the world around us. Those bigger questions create both external and internal conversations in students beyond the discipline focus of the classroom, which must then be managed. This session will give classroom examples and tips from both TL and leadership research on how to lead difficult discussions that open students up to bigger questions.

Tisdell, E. J. (2012). Themes and variation of transformational learning: Interdisciplinary perspectives on forms that transform. In E. W. Taylor & P. Cranton (Eds.), *The handbook of transformative learning: Theory, research, and practice* (1st ed., pp. 21–36). San Francisco: Jossey-Bass.

Cox, T. (2017). *Learning from and for “The Other”: The development of inclusive leadership capacity by faculty members* (Doctoral dissertation). Trinity International University, Deerfield, IL.

Wasserman, I. C., & Gallegos, P. (2009). Engaging diversity: Disorienting dilemmas that transform relationships. In B. Fisher-Yoshida, K. D. Geller, & S. A. Schapiro (Eds.), *Innovations in transformative learning: Space, culture, and the arts* (pp. 155–76). New York: Peter Lang Pub.

Using Jeopardy! to Reinforce Student Learning

David Duty (Mass Communications)

In this session, we will explore the use of popular television game show Jeopardy! as an instructional tool to assist students in reviewing for the comprehensive final exam in a public speaking class. I find it to be an engaging and effective content review activity. The learning concept for this teaching method is instructional games, which is a subset of instructional simulations. Instructional or academic games are a form of experiential learning. Accordingly, academic games produce meaningful learning by helping students acquire foundational knowledge, develop higher-order thinking skills, and build communication skills as they communicate with team members. Moreover, academic games practice or refine knowledge, identify gaps or weaknesses in knowledge, and review the content previously presented.

Brown, A. H., & Green, T. D. (2016). *The essentials of instructional design: Connecting fundamental principles with process and practice* (3rd ed.). New York: Routledge.

Garris, R., Ahlers, R., & Driskell, J. E. (2002). Games, motivation, and learning: A research and practice model. *Simulation & Gaming*, 33(4), 441-467.

Major, C. H., Harris, M. S., & Zakrajsek, T. (2016). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. New York: Routledge.

Deans and Chairs Workshop

The Lens Through Which We Teach: Considerations for Clear-Sightedness

Jeff King (CETTL)

What if something we can do as teachers could help more students succeed with better grades and at the same time reduce the achievement gap between at-promise populations and the rest of our class? Would we do it? Even if we had to look at ourselves in the process?

Canning, E. A., Muenks, K., Green, D. J., & Murphy, M. C. (2019). STEM faculty who believe ability is fixed have larger racial achievement gaps and inspire less student motivation in their classes. *Science Advances* 5(2). DOI: 10.1126/SciAdv.aau4734.

Sathy, V., & Hogan, K. A. (2019, July 22). Want to reach all of your students? How to make your teaching more inclusive: Advice guide. *Chronicle of Higher Education*. Available: https://www.chronicle.com/interactives/20190719_inclusive_teaching?utm_source=at&utm_medium=en&cid=at#2

Seiter, C. (2015, March 31). Seven simple ways to be more inclusive in work and life. Available: <https://open.buffer.com/7-simple-ways-to-to-be-more-inclusive-in-work-and-life/>

Three Discussion Techniques for Active Learning

Jessica Appleby (French Language)

This session focuses on techniques for classroom discussion that promote active learning. I will describe three of the methods I use to structure classroom discussion for active learning: jigsaw discussions, digitally-assisted discussions, and pyramid discussions/debates. These three techniques structure discussions in a student-centered classroom. In these formats, every student is responsible for active contribution to the group's knowledge. Students retain information by learning and processing information in smaller pieces before discussing in a class-sized group. These strategies provide space for all students to participate, including quieter students and non-native English speakers. Students report deeper understanding of the material, and I observe greater participation from a wider selection of students.

Active Learning Activities. Retrieved June 4, 2019 from University of Waterloo, Centre for Teaching Excellence: <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/assignment-design/active-learning-activities>.

Active Learning Strategies. Retrieved June 4, 2019 from University of California Berkeley, Center for Teaching and Learning: <https://teaching.berkeley.edu/active-learning-strategies>.

Silberman, M. L. (1996). *Active learning: 101 strategies to teach any subject*. Allyn and Bacon.

Chemistry Journal: A Metacognitive Focal Point

Luis Montes (Chemistry)

Students in general chemistry classes often struggle with how to learn new material as much as the material itself. For this reason, I have students keep a Chemistry Journal, which helps them organize their learning so they can begin to see connections between the various in-class and out-of-class learning activities. Their journals include class and video notes, homework, in-class worksheets, quizzes, exams, and learning reflections. The journal provides a starting point in discussing how students approach their learning in a chemistry course, and gives them evidence to use in their learning reflections.

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*. (pp. 43-59). Sterling, VA: Stylus.

Cook, E., Kennedy, E., & McGuire, S.Y. (2013). Effect of teaching metacognitive learning strategies on performance in general chemistry courses. *Journal of Chemical Education*, 90(8), 961-967.

Bell, P. & Volckmann, D. (2011). Knowledge surveys in general chemistry: Confidence, overconfidence, and performance. *Journal of Chemical Education*, 88(11), 1469-1476.

Gabriel, K.F. (2008). *Teaching underprepared students* (pp. 73-86). Sterling, VA: Stylus.

Autobiographical Essay Prompts for Analytic and Creative Writing

Jerry Green (Humanities and Philosophy)

This session will look at the use of an autobiographical essay to prompt students to give examples or applications of course concepts. This technique utilizes the concepts of Self-referencing and Ownership. By applying abstract material directly to their own lives, the material is easy to learn and more likely to be remembered long-term. It also makes students more invested in the course, makes the material more approachable, and gets them to come up with their own concept of why the material is relevant outside the classroom.

Symons, C. S., & Johnson, B. T. (1997). The self-reference effect in memory: A meta-analysis. *Psychological Bulletin*, 121, 371-394

Humphreys, G. W., & Siu, J. (2016). Attentional control and the self: The self-attention network (SAN). *Cognitive Neuroscience*, 7, 5-17.

Turk, D. J., Gillespie-Smith, K., Krigolson, O. E., Havard, C., Conway, M. A., & Cunningham, S. J. (2015) Selfish learning: The impact of self-referential encoding on children's literacy attainment, *Learning and Instruction*, 40, 54-60.

Cunningham, S. J. Turk, D. J., Macdonald, L. M., & Macrae, C. N. (2008). Yours or mine? Ownership and memory. *Consciousness and Cognition*, 17, 312-318.

Cunningham, S. J., Scott, L., Hutchison, J., Ross, J. & Martin, D. (2018). Applying self-processing biases in education: Improving learning through ownership. *Journal of Applied Research in Memory and Cognition*, 7, 342-351.

One Size Does Not Fit All Learners: Adaptive Learning Techniques Using LearnSmart and HR Simulations

Abbie Lambert (Management), M. Suzanne Clinton (Business), Lee Tyner (Management)

Adaptive learning using technology individualizes student and/or team learning based on students' past decision making and current understanding of course concepts. We utilize two adaptive learning technology tools, McGraw-Hill's LearnSmart and Interpretive's HR simulation, in our classrooms. Adaptive learning technology provides students tailored course content and advice/feedback, helping students not only to comprehend basic core concepts but also practice more complex competencies, such as strategic thinking. Multiple studies have found that adaptive learning technology tools support various student success measures including students' performance and effectiveness (e. g., course grades, exam scores, retention, student perceived competency development). In addition, in our classrooms, we have found students to be more engaged in learning the course content.

Gebhardt, K. (2018). Adaptive learning courseware as a tool to build foundational content mastery: Evidence from principles of microeconomics. *Current Issues in Emerging eLearning*, 5(1), 2.

Loon, M., Evans, J., & Kerridge, C. (2015). Reprint: Learning with a strategic management simulation game: A case study. *The International Journal of Management Education*, 13(3), 371-380.

Sun, Q., Abdourazakou, Y., & Norman, T. J. (2017). LearnSmart, adaptive teaching, and student learning effectiveness: An empirical investigation. *Journal of Education for Business*, 92(1), 36-43. DOI: 10.1080/08832323.2016.1274711

Getting the Most Out of Top Hat: Tips and Questions to Ask Yourself

Leeda Copley (Sociology)

Using Top Hat (an active learning technology platform) in the classroom has enormous potential to transform lecturing. However, Top Hat's faculty training ignores the platform's limitations, which counterproductively makes educators less prepared. Asking yourself some practical and pedagogical questions before you adopt Top Hat can help immensely. Some major benefits from using Top Hat include: 1) Affecting under-prepared students: Top Hat provides immediate feedback, showing students which materials they need to engage in more; 2) Constructing a safe environment: options to hide students' names in Top Hat can prompt honest discussions, and shy students praised the system for allowing them to participate without speaking out in class; 3) Making it stick: used properly, Top Hat practically forces engagement and encourages students to elaborate (and collaborate) to interweave new knowledge into their existing knowledge.

Brown, P., Roediger, H., & McDaniel, M. (2014). *Make it stick*. Belknap Press.

Gabriel, K. (2008). *Teaching unprepared students*. VA: Stylus.

Angelo, T., & Cross, P. (1993). *Classroom assessment techniques*. Jossey-Bass.

ZOOM Connections and Community

Linda Harris (Educational Sci., Fnds., & Res.), Christine Edwards (Grad Studies Librarian)

Zoom is an online meeting platform that enables instructors to meet individually, in small groups, or with entire classes online. Guest speakers can also be zoomed in to present and/or engage with students. We will provide a live demonstration in this session. Zoom provides synchronous online learning spaces that enable demonstration, modeling, personal connection, interaction, and the development of community in online or hybrid courses. According to the self-efficacy theory of motivation (Bandura, 1986; 1993; 1997), modeling and guided practice can help students develop skill and knowledge that can increase intrinsic motivation. More recently, Nortvig et al. (2018) found instructor presence and development of meaningful online learning communities benefited student learning.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman Press.

Jaggers, S., & Xu, D. (2016). How do online course design features influence student performance? *Computers & Education* 95, 270-284.

Nortvig, A., Petersen, A. K., & Balle, S. (2018). A literature review of the factors influencing E-learning and blended learning in relation to learning outcome, student satisfaction and engagement: *Electronic Journal of E-Learning*, 16(1), 46-55.

Tough Question Reflection

John Wood (Political Science)

In this classroom technique, students are broken up into small “critical reflection” groups. Students answer reflective questions, which are created by the instructor from their critical thinking activity answers (part of a weekly online homework assignment). Each student group obtains at least one question, they find answers to the question via the course textbook and online research, then they share their findings with the other groups. Their findings must be backed by credible sources. Their resulting answers are the basis for potential questions on future tests. Critical reflection as a theoretical construct and reflective practice is important to the theory of transformative learning. Mezirow (1990) says: “by far the most significant learning experiences in adulthood involve critical [reflection] —reassessing the way we have posed problems and reassessing our own orientation to perceiving, knowing, believing, feeling and acting” (p. 13).

Bart, M. (2011, May 11). Critical reflection adds depth and breadth to student learning. *Faculty Focus*. Retrieved from <http://www.facultyfocus.com/articles/instructional-design/critical-reflection-adds-depth-and-breadth-to-student-learning/>

Jacoby, B. (2010). How can I promote deep learning through critical reflection? *Magna Publications*. Retrieved from <http://www.magnapubs.com/mentor-commons/?video=25772a92#.UjnHBazD-70>

Mezirow, J. (1990). *Fostering critical reflection in adulthood: A guide to transformative and emancipatory learning*. San Francisco: Jossey-Bass.

Service Learning, Critical Thinking, and Student Activism in the Classroom

Lindsey Churchill (History), Caroline Bentley (Biology)

I utilize a service learning component focused on activism as part of a student’s grade for the class. We brainstorm ideas that pertain to the larger ideas presented in the class. Examples of these transformative learning events include: Take Back the Night: A Rally and March against Sexual Assault; a forum about childcare on campus; a forum about Indigenous Peoples Day; a sex positive art show; etc. The students write a reflection paper after the event and tie it to what we have learned in class.

Hooks, b. (2009). *Teaching critical thinking: Practical wisdom*. New York: Routledge.

Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom*. New York: Routledge.

Freire, P. (1970). *Pedagogy of the oppressed*. CA: Herder and Herder. (Original work published 1968)

Teaching Students to Make a Study Guide for Higher Metacognition Gains

Stephanie Skiles (Chemistry)

I introduced the concept of having students make their own study guides as a result of exam wrapper feedback. The major request for help on the exam wrapper was for a study guide. Instead of creating one for them, I showed them how to generate their own. By making their own study guide students are having to retrieve and organize information from class, textbook, and homework, thus applying the learning concepts of interweaving and retrieval. Organizing the guide helps them realize in which areas they are weak and may benefit from deepening their understanding. This process allows students the freedom to understand how they approach a problem and create a product that will help them succeed in the class (metacognition).

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.

Exam Wrappers. Carnegie Mellon University Eberly Center. (<https://www.cmu.edu/teaching/design/teach/examwrappers/>)

Rao, A.S., Tarr, T.A., & Varma-Nelson, P. (2017). Promoting metacognitive practices in faculty and students. In P.L. Dauberime (Ed.), *Metacognition in Chemistry Education: Connecting Research and Practice*. IL: American Chemical Society. DOI: 10.1021/bk-2017-1269

Zooming and Swivling: Helping All Students Join the Class

Angela Mooney (curriculum & Instruction)

This session will review an instructional technique used in my class: pairing technology (Zoom & Swivl) to allow distance students to join class sessions. Students often have legitimate reasons for needing to miss class sessions. Utilizing technology effectively is one way to allow them to hear and participate in class. Multiple students in separate locations can contribute to both large and small

group class discussions. This practice facilitates their learning more effectively than copying notes from a friend, or emailing the professor to ask "if they missed anything."

Cheung, D., Dykeman, T., & Fell, C. (2018, June 4). Using telepresence robots to support students facing adversity. Retrieved July 10, 2019, from <https://er.educause.edu/articles/2018/6/using-telepresence-robots-to-support-students-facing-adversity>

Johnson, S. (2018, December 27). Robot students? College classrooms try letting far-away students attend via remote-control stand-in - EdSurge News. Retrieved July 10, 2019, from <https://www.edsurge.com/news/2017-05-11-robot-students-college-classrooms-try-letting-far-away-students-attend-via-remote-control-stand-in>

Taylor, C. (2013, April 21). Applications to facilitate synchronous remote classroom participation. Retrieved July 10, 2019, from <https://www.emergingedtech.com/2013/04/applications-to-facilitate-synchronous-remote-classroom-participation/>

Differentiating Instruction in the College Classroom

Lisa Lohmann (Educational Sci., Fnds., & Res.), Susan Scott (Educational Sci., Fnds., & Res.)

Differentiating instruction in the college classroom will be the primary focus of this session. Attendees will be provided with examples of quick and manageable strategies for them to modify as needed and use in their own classrooms. Differentiating instruction means individualizing instruction for the variety of learners (and sometimes majors) in each classroom. CEPS instructors teach their future teachers how to use the strategy in their classrooms. Luckily, these same techniques can also be used in the college setting. One can differentiate instruction by content, process or product; and using differentiation strategies at the college level can help motivate students to learn and help the professors better understand student needs.

Dosch, M., & Zidon, M. (2014). The course fit us: Differentiated instruction in the college classroom. *International Journal of Teaching and Learning in Higher Education*, 26(3).

Matamoros, A. B. (2016). Differentiated instruction in information literacy courses in urban universities: How flipping the classroom can transform a course and help reach all students. *Urban Library Journal*, 22(1).

Doubet, K. J., & Hockett, J. A. (2015). *Differentiation in middle and high school: Strategies to engage all learners*. Alexandria, VA: ASCD.

Simple Metacognition Strategies That Improve Student Learning

Paul Olson (Biology)

In my courses, I introduce students to the power of metacognition (awareness and understanding of one's own thought processes) to improve study skills. Students are exposed to these techniques during classroom lectures, online handouts, and/or during office hour visits. Inevitably, each semester students will ask their instructors the not so simple question "how should I study for your class." The student is intent on putting in the effort to earn a high grade in the class, but may be struggling with inefficient time management and general study skills. Currently, I utilize ten simple, yet effective metacognition strategies with my students to enhance their study skills and memory retention, while improving overall student motivation to succeed. I will share the strategies in this session.

Karpicke, J. D., Butler, A. C., & Roediger III, H. L. (2009). Metacognitive strategies in student learning: Do students practice retrieval when they study on their own? *Memory*, 17(4), 471-479.

Ku, K. Y. L., & Ho, I. T. (2010). Metacognitive strategies that enhance critical thinking. *Metacognition and Learning*, 5(3), 251-267.

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*. (p. 237). Sterling, VA: Stylus.

Empathy: Can We Teach This Human Emotion in a Classroom Through Engaged Reading and Discussion?

Jessica A. Sheetz-Nguyen (History & Geography)

Empathy is more than sympathy, it requires us to place ourselves in someone else's shoes. Teaching students how to read the life stories of other women helps them to share their own issues based on those less fortunate. The approach combines social aspects of learning through the incorporation of "feminist standpoint theory." To do this, the voices of marginalized women are identified in biographies, monographs, and edited collections. Geography, religion, and ethnicity are layered on top of the gender providing a

frame of analysis. Students identify, discuss, and analyze the "socially situated knowledge" and compare their own lives with those of women whose "standpoint" differs from theirs.

Brown, D. E. (2004). Human universals, human nature & human culture. *Daedalus*, 133(4), 47-54.

Calloway-Thomas, C. (2018). Empathy: A global imperative for peace. *College Music Symposium*, 58(3), 1-7.

Keen, S. (2006). A theory of narrative empathy. *Narrative*, 14(3), 207-36.

McClish, G., & Bacon, J. (2002). Telling the story her own way: The role of feminist standpoint theory in rhetorical studies. *Rhetoric Society Quarterly*, 32(2), 27-55.

Smets, K., Mazzocchetti, J., Gerstmans, L., & Mostmans, L. (2019). Beyond victimhood: Reflecting on migrant-victim representations with Afghan, Iraqi, and Syrian asylum seekers and refugees in Belgium. In D'Haenens, L., Joris, W., & Heinderyckx, F. (Eds.), *Images of immigrants and refugees in western Europe: Media representations, public opinion, and refugees' experiences* (pp. 177-197). Belgium: Leuven University Press.

Facilitating Courageous Conversations in the Classroom

MeShawn Conley (Diversity & Inclusion), David Macey (English)

A polarizing society centered on race, gender, religion, sexual orientation, and nationality can lead to explosive moments in the classroom that can be difficult to cultivate into learning moments. Educators need to foster an environment which encourages respect and learning. The current social climate is one of growing political turmoil and unrest. It is imperative that educators assist students in processing and understanding these events (Boyd & Glazier, 2017). Although we work to integrate these discussions into our curriculum, sometimes a student does not wait for our permission. How do we then create productive learning moments? This session will provide guidelines on how to move from managing difficult classroom discussions to facilitating courageous classroom conversations.

Boyd, A. & Glazier, J. (2017). The choreography of conversations: An exploration of collaboration and difficult discussions cross disciplinary teacher discourse communities. *The High School Journal*, 100(2), 130-145. Retrieved from <https://muse.jhu.edu/article/644586/pdf>.

Landis, K., Jenkins P., Roderick, L., Banchemo, P., & Dede, J. (Eds.). (2008). *Start talking: A handbook for engaging difficult dialogues in higher education*. Anchorage, AK: University of Alaska Anchorage. Retrieved from http://www.difficultdialoguesuaa.org/images/uploads/Start_Talking_full_book_pdf.pdf

Patel, V. (2017). Teaching the art of difficult classroom conversation. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/Teaching-the-Art-of-the/240784>.

Course-Based Undergraduate Research Experiences (CUREs): Broadening Access in Undergraduate Research, Creative, and Scholarly Activities

Michael Springer (History & Geography)

I will share a course-based undergraduate research experience (CURE) that I use in my course, HIST 3383 The Middle Ages. I use CUREs because undergraduate research experiences engage students directly in disciplinary experiences, strengthen relationships between students and faculty, make learning collaborative, and help students develop a sense of their professional self. Most undergraduate research experiences are extra-curricular and the number of students participating in faculty-mentored research experiences is small. Participation is even lower among minoritized student populations, but CUREs ensures more students have access to undergraduate research experiences and their benefits.

Baker, V.L., Carlson, J. (2018). Business in a liberal arts college: Undergraduate research experiences that cultivate habits of the heart and mind. *Scholarship and Practice of Undergraduate Research*, 2(2), 49-54.

Carlton, M., Ramos, H., Gonzalez y Gonzalez, E., & Datta, S. (2015). What prevents business faculty and Latino business students from participating in undergraduate research. *CUR Quarterly*, 35(4), 35-41.

Palmer, R. J., Hunt, A. N., Neal, M. R., & Wuetherick, B. (2018). The influence of mentored undergraduate research on student identity development. *Scholarship and Practice of Undergraduate Research*, 2(2), 4-14.

Plickers: A Free, Low-Tech Alternative to Clickers

Amanda Waters (Chemistry)

I use Plickers as an active learning and formative assessment tool in my undergraduate chemistry classes. Plickers is a free, low-tech, polling platform. Each student uses a Plickers card to answer multiple-choice questions. I record the answers by scanning them with my smartphone. Plickers is easy for students to use and allows them to activate prior knowledge. Each student's response is registered on both my device and the website. The website allows me to see real-time data and saves it in a downloadable Excel sheet for later analysis. Students become more empowered learners with this system and enjoy the game-like nature.

Howell, D. D., Tseng, D. C., & Colorado-Resa, J. T. (2017). Fast assessments with digital tools using multiple-choice questions. *College Teaching, 65*(3), 145-147.

Ruisoto, P., & Juanes, J. A. (2019). Fostering student's engagement and active learning in neuroscience education. *Journal of medical systems, 43*(3), 66.

Rila, A., Estrapala, S., & Bruhn, A. L. (2019). Using technology to increase opportunities to respond. *Beyond Behavior, 28*(1), 36-45.

Fall 2019 Schedule

21ST CENTURY PEDAGOGY INSTITUTE

Demonstrating Teaching Effectiveness

The 21CPI can enhance your teaching skills and be used as a method for documenting your teaching effectiveness for Promotion and Tenure

Why would I want to join this group? What might I learn?	Event	Facilitators	When
Implement & assess Transformative Learning with students	STLR Training: STLR Refresher, STLR & Critical Thinking (FLO #1 or #3)	C. Farrell, B. Wimmer & M. Walvoord, STLR	On-going
Engage my students using research-based techniques	20 th Annual Collegium on College Teaching Practice (FLO #1, #2, #3, #4, or #5)	D. Daniels, Psych. Prof at James Madison Univ.	8/14, 8:00-3:30 pm Lunch for workshop RSVPs
Utilize alternatives to teaching as a “sage on the stage” or “guide on the side”	Book Group: <i>Teaching as the Art of Staging</i> (FLO #2)	J. Green, Philosophy & Humanities	8/26, 9/9, 9/23, 10/7 3-5:00 pm
How queer-identified faculty members overlap queer & composition theory	Book Group: <i>Teaching Queer: Radical Possibilities for Writing and Knowing</i> (FLO #4)	D. Macey, English	8/27, 9/17, 10/8, 10/29 2:00-3:30 pm
Discover your disciplinary passion once again & the unlikely places it can emerge	Book Group: <i>Spark</i> (FLO #1 or #2)	S. Montgomery & J. Wetsel, Curr. & Inst.	8/28, 9/4, 9/11, 9/18 12:00-1:00 pm Lunch for RSVPs
Give your writing projects dedicated time & to receive feedback	Writing Workshop B (FLO #5)	J. Horn, CETTL	8/29, 9/12, 9/26, 10/24 2:00-3:30 pm
Give your writing projects dedicated time & to receive feedback	Writing Workshop A (FLO #5)	S. Dunn, Psych Adj. & Res. Compliance Mgr.	8/30, 9/13, 9/27, 11/1 5:00-7:30 pm
Improve student-learning through research-based strategies	Scholarship of Teaching & Learning (SoTL) Series (FLO #5)	S. Lawrence & J. Lambeth, Mass Com.; J. Wood, Pol. Sci.	9/3, 10/1, 11/5 12:30-1:45 pm Lunch for RSVPs
Manage student misconduct, plagiarism, and/or inappropriate classroom behaviors	Student Conduct Workshop Series: Making Life Easier for Faculty (FLO #4)	R. Costner, Asst. Dir. of Student Conduct	9/4, 9/18, 10/2 12:00-1:00 pm Lunch for RSVPs
Discover how mind research moves beyond genetic determinism to gain a better understanding of self and others	Book Group: <i>Innate</i> (FLO #1, #2, or #4)	S. Dunn, Psych Adj. & Res. Compliance Mgr.	9/6, 10/4, 11/1 2:00-3:30 pm
Engage online learners for a more meaningful impact	eLearning Café Series: Focus on Engagement (FLO #4)	K. Ross, CeCE	9/10, 10/10, 11/5 11:30-12:30 pm Lunch for RSVPs

Fall 2019 Schedule

How might I be misunderstanding introverts as unengaged students	Book Group: <i>Quiet</i> (FLOs #2, #4, or #5)	J. Wood, Poli. Sci. & S. Dunn, Psych Adj. & Res. Compliance Mgr.	9/11, 9/25, 10/9, 10/23 2:00-3:30 pm
Align syllabi, assignments, reading material, & learning outcomes to create efficient & effective courses	Formative Review of Peer Teaching: Part I (content esp. beneficial for P & T) (FLO #5)	J. Horn, CETTL & J. Lambeth, Mass Comm.	9/19, 10/10, 11/7 3:30-4:30 pm
Create & run student teams using best practices for deeper learning	Faculty Teaching & Learning Institute Module 2: Team-Based Learning (FLO #2)	C. Frech, Chemistry	9/20 2:15-3:35 pm
Be inclusive of black women's experiences as informed by stereotypical cultural expectations	Book Group: <i>Ain't I a Woman: Black women and feminism</i> [Part of Special Art Exhibit] (FLO #4)	S. Thompson, Music	9/24, 10/8, 10/15 11:00-12:15 pm Lunch for RSVPs
Uncover the assumptions I make in my teaching about student behavior & reach my true potential as a teacher through self-reflection	Book Group: <i>Becoming a Critically Reflective Teacher</i> (FLOs #4 or 5)	T. Cox, Org Leadership	9/25, 10/9, 10/23, 11/6 11:30-1:00 pm Lunch for RSVPs
Explore service-learning and methodically create a service-learning project you can use in your courses.	Plan & Implement Service-Learning Projectes Into Your Courses (FLOs #1, #2, or #3)	C. Vincent, Mass Comm & P. Tadlock, VSLC	10/24, 10/31, 11/21 12:00-1:30 pm Lunch for RSVPs
Teaching techniques that can enhance intrinsic motivation in my students	Faculty Teaching & Learning Institute Module 3: Intrinsic Motivation & Underprepared Students (FLOs #1 or #2)	J. Horn, CETTL	10/25 1:00-3:30 pm
The value for student learning in targeted assessment	Faculty Teaching & Learning Institute Module #4: Formative & Summative Assessment Strategies (FLO #3)	J. Horn, CETTL	11/8 1:00-3:30 pm
200 teaching strategies for quick use in the classroom.	20-Minute Mentor Videos from Magna Publications (Choose & show evidence of your FLO)	Access link will be available in the 3 rd week of August	Self-paced
Contribute your knowledge & experience to the TT-S blog	Transformative Teacher-Scholar (TT-S) Blog (Choose & show evidence of your FLO)	blogs.uco.edu/tts	

- ✓ To register for an event, go to 21CPI.uco.edu and follow the links on the left-hand column.
- ✓ Book group members are required to attend 2 out of 3 sessions, or if there are 4 scheduled, 3 out of 4 sessions to receive a book.
- ✓ Each book group consists of about 10 members. The books are distributed in the order of registration.

Many Thanks

Without the following individuals, the Collegium would not be possible. Thank you!

21st Century Pedagogy Institute Advisory Board: Amanda Waters (Chemistry), Beth Allan (Biology), Mark Walvoord (STLR), Michelle Johnson (Adult Ed. & Safety Sci.), Pamela Rollins (Nursing), Sam Ladwig (Design), & Steven Dunn (Res. Compliance).

Reviewers

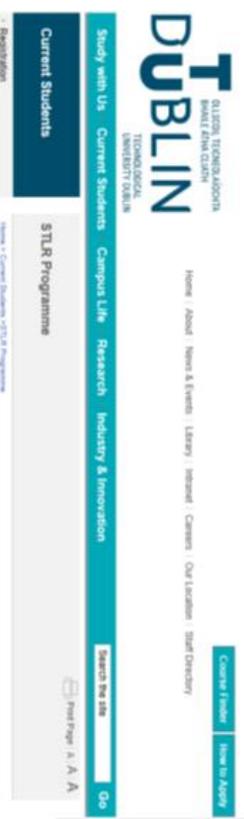
Aktas, Mehmet	Fister, Nelda	Pennington, Kimberly
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Event Volunteers

Dunn, Steven	Ladwig, Sam	Rollins, Pamela
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Ellis, Shawna	Lambeth, Jill	Thompson, Sandra
Harris, Linda	Ludlum, Marty	Walvoord, Mark
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Jog, Chintamani	Pessagno, Aisa	Williams, Therese
Johnson, Michelle	Pham, Linh	Zhang, Yinghong

STLR AT OTHER INSTITUTIONS

Western Carolina University's version of STLR is called, "DegreePlus."



Still thinking about taking STLR training? Still need to add STLR-tagged assignments to other of your classes? Now is the time. STLR continues to spread around the US & the world, recently to Cal Poly Pomona, for instance.

Help spread STLR's benefits like retention and engagement to more UCO students at the same time STLR spreads elsewhere.

The 2020 Transformative Learning Conference: "Foundations and Frontiers" will be held April 9-10. The STLR Pre-Conference Workshop will be scheduled for April 8. Call for Proposals opens August 28th and closes November 22nd. <http://sites.uco.edu/central/tl/conference/>



Technological University of Dublin's version of STLR is called, "STLR."