



23rd Annual Collegium on College Teaching Practice

A Program of the 21st Century Pedagogy Institute (21CPI)

August 17, 2022

Access this Program Online:



<https://tinyurl.com/rdhwytwp>

Join the Collegium Virtually: <https://uco.zoom.us/j/8138159546>



Welcome



Dr. Patti Neuhold-Ravikumar, President, UCO

Welcome to the 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.



Dr. Charlotte Simmons, Provost & Vice President, Academic Affairs, UCO

Welcome to the Annual Collegium on College Teaching Practice at the University of Central Oklahoma, the first major faculty enhancement opportunity on our campus of the 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, 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 Assessments, Educational Technologies, High Impact Strategies, the Scholarship of Teaching, and much more. 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. Eric Kyle, Director of the 21st Century Pedagogy Institute (21CPI) 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.

Collegium Overview

This Annual Collegium will feature a thoughtful keynote, dynamic breakout sessions, celebratory teaching awards, a satisfying lunch, an engaging afternoon workshop, cool prizes, and much, much more! Let us join as a community for a wonderful day of focusing on the craft of teaching and learning as we work together to improve the quality of education on our campus.

[This Year's Theme: Meeting Learning Where It's At](#)

Clearly, the pandemic has disrupted education in many ways. Has a "new normal" been created for good or will we return to the way things were pre-pandemic? While no one may really know the answer, at this Collegium we will collectively explore how we can be more present to what teaching and learning currently is, regardless of where this takes us...

[Keynote](#)

Dr. Michael Wiederman, Mindful Professional Development



Michael earned a Bachelor of Science degree in clinical-community psychology from the University of Michigan-Flint and master's and doctoral degrees in clinical psychology from Bowling Green State University. He completed a pre-doctoral internship and postdoctoral fellowship in the Department of Psychiatry and Behavioral Sciences at the University of Kansas School of Medicine Wichita. Subsequently, he was a full-time psychology professor for 20 years, during which he wrote more than 250 [published articles, book chapters](#), and [books](#), and was a frequent expert contributor to the website [Ask the Psychologist](#). In 2014 Michael transitioned to providing professional development programs and was the inaugural Director of Professional Development at the University of South Carolina School of Medicine Greenville. He currently provides professional development services nationally through [Mindful Professional Development](#) and blogs at [Psychology Today](#).

Access the [resources for Dr. Wiederman's Keynote, Breakout Session, and Workshop \(https://tinyurl.com/444ubb4c\)](https://tinyurl.com/444ubb4c)

[Schedule-At-A-Glance](#)

8:15-8:40 a.m.	Coffee & Rolls
8:45-9:15 a.m.	Welcome from Dr. King & Provost Simmons, 21CPI Recognitions
9:15-10:20 a.m.	Keynote Presentation
10:30 a.m.-12:30 p.m.	Concurrent Breakout Sessions
12:30-1:00 p.m.	Lunch & Prizes!
1:00-2:50 p.m.	Afternoon Workshop with Keynote
2:50-3:00 p.m.	More Prize Giveaways - Including an iPad!

*All events will be held in the [Liberal Arts-South \(LAS\) Wing Building](#) (Building #35 on the Campus Map).

[Additional 21CPI Fall Events](#)

For other exciting and upcoming 21CPI Events that are focused on helping you to continually improve the quality of teaching and learning in your courses, be sure to check out and sign-up for our fall offerings:

<https://blogs.uco.edu/tts/book-clubs-workshops-fall-2022/>

Collegium Detailed Schedule

8:15-8:40	Foyer on Main Level of the Liberal Arts Building <i>Coffee & Rolls</i>					
8:45-9:15	LAS Auditorium (L01 – Zoom Link) <i>Welcome from Dr. King & Provost Simmons, 21CPI Recognitions</i>					
9:15-10:20	LAS Auditorium (L01) <i>Keynote by Dr. Wiederman - Flourishing: Evidence-Based Practices to Start Today</i>					
Rooms:	LAS-L01 (Link)	LAS-263 (Link)	LAS-264 (Link)	LAS-265 (Link)	LAS-274 (Link)	LAS-275 (Link)
10:30-10:55	<i>Dr. Wiederman Breakout: Managing Our Emotions and Mood</i>	Not Just What....but So What! Strategies for designing courses that create “Value” and enhance student outcomes	Step Back from Being The Sage on The Stage: Peer Learning in The Classroom	Lessons Learned from the Extended Classroom: Where Do We Go From Here?	Infinitely Scaleable Spaces for Teaching and Learning	Creating Equitable Spaces for Critical Dialogue in Online Environments
11:00-11:25		Discussing Strategies for Addressing Increasing DFW Rates and Declining Enrollment	Preparing for the HLC Accreditation Visit	Taking it to the Next Level: High Impact Guidelines for Our Courses	What Is That Question Really Asking? A Conversation About Valid Assessment Item Creation	
11:30-11:55	Student Selected SLOs	Brain Friendly from the Get Go	Meeting Learners Where They Are: From the First Hello to a Successful Educational Experience	Now More Than Ever – Extending Your Impact Through Digital Accessibility	Introduction of Scaffold Writing Across the Chemistry Department	The Journey to Deeper Learning: Using the Labyrinth in Higher Education
12:00-12:15		Improving Student Engagement by Integrating Intercultural Competency	Using Google and Chrome in Small/Large Group Activities	'Note' this!	SoTL mentorship program through 21CPI	
12:15-12:30		The General Use of Animal Assisted Therapy to Modify Stress and Build Community In Higher Education				
12:30-1:00	Food in Foyer Outside of the LAS Auditorium (L01), Please Eat in the Breakout Rooms <i>Lunch & Prize Giveaways!</i>					
1:00-2:50	Begins in the Breakout Rooms, Transitions to LAS Auditorium (Zoom Link) <i>Afternoon Workshop by Dr. Wiederman</i> Promoting Student Resilience, Well-Being, and Academic Success through Our Courses					
2:50-3:00	LAS Auditorium (L01 – Zoom Link) <i>Prize Giveaways – Including an iPad! (Must be present to win)</i>					

21CPI Awards

The 21st Century Pedagogy Institute (<https://21CPI.uco.edu>) presents UCO's faculty with numerous opportunities to enhance their teaching for authentic demonstration of their teaching effectiveness for tenure and promotion. The 21CPI consists of five Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research: **1) Course Design, 2) Active Learning Strategies, 3) Learning Assessment, 4) Learning Ecosystem, 5) Academic Professionalism**. By attending and creating learning artifacts for these events, faculty can earn recognition at one or more of the levels below.

Teacher-Scholar Recognition Levels

TEACHER-SCHOLAR

Must be achieved within a single academic year. Can be awarded multiple years.

- New faculty must attend 4 or more New Faculty Teaching & Learning Institute Modules
- Continuing faculty must attend 4 or more separate events/series and complete at least 2 artifacts

DISTINGUISHED TEACHER-SCHOLAR

Must be achieved within a single academic year. Can be awarded multiple years.

- Faculty must complete 1 artifact in each FLO, **OR**
- Faculty must complete 5 artifacts in 1 FLO

LIFETIME TEACHER-SCHOLAR

May be achieved over multiple academic years. Artifacts may be carried over from previous years to accomplish this level.

- Faculty must complete 5 artifacts in each FLO, meeting all FLO objectives

SoTL SCHOLAR

Faculty can also earn recognition for the Scholarship of Teaching & Learning (SoTL) work.

- Those with an accepted IRB, Presentation/Publication/or Grant and completed the SoTL Training Program

This Year's Award Winners

Teacher-Scholar Award Winner(s)

Vanessa Bentley

Sanjeewa Gamagedara

Distinguished Teacher-Scholar Award Winner(s)

Suzanne Clinton

Benjamin Jimenez

Saheli Nath

Laura Dumin

Kristin Karber

Daisy Nystul

Eric Eitrheim

Abbie Lambert

Rhonda Williams

Jerry Green

Marty Ludlum

Wenkai Zhou

Linda Harris

Mark McCoy

Lifetime Teacher-Scholar Award Winner(s)

Trevor Cox

Eric Eitrheim

Stephanie Jones

Melody Edwards

Jerry Green

Amanda L. Waters

SoTL Scholar Award Winner(s)

Stephanie Jones

Dallas New

Collegium Sessions

9:15-10:20 Keynote Session

Flourishing: Evidence-Based Practices to Start Today – LAS Auditorium

Michael Wiederman

Research psychologists have established four universal human needs or motivations related to flourishing. These can be used as both an assessment and a guide for a more satisfying life. Fortunately, research has also revealed numerous practices and strategies to promote satisfaction of these universal needs. In this interactive session participants will discover several such practices, with a focus on their practical application and integration into everyday life. Access the [resources for Dr. Wiederman's Keynote, Breakout Session, and Workshop](https://tinyurl.com/444ubb4c) (<https://tinyurl.com/444ubb4c>)

10:30-11:25 Sessions

Managing Our Emotions and Mood – LAS Auditorium

Michael Wiederman

One of the pillars of emotional intelligence is the ability to manage our reactions and emotions. In this workshop participants are invited to apply several evidence-based strategies and practices for either managing emotional responses in the moment or regulating mood, including cognitive reframing and mindfulness practice in daily life. Emphasis is on each participant identifying specific approaches and practices that are personally appealing and sustainable. Access the [resources for Dr. Wiederman's Keynote, Breakout Session, and Workshop](https://tinyurl.com/444ubb4c) (<https://tinyurl.com/444ubb4c>)

Creating Equitable Spaces for Critical Dialogue in Online Environments – LAS 275

Trevor Cox, Alyssa Provencio

Critical dialogue is crucial for developing the capacity for social justice related competencies in students. It helps students become more aware of injustice and examine alternative perspectives on difficult topics. It also helps build bridges across lived difference. However, the ability to replicate the face-to-face experience of critical dialogue in online environments is difficult. If we are not replicating critical dialogue online, can we really consider online education an equitable alternative? The presenters will present their evidence-based research, but then will collectively engage in dialogue about best practices.

10:30-10:55 Sessions

Not Just What....but So What! Strategies For Designing Courses That Create "Value" And Enhance Student Outcomes – LAS 263

Kathlynn Smith, Pamela Rollins

With the knowledge that research indicates that students are not being prepared to adequately fulfill needs expressed by future employers, it is critical that higher education be responsive to educating the whole person. Numerous authors grounded in neuroscience and integrative inquiry support the importance of establishing learning environments that facilitate development of tacit knowledge addressing "not just the What, but the So What" foundational to transformation. Participants will discuss and practice using examples of course design and instructional strategies that support adding "value" to their course.

Step Back from Being the Sage on The Stage: Peer Learning in The Classroom – LAS 264

Maha El Hachi

The purpose of this presentation is to share the implementation of a peer learning method to promote student engagement and active learning. Working in small groups, the senior nursing students lead the delivery of some of the leadership course topics using interactive techniques. This activity was used in addition to a range of other learning and teaching activities in the course. Students' perceptions of this activity were collected through individual guided reflections. The qualitative data obtained was analyzed yielding 5 major themes. Attend this session to learn about the planning, implementation, and outcome of this activity.

Lessons Learned from the Extended Classroom: Where Do We Go From Here? – LAS 265

Amanda Keesee, Tara Dalinger, Mark McCoy

In fall 2020, schools across the world were forced to make quick adjustments to the format of courses in response to the pandemic. UCO adopted the Extended Classroom format and at the conclusion of the academic year, an Action Committee was convened. The goal was to gather data and feedback on the effectiveness of the response and make recommendations for the future. This session will review the findings of the action committee, provide an opportunity to share experiences, address instructor concerns due to shifting expectations, share information on a new certification program being developed, and discuss best practices for providing flexible teaching/learning opportunities.

Infinitely Scalable Spaces for Teaching and Learning – LAS 274

Alissa Crawford, Michael Hanegan

Traditionally, faculty and students engage in learning spaces bound by space and time. However these limits no longer hold true thanks to emerging and infinitely scalable tools. Advancements in platforms and instructional strategies are pushing these boundaries in new and exciting ways. When used in course design and facilitation, Canva and Roam Research generate collaborative engagement that propels learning beyond its previous limits. When implemented, these tools unlock their unlimited scale and usability and result in the transformation of teaching and learning for faculty and students. These tools are universally accessible, work within any discipline and come at no cost for students.

11:00-11:25 Sessions

Discussing Strategies for Addressing Increasing DFW Rates and Declining Enrollment – LAS 263

Amanda Waters, Eric Eitrheim

UCO as a whole has seen declining enrollment in recent years. Numerous factors, both internal and external, have contributed to this decline including rising cost, public perception of higher ed and a global pandemic. DFW rates are defined as a student receiving a letter grade of D, F or withdrawing from the course. This interactive talk will provide historical data on enrollment trends in general and use specific enrollment and DFW trends for the chemistry department to open the discussion for strategies to be implemented at the university, college and/or department level to improve student engagement, retention and success.

Preparing for the HLC (Higher Learning Commission) Accreditation Visit – LAS 264

Kristi Archuleta, Jeanetta Sims, Luis Montes, Guillermo Martinez Sotelo, Ed Cunliff

The Higher Learning Commission is coming to town! In the spring 2023, UCO will have its ten-year review and visit by a team of peer evaluators. This session will give an overview of the review process, the significance of accreditation, the criteria, the values inherent in the process, what a visit looks like, and how each of us can help facilitate the process. We will also provide information on upcoming sessions during the fall to create a further understanding of the criteria.

Taking it to the Next Level: High Impact Guidelines for Our Courses – LAS 265

Eric Kyle

This session will present the results of a project that synthesized the following evidence-based educational systems: PORTAAL Observation Tool; Hattie's book, *Visible Learning*; The Classroom Assessment Scoring System (CLASS); Quality Matters Rubric; Victoria State Government's High Impact Teaching Strategies (HITS); Marzano's NASOT Model; InTASC Model Core Teaching Standards. This session will provide an overview of these High Impact Guidelines and help participants to begin applying them to one of their courses.

What Is That Question Really Asking?: A Conversation About Valid Assessment Item Creation – LAS 274

Alicia Welch

When so much is at stake for the grades we give students, we must ensure that the evidence of student learning that we collect is valid and sufficient for those decisions. Are your assessments providing you with evidence you can trust? Have you ever wondered whether your written or selected response tests are actually measuring what they are intended to measure? There is always time to calibrate our instruments. A discussion and reflection about assessment item creation is a great way to get started and a great way to start the new academic year. Participants are encouraged to bring copies of their classroom assessments to evaluate as we discuss!

11:30-12:30 Sessions

Student Selected SLOs – LAS Auditorium

Jerry Green

This presentation gives a course design method that allows for distinct sets of learning objectives in a single class. The motivation for this approach is to more effectively teach groups of students with different needs, interests, and preparation within the same class. Participants will be given examples of syllabi and assignment handouts from courses that use this method as models for developing their own versions. The session will use the backward design approach to help participants (i) identify the different SLOs that their students might need in a course, (ii) suggest assignments to meet these SLOs. We will also discuss possible pitfalls in implementation of this method.

The Journey to Deeper Learning: Using the Labyrinth in Higher Education – LAS 275

Kristi Archuleta, Melissa Powers

Labyrinths are ancient meditative tools with current applications in teaching and learning. The labyrinth can be an effective tool for 'meeting learning where it's at.' The most commonly cited effects of using the labyrinth are relaxation, peacefulness, reflectiveness, clarity, and reduced stress and anxiety. These effects connect directly to learning through reflection, well-being, and inspiration. In this session, we will provide an introduction to the labyrinth then give specific examples of how the labyrinth is being used to expand learning contexts in higher education. The session will end with an interactive labyrinth experience emphasizing creativity and inspiration.

11:30-11:55 Sessions

Brain Friendly from the Get Go – LAS 263

Trevor Cox, Kristen Gregory, Ed Cunliff

Our brains do an amazing job of balancing comfort patterns and attending to the unique and different. Think of primitive humans finding patterns in the night skies while also listening for the prowling saber toothed tiger. The alert system directs energy to threats. When threats are present, we are not able to learn. For students, fears and anxieties are often present during the first few class sessions specifically. Concerns about their capability as a student, the difficulty of a class, the social identities of those around

them all can create anxiety in a student. The impact of COVID continues to create uncertainty and worry within higher education as well.

Meeting Learners Where They Are: From the First Hello to a Successful Educational Experience – LAS 264

Abbie Lambert, Melody Edwards, Suzanne Clinton, Holly Osburn, Jason Eliot, Lee Tyner, Madison Mack, Ainsley Bain

We will share the welcome and onboarding process we implemented for new HR management program majors and minors. We will discuss how we use connections to build community and cultivate relationships within our program. Intentional touchpoints include welcoming emails, inclusion in the HR hub, invitations to a Meet the Faculty event, and an onboarding session led by HR leadership students. This onboarding process is co-led by department faculty, academic advisement, and the HR student leadership team. The process welcomes new students and provides additional opportunities for senior HR leadership students to develop their leadership competencies and reinforce the community-minded culture.

Now More Than Ever – Extending Your Impact Through Digital Accessibility – LAS 265

Darren Denham

When developing courses and materials, digital accessibility may not be the first thing that comes to mind (or even the last). The good news is that with just a few enhancements to our development process, courses can gain enhanced accessibility resulting in an improved digital experience for learners. In this session, attendees will learn more about digital accessibility and gain simple, yet impactful, tips and tricks that benefit both the in-person and online learning experience. Find out more about how improved digital accessibility benefits everyone!

Introduction of Scaffold Writing Across the Chemistry Department – LAS 274

Cheryl Frech, Stephanie Jones, Luis Montes, Amanda Waters, Tracy Morris, Eric Eitrheim, Dallas New

A department-wide scaffolding process was implemented across the chemistry department from the students' first year until graduation. Scaffolding components include the introduction schedule, a writing style guide, and feedback rubrics. Students are provided rounds of feedback on introduced sections in addition to reinforcement of previously taught sections. This project evaluated the effectiveness halfway through the implementation by evaluating writing in the Quantitative Chemical Analysis. For this evaluation, student writing samples pre- and post-implementation were blindly regraded against the rubrics. Statistical analysis of the grades was used to show a statistically significant change.

12:00-12:15 Session

SoTL Mentorship Program Through 21CPI – LAS 274

Laura Dumin, Eric Kyle

Participants will be given a brief overview of what to expect with the SoTL mentorship program offered by 21CPI. Faculty have the chance to try out new teaching methods as they work through the SoTL mentorship program. This means that students will ultimately benefit from instructors who are more aware of how their teaching impacts their students.

12:00-12:30 Sessions

Improving Student Engagement by Integrating Intercultural Competency – LAS 263

Caroline Bentley, M. Nicole Warehime, Jared Scism

A way to spark student engagement includes developing intercultural competence (IC). Since the ability to sustain bridges between cultures is a lifelong pursuit, everyone needs deliberate exposure to experiences & knowledge in engaging diversity. This does not require additional assignments or expertise, but extra diligence on what faculty are already doing with syllabus & assignment development. We demonstrate aspects of cultural activities that faculty can use so students can learn about their own culture. Through activities we will demonstrate how to take existing group work, presentations, papers & class discussions & add aspects of culture so that students can grow in their own IC.

Using Google and Chrome in Small/Large Group Activities – LAS 264

Susan Scott

This presentation will provide an overview of a learner centered instructional strategy incorporating Google Drive components through Chrome for small group presentations and whole class activities that can be used in person or virtually. Examples of students' work and reflections using this approach will be shared. Suggestions will be provided for authentic assessment and how student accountability can be documented. Attendees will leave with instructions on how to build and explain a similar instructional strategy in their course work.

'Note' this! – LAS 265

Chintamani Jog

Microsoft OneNote combined with iPad/iPencil can transform the way we teach, on ground or on cloud or together. This approach takes the essential features of traditional classroom lecture and enhances it to fit a dynamic classroom happening in person or online or both. We leverage technology to reach out to students and invite them to be a part of the learning process. Participants are asked to enter their name and email address on the following Google spreadsheet so that Dr. Jog can add you to the software that will be demonstrated: https://ucok-my.sharepoint.com/:x/g/personal/cjog_ucoucoedu/EVrDysnqQbJBt8SG-STseJYBxG8nyyg7zWEzwB5jvJDjtQ?rttime=X2AaiYV_2kg

12:15-12:30 Session

The General Use of Animal Assisted Therapy to Modify Stress and Build Community In Higher Education – LAS 274

Susan Barnes

Overview of the positive affect of an animal assisted therapy (AAT) program on student stress, morale, and sense of community in higher education. Specifically geared towards providing background information and to stimulate individuals to think about participating in AAT on campus.

1:00-2:50 Afternoon Workshop Session

Promoting Student Resilience, Well-Being, and Academic Success through Our Courses – Begins in Breakout Rooms, Transitions to LAS Auditorium

Michael Wiederman

Revisiting the four universal human needs related to flourishing, in this workshop participants will explore numerous evidence-based ways to tweak their courses and interactions with students to promote resilience, well-being, and academic success. Additionally, several well-researched biases and blind spots inherent in our cognitive software will be examined in light of their potential to hinder student well-being and success, as well as how they can be circumvented or remediated. Workshop participants will leave with specific strategies and practices for possible implementation in the semester ahead. Access the [resources for Dr. Wiederman's Keynote, Breakout Session, and Workshop \(https://tinyurl.com/444ubb4c\)](https://tinyurl.com/444ubb4c)

Many Thanks!!!

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

- President Neuhold-Ravikumar for her role in supporting Transformative Learning at UCO
- Provost and Vice-President for Academic Affairs Dr. Charlotte Simmons for her ongoing advocacy for faculty as those who create the Transformative Learning environment in which our students learn
- The Office of Academic Affairs for its role in reconceiving the possibilities for how CETTL can nurture and support UCO's Transformative Learning initiative
- The 21CPI Advisory Board for helping with continuing to expand support of excellence in transformative teaching and learning
- UCO colleagues who gave of their time to prepare and present the rich variety of sessions this year

Collegium Planning Team 2022

Amanda Waters, Ph.D., Associate Professor, Chemistry

Adrienne Wright, MFA, ALSA, Assistant Professor, Interior Design

Jen Harrison, CETTL Admin Assistant

Mayank Agrawal, CETTL Graduate Student Assistant

Eric Kyle, Director, 21CPI

Peer Reviewers

Anderson, NaRita

Bentley, Caroline

Clinton, Suzanne

Cox, Trevor

Crawford, Alissa

Cunliff, Ed

Dalinger, Tara

Dumin, Laura

Eaves, Katherine

Eitrheim, Eric

Elderton, Jodi

Evans, Cheryl

Green, Jerry

Hammond, Fred

Herrington, Danielle

Jones, Stephanie

King, KT

Kyle, Eric

Lambert, Abbie

Lambeth, Jill

Loucks, Lauren

Macey, J. David

McCoy, Mark

Milligan, Thomas

Pennington, Kim

Robertson, Michelle

Rollins, Pamela

Scott, Susan

Smith, Kathlynn

Walker, Edward

Walvoord, Mark

Waters, Amanda

Welch, Alicia

Williams, Rhonda

Willis, Angela

Event Lead Volunteers

Mayank Agrawal

Trevor Cox

Suzanne Clinton

Tracy Fairless

Camille Farrell

Jerry Green

Jen Harrison

April Haulman

Mary Howard

Helen McKenna

Cristi Moore

Saheli Nath

Chad Perry

Amanda Putnam

Paula Sanders

Susan Scott

Kathy Smith

Kenneth Vaughan

Mark Walvoord

Nicole Warehime

Amanda Waters

Kimberly Webb

Brenton Wimmer

Adrienne Wright

Current 21CPI Board Members

Lora Benson Pezzell, Instructional Design II, Center for eLearning and Connected Environments

Suzanne Clinton, D.B.A., Assistant Dean, College of Business

Trevor Cox, Ph.D., Assistant Professor, Adult Education & Safety Sciences

Jerry Green, Ph.D., Associate Professor, Humanities and Philosophy

Michelle Johnson, Ph.D., Assistant Professor, Adult Education and Safety Sciences

Mark McCoy, Ed.D., Professor, Forensic Science Institute
Kathlyn Smith, DNP, RN, Assistant Professor, Nursing
Mark Walvoord, Assistant Director, STLR
Amanda Waters, Ph.D., Associate Professor, Chemistry
Adrienne Wright, MFA, ALSA, Assistant Professor, Interior Design

Past 21CPI/CETTL Board Members

Beth Adele
Elizabeth Allan
LaDonna Atkins
Linda Banks
Lori Beasley (ex-officio)
Kadee Bramlett
Emily Butterfield
Jane Calvert
Jason Cimock

Steven Dunn
Dawn Holt
Gayle Kearns
Sam Ladwig
Pat LaGrow (ex-officio)
Jill Lambeth
Patti Loughlin
Angela Marks
Luis Montes

Milton Quiñones
Pamela Rollins
Janet Runge
Sue Sasser
Joan Stone
Jan Wetsel
Lori Wooden

Connect to TL@UCO

21ST CENTURY PEDAGOGY INSTITUTE

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



TRANSFORMATIVE *Teacher-Scholar*

Visit our *Transformative Teacher-Scholar* blog at <http://blogs.uco.edu/tts> to read, comment, and contribute posts. Your original posts to the categories of *Faculty Reflections*, on your 21CPI Activities, and *Great Teaching* (e.g., your STLR-tagged or other assignments with students) are welcome. Email 21cpi@uco.edu for details.



STUDENT
TRANSFORMATIVE
LEARNING
RECORD

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>.

TL TRANSFORMATIVE LEARNING CONFERENCE

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



The *Journal of Transformative Learning (JoTL)* invites original manuscripts that explore transformative learning practice and application across disciplines. Steeped in a view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently,

and re-conceptualizing mindsets, JoTL accepts submissions of research articles, essays, and teaching notes. JoTL seeks to foster dialogue that culminates in richer resources for transformative learning practice.

Masonic TL Award

UCO's Masonic TL Award annually recognizes UCO initiatives that develop, encourage, pursue, conduct, or otherwise support Transformative Learning opportunities for UCO students. Visit <http://uco.edu/tl> for more information or watch for the call for nominees in Centralities. Past winners include: Cultural Competency with Pre-Health Students (2022) and UCO Theatre Arts Department Oklahoma Indigenous Theatre Company Cultural Community Partnership (2022).