

2016

TL

TRANSFORMATIVE LEARNING
CONFERENCE PROCEEDINGS



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June 1, 2016

Dear Reader:

Welcome to this first-ever 2016 Transformative Learning Conference Proceedings!

This compilation of abstracts represents more than half (57%) of the presentation sessions at this year's fantastic conference with attendees and presenters from around the world including Wales, New Zealand, South Africa, and Katmandu just to name a few. The conversations were rich in dialogue, diverse in topic, and exceptional at provoking thought. Plus, attendees had an opportunity to continue conversing over meals and between session breaks.

The sessions included modeling, research, poster, and round table presentations, which have been designated throughout this year's Proceedings. Take a moment to experience a "taste" of the conference, re-live your conference experience, or contact one of the lead presenters for further dialogue.

We have certainly enjoyed the opportunity to meet and work with each lead presenter in an effort to showcase this quality conference and to extend the conference experience. We look forward to next year's conference and to stimulating future opportunities for additional transformative learning.

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MAKING TRANSFORMATION VISIBLE

A KEYNOTE PRESENTATION

Stephen Brookfield, University of St. Thomas

ABSTRACT

When students are asked to name the things that most help them to learn critical thinking and reflection, they rate instructor modeling at the top of their list. Consequently, the aspect of pedagogy that instructors could most profitably focus on is making their own engagement with critical thinking, reflection and transformation publicly visible in the classroom. In this paper Stephen Brookfield draws on his own life and practice to describe his own engagement with these process and how he understands the dynamics of modeling transformation.

Transformation is a process involving a qualitative shift in our ways of perceiving, and acting in, the world. After transformation it's impossible to return to one's earlier state of thinking or being. Think of it as a shift in the tectonic plates of one's assumptions. Four personal experiences are examined as examples of transformation; being fired, dealing with mental illness, understanding personal racism and enacting power. Being fired transforms assumptions about the nature of organizational loyalty and the strategies one uses for institutional survival. Dealing with clinical depression challenges the ideological foundations of patriarchy including the traditionally male reliance on reason and logic, and the reluctance to make public disclosure. Changing one's identity from a 'good White person' to someone who enacts racism and micro-aggressions suggests teaching in multiracial teams as a strategy for uncovering supremacist assumptions. Finally, the paper examines how teacher authority and power can be placed behind an intentional public disclosure of one's positionality.

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REVITALIZING THE FIELDTRIP: FIELD-BASED EXPERIENTIAL LEARNING AT THE COLLEGE LEVEL

A MODELING PRESENTATION

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ABSTRACT

Transformative change, the internalization of a fundamental redirection, can be achieved through a combination of three experiences: (1) exposure to a profound experience; (2) acceptance of conceptual relatedness; and (3) application of both the experience and the connection to individualized daily capacities. There have been many theories examining the change mechanism. The Trans-Theoretical Model (TTM) of change, first introduced by Prochaska and DiClementi, has been applied to better explicate individual motivation throughout the change process. Utilizing this particular model, relatedness or perceived relevance of course material was considered in addressing student readiness for transformative change. Based on the assumptions that behavior regulation is affected by external experiences and that humans are active beings, the researchers introduced worldviews of social justice issues in preparation for a field-based learning experience. Immediate post-experience observations were collected via video documentary. Additional data points were evaluated via print media and photo documentation. Kuh's High Impact Educational practice of *common intellectual experiences* provided the grounding point for the field-based experience for this cohort group.

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TEACHING FOR TRANSFORMATIVE EXPERIENCE IN HIGHER EDUCATION

A MODELING PRESENTATION

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ABSTRACT

Transformative learning is often described as involving a fundamental, almost seismic shift in perspective. In contrast, A Transformative Experience, (TE) may involve less dramatic, complex learning events, yet still lead to big shifts in consciousness and intentions (Heddy & Pugh, 2015).

The session will present, with examples, a TE design model that aims to generate transformative experiences, and assure their wide dissemination and further development. It creates a nexus between research and practices and leads to new learning and awareness.

Following presentation of TE and methods for generating TE in students, the research will present two studies that have been conducted with regard to TE in higher education contexts. The first study implemented the Teaching for Transformative Experiences in Science or TTES model with undergraduate pre-service teachers (Heddy & Sinatra, 2013). The second, study used Use, Change, Value, or UCV discussion to generate TE in academically at-risk undergraduate students in a college success course (Heddy, Sinatra, Seli, Taasobshirazi, & Mukhopadhyay, 2016). Findings of these studies suggest that both pedagogical techniques successfully facilitated TE and in turn increased achievement, interest, transfer, positive emotions, and conceptual change. Implications of TE for teaching in higher education are discussed in depth.

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ACCELERATED LEARNING – A TRANSFORMATIVE APPROACH TO TEACHING

A MODELING PRESENTATION

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EXTENDED ABSTRACT

Teachers who want to be facilitators of learning often know the research supporting a more effective pedagogy than traditional teacher-centered approaches. They have the knowledge and the passion they need to support deep learning and transformation in their students. And, they want to design and facilitate relevant, significant learning experiences that help students prepare for the world and contribute to solving some of its so-called wicked problems. The missing piece is often the “how to”. “How do I design my semester so that I am able to cover all the materials, prepare students for the exams and ensure collaboration, the development of agency skills, often called the 21st century skills or soft skills?” “What does transformative learning look like in Math, Chemistry, History, Computer Science and Language Arts?” “What are the instructional strategies, proven techniques and learner centered activities that will accomplish everything that needs to be achieved in college and K-12 classrooms – including the passing of exams?”

Accelerated Learning, as practiced today, is a systemic approach to designing learning programs, one that considers everything in participants’ lives that can either hinder or support their learning. It looks at what encourages intrinsic motivation and participants’ ability to master the concepts, skills and processes they need to succeed. To do that and to create the optimal design approach, Accelerated Learning draws from interdisciplinary research – the neurosciences and what they are suggesting in terms of what we know about the brain and learning, adult education theories and practices including transformative learning, change theories and theories and practices of human development from fields as diverse as philosophy, psychology, organizational development and change management. To design a learning environment that supports deep learning and has real impact in students’ lives, Accelerated Learning encourages teachers to take the time to analyze students’ lives and the ways in which the organization, whether it is the university, a company, or a cultural group in which students live contributes to or gets in the way of the success of learning and development. Teachers look at the set of beliefs, values and norms students come into the classroom with and how they affect their motivation and self-concept. They think carefully about how their subject relates to the world and students’ lives. The International Association for Accelerated Learning Practitioners worked with expert practitioners and researchers around the world to create a practical roadmap that teachers and instructional designers can use to develop lesson plans and learning programs that accelerate the development of expertise and facilitate deep personal transformation.

The design and development of an effective learning program begins with a discovery process, an analysis of the goals and desired impact of a learning program and the limiting and enabling factors in the system as a whole. The process might include interviews with students, practitioners in the field and, or some deep thinking on the part of the teacher/designer in order to determine the desired outcomes, the skills needed, the real world application, the motivational factors, and the limiting factors. Once teachers have the information they need, they can use the Accelerated Learning cycle to support them in designing effective lesson plans, entire semesters and learning programs online or face-to-face.

- **The Learner Preparation Phase** includes activities at home and at the beginning of each class that help learners think deeply about themselves, the topic and one another. The activities help participants center and be present and focused. They build a sense of community and encourage focused conversation about the praxis.

- **Connection Phase** activities surface participants' experiences with the topic, their thoughts, knowledge and feelings about it. They also create some type of experienced significance of the learning to them.
- **The Discovery Phase** replaces the ineffective lecture and transcends the idea of telling as teaching followed by practice activities until mastery. New ideas, knowledge and aspects of the content are "taught" through short input, then engaging activities or sharing in pairs or groups. Perhaps students participate in discovery activities that require them to observe, read, experiment, then analyze, discuss and prepare some type of teach-back to others.
- **The Activation Phase** provides students with the opportunity to practice applying the skills they are learning in realistic, stimulating and relevant scenarios and contexts. Feedback, refinement of skills and further practice build mastery during the semester and students often end with a capstone activity that allows them to demonstrate their mastery in a complex and realistic situation.
- **Integration Phase** activities before participants leave each day and at the end of the semester encourage students to reflect on what they have learned, how they contributed to the results they got and what they will take with them into their next learning experience to make it more valuable and beneficial to them and others. Such activities often take the form of a "ticket out the door", a reflective prompt, pair sharing at times, then students responding to thought-provoking questions in writing on an index card. As they leave, they drop the card into a basket so that the teacher can reflect on what they have written in support of the design of the next lessons.

In using the five phases to design lesson plans, Accelerated Learning practitioners build in reflection, sharing in pairs and small groups, teach through arts and music, by using active and cooperative learning techniques as well as focused discussion approaches. Using the Accelerated Learning Cycle as a roadmap, teachers have a tool for designing transformative experiences while they develop students' expertise in their discipline.

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www.iaalp.org. Professional organization for Accelerated Learning practice and practitioners.

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LESSONS IN BUILDING A SOTL COMMUNITY

A MODELING PRESENTATION

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ABSTRACT

The Scholarship of Teaching and Learning (SoTL) is dedicated to establishing empirical linkages among instructional practices and student learning outcomes. An interdisciplinary panel of SoTL scholars discusses the development of a learning community at a metropolitan university. Whereas commentators have focused on the evolution of individual teacher-scholars (Weston & McAlpine, 2001), panelists will identify key turning points in the three-year history of the SoTL learning community at the University of Central Oklahoma. In the first year, the community served primarily to disseminate information about SoTL opportunities (e.g., through guest speakers). In year two, a working group was formed to introduce faculty and staff to SoTL and to encourage participation in the main learning community. In the third year, the SoTL planning committee coordinated two streams of SoTL activity: (a) lunch and learn events; and (b) a SoTL Scholars Community in which SoTL projects were initiated by pairing applicants with experienced scholars. This process resulted in diverse interdisciplinary partnerships (e.g., mass communication with biology; adult education with design; mass communication with psychology and sociology). A major challenge involves the inclusion of scholars from disciplines that do not feature social scientific research methods in their scholarship (Hubball, Clarke, & Poole, 2010). Nevertheless the SoTL community has evolved and gained momentum as it has integrated new members and facilitated the emergence of ongoing research projects. Attendees will have ways of assessing opportunities for pursuing SoTL research as an avenue of professional development.

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MAKING TRANSFORMATION VISIBLE AS STUDENTS SERVE TO LEARN AND LEARN TO SERVE

A MODELING PRESENTATION

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EXTENDED ABSTRACT

The PARC service learning model, applicable to all content areas, provides opportunities to transform learning and positively impact students as they make relevant connections between classroom experiences and their future professions. As an example of a PARC program model, the Northeastern State University Mathematics Clinic provides teacher candidates PK-12 with an opportunity to apply what they have learned about mathematics and pedagogy through teaching service. Carefully framed by a research based, service learning philosophy and the PARC model for designing meaningful programs, teacher candidates engage in a weekly teaching opportunity which benefits the community, supports the development of teaching efficacy beliefs, and better prepares teacher candidates for the realities of the classroom. Clinic teachers engage in every stage of the service learning process. They are involved in planning and preparation; they take service action by assessing the needs of their students and by developing an individualized instruction plan for the students they will serve one afternoon each week for the duration of the semester. Reflection is on-going through informal conversations between teachers as they problem solve to find better ways to reach out to their students, through formal Blackboard discussions, and through private and individual journal reflection at the end of every teaching session. Later in the program experience, teacher candidates become partners in planning the end of semester service-learning celebration which includes not only the opportunity to conduct a parent conference but also a catered reception, a time when clinic teachers individually recognize the accomplishments of their students. We intentionally bring together NSU students and our community partners to celebrate what we have all learned through service. From the beginning of the semester until the very end, teachers share stories of their personal transformations as future teachers and credit the service experience for their changed lives.

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SERVICE LEARNING IN FORENSIC SCIENCE: A TOOL FOR TRANSFORMATIVE EDUCATION

A MODELING PRESENTATION

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EXTENDED ABSTRACT

The National Service-Learning Clearinghouse (2011) defines service learning as a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities. Service learning represents a potentially powerful form of pedagogy because it provides a means of linking the academic with the practical. There is growing evidence that having students apply theoretical material learned in the traditional classroom in a “real world” setting has a positive effect on student learning and interest in the subject matter (Astin et. al., 2000). Service Learning projects also benefit the community by providing new perspectives into the work of the University and strengthening community relationships with faculty and students.

This presentation will provide a framework for incorporating service learning into course curricula. Service learning projects completed by University of Central Oklahoma (UCO) Forensic Science Institute students that integrate forensic science discipline knowledge with practical applications in the community will be used to emphasize the efficacy of this model as a tool for transformative education. Projects that will be discussed include the application of digital forensics to assist Oklahoma tornado victims, electronic recycling, participation in the Oklahoma Innocence Project, cold case reviews, and active involvement in the federal outreach program GEAR-UP.

Service learning at the Forensic Science Institute offers a transformative learning experience to students by developing “beyond-disciplinary skills,” broadening students’ perspectives in relation to themselves and their community, integrating meaningful community service, and placing students at the “center of their own active and reflective learning experience” (CETTL, 2015).

Participants in this modeling session will be introduced to the concept of service learning as a transformative learning tool. They will be provided with examples of how this concept has been successfully implemented at the Forensic Science Institute and will also have the opportunity to listen to student and community reflections on how service learning at the Forensic Science Institute was transformational for them.

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TWO PROGRAMS THAT TRANSFORM STUDENTS FOR PROFESSIONAL WORKFORCE DIVERSITY READINESS

A MODELING PRESENTATION

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EXTENDED ABSTRACT

Workforce diversity learning in the Academy is scant. If workforce diversity learning conversations do occur, the discussions are embedded in courses where students are not required to put their learning into practice. In an attempt to fill this void, two programs of impact – Diverse Student Scholars and Diverse Voices Conference – allow students to develop professional readiness skills and core workforce diversity competencies. These programs enable students to transform their understanding of others from different identities and of workforce diversity as well as to be exposed to the wide variety of career fields that encompass workforce diversity. Both programs were founded by faculty who actively research on the topic of workforce diversity, and both programs place students at the center of their own learning.

Diverse Student Scholars (DSS) is a robust predominantly undergraduate research program in its 9th year (Sims, Shuff, Lai, Lim, Neese, Neese, & Sims, in press). Dr. Jeanetta D. Sims founded the program which is housed at the University of Central Oklahoma (UCO) and has been supported through several university sources. The program originated from Sims' self-talk (Sims, 2011) and personal values of linking faculty engagement efforts to UCO's institutional mission with emphasis on research and the involvement of underrepresented groups in the Academy (see Sims et al., in press). DSS began with the involvement of just a single student who enrolled in a Fall 2007 research independent study and has grown to engage more than 50 students who have represented numerous aspects of human diversity (e.g., race, ethnicity, religion, sexual orientation, sex, etc.). Together, the students with faculty mentorship have accomplished more than 70 co-authored research presentations and more than 10 publications with two research manuscripts earning conference top paper awards at the National Communication Association and Marketing Management Association, respectively.

Sims developed the DSS program to have a three-fold mission which is: (1) to engage students in the research pipeline process of scholarly inquiry; (2) to develop and enhance students' cognitive, affective, and behavioral skills related to research and professional career preparation; and (3) to cultivate students' abilities at interacting and working with people from different identities. The first mission area emphasizes the central focus of research engagement and scholarly curiosity. The second mission area focuses on the types of effects students should experience from program involvement. And, the third mission area directly links the DSS program and advancing student learning in the area of workforce diversity. Students explore topics related to workforce diversity, and they work alongside others from different self-identities. And, some students work alongside a faculty mentor from a different gender and/or racio-ethnic identity. Thus, DSS program students experience heterogeneity in working relationships beyond the classroom but still in the space of the educational environment.

The Diverse Voices Conference (DVC) is a supportive forum for students, faculty, professionals and community members hosted at Oakland University (OU) (Scott, in press). Dr. Chaunda L. Scott founded the program in 1998 after securing a small grant from the then Diamler Chrysler Foundation to

fund this conference. While teaching a workforce diversity course, Scott began to notice that critical real world human diversity topics such as racism, discrimination, sexism, ageism, classism, and homophobia were being candidly discussed on world news programs on television and in the newspaper, but scarcely discussed, if at all in workforce diversity higher education focused textbooks. Because of the complex nature of many real world diversity and workforce diversity social issues such as the ones mentioned above, she realized that her students desperately needed a space on campus, but outside of the classroom to candidly discuss critical real world diversity issues that continue to plague our society.

The main goals of the DVC are: (1) to promote the importance of continuous human diversity education and human diversity learning throughout ones' lifetime; (2) to provide OU students, Michigan higher education students, faculty, administrators, business leaders, professionals and community members a safe and supportive town forum like environment to learn and speak out on the importance of valuing all aspects valuing human diversity on OU's campus; and (3) to promote the sharing of success stories and strategies that speakers have utilized in supporting the concept of diversity and inclusion and in addressing human inequalities professionally in the workplace and in society so that students can learn from them and draw upon them if and when they need to.

The founders of DSS and DVC believe college students need additional opportunities to engage in critical conversations and interactions related to workforce diversity through programming beyond the classroom. Both faculty undergraduate research engagement and annual supportive forums are excellent examples that serve as useful models for accomplishing this type of transformative learning.

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THE PROCESS OF INTEGRATING STUDENT AGENCY INTO E-PORTFOLIO DESIGN

A MODELING PRESENTATION

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EXTENDED ABSTRACT

Students often use electronic portfolios (ePortfolios) as a tool in job application and interview processes (Fitch, Peet, Reed, and Toman, 2008). Adding student agency to the design process of an ePortfolio may dramatically increase the effectiveness of the tool—both for the interviewees (students) in representing themselves to employers and to the interviewers in examining evidence of the students' competencies and ability to apply what they have learned to new situations. This modeling session demonstrated one research project in which students created ePortfolios using a specific process developed by Dr. Melissa Peet at the University of Michigan. The process encourages students to identify what they have learned (including their tacit knowledge), to understand why this knowledge is relevant to their lives, to discover their core strengths and capacities, and to demonstrate those in a portfolio.

The co-presenters supervised students in a semester-spanning project utilizing the *Integrative Knowledge Portfolio Process* (IKPP) to design ePortfolios (Peet & Fenton, 2011). Some of the students completed the process as an assignment in a 2000-level class. Others completed it as a project funded by one of the grants UCO has received to implement our Student Transformative Learning Record—STLR (King, Kilbourne, & Walvoord, 2015). Additionally, a number of those students then participated in mock job interviews (using their IKPP) with professionals *outside* of the university who rated the students on their job interviews. These professionals also participated in focus groups to discuss their opinions on the value of the ePortfolios. Finally, the students reflected on their use of the IKPP and its value in helping them develop a sense of personal agency, prepare for the interview, and demonstrate core competencies.

The focus of the Integrative Knowledge Portfolio Process is as much on the process as it is on the product. The method involves a series of learning modules, interactive exercises (including Generative Knowledge Interviewing, Peet & Walsch, 2010), and reflective writing prompts. The process is specifically designed to help students develop a “sense of personal agency and the capacity to respond to complex social issues” (Peet, Lonn, Gurin, et al., 2011, p. 14). Each of the four phases of the process has an *integrative learning* goal and a corresponding *portfolio* goal (Peet & Fenton, 2011).

	Learning Goal	Portfolio Goal
Phase A	Identify and Organize Key Learning Experiences	Create Table of Contents Using Knowledge/Skill Categories
Phase B	Retrieve and Document Different Types of Knowledge	Create Integrative “Knowledge Synthesis” Pages for Work Showcase
Phase C	Integrate Knowledge with Passions, Values, and Interests	Create a Philosophy Statement
Phase D	Synthesize and Apply Knowledge to New Areas	Complete Portfolio and Connect Knowledge/Skills to Outcomes

The IKPP produces a different kind of ePortfolio than the typical ePortfolio. The information is organized according to the student's core strengths and capacities identified through a systematic process

of dialogue and feedback with others. The UCO students who participated in the IKPP and in the mock interviews indicated that they found the process beneficial in helping them represent themselves to future employers.

The professionals who conducted the mock interviews with the students indicated that the ePortfolios provided an opportunity to gain a sense of the students' backgrounds and beyond-discipline experiences. They acknowledged that ePortfolios are not necessarily useful for all candidates; employers are most likely to view the ePortfolios of interview-level candidates. The employers reminded that an ePortfolio is only as valuable as a person's ability to draw on the information in an interview. Employers stated that in addition to the student's ability to apply their learning experiences to new areas, the student should be able to articulate specifically how their experiences will equip them for the work of the *position to which they are applying*.

NOTE: For more information on UCO's Student Transformative Learning Record (STLR) go to <http://www.uco.edu/central/tl/stlr/marketing/presentations-papers.asp>. For more information on UCO's STLR grant, <http://broncho2.uco.edu/press/prdetail.asp?NewsID=18041>.

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REFLECTION AND RIGOR: A MODEL FOR DEVELOPING H. O. T. TEACHERS

A MODELING PRESENTATION

Tyler Weldon, University of Central Oklahoma
Laura Bolf-Beliveau, University of Central Oklahoma
Linda Harris, University of Central Oklahoma
Kim Pennington, University of Central Oklahoma

ABSTRACT

This modeling session will concentrate on deepening teacher appreciation of reflection and rigor to transform and assess student learning. Literature supports reflective practice as a means to build teacher efficacy (Tavýl, 2014) and identity (Weldon & Bolf-Beliveau, 2015) while a working understanding of academic standards helps teachers refocus the curriculum to develop rigorous learning activities and assessments that can make students' learning visible (Hess et.al., 2009). Session participants will engage with experiential learning breaks designed to model promising practices for developing the higher order thinking (H.O.T.) skills of both teachers and students. Through practice and interaction attendees will deepen their understanding and use of Hess's cognitive rigor matrix as well as retrospective and prospective reflection techniques to bring learning to life. Current primary and secondary teachers who have recently received related H.O.T. training will share practical classroom applications and facilitate the learning breaks throughout this session.

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FOOD OR THOUGHT? ASSESSING INTERNAL AND EXTERNAL FACTORS EFFECTING EVALUATIONS OF INSTRUCTOR EFFECTIVENESS

A MODELING PRESENTATION

*John Wood, University of Central Oklahoma
Ryan Kiggins, University of Central Oklahoma
Ken Kickham, University of Central Oklahoma*

ABSTRACT

Do student perceptions of instructor partisanship (internal factors) or chocolate treats (external factors) matter more to student scores of instructor effectiveness? Within the broader literature concerned with whether course evaluations are unbiased measures of instructor effectiveness, some have suggested that the provision of a chocolate treat immediately prior to distribution and completion of student course evaluations positively affects student scores of instructor effectiveness. Others have noted the negative effect of instructor partisanship on student scores of instructor effectiveness. Missing is a comparative analysis of whether external or internal factors weigh more heavily on student scores of instructor effectiveness. This study fills that lacuna through combining experimental and survey methods to simultaneously scrutinize the effect of internal and external factors on student evaluations of instructor effectiveness. Our findings indicate that perceptions of instructor partisanship significantly affect these evaluation score. We find that chocolate, on the other hand, has only a very slight positive effect on student perceptions of instructor effectiveness. This effect is not statistically significant. The upshot is one may consider pausing before sharing chocolate or partisan views in class.

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WHAT'S REFLECTION HAVE TO DO WITH IT? AN EXPLORATION OF TEACHER TRANSFORMATION

A POSTER PRESENTATION

Tyler Weldon, University of Central Oklahoma
Kim Pennington, University of Central Oklahoma
Ngoc Dang, University of Central Oklahoma

ABSTRACT

Reflection plays a significant role in teacher development yet teacher education often lacks explicit training on professional reflection (Darling-Hammond, 2006; Moran & Dallat, 1995). Reflective practices have been shown to be effective tools which can usher educational transformations such as democratizing classrooms (Lam, 2015), clarifying learning differences (Hagevik, Aydeniz & Rowell, 2012) and exposing professional philosophies and identities (Weldon & Bolf-Beliveau, 2015). A week long summer institute conducted for primary and secondary teachers focused, in part, on professional reflection. Based on the data collected from the institute this study explores how participant artifacts reveal professional transformation. The poster presents initial analysis of teacher metaphors and guided journals for peer feedback and consideration of the value of these techniques to make teacher identity visible through a reflective process is encouraged. With teacher preparation programs in mind, attention to the impact of routine and specific reflective practices verses organic and alternative modes of professional reflection are also included (Galea, 2012). Study limitations and future research suggestions are addressed.

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TRANSFORMATIVE LEARNING IN QUANTITATIVE CHEMICAL ANALYSIS LABORATORY CLASS

A POSTER PRESENTATION

Sanjeewa Gamagedara, University of Central Oklahoma
John Bowen, University of Central Oklahoma

ABSTRACT

Many recent studies show that traditional academic teaching methods may not effectively promote self-directed learning and may not cultivate the lifelong learning skills in students. In order to promote transformative learning, develop analytical/critical thinking, and improve writing skills among our students, we incorporated research based projects into Quantitative Analysis Laboratory class. The Laboratory course is composed of six regular laboratory experiments and six weeks of research projects. For the first six experiments, students submit individual lab reports. Also, students need to write a research proposal as a part of the assessment. Then, students work on group research projects from problem definition to final presentation. Finally, students do the final presentations which includes faculty and peer reviewed evaluation. Once the students finish this course, they will have a good understanding on experiment design, manuscript/report writing, statistical analysis, presentations, and hands on experience on Analytical Instruments. During this transformative learning process, it was observed that students take ownership of the learning process, become more involved in learning and understand their critical role in learning. The technical and non-technical skills they learn during this transformative learning approach will be added advantages for them to use in future regardless of which career path they choose.

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COLLABORATIVE TEACHER COACHING USING AN INQUIRY PROCESS FOR TRANSFORMATIVE LEARNING

A POSTER PRESENTATION

Linda Lazzeretti, Sofia University

EXTENDED ABSTRACT

WorkBased on research at the New Teacher Center, University of California, and the mentoring work of Lipton and Wellman, this poster displays my preliminary investigation results of intrinsically motivated activities and associated synchronicities that help teachers achieve their highest potential in professional practice. The process is a collaborative, reflective inquiry between teacher and coach that develops transformative learning using Carl Jung's "synchronicity" and other factors in the creation of goal rubrics and action plans for professional growth. My investigation research participants consist of five teachers and factors of intrinsically motivated activities/goals, "a-ha" moments and associated synchronicity in the development of their potential as educators.

Collaborative Inquiry Tools include the following:

- Clarifying/Rephrasing/Paraphrasing to increase understanding/reinforce relationship between participants.
- Inquiring to invite construction of new connections and meaning.
- Probing to increase precision/encourage thinking
- Extending to explore resources/information
- Concluding to develop/implement goal action plans

Using phenomenological analysis of transcribed inquiries, the following themes have emerged thus far:

- Teachers use their passions, likings and student excitement in the choice of interest areas that they incorporate into professional practice goals to maximally engage students in meaningful learning.
- The co-inquiry, reflective process provides awareness and targeting of teachers' specific needs and interests that keep them excited and committed to teaching.
- The collaborative process results in many planning opportunities via synchronistic connections & "a-ha" moments that produce motivated, clear, achievable action plans and goals, specifically in areas of spatial structure, project learning, organization structure, authentic assessment, and growth mindset on the part of these research participants.

Results, then, from this initial data analysis indicate that intrinsically motivating areas of the classroom can result in "a-ha" moments of inspiration for teachers. Such moments can often be linked to unconscious/conscious synchronicity that occurs prior to, during and after these moments. Using tools that collaboratively focus attention and reflection on this linkage results in trackable, connective data points and insights which when synthesized into action plans and goals transform learning in the psyche and classroom.

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BACK TO THE FUTURE: ENGAGING THE PRESENT THROUGH MEDIEVAL STUDIES

A POSTER PRESENTATION

Roberta Magnani, Swansea University, Wales (UK)

ABSTRACT

This poster aims to assess the extent to which the study of medieval literary culture can inform and transform a student's understanding of the present. Specifically, introducing students to how medieval narratives about travel, migration, and displacement have generated a number of creative responses to current pressing issues such as the refugee crisis has the potential to increase their civic engagement and their relationship with the local and global community. In order to offer a focused case study, I engage with Geoffrey Chaucer's *The Man of Law's Tale* (14th century), which centres on Constance's multiple and forced journeys at sea, and with a recent BBC adaptation of the Tale (2003) in which the narrative is set in contemporary Britain and the female protagonist is re-imagined as a Nigerian refugee. By considering students' critical reflective writing on the Tale and the adaptation, I am able to demonstrate the extent to which the encounter between past and present has transformed their engagement with important current issues, and re-shaped not just their intellectual knowledge but also their everyday response to such issues. In particular, this transformation in the engagement of both students and faculty with past and current diasporas will come to fruition during a scholarly, creative and socially-engaged symposium entitled 'Women at Sea' which will take place at the National Waterfront Museum in Swansea on 1st July 2016.

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MGMT 4813: TRANSFORMATIVE LEARNING EXPERIENCE IN A CAPSTONE COURSE

A POSTER PRESENTATION

Lalit Manral, University of Central Oklahoma

EXTENDED ABSTRACT

I briefly outline the objective, motivation, and achievements of my multistage efforts to redesign the capstone course, Strategic Management, MGMT 4813.

Objective

The primary objective of redesigning the capstone course is to provide students with a transformative learning experience through both curricular and extra-curricular activities. The redesigned course will hopefully contribute towards refocusing the curriculum's emphasis on training students to develop skill-sets for creativity-oriented jobs. The evolution of the US economy into a globally integrated knowledge-intensive economy has drastically altered the skill-sets required of its workforce increasingly being referred to as knowledge-workers. The redesigned capstone course will therefore provide substantial complementary benefit to the educational efforts at the College of Business, University of Central Oklahoma.

Motivation

My course redesign efforts are primarily motivated by my [subconscious] theory of instruction. This theory is underpinned by both elements of the transformative teacher-scholar model: pedagogical expertise and disciplinary knowledge. The pedagogical element of the teacher-scholar model, which underpins my [subconscious] theory of instruction, influences me to design and teach my courses in such a way that my students evolve into tomorrow's discerning consumers of strategy theories. My course design draws on the two approaches proposed by Christensen and Carlile (2009) to provide students with two types of hands-on experience with theories: (a) Inductive course architecture, and (b) Deductive course architecture. On the other hand, the scholarship element influences me to design my courses in such a way that my teaching supports my research instead of detracting from the same. I borrow Christensen and Carlile's (2009) idea of "course researchers" to explain how students' participation in term-projects serves as potential source of support for faculty research. For instance, my efforts to guide the students to complete their 'strategic analysis project' provide me with very valuable insights into various corporate phenomena. I often employ the knowledge of such phenomena to develop discipline-based knowledge, which in turn undergirds my ability to engage my students in transformative learning. My [subconscious] theory of instruction borrows quite a few foundational assumptions and propositions from extant prescriptive theories of strategy instruction (e.g., Bower, 2008; Grant, 2008). However, I have also developed a few other assumptions and propositions over the last several years as I taught strategic management to undergraduate and graduate students. I hope the continuous feedback from my own learning while teaching strategy will eventually result in its evolution into a much-needed descriptive theory of instructing strategy (e.g., Greiner, Bhambri, and Cummings, 2003). I expect that such a descriptive theory of instruction will guide strategy instructors in designing and teaching a range of highly effective strategy related courses. These include such courses as competitive Strategy, Corporate strategy, Global/ International Strategy, Technology Strategy, Innovation Strategy, Turnaround Strategy, Corporate Growth, and so on.

Progress

The first stage, which has already been implemented, resulted in the conversion of MGMT 4813 into an innovative, case- and project-based capstone course. The course now provides students with two types of hands-on experience with business theories. First, the inductive course architecture involves students in the process of theory building. For instance, students engage in a semester-long team-based “Strategic Analysis Project”, wherein they identify a firm-specific phenomenon that they would be interested to explore. Having identified a phenomenon, they proceed to formulate the strategic problem, collect data, conduct analysis, and develop unique constructs to explain the phenomenon. Second, the deductive course architecture involves students in the process of theory improvement. We use a number of cases in the course. Each case matches a theory in the textbook. The students are required to use a relevant theoretical framework to analyze the case and recommend managerial actions that would lead to desired outcomes. The proposed managerial action(s) were to solve an underlying strategic problem, which the students were required to identify prior to analyzing the case. While one student group presents the case, the instructors and the rest of the class challenge (a) the application of the framework, and (b) the managerial actions recommended by the group. The basis of the challenge is supposedly an anomaly or two that the rest of the class [and the instructors] are required to identify.

Future Work

The second and third stages requires me to create mechanisms for voluntary (and interdisciplinary) transformative learning opportunities for students who have already taken the capstone course. In the second stage the redesigned course will provide the basis for various transformative learning experiences by integrating extra-curricular activities into the learning process. In the third stage the redesigned course will hopefully match the interested graduates of this course students with academic internship programs in the private sector.

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THE CONSTRUCTION AND VALIDATION OF AN INSTRUCTOR LEARNING ANALYTICS IMPLEMENTATION MODEL TO SUPPORT AT-RISK STUDENTS

A POSTER PRESENTATION

Holly McKee, Southwestern Oklahoma State University

ABSTRACT

With the widespread use of learning analytics tools, there is a need to explore how these technologies can be used to enhance teaching and learning. Little research has been done on what human processes are necessary to facilitate meaningful adoption of learning analytics. The research problem is that there is a lack of evidence-based guidance on how instructors can effectively implement learning analytics in their classroom to support academically at-risk students.

The goal of this study is to develop and validate a model to guide instructors in the implementation of learning analytics tools to support academically at-risk students with the purpose of improving learning outcomes. Using design and development research methods, an implementation model will be constructed and validated. The model should enhance the use of learning analytics by instructors by enabling them to better take advantage of available technologies to support teaching and learning in online and blended learning environments.

This poster presentation will introduce this work in progress research study. The goal of this presentation is to elicit feedback from peers to include in the stakeholder needs analysis which is an initial step in this study. This will be an excellent opportunity to collaborate in the development of a model to support faculty in implementing learning analytics in the online classroom.

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THE TRANSFORMATIONAL LEADERSHIP PROGRAM AT NORTHWEASTERN STATE UNIVERSITY

A POSTER PRESENTATION

Larry C. Minks, Southeastern Oklahoma State University

ABSTRACT

This poster session presents a comprehensive summary of the design and implementation of the Transformational Leadership Program at Southeastern Oklahoma State University during 2014-2015. The basic purpose of the program is to strengthen communities of transformational leaders who are dedicated and committed to the authentic leadership required for the 21st Century. The session includes research and related materials with information of the program available on the international website created for accessibility of resources. Also included are the philosophy, approach, and principles established for the program. This effort contributes to transformative learning by bringing leadership and innovation together to promote a learning culture in organizations and communities using new practices changing the quality of dialogue, identity and action. Key takeaways from the session include excerpts from the website covering major activities of the program; selected presentations; case studies and reference materials; and major network reference organizations.

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THE PURPOSES AND PRACTICES OF CAPSTONE EXPERIENCES AT A MASTERS LEVEL INSTITUTION

A POSTER PRESENTATION

R. Michael Nelson, University of Central Oklahoma
Ed Cunliff, University of Central Oklahoma
Melissa Powers, University of Central Oklahoma
Elle Skelton, University of Central Oklahoma
Akash Patel, University of Central Oklahoma

ABSTRACT

This project investigates current practices and ideas related to the capstone experiences of Master's students at the University of Central Oklahoma. Capstone projects can provide transformative experiences when students apply concepts learned and skills developed during the degree program to address everyday problems and issues. While most evidence supporting high-impact practices, such as capstone experiences, has been conducted at the undergraduate level and most discussions of improving student's outcomes in graduate school have focused on doctoral degrees, we suggest it is time to evaluate capstone experiences at the Masters level.

In addressing this weakness in the literature, graduate program coordinators at the University of Central Oklahoma were interviewed. Program coordinators were asked: (a) to provide a personal definition of a capstone experience, (b) to address the capstone requirements for their program and how the capstone experience prepares students for the workforce, (c) to identify the knowledge, skills, and abilities that students should obtain during their graduate program, and (d) to describe possibilities, other than the current capstone, that might better meet the needs of students. Program coordinators were asked to provide a copy of the criteria, directions, and assessment tools (i.e., rubric or checklist) for the capstone experience. Preliminary findings will be presented at the poster session.

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MELTON GALLERY INTERNSHIP

A POSTER PRESENTATION

Shikoh Shiraiwa, University of Central Oklahoma

Mattie Barlow, University of Central Oklahoma

EXTENDED ABSTRACT

The Melton Gallery Internship at the University of Central Oklahoma (UCO) offers inter-disciplinary transformative learning opportunities to students majoring Art and Museum Studies through hands-on learning experiences. The work of this internship includes; 1) a research paper project on one of the artworks from the Melton Legacy Collection, 2) presenting research at Oklahoma Research Day and possible art history conference, 3) publishing opportunities, 4) assisting with daily gallery operations and collection management. All of these activities will help prepare the students for work in their chosen fields and provide them a safe environment in which to practice the skills they learn in class.

Objectives for this intern program follow the Central Six and Transformative Learning method that is core to the academic educational discipline of UCO.

- 1) **Discipline Knowledge:** Students in different academic disciplines (Museum Studies and Global Art and Visual Culture) will work together to develop and enhance each other's inter-disciplinary knowledge, experience, and professionalism.
- 2) **Leadership:** Students will learn the importance of self-motivation and being a self-starter in order to become a competent leader.
- 3) **Problem Solving (Research, Creative and Scholarly Activities):**
 - a. Students will practice and enhance their academic research skills and critical thinking skills.
 - b. Students will learn the significance of Melton Legacy Collection and contribute to the existing knowledge about the collection through the research project.
 - c. Students will be required to present their research at Transformative Learning Conference, Oklahoma Research Day and to submit researches to other conferences.
- 4) **Service Learning & Civic Engagement:**
 - a. Students will learn the basic daily gallery operation including, greeting visitors, managing the facility, and acting as a docent.
 - b. Students will be job-shadowing the professional gallery management and collection management.
- 5) **Global and Cultural Competency:**
 - a. Students will engage in the multi-perspective research project through the Melton Legacy Collection, which consists of 62 paintings and drawings from 16th through 20th century European and American art.
 - b. Students will learn the significance of cultural capital in our society and will be able to develop a broader perspective of the global culture through visual art.
- 6) **Health and Wellness:**
 - a. Students will learn about and practice safety in the work environment.

- b. Students will be able to engage in academic discussions and being able to articulate his/her opinions while respecting others and opposite opinions.

The assessment criteria of this intern program will be provided on a poster basing on those objectives.

The poster will be a collaborative work between the student intern and her supervisor. The content will be divided in two; one half will be organized by the supervisor explaining the art gallery intern project and how the program benefits both gallery and student, and ultimately how this intern program is aspired to transform student through interdisciplinary projects. The other half will be organized by a student intern showcasing what she has accomplished and explaining her cognitive change of her idea and profession of a gallery/museum professional.

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COGNITIVE APPRENTICESHIP TO SUPPORT TRANSFORMATION IN A DOCTORAL PROGRAM

A POSTER PRESENTATION

Jane West, Mercer University
Sherah Carr, Mercer University
Karen Swanson, Mercer University

EXTENDED ABSTRACT

Doctoral programs can intentionally promote transformation in the learners who are enrolled. In our work with doctoral students, we have studied, and sought effective ways to support, the transformation from student to full-fledged scholar (Swanson, et al., 2015). A cognitive apprenticeship (CA) (Collins, 2006; Collins, Brown, & Holum, 1991) framework provides a lens for thinking about how best to support students' journeys. Our doctoral program employs a cohort model, with up to 15 students taking courses together over three years; most students take time beyond that to complete dissertations. Using the CA model, and based on data and feedback from students over a four-year period, we have adjusted assignments, course content, course sequence, and the kind of support provided for dissertation research and writing.

Transformation is critical to learning in adulthood (Mezirow, 1991; 2006), enabling learners to recognize and re-examine the organization of assumptions that structure their thinking, feeling and behaviors. The goal of transformative learning through critical reflection is to develop in adult learners "a crucial sense of agency over ourselves and our lives" (Mezirow, 1981, p.20). It is through looking back and filtering through those perspectives of meaning that we come to assimilate new viewpoints and understandings. One central element of transformative theory that arose in our work with doctoral candidates is the concept of a disorienting dilemma. Disorienting dilemmas typically initiate the transformative learning process (Mezirow, 1991; 2006). For our students, disorienting dilemmas are most often triggered by feedback or its absence. Feedback, which is a form of *coaching* in CA (Collins, 2006), is often also instrumental in resolving these dilemmas.

Cognitive apprenticeship provides a framework whereby mentors or peers make explicit the intellectual work they do so that learners can develop the skills and knowledge to become experts themselves. In a doctoral program, the mental work of doctoral scholarship has to be made discernible to the student/apprentices, and "the learning environment has to be changed to make these internal thought processes externally visible" (Collins, 2006, p. 48). Experts' cognitive processes are made visible to students through the methods of modeling, coaching, scaffolding, articulating/reflecting, and transferring/exploring. Although the application of these methods is not linear but recursive, the first three methods (modeling, coaching and scaffolding) are meant to fade as the apprentice moves into articulating/reflecting and transferring/exploring. Our work illuminates the critical role of coaching in the CA framework. When doctoral candidates receive coaching in strategies to improve their skills and dispositions, they can tackle increasingly challenging tasks with confidence (Collins, Brown, & Holum, 1991).

Although a disorienting dilemma can occur in association with any of the methods of CA (modeling, coaching, scaffolding, articulating/reflecting, transferring/exploring), among our students, coaching is most commonly associated with disorienting dilemmas; the absence of coaching can also lead to a dilemma. We see this often, for instance, when students finish course work and must work independently on their research or dissertation writing. In either case, when the dilemma arises, students

eventually either seek/accept more coaching, or they do not do so. Those who do seek more coaching are more likely to work through the dilemma toward eventual transformation. Those who either reject coaching or do not seek it when a dilemma arises are more likely to become stuck in place rather than to move toward transformation.

Questions remain about CA and transformation. How can we determine the right amount of coaching to provide support needed for forward movement, while still encouraging learners toward transformation? Is peer coaching the same or somehow different from coaching by faculty mentors? When faculty mentors are the ones experiencing the disorienting dilemmas, how can cognitive apprenticeship work to help *them* move forward? As we continue to examine these questions, cognitive apprenticeship offers a useful way for understanding how disorienting dilemmas arise and how learners can be supported as they work through them.

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ASSESSMENT MICRO-CLIMATES AND LEARNING CULTURES: A CASE OF THE TAIL WAGGING THE DOG

A RESEARCH PRESENTATION

Tyler Weldon, University of Central Oklahoma
Julie Sanchez, University of New Mexico

ABSTRACT

A positive classroom culture is critical to establishing a learning environment in which students thrive. There is little doubt that the macro-classroom culture is influenced by micro-cultures within it. Researcher has begun to explore the role of assessment within the broader classroom culture (Alkharusi, 2010; Brookhart, 2001; Stiggins & Bridgeford, 1985) to reveal that the assessment environment/climate may motivate student feelings and behavior in important ways. As such, understanding the influence of this micro-climate is central to our ability to transform learning cultures. Student attitudes, beliefs, study habits (Gijbels & Dochy, 2006; Mattick & Knight, 2007; Struyven, Dochy & Janssens, 2005) and achievement (Brookhart, 1997; Brookhart, Walsh & Zientarski, 2006) are impacted by assessment cultures in K-12 classrooms yet little is known about them in higher education. This session explores research on faculty-level perceptions of and contributions to assessment related matters in higher education. This research uses psychometric descriptive analysis, correlational analysis and group difference analysis to explore survey and syllabi data from faculty (N = 50) across multiple universities. This session makes transformation visible for attendees by operationalizing what might constitute an assessment micro-climate in postsecondary classrooms and providing practical considerations for their impact on learning cultures and student outcomes.

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TEACHING INTERCULTURAL COMMUNICATION: CHALLENGING IDENTITIES

A RESEARCH PRESENTATION

Alison Kuiper, University of Sydney

EXTENDED ABSTRACT

While any study of communication can provide opportunities for reflection, the study of intercultural communication challenges both teacher and students. Students bring to the class their identity (which is a social construct) and their own sense of self (which is internally perceived). Through their interaction with the concepts and content of the discipline they face challenges in acknowledging and accommodating other ways of doing and being, and thus to the social construction of their own sense of self (Gudykunst, 2003).

In an intercultural communication class, eleven of the twelve students had been born in a number of countries other than that in which the teaching took place and three quarters had arrived shortly before the class commenced. As immigrants or sojourners studying intercultural communication, the students faced considerable challenges in reconsidering the nature of their identities and the construction of their sense of self simultaneously in their personal and academic lives. The processes of “deculturation and acculturation” are necessary in order to “accept and acculturate to a new culture” (Kim, 2001, p.12) and these experiences are inevitably accompanied by stress (Kim, 2015). Moving to a new society and studying intercultural communication each offer transformative opportunities to adaptive individuals but each may also prove too challenging for those who lack the necessary willingness and skills.

When both situations occur concurrently, with a student studying intercultural communication at the same time as being, or becoming, an international student, the pressures associated with loosening cultural ties intensify. The processes of deculturation and acculturation also take time. When the time is condensed and challenges are rooted in both personal, lived experience and the pressures of academic study, the potential for greater disruption of the students’ frameworks is increased. In the class reported on despite the brief time and the intensity of the students’ experiences, there was considerable evidence of the students’ individual adaptation, of academic achievement and the growth of a group culture. Students performed academically beyond expectation and the discussions in class and in assignments provided evidence of this learning being integrated into their personal lives. What enabled the students to make the necessary transitions?

Much of the answer lies in the factors of experience, critical reflection, and rational discourse considered by Mezirow (1991) as integral to transformational learning. Many of the students were able to bring previous intercultural experiences to the class. Early in the semester a class culture was established in which thoughtful discussion on readings and theories was shared by students and teacher with personal illustrations, comment and humor. The students’ individual journeys were undertaken with critical reflection and rational discussion shared with others who were on parallel journeys. This suggests that the shared nature of the experiences, prompted by the critical reflection encouraged by the academic study, enhanced the transformative effect of the intertwined experiences and supported the students in adapting to the new cultural environment and in their academic progress.

The perspectives arising from the experiences of the students and teacher of this course are applicable in other disciplinary settings where students can be challenged to engage with questions of identity and expand their perspectives.

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CONNECTING THE SENCER APPROACH TO CRITICAL NEEDS IN STEM DISCIPLINES

A RESEARCH PRESENTATION

Cynthia Maguire, Texas Women's University

EXTENDED ABSTRACT

Science Education for New Civic Engagements and Responsibilities (www.SENCER.net) is an NSF-funded innovative STEM pedagogy in use since 2000. SENCER teaches through a complex civic issue to make content knowledge relevant, then requires students to use new knowledge to better their community.

This presentation includes how SENCER has been implemented at Texas Woman's University and assessment showing the value of this approach to teaching and learning in a variety of courses, including STEM disciplines.

SENCER improves science education by focusing on real world problems and, by so doing, extends the impact of this learning across the curriculum to the broader community and society. This is accomplished by developing faculty expertise in teaching "to" basic, canonical science and mathematics "through" complex, capacious, often unsolved problems of civic consequence. Using materials, assessment instruments, and research developed through SENCER, faculty members design curricular projects that connect science learning to real world challenges (Sheardy, 2010).

The SENCER understanding of learning acknowledges a debt to the philosopher, William James, who wrote in his "Talks to Teachers" in the 1890's

Any object not interesting in itself may become interesting through becoming associated with an object in which an interest already exists. The two associated objects grow, as it were, together: the interesting portion sheds its quality over the whole; and thus things not interesting in their own right borrow an interest which becomes as real and as strong as that of any natively interesting thing. The odd circumstance is that the borrowing does not impoverish the source, the objects taken together being more interesting, perhaps, than the originally interesting portion was by itself.

More contemporaneously, SENCER's work is informed by the National Academies' commissioned reports on learning, notably *How People Learn* and *Knowing What Students Know: The Science and Design of Educational Assessment*. SENCER Ideals have been applied to develop field-tested courses for many disciplines on a broad range of topics.

SENCER aims to: (1) get more students interested and engaged in science, technology, engineering, and mathematics (STEM), (2) help students connect STEM learning to their other studies, and (3) strengthen students' understanding of science and their capacity for responsible work and citizenship. By 2015, the growing and vibrant SENCER community of practice included more than 2,000 educators, administrators, and students from more than 430 two- and four-year colleges and universities, educational associations, government agencies, and non-governmental organizations in 46 states and 11 foreign nations.

The SENCER Student Assessment of Learning Gains (SALG, www.salgsite.org) allows students to rate how well specific activities in SENCER courses help their learning. The assessment tool also asks students to report on their science skills and interests, as well as the civic activities in which they engage. The primary purpose of the SALG is to provide useful, formative feedback to faculty interested in improving their teaching. Students rate how well class activities such as lectures, discussions, or labs help their learning. The SALG also provides a snapshot of student skills and attitudes at the beginning and end of courses, allowing instructors to gauge the effectiveness of their instruction in specific areas. The SALG is unlike the traditional Faculty Course Questionnaire in that it does not ask students to rate the competencies of their instructors.

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EXPERIENTIAL LEARNING AND THE QUALITY ENHANCEMENT PROGRAM

A RESEARCH PRESENTATION

Nasrin Mirsaleh-Kohan, Texas Woman's University

ABSTRACT

Tell me and I forget. Teach me and I remember. Involve me and I learn. As Benjamin Franklin stated it nicely, learning heavily depends on getting involved. At Texas Woman's University (TWU), the Quality Enhancement Program (QEP) was developed to integrate experiential education in curriculum. Experiential learning at TWU may include internships, service learning projects, civic engagement, scholarship, and creative activities. In this presentation, we will discuss various class and individual experiential learning projects incorporated at TWU, especially in the Physics courses. For instance, the physics photobook project is a project designed in alignment with the QEP objectives. With the photobook project students are asked to capture physics principles in pictures. This project was designed to give students a chance to independently think about what they have learned in class and look around for examples of the concepts in their everyday lives. In another project, students were asked to make videos that represent physics principles. Additionally, various individual projects have been implemented with my students at TWU such as the introduction of complementary media in physics lectures, integrating computer-based experiments into the physics laboratories and understanding the reason TWU students choose to leave STEM fields. In this presentation, details of these projects, their challenges and benefits and overall learning outcomes will be discussed.

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EVALUATING A COMMUNITY BASED TRANSFORMATIVE LEARNING PROGRAM

A RESEARCH PRESENTATION

*Ed Cunliff, University of Central Oklahoma
Shannon Dennis, Possibilities Inc.*

ABSTRACT

The Possibilities Innovation Program (PIP) trains individuals as community developers to positively impact themselves and their communities. The PIP is a year-long program offered by Possibilities, Inc., that takes individuals through disruption and reflection, resulting in different world views. In contrast to traditional non-profits that deliver services easily counted, PIP results were assessed through mixed methods to ascertain the impact to individuals and communities. The qualitative results gained from focus groups, and on-going reliance on personal histories are indicative of personal transformation, yet are challenged in a quantitatively focused society. This presentation will present the methodology and share some of the histories. There will also be discussion of the difficulties in gaining acceptance of qualitative research. The research model is replicable by those who offer transformative opportunities to clients.

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USING STUDENT-CONSTRUCTED ESSENTIAL QUESTIONS TO ENCOURAGE TRANSFORMATIVE LEARNING

A ROUND TABLE PRESENTATION

Christine C. Blais, Southern NH University

ABSTRACT

In a case study of a specific individualized program, student-constructed questions were an integral part of the program. In some cases, these questions are what assisted in making experiences transformative for students. When Taylor wrote about transformative learning theory, he noted that "critical reflection seems to be a developmental process, rooted in experience...requiring time and continuous practice" (2008, p.11). I would like to speak with other educators about how a student can construct his or her own essential question to use while reflecting each week in a journal. Use of journaling is a way to make transformative learning visible. Another area to explore is integrating this technique into a "traditional" degree program for scalability.

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FACTORS THAT INFLUENCE STUDENT NURSES' LEARNING AND ENGAGEMENT WITH THE ELDERLY

A ROUND TABLE PRESENTATION

Rachelle L. Burleson, University of Central Oklahoma

ABSTRACT

Population projections through 2050 show that the United States will experience considerable growth in people aged 65 and older, almost doubling 2012 population figures of 43.1 million (Ortman, Velkoff, & Hogan, 2014). As people age, incidence of chronic disease increases and advances in medical care contribute to longer survival rates (Larson & Lubkin, 2009). As a result, nurses are increasingly providing care for older adults.

Students have a wide range of beliefs and attitudes regarding the elderly. This purpose of this study is to determine the factors that influence changes in student nurses' knowledge and attitudes toward caring for the elderly to promote high quality communication and delivery of care. A descriptive pre- and post-clinical survey will be administered to nursing students who are assigned to an 88-hour clinical rotation with senior adults who live in a senior residential living community. The surveys are composed of demographic data questions, free-text narrative answer questions that allow for expression of the student's unique perspective, and 5-point Likert scale questions that gauge intensity of response to level of student engagement and pre-identified influencing factors.

Student responses will be evaluated to: (1) determine what clinical activities and assignments are beneficial to students, and lead to increased student engagement with the elderly population; (2) further develop teaching strategies and clinical activities to more effectively meet student needs and increase student engagement with the elderly.

Discussion involved consideration of (1) additional options that should be considered for identifying, collecting, and measuring influencing factors; (2) examination of the role of preconceptions on attitudes and learning; (3) data analysis strategies that should be considered for this project; (4) considerations that should be made in order to make comparisons between similar clinical groups with elderly populations.

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WHEN CONDUCTING RESEARCH USING TL, WHO DECIDES IF EXPERIENCES HAVE BEEN TRANSFORMATIVE – THE RESEARCHER OR THE RESEARCH PARTICIPANT?

A ROUND TABLE PRESENTATION

Christian Cook, Mount Royal University

EXTENDED ABSTRACT

Many Canadian organizations have adopted job rotation as a leadership development intervention to ameliorate current and anticipated talent shortages in their leadership ranks (Cook *in press*). Corporately structured rotational leadership development programs (RLDPs) provide high potential employees with opportunities for development through a series of planned rotational job assignments, often across diverse business units. My recent phenomenological investigation attempted to address a gap identified by the absence of in-depth qualitative research concerning the perspectives and experiences of RLDP participants in Canada. Understanding the participants' perspectives and experiences as they are hired to, move through, and complete an RLDP has provided a more holistic perspective of organizational programming for the purposes of developing leadership capacity through job rotation. Applying a socio-constructivist worldview and employing the transcendental phenomenological research tradition, I sought to understand the lived experiences of nine RLDP participants at one diversified Canadian firm (Cook *in press*).

Mezirow's Transformative Learning Theory, one of the most frequently referenced, researched, and critiqued theories of adult learning, underpinned the theoretical framework for the study. What emerged as an unanticipated research challenge was the distance between my own perspective and the research participants' perspectives of when transformative learning may have occurred. In my challenge to honor both the research participants' perspectives, and also the phenomenological research tradition, an additional research question arose for me – when conducting research using transformative learning, who decides if experiences have been transformative – the researcher or the research participants?

Since arriving to the conversation of adult learning almost 40 years ago (Mezirow, 1978), transformative learning has exploded as a theory to understand adult development, and it was felt for this research that it could consequently have utility to understand leadership development. Particularly for emerging leaders, finding their ways in their own professional and leader identities is fundamentally a learning process, and may be a transformative one for many. Brown and Posner state the best future leaders will be those who are the best learners and are able to learn from the workplace and also from their own experiences in it (2001). Deep learning comes from a learner's ability to reflect and intentionally accept or reject new knowledge, to think critically about the validity of new information, and to make conscious choices and create competence for one's own role, decisions, and relationships (Mezirow, 1991, pp. 6–7). During the interviews with each research participant, there seemed varying degrees of willingness to decree their experiences as transformative and the challenge persisted through the data analysis phase of the study.

There seem sufficient critics and critiques of Mezirow's work to make allowance for this research challenge, including that transformative learning theory focuses too much on the individual and thus fails

to address social dynamics (Tennant, 1993, p. 35) or that what may manifest as perspective transformation may just be standard, even expected, development or maturation (Tennant, 1993).

Ultimately, I concluded (with some obviousness), that the research participant ultimately makes this decision – though the inquiry served as a powerful reminder for me to honor the method and methodology established for the research, as well as the conceptual and theoretical frameworks, regardless of some of the challenges they may have imposed.

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THE IMPACT OF YOUTUBE IN THE ONLINE CLASSROOM: 15 STUDENTS ONLINE OBSERVATION

A ROUND TABLE PRESENTATION

Jose L. Fulgencio, University of Central Oklahoma

ABSTRACT

YouTube videos are a sensation for cat lovers and people who need to catch up on music videos. What about in the online classroom environment? Does inserting a YouTube video in the online discussion board have any impact on the students learning? How can you measure YouTube's effectiveness of students learning through the online discussion board? Technology integration methods such as TPACK (Technology Pedagogical Content Knowledge), SAMR (Substitute, Augmentation, Modification, and Redefinition), and Ed Tech Quintet, and the Digital Native vs. Digital Immigrant debate is ways to measure the effectiveness of technology in the classroom. However, scholars have argued the ineffectiveness of TPACK and the digital native argument. The roundtable discussion focuses on the effectiveness of YouTube videos in online discussion boards from an intro Political Science American Federal Government online course at the University of Central Oklahoma. Online discussion board student answers will be analyzed to determine if YouTube associated with the online discussion board were effective.

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GOT TL? UNCOVERING THE MYSTERY OF TRANSFORMATION

A ROUND TABLE PRESENTATION

Linda A. Harris, University of Central Oklahoma

ABSTRACT

Transformational learning has garnered research interest since Mezirow's (1978) initial conception of transformation as individual perspective transformation. However, just as technology generated rapid and disruptive societal change during the early 21st century, theories of transformative learning also evolved at a heightened pace to include new models of transformation with a wider, collective, cultural and/or social change lens. Hence, depending on the lens employed, the implications for practice may vary considerably. Moreover, the growth in transformative learning research across disciplines and settings from classrooms to boardrooms worldwide has also led to many unknowns regarding what transformation actually looks like, the process of transformation, and potential outcomes (Mezirow & Taylor, 2009). Consequently, educators often lack a pragmatic repertoire of practices or deep understanding of enabling conditions associated with transformation. Whereas Taylor (2008) called upon educators to transform themselves so they may help transform their students, this roundtable takes the approach that participants, as professionals, have already experienced transformation numerous times in the course of their adult lives. Furthermore, personal transformative experiences provide a deep well from which to explore individual transformation and implications for classroom practice. Therefore, the purpose of this roundtable is for participants to reflect upon and collectively identify commonalities among their own transformative experiences that can aid intentional planning for transformative learning in their classrooms and/or organizations.

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DESIGNING SUCCESSFUL INTERVENTIONS TO SUPPORT TRANSFORMATIVE LEARNING

A ROUND TABLE PRESENTATION

Michael K. Moore, University of Arkansas System eVersity

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ABSTRACT

The recently established eVersity is the first fully online institution for the University of Arkansas System. Believing lessons can be learned from how students interact with their online environment, eVersity collects data from the learning management system and student information system to drive student support processes and inform curricular design. At the heart of eVersity is a belief that the educational experience can be designed to improve student success. This is illustrated by our intervention strategy which employs the concept of nudging. Nudge theory is an approach from the choice architecture literature for helping individuals and groups make better decisions through positive reinforcement and carefully designed interventions. Understanding the importance of a growth mindset, we nudge students to recognize their own ability to improve their future. This discussion will focus on intervention strategies for transformative learning environments. Topics to be discussed include nudges as interventions, role of libertarian paternalism, using analytics to drive interventions, students' views toward data privacy and intrusive tactics, other strategies for encouraging a growth mindset, best practices for measuring success of interventions in promoting a transformative experience and the value of action research in higher education. Participants will be asked to share their own experiences with nudges and promoting a growth mindset.

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CLIMBING A HIGHER MOUNTAIN: EXPLORING THE AFFECTIVE DOMAIN FOR STUDENT LEARNING

A ROUND TABLE PRESENTATION

Pamela G. Rollins, University of Central Oklahoma

EXTENDED ABSTRACT

Focus on the affective domain provides a framework to support transformative learning beyond disciplinary knowledge and skills. By focusing on this domain, students explore their feelings, emotions, values, beliefs, and attitudes, thus expanding their perspective within the context of the environment and the broader community. Open exploration of andragogy and evaluation methods to support student learning in this domain are topics for consideration. The goal of the discussion was to energize participants to explore the domain and investigate strategies.

The affective domain used within university courses as a critical component for defining and evaluating course outcomes has the potential to move students to higher ground as new professionals (Krathwohl, Bloom, & Masia, 1964). Evidence demonstrates that those who teach from the perspective of the affective domain influence values, beliefs, and attitudes, thus supporting professional and ethical behavior as students' transition to professional practice. Additionally, the inclusion of affective-based strategies and outcomes is an important consideration for faculty when addressing the "soft skills" needed by students to improve productivity, employee satisfaction, workplace health, and ultimately societal economic success as they move into the workplace (Pierre & Oughton, 2007).

Conceptually, a focus on the Affective Domain provides a framework to enhance moving students beyond disciplinary knowledge and skills that supports the tenets of transformative learning. By focusing on the affective domain, students expand their perspective and relationships within the environment and the broader community by exploring their feelings, emotions, values, beliefs, and attitudes. A research study on "Evaluating the Use of Intentional Learning Experiences to Target the Affective Domain of Learning, currently being conducted by the presenter, provided one example for discussion.

This round table focused on the exploration of the concepts within the affective domain and approaches currently used by or being considered by participants to address these aspects to enhance student learning. It was clear that there is a need to assist students to explore their own values, beliefs, and attitudes related to professional practice, but the strategies and infrastructure to support this area of learning is less clear (Miller, 2010). Current and/or potential research related to the use of the affective domain to enhance student learning was a foundation for this conversation. Open exploration of pedagogy/andragogy and evaluation methods to support student learning in the affective domain are topics for further research.

The following questions were explored during this session:

- What is the Affective Domain?
- How can the affective domain be used to improve student learning?
- How does the affective domain impact professional practice?

The interactions during this session energized participants to explore the affective domain as a part of future courses and encouraged them to add outcomes to courses that address aspects of the domain and test strategies that support this area of learning.

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TRANSFORMATIVE EDUCATION AND FREIRE'S PEDAGOGY OF LOVE: A PhD GRADUATE'S EXPERIENCE

A ROUND TABLE PRESENTATION

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Jane West, Mercer University

EXTENDED ABSTRACT

The goal of this presentation is to begin a conversation about the transformative value of the combined use of Freire's pedagogy of emancipatory love and Mezirow's transformative learning theory and to apply this to real life educational practices involving both adult and non-adult learners.

The following concepts are considered in this discussion: (a) pedagogical transformative love as a humanizing alternative to the *banking model* of education. (b) Pedagogical transformative love as a way of closing educational achievement gaps in the U.S. (c) Pedagogical transformative love as an alternative to violent struggles, rage, and anger as a means of socio-political liberation. (d) Love versus hate; love versus violence; love as a means of creating a more humanizing social reality; (e) love as a pedagogical model for classroom instruction at all educational levels, both adult and non-adults alike.

Pedagogical love for Freire is a basic requirement for dialogue, and dialogue is the primary foundation on which this liberatory educational model is constructed. Freire stated that "if I do not love the world—if I do not love life—if I do not love people—I cannot enter into dialogue" (Freire, 2003, p. 90). He argued that if there is no loving dialogue, education is incapable of being transformative and humanizing—incapable of moving learners from a cognitive level of naïveté to the level of critical consciousness needed for liberation (Freire, 2011).

Freire did not define the term *love*, but described it as part of the pedagogical process leading to sociopolitical liberation. Our definition of the term *love* in the Freirean sense represents a combining of three separate concepts as one. First, it utilizes the epistemological and axiological concepts inherent in the Greek idea of agape love. Agape love allows one to move beyond egotistic love of self, and to extend one's love to all humanity—it is rare and difficult to achieve, but it is the ideal in the Freirean model required for liberatory education.

Secondly, the secular ontological, axiological, and sociopolitical implications embedded in both Kierkegaard's (1995) and Fromm's (1992) interpretations of the command to "*love thy neighbor as thyself*" are added. Like agape, this love is selfless and is born out of a conviction that the greatest love is that for humanity. This type of love has moral and sociopolitical responsibilities attached to it, such as that reflected in Nelson's Mandela's sociopolitical and moral groundings that led to his 27 years of imprisonment, for example.

Finally, this definition of love includes the ontological and axiological implications embedded in Kohlberg's (1981) concept in the sixth stage of moral development, where a principle of *justice* guides actions. Kohlberg's moral ideal that is rooted in justice at stage six, is parallel in most ways to agape and Kierkegaard's and Fromm's concept of selfless love for others. In education this translates to a

relationship in which teacher and student join “in a community in which value decisions are made on a shared and equitable basis,” and as in Freire’s work, it does not result in a *banking* model.

Utilizing the above definition of love in a research-to-practice application in order to make “transformation visible,” the real-life experiences of an adult learner’s progression through a PhD program is presented. Here, a combination of elements from Mezirow’s (2009) and Freire’s (2003; 2011) theories on transformative/ liberatory education will create a conceptual and theoretical framework for discussions of events rooted in pedagogical love that occurred on this graduate’s journey through a transformative process, that led to a emancipatory/ liberatory experience resulting from graduating from this program. This student, an African-American male, stated that, his PhD journey and the outcomes of graduating from this program “was the first time in my educational process going back to kindergarten, where I actually felt like I was in control. That I was learning something... because I was using my tools to create something fresh. It was like a liberating experience, and I have never had that before.” Examples of pedagogical love abounds in this graduate’s journey from the time a university faculty member called him, congratulating him on his initial acceptance, through to where he described his committee members as helping him to “liberate myself...[and] accept my inevitable role as a leader”.

Questions for discussion include: How do we define the term *love* in the Freirean pedagogical model? How would we describe the educative process in a practice guided by Freirean pedagogical love? Why is the practice of Freirean pedagogical love a useful model for transformative/liberatory education? How does this PhD graduate’s experience reflect both the practice of Freire’s pedagogical love, and Freire’s and Mezirow’s (2009) concepts of liberatory transformative education?

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PRODUCTIVE FAILURE AS A CATALYST FOR TRANSFORMATIONAL THINKING

A ROUND TABLE PRESENTATION

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EXTENDED ABSTRACT

This roundtable session engaged participants in thinking about how Kapur's (2008) productive failure model can promote transformational thinking in college classroom settings. The productive failure model for problem solving is based on the idea that students have a greater capacity to understand novel concepts when they are initially afforded opportunities to problem solve, even though the problem-solving activity may not produce correct answers (Kapur & Bielaczyc, 2011). Productive failure tasks must provide context in order to activate prior knowledge and initiate multiple representations; encourage students to cultivate a critical analysis of the targeted concepts, and allow for connections between failed attempts and successful endeavors of the targeted concepts. The use of this model delays initial instruction of a novel concept in order to allow students to grapple with these concepts. The delaying process is intended to allow students time to better understand why the targeted concepts—representations and methods—are assembled in the way that they are (Kapur & Bielaczyc, 2011).

Presenters explained the productive failure model, explained findings from current research, provided examples of tasks, and shared how the productive failure model created puzzlement and promoted learning in a ninth-grade mathematics classroom (Author, 2014). This current research showed how students persisted during a productive failure modeled task and revealed three main themes: (a) the group's processes of interaction, (b) the roles the group members played during the task, and (c) the problem solving approaches the group utilized during the task.

We demonstrated ways in which productive failure aligns with elements of transformative learning (Mezirow, 1997), beginning with the disorienting dilemma that the productive failure model can provide for learners. The disorienting dilemma causes a disequilibrium that evokes new ways of knowing to aid in a paradigm shift. Since the productive failure model promotes error making to assist students in making connections between failed attempts and successful learning gains, students naturally experience disequilibrium during their learning process. Therefore, the productive failure model could be used as a catalyst for transformational thinking.

Participants discussed ways of adapting Kapur's model for use in college classroom settings, considering applications for teaching in their own disciplines. Questions for discussion: What are faculty members already doing in their classrooms to invoke puzzlement? How might the productive failure model differ with adult learners? What types of assignments would best align with the productive failure model? How can the productive failure model serve as a catalyst for transformative learning?

Future research is needed to determine if this model would have the same learning outcomes in a college classroom setting for a different course of study. The round-robin table provided necessary feedback to determine how a productive failure model task could be utilized as a catalyst for transformational thinking in a college classroom.

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