

2017 **TL**
TRANSFORMATIVE LEARNING
CONFERENCE

Proceedings

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MESSAGE FROM THE EDITORS

May 2017

Dear Reader:

Welcome to this second-ever 2017 Transformative Learning Conference Proceedings!

This compilation of abstracts represents an outstanding sampling of the presentation content at this year's annual Transformative Learning conference. Following a kick-off panel presentation with an international discussion on the integration of transformative learning across multiple universities, attendees enjoyed more than 70 sessions. Session threads extended beyond the basics and into transformative learning measurement, training, course design, technology use, co-curricular activities, and classroom assignments. Great conversations enabled new ideas and practices to emerge.

The sessions included interactive, research, poster, and roundtable presentations, which have been designated throughout this year's Proceedings. The keynote presentation and subsequent workshop conducted by Dr. Sandra McGuire offered ample opportunity to re-think and experience transformative learning in the classroom.

We have certainly enjoyed the opportunity to integrate presentation ideas and especially, to extend the conference experience to non-attendees. We look forward to next year's conference and to stimulating future opportunities for additional transformative learning.

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HELP STUDENTS IMPROVE THEIR LEARNING BY TRANSFORMING THEIR ATTITUDES ABOUT THE MEANING OF LEARNING

KEYNOTE

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EXTENDED ABSTRACT

Students enrolled in college today are, in many respects, quite different from students enrolled a few decades ago. Many learners today seem more focused on being credentialed and less concerned with expending effort to gain a deep understanding of the principles taught in their courses. There is currently a very large gap between faculty expectations of student behavior and actual student behavior. As reported in the Higher Education Research Institute Report *The American Freshman: National Norms Fall 2015*, 55.2% of students entering their first-year of college reported that they had spent less than six hours per week studying or doing homework, yet 58.7% graduated from high school with an A average (Egan et al, 2015). College faculty members generally expect students to spend two to three hours outside of class for every hour spent in class. This represents a significant gap between professors' expectations of the effort that students will exert in courses and the students' past experience with the amount of study time necessary for success.

Faculty members often see students who come for help in understanding why they are performing poorly on examinations. If faculty made inquiries into their learning strategies and study habits they would find that students routinely wait until one or two nights before the test to begin studying the material, concentrate on cramming during "all-nighters," and then go into the examination thinking that they know the material. Most students have no concept of the difference between memorizing information and understanding concepts at a level that allows them to use the concepts to think critically and successfully solve problems. A detailed discussion of the different levels of learning, based on Bloom's taxonomy (Bloom, 1956), provides students with the information to understand the difference between the learning level at which they are operating (typically memorizing), and the minimum level required to think critically and solve problems in their college courses (usually application or higher). When students learn the reason for their underperformance, and are provided with specific strategies, they change their mindset from thinking that they are not smart enough to excel, to one that attributes their lack of success to lack of effort. This is consistent with the work of Carol Dweck, as reported in *Mindset: The New Psychology of Success*. (Dweck, 2007) They learn that they can "grow" their intelligence, and work to do just that. The view that intelligence can be increased is supported by David Shenk in his book *The Genius in All of Us: Why Everything You've Been Told About Genetics, Talent, and IQ Is Wrong* (Shenk, 2010).

Faculty members generally assume that students know that memorizing information is not learning. This assumption, however, is unwarranted. Today's students must be explicitly taught the difference between activities such as remembering, understanding, applying, analyzing, evaluating, and synthesizing in the hierarchy of learning tasks. And they must be taught how to self-assess their mastery of course material. Without explicit instruction and clearly defined expectations, they will generally not be able to perform at the desired level, and will be unable to attain the specified learning outcomes.

Cognitive science provides the theoretical foundation for the success of the learning strategies that faculty can teach students. When students are taught how to use metacognitive learning strategies, they are equipped with a means of taking control of their own learning process and learn to change their mindset and self-regulate their learning activities. They are more likely to become independent learners who are motivated to spend more energy on learning the concepts than on memorizing the information for the test (McGuire, 2015).

It is important that the learning process be understood by college administrators, faculty, and student service professionals, so that all are equipped to help students achieve specified student learning outcomes. Implementing the strategies that will be discussed in this keynote, colleges and universities can transform our students from passive “memorizers” into actively engaged “learners”. The resulting increase in student involvement, enthusiasm, and performance make the energy that must be expended to effect this transformation a worthwhile investment on the part of the institution and the students.

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INCREASING STUDENT MOTIVATION: STRATEGIES THAT WORK

AN INTERACTIVE PRESENTATION

Saundra Yancy McGuire, Louisiana State University

ABSTRACT

Motivating today's students to actively engage in learning activities proves challenging for most faculty. But what exactly *is* motivation? Ambrose et al. (2010) define *motivation* as "the personal investment an individual has in reaching a desired state or outcome" (p. 68). As such, "students' motivation determines, directs, and sustains what they do to learn" (Ambrose et al., 2010, p. 5). Linda Nilson (2004) writes, "In the academy, the term 'motivating' means stimulating interest in a subject and, therefore, the desire to learn it" (p. 57). This means that it is the responsibility of the faculty to stimulate motivation, and we should not expect that students will come to the course already motivated. Because millennial students do not always respond as did students in the past to extrinsic motivators such as bonus quizzes and extra credit assignments, faculty must have a variety of motivational strategies in our arsenal. In *150 Ways to Increase Intrinsic Motivation in the Classroom*, James Raffini reports that when the psychoacademic needs of students are met in creative ways, student motivation soars. This interactive presentation will engage faculty in a discussion of how to address student needs for autonomy, competence, relatedness, self-esteem, and enjoyment in order to significantly increase student motivation. Specific strategies such as emphasizing the importance of effort rather than ability and teaching effective metacognitive learning strategies will be discussed.

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TRANSFORMATIVE CLASSROOM TECHNIQUES

AN INTERACTIVE PRESENTATION

Cristina Gordon, Northwestern Oklahoma State University

ABSTRACT

The techniques addressed in this interactive session focus on student engagement and collaboration, which are essential for the role of the students in Transformative Learning (Taylor, 1998). A discussion of Active Learning, Cooperative Learning and Inductive teaching and learning will be provided as techniques to achieve transformative learning in the classroom. In addition, a quick overview of Accelerated Learning (Meier, 2000) will provide educators with a framework for developing transformational classes and activities.

The session will provide educators with interactive activities on getting to know your students, active learning and cooperative learning, as well as an opportunity to plan a transformational lesson in their area of interest or expertise. The session itself will be an example of transformational learning as it will utilize discovery learning and group activities (Slavich & Zimardo, 2012).

The objectives of the session are for attendees to 1) discuss the 21st Century classroom; 2) identify ways to get to know students; 3) analyze the role of the student in educational learning; 4) evaluate the role of the educator in transformational learning; and 5) design a transformational class.

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PRACTICAL STRATEGIES FOR IMPLEMENTING MAKER LEARNING EXPERIENCES

AN INTERACTIVE PRESENTATION

Mark E. Jones, East Central University

ABSTRACT

Project-based learning (PBL) is not new to education. Though primarily lecture has long been the standard instructional method in education, the benefits of PBL have recently gained renewed attention thanks in large part to the “Maker Movement”, and the growth of educational makerspaces (Martinez & Stager, 2013). In addition, many new technologies are enabling maker learning activities to be highly innovative. The nature of these kinds of learning activities strongly supports the tenets of Transformative Learning. For example, maker learning activities engage learners in loosely defined, cross-curricular projects that are student driven and highly authentic (Kurti, Kurti, & Fleming, 2014). Educational makerspaces are expected to significantly impact higher education within the next two to three years (NMC, 2016). However, several key philosophical and practical considerations are necessary for faculty to successfully implement maker learning experiences.

The purpose of this session is to prepare faculty for these important considerations for successfully implementing technology-based maker learning activities. Strategies that will be shared in this session are based on several collaborations by the presenter with K-12 teachers and higher education faculty in conducting maker learning activities with students. Many successes and “lessons learned” best practices that have emerged from these experiences will be highlighted. In addition, participants will experience these maker learning strategies through engaging in a robotics and coding-based activity during the session.

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STUDENT TRANSFORMATIVE LEARNING RECORD (STLR): TWO YEARS OF SUCCESSFULLY MEASURING TL ACTIVITIES

AN INTERACTIVE PRESENTATION

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EXTENDED ABSTRACT

The University of Central Oklahoma (UCO)'s Student Transformative Learning Record (STLR) tracks student learning in and out of the classroom. Students highlight their employability, communication, leadership, and citizenship skills in a printable record and dynamic e-portfolios. STLR shows skills employers seek in addition to a student's academic major (discipline specific skills). Employers are increasingly pointing out college graduates and new hires are lacking key job skills. They say college graduates are qualified with their degree or certifications, but are missing things that make them an effective employee such as coach-ability, emotional intelligence, motivation, taking initiative, critical thinking, problem solving skills, and having the right attitude/personality suited to the particular job/work environment (AAC&U, 2013; Hart Research, 2013).

STLR attempts to capture, document, and assess learning in both curricular and co-curricular contexts to help students gain such skills listed above. The STLR process consists of: (1) STLR-trained faculty and professional staff create engaging TL experiences; (2) students complete the STLR activity (assignment, co-curricular group or event, out-of-class project, or student employment); (3) students submit a reflective artifact to the Learning Management System (LMS) in a course shell/space; (4) faculty/staff assess the artifact using an evidence-based, robust tool, the STLR Rubric, which describes levels of embodiment of the Central Six skills/values and provides written (typed) feedback to the student; (5) students view the STLR rating and feedback and then can "push" the artifact to their STLR e-portfolio and curate examples of their achievement in their STLR printable record; (6) students create web page presentations in the LMS integrated e-portfolio tool; and (7) students can share out a link to a version of their e-portfolio and/or their STLR record to a future employer, graduate school, or scholarship committee. Co-curricular STLR experiences are recorded and assessed in the same way as curricular experiences in LMS course shells/spaces.

The STLR rubric has three levels: (1) exposure to one of the University's Central Six tenets that address these beyond-disciplinary skills; (2) integration of the tenet; or (3) transformation in the tenet. A faculty/staff person uses the rubric to decide if just exposure to the tenet concept occurred, if the student integrated the tenet into her reflection and work, or if the student demonstrated a transformation change in perspective or shift with evidence they would continue to embody the tenet value/skill. Achievement of the transformation level is not expected in the early college years for traditional students (Kilbourne, 2015; Verschelden et. al, 2017). However, UCO has a highly non-traditional population including adult students. If students come in with previous life experiences and demonstrate the level of Transformation even in lower level courses, faculty/staff can rate at Transformation if there is evidence to support the rating. Students do not have to achieve the lower levels to be rated at the higher levels. It is recommended that Transformation be reserved in few and far between cases, in order to maintain the integrity and value of STLR. A group of faculty and assessment staff at UCO worked to create the STLR rubric, based on the

American Association of Colleges and Universities (AAC&U) sixteen Valid Assessment of Learning in Undergraduate Education (V.A.L.U.E.) rubrics (AAC&U, 2013).

The two-year STLR results are strong. STLR piloted in 2014-2015 and soft-launched in fall 2015 targeting freshmen students, with a STLR assignment in every section of the freshmen success course (approximately 67% of all freshmen). STLR launched to the entire campus in fall 2016. The ultimate goal of STLR is to increase retention among all students, particularly among three sub-populations: low socioeconomic status, first-generation, and under-represented minority students. From fall to fall, STLR was shown to raise retention and academic achievement both for the overall student population and the three sub-populations, to the tune of 13 percent in the three sub-populations and 19 percent in the non-target population. This data includes confidence intervals at 95 percent with statistical significance, conducted by the UCO Office of Institutional Research & Assessment (IR & IA) professional statisticians (Scheideler, Hwang, & Wimmer, 2016). UCO Provost John Barthell noted this is the first time he has seen this high of an impact on retention and achievement in decades.

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TRANSFORMING STUDENTS' LIVING ENVIRONMENTS INTO ACADEMIC COMMUNITIES

AN INTERACTIVE PRESENTATION

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ABSTRACT

Living learning communities (LLCs) promote collaborative environments by grouping students of a similar interest or major within the same area of a residence hall. These communities create seamless learning experiences that bridge the gap between students' classroom and social environments. LLCs attempt to cultivate holistic student development and connect students with faculty, which can affect student retention at all levels. Many studies demonstrate positive learning outcomes associated with LLCs, including stronger bonds with classmates, greater peer and faculty support, stronger perceptions of gains in learning, and greater connections to academics. The Forensic Science LLC at UCO is a partnership between the Forensic Science Institute (FSI) and the department of Housing & Dining. Students share their living environment and major-specific classes and experience transformative learning through faculty and peer interactions, early exposure to the field of study, peer and staff support, and programming initiatives that build beyond-disciplinary skills. This community has proven its success as a high-impact practice that develops students in ways that encourage them to be involved, intelligent, and transformed in the classroom and in their living community. Facilitated by an FSI faculty member and a Housing representative, this interactive session explores the power of positive relationships between faculty and student affairs that enhance student learning outcomes. LLC members and FSI faculty join the discussion with their perceptions of the community and classroom interactions.

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A MATTER OF PERSPECTIVES: DIVERSITY AND TRANSFORMATIVE LEARNING IN THE CLASSROOM

AN INTERACTIVE PRESENTATION

J. David Macey, University of Central Oklahoma

EXTENDED ABSTRACT

“Discourse,” Jack Mezirow (1996) writes, “is not a war or a debate; it is a conscientious effort to find agreement, to build a new understanding.” At the same time, he reminds readers, “reaching a consensus is a theoretical goal but not the only function of discourse” (p. 170). Discourse within a diverse classroom is characterized by a complex interplay of consensus and dissent, of making meaning and of acknowledging the experiential limits of our understanding. This interplay is a constitutive element of Transformative Learning.

What does it mean to speak of and to seek agreement and shared understanding in a pluralistic learning community composed of individuals with significantly, at times radically, different experiences, backgrounds, expectations, and goals? Decentering authority within a diverse classroom and encouraging students to engage with, interrogate, and contest established academic conventions and disciplinary formations opens up a discursive space that can be at once exhilarating and cacophonous, empowering and perilous.

Tensions and anxieties come to surface when students and teachers confront and interact with others whose lives differ, in fundamental ways, from their own. How and where can we speak with authority, and how can we foster and sustain dialog among interlocutors whose ways of knowing and strategies for communicating are shaped by experiences of marginalization and empowerment, of alienation and community, to which we have no direct access?

As we move with our students beyond the familiar territory defined by academic and social conventions, we enter an uncharted intellectual and interpersonal space defined by our differences both from one another and from the public selves that we have been conditioned to perform. In the process, we become active participants in Transformative Learning. The poet, critic, and activist Gloria Anzaldúa (2002) explores the “transformations [that] occur in this in-between space, [this] unstable, unpredictable, precarious, always-in-transition space lacking clear boundaries” (p. 1) where we encounter, in one another, forms of diversity both expected and unexpected.

Anzaldúa (2012) examines the effects of the “multiple, often opposing messages” that circulate in discourse communities composed of individuals with varied, often intersectional identities and values. She observes that, “the coming together of . . . self-consistent but habitually incomparable frames of reference causes *un choque*, a cultural collision” (p. 100). Transformative pedagogy invites us to develop strategies, drawn from our experiences and those of our colleagues and students in different disciplines, to realize the transformative potential of this “shock” to our conceptual systems.

How can we be most effectively engage, challenge, and empower demographically diverse groups of students to share and to interrogate their varied experiences of race, class, gender, ethnicity, culture, sexual orientation, ability, and other aspects of self-identification in order to cultivate learning, to

discover new knowledge, and to engage in shared leadership within the classroom and in the wider community?

“At some point, on our way to a new consciousness,” Anzaldúa writes, “we will have to leave the opposite bank, the split between the two mortal combatants somehow healed so that we are on both shores at once and, at once, see through serpent and eagle eyes.” Our goal as transformative teachers and learners is to share this kind of authentically transformative learning experience by helping students in diverse learning communities to explore one another’s experiences, to appreciate one another’s unique perspectives, and to place their own experiences within wider social, cultural, and interpersonal contexts.

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SWOSU BUSINESS CAREERS TRADE SHOW TRANSFORMS LEARNERS INTO PROFESSIONALS

AN INTERACTIVE PRESENTATION

*Amanda Faith Evert, Southwestern Oklahoma State University
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EXTENDED ABSTRACT

As we seek to create students who are equipped, empowered, and motivated to be successful professionals, it is important to provide them with opportunities to practice and apply what they are learning. Thus, they are more than students; they are Pre-Professionals. With this mindset, we sought to create an assignment that would give our pre-professionals a tangible experience which would expose them to new perspectives and bolster their resumes.

Evert and Myers developed the SWOSU Business Careers Trade Show assignment to encourage their students to start seriously researching prospective career opportunities related to their academic major. The assignment was born out of the realization that many students were waiting until their last semester of college to start career planning. Dr. Amanda Evert incorporated the SWOSU Business Careers Trade Show into her freshman-level Intro to Business course, which included 60 undergraduate students. Ms. Jonna Myers integrated two sections of sophomore-level Business Communication courses, adding 60 undergraduate students and a Human Resources class with 20 upperclassman students.

In the Intro to Business class, instead of assigning a traditional research paper, Evert encouraged her students to research their industries and share their findings in a Trade Show format designed to empower students to build confidence, pride, perspective and identity. SWOSU students were asked to invite their hometown high schools to attend, adding to both the project excitement and the importance of producing a well-researched and informative Trade Show Booth. In the Business Communications, course the students wrote professional letters to all the high school teachers and counselors inviting them to the event. The students also served as ambassadors during the event and helped manage the activities. In the Human Resources course, the students developed a full corporate training to simulate the types of programming a business professional would experience. The students used H.R. training theory in the researching, developing and the implementing of the training activities.

This transformational learning experience was inspired by Michael Porter's (1996) description of strategy. Porter describes the three principles of strategy as 1) "the creation of a unique and valuable position;" 2) making "trade-offs in competing – to choose what not to do;" and 3) "creating 'fit' among a company's activities" (1996). This service learning project was developed and marketed to students as a unique and valuable opportunity to gain what was referred to in the course as "resume gold."

In the Intro to Business class, students were encouraged to see the transformational learning experience as a way of describing their real-world leadership, communications, teamwork, and problem-solving skills within the framework of developing and implementing an event for more than 200 high school and technology center students. The college students were required to describe in their post-experience reflection how the Trade Show could be mentioned on their resume and in a job interview as an example of their personal fit within their future employers' organization. Students were also required to discuss the "trade-offs" they made in selecting the topic of their booths and choosing what materials to include in their presentations.

The curriculum was developed using Bloom's Taxonomy (1956) and included components related to Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation. The professors started with ensuring Knowledge and Comprehension by requiring students to research their projects. In the Human Resources class, students completed textbook readings related to hosting corporate trainings. In the Intro to Business class, the students researched career data using the Department of Labor's Occupational Handbook. In the Application and Analysis section, the students used their new understanding of the course materials to develop and explain their projects. Then at the conclusion of the event students were asked to synthesize and evaluate their results through an online survey and reflection.

The curriculum developers also used Kolb's (1984) Experiential Learning Cycle in implementing and evaluating the Trade Show. This transformational learning experience followed Kolb's (1984) cycle by starting with 1) concrete experience of brainstorming their plans for the Trade Show; 2) reflecting on the feedback they received from their classmates in the mock Trade Show practice experience; 3) forming abstract concepts based on their earlier experiences; 4) taking their previous experience and testing their new knowledge in the final event. After the SWOSU Business Careers Trade Show, Evert and Myers used Springfield, Smiler, and Gwozdek's (2015) rubric for measuring the transformative learning by examining the degrees of non-transformative change and transformative change. To do so, they assessed the areas in which these non-transformative and transformative changes occurred including: confidence, pride, skills, perspective, and identity (Springfield et al., 2015). Future research will include formalizing the survey and measurement tools and producing a journal article for the 2018 Transformational Learning Journal.

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COMMUNITY CONSULTANCY: A MODEL FOR TRANSFORMATIVE LEARNING

AN INTERACTIVE PRESENTATION

Natalie Nimmer, University of Hawai‘i-Mānoa
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Vidalino Raatior, University of Hawai‘i-Mānoa
Jerelyn Watanabe, University of Hawai‘i-Mānoa

EXTENDED ABSTRACT

A major component of the University of Hawai‘i-Mānoa EdD program, the consultancy project allows graduate students to work in groups with the guidance of faculty, to develop potential solutions to challenges posed by community organizations or K-12 schools. This authentic project allows practitioner-students to wrestle with some of the most pressing educational problems in our state, to transform their perspectives and professional approaches through their learning. The consultancy project echos the rigor of a dissertation in terms of literature review, methodology, and findings. In addition, it is allotted an equal number of credit hours within the EdD program.

This presentation tells the story of one consultancy group who were transformed by answering the call of 4 unique community-based organizations, who serve students and families with ties to the Micronesian diaspora. The students conducted a feasibility study for establishing a Micronesian culture-based charter school or other educational program because Micronesian students, their families, and K-12 school staff have struggled to build bridges between diverse Micronesian cultures and the local Hawai‘i context. Similar struggles have been documented in other Micronesian diaspora communities, including Enid, Oklahoma, Springdale, Arkansas, and Springfield, Missouri. By any measure, our schools are failing these children academically, socially, and emotionally. A transformation is needed: both for the students and for their teachers. This project demonstrates how the transformation can begin with students within the university context and extend to the K-12 and community setting.

Five UH-Mānoa EdD students conducted 5 statewide focus groups about Micronesian cultural values, the aspirations of Micronesian parents for their children’s futures, and how these families would like their children to be educated. Come, hear the voices of Marshallese, Chuukese, Pohnpeian, Palauan, Kosraen, and Yapese parents. They share optimism, pain, confusion, frustration, and pride. Our discussion might challenge the audience’s prejudices and affirm their idealistic educational philosophies by transforming their perspectives as they work with diverse students.

The presenters will focus on the potential for collaborative community research to serve as a method of transformative learning for graduate students, and how it can be tailored to high school and undergraduate courses. In addition, they will share concrete ways universities can serve as a connection point for diverse community groups trying to address complex educational challenges.

To ensure audience take-aways, they will facilitate a discussion about what challenges from their own communities might benefit from a project like this and how their educational institutions could serve as the local connection point. Presenters will share program narratives and relevant templates for setting up a community consultancy in their own schools.

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PROFESSIONAL DEVELOPMENT PLAYBOOK: A MEANINGFUL APPROACH TO PREPARING STUDENTS FOR REAL-WORLD SUCCESS

AN INTERACTIVE PRESENTATION

*Kayla Peak, Shanna Moody, Andy Wolfe, Tarleton State University (TX)
Billy Jack Ray, Sul Ross State University (TX)*

EXTENDED ABSTRACT

Many students (and their parents) view a college degree as a golden ticket to a high-paying job. In reality, the college degree is simply one aspect of a multi-dimensional approach to securing employment in the students' chosen field. It is simply not enough for new graduates to have basic knowledge and comprehension of their academic discipline. Today's employers seek individuals who already possess the skills and experiences necessary to make an immediate impact on their team. Most importantly, employers want to hire individuals who can find a meaningful connection between all that they know, do, and value.

This presentation examined a unique culture which was created to provide a transformational learning approach to preparing students for real-world success. Audience members participated in the development of a 4-year Professional Development Playbook designed to allow students to apply theoretical concepts through active engagement in applied learning experiences. The following embedded curriculum ideas were highlighted: hard skills, certifications, work-related experiences, service learning, leadership, and involvement in the profession.

The historical framework for the presentation stemmed from a 1990 initiative in which the Tarleton State University Kinesiology Department hosted a collaborative retreat in which current faculty, retired faculty, students, alumni, and representatives from various professional organizations were invited to attend. The basic concept was to take a hard look at the departmental mission and curriculum offering to improve critical thinking skills and increase the level of job-preparedness for the students.

One of the biggest outcomes from that retreat was the creation of a Professional Development plan that would focus on applied learning experiences, reflection, and intentional instruction that targeted mind-body-spirit. Specifically, students would be encouraged to embrace learning, apply the knowledge and skills in their daily experiences, and synthesize these experiences as future professionals. The goal of the retreat participants was to witness permanent changes in behavior. Little did we know that we were embarking upon a transformational learning philosophy of education.

Twenty-seven years later, the Kinesiology faculty are still committed to the transformative learning approach to the scholarship of teaching and learning. The curriculum includes a three-dimensional approach to the transformative learning process: intellectual, physical, and emotional. Professional development targets have been strategically embedded within the 120-hour course sequence: certifications, experiences, leadership, membership, research, and service.

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FACULTY ENGAGEMENT IN TRANSFORMATIVE LEARNING

AN INTERACTIVE PRESENTATION

Daryl Peterson, Scenarios Learning, Valencia College

EXTENDED ABSTRACT

Colleges recognized nationally for outstanding student results, such as many Aspen Prize winners and Achieving the Dream colleges, provide well designed faculty development opportunities built on the same principles and standards as the curriculum provided to students. All are learners, and colleges must attend to faculty learning as well as student learning.

How then can colleges best create and support a faculty community focused on Transformative Learning, concerned with what students ought to learn, in what sequence, and how they will best achieve that learning?

Mastering teaching in a college committed to Transformative Learning can involve a paradigm shift. Formal faculty development for new and continuing faculty proves critical to ensuring that faculty are experts in facilitating learning in their disciplines and the broader curriculum. If good teaching that fosters Transformative Learning is to be anything other than random, then institutional policies must deliberately support the development of teachers.

Scenarios Learning is one strategy for engaging faculty in supporting Transformative Learning. Scenarios Learning uses a contextual, story-based, team learning approach in which a group of faculty participate in an on-line (or in-person) scenario exploring issues that real faculty face in real classrooms with real students every day. Each Scenario offers a set of learning opportunities. After reviewing the Scenario and related resources individually, faculty meet online to discuss and apply what was learned, fostering collaboration and shared learning.

The fit between Transformative Learning and Learning Scenarios is remarkable. The content and the collaborative, engaging process of Scenarios frequently creates those same internal, transformative, a-ha moments of understanding and adjustment in faculty learners that we want in student learners. Student Transformative Learning requires them to focus on creating internal change rather than just demonstrating content mastery. Scenarios Learning requires faculty to go beyond discipline-specific skills and expand their process and relationship skills in guiding student learning.

Scenarios Learning is:

- grounded in proven learning theory, modeling good pedagogy, and leveraging the power of story, case studies, simulation and problem-based learning to provide strategies for immediate classroom application.
- a series of integrated learning experiences with embedded activities and resources connecting the Scenario to real world teaching and learning.
- based on respect for faculty as professionals; a model of collaboration as faculty learn together, creating shared experiences that strengthen professional bonds; Scenarios deal with the grey areas where there is no right answer but multiple points of view.

- available, accessible, convenient, and cost effective for colleges, making it easy to sustain for all faculty over the years, rather than a program being a series of ad-hoc events impacting limited numbers of faculty.

Professional development efforts must focus on strategies for assisting faculty to move beyond their comfort zones of disciplinary expertise to facilitators of Transformative Learning. The Scenarios Learning approach is especially effective in fostering collaboration as participants explore a story of real teaching and learning and faculty roles in improving student learning and completion at their college.

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GUIDING STUDENTS TO SUCCESS: DESIGNING CURRICULUM THAT USE *STLR* CAPSTONE PROJECTS FOR TRANSFORMATION

AN INTERACTIVE PRESENTATION

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Barbara Arnold, EdD, MS, RN, University of Central Oklahoma
Kathlynn Smith, MSN, RN, University of Central Oklahoma
Nicole Hibshmann, University of Central Oklahoma

ABSTRACT

Designing curriculum for student success in their transition to professional nursing practice includes the successful completion of the UCO Capstone Experience. Tagging the final capstone assignment as a Student Transformative Learning Record (STLR) project is the culminating activity within the nursing program that reflects the planning and coordination of courses and assignments across all levels of the program. This conference session explored the foundation for this success as it relates to careful curriculum design that incorporates content, concepts, and activities from discipline specific standards (AACN, 2008), the AACU Value Rubrics (AACU, nd), and the STLR Tenet Framework (UCO, 2015). Interactive activities provided the participants with opportunities to explore the potential use of these or similar resources in the design of curriculum within their own program. The recent success of the "Making-A-Difference" Projects completed by graduating senior students in this culminating experience demonstrated success with all students earning recognition at the Transformational Level in one or more of the three tagged STLR Tenets for Leadership, Service Learning & Civic Engagement, and/or Research, Creativity, and Scholarly Activities.

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BLIT BEYOND: GAMIFIED HUMANITIES FOR TRANSFORMATIONAL LEARNING

AN INTERACTIVE PRESENTATION

Chris Rosser, Oklahoma Christian University
Grant Testut, Oklahoma Christian University

ABSTRACT

Gamification offers exciting possibilities for teaching Humanities and for fostering transformative learning. In Fall 2016, Dr. Grant Testut (Professor of Hebrew Bible) and Mr. Chris Rosser (Theological Librarian) gamified our co-taught Honors course, The Bible and Classical Literature (BLit). Framed around Joseph Campbell's construct of the Hero's Journey, coursework progressed through a series of badges corresponding to stages of the journey and to types of literature engaged. Badge activities facilitated formative assessment of comprehension and analysis; fostered deep, personal reflection, connecting learning with life-experiences; and culminated by empowering students-as-teachers who helped peers creatively engage self-selected ancient and classical texts. Rather than a summative exam, we gamified our course final by creating an RPG (role-playing) experience through which students responded to difficult, ethically complex scenarios by reflecting on the literature and characters encountered throughout our journey together. By end of semester, students' capacity for reflection and for perceiving meaningful connections between the literature and personal experiences surpassed our expectations. By sharing our experiences, we hope to empower theological educators with a creative new vision for transformative teaching through gamified instruction in the Humanities classroom.

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“LET’S GET ON THE SAME PAGE:” FACULTY SUPPORTING FACULTY TO PROMOTE TRANSFORMATIVE LEARNING INITIATIVES

AN INTERACTIVE PRESENTATION

*Christy Vincent, University of Central Oklahoma
Rachelle Franz, University of Central Oklahoma
Jarrett Jobe, University of Central Oklahoma
David Macey, University of Central Oklahoma
Michael Springer, University of Central Oklahoma*

EXTENDED ABSTRACT

Over the past decade, the University of Central Oklahoma (UCO) has successfully articulated and implemented a university-wide mission to help students learn by providing transformative education experiences in six primary areas, which the university has identified as the *Central Six Transformative Learning Tenets*: 1) discipline knowledge; 2) research, scholarly, and creative activities; 3) leadership; 4) health and wellness; 5) global and cultural competencies; and 6) service learning and civic engagement. UCO has fulfilled this mission through a series of strategic, yet adaptable, initiatives to *institutionalize* transformative learning across all academic disciplines, including the construction of a Transformative Learning building on campus, the features of which allow for high-impact teaching practices, and the implementation of a five-year, 7.7 million dollar grant from the United States Department of Education’s Strengthening Institutions Program that supports innovative methods for assessing transformative learning experiences and provides funding for both student and faculty projects focused on transformative learning.

One important step in the efforts to institutionalize transformative learning at UCO has involved familiarizing faculty with high-impact practices, encouraging faculty to incorporate more of these practices into their courses, and removing barriers faculty members face as they move from a transactional to a transformative approach to teaching and learning. UCO addressed these needs by appointing UCO faculty members who were leaders in transformative learning as transformative learning tenant liaisons and charging them with providing resources, mentorship, and ongoing support to faculty who want to emphasize one or more transformative learning tenets in addition to discipline knowledge in their courses.

The members of this conference panel currently serve as UCO’s transformative learning tenet liaisons. In this role, they collaborate with faculty from across the university and with colleagues in Student Affairs to identify and introduce emerging best practices in transformative learning, to promote the integration of transformative learning activities in both curricular and co-curricular programs, and to encourage the development of independent, student-led transformative learning projects.

During this interactive conference session, the UCO transformative learning tenet liaisons provided attendees the opportunity to 1) discuss the importance of faculty engagement in institutional transformative learning initiatives; 2) learn about the methods UCO uses to encourage all faculty members to create transformative learning opportunities; 3) discuss the barriers faculty members commonly face when implementing high-impact teaching practices; 4) learn about UCO programs that encourage faculty-student collaborations in research, scholarly, and creative activities; and 5) discuss the

challenges that participants confront at their home institutions as they participate in university-wide transformative learning efforts.

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USING RIGOR AND REFLECTION TO TRANSFORM TEACHING AND LEARNING

AN INTERACTIVE 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

Transformational teaching demands more than the delivery of content. The University of Central Oklahoma (UCO) is active in ensuring that teachers, those current and in training, pursue transformative learning in the classroom and beyond. With support from the Oklahoma State regents for higher education, UCO is in a second year of a professional development series aimed at providing higher order thinking (H.O.T.) development via new English Language Arts state standards training. Two key elements of transformative learning are reflection (Mezerio, 1997) and rigor (Hess et al., 2009). Mezerio (1998) in fact underscores how critical reflection can be an important trigger for transformative learning. Literature further 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, 2009).

Forty-Five 6th-12th-grade teachers from across Oklahoma participated in a five-day intensive summer institute facilitated by UCO faculty. By engaging in critical reflection and deep consideration of the cognitive rigor demanded by the standards they teach, Oklahoma educators developed their professional identities while also revisioning central units they teach. This modeling session will concentrate on deepening participant appreciation of reflection and rigor to transform and assess student learning. 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 received related H.O.T. training in summer 2016 will share practical classroom applications and facilitate the learning breaks throughout this session.

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NECESSITY AND NON-NECESSITY OF PROFESSIONALS IN THE CLASSROOM

A RESEARCH PRESENTATION

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ABSTRACT

Transformative learning can occur as an adaptive reaction to critical life events. But as pedagogical professionals we prefer to give rise to situations wherein processes of transformation are initiated. We argue transformation is an intersubjective phenomenon. We have to take into account its triadic structure when analyzing transformation. If transformation arises in form of bringing the self and the world together (Neubauer/Lehmann 2017), we assume that this can be facilitated by a third party instance. Learner and educator are two positions of a dynamic inter-relation with different but nevertheless interdependent characteristics. Against the background of transformative learning the questions of how dynamics between these two positions can provide a fertile ground for transformation arises. If transformation initially has to deal with falsification we demand an accompanied falsification which constitutes pedagogically relevant situations, speak of learning companionship.

The study tried to find out about certain figurations of the other through pedagogical efforts. We implemented our study in a university class of bachelor students. The assumption was that aspects of facilitation, companionship and connection between content and lecturer can be seen as one opportunity for transformation. The results of the study can be summarized in three different kinds of reference: 1. identification (a) dependance (b) subsumtion), 2. generating distance and 3. Being influenced. Pedagogical professionals function as companions but crises still occur regardless of the pedagogical effort that was applied before.

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

A RESEARCH PRESENTATION

Holly McKee, Southwestern Oklahoma State University

ABSTRACT

Transformative Learning is a holistic process that places students at the center of their own active and reflective learning experiences. Learning analytics is the collection, analysis, and reporting of available data to improve the teaching and learning process and environment. Learning analytic tools can play a role in transformative learning by allowing teachers and learners to participate in self-reflection throughout the teaching and learning process. Additionally, these tools can give instructors additional insight into their students' learning practices which allows for more effective communication. 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 transformative learning. The goal of this study was to develop and validate a model to guide instructors in the implementation of learning analytics tools with the purpose of improving learning outcomes. Using design and development research methods, an implementation model was 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.

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TRANSFORMING STUDENTS' INFORMATION LITERACY SKILLS

A RESEARCH PRESENTATION

Chad McLane, Northeastern State University
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Richard Hoenes, Northeastern State University
Kendra Haggard, Northeastern State University

EXTENDED ABSTRACT

A research team of course designers, librarians, and researchers at Northeastern State University have been working with students in the freshman orientation course to create and track the results of an instructional unit to help our students transform their information literacy skills. During this research session, we will review the study, interventions, and results to engage the audience in discussing options for student learning and research improvements.

Library and information science uses threshold concepts as a framework for educating students in information literacy competencies. Meyer and Land's (2006) work identify threshold concepts as those that are transformative, integrative, irreversible, troublesome, and bounded. Davies (2006) explained, "When an individual acquires a threshold concept the ideas and procedures of a subject make sense to them when before they seemed alien. It is the threshold concept that provides the coherence." The threshold concept represents the epistemic perspective shift King (2002) inherent in transformative learning. Our work is to help students grasp the threshold concepts of information literacy in their freshman year so they can use strong information literacy skills throughout the rest of their higher education experience and lives beyond. Based on principles gleaned from Baker's (2006) eight-year study on the effects of information literacy instruction with freshmen at another institution and Bowles-Terry's (2012) work on tiered program of information literacy instruction, this study has been examining the achievement of institutional transformative information literacy learning outcomes for undergraduate students.

The campus wide team began its research with students enrolled in the fall 2015 NSU freshman orientation course, University Strategies. The students completed a pre-intervention evaluation before receiving online and face to face instruction regarding selecting appropriate resources for finding research material and criteria for evaluating a website's reliability.

Evaluations ten weeks after the interventions compared to the pre-intervention evaluations indicated significant growth in students' (N=274) ability to select an appropriate search tools for finding research material. However, the same students were not able to discern between a reliable website and a fake one. Our results show that the 2015 fall semester University Strategies students improved their ability to select the most appropriate database for a stated information need, but their ability to correctly evaluate websites did not improve.

To track whether sequenced, transformative learning is occurring for the student participants, follow up evaluations were conducted with students one year after the initial interventions. Overall the study is uncovering a pattern of students' strong understanding that informations sources need to be reliable while repeatedly demonstrating poor skills for achieving that widely understood concept.

Two graduation learning outcomes for NSU students include being able to successfully evaluate the reliability of a resource and the comparative worth of various sources. To achieve these, students must critically examine their assumptions and beliefs about information resources, choose appropriate search tools, and redefine their idea of reliable information sources. Our study demonstrates that we are succeeding to teach some of these transformative learning concepts, while others need continued improvement.

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TRANSFORMATIVE LEARNING IN A COMMUNITY COLLEGE: A MIXED METHODS STUDY

A RESEARCH PRESENTATION

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EXTENDED ABSTRACT

This study combined quantitative survey research design with a qualitative follow up to investigate the extent to which students in a community college human geography class experienced transformative learning on four progressive scales of: (1) Disorienting Dilemmas, (2) Self-Reflection, (3) Meaning Perspective/Critical Discourse, and (4) Behavior Change (Acting).

Arthur Zajonc, with Parker Palmer (2010), wrote that we rarely incorporate results of research related to this transformative power in our teaching. This may be because studies related to transformative learning are difficult because they must go beyond the easily measured ‘*what*’ a student knows and examine the more subtle ‘*ways*’ in which students know (Kegan, 1994). Many students come into higher education with what Kegan (1994) refers to as the socialized mind where they can coordinate multiple perspectives in relation to how others view them within social structures. The problem with this view is that students tend to rebuff ideas that do not fit into their preconceived psychosocial perspectives and label them as “unworthy of consideration—aberrations, nonsense, irrelevant, weird, or mistaken” (Mezirow, 1997, p. 5). When we create understanding solely within our own preconceived notions based on past experiences grounded in social structures and hegemonic thinking we can prevent new answers to new questions that ask us to do things differently (Apte, 2009).

Nevertheless, one aim in transformative learning is to help transform students’ perspectives into that of the self-authoring mind (Kegan, 1994)—like Mezirow’s (1978) notion of meaning perspective—where students are able to develop their own cognitive framework and hold divergent points of view. This is what Fetherston and Kelly refer to as “transitional disruptions” in students’ frameworks of understanding (2007).

This study presented the results of an administration of the Transformative Learning Environment Survey (TLES) followed with qualitative analysis of a student reflection paper in order to gain insight on the survey study’s outcomes. Analysis demonstrated that scale reliability of the 52-item, four scale TLES ranged from 0.87 to 0.93 using Chronbach’s Alpha coefficient. The response scale means, where 1 = Never to 5 = Always, ranged from a low of 3.10 to a high of 4.12. We discovered students have a negative association with Disorienting Dilemmas, but a positive association with Meaning Perspectives/Critical Discourse. The qualitative analysis of the students’ responses to a four-item, end-of-term reflection paper offered examples of students’ perspectives for a more in-depth look on why the qualitative outcomes fell where they did.

Conclusions were drawn by considering students’ perspectives in terms of self-reflection and survey results that, given disorienting dilemmas and opportunities for self-reflection in class, students experience shifts in meaning perspectives when critical discourse with peers is part of the instructional method. Likewise, opportunities for demonstrating changes in behavior can be measured and made concrete through self-reflection. The contribution of this work is the extent to which transformative learning occurs can be measured in post-secondary classrooms.

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REFLECTION IS THE KEY TO TRANSFORMATION INCREASING VISIBILITY TO ENSURE THAT IT HAPPENS

A POSTER PRESENTATION

Deeann L. Bruno, Phd student Sofia University

EXTENDED ABSTRACT

Critical reflection is a key part of Transformative Learning (TL) so how do we ensure that it is included in curriculum and make it visible in order to aid transformation? My poster presentation reviewed several learning models that showed the importance of reflection as well as offered reflection methods that can help students critically reflect while also making their transformation visible.

I became aware of the importance of reflection while working as a Military Training Specialist with the U.S. Coast Guard (USCG). The USCG training system used performance based curriculum and Kolb's 1984 Experiential Learning cycle (which includes reflection) was taught to all instructors and curriculum developers. I discovered that in the USCG world of curriculum design reflection was often forgotten because it typically happens outside the classroom.

I reaffirmed the importance of reflection with articles like Kitchenham (2008) which described changes in Mezirow's 1978 ten phase Transformative Learning (TL) theory where reflection is a key component in phases II-IV. I found theories like Mezirow fit well with curriculum that I used to teach for the USCG. As one example, Moore (2005) compared the six stages of change that the USCG used in its wellness curriculum with Mezirow's theory. Moore found compatibility between the two in that they both needed contemplation or reflection for change or transformation to happen. One change Kitchenham (2008) discussed was in 1995 when Mezirow proposed three types of critical reflection: content, process, and premise. Mezirow believed the three types of reflection were better than straightforward reflection (which only looks at an individual's actions) because content, process, and premise reflection allowed for a critical review of where an individual's actions might have originated from thereby allowing for possible transformation.

So given the importance of critical reflection, how do we help our students use it while making it visible? Gray (2006) offered the following reflective tools:

- Storytelling
- Critical incidents
- Repertory grids
- Concept mapping
- Reflective & reflexive conversations and reflective dialogue
- Reflective metaphors
- Reflective journals

Gray (2006) asserted that critical reflection can be taught and also warned about the private nature of reflective journal writing. Other authors suggest reflective writing as a curriculum tool but caution that it needs to be structured in order to ensure that it assists in transformation (Carrington, & Selva, 2010; Fook, White, & Gardner, 2006). Fook, White, and Gardner (2006) describe critical reflection as a cognitive, emotional, and experiential process of examining the assumptions behind our actions in order

to find their origin to determine if they are still relevant and then if necessary to rework our future practices. To help create this critical reflection process Carrington and Selva (2010) suggest a journaling structure be provided to students. This structure should help students include a description of an event with reactions and feelings about the incident then integrate classroom content with these reactions and feelings with future study suggestions. As an example of a journaling structure Carrington and Selva (2010) described the five Rs: Reporting, Responding, Relating, Reasoning, and Reconstructing; however the authors combine the first two Rs when using it.

In completing my poster I reaffirmed the importance of reflection, discovering that critical reflection is a key component in transformation. I also reaffirmed the importance of reflective writing as a curriculum design tool to assist students in making their transformation possible and visible. I learned that providing a structure for reflective writing is important while also ensuring that students also know that their reflections are private. Ensuring that our students critically reflect is vital to many learning objectives and our future success as educators.

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RETHINKING THE PURPOSE AND PRACTICE OF RESEARCH AT MASTERS LEVEL INSTITUTIONS: FINAL PHASE AND PROJECT CONCLUSIONS

A POSTER PRESENTATION

*Dr. Ed Cunliff, Dr. Mike Nelson, Dr. Melissa Powers, Elle Skelton
University of Central Oklahoma*

EXTENDED ABSTRACT

Capstone experiences provide students the opportunity to demonstrate knowledge and skills obtained during a program. Ideally, capstone projects assess students' readiness to graduate and provide information regarding students' ability to apply knowledge learned in the academic setting to "real-world" problems. Research has been "the gold standard" of higher education throughout the 20th Century. At the doctoral level and at the Masters level, a student's culminating achievement was the completion of research. Some question whether our current practices adequately prepare graduates to be "leading practitioners" prepared for the complex demands of a rapidly changing society. The (Perry & Imig, 2008) point out that practitioners need different preparation than future researchers (Perry & Imig, 2008; Rickli, 2009).

The purposes of this project are (a) to identify and describe current capstone practices, (b) to investigate how capstone experiences meet the needs of students, and (c) to identify and evaluate alternative capstone experiences for preparing students for the workplace. The purpose of this final phase was to develop consensus on effective preparation during master's level programs from recent graduates. Specifically, we asked about knowledge, skills, and abilities that graduate students should acquire during their graduate program and specific experiences that would prepare graduates to be effective employees.

The study was conducted in Delphi-style rounds to reach consensus. In the first round, a demographic survey and two open-ended questions addressing the primary purpose were sent electronically to 3,151 individuals who graduated from a master's level program in the past five years. The two open-ended questions were: 1) please list knowledge, skills, and abilities a graduate student, in your discipline, should learn during his/her graduate program. 2) Please identify the kinds of experiences that would prepare graduates to be effective employees in your discipline. Sixty graduates responded to and completed the first round (75% female). Respondents represented a wide range of disciplines with education (n=16) and higher education (n = 15) being the most represented. From their open-ended responses, a list of 50 knowledge, skills, and abilities that a graduate student should learn during his/her graduate program was generated; duplicate responses were merged. Additionally, a list of 36 experiences that would prepare graduates to be effective employees was also generated. In the second Delphi round responses were returned to the 60 respondents from round one. Respondents were asked to indicate their level of agreement with each of the 50 responses from question one and 36 responses from question two on a scale of 7 (strongly agree) to 1 (strongly disagree). Thirty-three participants responded in round two. Level of agreement was calculated as the percentage of respondents with responses within 3 categories of agreement with each other. Consensus was assumed at a level of agreement of 70%.

For the question regarding knowledge, skills, and abilities, consensus was reached in 46 of the 50 (92%) responses. Top responses, reaching 100% agreement, were *critical thinking*, *professional communication*, *strong writing skills*, and *working with others*. For the question regarding preparation experiences, consensus was reached for 100% of responses. The three responses with 100% agreement

were *peer collaboration*, *job shadowing*, and *internship*. In this study of recent graduates, we found a high level of agreement on knowledge, skills, abilities, and experiences necessary for effective preparation in graduate programs.

Overall, in Phase II of the project researchers identified key themes from interviews with program coordinators about their master's level capstone experiences. These key themes are: application to practice, contribute to scholarship, multiple pathways/change, demonstrate knowledge of the domain, and preparation for academia. The final stage of the project sought to gain consensus on effective preparation during master's level programs from recent graduates. Researchers found that a) skills sets/abilities and experiences that were the lowest in levels of agreement were industry or trade specific. Those items do not reflect strengths that would be advantageous in a generalized setting and environment for post graduate students b) the skill sets/abilities and experiences that had the highest level of agreement support previous work that demonstrate the importance of critical thinking, communication, collaboration, and practical experiences in graduate programs.

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CRITICAL REFLECTION: IMPACTS ON TRANSFORMATIVE LEARNING

A POSTER PRESENTATION

Kenedie McAdams, University of Central Oklahoma

ABSTRACT

The University of Central Oklahoma recently implemented the Student Transformative Learning Record, STLR, to document and exhibit students' growth in the Central Six Tenets of global and cultural competencies; health and wellness; leadership; research, creative, and scholarly activity; and service learning and civic engagement. Participation in STLR activities requires submission of some type of reflective artifact to be evaluated by an instructor, event coordinator, or advisor. Even with the implementation of this program and various opportunities for transformative experiences, many students are unaware of the skills they gain through participating in transformative learning experiences and/or are unequipped to articulate those skills. This exploratory study will compare STLR designated student groups to determine if certain types of reflection activities influence the perceived learning outcomes of students.

The purpose of this study is to determine if certain reflection exercises contribute more to student learning than others. The study compares the perceptions of learning from students at the University of Central Oklahoma participating in transformative learning experiences as part of the Student Transformative Learning Record (STLR) Program. A better understanding of which reflection exercises best help students to make meaning of their experiences will be valuable in program and curriculum planning as well as evaluation.

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AN INVESTIGATION INTO THE TRANSPARENCY OF INSTITUTIONAL ASSESSMENT OF SERVICE LEARNING OBJECTIVES AND OUTCOMES IN HIGHER EDUCATION SETTINGS

A POSTER PRESENTATION

Veronica F. McGowan, University of Central Oklahoma

EXTENDED ABSTRACT

Service learning is increasingly recognized in higher educational settings as a transformative learning method for increasing student engagement in learning experiences, promoting civic responsibility, and exposing students to field settings and potential professional networks. As more institutions devote more classroom time or credit credentialing to the service learning experience, institutions are beginning to grapple with needing to validate this learning experience in quantifiable and qualitative terms in order to describe the experience to stakeholders, including accrediting bodies. This paper presents an investigation into institution-provided, publically available materials regarding assessment of service learning objectives, outcomes, and activities in order to inform stakeholders of emerging trends, changes, and best practices in transparency of service learning outcomes.

While many higher educational institutions tout the number of offered service learning opportunities, variety of settings, and format of experiences, they are more challenged in translating the experience into communicative terms that convey the meaningfulness of the experience as a learning activity. With assessment transparency related with mixed results to stakeholder confidence (Bamber, 2015) and motivation (Seevers, Rowe, & Skinner, 2014); publically presenting valid and reliable data may serve to impact program success and effectiveness evaluation. Despite gains in the quality and quantity of assessment measures for higher education institutions, regional, and national bodies and consortium, improvements in transparency of assessment results are still needed as evidenced by recent announcements by the United States Department of Education to improve and expand researcher access to data, enhance the FSA Data Center, expand use of administrative data, and support evidence-based policymaking (Mahaffie, 2017). Large public institutions tend to funnel all academic activity through departments and not have the effectiveness or assessment infrastructures of the institutional body; nearly one-fourth of the service learning programs in the current investigation were sponsored by an academic sub-unit, college, or department, and an additional one-fourth only had representation from two or three academic areas. A 2016 survey of Association of American College and University (AACU) member institutions found that while 87% assess learning outcomes within departments, only 67% assess learning outcomes in general education across multiple courses (Hart Research Associates, 2016a), where service learning is most likely to be found. As illustrated by this study, service learning is often occurring at the course level, so assessment of service learning may be underreported or under analyzed if not linked to an institutional initiative. Yates, Wilson, and Purton (2015) noted the dearth of studies validating experiential learning experiences and used their literature review to conclude that a range of assessment methods exists in the field.

In order to foster better learning, Association of American College and University (AAC&U) has identified and recommended six learning objective categories related to service learning: 1) Diversity of Communities and Cultures; 2) Analysis of Knowledge; 3) Civic Identity and Commitment; 4) Civic

Communication; 5) Civic Action and Reflection; and 6) Civic Contexts/Structures (Brammer et al., 2009).

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RETENTION AND GRADUATION: WHERE ARE THE HOW TO'S AND DO STUDENTS EVEN CARE ABOUT GRADUATING ON TIME?

A POSTER PRESENTATION

*Elle Skelton, Dr. Ed Cunliff, Chanz Bayliss
University of Central Oklahoma- STLR Project*

EXTENDED ABSTRACT

Retention and graduation rates, as defined by the Student Right to Know Act, are two of the many large issues faced by higher education today. Through a STLR funded research project we have been able to delve in these issues. First time, full-time, degree seeking students are defined in a cohort model and tracked from their first semester to the following year to compute a retention rate, and that same cohort is followed for six years to determine a graduation rate. Though the law was passed in the early 1990's the first cohort was not created until 1996. While retention and graduation rates were publicly recorded from that point forward it seems only within the past ten years that they have become one of the most widely discussed issues in higher education. According to the National Center for Educational Statistics (NCES), "about 59 percent of students who began seeking a bachelor's degree at a 4-year institution in fall 2007 completed that degree within 6 years." The retention rate has moved from 71.1 percent in 2007 to 73.8 percent in 2014 (the cohorts are formed six years before the measurement). Therefore, over the past several decades there has been a push and an expectation set that in order to graduate from a university/college on time, students must finish their undergraduate degree within a four-six-year period. However, it remains unknown if the students themselves consider graduating within four years to be realistic or of any importance.

The purpose of this study has two components. The first is to identify and analyze federally funded retention programs for undergraduate degree seeking students. Although the research has not reached its final stages, we have found that although the Federal Government has a specific definition for retention, the interpretation of retention and its associated programs differ greatly for each university. We found that the availability of reported qualitative and quantitative outcomes on retention programs from the Federal Government were significantly lacking. From there, we concentrated on UCO's peer universities and found that each university and even its different student support services/departments differed greatly on how retention programs were defined. Congruent with what we found with the Federal Government, reported qualitative outcomes were significantly lacking as well. We identified 36 terms that have been used interchangeably with retention and their associated programs. The second component of this study is to identify what value do students place on graduating on time. An online survey via Qualtrics was used to ask undergraduate students from UCO what value, if any, do they place on graduating on time (within a four to six-year duration).

Survey results indicated 62% of students reported that graduating on time (within 4-6 years) is very important and 76% of students reported that it was very likely that they would graduate on time. Also, 89% reported they do keep track of their progress towards graduation; responses included using an advisor or plan of study to ensure they would graduate on time. When students were asked "where do the following items rank in importance in your life?" 58% of students ranked family as most important out of family, education, social groups, job/providing for self or family, social groups, health, and "other." Education was ranked most important by 17% of students; suggesting conflicting responses between the

importance of graduating on time and actual ranking of importance in their lives. Lack of financial aid/funding was the most likely event to keep students from graduating on time.

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LET ME OFF THIS LEASH SO I CAN DOODLE: APPLYING FUN THEORY THROUGH GAMIFICATION TO INCREASE MOTIVATION AND CAUSE TRANSFORMATIONAL LEARNING

A POSTER PRESENTATION

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EXTENDED ABSTRACT

If selling is an exercise in changing buyer behavior, then give your prospects some positive reinforcement (Chamandy & Aber, 2010). Learners are demanding more from education and breaking away from accepting traditional educational strategies. More and more, instructors are being asked to guide learning not control learning. Millennials and Generation Z or the iGen do not want to be restricted with a traditional leash in their learning environment. They want more freedom to make choices. They want the autonomy to make decisions and back up from instructors if they run into problems – a retractable leash. Education is seeing a paradigm shift with concepts taken from industry and the world of gamification. These rifts are causing learning vertigo through web tools and technology, increasing motivation and transformational experiences. For years, educational games have been used to teach learners. Gamification is not one game. It is the method of transforming the learning experience and motivating learners. Whether a traditional classroom setting, virtual or blending learning scenario; gamification can be applied to process and content. Schmidhuber (2010) Formal Theory of Creativity, Fun, and Intrinsic Motivation uses reinforcement learning to maximize the fun or internal joy for the discovery or creation of novel patterns. Gamification provides patterns and novelty in design of active learning experiences. According to research, there is a significant impact on learning performance using educational game, gamification, social networking and social gamification, which has the most effect on immediacy for all type of assessments (De-Marcos, Garcia-Lopez & Garcia-Cabot, 2015).

Learning objectives can be turned into challenges or quests. Learners can level up by completing tasks and outcomes are rewarded with trophies, badges, experience points (XP). Rankings and leaderboards reveal the top players with the goal to motivate participants as they see who has completed tasks and compare their performance to others. Social networking forums are the framework for discussions, virtual meeting places, reflective blogs, videos, and other resources like infographics. These environments foster collaboration, problem solving, peer review and reflection. Using gamification strategies to meet the needs of a variety of learning styles meets more learners where they are to take them somewhere they have never been opening the door to transformational experiences. Using gamification helps to create new frames of reference and self-reflective opportunities.

Personalized learning experiences might be created with user personality design (Tondello, Wehbe, Diamond, Busch, Marczewski & Nacke, 2016). Whether a traditional classroom setting, virtual or blending learning scenario; gamification can be applied to process and content. Schmidhuber (2010) Formal Theory of Creativity, Fun, and Intrinsic Motivation uses reinforcement learning to maximize the fun or internal joy for the discovery or creation of novel patterns. Gamification provides patterns and novelty in design of active learning experiences. According to research, there is a significant impact on learning performance using educational game, gamification, social networking and social gamification, which has the most effect on immediacy for all type of assessments (De-Marcos, Garcia-Lopez & Garcia-Cabot, 2015). According to Maslow's Hierarchy, learners are motivated by psychological needs for belonging and self-esteem, which might be provided in an educational setting using gamification strategies (Maslow, 1943). This poster will

share research, strategies and resources to integrate gamification into instruction to motivate transformational outcomes.

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TRANSFORMATIVE LEARNING IN PUBLIC POLICY: PAIRING STUDENTS WITH OLDER ADULTS

A ROUNDTABLE PRESENTATION

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EXTENDED ABSTRACT

Senior Day at the Oklahoma Capitol extends learning from the classroom for college students in a Policies and Programs for Older Adults class. Students learn about policies and how they are made in class. Shirley Cox, legal services developer for Aging Services, Oklahoma Department of Human Services, comes to our classroom and discusses how a bill is passed. Through this connection, our class is invited to serve as hosts/hostesses for the older adults as they come to the capitol on senior day. This is the older adults' opportunity to talk with their legislators about any concerns that they may have. Then there is a general session where agencies that advocate for older adults share their key policy requests for the year. Students get to meet the older adults, guide them through the capitol, meet legislators, and learn firsthand from the older adults the legislative concerns that they have. The issues become so much more real for the students to hear them from the older adults. This is a very moving experience for them to hear about the serious challenges that caregivers and older adults deal with.

Students are also allowed to visit exhibits that are set up to make older adults aware of various resources that are available. Students also learn through these exhibits and then are able to take the information and share with their families or in their future careers working with families. Through this experience in cooperation with the activities learned in class, most students reach a level of integration in transformative learning (Hamon, 2002; Knapp & Stubblefield, 2000). Students are asked to write a reflection upon returning from the event with the following prompts: What type of advocacy experiences did you see for senior adults?; What were the key advocacy issues put forth by the factions represented in the sessions (ex: AARP)?; Discuss some of the concerns of the older adults that you hosted around the capitol?; Did this experience influence the issue that you will be writing your policy paper on?; and Did this experience change your opinion of older adults: Why or Why not?

A class assignment is for the students to write a policy paper on a topic that needs to be addressed for older adults. Senior Day at the Capitol often helps them identify a problem. Some students actually reach the transformation level. The student shows they are actively engaged in the process of advocacy and policy making. The student shows they are making informed responses that incorporates knowledge from class content, outside readings, and the co-curricular event at the capitol. The student also shows that they are able to think critically about policy issues and older adults. With our aging population, learning about policies for older adults is very important for all of us.

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GETTING PUBLISHED IN THE JOURNAL OF TRANSFORMATIVE LEARNING

A ROUNDTABLE PRESENTATION

Ed Cunliff, University of Central Oklahoma
Jeanetta D. Sims, University of Central Oklahoma

ABSTRACT

The Journal of Transformative Learning (JoTL), under the new editorship of Dr. Jeanetta D. Sims and Dr. Ed Cunliff, provides a forum of perspectives on the practice and application of transformative learning for use among organizations and educational institutions. JoTL (jotl.uco.edu) is an open access, double-blind, peer-reviewed electronic journal that is published twice a year by the University of Central Oklahoma. JoTL is enhanced by a new Editorial Advisory Board of international scholars and practitioners committed to transformative learning and to promoting the quality of the journal's content.

More than 20 scholars gathered to discuss key topics related to JoTL, including: the marketplace "niche" for JoTL as an open access journal, the value of pursuing placement for JoTL on research indices, and the research focal areas that are ideal for a publication outlet devoted to transformative learning. Scholars with existing research received feedback about the potential fit between their research streams and JoTL.

Ongoing submissions to JoTL are accepted in the form of research articles, essays, and teaching notes. Descriptions for each submission type follow:

- *Research Articles* (3,000-8,000 words) – original manuscripts that employ the rigors of research focused on transformative learning, its practice, its impact, and/or its relationship to other variables. The results of the research should be analyzed and evaluated for their meanings, implications, and applications for the improvement of transformative learning practice.
- *Essays* (2,000-5,000 words) – conceptual, thought-provoking, and well-reasoned manuscripts on such topics that critique current practice, present differing models, and/or offer reflective processes associated with transformative learning.
- *Teaching Notes* (500-1,500 words) – strategies for facilitating transformative learning in curricular, co-curricular, corporate, non-profit, and academic settings.

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TRANSFORMING TEACHING AND LEARNING THROUGH BRAIN SCIENCE: THE DEVELOPMENT OF A PROFESSIONAL DEVELOPMENT SERIES

A ROUNDTABLE PRESENTATION

Rachelle Franz, Ed Cunliff, & Tyler Weldon, University of Central Oklahoma

ABSTRACT

The University of Central Oklahoma (UCO) is rooted in a transformative learning based mission. UCO defines transformative learning as “a holistic process that places students at the center of their own active and reflective learning experiences” (<http://www.uco.edu/central/tl/index.asp>). Fully supported by UCO’s Center for Excellence in Teaching and Learning (CETTL), faculty are encouraged to study, design and research transformative learning practices that enhance teaching and learning at UCO. The Embodied Brain Professional Development Series is one initiative focused on understanding what transformative learning looks like in light of brain-based learning. To understand how students learn, one must understand how their brains take in, process, and retrieve information. Using the book, *The New Science of Learning* (Doyle & Zakrajskek, 2013) as a common foundational text, a small group of interdisciplinary faculty began discussing practical applications to create a more transformative learning environment, based on neuro-science, in the classroom. Faculty members committed to participate in The Embodied Brain series and each one facilitated a session by providing an article, book chapter, or video that others would review prior to attending each meeting. This material was meant to extend and deepen the content of the chapters from *The New Science of Learning*. Faculty members provided some form of practical classroom application, related to the material covered, and led discussion at each session. Transformative learning concepts, in light of brain-based research were discussed as well as how others could apply these concepts in the classroom. Several promising practices were highlighted. Objectives of this session were: 1) review *The New Science of Learning* key ideas and applications; 2) consider new approaches to helping students learn; and 3) devise a plan for updating course content, assignments, or other opportunities designed to help students master course outcomes.

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TRANSFORMING INFORMATION LITERACY INSTRUCTION VIA SIMULATED APOCALYPSE

A ROUNDTABLE PRESENTATION

Katherine L. Jones, Kansas State University Polytechnic Campus

ABSTRACT

This session details a recent effort to present information literacy and research concepts to freshmen STEM students in a manner both engaging and informative. This course utilizes a post-apocalyptic survival scenario as a framework for course content. Instructors encourage students to work collaboratively and think outside the box to overcome obstacles to their hypothetical survival in a scenario in which the class members are isolated and working with limited supplies. Students walk through each step of the research process from determining the topic of their research to presenting their findings. Playing with tropes and concepts found in pop culture, this approach to information literacy transforms the classroom environment and lays a foundation for professional and academic research from which students can build in the future. This session encourages attendees to brainstorm ways in which creative thinking can be combined with students' entertainment interests to create a unique learning experience when teaching basic, foundational concepts.

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TRANSFORMATIVE HIGH-IMPACT PRACTICES: EIGHT KEY FEATURES MODELED THROUGH A SERVICE EXPERIENCE

A ROUNDTABLE PRESENTATION

Martha Y. Parrott, Northeastern State University

EXTENDED ABSTRACT

The focus of this discussion-based session was the relationship between high-impact educational practices and the potential for transforming learning both in and outside of the classroom. Attendees took away from the dialogue resources from George Kuh (2013) which include an overview of specific practices well documented for having high impact on the learning of college students from very diverse backgrounds. The conversation extended to eight key features of high-impact practices so that together we could examine what we do and determine the potential for transforming learning.

Kuh (2008) identifies these high impact practices:

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Undergraduate inquiry and creative activity
- Diversity, study away, global learning
- Service learning, community-based learning
- Internships
- Capstone courses and projects
- ePortfolio

Kuh, O'Donnell, and Reed (2013) identify these eight key features of high-impact practices:

- Performance expectations set at appropriately high levels
- Significant investment of concentrated effort by students over an extended period of time
- Interactions with faculty and peers about substantive matters
- Experiences with diversity, wherein students are exposed to and must contend with people and circumstances that differ from those with which student are familiar
- Frequent, timely and constructive feedback
- Opportunities to discover relevance of learning through real-world application
- Public demonstration of competence
- Periodic, structured opportunities to reflect and integrate learning

While several examples were referenced both by the presenter and solicited from attendees, a fundamental example for discussion highlighted the Northeastern State University Mathematics Clinic which provides teacher candidates K-12 with an opportunity to apply what they have learned about mathematics and pedagogy through teaching service. As a model of service learning (Parrott, 2013), we examined why the clinic experience reflects a high impact practice and then measured the clinic opportunity against each of the widely-tested eight, common attributes of high-impact practices. Results from the clinic experience each semester indicate ways in which these future teachers are transformed from students of teaching to those who are better prepared for the realities of the profession. Clinic teachers credit the service experience for their transformative change in perspectives and also their anticipated success when in their own classrooms, perhaps the best possible evidence of high impact practices on these future mathematics teachers.

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START HERE! A BRIEF HISTORY AND CONVERSATION ABOUT TRANSFORMATIVE LEARNING IN HIGHER EDUCATION

A ROUNDTABLE PRESENTATION

Kelly Ross, University of Central Oklahoma

ABSTRACT

What IS Transformative Learning (TL)? If you are asking this question, join us for a roundtable discussion where you will get a brief history of TL, its origins and development, and an understanding of what it looks like today in higher education. Through dialogue and sharing, we will explore ways to begin integrating TL into our teaching practices. The session will begin with a brief examination of the circumstances and influences leading to the development of Jack Mezirow's Transformative Learning (TL) Theory, and how scholars interpret it today. Once we have a common understanding of TL, we will discuss its relevance in higher education and potential short-term and long-term implications for learners. Participants will "follow" a learner through a transformative learning experience using a common learning activity, the group project, as an example. The example will look at each of the 10 phases of TL: 1) Experiencing a disorienting dilemma; 2) Feelings of fear, anger, guilt or shame; 3) Questioning one's assumptions; 4) Recognizing the need for personal transformation; 5) Exploring new roles, relationships and actions; 6) Planning a course of action; 7) Acquiring new knowledge and skills; 8) Provisional trying of new roles; 9) Building confidence in new roles and relationships; 10) A re-integration of a new perspective into one's life We will review two components frequently used in TL practice today, discourse and critical reflection, and discuss ways to integrate these in participants' teaching practices. The session will conclude with participants creating basic strategies for encouraging transformative learning in today's learning environments.

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CHANGING STUDENT ATTITUDES ABOUT THE ENVIRONMENT USING INSECTS

A ROUNDTABLE PRESENTATION

Rebecca Williams, University of Central Oklahoma
Mark E. Walvoord, University of Central Oklahoma

EXTENDED ABSTRACT

Undergraduate, non-biology majors may have preconceived notions about insects as annoying, harmful, or useless organisms. However, one learning goal of introductory biology is to help students understand that all organisms play an important role in their ecosystems. To accomplish this, we sought activities to help the students question their preconceived notions and expand their perspectives about environmental interactions. We chose two assignments -- one focused on bees and one on mosquitoes -- that were most likely to both engage students and encourage their critical reflection about their assumptions surrounding insects. Both scenarios that we introduced directly related those insects with humans and our environment, in an effort to gain student motivation to learn through relevancy (Himschoot, 2012). The end products for both assignments included reflection papers to encourage critical reflection about student changes in perspective. Students then received feedback from their instructor about their growth both through a rating assigned on a rubric and through written comments. The rubrics used were based on the Student Transformative Learning Record (STLR) rubrics in use at the University of Central Oklahoma.

For the “What about bees?” assignment, students watched a TED Talk about the disappearance of bees (Spivak, 2013) then answered both content questions and reflection questions (Table 1). For the “Mosquito Experiment,” students carried out a mosquito breeding experiment then submitted both a lab report and answers to reflective prompts (Table 1).

Table 1. Reflective prompts for both biology assignments

“What about bees?” reflective prompts	Mosquito Experiment reflective prompts
<ol style="list-style-type: none"> 1. Do you think there is anything else you can do to help bees (besides what was mentioned in the video)? If so what? If not, why not? 2. Did this video change your views about bees, agriculture, food production, scientists? Why did it change your views? If not what are your views and why? 3. Do you think most citizens are aware of the crisis bees are facing? Who is responsible for educating these citizens? Why? How? a. If you were the mayor of Edmond what might you do to help educate people about bees? What kind of laws might you write to help solve the problem of colony collapse disorder? 	<ol style="list-style-type: none"> 1. How can you use your data and the class data to positively affect public health? 2. Did this experiment follow the scientific method? How? Why or why not? 3. What would you change about the experiment if you were to do this a second time? 4. If you were the mayor of Edmond how might you approach the current lack of surveillance for mosquitoes carrying the Zika virus? 5. Describe an appropriate surveillance program for the city of Edmond to monitor for mosquitoes carrying the Zika virus. How is this related (or not) to the research we performed as a class?

<p>4. Why do you think environmental issues such as this one receive very little attention from the media and politicians?</p> <p>5. How might your attitude toward bees change if you lived in a foreign country?</p> <p>6. Describe your typical lunch. How do you think your typical lunch would change if bees disappeared?</p>	<p>6. If you were a research scientist trying to eradicate the Zika virus how might you approach the problem globally? Did you use anything you learned from the class research project to approach this problem?</p>
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Student artifacts were assessed both for a grade on the assignment and for their evidence of transformative growth in Health & Wellness (HW); Civic Engagement; and Research, Creative & Scholarly Activities. For example, the rubric for assigning levels of Transformation, Integration, or Exposure (ordered by decreasing levels of change) in the HW tenet for the bee assignment were:

Transformation: The student has completely changed his/her behavior to help bees in some meaningful way. They may be telling their friends about the effect of colony collapse disorder on environmental health (in person or through social media/blogs), starting a bee-friendly garden or hive, posting signs on campus about bees, changing their major or degree focus, getting involved with an environmental group etc. Look for the student taking action instead of just talking about action that needs to be taken. Integration: Student can discuss bees as a keystone species in the environment (how important they are to environmental and human health and why). The student mentions how they might change their behavior or choices to influence bees in his/her everyday life. He/she could also mention the importance of bees to humans' nutrition and how humans might be able to improve the bees' current situation. Exposure: Student discusses bees as an important part of the environment. There is no mention about the influence he/she has on bees in his/her everyday life.

These methods stem from a Transformative Learning perspective (Cranton, 2006), such that we sought to motivate students to learn, confront them with scenarios that would cause them to question their preexisting understanding of insects, give them opportunity to reflect on new perspectives they might develop, and provide feedback based on a standardized rubric (Bela et al., 2016). To replicate our setup, instructors should consider: selection of assignments to encourage transformation, the inclusion of critically reflective prompts for the students to give evidence of their perspective shifts, setting instructor expectations of student transformation level, and the development of a rubric for assessment.

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TRANSFORMATIVE CONVERSATIONS OF CRITICAL CONSCIOUSNESS, REDRESSAL AND SOCIAL INCLUSIVITY IN LEARNING ENVIRONMENTS

A ROUNDTABLE PRESENTATION

Dr. P.B.N. Maseko, Dr. J.S. Kabi, Dr. M.S. Malebese, University of the Free State

ABSTRACT

The intention of this concept paper is to evoke reflections and discussions about alignment around transformative issues relating to critical consciousness, redressal and social inclusivity in both theory and practice. The envisaged outcome of these conversations is to make a contribution towards enhanced levels of teaching and learning in transformative learning ecologies. The performance levels of certain schools reflect the need for multi-layered transformative perspectives that relate to expectations, perceptions, cognition and feelings which have a bearing on actions and behavioural modes. It is argued in this paper that the transformative learning lens will facilitate an emphasis on criticality, the role of self-efficacy and the ability to self-regulate in these school contexts. The contention of this discussion is that the self-reflective, self-reactive and critical capabilities of teachers position them for transformative learning. In the interests of transformative praxis within school contexts, pedagogic practices, course material and content should be critically evaluated and modified collaboratively through a socially inclusive way of teaching. The envisaged collegiality that should accrue through this consciousness creates spaces for a reflective team approach that takes into cognizance the responsible and effective use of resources. Ideally, the result should be circumvention of the disjuncture between resources and performance. When resources are used responsibly the result should be the creation of optimal teaching and learning environments. The view proffered here is that reflectivity has positive transformative ramifications for learner's performance and development.

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