TL

TRANSFORMATIVE LEARNING

CONFERENCE 2018

Proceedings

UCO UNIVERSITY OF
Central Oklahoma

MESSAGE FROM THE EDITORS

May 2018

Dear Reader:

Welcome to the third Transformative Learning Conference Proceedings - 2018!

This year's conference was a great gathering of academics, practitioners, students and others with a passion for transformative learning. John Tagg and Peter Felten both provided stimulating key notes and workshops, in addition to the 70 concurrent and poster sessions. Along with these formal sessions, there were opportunities to interact with others informally and to make connections and establish networks that will carry on beyond the conference itself.

As in the past, sessions included interactive, research, poster, and roundtable presentations. The presenters were all given the opportunity to share their abstracts through the Proceedings and we are pleased to offer the following collection of Transformative Learning thought pieces. Hopefully these will stimulate further connections between participants as well as those who are on a search for greater exposure to transformative learning.

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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TEACHING FOR LIFELONG LEARNING

AN INTERACTIVE PRESENTATION

Cristina Gordon, Mount Marty College

ABSTRACT

This interactive session focuses on critically reflecting in transformative learning. The idea of lifelong learning as a continuous experience is rarely addressed as part of the learning process. The Learning Cycle has been explored in length by several authors, including Kolb (1984) and Pfeiffer and Jones (1985). However, the Lifelong Learning Experience goes beyond the learning cycle and is a neglected process when we address learning. We hear about lifelong learning but what is it, really? What part does our role in the classroom play in lifelong learning? We must be more conscious of this process when making connections in the classroom.

This session focuses on the Transformative Learning concept of reflection, both on the part of the student and the teacher, leading to better understanding of how evaluating our influences impacts learning (Instructional Design.org, 2015). The objectives of the session are: 1) Identify the differences between the Learning Cycle and the Lifelong Learning Experience; 2) Evaluate the role of the instructor on lifelong learning; 3) Discuss the Transformative Learning concept of reflection; 4) Analyze the role of feelings that influence learning in the classroom; 5) Assess the importance of feedback in lifelong learning. The session itself is an example of transformative learning as it will utilize discovery learning and group activities.

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ELEVATING WORK IN THE EXPERIENTIAL LEARNING PATHWAY

AN INTERACTIVE PRESENTATION

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EXTENDED ABSTRACT

Guttman Community College has a commitment to making work-focused experiential learning central to the curriculum. Guttman's mission promises to support graduates in successfully completing their degrees and helping them prepare for jobs that will offer a family-sustaining wage. As the college celebrates its 5th anniversary, we have taken the opportunity to step back and review our experiential learning pathway and assess the extent to which it is supporting this goal. Guttman Community College (GCC) opened its doors in 2012, offering a carefully orchestrated combination of research-based high impact practices such as mandatory summer bridge, interdisciplinary learning communities, intrusive advisement, extensive peer mentoring; guided degree pathways, and integrated academic and occupational learning.

Essential Employability Qualities Pilot

The assessment of our experiential learning pathway was bolstered by our participation in the Essential Employability Qualities (EEQ) Pilot (QA Commons 2017). The EEQ Pilot is a project of the Quality Assurance Commons for Higher and Postsecondary Education funded through the National Center for Higher Education Management Systems (NCHEMS) under a grant from the Lumina Foundation. The EEQ Pilot required an assessment of whether graduates of the program were: Communicators, Thinkers & Problem Solvers, Inquirers, Collaborators, Adaptable, Principled & Ethical, Responsible & Professional, or Learners.

Though the pilot was focused on one program, the EEQ process encouraged GCC faculty, staff, and administrators to take a careful look at how EEQ learning was happening throughout a student's degree path. Two key EEQ Pilot criteria that drove our work were the following:
- The program addresses, develops, and assess each of the EEQs
- All students have opportunities to apply learning to work-relevant contexts

To assess whether the EEQs were being addressed in the curriculum, we mapped the EEQs onto our program and general education learning outcomes. We found that the EEQs mapped very well. Additionally, because of our commitment to scaffolded learning for our learning outcomes over the educational pathway, we were confident about meeting this EEQ criterion.

To assess students' EEQ learning in work-relevant settings, GCC pulled together various leaders in experiential learning and/or career learning from across the campus. Together we were able to construct the GCC Experiential Learning Opportunities (ELO) Pathway and identify key EEQ building experiences (indicated in blue).

ELO PATHWAY

	FIRST YEAR				PROGRAM OF STUDY	
	BRIDGE	ETHNOGRAPHIES OF WORK	OTHER		COMMUNITY ENGAGEMENT, SERVICE LEARNING	INTERNSHIP
REQUIRED	▸ ELO Pedagogy ▸ Neighborhood project	▸ EOW Weekly Field Work ▸ EOW Project ▸ LABS	▸ Arts in the City ▸ City Seminar ▸ Embedded Community Days	**REQUIRED**	▸ 2 Classes designated ELO with units including ELO in the discipline.	▸ Required Internship (IT) Clinical Preparation/ Practica (HS)
OPTIONAL	▸ OPCE Career Services: Resume Building, Career Counseling, Career Panels, Voluntary Internships. ▸ Campus-based work ▸ Chase Job Training ▸ Undergraduate Research ▸ Campus Leadership - Student Government, United Men of Color, Women of GRIT ▸ Global Guttman			**OPTIONAL**	▸ OPCE Career Services: Resume Building, Career Counseling, Career Panels, Voluntary Internships. ▸ Campus-based work ▸ Chase Job Training ▸ Career Strategist Events and Meetings ▸ Undergraduate Reserach ▸ Campus Leadership - Student Government, United Men of Color, Women of GRIT ▸ Global Guttman	

GUTTMAN COMMUNITY COLLEGE

Our examination of the ELO Pathway through the EEQ pilot process demonstrated the strength of GCCs focus on work-based experiential learning throughout the first year in our Ethnographies of Work (EOW) course. EOW is a two-part, year-long course and set of experiences that give students tools for understanding and addressing the challenges and opportunities they face in the labor market; it does so in both a theoretical and applied context by putting *work* at the center of learning. Students conduct ethnographic research—observing, mapping and interviewing workers in different fields—and use their ethnographic skills to investigate and explore workplaces and industries that they may one day enter. A paired course called, *Learning About Being a Successful Student* (LaBSS) explores academic majors, and develops some of the skills necessary to enter the workplace setting successfully. Beyond year one, we learned that work-based experiential learning was variable. In programs that have required internship courses with a focus on EEQs, GCC was confident in meeting this criterion. However, in programs where there was no required internship experience, the applied learning around EEQs was unclear. The EEQ Pilot offered a critical opportunity for GCC to assess the commitment we made in our model and our mission to integrating occupational learning into the curriculum. What we learned pointed us toward a key next step: Continue to elevate work-based experiences throughout the pathway and develop an assessment plan that will help our institution continue to strive toward our goal of helping students build the skills and competencies necessary to thrive in today's dynamic workforce.

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TRANSFORMATIONAL LEADERSHIP IN THE CLASSROOM: LEADING STUDENTS TO DEEPER ENGAGEMENT AND TRANSFORMATIVE LEARNING

AN INTERACTIVE PRESENTATION

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Maria Christian, Northeastern State University

ABSTRACT

College teachers have a responsibility to acknowledge the impact of their influence on student learning. When teachers identify, reflect and implement positive leadership styles in the classroom, they teach with purpose. This teaching purpose begins with understanding teachers' commitment to transformational leadership as an influence on transformative learning in the classroom. Instructors are in the unique position to influence students through intellectual activities through "leadership of thought" (Bass, 2008). Transformational leadership style emphasizes empowerment through the actions and words of the leader. Individual faculty can identify and build on personal transformational leadership traits and use them in the classroom to increase the effectiveness of instruction. Research shows direct connection between leadership style, student motivation, and learning outcomes (Noland & Richards, 2014). Transformational leadership results in students' stronger self-confidence and increased performance. This influence is transformative; it creates new thinking and new perspectives. Ultimately, it is through teachers' analysis and application of transformational leadership in the classroom that students are empowered to transform their learning. The objectives of this session are for participants to: 1) identify personal transformational leadership characteristics, and 2) recognize how transformational leadership can be used to influence student learning in the classroom.

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FROM IDEAS TO ACTION: TOOLS FOR IMPLEMENTING LEARNING INNOVATION AND TRANSFORMATION

AN INTERACTIVE PRESENTATION

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Bucky J. Dodd, PhD, University of Central Oklahoma

EXTENDED ABSTRACT

Innovation is a hot topic in education, but many who aspire to reimagine, renew, even revolutionize learning, projects, and processes at the personal, team, or organizational level find it challenging to make innovation happen on a practical level. This is due, not only to the many components in the innovation landscape that need to be considered and understood, but also to the need for an effective method for communicating one's vision effectively to collaborators in the innovation design and implementation process and for sound decision-making for mapping, planning, and implementing new ideas.

While continuing efforts to innovate learning are integral to ensuring that learning experiences remain relevant, robust, engaging, and transformative, they must avoid encouraging change simply for the sake of change. In addition, meaningful innovation requires intentional, strategic implementation in order to ensure that the resultant transformative learning experiences have measurable and sustainable outcomes.

The Center for eLearning and Connected Environments and the Institute for Learning Environment Design at the University of Central Oklahoma created the Learning Environment Innovation Inventory (LEI2) and Learning Environment Innovation Landscape (LEIL) to help educators profile learning environments and understand the capacity for innovation in those spaces. The LEI2 survey instrument is comprised of questions that assess the mindset, values, goals, and perceptions of available support for change in the learning environment. The questions also address the capacity for successful development and implementation of new ideas in the setting. The report of LEI2 findings, the Learning Environment Innovation Landscape, presents an overview of influences and processes related to the innovation mindset and values of participants in the innovation process and the learning environment to be reimagined. Together, the two inform and support efforts to identify drivers of meaningful innovation, promote abundant ideation, and manage promising concepts to help developers move them successfully through the innovation cycle from ideas to action. Educators may leverage this information to maximize capacity for, and bridge potential barriers to, innovation in order to ensure that promising ideas progress through experimental and development phases and culminate in successful and sustainable operations.

This effort is supported by the internationally award-winning design technique Learning Environment Modeling™ (LEM) that can be used for planning effective implementation strategies for new ideas. LEM is a revolutionary, visual, tangible, interactive technique for re-imagining and innovating learning environment design. It serves as a powerful tool to innovate and energize learning in any space—online, traditional, or blended; academic or corporate. LEM offers an engaging, enjoyable, and easy-to-learn visualization method for communicating key components in learning environments, just as architectural blueprints communicate building plans. It allows designers to create an idea canvas and invite others to participate actively in the design experience by rearranging and adding to designs and captures ideas as they evolve. As a catalyst for effective communication, decision making, and collaboration, LEM eliminates barriers and fosters innovation and creativity.

LEM disrupts the flow of inefficient miscommunication and allows effective idea sharing by way of its simplified language—Learning Environment Modeling Language (LEML)—that consists of four primary features: Building Blocks, Contexts, Actions, and Notations. These components can be assembled in limitless configurations to represent any learning environment and experience imaginable. Intentional, strategic, coordinated implementation of LEM helps educators advance the overarching design goals of creating engaging and unique learning experiences and improving learner success through its ability to advance innovation in learning.

Learning Environment Innovation Inventory and Landscape components align with LEM building blocks to streamline and facilitate effective application of LEI2 findings to the innovation of learning experiences. As such, this powerful combination of systems advances educators' efforts to transform learning environment design and learning itself.

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INCREASING UNDERSTANDING OF TRANSFORMATIVE LEARNING EXPERIENCES OF NOVICE EDUCATORS THROUGH CRITICAL REFLECTION

AN INTERACTIVE PRESENTATION

Cassie Hudson, University of North Texas
Meranda Roy, University of North Texas
Nancy Fire, University of North Texas

EXTENDED ABSTRACT

Transformative learning (Mezirow, 2000) inspired the development of GSTEP. This program provides a context for many novice educators to learn new teaching skills and pedagogical theory, examine personal assumptions about teaching, and critically reflect about teaching experiences. The program also establishes a community of diverse learners who are genuinely interested in teaching and supporting their peers. In this community, participants use the Wenger-Trayner social learning model (2015). A central component of GSTEP is critical reflection, influenced by the work of scholars such as Mezirow (2000) and Brookfield (2015). Many of the GSTEP experiences embed critical reflection as part of the assignment.

GSTEP has two major goals: (1) developing competency with teaching skills and (2) increasing self-efficacy related to teaching. Participants engage in peer seminars, explore pedagogical literature, prepare and implement a microteaching lesson reviewed by their peers, and teach in a class in their discipline. They explore their own assumptions about teaching through critical reflection. The overall experience assists them to engage learners, design active learning lessons based on achievable outcomes, facilitate student interaction, and link new learning to knowledge and experiences relevant to students' lives. Self-efficacy development in GSTEP, based upon the work of Bandura (1977), includes working with mentors and faculty to gain competency, engaging in modeling experiences, receiving encouragement and coaching, and gaining support with their emotional responses to teaching.

Opportunities to experience disorienting dilemmas (Mezirow, 2000) are part of the GSTEP program and critical reflection process. From the beginning, program mentors guide participants to discover and recognize the influence of their teaching assumptions. In classrooms, they experience student learning experiences very different from their own and explore the effectiveness of multiple teaching strategies. They learn about students with varying needs and experiences. Throughout the program, individuals complete critical incident questionnaires (CIQ) (Brookfield, 2015) and critical reflection essays that document the transformative learning process. They leave the program with comments such as: "Teaching is harder than I thought it would be."

An analysis of 68 critical reflection essays from GSTEP participants revealed evidence of premise reflections that included a shift in perspective, new understandings, or a change in assumptions (Kember, 1999). Students discovered that: teaching was not the same as learning, they had assumptions, great teaching does not just happen, teaching is an art, and teaching should constantly be evolving. One student reflected,
The most significant thing I learned in GSTEP was that I had fallen prey to the general perception that a learning environment involved a unidirectional flow of material from the educator to the student. I

discovered that my most memorable educational experiences were situations that involved instructor engagement and unfettered interaction between and amongst the instructor and the students.

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DEVELOPING EMPLOYABILITY: A BEYOND-DISCIPLINARY TRANSFORMATIVE APPROACH TO HIGHER AND POSTSECONDARY EDUCATION

AN INTERACTIVE PRESENTATION

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Jeff King, University of Central Oklahoma
Niesha Ziehmke, Stella and Charles Guttman Community College

EXTENDED ABSTRACT

Preparing graduates for employment is quickly becoming an expected outcome of higher educational programs, regardless of discipline or degree level. At the same time, the 21st century workplace is increasingly complex, interdependent, and dynamic, and workforce participants must be able to continually learn, reflect, adapt, change, and grow. Instead of focusing on graduates' employment—with metrics such as job placement and starting salaries that are frequently called upon as measures of quality—we suggest focusing on developing learners' *employability*. Employability is "the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings" (developing Employability, 2018), and thus involves people skills, problem-solving abilities, and professional strengths that graduates will need to thrive in the changing world of work across their lifespans.

As Vaill (1996) suggested more than two decades ago, modern life is like "permanent white water," full of novel situations and messy problems that require people to be able to make changes in themselves to address not only the know-what and know-how, but also the know-why of a given subject. The metaphor of permanent white water holds particularly true for 21st century work. Employees must be able to think critically, identify and solve problems creatively, engage with others collaboratively, communicate effectively, approach new situations differently, and learn continuously. These are *Essential Employability Qualities*, and they are not specific to any discipline, field, or industry, but are applicable to most work-based, professional environments. They represent the knowledge, skills, abilities, and experiences that help ensure that graduates are not only ready for their first job, but also support learners' foundation for a lifetime of engaging participation in the rapidly changing workplace of the 21st century and their social and economic mobility.

The Essential Employability Qualities Certification: The EEQ CERT

In this session, facilitators highlighted a new approach to quality assurance that is being co-designed with 27 higher educational programs from 14 institutions. This learning-based approach—the EEQ CERT—focuses on certifying programs that develop learners' Essential Employability Qualities. Many of the EEQs build upon existing learning frameworks and outcomes embedded in many academic programs, and the qualities can be appropriately adapted to degree and certificate programs of different levels, timeframes, and modalities. There are several existing academic frameworks that generally reflect aspects of the EEQs, and while many of the EEQs are included in existing aspects of some programs, by necessity they have applied, work-based components, and should be addressed and developed in all students equitably. Students need multiple opportunities to develop these competencies in work-relevant contexts and settings so they are "job ready" upon graduation, so experiential learning is a key component of any EEQ CERT program.

STLR at the University of Central Oklahoma

One of the 27 partner programs in the co-design of the EEQ CERT is the Student Transformative Learning Record (STLR) at the University of Central Oklahoma. STLR is how UCO implements transformative learning, focusing on developing students' beyond-disciplinary skills and expanding students' perspectives of their relationships to self, others, community, and environment. As a partner in the EEQ CERT design process, STLR has emphasized that the dual focus of preparing students for employability as well as addressing the social good of higher education is a "win-win" for students and institutions. The visible institutional record of students' transformative learning—the actual Student Transformative Learning Record—also supports students for employability as it can make visible to potential employers what students have experienced and learned beyond a traditional transcript with courses and grades. In addition, STLR has an active employer advisory board that informs its practices and supports a deep connection to graduate employability.

Stella and Howard Guttman Community College

Guttman Community College in New York City, another of the EEQ CERT design partners, provides all of its students with multiple high impact practices, learning communities, intrusive advisement, guided pathways, experiential learning, and keeps both occupational and academic learning at the center of the curriculum. Two particular features—the Ethnographies of Work (EOW) course and the Experiential Learning Pathways—have deeply informed the development of the EEQ CERT. EOW is a 2-sequence course (EOW I in the Fall; and EOW II in the Spring) in which students master ethnographic methods and use workplaces as research sites to practice and refine their ethnographic skills. Students then focus on a critical analysis of the workplace, using a social science lens (including historical, anthropological, and sociological approaches), and use their ethnographic skills to conduct original research to better understand the worlds of work. Additionally, through Guttman's Experiential Learning Pathway, students have multiple opportunities to apply their learning in work-relevant contexts such as through optional and required internships, community engagement and service learning projects, and campus-based work.

As both STLR and Guttman's programs have illuminated, traditional forms of education and training – the simple transmission of knowledge, skills, and processes – are no longer sufficient as global and local conditions continually change, technology automates, and people must work differently. Transformative learning approaches that focus on beyond-disciplinary skills and developing people's capacities to see and think differently are more critical than ever, and represent Essential Employability Qualities people will need for the dynamic world of work in the 21st century.

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WRITING MATTERS: ENGAGING AND TRANSFORMING STUDENT WRITING AND REVISION TO ENCOURAGE LIFE-LONG WRITERS

AN INTERACTIVE PRESENTATION

Lisa Abney, Northwestern State University
Gregory M. Bouck, Northwestern State University

ABSTRACT

Students often arrive on university campuses unprepared for the amounts and kinds of reading and writing which will be required for them to be successful in completing degrees and in obtaining and maintaining employment in the future. Entering first-year, and in some cases, advanced students do not always understand that they will be writing in a number of contexts throughout their lives. This presentation will focus on ways in which students can actively engage with reading/writing and gain a greater understanding of the importance of writing and revision. Outcomes of the research related to this project are as follows: (1) students are more engaged with writing when prompts and projects are parts of a larger project/portfolio, are grounded in problem-solving/real-world scenarios/case studies, or are tied to a professional or publication opportunity when completed; (2) student revision improves when specific, individualized feedback—beyond traditional rubric and paper-based comments—is given. The presentation will include assignment samples, case studies, and rubric/assessment samples, as well as data collected about revision and writing related to this study. Post-revision data will also be included. Participants will be encouraged to share assignments and ideas about ways in which to promote the idea of students as life-long writers.

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TRANSFORMATIVE LEARNING IN THE DESIGN AND IMPLEMENTATION OF AN ADVANCED FOREIGN LANGUAGE CURRICULUM

AN INTERACTIVE PRESENTATION

Yi Long, the Defense Language Institute

ABSTRACT

Transformative Learning "is a process of examining, questioning, validating, and revising our perspectives" (Cranton, 2016). It is about individuals making introspective decisions leading to positive changes of behavior. This approach is particularly relevant and important to foreign language teachers striving to help students to attain, not only linguistic, but socio-cultural competencies. Developing higher order cognitive and critical thinking skills prepares learners to function in an increasingly globalized and rapidly changing world. The presenter will share experiences in designing and implementing an advanced-level foreign language curriculum using transformative learning principles. Authentic target language country materials (covering environmental, cultural, social, medical and diplomatic issues) are selected to improve students' ability to analyze, evaluate, synthesize and infer meaning between-the-lines and beyond-the-text to gain a deeper understanding of issues from multiple perspectives and apply gained knowledge to solve real world problems. The 3-Phase Model in each lesson takes learners through a cycle of transformative experience: (1) Opinion Forming; (2) Opinion Validating/Challenging/Expanding; and (3) New Opinion Forming. The presenter will discuss the approaches/strategies in implementing a curriculum employing rational discourse/dialog through peer teaching and teachers as facilitators. She will also share students' comments about their experiences in different stages of transformative learning.

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COMMUNICATING TL RESEARCH, ESSAYS, AND TEACHING IN THE JOURNAL OF TRANSFORMATIVE LEARNING (JoTL)

AN INTERACTIVE PRESENTATION

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

ABSTRACT

Under the co-editorship of Dr. Jeanetta D. Sims and Dr. Ed Cunliff, the Journal of Transformative Learning (JoTL) continues to accept ongoing submissions that probe transformative learning research, theory, and practice in academic and other organizational settings.

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 the thoughtful contributions of John Tagg, senior editor as well as an Editorial Advisory Board of international scholars and practitioners committed to transformative learning and to promoting the quality of the journal's content. JoTL will feature its first special issue on transformative learning and undergraduate research under the co-editorship of Dr. Jeanetta D. Sims and Dr. Doreen Sams; the special issue is to be published in the Fall of 2018.

Scholars interested in submitting to the JoTL can make a submission in the following categories:
- *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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CRITICALLY REFLECTING ON TRANSFORMATIVE COACHING

A RESEARCH PRESENTATION

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Ed Cunliff, University of Central Oklahoma

ABSTRACT

This interactive session will introduce participants to the model of Transformative Coaching, a reflective process developed by one of the presenters. Building on Mezirow and Kolb, this coaching process moves the coachee through a transformative experience leading to new alternative frames of reference. Participants will experience one powerful piece of the model, recently described in the Journal of Transformative Learning, which addresses the development of alternative perspectives. The model has proven to be successful with leaders from various organizations in the UK, and a few cases will be provided, as well as a description of the ongoing qualitative analysis. Participants will also gain insight into the process of applying transformative learning to particular process as in this case of executive coaching.

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YIN AND YANG AS A TRANSFORMATIVE PERSPECTIVE DIALOGUE

A RESEARCH PRESENTATION

Ed Cunliff, University of Central Oklahoma
Ashley Harness, Oklahoma City University

ABSTRACT

This interactive session encourages communication between individuals who may or may not be members of different identity groups. Identity groups have significant value for individuals in terms of belonging, but they can become hindrances and block interaction.

Yin and yang are an eastern concept that suggest a blending of perspectives that, in the western mindset, are often perceived of as opposites that must, by their nature, clash. This concept offers an alternative perspective, enabling perspective transformation and encouraging dialogue.

Mezirow speaks of a disorienting dilemma that can lead to perspective transformation. Participants will have an opportunity to understand and experience elements of yin and yang that can lead to this transformation, thus leaving behind the rigid extremes of many societal ideas, such as: male or female, gay or straight, etc. Something cannot be still without movement. Bad cannot exist without good, vice versa. If one cannot exist without the other, we must understand the importance of everything in between the extremes.

Attendees will participate in safe, respectful, deep group discussion and interactive learning activities, and will leave with a better understanding of how they might better facilitate communication using this new perspective.

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MEASURING EFFECTIVE TEACHER OBSERVATION DATA TO SUPPORT UNDER-RESOURCED SCHOOLS IN HONDURAS

A RESEARCH PRESENTATION

Maxie Gluckman, University of California, San Diego
Jace Hargis, University of California, San Diego

EXTENDED ABSTRACT

In 1997, a study conducted by the Honduran Ministry of Education found that 14 percent of school-age children were not enrolled in school, 85 percent of which lived in rural areas (Pavon, 2008)—equating to 3000 villages that historically had not been able to provide institutional education programs to their people. To address this need, Proyecto Hondureño de Educación Comunitaria (PROHECO) was formed in March, 1999, deconcentrating teacher recruitment and management to these rural communities (Rondinelli, Nellis, & Cheema, 1983). The educational background of these teachers however, varies widely and they are provided minimal professional development—an opportunity that has been shown to have significant positive impacts on student achievement (Yoon et. al, 2007).

The project, Train for Change (TfC), was launched in April, 2016, under the non-profit (501C3) Students Helping Honduras in El Progreso, Yoro, Honduras with the aim of providing research-based professional development opportunities to networks of these dispersed, under-resourced schools. The TfC approach consists of a two-year cohort model over which teachers are empowered to bring two hundred hours of professional development back to their schools sites. Learning outcomes for these sessions are determined through local context surveys administered during focus groups held at each school. Two primary research questions emerged: how to reliably collect evidence on teacher professional growth in disperse under-resourced schools; and how does the process and review of this data with teachers over time shape their beliefs regarding professional development?

The primary author implemented a first iteration of an observation protocol in July, 2016. These initial observations informed the implementation of a more rigorous observation protocol. In January, 2017, the author utilized a three-part instrument employed by Dr. Jace Hargis to observe faculty at institutions of higher education (Hargis & Soto, 2017). The Quantitative Effective Teaching Checklist (Chism, 1999), Qualitative Field Narrative, and Faculty Flow Diagram (Hargis, 2014) were modified to fit the local primary school context. Eleven preliminary one hour observations of TfC teachers were conducted over the course of six months in addition to semi-structured interviews with teachers to reflect upon the process of the observation protocol. The interviews were transcribed and coded in MAXQDA using a descriptive coding schema.

This paper builds upon the literature supporting iterative design-based instruction (Barab & Squire, 2004), integrating teacher voice in rural, international settings to the professional development research base. The following themes emerged: references to observation evidence, teacher dialogue regarding improvement and control, and teacher beliefs surrounding student learning, their role as a teacher, and the observation process. Through this session, participants will engage with the process of instrument design through the TfC findings, hypothesizing the ways in which this iterative method involving stakeholder input could be applied to further the field of measurement in transformative learning environments. In addition, there will be a dialogue on the role of measurement instruments in shaping teacher beliefs regarding their

professional development, soliciting recommendations as to additional measures of transformative teacher professional learning that may be able to be collected in rural educational contexts.

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THE IMPACT OF THE CODE OKIE SERVICE-LEARNING PROJECT ON A TEAM OF UNDERGRADUATE STUDENT TEACHERS

A RESEARCH PRESENTATION

Myung-Ah Grace Park, University of Central Oklahoma
Austin Cauley, University of Central Oklahoma
Bill Fosam, University of Central Oklahoma
Evan Kirzinger, University of Central Oklahoma
Kendall Babb, University of Central Oklahoma
Miranda Babb, University of Central Oklahoma
Rashed Alrashed, University of Central Oklahoma
Sila Tamang, University of Central Oklahoma

EXTENDED ABSTRACT

Service learning (SL) in the computer science (CS) discipline is often incorporated into upper-level courses (Harms, 2015; Goldweber, 2011; Ferguson, Liu, Last, & Mertz, 2006; Stone, MacKellar, & Madigan, 2012; Brooks, 2008). Unlike other courses in the curriculum, the learning outcomes of typical SL projects include not only enhancement of technical knowledge, but also exposure to social knowledge, and reflection of personal activities (Brooks, 2008). This research introduces an on-going SL project called *Code Okie: One Line at a Time!,* and discusses its impact on a team of undergraduate student teachers, primarily in the areas of self-directed learning and communication skills. These target skills are essential for the prospective employees in the computing industry that rapidly changes due to technological advances and innovations (Zander et al. 2012).

The Code Okie was incubated in order to increase access to CS in the high schools of Oklahoma through computer programming workshops. Particularly, it aims to bridge the gender, geographical, and ethnic gap in CS (Goode, Chapman, & Margolis, 2012). Participating high school students learn basic programming constructs, interaction between hardware and software, and different applications of CS. In order to develop and deliver the contents of the workshops, an undergraduate team called CS Ambassadors was formed in the Spring of 2017 through the support of a Student Transformative Learning Record (STLR) grant from UCO. The ambassadors ranged from freshmen to seniors at hiring time.

The nature of the project required the ambassadors to conduct self-directed learning. They had either little or no prior experience in the required activities. A sophomore reflected, "Before this project, I had little to no contact with Python. I had to learn it... As such, I was required to learn the nuances of it." Another sophomore wrote, "The first draft of my first lesson was essentially a list of blocks used in the game that I created. I was encouraged to expand on this by explaining how each block worked, then by explaining why each block was needed. Weeks of fine-tuning old lessons and writing new ones helped me adopt the proper mindset for describing solutions to problems for students."

The ambassadors also reported a great deal of improvement in communication skills. A sophomore reflected, "I also had difficulties following teachers and writing notes... Now I am able to record what people say in meetings and take notes." Another sophomore stated, "Through brainstorming sessions, I learned to listen to others' opinions and dispute different points of view in a professional

manner." A junior reflected, "I also learned how to send emails in professional manner, and how to network with people." A senior wrote, "I slowly but surely was able to improve my public speaking skills to a point where I did not think possible."

The ambassadors will be present in the session to share their experiences in detail. Participants attending this session will have two takeaways. First, regardless of class standing, students will perform a self-directed learning when proper guidance and constructive and detailed feedback are regularly provided by peers and supervising faculty. Second, teaming students across class standings greatly helps students at low class standings to enhance their discipline knowledge.

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CHALLENGING PRESERVICE TEACHERS' ASSUMPTIONS: USING THE READING/WRITING WORKSHOP MODEL TO LAUNCH PERSPECTIVE TRANSFORMATION

A RESEARCH PRESENTATION

Michelle L Amos, *University of Central Missouri*
Morgan Ely, *University of Central Missouri*

EXTENDED ABSTRACT

Addressing the significant need for literacy education instruction, Missouri teacher preparation programs require eight credit hours of literacy coursework for all preservice teachers. Preparing these future teachers—many of whom lack confidence in their own reading and writing skills—is a salient research topic. Guiding students in re-examining their assumptions around the role of literacy in their own learning will support meaningful integration of these fundamental skills in instructional design. This transformation of students' frames of reference requires a challenge to their current conceptions of literacy, a holding space for exploration, and meaningful reflection.

According to the National Center for Education Statistics (2012), students' writing performance declines as they advance into secondary grades. Consequently, the Common Core State Standards (2010) include cross-disciplinary literacy standards, "predicated on the idea that content area teachers will use their expertise to teach, guide, and engage students in the reading, writing, speaking, and language relevant to the respective discipline" (National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010). This is especially relevant in content areas like science, as literacy can support student understanding of the identities, activities, and patterns of thinking within the field (Pytash, 2013). Likewise, writing in math "provides opportunities for students to demonstrate mathematical understanding and construct arguments" (Martin, 2015

Here, the researchers employed the Reading and Writing Workshop format, common in elementary and middle grades, to individualize instruction, engage students in self-directed learning, and facilitate differentiation and formative assessment (Teague et al, 2012). Recent research has explored the use of this model in the content areas, providing opportunities for application and synthesis of learning and information about student understanding. However, as Wendt (2013) notes, "the typical math or science teacher may lack the support and training necessary to fully implement the teaching of literacy."

Additionally, this redesign intended to support teacher candidates' examination assumptions about literacy. This transformation is supported through structured reflection and group discussion on course content and on individual worldviews. Thus, our data collection instrument was adapted from Brookfield's Critical Incident Questionnaire (1986) to increase student focus on specific, practiced, and meaningful reflection.

To accomplish this, the researchers redesigned Application of Content Area for Middle Level Learners as a reading/writing workshop on a "block" schedule where each taught four sessions of workshop and we co-taught additional sessions together. Student responses from the CIQ revealed an appreciation of the safety of the community engendered by class discussion and peer and teacher feedback, but also noted

a frustration with the instruction switching from reading to writing workshop in alternating weeks and a lack of perceived connection of our coursework with interdisciplinary literacy.

In the second iteration of the course redesign, two changes were made to accommodate these frustrations: each class session included linked reading and writing workshops and field observations were replaced with seminar sessions. Seminar sessions incorporated Paideia discussions around educational philosophy, content-area group discussions about field observations, and book discussions around ancillary texts that addressed content-area specific literacy. Initial feedback indicates that this transition has supported students in exploring their assumptions around education; engaging in deep discussions around the connections between their beliefs, the curriculum, and their observations; and rethinking the role of literacy in their future classrooms.

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COLLABORATION BETWEEN THE UCO NUTRITION PROGRAM AND ATHLETICS TO PROMOTE HEALTHY HABITS IN STUDENT ATHLETES

A POSTER PRESENTATION

Patrick Limon, University of Central Oklahoma
Tawni Holmes, University of Central Oklahoma

ABSTRACT

Nutrition is a very important component of an athlete's training and performance. The Academy of Nutrition and Dietetics' position on this issue is that physical activity, athletic performance, and recovery are enhanced by optimal nutrition (Academy of Nutrition and Dietetics et al., 2016). Although diet and nutrition are significant aspects of athletes' training and performance, there may not be an easily accessible qualified person for athletes to seek out for advice. Oftentimes, athletes rely on a coach or the internet for nutrition information. Some coaches may have limited knowledge of the basics of nutrition. A systematic review that was conducted by Heaney et al. (2011), found that athletes may have a higher or equal to knowledge base of nutrition when compared to non-athletes, but were lower when compared to nutrition students. With this lack of knowledge, athletes may not be getting sufficient macro/micronutrient intake when their bodies are needing to perform and recover from sports performance/training. The purpose of this STRL project was to increase knowledge, awareness, and to provide resources about proper food/beverage choices and nutritional practices for performance, recovery, and overall health to the football athletes. Throughout the year, the goal was to provide the athletes valuable knowledge, but also encourage active participation through activities such as healthy breakfast options for summer practice, grocery store tours, and discussion on the importance of BMR and body composition, and nutrition education. Due to the success of the project with the football team, it was continued for a second year and expanded to all student-athletes through a UCO Intern position. Based on expected outcomes during the second year, it is anticipated this will be an ongoing collaboration between nutrition students and student-athletes that will benefit both groups through this transformative learning experience.

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INSTITUTIONAL INITIATIVES AND SUPPORT RELATED TO FACULTY DEVELOPMENT OF OPEN EDUCATIONAL RESOURCES AND ALTERNATIVE TEXTBOOKS

A POSTER PRESENTATION

Veronica F. McGowan, Southwestern Oklahoma State University

EXTENDED ABSTRACT

Evidence exists that institutions of higher education interested in launching transformative learning initiatives are undertaking consideration of mechanisms for supporting the implementation of Open Educational Resources (OER) and alternative textbooks. However, developing and implementing OER is a significant undertaking in terms of time and human resources. With the average cost of American textbooks and course materials averaging $1,230 per student (Collegeboard, 2017), student consumer behavior is influenced with approximately one-third of students subsequently taking fewer courses due to textbook costs (Donaldson et al., 2012). With textbook prices outpacing inflation, and student perceptions of appropriate text cost out of alignment with pricing reality (Borchard & Magnuson, 2017), student and family consumer frustration with access is expected to escalate due to the increasingly commonplace use of publisher access codes to unlock required assignments and quizzes in addition to reading materials. For higher education stakeholders, the time is ripe to seek alternatives to high-cost commercial solutions.

With student (Illowsky, et al., 2016) and faculty (Pitt, 2015) satisfaction and student performance rates (Hilton, et al., 2016) concerning open access materials improving, development into Open Educational Resources (OER) infrastructure is dramatically increasing with commercial publishers anticipating a significant increase in available titles and usage. State funding initiatives are increasingly performing systematic adoption and effectiveness studies, advocating for and endorsing investments in OER collections and infrastructure with dedicated staffing and grant support for faculty members committing to the use of OER resources.

The concern of this study is to deploy a sample of higher education institutions representing American regional interests and the continuum of institutional type to catalog institutional initiatives supporting faculty development of OER resources in order to inform stakeholders of emerging best practices. Findings reveal that institutions have made strides in the development of faculty mini-grants and stipends with guidelines, proposal checklists, and weighing mechanisms to inform decision-making. Sponsorship of institutional OER initiatives seems split between institutional library functions and teaching and learning centers and other issues, such as ownership and licensing are significantly underdeveloped in field implementation or fall in a large continuum of practices. Recommendations of shared responsibility and use of data driven initiatives may improve institutional support of faculty OER adoption, adaption and creation.

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STUDENTS' REFLECTION ON EXPERIENTIAL LEARNING ACTIVITIES: PROMOTING TRANSFORMATIVE LEARNING

A POSTER PRESENTATION

Jordan Rogers, MS, University of North Texas
Megan Douglas, MS, University of North Texas
Dr. Scott Peecksen, University of North Texas
Dr. Mike Simmons, University of North Texas

EXTENDED ABSTRACT

Critical reflection on experiential activities can promote transformative learning by encouraging students to consider different perspectives and frames of reference (Strange & Gibson, 2017). John Dewey originally described reflection as an "active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends" (Dewey, 1910). Schön later expanded Dewey's conceptualization and emphasized "reflection-in-action" or "learning-by-doing" inspiring a wave of educational research implementing reflection (Carol, 2002). Currently, higher education uses critical reflection to promote student learning outcomes. Recent research has found that college students are unlikely to reflect on their educational experiences without being prompted (Eyler, 2002), and need to be provided with clear guidelines, structure, and regular opportunities to reflect (Hatcher, Bringle, & Muthiah, 2004).

The present study aims to promote opportunities for transformative learning by prompting students to reflect on experiential learning activities. We developed reflection prompts and a developmental-stage rubric informed largely by King's Reflective Judgement Model (King, 2000) and the American Association of Colleges and Universities (AAC&U) Foundations and Skills Lifelong Learning VALUE rubrics (Rhodes, 2009). The rubric underwent several revisions based on feedback from an expert panel consisting of doctoral students and faculty professors across a variety of disciplines. The rubric measures students' ability to reflect across four developmental stages ranging from "beginning" to "distinguished."

We piloted the rubric with several sections of a large introductory communications course at a southwestern public university. Students completed community service projects as their course assignments and were prompted to reflect on the experience through an electronic portfolio. We drew several random samples, totaling 118 reflections, for agreement analysis until we reached sufficient agreement. Two doctoral students independently rated this sample and then met to resolve discrepancies to reach resolution in ratings. Four incomplete reflections were removed from the final sample, resulting in 114 students with complete data. The sample included slightly more women (53%) and was largely comprised of freshman (28%) and sophomores (55%). The largest racial/ethnic representation was White (46%), African-American (21%), and Hispanic (18%). In order of developmental status, reflections were coded into the "beginning" (29%), "developing" (53%), "proficient" (16%), and "distinguished" (2%) stages. Additional results and examples of actual student reflections are also presented.

Future directions will engage large numbers of college students in critical reflections from a variety of courses and disciplines. Subsequently, analyses will be run on the reliability and validity on these samples in order to validate our development performance rubric. Additionally, future research will

examine the relationship between reflective learning and academic outcomes such as grade point average (GPA) and retention in an effort to improve our understanding of student learning outcomes.

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SCIFOOD: ENGAGING STUDENTS WITH PRINCIPLES OF BIOLOGY THROUGH COOKING AND FOOD

A POSTER PRESENTATION

Rachel Stevens Salmon, Freed-Hardeman University

EXTENDED ABSTRACT

Principles of biology (BIO 110) is a course for non-biology majors to meet the general education requirement for life sciences at Freed-Hardeman University (FHU). The goal of this project was to expose students in the BIO 110 course to biological topics such as metabolism, pH, plant biology, muscle structure, blood viscosity, lipid transport, biomolecules, water, the scientific method, and G protein coupled receptors in a novel, relevant way. Engaging students in the liberal arts core continues to provide challenges for faculty at FHU. By using the kitchen as a laboratory, the instructor sought to challenge traditional perceptions of biological topics and instead make them applicable and interesting.

This poster will summarize the experience of the students and instructor after two semesters of implementation. Biological concepts were organized using a theme for the week. Typically, a short lecture was followed by activities in the kitchen designed to allow students to experience various principles of biology. Students performed experiments and completed lab reports answering questions about their results. Questions and prompts in the lab report sought to challenge students to reflect on learning that was done in the lab; however, improvements could be made in this aspect of the course and feedback is welcomed. For the final project, students assumed the role of food scientists and used the scientific method to "dissect a recipe." This involved using the scientific method to make a favorite recipe and test two different variables with appropriate controls. Students then reported their findings to the class.

Student learning was positively impacted by this approach. This poster will summarize student-learning gains as reported by students using a Student Assessment of their Learning Gains (SALG) instrument. Students reported making "moderate, "good," or "great" gains in all of the major concepts covered in the class on the assessment of learning gains in the fall of 2016. This format of instruction was repeated in the fall of 2017 and student-learning gains will be reported for this semester as well.

In summary, this poster presents the initial launch of transformative learning work in an introductory biology course. It also presents assessment data of student-reported learning gains. This work demonstrates the power of engagement to impact student learning and improve perceptions about content that students find difficult or uninteresting. It is the presenter's desire to continue implementation of this approach and further refine the reflection component and help students draw more connections among course topics.

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THE EXPERIENCE OF BEING ON A RESEARCH TEAM WHILE LEARNING ABOUT LEADERSHIP THEORIES

A POSTER PRESENTATION

Amber Davis, University of Central Oklahoma
Lorraine Kouao, University of Central Oklahoma
Jacob Tidwell, University of Central Oklahoma
Cheryl Evans, University of Central Oklahoma
Ed Cunliff, University of Central Oklahoma

EXTENDED ABSTRACT

When I first started this project I did not know what to expect. I was told the purpose of the research project would be about learning what leadership theories are perceived by K-12 and higher education administrators as contributing most to their practice. I had minimal knowledge of how leadership theories applied to education. Our research group consists of two undergraduate students, one graduate student, and two professors. The research team meets weekly to discuss research, analyze data, and review reports.

It has been interesting learning how to work within the group. One aspect that has been intriguing has been the different roles each person in the group plays. I identified the different roles through observing the group in our meetings, communication, and how we went about starting to conduct research. Our professors on the team helped with a lot of the official paperwork as well as helping the students grow their knowledge on the subject. The graduate student has worked hard collecting a variety of published research. The other undergraduate student and myself have worked on collecting contact information, conducting research, and putting a survey together. We never laid out who would do the different areas of work throughout the project, but we all just jumped in to start working. Working on a research group has helped each of us grow in multiple skill sets.

Once we are done collecting and analyzing data, our research can be applied to future research projects. Our research can help enable another team who wants to dig deeper into the application of leadership theories in education. This research could help in discovering the perceived value in the development of a K-16 model that would merge the existing dual system and could make a significant impact for the possibility of a smoother transition for all students across the nation. This knowledge could lead to improved practices associated with leading student learning, achievement, academic advancement and overall development of students and future educational leaders.

Being on a research team has been an experience that was unexpected. We have had the opportunity to grow our knowledge on a topic that we had minimal knowledge on. I have learned how there are a variety of leadership theories and different kinds of leaders in the world. Some of the different types of leadership theories we looked at are transformational, servant, distributive, democratic/autocratic, and situational/contingency. All of these theories have different aspects to them, and they can influence how an individual is a leader to others. Through this project, I have learned that it is necessary to have different types of leaders in the world.

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HOW CAN WE TRANSFORM GENERATION Z IF WE DON'T KNOW ANYTHING ABOUT THEM?

A ROUNDTABLE PRESENTATION

John Wood, PhD, University of Central Oklahoma
Beth Allan, PhD, University of Central Oklahoma

ABSTRACT

While faculty focus on Millennials, few realize that they have been actually teaching this next generation of students, Generation Z (IGen), for at least the last four years now. This session asks: How can faculty attempt to transform their students if they do not know who they are?

Data, based on several surveys, find that Generation Z students are different from Millennials in significant ways. These include having less focus, being better at multitasking, show more grade bargaining, and are entrepreneurial, global, diverse, and digital. As a result, these students are unlike Millennial's in the classroom.

Faculty will learn about these characteristics and explore current transformative pedagogical strategies focusing on this new cohort. Audience members will be engaged through discussing their pedagogical techniques that have worked and learn more by bouncing ideas off the two Generation Z students on the panel. Faculty will leave the panel looking at their students in news ways and will be better prepared to engage them in new ways.

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NURSE EDUCATORS TEACHING THROUGH THE LENS OF TRANSFORMATIVE LEARNING THEORY: A CASE STUDY

A ROUNDTABLE PRESENTATION

R. Oscar Bernard, University of South Florida

EXTENDED ABSTRACT

The goal of this presentation was to report the findings of dissertation research on transformative learning in nursing education. In September 2017, data was collected at an accredited nursing program in the United States to explore the holistic experiences nurse educators had when teaching through the lens of transformative learning. This qualitative case study included face-to-face interviews with 10 nurse educators and three program managers, six classroom observations, qualitative surveys of 97 students, and records review over a one-week period.

The central research question of the research was: What are the holistic experiences nurse educators have when teaching through the lens of transformative learning theory with undergraduate nursing students? The purpose of the research was to add to the body of knowledge in the nurse education specialty. Prior to this study, there was a gap in the literature on nurse educators' perspectives of the impact transformative learning strategies have on student outcomes. The nursing literature has provided clear evidence on the need for research about innovative teaching strategies to help foster reform in nursing education.

The findings from the study reflect the conference threads of communicating transformative learning, critical reflection of transformative learning, and launching of transformative learning. The themes from the research that were shared in the presentation include: *1) Stepping off the stage—* how nurse educators transform from passive instruction to active engagement; *2) Teaching outside of the box—* how nurse educators create innovative transformative activities; *3) Finding the balance—*how nurse educators find the right mix of engagement activities and knowledge transfer; *4) Who's in charge?—*how nurse educators achieve student buy-in by taking the mystery out of deep learning; and *5) Seeing is believing—*how nurse educators help other educators discover the gifts of transformative learning.

Although this research focused on nursing education, all higher education instructors seeking innovative strategies in the classroom can benefit from the results of the study. Participants of the presentation were invited to interact with small group reflection and discussion about one aspect of the findings. Participants were asked to consider their progression in education and the one main event in their career that helped them develop a more active learning approach with their students. This reflection was brought back to the larger group to help enhance the insights gained from the researcher's discoveries. Time was also provided at the close of the presentation for participants to ask questions of the researcher.

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EXPLORING THE EMBODIED BRAIN FOR STUDENT ENGAGEMENT & DEEP LEARNING

A ROUNDTABLE PRESENTATION

Tyler Weldon, University of Central Oklahoma
Ed Cunliff, University of Central Oklahoma
Rachelle Franz, University of Central Oklahoma
Mike Nelson, University of Central Oklahoma
Darla Fent, University of Central Oklahoma
Chindarat Charoenwongse, University of Central Oklahoma
Pamela Rollins, University of Central Oklahoma
Kathlynn Smith, University of Central Oklahoma

EXTENDED ABSTRACT

There is growing evidence of the connection between environment, body, and mind and how they interact to influence learning. Our study of three books suggest that learning is not just a cognitive endeavor, but is also related to how our body functions and the environments in which learning occurs. So, does cognition depend on the body and its relationship with the environment? This 50-minute interactive session explores this question through discussion and activity related to the brain-body-environment system. Specifically, we will share an evaluation and synthesis of three cognitive neuroscience books: *The New Science of Learning* (Doyle & Zakrajsek, 2013), *Neuroteach* (Whitman & Kelleher, 2016) and *How the Body Knows Its Mind* (Beilock, 2015). The facilitators will introduce research-informed teaching strategies from these books and discuss the evolving mind-brain-education (MBE) discipline out of Harvard Graduate School of Education (Fischer, 2009). From metacognition to intrinsic motivation to physical/mental movement, participants will experience the integration of neuroscience into educational pedagogy. We will practice with research based classroom strategies that have the potential to launch transformative learning by engaging the whole student. Participants will be asked to consider how developing an embodied-brain approach to teaching, rather than the more traditional separate mind-body perspective, can lead to important changes for their students. Shifts in practice which expose students to numerous transformative experiences may indeed launch more dramatic transformative learning changes (Heddy & Pugh, 2015). Participants will gain new theoretical understandings about the mind-body connection and leave with practical related applications for their classrooms. Come prepared to share your knowledge and insights as we network with one another and interact around the key concepts at the heart of this intriguing session. How do we use responses of the body and mind to stimulate emotion, attention, physical activity, movement, and motivation for deeper learning and more effective recall? Join this session to learn more about the embodied brain perspective and share your perceptions.

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TRANSFORMATIVE LEARNING ACROSS BUSINESS DISCIPLINES

A ROUNDTABLE PRESENTATION

Marty Ludlum, University of Central Oklahoma

EXTENDED ABSTRACT

The global reach of business has increased significantly. In the past, relocating for a job might mean moving across the state. Now it could mean moving across the globe. Students must acquire knowledge of the global markets and the globally changing landscape. Study abroad provides a key element to students' global development. We, as educators, should desire our students to experience the rich tapestry of the global culture. Study abroad may be the only opportunity for many students to incorporate a global experience into their undergraduate program.

Historically, only a small number of students take advantage of study abroad. Less than 1% of US students study abroad each year. Although few students take study abroad, the benefits are great and are not in dispute. Our students need to understand how the world works. Just understanding the US market is not enough anymore. All business disciplines have a growing emphasis on globalization. Developing skills to manage intercultural business transactions is crucial to success and better prepares them for working in the global village. Students who engage in study abroad are more likely to develop interpersonal skills, team building, and problem-solving skills. As a result of the process, (international travel) students can synthesize information they have already gained in the classroom.

This type of experiential learning is more effective than other methods. This type of learning cannot be gained in the typical classroom experience. All students gain greater understanding of globalization. All students can and do benefit from study abroad. The benefits of study abroad cross all academic disciplines. Study abroad can improve cultural knowledge and transform worldviews. For example, students who studied abroad showed signs of growth in emotional resiliency, flexibility, openness, and personal autonomy. Students returning from study abroad will see personal growth in a way that cannot be repeated in the campus hallways. Research shows study tours have a significant impact on language learning and cultural awareness and understanding, and in content areas outside of business and language.

Students who study abroad found significant long-term career benefits from their study abroad experience in terms of compensation, mobility, opportunities, and self-confidence. Study abroad will give graduates a competitive edge in the job market and provide future opportunities for advancement later. Because of costs, time allocations, and school resources, study abroad has been limited. However, the short-term study tour can achieve similar results at a fraction of the cost.

In our case, the annual interdisciplinary trip to England, Ireland, and Northern Ireland from the University of Central Oklahoma have combined history, finance, real estate, and legal studies disciplines. We approach the tour to expose the students to all of England's influence on the United States. Each faculty member can add to this goal by using his/her expertise. Students get to experience Parliament, Westminster Abbey, and the British Museum for a view of England's history. In addition, we tour the Bank of England and Lloyds of London to see England's financial influence on America's economy. We tour several real estate developments including King's Cross, the Olympic Village, and the Docklands to see the impact on the real estate market. Finally, we tour Old Bailey, the Royal Courts, and the English Supreme Court to see the effect England has had on the American legal system. By combining the disciplines into one trip, the experience for the students is more rich and full than any one professor could accomplish acting alone.

The program was originally confined to London, but has expanded to Dublin, Ireland, and most recently to Belfast, Northern Ireland. These travels expose the students to three different national traditions, laws, and cultures, even with a shared language. The study tour that originally only went to one city (London), now visits three nations, which geometrically expands the students' international exposure. The UCO program, now in the 21st year, has branched off to offer additional opportunities besides the traditional study tour. Students can add an extension on their trip and conduct archival research (history) or primary research (real estate). These student-faculty projects have led to numerous presentations and publications including collaboration with other British universities. The program plans to add research projects in the areas of finance and legal studies. By combining disciplines, the study tour can achieve a diversity of ideas and backgrounds and still achieve an economy of scale that makes the trip viable and affordable.

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ADULTS AS DISTANCE LEARNERS: TRANSFORMATIVE LEARNING IN ADULT EDUCATION

A ROUNDTABLE PRESENTATION

Kenny Ott, Valdosta State University

ABSTRACT

Mezirow (1991) identified that transformative learning captures a higher level of awareness in reference to the context of someone's feelings and beliefs. Bierema and Merriam (2014) discussed that transformative learning starts with the individual, but also includes environments such as online, the workplace, and the community. The online learning environment is truly one important area where learning occurs. Distance learning, using online learning, in adult education is essential in the changing world in which we live. Many considerations must be taken into account when designing, developing, and implementing distance learning. Adult learners have unique experiences and diverse educational backgrounds. By understanding specific characteristics of the adult learners, one may better integrate elements of transformative learning into the online learning process. Bierema and Merriam (2015) identified that, although there is a scarcity of research studies examining transformative learning and online learning, it can be concluded that pedagogical elements and technology can be merged to begin the development of transformative learning. Understanding and integrating transformative learning poses new challenges not only to the students, but also to the instructor. Knowledge about how instructors and students adapt to the transformative learning environment is crucial within the adult learning context. It is essential to possess an understanding of the challenges of transformative learning theories and especially theories about adults as distance learners.

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WEB 2.0 TECHNOLOGY TOOLS TO SUPPORT TRANSFORMATIVE LEARNING

A ROUNDTABLE PRESENTATION

Ivanisa Rublescki Ferrer, Defense Language Institute Foreign Language Center

EXTENDED ABSTRACT

Teachers take advantage of technology to prepare students with the experience and knowledge of learning with computers. Web 2.0 technology tools could present opportunities for delivering transformative learning experiences anytime, anywhere, in several formats with nearly complete control. In different ways, it could deliver comprehensive self-directed learning experiences. Gikas and Grant (2013) acknowledged that these tools facilitate the creation of content while it eases communication and interaction among learners. They work well with language learners because they encourage the use of several skills that are necessary when learning a new language. Blogging pushes the learners to write, review and respond to the work of others. The threaded discussion tool helps students develop coherent collaboration and practice while assuring peer support and the creation of learning communities. Wikis requires students to integrate language-learning skills that are important to conduct research and to write new entries. Based on those observations, Gikas and Grant concluded that those tools could be integrated in the language classroom.

Instructors must find ways to enhance the authenticity of students' learning with tasks that engage their personal backgrounds and help them connect personal experiences to the real world using available technological resources and effective teaching pedagogies. The paper describes a project developed and implemented by the author with an intensive small language learning class. The objective of the project was to use a tool available in the Sakai environment to practice the target language and increase language proficiency in a collaborative setting. Sakai is a flexible open source learning management system with customizable tools that encourage collaboration among students. The goal was to evaluate Sakai's capabilities and tools and to determine how to best integrate this technology tool into the language program to promote higher proficiency levels.

The activity consisted of collaboratively writing a story in the Sakai environment. The activity involved regular contributions to the story that was collaboratively created by the students. Students made comments about the plot, included references, corrected errors, and provided transcriptions and translations when appropriate. Students read the contributions made by classmates, made improvements and wrote their own contributions as instructed. The learning objective of this activity was writing. However, students could also make contributions by posting images and self-recordings. Students could add images, tables and links as appropriate. Students could use the "Comments" space provided to summarize the story, suggest and agree on a creative title and discuss the story's plot. Students were reminded of appropriate and courteous cyber behavior.

Higher-level thinking skills are expected from students as language is used to critique, evaluate, and synthesize, and not for memorization. Instructors must find ways to enhance the authenticity of students' learning with technological resources at their disposal using effective teaching pedagogies that engage their personal backgrounds and help them connect personal experiences to the real world. From the students' perspective, the project had an impact on their motivation to learn and it triggered a positive perception of language learning, possibly because of the low social anxiety environment. Also, students commented on their appreciation to read, assess and review each other's contributions. From the team teachers' perspective, the activity demonstrated the effectiveness of wikis in developing transformative

learning opportunities and improving the amount, quality and accuracy of learners' writings. Learners identified several other topics that could be explored in similar task-based projects using wikis. Such projects could be used as basis for future research.

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TUTORS ON THE MOVE: USING PEER-TUTORING TO CONNECT WITH ESL STUDENTS IN THE OKC METRO

A ROUNDTABLE PRESENTATION

Angela Stephenson, University of Central Oklahoma
Brian McKinney, University of Central Oklahoma

ABSTRACT

How do we put Transformative Learning (TL) into action in our own communities? This roundtable examined a STLR-funded TL project created by peer-tutors at the University of Central Oklahoma. Initially proposed as a Service Learning project which would connect high school English language learners in the Oklahoma City metro with individual academic support and mentoring, "Tutors on The Move" expanded to also serve adult immigrants seeking U.S. citizenship through conversation groups and tutoring at the Metropolitan Library System. Building relationships with those of different socioeconomic, cultural, and linguistic backgrounds, the project sought to view the impact of such interactions on both its tutors and target population. The roundtable discussion provided an overview of the project's development, implementation, and evaluation, and it showcased tutors' reflections on their growth in service learning and civic engagement as well as global and cultural competence. In doing so, it asked participants to explore how they can launch TL in their classrooms, companies, and communities.

Three to five tutors spent three hours each day working one-to-one with students at Santa Fe South Charter School. The tutors assisted the students with their coursework, but also helped them develop their English speaking and reading skills. This portion of the project ran from July 10th-July 28th. "Tutors on the Move" also traveled to Southern Oaks Library where they spent two hours per week in a reserved library study-room, hosting English Conversation Group and one-to-one tutoring for adult learners. A pre-survey was conducted, asking questions on students' confidence and speaking level, to be able to judge this growth at the end of the program. This portion of the program ran from July 6th-July 28th with one specific one-to-one tutoring session lasting until August 21st.

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TRANSFORMATIVE RESEARCH MENTORSHIPS

A ROUNDTABLE PRESENTATION

John Wood, PhD, University of Central Oklahoma,
Teresa Pac, PhD, University of Central Oklahoma,
Jicheng Fu, University of Central Oklahoma

ABSTRACT

Three faculty and three students share stories of their STLR research experience on this roundtable. Students not only learned research experientially through the research process and reflection, they gained practical education through the implementation of research with an "a-ha" moment in mind (Mezirow, 1991). The panel will focus on the mentorship by three faculty: Drs. Teresa Pac in CFAD, Jicheng Fu in computer science and John Wood in political science. They partnered with their respective students, Michael Litzau, Marcus Ong, and Heather Barras, all of whom were transformed by their projects. The unique faculty-student relationship built through research collaboration was transformative as it created authentic and trusting relationships (Taylor, 2009) and empowered students (King, 1997). All three research teams have presented at conferences. Fu's team even created a smartphone app and game platform based on their project. Pac and Litzau researched and presented: "Examining Human Migration Trauma by Boat since 1970s in the United States." Fu and Ong researched, presented and produced: "Achieving Practical and Effective Assessment of Power Wheelchair Users' Activity Levels," and Wood and Barras researched and presented "Taxonomy of Perceptions of Human Nature: Operationalizing a Deep Structure in Public Administration."

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PERSONALIZING A TRANSFORMATIVE EXPERIENCE THROUGH STUDENT ORGANIZATIONAL LEADERSHIP

A ROUNDTABLE DISCUSSION PRESENTATION

Jesse Andrews, University of Central Oklahoma

ABSTRACT

A transformative learning experience can be defined by a change in behavior as a result of a disorienting dilemma. "When circumstances permit, transformative learners move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience" (Mezirow 1997). Transformative learning as a process is often personal to the learner, meaning the change occurs within oneself. An important aspect of adult education is learning to make our own interpretations rather than simply acting on known beliefs and feelings of others (Mezirow 1997). Mezirow's ten step process of transformational change is a guide to explain the personal journey through the development of the mind. This roundtable discussion session will focus on communicating a transformative learning experience through a scenario that involves a student organizational leader working through Mezirow's ten step transformative learning theory. The goal of the session is to provide participants with examples of each step in order to personalize the theory in a way that is clear, concise, and relatable. The session will incorporate role play in order for participants to be able to create their own interpretations of the theory that will allow critical reflection through communicating a transformative learning experience.

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A THEORY TO PRACTICE EXPLORATION OF FREIRE'S PEDAGOGICAL LOVE IN P-12 AND HIGHER EDUCATIONAL SETTINGS

A ROUNDTABLE PRESENTATION

Charmaine Smith-Campbell, Mercer University, Tift School of Education, Atlanta Campus
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EXTENDED ABSTRACT

Freire's pedagogical love is a highly valuable, but under-researched, topic in education. This approach is a 21st-century model suitable for *all* levels of learners—from prekindergarten to 12th-grade (P-12), as well as all forms of adult and higher educational learning. This roundtable discussion explores Freire's pedagogical *love* as a means of deeper and more meaningful instruction, which encourages critical thinking, and inventive 21st-century knowledge and skills. Two of Freire's works are sources for the concept of pedagogical love—*Pedagogy of the Oppressed* and *Education for Critical Consciousness*. We pose one tentative research question that asks, "How does Freirean pedagogical love manifests as parts of teachers' beliefs, practices, and students' transformative educational outcomes?" This work connects to previous ones on Freirean pedagogical love in Smith-Campbell, Littles, and West (2015); Smith-Campbell, and Littles (2016); and Smith-Campbell (2017).

Since Freire's ideas were not developed for 21st-century United States P-12 realities, we juxtaposed them against Dewey (1916) that highlights the sociopolitical value of education, as well as best instructional practices and learning outcomes. A robust body of work exists, which indicates similarities between these two thinkers' on education. Use of Dewey's ideas successfully places Freire's ideas in both P-12 and higher education—despite significant differences in the ontological realities and outcomes envisioned by each.

Freire's works on pedagogical love is epistemologically located within the field of critical social justice education theory (CSJET). Pedagogical love, as Nieto (2008); and Darder (2017); Smith-Campbell, Littles and West (2015); Smith-Campbell and Littles (2016); and Smith-Campbell (2017) point out, is not just cognitively valuable, but also socio-politically liberative, and transformative. It has goals, associated with social justice and equity, and is supportive of creating citizens capable of sustaining authentic-ever-evolving 21st-century democracies. Like CSJET and Freire's beliefs, this paper asserts that education is neither neutral nor inert—that education involves intentional and often hidden agendas.

We assert that education is a human right, a humanizing force, and a human need as indicated in Freire; in Dewey's, *Democracy and Education*; Foshay's, *The Curriculum Matrix*; in the United Nations, *Universal Declaration of Human Rights*; and the United Nation's educational, scientific, and cultural organization, *The Right to Education*. Denial of a type of education called for by Freire's pedagogical love is a human rights violation, a deprivation of a basic human need, and dehumanizing.

Interview information from our research indicates that both higher and P-12 educators' beliefs and instructional practices were congruent with Freire ideas on pedagogical love—that teachers at both levels shared a great "passion" for education, practicing within contexts supportive of transformative and humanizing social justice realities and outcomes. That learning was collaborative, dialogic, and one in

which teachers learned *with* students, as Freire asserts. The higher education professor recalled relationships with students as ones "between equals," as Freire argues. The higher education professor said, *"I don't feel that there is a power level, some of that has diminished with the doc student."* The P-12 student participant made similar statements.

Another theme emerging from both higher education and P-12 transformative outcomes, relates to teachers providing life-changing experiences that transferred across generations. A higher education student recalled the professor explaining that, "*the problem in this world is that people don't value the humanness in other people.*" The student said, *"It was one of the most profound thing in my life because I've never thought of life and relationships that way before....and I passed it on to my children."* A similar case emerged when the P-12 participant said, "*I can now see the impact that she* [the teacher] *had on me, choosing a career, continuing service...my 15-year-old started a charity two years ago*." These statements reflect transformative lessons learned and passed on as legacies from teachers to students, and then to students' children in a regenerative manner.

This paper is ongoing, and limitations include small sample size, N = < 7, and localized participant selected pool utilized. Room for further research on the Freirean pedagogical love exists, and this paper is but a small and very limited start.

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LAUNCHING TL IN IRAQ THROUGH UCO FULBRIGHT EXPERIENCES

A ROUNDTABLE PRESENTATION

Alkadhem Niyaf, University of Central Oklahoma

EXTENDED ABSTRACT

The objectives of launching TL in Iraq are to increase opportunities for instructors to shift their educational focus on the transmission of knowledge to a learner-centered approach where deeper and long-lasting learning occurs. After participating as a Fulbright visiting scholar in UCO and teaching and learning methodology in CETTL/UCO, we transferred the TL to a large number of universities in Iraq. These methodologies spread as educational pedagogy, and several observations have emerged: More equality between students who have differing educational levels, i.e., due to techniques such as team-based learning or open dialogue sessions. A reconsideration of more electronic student-professor interactions; and a clearer need for the Ministry to give more control to universities, benefiting from the UCO experience (Barthell et al., 2010) and inspired by (King, 2002).

Upon the application, strategy, and experience of TL spread after returning home, we were able to conduct only a couple of workshops, seminars, conferences and webinars, transfer TL to 300 or more university teachers in twenty universities from 10 of 17 provinces in Iraq by the leadership of CETTL (specifically Drs. King and Horn). The breadth of teaching and learning from a TL perspective can make a difference in the Iraqi education system in another two years mostly because of the support from the U.S. Embassy in Baghdad and the IREX organization (The International Research & Exchanges Board), which is one of the most prominent influencers in higher education in Iraq. The challenges were the ministry has legal obstacles that need to be overcome: there is a shortage of time and materials, and this shift challenges the college and administration hierarchy. To address challenges, we suggest offering more training for professors and post-graduate students and Involving other educational entities, e.g., CETTL or IREX, to deliver easily implemented methodologies.

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TRANSFORMING LEARNER MINDSET THROUGH CREATIVE AND COST-EFFECTIVE FORMATIVE ASSESSMENT

A ROUNDTABLE PRESENTATION

Martha Y. Parrott, Northeastern State University

EXTENDED ABSTRACT

This session focused on how to transform learning by creating a classroom culture where mistakes are valued and struggle is perceived as worthy and necessary. This type of classroom culture doesn't happen by chance. Rather, it is something we must work at every day. So how do we make it happen? The first step lies in supporting growth mindset. The research of Dweck (2016) and Boaler (2016) helps us more deeply understand the impact of growth and fixed mindsets on student learning. Students with a fixed mindset are less likely to persevere in the presence of mistakes or challenge while those with a growth mindset are likely to persist and turn those mistakes into learning opportunities. Equally important is the role of instructors who must explore student thinking to uncover what students know and what their misconceptions may be. We must not be content with right answers for wrong reasons all of which can be uncovered through formative assessment opportunities (Keely and Tobey, 2011).

During this discussion-based session, we explored strategies and best practice useful to the higher education classroom:

1) The dialogue focused on brain research as described by both Dweck (2016) and Boaler (2016) and how these findings help us know more about how to support growth mindset within ourselves and then in our students.
2) When growth mindset is in place, students will be more willing to struggle. Attendees examined what productive struggle looks like in the classroom and how to support students as they move through the struggle. How we handle student mistakes will either contribute to or take away from their willingness to persevere and struggle over time.
3) Formative assessment has a positive impact on student learning, yet in many classrooms, formative assessment is a missed opportunity. Formative assessment can help us uncover student thinking so that we can plan intentionally for intervention appropriate to the mistakes and error patterns our students make during or beyond the class hour (Keely and Tobey, 2011). Examples of low-cost and no-cost formative assessment strategies guided the discussion.
4) To make this a shared experience, attendees collaboratively discussed their own teaching experiences related to struggle, mistakes, and how they uncover student thinking through cost-effective formative assessment.

Building a classroom culture where mistakes are valued is linked to mindset, productive struggle, and ongoing formative assessment. It is what we do with student mistakes that matters most. Taken together, these become the attributes which promise to transform student mindset and learning in ways that will prepare students for all that is possible.

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BECOMING A SELF-DIRECTED LEARNER: EXPERIENCE, LOGIC, APPLICATION, AND INNOVATION

A ROUNDTABLE PRESENTATION

Jillian R. Yarbrough, West Texas A&M University
Patrick C. Hughes, Texas Tech University

EXTENDED ABSTRACT

As professionals in higher education, our goal is to foster an environment where students begin to facilitate and direct their learning journeys. From this perspective, Yarbrough and Hughes developed a learning process called *Experience, Logic, Application, and Innovation*. The technique facilitates self-directed learning based on a four-step information gathering process involving reflection on Experience, Logic, Application and Innovation (ELAI). Specifically, students are taught to frame new information within four boundaries: reflection on previous personal experience, logical review of research and expert opinions, application of knowledge and potential for innovation. With a scaffolded learning experience, students will apply the ELAI process to gain personalized understanding of the following 10 skills as they relate to the student's own learning experience:

1. Becoming a Self-Directed Learner
2. Goal Setting
3. Learning Styles and Preferences
4. Learning Community
5. Writing for Effectiveness
6. Speaking for Effectiveness
7. Leadership
8. Team Development
9. Critical Thinking
10. Reflection

The purpose of offering the *Becoming a Self-Directed Learner: Experience, Logic, Application and Innovation* process is to support students in choosing to shift towards self-directed learning. In applying the book, the authors seek the following outcomes:

- Supporting the development of self-directed learning skills in first year college students through reading and discussion of adult learning theory.
- Supporting the development of self-directed learning skills in first year college students through scaffolded self-reflection.

Based on initial feedback, it is clear that there are at least three implications of this project and research. First, the book and feedback will help educators identify a foundation of information that can be used to help first year students achieve long term academic success. Second, the project and research has potential to support efficient teaching practices specific to first year students. Third, the project and research has potential to support university application of funding in a way that is specifically preparing students to become lifelong learners.

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REFLECTIVE TEACHING: WHAT INSTRUCTIONAL ASSISTANT REFLECTION CAN INFORM US ABOUT TRANSFORMATION IN HIGHER EDUCATION

A ROUNDTABLE PRESENTATION

Patricia Hemans, University of California, San Diego
Maxie Gluckman, University of California, San Diego
Jace Hargis, University of California, San Diego
Sheena Ghanbari, University of California, San Diego

EXTENDED ABSTRACT

As an integral part of teaching and learning in higher education, Instructional Assistants (IAs) need to be prepared to meet the learning needs of a diverse student population. Universities have responded to this need in diverse ways, relying on the body of research focusing on standards of teacher proficiency by practice and instruction (Lambert & Tice, 1993). Past research has not focused specifically on IA perspectives in the context of a campus-provided professional development. This pilot study addresses this gap in literature by examining the views of IAs participating in a professional development course where they engaged in discussions surrounding andragogy, active teaching and learning, and lesson design. Participants took this course concurrent with their teaching duties and had the opportunity to learn through consistent practice and reflection-on-action, a method by which most professionals learn (Schön, 1983).

This session details the action research case studies of three IAs, who engaged in multiple levels of reflection during the "survival skills" course. Data sources consisted of ethnographic field notes taken by three Graduate Student Researchers (GSR); the first one served as a complete observer, the second served as a participant observer for the first session then complete observer for the rest of the course, and the third served as a participant observer for the first session then complete participant for the rest of the course. Notes were taken during eight, one-hour professional development sessions. The second GSR conducted one semi-structured interview with each of the three participants at the end of the course. Artifacts including results from a small group perception during week five, as well as reflection notes collected at the end of each session were also examined.

The professional development instructor prompted consistent reflection to foster reasoning and reconstruction, which are considered levels where transformation occurs (Bain et al., 2002). Exchanging ideas and experiences with others is fundamental to improving reflection (Hatton & Smith, 1995). Thus, allowing for a structured space for first-time IAs to collaboratively reflect over the set period cultivated autonomous transformative reflection and peer-to-peer reflection prompting. Through a review of participant dialogue, researcher interest into their process of transformation emerged: professional development and consistent reflection helped develop participant self-efficacy as teachers (Yost, 2006). However, this came with a bilateral increase in the participants voicing barriers to transformative action, namely the lack of departmental and professor support and the growing discrepancy in andragogy with the professors they were assisting. Findings revealed the transformation of the participants and exposed the limitations of the course.

Specific recommendations that emerged include 1) conducting a future study into IA reflection and transformation, 2) expanding professional development opportunities for new IAs 3) increasing levels of support from departments and professors of record to effectively mentor IAs, and 4) encouraging those in teaching positions to use empirically-based methods for learning to provide consistency in andragogy

between professors and their assistants. The roundtable session will engage participants in discussion regarding ways to facilitate these recommendations, as well as generating new suggestions.

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GETTING FROM HERE TO THERE: USING GAMIFICATION TO BUILD SOCIAL CAPITAL AND TRANSFORMATIVE LEARNING

A ROUNDTABLE PRESENTATION

Carrie Snyder-Renfro, University of Central Oklahoma
Cheryl Evans, University of Central Oklahoma

ABSTRACT

Strategies using gamification have been used by corporations for a number of years. Now, those same strategies are being used for engagement, feedback and data collection in industry, colleges and K-12 education. Innovative educators can benefit from industry by identifying cutting edge trends and methods for education and training and applying them in college and K-12 instructional strategies (Brull & Finlayson, 2016). New generations of digital learners expect different instruction that has previously been delivered in education. They want fun learning challenges delivered in multimedia contexts available on demand. For some students, technology drives their learning, and for others it does not matter as much. Learning styles and individual proficiency with innovative technology divide these groups (Guthrie, 2014).

Instructional design that incorporates gamification elements provides an environment and opportunities for learners to begin building social capital by expanding their networks that can lead to transformational learning experiences. These types of environments might provide educational settings to meet psychological needs of self-esteem and belonging from Maslow's Hierarchy. The transformational process may include mastery, achievement, status and help learners feel a sense of belonging.

Participants will learn about gamified strategies that can be integrated into instructional design and how gamification can take dry material and increase learning outcomes and social capital that could lead to transformative learning. They will receive four tips to gamify learning outcomes and increase social capital.

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SCALING-UP: A MODEL FOR BUILDING A TRANSFORMATIONAL LEARNING FOUNDATION IN SUPPORT OF STUDENT SUCCESS

A ROUNDTABLE PRESENTATION

Denise M. Yost, Washington State University
Laura G. Hill, Washington State University
Samantha Swindwell, Washington State University

ABSTRACT

Transformative learning experiences are at the heart of individual and collective change, yet they are rarely scaled up institutionally in ways that create culture change. Behavioral interventions and pedagogical techniques can prompt student engagement and success through encouraging a sense of belonging, connection to personal goals and values, and resiliency (NASEM, 2017). For such practices to reach students across campus, it is imperative that instructors learn about these practices and that they are supported in implementing them and in creating transformative learning experiences in their classrooms. A model program at Washington State University was used as an example for this session. The result of this program is that faculty participants are able to transform their courses using methods and adaptations that have been shown to increase student engagement, connection, and learning. Both faculty and student engagement and learning are being measured at multiple scales, both quantitatively and qualitatively. Learning outcomes included increased knowledge about classroom interventions that build the foundation for transformative learning; knowledge of the benefits of nurturing belonging, connection, and resiliency; and practical ideas about how to scale-up the development of critical competencies known to support student success.

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TAKING TRANSFORMATIVE LEARNING TO CO-CURRICULAR SPACES

A ROUNDTABLE PRESENTATION

Chris Rosser, Oklahoma Christian University
David Lowry, Oklahoma Christian University
Haley Robinson, Oklahoma Christian University
Abigael Williams, Oklahoma Christian University

EXTENDED ABSTRACT

Stereotypically, libraries are assumed to be noise-free "shush" zones, quiet study spaces for individual research and reflection. More recently, following trends in student learning, libraries have shifted, offering intentional space for collaboration. The evolving library landscape presents a challenge to librarians as we roll up cardigan sleeves, sheath shushing-fingers, and re-imagine what academic libraries are and what we're becoming.

What we are. The library's reality as a co-curricular institution presents a challenge for articulating and assessing our value in terms of learning outcome achievement. Student learning outcomes are connected to class research projects, while library instruction—whether in class or individual, virtual or face-to-face—is co-curricular. *Librarians face a challenge in directly assessing and mapping our instruction to student learning outcomes and, consequently, to program or university learning outcomes.*

What we're becoming. Envisioning the library as a *third space* reflects an emerging trend in librarianship ripe with potential for capturing the significance of the library for co-curricular transformative learning. The Beam Library at Oklahoma Christian University offers a *third space*, an intentional space where normative rules and structures are challenged by shared encounters with cultural and ideological *otherness*. Third spaces open possibilities for transformational education by broadening worldview, encouraging self-reflection, and enlarging the soul. Among other strategies, we generate third space experience through two, co-curricular weekly chapel events that deepen discussion about gender, sexuality, and popular culture, conversations that are often regretfully taboo on a campus like ours.

In our context, we are able to capitalize on a normalized type of space—weekly chapel meetings—and enfuse chapel with what is known in education as *third space* learning experiences. Third space refers to liminal learning spaces created where dominant culture, with its normative rules and assumptions, intersects with *difference* or *otherness*. Third space is the space between: for individuals, it's the space between I and Thou; in classrooms, it's the intersection of students' out-of-school experiences, knowledge, and culture and the curricular content, rules, and school culture; in society, third space is the borderland where cultural minority groups navigate dominant cultural norms.

We envision the creation of third space as vital for transformative education and spiritual formation. We believe that encounters with difference open spaces pregnant with potential for learning; we believe that learning experiences in third spaces should be measured, outcomes articulated, assessed and mapped to University learning outcomes; and we believe the intentional creation of third spaces offers culture-transforming potential for the entire campus. Toward these ends, the library facilitates two third-space weekly chapel events that are illustrative of the power and potential of third space creation.

Beam Chapel offers a reflective space where participants engage gritty questions arising from the dark of film, literature, and television. The chapel hollows out a space for acknowledging, questioning, celebrating, and critiquing assumptions about faith, popular culture, and our inherited tradition(s). Safe at Home chapel exists as a generous *safe space* that fosters connection and facilitates crucial conversation about gender, sexuality, and faith. Safe at Home offers an important space for empowering students who may feel unsafe—whether because they are or affirm LGBT+ individuals—to learn to navigate existence among difference and to foster hospitable rather than fearful responses to the current, normative experience of LGBT+ students at OC. Chapel facilitators foster meaningful conversations among participants and demonstrate the library's capacity as a significant space for transformative learning, as evidenced by participant survey responses mapped to specific learning outcomes for each chapel.

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USING TEAM-BASED LEARNING TO LAUNCH TRANSFORMATIVE LEARNING IN THE CLASSROOM

A ROUNDTABLE PRESENTATION

Tawni Holmes, University of Central Oklahoma

ABSTRACT

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. According to the Team Based Collaborative at http://www.teambasedlearning.org/, students are organized strategically into diverse teams of 5-7 students that work together throughout the class. Team-Based Learning is an evidence based collaborative learning teaching strategy designed around units of instruction, known as "modules," that are taught in a three-step cycle: preparation, in-class readiness assurance testing, and application-focused exercise. A class typically includes one module (Michaelson, et al., 2009). In my community nutrition course about 40% of the content is flipped, which has been found to be a successful way to utilize this approach. TBL is utilized by students to go through the steps of doing a needs assessment and making a recommendation for a community organization. Students must complete readings ahead of class session, they are "tested" over the material individually, clarifications are made through class discussion and during class we work through the step by step process of doing a needs assessment. Each group chooses a different community organization which enriches the discussion between groups and provides for a wide learning experience for all members of the class. The class work culminates with each team writing an executive summary. They utilize this in choosing and completing their individual service learning projects. I believe this to be a much better approach that the traditional lecture format where the students would do the assignment(s) for homework. This method has proven to be more successful as evidenced by the quality of the finished products and brings about more participation and better class discussion. Although, there is some pushback from students at first, it has been found that students do have a more positive experience in the learning process. There are many ways in which this teaching approach can be utilized.

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PROMOTING DIVERSITY THROUGH TRANSFORMATIVE LEARNING: MULTICULTURAL PERSPECTIVES ON STUDENT RETENTION AND SUCCESS IN HIGHER EDUCATION

A ROUNDTABLE PRESENTATION

Courtney L. Peyketewa, University of Central Oklahoma
Bria M. Bowler, University of Central Oklahoma

ABSTRACT

Diversity is a term that is often tossed around in higher education, and it is said to be important… Or is it? What is intentionally being done to support issues of diversity and inclusion? As these topics continue to be discussed, presenters will address the importance of promoting equal learning opportunities for underrepresented students and discuss strategies of how to best support students for retention and student success. By engaging in open and interactive dialogue, presenters and participants will discuss challenges and risks marginalized students face while attending college, speak on their experiences of working with students, and also share strategies and resources that best promotes student success inside and outside of the classroom. As a way to help facilitate transformative learning for diverse students, the framework of Jack Mezirow's Transformative Learning Theory is referenced to link student experiences to the steps in the transformation process of changing their frame of reference and redefining their view of the world around them (Mezirow, 1997). The purpose of this roundtable is to identify factors that can influence student success, reflect upon interactions with marginalized students and become more aware about how educators can best support their learning and guide them through their transformative process.

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