

# TLC

## TRANSFORMATIVE LEARNING

CONFERENCE 2019

# Proceedings



# MESSAGE FROM THE EDITORS

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May 2019

Dear Reader:

Welcome to the 2019 Transformative Learning Conference Proceedings!

This year's conference featured presentations with keynote speakers Dr. Bryan Dewsbury and Dr. Maryellen Weimer. As an extension of our in-person conversations, the proceedings is a compilation of abstracts that serve as a post-conference resource for you.

With the theme, "Learning Spaces: Exploring the Spectrum of Transformative Experiences," this year's conference contained more than 90 presentations accepted after competitive review. Presentations were in either poster or interactive session formats across the following four threads:

- Extending transformative learning beyond the classroom
- Facilitating transformative learning in online environments
- Student-faculty collaboration for transformative learning
- Transformative learning in higher education

If you are a conference attendee, we hope you will enjoy the opportunity to continue learning or to re-connect with conference colleagues. If you are a non-attendee, we are delighted for you to enter the conversation and to reach out to colleagues when you find common interests.

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# **WE ARE MORE THAN THINGS THAT THINK: MEDITATIONS ON EMBODIED LEARNERS, LEARNING, AND INSTRUCTION**

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*AN INTERACTIVE PRESENTATION*

*Jennifer L. McMahon, East Central University*

## **EXTENDED ABSTRACT**

In his *Meditations on First Philosophy*, René Descartes (1596-1650) reinforced the long-standing divide between the body and mind by asserting that we are fundamentally “thing[s] that thin[k].” Relegating the body to an accidental role, even asserting we can exist without it, Descartes’ work galvanized centuries of dualistic thinking regarding the embodied subject, thinking that traces its roots back to Plato (428-348 B.C.E.). Dualistic thinking persists to this day, even despite our best efforts, and it is a serious obstacle to effective pedagogy.

In their *Facilitating Learning with the Adult Brain in Mind*, Kathleen Taylor and Catherine Marienau work to deconstruct Cartesian dualism and demonstrate its adverse impact on learning. Drawing from current research in educational psychology and cognitive science (Kahneman, 2011), they examine the way in which cognition is anchored in the body and its processes, effectively creating a “unified theory” of body and mind. This theory is supported by other extant scholarship on embodied learning. Collectively, this research paints the portrait of humans as things that can think because, not in spite of, their embodiment.

This presentation shares, and creates the opportunity to discuss, concrete strategies for collegiate level instruction that are designed to foster increased cognitive success by focusing attention on developing the necessary condition for it: physical and psychological security and well-being. This presentation explores the impact of factors such as stress, inadequate sleep, financial pressure, and food insecurity, among others, on academic performance and student satisfaction. It discusses techniques that have been used by the presenter in the classroom setting to address and mitigate some of these factors. These include sleep journals and guided mindfulness meditation.

In addition, the presentation examines the necessity of considering instructors as embodied agents whose efficacy can be compromised as a result of the inherited tendency to overlook embodiment and its role in professional performance. It considers the predisposition that many individual faculty members may have to succumb to dualistic thinking as well as strategies to ensure faculty are provided with sufficient support to consistently perform at an optimal level.

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# A JOURNEY OF TRANSFORMATION: A LIVED EXPERIENCE OF STUDENTS OF AN ONLINE POSTGRADUATE PROGRAM IN TRANSPERSONAL PSYCHOLOGY

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*AN INTERACTIVE PRESENTATION*

*Dagmar Suissa, The Alef Trust*

## *EXTENDED ABSTRACT*

This study is an inquiry into a lived experience of transformation of students in an online postgraduate course of Consciousness, Spirituality and Transpersonal Psychology run by the Alef Trust in collaboration with Middlesex University in London. The research was carried out using intuitive inquiry (Anderson & Braud, 2011), a reflective process based around five iterative cycles of interpretation, which builds on both intellectual rigour and intuitive ways of knowing. Seven participants were interviewed using a semi-structured interview, five of them also engaged in drawing a mandala symbolically capturing their learning journeys, which further enriched the researcher's insights. The data were analysed and presented using Moustakas' (1990) heuristic approach, which aims to understand, describe and explore the meaning of an experience, while personally involving the researcher. The themes presented as a composite depiction were then compared to the researcher's initial understanding of the topic prior to data collection. Consequently, this process translated itself into an expanded interpretation. It involved two new lenses: the *readiness to be transformed* and *duration of engagement in transformative learning* as conditions for a transformative experience to occur on the course. It also involved four refined lenses: the course being experienced as a *path to continuous self-transformation*, *transformative learning* being experienced as a *process of letting go and letting come* as well as *generative of shifts in being and doing*, and *transformative education as a set-up cultivating these shifts in being and doing*. The conclusion of the study was three-fold. First, it concluded that there are many transformative elements of the course to be honoured. These include altruistic and supportive approach of the faculty as well as the wider community, collaborative forms learning and a mix of modules challenging the mind and modules that are more experiential. Second, it also suggested directions in which the course could develop. These revolve particularly around creating more space for experiential modules and fostering collaborative learning across all course modules. Finally, the study became a transformative vehicle in its own accord for both the researcher and the participants.

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# BEYOND THE PREREQUISITES: STRATEGIES TO INCREASE CULTURAL COMPETENCY IN PRE-HEALTH STUDENTS

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## *AN INTERACTIVE PRESENTATION*

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## *EXTENDED ABSTRACT*

Diversity, inclusion, and cultural competency are the topics of curriculum initiatives at many university campuses and workplace environments in the U.S., including health care. Cultural competency in medical education is defined as the “knowledge, attitudes, and skills necessary for care providers to effectively interact with culturally and ethnically diverse patient populations.”<sup>1</sup> Some studies have examined cultural competency in the medical curriculum, but few can be found that are focused on cultural competency at the undergraduate level, especially with pre-health students.<sup>1, 2, 3</sup> Consequently, the goal of this project is to determine the level of cultural competency among University of Central Oklahoma (UCO) biology students via a competency assessment given to sophomores and seniors each semester. In addition, resources are being compiled that list UCO courses, activities, organizations, as well as volunteer opportunities that can help promote cultural competency. Workshops are also being held on the topics of diversity, gender bias, and inclusivity. Lastly, information is being compiled from regional medical programs on the topic of how the professional schools assess cultural competency in their applicants and promote it in their current student population. At this time, 278 surveys have been collected which included 183 sophomore and 95 senior students. Based on the results from that group, there was no difference in self-perceived cultural competency between the two populations. However, 32% of the sophomore students and 45% of the senior students indicated a desire to increase their cultural competency. The goal of this project to help pre-health students evaluate and develop their own cultural competency at the undergraduate level as they prepare for professional school and eventually working in the health professions field.

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# **BUILDING EMPLOYABILITY SKILLS THROUGH ON-CAMPUS INTERNSHIPS**

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## *AN INTERACTIVE PRESENTATION*

*Mark E. Walvoord, University of Central Oklahoma*

### **EXTENDED ABSTRACT**

Improving employability of our students is key to our institutional goals of graduating educated students who positively, creatively, and ethically contribute to our metropolitan area and beyond. However, nationwide employers claim that new college graduates coming to work for them lack soft skills such as leadership, written communication, teamwork, and problem-solving (Gray and Koncz, 2017; Hart, 2013) needed to be successful in their industries. These are the kinds of skills that students can develop in internships, clinicals, apprenticeships, part-time jobs, and co-ops (Washor, 2015).

We launched an on-campus internship program at our 4-year metropolitan university with the goals of increasing students' satisfaction with the University through deeper connections with faculty/staff mentors, helping students confirm or modify their perspectives on themselves as contributing employees, giving them a place to apply their content-specific skills, seeing measurable gains in one or more of our campus' core tenets of transformative learning, and helping them develop their soft skills.

Potential faculty or staff supervisors submitted their proposals for internship positions, and in this application, were required to justify the position as being more than "student work," including how the students' experiences might provide disorienting dilemmas and opportunities for critical reflection upon their perspectives about leadership, cultural competence, scholarly activity, or other core values. Each year, approximately 28 positions were funded, leading to cohorts of approximately 30 undergraduate students. As a part of their hiring and work on their internships, these students also attended monthly professional development sessions hosted by our campus' Career Development Center. These included sessions about goal setting, workplace and dining etiquette, professional communication, social media, career planning, resumes, and conducting meetings. All interns were required to submit final "artifacts" that displayed not only the products of their internship work, but also a reflection about how the experiences may have impacted their perspectives on core values. Students were invited to present about their experience at an Intern Showcase each spring semester.

For two of the years of this program, students were given surveys at the start and completion of their internship to answer questions about their interactions with their supervisor, other students, self-assessment of soft skill levels, confidence in their career path, and future plans. Analysis of retrospective pre-post survey data reveal that students felt they had significant gains in leadership, communication, teamwork, and problem solving (N = 42, significance at  $p < 0.001$ ). Students also reported feeling more connected to campus because of this Intern UCO program. Attendees at this session discussed how this setup and resultant data could help them build or enhance their existing out-of-class interactions with students to be more transformative experiences.

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# **PRACTICING INCLUSION FOR TRANSFORMATION: BUILDING SKILLS AND THEORY FOR CULTIVATING INCLUSIVE TRANSFORMATIVE LEARNING ENVIRONMENTS**

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*AN INTERACTIVE PRESENTATION*

*Trevor L. Cox, University of Central Oklahoma*

## **ABSTRACT**

Transformative Learning has always been concerned about helping people become more inclusive. Yet inclusion is often a nebulous concept and is quite difficult to achieve in actual practice. This interactive session helped participants better understand inclusion based on their own experiences as well as literature in organizational leadership. The session draws on research-based strategies from a qualitative research project that studied the strategies of twenty-three diverse faculty members on how to create inclusive environments. The study not only found the process by which people were transformed in more inclusive ways, but investigated the way these faculty members designed and led their classrooms. Drawing on this study, the interactive session focused on building the skills and leadership strategies for creating inclusive and transformative environments in the higher education classroom and how that extends to transforming their institutions into more inclusive places as well.

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# CULTURE, CONNECTION, AND COLLABORATION: THE TRANSFORMATIVE POWER OF GLOBAL EXPOSURE

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*AN INTERACTIVE PRESENTATION*

*Nadine C. Duncan, Kennesaw State University*

## *ABSTRACT*

Real life experience is said to be the best teacher. As adults, many of us can recall lessons that were not taught in school but had the most profound effect on our lives. These lessons, derived from our own unique culture, our connection to others, and our opportunities to collaborate were the lessons that essentially made us human. In the American Education System we continue to insist on brick and mortar classrooms governed by externally mandated standards as the most appropriate way to educate the nation's children. Students not fitting neatly into the box created by traditional classrooms are consequently labeled as dis/abled and thrust into special education. What if we could transform the common educational experience as we know it by making the world our classroom? What if we could honor student differences in a manner that made them feel seen and valued for who they are and the unique culture they bring into the educational space? How would our lives, and the lives of those around us, transform if we were exposed to more than just our immediate reality. This 45-minute session explored the transformative power of global learning experiences for students and teachers through an interactive discussion on the reverence of culture, the power of human connection, and the need for collaboration.

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# **Draw-And-Write Method Deepens Student Engagement and Transforms Student Perspective in Measurable Ways**

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## *AN INTERACTIVE PRESENTATION*

*Kristen E. Gregory, University of Central Oklahoma  
Linda J. Breslin, University of Central Oklahoma*

### *EXTENDED ABSTRACT*

Student engagement, motivation, and transformation are hot topics in academia: What is the most effective teaching approach? Does it work? Is it worth the time and effort required to adopt a new method? Is the method multidisciplinary, and if so, how is it applied? According to Rudebock (2016), higher education by its very nature is transformative due to the many opportunities in the university setting that expand knowledge in various disciplines. Helping students learn by finding useful multidisciplinary teaching methods, such as the Draw-and-Write Method, is one step that academics can take to transform the student learning experience and facilitate higher levels of understanding and student transformation.

Cranton (2016), reports that educators, especially those wanting to foster transformative learning, are going outside the cognitive realm by incorporating more creative and innovative learning experiences. Dating back to the 1970's, many studies have advocated and supported the use of art and multisensory approaches to enhance learning. Literature review of articles in education shows that the draw-and-write concept appeared in 1972 when Wetton pioneered the method for health-related research (Angell, Alexander, & Hunt, 2015). The draw-and-write research method has been used in health sciences, social care, and elementary education research for many decades. A key theme identified in some of the draw-and-write literature relates to enabling participation and appropriate for a broad range of ages and abilities (Angell et al., 2015). Additionally, neuroscience researchers suggest that using multiple senses creates memory pathways that help enhance students' comprehension and recall (Doyle & Zakrajsek, 2019). Neuroscience studies show that human senses work in cooperation with each other; "when two or more senses are used together, learning and memory both get a boost" (Doyle & Zakrajsek, 2019). Creative arts and multisensory approaches also teach students how to become present in-the-moment and how to spend time in contemplation and reflection, both of which open and enhance creative processes that help students learn (Rudebock, 2016). The Draw-and-Write Method translates a narrative form into a visual form, creating a transformative multisensory learning process which facilitates shifts in student perspectives and deepens engagement in transformative ways.

The study described here, applies the draw-and-write method to college-level courses, a combination not found in the literature, in the Humanities and Sciences. Dr. Linda Breslin first presented the draw-and-write study in 2018 at the Transformative Learning Conference. The study targeted English Composition I students to examine and measure the effect of drawing on three areas of the students' performance: 1) description changes, 2) sentence structures, and 3) students' attitudes and engagement levels regarding the assignment. Kristen Gregory attended Breslin's session and was truly inspired. Gregory decided to incorporate the Draw-and-Write Method into a preexisting Student Transformative Learning Record (STLR) assignment in a freshmen-level Healthy Life Skills course. Gregory teamed with Breslin to design the multidisciplinary study presented at the 2019 Transformative Learning Conference and discussed below.

The purpose of the extended study was to measure the affects of drawing on students' depth of comprehension, focus, engagement, and transformation level by using the multidisciplinary study design.

The study included four sections of Composition I and four sections of Healthy Life Skills students. The English Composition I students were assigned a three-task narrative essay: 1) create an essay draft, 2) draw pictures of the support used in that essay draft, and 3) revise the essay while considering the drawings. The Healthy Life Skills students were assigned a goal-setting project: 1) select a personal goal that can be achieved within sixty days, 2) draw what the goal looks like “now,” before efforts toward the goal are taken, and draw what the goal will look like once achieved after sixty days. Both researchers wanted to measure how drawing affects students’ understanding of assignment objectives, focus on assignment, depth of engagement with the assignment, and attitude toward the assignment. Researchers created a comparative content analysis and reflection questionnaire to use as a qualitative data collection instrument, measuring the effects of the Draw-and-Write Method.

A common, dominant category that emerged in both courses, across all classes, was “future use of the assignment.” Students in each class overwhelmingly agreed that the assignments should be assigned in future classes, proving the effectiveness and validity of the Draw-and-Write Method. The completed draw-and-write assignments created a multi-sensory learning experience that spoke to students’ creative sides. Researchers found that the method produced a creative context that increased students’ level of engagement, focus, and understanding. Student questionnaires indicated that students appreciated the opportunity to “draw their topic into meaning” and appreciated the opportunity to visualize, verbalize, and hear their ideas before writing the ideas.

The mind connects ideas in many ways and we, as educators, are frequently searching for inspirational ways to transform and enhance our classrooms and teaching methods as well as student learning experiences. No matter the level of drawing ability, students enjoyed participating in the pre-writing activity and recommended its continuation in future courses. In many disciplines, the draw-and-write method may be a helpful, transformative action for students that enables deeper connections and understandings about their assignments, disciplines, and selves.

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# TRANSFORMATIVE EXPERIENCES THROUGH IDENTITY DEVELOPMENT AND HIGH-IMPACT PRACTICES ENGAGEMENT

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## *AN INTERACTIVE PRESENTATION*

*Liliana Rentería Mendoza, University of Central Oklahoma*  
*Kristi Archuleta, University of Central Oklahoma*  
*Luis Montes, University of Central Oklahoma*  
*Guillermo Martínez-Sotelo, University of Central Oklahoma*  
*Maria Peruch, University of Central Oklahoma*  
*Erin Yusko, University of Central Oklahoma*  
*Thalia Rodriguez, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

In its fourth year of implementation, the Hispanic Success Initiative (HSI) at the University of Central Oklahoma (UCO) incorporates non-cognitive practices in a co-curricular setting designed to improve retention and foster a sense of belonging for students. Students selected to participate are primarily first-time freshmen and transfer students. The majority of the participants have at least one risk factor – low income, low high school/transfer GPA, or first-generation college student status. UCO has a Hispanic student population that is 11% of the total student population. The percentage of Hispanic students has rapidly increased in the past five years, and it should reach 15% within the next four years.

HSI sessions allow for identity development while creating a sense of community. Many of these students often struggle with negotiating identity resulting from expectations to succeed while maintaining ties to families and conflicting feelings of wanting to experience greater and lesser ties to Hispanic culture, as well as struggles to negotiate the university system while trying to succeed academically. The cohort convenes bi-weekly to foster communication between students and to guide them through the Integrative Knowledge Portfolio Process using generative interviewing skills (Peet, 2015). Students engage in exercises to discuss academic, co-curricular, familial, and social experiences and receive feedback from their peers on the tacit skills, strengths, and values that emerge from each student's experiences. These conversations occur in triads and are planned, focused discussions guided by the Integrative Knowledge Portfolio Process (Peet, 2013). HSI participants develop reflections on their experiences and transformation through the program guided by embodied prompts or questions (Peet, 2015). The structured reflections allow students to document their strengths, skills, and confidence and learn how to communicate these. UCO faculty, staff, and peer mentors provide feedback on student reflections and reinforce generative knowledge interviewing through mentoring. Additionally, HSI connects students to UCO's values of leadership; global and cultural competencies; research, creative, and scholarly activities; and service learning. These values align with Kuh's (2008) high-impact practices shown to increase retention. Student reflections on growth through academic, co-curricular, familial, and social experiences are uploaded to an e-portfolio and are assessed using the Student Transformative Learning Record (STLR).

Year-to-year retention data for the cohorts overall show positive outcomes. Data for the first cohort of students shows HSI participants were retained from Fall 2015 to Spring 2017 at a rate of 78%, compared to 71% for the overall Hispanic undergraduate student population and 69% for the general undergraduate population at UCO. The average GPA for HSI participants in Fall 2016 was 2.94, compared to 2.81 for all Hispanic undergraduate students and 2.88 for the general undergraduate population. Data from the second and third cohorts are being analyzed and show similar trends. Participant feedback and student reflections

also illustrate the impact of the program on the students' increased self-efficacy, self-awareness, and sense of belonging. The participant responses below are representative of the feedback students provide at the end of the program.

*“Being a part of this organization has given me insights and reflection skills necessary to gain a greater understanding of experiences present in my life.”*

*“As a first-generation college student, being a part of HSI has provided a community, like a home away from home, here at UCO that has made me feel welcome[d] and involved.”*

Data on four-year graduation rates for first-time freshmen and three-year graduation rates for transfer students who participated in the first cohort of the program will be available at the end of the current academic year.

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# INFORMATION IS NOT TRANSFORMATION: CREATING A COMPELLING CURRICULUM

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## *AN INTERACTIVE PRESENTATION*

*W. Michael Gray, Bob Jones University*

### *EXTENDED ABSTRACT*

While the evidence for the efficacy of active learning strategies is overwhelming, exactly what the students are actively engaged with is less frequently targeted. Transformative learning cannot be accomplished by layering activities on top of an unexamined standard curriculum. Many classrooms are still dominated by an information coverage model that prioritizes delivery of “content” over producing transformed knowers. Students are typically exposed to the “what,” but seldom wrestle with the “so what” because faculty haven’t mastered the reflective analytical process needed to surface, prioritize, and logically link the powerful (potentially transformative) ideas in their courses.

Learning is conceptual change, and this must start with faculty. This session will endeavor to change the approach from one driven by content to one driven by compelling questions. Through the use of polls and small group discussion, the audience will be involved in distilling central explanatory concepts and principles to construct curriculum expressly designed to transform students. By the conclusion of our time together, participants should be able to (1) distinguish concepts and principles from inert facts and (2) articulate compelling questions from their domain which focus and power the learning process.

Active learning is often viewed as the substitution of student activities for passive reception of a lecture. Transformative learning aims for something much more fundamental than mere activity. Transformative learning employs a reflective critique of previously acquired knowledge to determine whether it is sound or needs to be reconceptualized or even jettisoned (Mezirow, 1991). Reflection involves taking previous knowledge apart and looking at assumptions, alternative perspectives, conceptual formulations and frameworks, etc. In the best classrooms we expect this of our students. It is the thesis of this presentation that faculty have often failed to employ critical reflection in their construction of a course curriculum. Rather than prioritizing central concepts and principles, experts tend to treasure content and are loathe to prune any of it.

For several decades, information has frequently been confused with knowledge. Information is treated as a commodity which can be transferred, and education is the environment in which the transfer is affected. Knowledge, by contrast, is personal—it involves a human knower. Transformational learning aims to create knowers through a process of reflection and self-examination. Using Jerome Bruner’s categories, the ideal is “learning to be,” but faculty often settle for “learning about.” (Bruner, 1966)

A compelling curriculum starts with compelling questions. Every area of human thought was invented to answer specific questions. Questions invite exploration and reflection. (Paul, 1992) They are puzzles to be solved. Solving the puzzle (answering the central question) is a taste of what experts do; it is a glimpse of why experts are passionate about their field and why expertise is sought after. Experts logically marshal concepts in propositional relationships as they answer the questions they are equipped to tackle. Experts who are also teachers should use their expertise to construct optimized learning environments that involve students in purposeful conceptualization and in applying concepts and principles to solving logically interconnected problems of increasing sophistication.

The purpose of this presentation is to point the way to a curriculum which intentionally supports and enriches transformational learning. Participants will be involved in identifying assumptions, point-of-view, central questions, the fact base to which conclusions are accountable, conceptual frameworks, and what a good answer to the central questions consists of. I intend this session to empower faculty to prune their existing curricula for the purpose of creating space for, and an intentional focus on, student reflection leading to deep learning.

Student perspectives on their personal transformation from the presenter's classes will be shared briefly.

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# LEARNING TOGETHER: COLLEGE STUDENTS' EXPERIENCES WITH OLDER ADULTS BEYOND THE CLASSROOM

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## *AN INTERACTIVE PRESENTATION*

*Glee Bertram, University of Central Oklahoma*  
*Kaye Sears, University of Central Oklahoma*  
*Tawni Holmes, University of Central Oklahoma*  
*Brandon Burr, University of Central Oklahoma*  
*LaDonna Atkins, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

An educational environment enables a sharing of knowledge between college age students and older adults (Greengross, 2003). By taking students out of the classroom into a residential community for older adults and a local church, we were able to put a face on the process of aging. A goal was to learn from the experts, the older adults. In the context of an aging class, we formed a partnership with a local senior residential community and with a local church for intergenerational programming. We wanted to bring together the different generations to learn from each other and possibly change preconceived negative perceptions. The format we used for one program was to form a book club to review chapters from a text on aging, *Learning to be Old: Gender, Culture, and Aging*. We alternated meetings between the university and their community center. Each week, discussion questions were designed based on the topic and distributed to all participants.

Another intergenerational program includes three generations learning together by having students plan and implement a bimonthly meeting including older adults and pre-school age children provided by the local host church.

Class content was richly enhanced by these transformative learning experiences. Taking learning out of the classroom could be used with a variety of topics. Session participants will be asked to share ideas they may have.

Pre and post-tests were used to assess change in the church program. Students wrote reflection papers after participating in book club or doing service learning through the intergenerational program at the church such as: "What was your comfort level before attending and did it change?" or "Did the older adults fit your mindset of their population?"

Students' reflections have been very positive. Some shared that they were very apprehensive to spend time with the older adults. The students were nervous about what to say and how to act around them. Students then shared after the experience: "I was so surprised by the group's energy"; "They definitely were not what I was expecting"; and "I now feel comfortable with this population of people and may even consider working with them in the future".

Each week after the intergenerational experiences occur, we take time to reflect in class. This allows us to incorporate the knowledge from the older participants with the content from the text. The meaning of the information is much more powerful after their experiences with the older adult.

When learning about aging, a higher level of understanding can occur through intergenerational projects. “Intergenerational practice aims to bring people together in purposeful, mutually beneficial activities which promote greater understanding and respect between generations and contributes to building more cohesive communities” (Center for Intergenerational Practice, 2011, p.4). Intergenerational practice provides a way to eliminate biases and stereotypes between generations, improves understanding and communication, and helps prepare students for future experiences with older adults (Ayala, Hewson, Bray, Jones & Hartley, 2007; Greengross, 2003; & Singleton, 2006).

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# LEAVING THE CAVE: TRANSFORMATIVE LEARNING FOR GENERATION Z WITH SOCIAL EMOTIONAL LEARNING

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## *AN INTERACTIVE PRESENTATION*

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

### **ABSTRACT**

Generation Z has grown up in a world never knowing a time without technology. For this reason, they learn differently than any generation before them. Daily, they are bombarded with social media, new applications (app), the newest technology, and internet connectivity. They bear the burden and the blessing of the new modern age of digitalization. It is a “brave new world” that requires astute navigation through a complicated matrix of complicated communication and perceptions. The abrupt onset of technology immersion has inadvertently added a new level of need to support social emotional learning needs and with it, possible transformational outcomes. The Collaborative for Academic, Social, and Emotional Learning (CASEL) identify the core competencies for Social Emotional Learning (SEL) as self-awareness, self-management, social awareness, relationship skills and responsible decision making. Positive effects from SEL can have increased academic and health effects (Zins, Weissberg, Wang, & Walberg, 2004).

Characteristics for motivation of intrinsic gamification user types for Philanthropists, Free Spirits and Achievers and extrinsic gamification user type of Players (Tondello, Mora, Marczewski, & Nacke, 2018) aligned with personal learning strategies for SEL may contribute to transformative learning.

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# **MAKING MEANINGS, NOT FRIENDS: EXAMINING THE RELATIONSHIP BETWEEN BULLYING AND TRANSFORMATIVE LEARNING**

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*AN INTERACTIVE PRESENTATION*

*Christina Smith, University of Central Oklahoma*

## **ABSTRACT**

Bullying is a prevalent problem in today's society across a variety of contexts, but especially within secondary and even post-secondary educational institutions. The negative effects of bullying have been extensively studied; however, the investigated effects it has on learning/education is minimal by comparison, and the effects on transformative learning is virtually non-existent. According to Mezirow (1978; 1991), Transformative Learning (TL), is a perspective transformation involving a period of critical self-reflection which usually begins with a disorienting dilemma or other life changing event. Being bullied can be both disorienting and life changing for the victim due to the lasting negative impacts it can have. This interactive presentation will examine the impact that bullying has from a TL perspective and specifically relate it to emancipatory TL. This presentation will also offer some ideas and implications for future empirical research, while also welcoming discussion and questions from the audience.

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# MAKING SPACE FOR TRANSFORMATION: DESIGNING EXPERIENTIAL AND REFLECTIVE ACTIVITIES FOR A HYBRID ENVIRONMENT

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## *AN INTERACTIVE PRESENTATION*

*Meranda Roy, University of North Texas*  
*Jennie Larry Johnson, University of North Texas*  
*Cassie Hudson, University of North Texas*

## **ABSTRACT**

Reflection is an essential component of the transformative learning process—it creates a space for the learner to question their perspectives and incorporate their experiences (Mezirow, 2000). In an online environment, the ability to implement experiential activities—to create “experiences designed to foster critical reflectivity” (Mezirow, 1997)—often seems beyond our abilities. How can we facilitate these experiences without witnessing them? Our need to “witness” and/or behave as an active participant in the learning process is representative of the need for “control” in the learning environment. Many instructors are unwilling to relinquish control of their students’ learning, considering themselves as indispensable to the learning process.

In this interactive session, we will discuss how transformative learning principles enable us to create effective, student-led experiential activities. Specifically, we will focus on three primary components: 1) experiential learning in online environments, 2) promoting self-reflection and 3) measuring transformative learning. The attendees will participate in a small-group collaborative exercise where session participants will write and discuss questions designed to promote reflection. Furthermore, we will engage in an extensive discussion about designing similar experiential activities within other disciplines and facilitating peer reviews.

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# PANEL DISCUSSION ON SERVICE-LEARNING IN BUSINESS COURSES

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## *AN INTERACTIVE PRESENTATION*

*Holly McKee, Southwestern Oklahoma State University*  
*Amanda Evert, Southwestern Oklahoma State University*  
*Lisa Friesen, Southwestern Oklahoma State University*  
*Jonna Myers, Southwestern Oklahoma State University*

## *EXTENDED ABSTRACT*

Faculty in the department of business at Southwestern Oklahoma State University (SWOSU) have increasingly used service-learning in the classroom in recent years. SWOSU's Center for Service Learning defines service-learning as having four elements: 1) There is an identified need on the part of a community partner, 2) student volunteers in the class can address that need, 3) the service learning project meets specific course objective(s) and students receive course credit for the activity, and 4) students do a reflective activity about the service learning experience and experiential learning. Service-learning is highly encouraged at SWOSU and business faculty have taken on these projects enthusiastically.

Zlotkowski (1996) identified a gap between what was being taught in business curriculum and the external legal, social, and political environment and proposed service-learning as a solution. "By developing curricular projects linked to community needs, faculty can further their students' technical skills while helping them simultaneously develop greater inter-personal, inter-cultural, and ethical sensitivity" (Zlotkowski, 1996, p. 5). Additionally, service learning has been linked to increased communication skills (Tucker, McCarthy, Hoxmeier, & Lenk, 1998), ethics (Schmidt, McAdams, & Foster, 2009), innovation (McGuigan, 2016), leadership and professional interpersonal relationships (Smith & Chenoweth, 2015), and applied business competencies (Ayers et al., 2010) when embedded into Business curriculum. Business faculty at SWOSU agree that service-learning engages their students and prepared them for the workplace in a way that traditional course structure does not allow.

This interactive session includes a dynamic panel of four faculty members from SWOSU's Department of Business. We will discuss current and past service-learning projects, how these projects engaged students, how service-learning has been transformational in their courses, and suggestions for implementing projects in your course. The panel will also be open to questions and discussion.

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# PLANNING, CREATING, & ASSESSING INTENTIONAL TL IN CO-CURRICULAR, INFORMAL LEARNING SPACES

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## *AN INTERACTIVE PRESENTATION*

*Camille M. Farrell, University of Central Oklahoma*

### *EXTENDED ABSTRACT*

The idea of students being assessed for transformation is new to the academy. However, it is common to see departments or centers with the word transformation in their titles or even advertising the school as one where transformation occurs. In this sense transformation is generally a euphemism for change. However, at the University of Central Oklahoma, we create intentional course design where there are assignments, exercise, or activities embedded in the course for an opportunity for transformation. An even rarer occurrence is assessing co-curricular activities for transformation. To begin to determine how other universities could also create transformative learning experiences in co-curricular events, Ms. Farrell asked several questions: “what TL out-of-class activities already exist on their campus?; how could they become more intentional or incorporate critical reflection?; and how could those be assessed and documented for students and the university? Individuals discussed ideas with their peers. University of Central Oklahoma’s (UCO, 2019) Student Transformative Learning Record (STLR) is a model for measuring and creating Transformative Learning in the co-curricular. STLR students presented testimony on their transformative experiences through video format. Transformative Learning rubrics, worksheets, criteria and handout guides can guide faculty through the process.

Transformative learning activities typically already exist on campuses. Through the practice of think-pair-share, ideas and discoveries about outside-of-class activities emerge. Once discovering these activities, one can then intentionally design the inclusion of critical reflection (Brookfield, 2017). Moreover, employability skills/values need to be uncovered within these events for listing/discussing on resumes, job interviews, or in eportfolios (Kuh, 2008). An important next discussion is how students can be prompted to connect their TL experiences to a future job or life need. It is beneficial to show a chart of likely occurring academic and student affairs co-curricular high-impact practices (Kuh, 2008; Keeling, 2006) including: academic advising (faculty or staff-based); faculty or staff mentoring roles; student organization advising; out-of-class independent/group research projects; student programming/initiatives; internship oversight; teaching/graduate assistant oversight; service learning projects; learning communities/cohorts; campus/program/department student ambassadors; campus housing resident assistants; and student worker oversight. Learning opportunities alone without critical reflections do not consistently produce meaning for application to future life settings (Peet, 2016). Student reflections need to be captured and documented, so students remember, retrieve, reflect, and build upon learning to apply in future settings, ideally creating a more integrated campus experience.

The University of Central Oklahoma’s Student Transformative Learning Record (STLR) model is an exemplar program, which is evident in a video of UCO students explaining the program and how students’ curricular and co-curricular experiences are captured, documented, assessed, and provided in a dashboard and printable record (see video at: [stlr.uco.edu](http://stlr.uco.edu) and read Student Transformative Learning Record (STLR): Capturing TL In and Out-Of-Class session extended abstract). Students creating critical reflections are assessed through five holistic core areas: Global and Cultural Competencies; Health and Wellness; Leadership; Research, Creative, and Scholarly Activities; and Service Learning and Civic Engagement. STLR-trained faculty/staff assess this learning using an evidence-based (McCombs & Miller, 2007) STLR

rubric developed by about twenty UCO faculty and assessment professionals across disciplines which includes student learning outcomes tied to the American Association of Colleges and Universities' (AAC&U, 2017) V.A.L.U.E. (Valid Assessment of Learning in Undergraduate Education) rubrics. The STLR rubric assesses for Exposure, Integration, or Transformation, to measure if the student was exposed to the tenet area, integrated this tenet area with other contexts in their life, or intrinsically embodied the tenet with evidence of transformation in behavior, speech, ability, or identity. The STLR program, process, rubric, and Snapshot are award-winning concepts developed as first-of-their-kind by UCO. Students who reach "Transformation" receive graduation cords in the associated tenet color(s). A copy of the STLR rubric and tenet definitions was provided with a complete STLR Snapshot example. The facilitator provided a demonstration of how the process works (seen at <http://sites.uco.edu/central/tl/stlr/stlr-snapshot.asp>).

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# **PUBLISHING ON TRANSFORMATIVE LEARNING WITH THE *JOURNAL OF TRANSFORMATIVE LEARNING***

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## ***AN INTERACTIVE PRESENTATION***

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

### ***ABSTRACT***

The *Journal of Transformative Learning (JoTL)* publishes manuscripts that are research, essays, and teaching notes and that undergo a peer review process. In this interactive session, faculty spent time brainstorming the potential areas of overlap between their personal programs of research and the journal's publication opportunities. In the area of research, faculty can consider the influence of transformative learning theory on faculty, students, educational institutions, or organizational activities and programming to arrive at research findings. In the area of essays, faculty can probe transformative learning theory through conceptualizations surrounding its importance or application. In the area of teaching notes, faculty can offer a particular assignment or approach for replication or modification by others. Following brainstorming activities related to their personal programs of research, session participants secured feedback from JoTL co-editors and other session attendees. Active publication opportunities to synthesize personal research with transformative learning theory and practice are provided through the *JoTL*.

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# STUDENT REFLECTIONS ON GROUP WORK TO ENCOURAGE COLLABORATIVE LEARNING AND TRANSFORMATIVE LEARNING

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## *AN INTERACTIVE PRESENTATION*

*Michelle Brym, University of Central Oklahoma  
Shannon Hall, University of Central Oklahoma  
Olivia Newman, University of Central Oklahoma  
Blake Taylor, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

This research uses Transformative Learning approaches to understand how students' preconceived notions on a topic and attitudes toward group work affect and their engagement in the subject matter. The concept of sustainable development can evoke strong emotional reactions and differing opinions from students, so peer-based, student teamwork learning models could promote a more well-rounded learning experience to help students better understand sustainable development around the world. Therefore, this study uses cooperative, collaborative, and transformative group learning models (Moore, 2005). Seventy students from an introduction level Regional Geography of the World Course, with differences in age, gender and ethnicity, participated in the study. At the beginning of the course, students completed surveys to assess their knowledge and interest in different world regions, and their attitudes toward the importance of sustainable development. Students were then asked to select a country and examine two sustainable development topics, within that country. Next, students were grouped in teams to present their findings (Fink, 2004). Upon completion of their group presentations, students reflected on the experience in an interview lead by undergraduate student research assistants, or by writing a reflection essay (Mezirow, 1997; Fouberg, 2013; Cranton, 2016). These reflections were analyzed to identify factors that influenced students' perceptions toward different world regions and sustainable development in those regions, as well their self-awareness of the role of group work in the learning process.

The presentation begins with an explication of the influence of transformative group learning models on the research project design. Presenters will share the results from the analysis of students' perceptions on the role of group work in the learning process and factors that influenced their attitudes toward the subject matter. Next, the undergraduate student researchers will present on their role in the project and their personal transformative learning experience. Finally, the audience will form small groups to think about how their students' preconceived notions about the subject matter and their feelings toward group work can hinder engagement. The presentation will end with a discussion of strategies to increase student engagement, mindfulness and improve student experiences with group work.

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# STUDENT TRANSFORMATIVE LEARNING RECORD (STLR): CAPTURING TL IN AND OUT-OF-CLASS

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## *AN INTERACTIVE PRESENTATION*

*Camille M. Farrell, University of Central Oklahoma  
Brenton R. Wimmer, University of Central Oklahoma  
Jeff M. King, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

The University of Central Oklahoma's (UCO) Student Transformative Learning Record (STLR) process and program is an award-winning, non-proprietary model with a proven track record for increasing retention, student academic achievement, and workforce readiness. STLR is a campus-wide initiative to capture, measure, and assess transformative learning in five employability areas beyond a particular academic major. Faculty and staff both assess curricular and co-curricular learning using the same rubric based on the Association of American Colleges & University's (AAC&U) VALUE rubrics (Valid Assessment of Learning in Undergraduate Education) to prepare students with an "education for a world of unscripted problems (AAC&U, 2017)." STLR draws upon evidence-based and authentic assessment High-Impact Practices (Kuh, 2008) and Transformative Learning (Mezirow & Taylor, 2009) tools. UCO began implementing STLR in 2014, however, now other institutions have adopted and adapted STLR to their missions, cultures, and specific needs and are finding success, too, whether they call the process "STLR" on their campuses or name the process something more suited to their branding.

Focusing on "whole-student" development (Keeling, 2006), students are challenged to grow "soft-skills" in the following five core "tenets:" Global and Cultural Competencies; Health and Wellness; Leadership; Research, Creative, and Scholarly Activities; and Service Learning and Civic Engagement. Employers locally, nationally, and internationally have said among qualified candidates, these skills make the difference if an employee is hired, retained, and successful (Hart Research Associates for AAC&U, 2015). Students earn STLR "credits" through class assignments, out-of-class student groups, campus events, out-of-class independent/group projects (e.g., research or service learning), and interacting with eleven location areas (e.g., Volunteer and Service Learning Center). Students critically reflect (Brookfield, 2017) using integrative learning processes (Peet, 2016) and are assessed on the STLR rubric mentioned above. While some schools have created co-curricular transcripts that only list out-of-class activities, STLR-trained faculty/staff measure students' perspective expansions. Learning experiences by themselves, even those using High-Impact Practices (Kuh, 2008), without reflections, do not consistently produce long-term, deep meaning for future life settings (Peet, 2016). A STLR student experience and reflection video can be viewed on YouTube at <https://www.youtube.com/watch?v=Ot1kqnbuPAs&t=34s>. The STLR rubric, developed by about twenty faculty and assessment professionals, assesses the STLR activity through one or more of the tenets for Exposure, Integration, or Transformation. The rubric assesses the STLR activity in light of evidence of the student simply being exposed to the tenet concept, integrating the tenet with other situations/contexts in life, or intrinsically embodying the tenet with evidence of transformation in behavior, speech, ability, or identity. Students reaching "Transformation" in one or more tenets receive graduation cords in the associated tenet color(s). STLR shows employers expressly and concisely what they want to see. A copy of the STLR rubric, tenet definitions, and complete STLR Snapshot was provided to session attendees (available at <http://sites.uco.edu/central/tl/stlr/stlr-snapshot.asp>).

The STLR program, process, rubric, and Snapshot are respected concepts and tools, developed as first-of-their-kind by UCO. STLR has been funded in part by UCO internal funding and grants from several areas: U.S. Department of Education; Educause and Gates Foundation; and the Lumina Foundation. STLR

has been recognized nationally and internationally by multiple organizations such as the Instructional Management System (IMS) Global Learning Consortium and received the 2018 American Association of State Colleges and Universities (AACSU) Excellence and Innovation National Award. STLR has been adapted or adopted by La Cité College--Ottawa, CA; Western Carolina University--Cullowhee, NC; Technology University Dublin--Blanchardstown, IR; Tarleton State University--Stephenville, TX; and Massey University--Manawatu, NZ. Fourteen other institutions sent campus visitors and twelve (and counting) have conducted interviews or webinars to learn more. STLR has become the topic of multiple published book chapters and articles.

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# TAKING IT OUTSIDE: USING GREEN SPACE TO IMPROVE STUDENT LEARNING

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## *AN INTERACTIVE PRESENTATION*

*Susan E. Hrach, Columbus State University*

## *EXTENDED ABSTRACT*

Neuroscientific studies are revealing flaws in our industrial-era view of the brain as “in charge,” issuing orders to various systems and parts of the body (Beilock 2015). Rather, the brain acts as a site for hosting conversations among all of our biological systems, which interact with prior knowledge and experience to produce perception. By encouraging movement, social interaction, and increased self-awareness of our physical states, we can harness the power of students’ bodies in the service of learning.

The principle of *biophilia* explains our innate attraction to natural and to other living beings (including plant life), spawning a number of recent studies (Mitchell 2015) about the ways that spending time in green spaces directly impacts human health and well-being. Cognitive performance, including measures of attentiveness, concentration, memory restoration, perception, and responsiveness, has been shown to increase during exposure to natural elements.

In this innovative session, participants will meet in the conference venue’s advertised outdoor patio space (or, weather-prohibiting, around the hotel’s indoor pool) to experience learning in a natural environment.

- Participants will be introduced to principles from the science of biophilic design, which explores the role of the body and of the environment in shaping the brain’s processes.
- Session participants will be asked to compare the research evidence (Browning et al 2014) to their present experience in the session’s setting.

Participants will consider the efficacy of going outside to co-opt students’ biochemical reward systems for acquiring new information and encountering new situations with openness and curiosity. We will briefly address the potential benefits of spending time outside for students who are coping with taxed bandwidth (Verschelden 2017) to maintain or recover energy needed to learn.

- Participants will be asked to raise problems and form possible solutions in adapting indoor classroom strategies to outdoor spaces.

From my own practice and current research, I will share a series of examples, including student responses to single-class assignments and to more immersive experiences.

- The session will culminate in a think-pair-share exercise that asks participants to brainstorm ideas for using campus green spaces for a range of learning activities, in a variety of disciplines. We will frame our exercise through the Nature Pyramid, a model developed by the Biophilic Cities Project (Beatley 2012), as a guide for envisioning low-nature-immersion to high-nature-immersion academic activities.
- The session goal will be to leave with an action plan for one experimental outdoor learning activity: where, when, how, and with whom.

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# TEACHING THROUGH THE CINEMATIC ARTS

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## *AN INTERACTIVE PRESENTATION*

*Todd C. Wigen, Southwestern Oklahoma State University*  
*Phillip Humphrey, Southwestern Oklahoma State University*  
*Marc Leonard, Southwestern Oklahoma State University*

## *EXTENDED ABSTRACT*

Instructors in a variety of disciplines use cinema as part of their teaching: Communication (Proctor & Adler, 1991); Criminal Justice (Cook & Bacot, 1993; Oliver, 2011); Management (Bumpus, 2005; Bell, 2008; Champoux, 2001; Pandey, 2012); Counseling (Higgins & Dermer, 2001); Ethics (Teays, 2017); Foreign Policy (Kuzma & Haney, 2001); Organizational Behavior (Champoux, 2015; Holbrook, 2009; Smith, 2009); International Studies (Boyer, 2002); Cultural Competency (Kelly, 2012), and Leadership (Reed, 2016). Feature films and television series serve as another tool to assist students in understanding concepts, introduce difficult subject matter, and demonstrate both positive and negative behaviors. The use of feature films, documentaries, and television shows can enrich active learning and appeal to different learning styles (Neilson, Pillai, & Watson, 2003; Pandey, 2012). Films and television shows also have the advantage of being a more globalized medium than other forms of popular culture, are relatively accessible when compared to academic journals, and provides similarity to qualitative research as both rely on narrative processes (Bell, 2008).

According to Trier (2006), instructors should include popular culture in their pedagogical toolkit as today's students are inundated with media images from popular culture. Educators teach in a culture controlled by all kinds of visual media, including feature films, online videos and television shows (Kuzma & Haney, 2001). Students today spend a vast part of their time with audiovisual mediums, particularly through online avenues such as YouTube and Netflix. Film, therefore, is a powerful instructional tool that can engage students with a topic, providing a focal point for analysis (Teays, 2017) and serving as a common experience for discussion (Oliver, 2010). According to Berk (2009), movies and television shows prompt emotional reactions such as excitement, laughter or anger. As a result, the presentation of both verbal and visual materials tends to be effective in the introduction of complex topics (Berk, 2009). In this post-MTV environment, motion pictures are a comfortable vehicle that can aid in maintaining student interest in complex concepts (Champoux, 1999). According to Kuzma and Haney (2001), film "stimulates the senses, grounds abstract concepts, engages the emotions, contextualizes history, and facilitates an active learning classroom environment" (p. 34). The use of feature films provokes discussion and self-assessment of one's values and identity (Pandey, 2012). Movies such as *The Big Short* (finance, ethics), *Remember the Titans* (diversity, stereotypes, team building), *The Breakfast Club* (interpersonal communications, stereotypes) and *We Are Soldiers* (leadership theory).

The use of film as pedagogical device may vary in application. Champoux (2015, 2007, 2005, 2003, 2001) utilized film clips ranging from three to 10 minutes to illustrate specific topics dealing with management and organizational behavior. Enlow and Popa (2008) used a complete film to frame ethical concepts and situations by analyzing fictional scenarios within that film. Holbrook (2009) also used a single film to exam organizational behavior concepts. Reed (2016) created a graduate course in which a different film was viewed in class as a way to discuss different leadership theories. We have used all three of these variants as well as allowing students to choose fictional organizations from film as a way to analyze organizational behavior and leadership. Therefore, the use of film provides a number of different approaches to study numerous topics.

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# THEORY TO PRACTICE: URBAN EDUCATION THROUGH URBAN EXPERIENCES

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## *AN INTERACTIVE PRESENTATION*

*Jessica Hightower, University of Houston*  
*Keela Uzzell, University of Houston*  
*Rosa Dokes, University of Houston*

## *EXTENDED ABSTRACT*

Because of differences in ethnicity, race, culture, and lived experiences, students and teachers may not share many points of reference that can be used in urban classrooms to facilitate mastery of academic knowledge and skills (Gay, 2002). Furthermore, research indicates that curriculum content taught in schools does not give adequate treatment to the experience and contributions of ethnically diverse groups and individuals (Loewen, 1995; Takaki, 1989). With a wide variety of teachers not representing their student population (Gay, 2002), how do we bridge the gap between teachers and students so that classrooms are shared spaces where these school stakeholders can learn and grow together?

Persistent achievement disparities among students and enrollment patterns in urban schools demand serious consideration of culturally responsive teaching. Minimally, this consideration should examine: (1) why it is important to incorporate the cultural heritages, experiences, and perspectives of ethnically diverse students into education programs and practices designed for them; (2) how this can be accomplished in practice; and (3) what consequences it generates (Gay, 2002). This presentation addresses these issues which are academic, social, cultural and personal in scope.

We have created this session to support this year's theme of "*Learning Spaces: Exploring the Spectrum of Transformative Experience*." As PhD students seeking to grow our own understanding and who all have experience teaching in urban schools, we embrace the idea of expansion of the traditional classroom to be more inclusive of student's cultural and linguistic strengths. Learning takes place beyond the four walls in which we traditionally define as classrooms. (Sommer & Becker, 1974). The spaces and places in which we learn are all around us and offer a abundance of learning experiences that children in urban educational settings can and should relate to. There is significant value in educators taking advantage of the opportunities beyond the traditional textbook. Text, which is oftentimes omniscient in the eyes of the "mainstream" author. By moving beyond our own comfort zones, educators can lead students to a higher understanding of self, the community and their learning.

As a society, we cannot afford to under-educate such a substantial demographic of students because of the perceived implications both for their quality of life and their social contributions, among other things (Gay, 2002). Constructing learning activities that provide students with experiences to expand their critical understanding of historic cultural events through thematic curricula and excursions, critically exploring social issues through research and debate, as well as developing their civic responsibility and capacity in the community would benefit student learning (Kincheloe, Hayes, Rose, & Anderson, 2006) and the overall school learning community.

Through this session, participants will engage in an in-depth presentation of issues and research in urban education consisting of critical constructivist dialogue examining ideas and issues regarding teaching in an urban school setting. Once participants have an introduction to the idea of transforming theory to practice, we will share our experiences, transforming our own understandings of "urban." We will end our presentation with an introspective look for participants to begin thinking of and designing solutions in which

to expand their teaching skills and thus transform their own “classrooms” into domiciles of authentic student-centered learning.

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# TRANSFORMATIVE COACHING – FACE-TO-FACE, BLENDED, AND ONLINE IN AN INDUSTRIAL CONTEXT

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## *AN INTERACTIVE PRESENTATION*

*Ian Corrie, University of Cumbria, UK*

## *EXTENDED ABSTRACT*

We report on two strands of work undertaken by the University of Cumbria, and the synergies and shared learning they developed. The first strand looked to develop a new approach to professional and leadership development supported by our transformative learning approach (Corrie & Lawson, 2017). The second strand looked to develop an online community of practice to support transformative coaching and mentoring aiding career transition and the development of new professional identities.

Strand 1: Transformative Leadership Development. We focused on developing develop systematic approaches to professional and leadership development combining the conceptual frameworks of adult learning theory, coaching and mentoring, reflective learning through storytelling, and transformative reflection. We aimed to establish this as a unified, new pedagogical approach to leadership development.

This involved the application of narrative storytelling, McDrury & Alterio (2003), Reflection, Reflexivity and Transformative Reflection, Lawson et al. (2014) to facilitate the leadership delegates to develop insight into both their inner and exterior worlds. This was delivered using blended learning with theoretical discussions reinforced with experiential learning sessions including the contribution of neuroscience, Taylor & Marienau (2016), critical self-reflection sessions, and teaching coaching as a leadership style.

Strand 2: Online Community. We worked to develop an online transformative community learning platform using a coaching/mentoring based methodology that will help address the transitional challenges, career transition, and create ongoing collective learning.

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# TRANSFORMATIVE LEARNING AND THE OUTDOOR AND TRAIL GUIDE TO THE WICHITA MOUNTAINS: A CASE STUDY

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## *AN INTERACTIVE PRESENTATION*

*William Carney, Cameron University*  
*Katherine Book, Cameron University*  
*Taylor Gonzalez, Cameron University*  
*Breanna Lane, Cameron University*

## *ABSTRACT*

The presentation provides information about an editing and book-publishing project that a group of students from Cameron University participated in. Faced with the task of revising a much-loved and widely-read outdoor trail guide, the students negotiated revisions to the text with the family of the deceased author and with the advocacy group for the Wichita Mountains Wildlife Refuge. The presentation provides a description of the large multi-step project, the various facets in executing the project, and the frustrations, challenges, and successes along the way. The project is transformative in nature both for the students and the clients. Faculty and student roles in the project were discussed and the presenters discussed how practicing skills in authentic settings with multiple audiences made for a unique experience. Further, the actual testing of trails provided the project with a “real-world” sense of importance.

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# TRANSFORMATIVE COACHING – FACE-TO-FACE, BLENDED, AND ONLINE IN AN INDUSTRIAL CONTEXT

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## *AN INTERACTIVE PRESENTATION*

*Ian Corrie, University of Cumbria, UK*

## *EXTENDED ABSTRACT*

We report on two strands of work undertaken by the University of Cumbria, and the synergies and shared learning they developed. The first strand looked to develop a new approach to professional and leadership development supported by our transformative learning approach (Corrie & Lawson, 2017). The second strand looked to develop an online community of practice to support transformative coaching and mentoring aiding career transition and the development of new professional identities.

Strand 1: Transformative Leadership Development. We focused on developing develop systematic approaches to professional and leadership development combining the conceptual frameworks of adult learning theory, coaching and mentoring, reflective learning through storytelling, and transformative reflection. We aimed to establish this as a unified, new pedagogical approach to leadership development.

This involved the application of narrative storytelling, McDrury & Alterio (2003), Reflection, Reflexivity and Transformative Reflection, Lawson et al. (2014) to facilitate the leadership delegates to develop insight into both their inner and exterior worlds. This was delivered using blended learning with theoretical discussions reinforced with experiential learning sessions including the contribution of neuroscience, Taylor & Marienau (2016), critical self-reflection sessions, and teaching coaching as a leadership style.

Strand 2: Online Community. We worked to develop an online transformative community learning platform using a coaching/mentoring based methodology that will help address the transitional challenges, career transition, and create ongoing collective learning.

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# TRANSFORMATIVE LEARNING: A PROFESSIONAL SPONSORED DESIGN STUDIO EXPERIENCE

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## *AN INTERACTIVE PRESENTATION*

*Mia Kile, University of Oklahoma*  
*Michael Steiner, Corgan Associates*  
*Beth Schmidt, Corgan Associates*

## *EXTENDED ABSTRACT*

A continuing theme in design education is the strive to deliver meaningful course content which builds on current pedagogical attributes, supports growth, and prepares students for professional challenges. Professional programs also have the added dimension of meeting the performance criteria established by accreditation standards. Furthermore, the growing number of entry level design positions being filled has increased the need for design management skills in working professionals seeking advancement, (Bureau of Labor Statistics, 2018). With relatively few people in organizations with design thinking heuristics expertise, design firms should seek innovative measures to ensure the growth of their employees, (Sato, 2009). Understanding these are multidimensional issues, the investigators developed a studio project which serves as a case study addressing the following research questions.

### RQ1:

Can the study engage students, faculty, and professionals in a meaningful way?

### RQ2:

Would transforming the design studio: a) enhance student learning outcomes, b) provide professional development for industry professionals and, c) exceed the minimum performance criteria assigned in the accreditation standards required for the course?

The case study used a mixed method approach incorporating theories derived from work-based learning (WBL) and experiential learning (EL), within the framework of Scholarship of Teaching and Learning (SoTL). WBL explores the role of the designer and how Universities can provide opportunities which allow professional development through interactions with design programs, students, and faculty. EL explores the process in which knowledge is gained through the transformation of experiences. SoTL examines questions related to student learning, learning conditions, higher level learning to improve the classroom and advance the body of knowledge, (Franzese & Felten, 2017).

The design professionals developed the study, in concert with the professor, and led the process for this area of expertise. Each student was provided a unique paradigm requiring research of various demographics, issues governing building code, and universal design considerations. Throughout the six-week period assigned for this project, it was determined there would be three specific opportunities for students and the professionals to engage. These were: project kick-off, mid-project reviews, and final presentations. The design firms' vested interest in sponsoring the project was realized through the professional development for the junior designer in addition to building relationships for future internship opportunities. Project rubrics, observational studies, and surveys were used to assess student learning outcomes and study efficacy.

The information gained from this unique experience of a joint delivery and assessment process emphasized the value of non-linear education in enhancing student learning outcomes and indicates the importance of the relationship between higher education and professionals in the workplace. Understanding the business context in which design professionals operate and the importance of effective communication across disciplines is central in the development of students in professional design programs, (Norman &



Jerrard, 2015). Upon end of course reflection, student course evaluations and dialog between the professionals and educators, research question one and two were supported.

While this was a pilot study, with limitations, the investigators look forward to the sharing of ideas to leverage future opportunities. It is evident through this experience that institutional effectiveness can be enhanced through the development of programs which include longitudinal outcomes assessment, curriculum development and faculty development, (Kolb & Kolb, 2005). It is our goal to advance design education through these types of learning experiences.

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# SHORT-TERM TRAVEL ABROAD TO UGANDA AND GUATEMALA: A PRELIMINARY ASSESSMENT OF STUDENT TRANSFORMATIVE LEARNING

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## *A RESEARCH PRESENTATION*

*John Wood, University of Central Oklahoma  
Jarret Jobe, University of Central Oklahoma*

### *ABSTRACT*

We take a cumulative case studies approach to explore transformative learning in the areas of service learning, global competencies, and leadership through travel abroad course trips to Uganda (May 2016, 2017) and Guatemala (March 2017). These courses took students on service learning trips to educate and develop their knowledge and experiences related to the Central Six learning tenets at UCO. Student's primary emphasis for these experiences is the completion of a service focused project in partnership with a local organization. In addition to these projects, students engage in cultural learning activities and programs focused on local customs and experiences. In Uganda, students partnered with St. Monica's Tailoring School/Sewing Hope Foundation to support their educational and civic efforts in the communities of Gulu and Atiak. In Guatemala, students partnered with Habitat with Humanity's Global Village program. In both tours with different students, we assess whether they exhibited indications of transformative learning by conducting a post experience, transformative learning assessment tool and student journaling. We compare the trips to better assess their transformative potential for students. Our research is valuable as little to no work has examined pairing transformative learning and short-term student travel abroad. We do find indications of transformation in in students on both trips, especially through Global & Cultural or intercultural awareness.

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# WHEREVER YOU ARE – YOUR BRAIN MIGHT BE WITH YOU

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## *AN INTERACTIVE PRESENTATION*

*Ed Cunliff, University of Central Oklahoma  
Steven Dunn, University of Central Oklahoma*

### **ABSTRACT**

The idea that our brain might not cooperate with us in terms of our ability or readiness to experience transformative learning might not only be a foreign concept but might even be considered to be totally irrational to others. It is that belief in our rationality that fails to understand what it is that our brain does.

We are emotional beings first when you begin to look at how we move through our individual journeys. Dr. Tali Sharot (2017) goes beyond what is often understood as the fight or flight mechanism that comes as a reaction to a startling action in our environment. We are influenced by our brain in such a way that we convince ourselves of what we are most familiar with is correct. If we already know it – it must be right. Not what we might describe as a welcoming environment for transformative learning, and perhaps why Mezirow suggests that a disorienting dilemma is important in fostering transformation.

This session looked at some of the blocks that our brains set up to resist transformation, and what we might do to work with our brains rather than against them. Sharot (2017), in *The Influential Mind*, approaches the subject from the issues we face in trying to influence others, but the problem, as Pogo might suggest, is with ourselves. She discusses filter bubbles that we face in our searches for information, confirmation bias in what we choose to affirm, and even the difficulties we face as we tend to seek the safety and security of the familiar. We worked through those blocks in terms of actions that individuals might take to create an environment for transformative learning.

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# WORKING TO TRANSFORM ELEMENTARY TEACHERS' PERCEPTIONS OF ADOLESCENT LEARNERS

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## *AN INTERACTIVE PRESENTATION*

*Sylvia Hurst, University of Central Oklahoma  
Julie Collins, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

Graduate students interested in reading development often focus on younger, beginning readers. This focus is extremely important, but the literacy needs of older students can be overlooked. The majority of students in the Master of Education in Reading program have elementary teaching experience, often causing interactions with adolescents to seem intimidating. An essential part of their preparation is an awareness and understanding of the complexity of literacy for young adults. This presentation focused on the transformative experience for literacy educators when examining the varied learning needs of adolescents, assessing their interests and attitudes towards reading, and developing strategies to increase engagement with reading.

The importance of wide reading is well documented but often not facilitated in classrooms (Allington, 2012). Creating a culture of reading with engaging and enabling stories encourages students to take ownership of their own literacy development by choosing appropriate and interesting texts (Tatum, 2008). Adolescents are more likely to succeed when their preferences are valued, and they are active participants in the learning community (Brozo, 2017). Through exposure to texts, students may begin to understand the transformative nature texts can have on their lives and be able to develop their own textual lineage (Tatum, 2008).

This project provided the candidates experience with adolescents and was developed into a research project. The participants in this research are the graduate students studying to be reading specialists or literacy coaches. As part of an adolescent literacy class, graduate students were required to interact individually with a secondary student in eighth grade or higher. The adolescent students completed attitude assessments, interest surveys, and an informal writing activity. The results and observations were used to develop a second individual session to share a new comprehension strategy and book recommendations. The participants contacted the adolescent one final time to see if any book suggestions or strategies were useful. A final reflection and presentation over all the sessions was shared in class and ongoing applications were made to class readings and content.

This research project was developed to address these research questions:

What literacy instructional factors are valued by adolescent learners?

What do the teacher educators learn about working with adolescents in literacy?

The reflections completed by the teacher educators served as data sources. The researchers read the reflections, independently coded responses, and looked for themes that emerged across the data (Merriam & Tisdell, 2016). Analysis found adolescents valued choice along with a meaningful purpose to read and participate. Graduate students had a heightened awareness of adolescent learning needs and saw the values of personal connection with learners. In addition, results showed both graduate students and adolescents valued similar educational literacy priorities in their classrooms.

The interactive presentation was focused on the transformative experiences for the graduate students throughout their sessions with the adolescent learners. Presenters involved participants in examples of the activities completed with the adolescents, provided opportunities for attendees to complete their own version of the activities, and shared results of the ongoing research.

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# “I WILL”: A POWERFUL WRITING ASSIGNMENT

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## *A POSTER PRESENTATION*

*Jamie A. Dunnington, University of Central Oklahoma*

### **ABSTRACT**

After reading an NPR article titled “The Writing Assignment that Changes Lives”, a professor from the University of Central Oklahoma implemented a writing and photography project with her students. The article, written by Anya Kamenetz, began with “Why do you do what you do? What is the engine that keeps you up late at night or gets you going in the morning?” Inspired by the article, the instructor felt compelled to answer those questions herself and to integrate this into one of her classes. During the past three years, *Contemporary Issues in Public Health* students have participated in the project. Students were asked to write about impactful times in their past, personal motivations, and future plans. Students created one personal “I WILL” statement that summarized their dreams or future goals. These statements have often been intimate, heartwarming, and empowering. Examples included “I will evolve”; “I will help the helpless”; “I will be a world changer”; “I will always choose love over hate”; “I will graduate”; “I will break the cycle”. Students share these aloud. The instructor then takes individual photographs as students hold their hand-written I WILL statements on a piece of paper in front of them. She square crops, converts photographs to black and white, and makes a class collage of all students’ I WILL photographs. Through this project, the professor discovered that many college students have rarely given much thought to these important questions. This assignment has become a tradition in her class. Photo collages are given to each student as a reminder of their individual and shared dreams and goals. Students speak about this activity as a highlight from the class and share how impactful it was for them in planning for their future and deciding what it is they truly desire to do with their lives.

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# DESIGNING INNOVATIVE LEARNING SPACES FOR ENHANCING LEARNERS' CREATIVITY SKILLS

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## *A POSTER PRESENTATION*

*Sarinporn Chaivisit, Oklahoma State University*  
*Penny Thompson, Oklahoma State University*  
*Tataleni I. Asino, Oklahoma State University*  
*Younglong Kim, Oklahoma State University*  
*Thanh Do, Oklahoma State University*  
*Ayodeji Ibukun, Oklahoma State University*

## **ABSTRACT**

The term *innovative learning spaces* refers to school classrooms and places for learning such as libraries, laboratories, tutoring centers, distance learning contexts, and the cooperation between these spaces (New Zealand Ministry of Education, n.d.). Innovative learning spaces tend to be equipped with emerging technologies such as computers and interactive devices for learners to use. The activities occurring there are designed to enable learners to develop 21<sup>st</sup> century skills (Magen-Nargar & Steinberger, 2017). This study explores how innovative learning spaces enable teachers to use technological learning resources to assist students' learning and create meaningful projects. The spaces provide innovative learning environments and tools, such as augmented reality books, robotic kits, 3D printers, etc. The case study method is used to investigate how elementary school teachers design and implement innovative learning spaces in their classrooms. Data are obtained through surveys with the teachers and observations of the students and teachers using the spaces. The results will show how teachers use innovative learning spaces to help develop students' creative and innovative skills. The learning environment design and creativity theories relevant to innovation are used as theoretical frameworks to guide this study. The ultimate goal of this project is to get a better understanding of how to provide innovative learning spaces for children in order to effectively foster their creative and innovative skills.

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# FAMILY MATH GAME NIGHT: STUDENT-FACULTY COLLABORATION FOR TRANSFORMATIVE LEARNING IN TEACHER EDUCATION

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## *A POSTER PRESENTATION*

*Celise A. Curry, University of Central Oklahoma  
Jill M. Davis, University of Central Oklahoma  
Darlinda Cassel, University of Central Oklahoma*

## *EXTENDED ABSTRACT*

Service learning is a form of experiential education combining “service objectives with learning objectives with the intent that the activity changes both the recipient and the provider of the learning” (Lake & Jones, 2012, p. 6). It has the ability to empower and transform student learning, as well as the learning of the participants. This transformative service learning project focuses on a Family Math Game Night implemented at an elementary school. The project was framed around the five interdependent stages of service learning: investigation, preparation, action, reflection, and documentation (Lake & Jones, 2012).

**Investigation:** After working with two schools to determine their specific needs, two university faculty members created an event where Early Childhood (ECED) and Elementary Education (ELED) majors taught families games that encouraged mathematical understanding. This helped the children get additional math practice, gave families necessary resources, and provided future teachers with opportunities to work with families.

**Preparation:** The two-faculty received Student Transformative Learning Record (STLR) grant to hire one student worker the first semester and two the second. The STLR students, both ELED majors, planned and organized the events, including creating flyers and soliciting door prizes. The faculty also added the Family Math Game Night assignment to their math methods courses.

**Action:** ECED and ELED majors worked individually, with partners, or in triads to teach children and their families how to play the math games. Each family also received bag materials (cards, dice, a pencil, and instructions of all the games in English and Spanish) to take home. This helped families who did not have the financial means to buy these materials. It also provided them with appropriate activities to increase mathematical understanding. The first event was attended by about 64 families and the second by about 15.

**Reflection:** The STLR students and ECED and ELED majors reflected on their experiences through guided prompts. Four themes emerged from the reflections: differentiation, working with families, self-reflection, and future participation.

**Differentiation:** “Once we had a couple of families play our game, we realized that it was going to be too difficult to have a winner on only one game board... We decided to go back to playing on two game boards and it worked out.” (ECED major)

**Working with Families:** For many of the students, this was their first opportunity to have direct interaction with families. “My favorite part was getting to explain to a parent how many different math concepts you can practice with just a couple of simple tools, like a deck of cards.” (ELED major)



Self-Reflection: “*Growing up, math was a struggle for me. I feel if I had a teacher who did these kind of games and activities with me, there is a possibility I would not have struggles as much.*” (ECED Major)

Future Participation: “*In the future, I can see myself participating again by making a game, bringing my own family, or facilitating a family math game night in my own classroom.*” (ECED major)

Demonstration: One of the STLR students presented the project at national and local conferences. ECED and ELED majors demonstrated their learning through poster presentations at a university symposium. The faculty continue to share what they learned from the project with others in the field.

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# GRAPHIC DESIGN AND TRANSFORMATIVE LEARNING: HOW A LOGO DESIGN CAN BE A TRANSFORMATIVE EXPERIENCE

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## *A POSTER PRESENTATION*

*Amanda Horton, University of Central Oklahoma  
Samuel Washburn, University of Central Oklahoma  
John Salame, University of Central Oklahoma*

## **ABSTRACT**

The University of Central Oklahoma defines Transformative Learning as a holistic process that places students at the center of their own active and reflective learning experiences. In the recent past attempts to include graphic design students in the transformative learning pedagogy has proven to be a difficult task, but when the Melton Gallery decided to rebrand as part of its newly identified mission it seemed like the perfect opportunity to employ the university's mission of education through transformative learning practices and experiential education. This exploration reflects a process that used design thinking, research, and problem solving to develop a creative solution for the logo, by a team including a professor serving as art director, a graduate student as senior designer, and an undergraduate as the junior designer. As part of the Transformative Learning process the focus for the project included specified tenets of transformative learning such as research and leadership, and employed practice as part of visual design education; this study focused on how leadership and research were used by students to solve a design problem, as well as the hurdles that were encountered along the way. It also explains how transformative learning was used as part of a grant funded visual design project.

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# UCO ARCHIVES AND SPECIAL COLLECTIONS INTERNSHIPS

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## *A POSTER PRESENTATION*

*Lyazzat Galilolla, University of Central Oklahoma  
Amena Butler, University of Central Oklahoma  
Olivia Reyes, University of Central Oklahoma  
Michael May, University of Central Oklahoma*

## *ABSTRACT*

As students of Global Art and Visual Culture, Museum Studies, and Studio Art, our internships with the Archives and Special Collections at the University of Central Oklahoma (UCO), under the supervision of Nicole Willard and Shikoh Shiraiwa, are integral to our professional and personal growth. Launched in 2017, the internship program is sponsored by UCO's Student Transformative Learning Record Grant and the UCO Archives. Working with UCO's collections (primarily the African Art Collection and the Melton Legacy Collection) and preparing exhibits at the Max Chambers Library have provided us with opportunities to learn and apply curatorial and collection management practices, such as writing condition reports. Creating informational labels for various displays has sharpened our research and writing skills. In addition, handling various African Art pieces has broadened our global understanding of art and artistic practice. We have assisted with the processing of a newly acquired gift that includes more than 360 pieces of Oklahoma art, over 10,000 artist vertical files, and more than 4,000 art books. During the Fall 2018 semester, two professional conservators visited UCO and conducted workshops on basic preventive preservation techniques. These workshops were provided by the Preservation Assistance Grant awarded by the National Endowment for Humanities. The UCO Archives Internship program actively engages with the contemporary issues of museum display settings and cultural politics. This process has changed the way we conduct research and the ways in which we create and interact with art. The maturation of our perceptions, fostered by Mr. Shiraiwa, Ms. Willard, and the Chambers Library, is developing us into articulate and thoughtful scholars and artists.

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# MORE ALIKE THAN NOT: HIGHER EDUCATION AND K-12

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## *A POSTER PRESENTATION*

*Jessica Altz, University of Central Oklahoma*  
*Michaela “Charley” Grandstaff, University of Central Oklahoma*  
*Ed Cunliff, University of Central Oklahoma*  
*Cheryl Evans, University of Central Oklahoma*  
*Mike Nelson, University of Central Oklahoma*

## *ABSTRACT*

This research is intended to expand on the limited study of leadership development across three areas of educational leaders: K-12, higher education professional (not in academics), and higher education academic leaders. Educational leaders from these three different groups are often viewed and treated separately, both in areas of research and practice. A brief electronic survey was sent to over 600 educational leaders equally distributed across these three areas. We will soon be collecting data with new electronic survey to current educational leaders and will also be completing a phone survey with those leaders that wish to participate. There was noteworthy congruence in terms of the leadership theories utilized across the groupings, but differences in terms of where they received much of their professional education regarding leadership. However, with our new survey and with there being different people in these positions we are interested to see if these results change and if they do, how much they change. This study raises questions regarding efficacy of professional development approaches, the value of leadership development, and the potential value of bringing together the three groups in professional development activities as a means of forging a more seamless system for students.

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# TRANSFORMATIVE INFLUENCE OF PRIMARY HISTORICAL SOURCES ON TEACHING PRACTICES: A CASE STUDY

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## *A POSTER PRESENTATION*

*Mehmet E. Aktas, University of Central Oklahoma  
Cihan Can, Florida State University*

## *EXTENDED ABSTRACT*

Incorporating primary historical sources into teaching can have fruitful benefits for teaching and learning in undergraduate mathematics (Fauvel, 2002; Barnett, 2014). To list a few, as they engage with original sources, students will be able to see the formation of mathematical thinking, and will be able to understand that theorems are products of human endeavor. Under the lights of these benefits, we seek an answer to the following question: Can primary historical sources be employed to improve the transformative learning of higher education in collegiate mathematics courses? To find out an answer to this question, we conducted research on an instructor's teaching of the derivative in a first-year calculus course, which is required for all STEM majors.

Derivative is one of the three core concepts in calculus courses (besides limits and integrals), yet, is considered a difficult concept due to the complexity in its formal definition (Zandieh, 2000). Although derivative is originally defined by using the differential concept by Leibniz in 1684, the textbooks in the last 100 years are using another approach to define it: Limit definition. Despite many studies arguing for alternative approaches for introducing derivative to students, the tradition of using limit definition has remained unchanged in the textbooks in the last 100 years. Therefore, it is not a straightforward task for an instructor to tackle this hundred-year-old tradition.

The research that inspired this proposal is a result of our interest in experiences of a mathematics instructor who transformed his teaching of the derivative. The participant of our study was a male mathematics instructor at a university located at a Central region in the US, who also had concerns about teaching the derivative concept. As he says in his interview, students rather tend to memorize the derivative definition but not to learn the concept itself as it is also observed in Bezuidenhout (1998). When he became a part of a larger effort to incorporate primary sources into the teaching of standard mathematics topics, he encountered Leonhard Euler's text, *Foundations of Differential Calculus* (Euler, 1755). After reading Euler's approach to building the derivative concept, he decided to make significant changes in his calculus teaching and utilized some parts of Euler's book for this. With our analysis of instructor interviews and video-recordings of classroom sessions, we documented how primary sources transformed his pedagogy of mathematics and students' learning experience.

In our presentation, we discuss the transformative influence of primary historical sources on teaching practices by using Speer, Smith, and Horvath's (2010) framework on teaching practices. According to Speer et al., there are seven dimensions of teaching practice (a) Allocating time within lessons, (b) *Selecting and sequencing content (e.g., examples) within lessons*, (c) *Motivating specific content*, (d) Posing questions, using wait time, and reacting to student responses, (e) Representing mathematical concepts and relationships, (f) Evaluating and preparing for the next lesson, and (g) Designing assessment problems and evaluating student work. Our study shows how using primary historical sources can transform the teaching practices (b) and (c), the italicized ones, in undergraduate mathematics education.

Furthermore, we also argue that personal characteristics such as risk-taking and being open to changes are as important as, for instance, the quality of curriculum materials for transforming teaching practices in undergraduate mathematics.

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# UNDERSTANDING CULTURAL DIFFERENCES IN CLASSROOM PRACTICES: STUDENT TEACHERS' EXPERIENCES ABROAD

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## *A POSTER PRESENTATION*

*Rachel Davies, University of Illinois at Urbana-Champaign  
Mary Allison Witt, University of Illinois at Urbana-Champaign  
Constance Hackler, University of Illinois at Urbana Champaign*

### **ABSTRACT**

Teacher education as well as teachers' professional development must be transformed to help educators develop cross-cultural competence that prepares them and their students for our globalized society and enables sustainable connections between educators and their students. This study examines the effect of observing and reflecting on the practices of teachers and schools in other countries. Can such observation and reflection help develop pre-service and practicing teachers' cultural competence? This project examines what study abroad participants can learn about a host country's educational system during a ten day trip. Data has been collected in Costa Rica, Hong Kong/Macau, and Spain with a goal of eventually incorporating other partner locations including mainland China, Ecuador, France, Greece, Indonesia, Ireland, Italy, Jordan, Namibia, New Zealand, Singapore, and Tanzania. Methods include interviews, video observations, field notes, and questionnaires. Findings show students have high engagement with classroom space management, special education, and teacher and administration practices. Low engagement is shown with cultural/diversity issues and religion. Future research will focus on video observations and reflections during post-program video-cued interviews.

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# BEYOND THE CLASSROOM: LEARNING ABOUT DEMENTIA UP CLOSE AND PERSONAL

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## *AN INTERACTIVE PRESENTATION*

*Mary C. Newman, Missouri State University*  
*Rachel Essmyer, Missouri State University*  
*Krista L. Ward, Missouri State University*

## *EXTENDED ABSTRACT*

*Biopsychosocial Aspects of Dementia* is a high impact, integrated service-learning course. This design enhances student learning and excitement about course content (Caspersz & Olaru, 2017; Gilmartin-Thomas & Duncan, 2017; Niehaus et al., 2017). In addition, it provides a valuable service to an underserved population: Long-term care residents with dementing illnesses (R. Essmyer, personal communication, November 7, 2018).

The course begins with six weeks (3 hours/week) of a broad introduction to dementia. Students learn to distinguish between normal age-related changes, mild cognitive impairment, dementia and delirium. A brief review of some of the more than one hundred illnesses associated with dementia or dementia-like signs and symptoms provides a glimpse into this complex area of medicine. The curriculum emphasizes closer examination of the most common dementing diseases and disorders. Content includes assessment, early signs of these illnesses, and their typical progressions from mild to moderate and late stages. Also covered is caregiver decision-making regarding, for example, health and healthcare, quality of life, safety, home and residential care options, and end of life concerns for care recipients. Students explore the joys and challenges, frustrations and sacrifices of both formal and informal caregivers. Techniques for managing everyday tasks, handling the challenges, and bringing joy and entertainment to these individuals are shared extensively. Because communication is critical in every aspect of caregiver-care recipient interaction, a speech pathologist visits the class and demonstrates many of the creative approaches she takes to enhancing communication between herself and her clients with dementia as their language skills deteriorate.

Key to understanding what it is like to live with dementia, the class meets at a local memory care unit for four weeks (2-1/2 hours per week), visiting and participating in activities with residents, receiving some training from facility staff, and applying their newly acquired skills and knowledge. Throughout these four weeks, students consider and write about their observations in a journal, integrating these in-person experiences with course material. For the remainder of the semester, they study finer details of life with dementia for the caregiver as well as the individual with the illness. One of the most impactful activities in addition to spending time with the long-term care residents consists of a 15-minute Virtual Dementia Tour® (Beville, 2002), learning firsthand what it is like to have dementia, a powerful experience.

This course has been very successful in teaching students about an underserved population with whom most have never interacted. Class members rate the course very highly and recommend it to fellow students. It enriches the training of Missouri State University Gerontology majors while attracting students from a surprisingly wide variety of majors.



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# **BUILDING THE CAPACITY FOR TRANSFORMATIVE LEARNING IN FOREIGN LANGUAGE EDUCATION**

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## *AN INTERACTIVE PRESENTATION*

*Emilie Cleret, French War College  
Betty Lou Leaver, The Literary Center*

### *EXTENDED ABSTRACT*

This presentation, drawing on successful transformative learning programs, has two goals: (1) sharing history and successes of foreign language transformative learning programs in both countries, and (2) planning ways to increase collaboration among foreign language faculty to bring the current buddings of transformative learning in foreign language educational programs for adults into full bloom. Four areas will be discussed: (1) programs for both physical and digital classrooms; (2) the similar challenges in securing the initial engagement of faculty, students, and leadership in programs in both countries; (3) utilizing publications within the foreign language education field as a mechanism for sharing practices and refining applications of transformative learning theory; and (4) joint brainstorming with participants to consolidate and expand networking opportunities among current and future practitioners of transformative teaching and learning in foreign language classrooms.

The presenters share the history of the programs and present pre- and post- comparative data, including student success rates, faculty feedback, and student satisfaction levels. Both programs are taught within military institutions: the US Defense Language Institute and Ecole de guerre (French War College). The programs reflect all levels of proficiency from absolute beginner through, ultimately, near-native: beginning and intermediate English and French (French War College) and intermediate and advanced levels Arabic, Chinese, Korean, Persian/Farsi, Russian, and Spanish (Defense Language Institute). While the specific experiences took place at government institutions, these institutions share commonalities with institutions of higher education that can benefit from lessons learned.

Specifics of each program will be discussed comparatively in terms of how the definition of transformative education took shape on each continent. Course elements included an open architecture approach to instruction, using nearly exclusively authentic materials (produced by and for native speakers), learning contracts, projects, written tasks, oral presentations, formal debates (including competitions), diagnostic/formative assessments, and host-country immersions in classrooms meant for native speakers and providing experiences that revealed cultural differences in thought, behavior, institutions, and educational practices. A hands-on activity will explore the influence of Vygotsky, Freire, Rogers, and Mezirow on these programs and identify ways in which these same influencers might prompt adaptations in foreign language programs at institutions of higher education. Incorporated into this activity will be a country-specific discussion of the countries represented by the participants, identifying an anticipated embracement or rejection of transformative andragogy. The intent is to include digital programs if digital teachers are present.

Following this activity, the presenters will identify the challenges they faced on the ground with students, teachers, and leadership unacquainted with transformative learning and the mechanisms used to reach consensus. These mechanisms included the use of transparency, adaptation, and training (e.g., the hybrid Advanced Language Academy at DLI, routinely attended by teachers from a number of institutions.)

The latter part of this session will focus on current and pending publications on transformative foreign language education, interactively identifying gaps. The presenters hope to encourage participants to form author collaboratives to begin producing literature to fill these gaps. A support mechanism in the form of the TL FLED (transformative learning in foreign language education) website, currently under development, will be provided to those authorial collaboratives that desire to use it.

The final activity seeks to build a coalition to introduce or refine transformative learning programs within higher education. Taking into account nascent university programs, the presenters will assist participants in preparing a draft 3-year strategic plan for development of adult education programs. Pursuant to this plan, immediate next steps will be identified by participants and realized through the networking capability of the TL FLED website, with the goal of meeting at a venue to be identified in 2020 to further refine activities.

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