General Information

Conference Website
www.uco.edu/tlconference

Conference Wi-fi Code
TLConf2018

Complimentary Self-Parking
There is complimentary self-parking at the Embassy Suites OKC Downtown - Medical Center. Please enter the conference on the Southwest side of the hotel.

Registration Desk Hours
The Registration Desk is located at the southwest entrance in the Ballroom Foyer South. (See hotel map on page 6.) The Registration Desk will be open:
Thursday, 8:00 AM – 4:30 PM
Friday, 8:00 AM – 1:30 PM

Building Community
Name Badges
Please wear your name badge at all times during the conference, as it will help others to learn your name and facilitate a feeling of community. Networking is one of the most valued aspects of this conference. Please note that titles or contributions on name badges, such as “Dr” or “Presenter” are not included. We certainly understand you have all worked very hard to achieve your titles and also worked diligently to prepare the materials for your presentation. That said, it is our belief that the absence of such titles for this conference helps to facilitate building community. Your name badge is necessary for entrance to sessions and access to conference meals and refreshments.

TL Welcome Team
The TL Welcome Team inspires more interaction among attendees. We have asked participants who have attended in the past to be part of the TL Welcome Team. These participants have ribbons on their name badges identifying them as part of the Welcome Team. They are here to welcome you to the conference, introduce you to others, answer any questions or take any comments, and overall, help ensure that you have an exciting, informative time. Please introduce yourself and join them at a session or over lunch.

Assistance
Personnel with Event Staff ribbons on the name badges are available for assistance.

Books and iPad Mini Giveaway
You received a number on the back of your name badge which will be used for the prize giveaways. Books will be given away five times each day throughout the conference and an iPad Mini at the conclusion. Check the large post-it next to the Book Giveaway table frequently throughout the day to see if you have a winning number. You must be present to win and may select from the books available at the Book Giveaway table until the conclusion of the conference on Friday.

Poster Session
Thursday 4:45 PM – 6:00 PM
Be prepared to display your poster by 3:00 pm, Thursday. Place your poster where your number is located in Young Ballrooms D and E. Assigned numbers are listed in the program. Bring 10 copies (8 ½” X 11”) of your poster to hand out. You need to have one of the creators of the poster next to it during the poster time. Material to attach posters can be found at the Registration Desk.

Awards for Outstanding Posters
There will be awards for outstanding posters. The winners will be announced at 6:00 pm, Thursday at the reception.

Program Changes
Changes to the program will be listed at the conference Registration Desk area. Please check for changes daily.

Attending Sessions
Scheduling rooms for sessions is one of the most difficult of all conference tasks. We do our best to schedule topics, rooms, and presenters in ways to maximize conference space. There may be occasions when sessions draw many more participants than expected. In those instances, please be patient about the seating and/or consider another session. For sessions in which you are particularly interested, we strongly suggest you arrive as early as possible.
General Information

Making Greener Choices
We are evolving into a “greener” conference by making conscious decisions to curb waste and reduce our environmental impact. Paper programs are printed on recyclable paper and are available at the registration desk. View the interactive program at: https://sites.uco.edu/central/tl/conference/2018conference/program.asp. Recycle bins and composting for the TL Conference is provided by one of our sponsors, Fertile Ground.

Evaluation of Sessions and Conference
In keeping with our theme of Evidence-Based Teaching and Learning, assessment is important to us. We encourage you to complete session evaluations following each interactive session, roundtable, or research session; and to complete an overall conference evaluation that will be emailed to you following the conference. If you have any concerns during the conference, please speak to Jody Horn or Jeff King.

Conference Meals & Refreshment Breaks
Your conference registration includes midmorning refreshment break, lunch, and afternoon refreshment break on both days. On Thursday there will also be a late afternoon Conference Networking Reception. All meals and snacks will be available for conference registrants in the Ballroom Foyers. Please enjoy your fill at our buffet tables. The most cost-effective hotel package included all the food we’re sharing.

Water Station
Water stations are available in the Ballroom Foyers.

Dining Outside the Conference
Optional local dinner group(s) are being organized for Thursday evening, March 8th and Friday evening, March 9th. If you are interested in organizing your own dinner group, leave a sign-up sheet at the Book Giveaway table.

Transportation to Local Restaurants
Complimentary shuttle service is available for guests of the hotel to Oklahoma City’s downtown entertainment district and restaurants. See the conference website for restaurant information. See the hotel front desk for shuttle information and to schedule a ride/pick-up.

Photos/Videos
By registering for the conference, participants agreed to grant the University of Central Oklahoma (UCO), its authorized representatives, and any organization associated with the event, permission to record, photograph, or film conference participation. Any or all of the materials may be used, in any form, as part of any future publications, brochure, or other materials used to promote UCO or associated organizations, and that such use shall be without payment of fees, royalties, special credit or other compensation.

Lost and Found
Found items may be turned into the Registration Desk.

Safety Procedures/Tornado
In the event of a weather emergency, get to the lowest floor, with as many walls between you and the outside as possible. Interior bathrooms and closets near the center of the building and the Ballroom Foyer East Hallway of the Hotel. Avoid open hallways that have doors and/or windows on either end.

In Case of Emergency
Report an emergency directly to local emergency agencies by dialing 911.
# Conference-At-A-Glance

## Thursday, March 8, 2018

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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</thead>
<tbody>
<tr>
<td>8:00 – 9:00 AM</td>
<td>Registration</td>
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<tr>
<td>8:50 – 9:15 AM</td>
<td>Welcome and Opening Remarks</td>
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<td>UCO President Don Betz and Provost John Barthell</td>
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<tr>
<td>9:15 – 10:05 AM</td>
<td>John Tagg, Plenary</td>
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<td>&quot;Learning to Change, Changing to Learn&quot;</td>
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<td>(Young Ballrooms A, B, &amp; C)</td>
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<td>10:10 – 10:25 AM</td>
<td>Morning Coffee Break</td>
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<td>(Foyer East)</td>
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<tr>
<td>10:25 – 11:15 AM</td>
<td>50-Minute Interactive Sessions*</td>
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<td>11:20 – 12:10 PM</td>
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<tr>
<td>12:25 – 1:30 PM</td>
<td>Lunch</td>
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<td>(Young Ballrooms A, B, &amp; C)</td>
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<tr>
<td>1:45 – 3:15 PM</td>
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<tr>
<td>3:30 – 4:20 PM</td>
<td>STLR Workshop</td>
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<td>“Leveraging Impact Analysis to Optimize Student Outcomes in Transformative Learning”</td>
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<td></td>
<td>(Young Ballroom B)</td>
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<tr>
<td>3:30 – 4:00 PM</td>
<td>30-Minute Roundtable and Research Sessions*</td>
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<tr>
<td>4:05 – 4:35 PM</td>
<td>30-Minute Roundtable and Research Sessions*</td>
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<tr>
<td>4:45 – 6:00 PM</td>
<td>Poster Judging and Networking Reception</td>
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<td>(Young Ballrooms D &amp; E, Foyer South)</td>
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*See page 34 for a list of Research Sessions
*See pages 35-36 for a list of conference presentations by thread
# Conference-At-A-Glance

**Friday, March 9, 2018**

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<td>UCO Vice President of Student Affairs, Dr. Myron Pope</td>
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<td>Pre-Conference Institute Participant Presentations</td>
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</tr>
</tbody>
</table>

*See page 34 for a list of Research Sessions*  
*See Pages 35-36 for a list of conference presentations by thread.*
We at the University of Central Oklahoma welcome you to the 2018 Transformative Learning Conference.

We are honored that you have joined us as we continue to explore fresh and innovative ways to help students learn by demonstrating evidence-based practices. The world that surrounds us is in the midst of sweeping changes in virtually every dimension of our lives. No individual or institution is immune to the consequences of technological, social, political and cultural change. For us, “helping students learn” means continuing development of the knowledge, skills, attitudes and motivation required for personal and civic success. Utilizing new insights and new tools, we share a common goal, actively encouraging evidence-based learning.

Thank you for gathering here with us to continue the conversation on the latest methods of delivering and assessing high impact practices in the classroom and co-curricular environment. In addition to the facilitated discussions, plenary and session speakers will provide us with the latest thinking, research and applications of Transformative Learning.

Welcome to the 2018 Transformative Learning Conference at the University of Central Oklahoma!

I am very pleased to welcome this year’s featured speakers, John Tagg and Peter Felten. Tagg is Professor Emeritus of English at Palomar College and the author of The Learning Paradigm College. He will speak to us about his work on organizational transformation and the Learning Paradigm. Felten is Assistant Provost for Teaching and Learning and Executive Director of the Center for Engaged Learning at Elon University, where he is also a Professor of History. His publications include the co-authored volume The Undergraduate Experience: Focusing Institutions on What Matters Most. He will speak to us about how our own beliefs about learning help shape the transformative learning experiences of our students. I hope you will join UCO President Don Betz and the Center for Excellence in Transformative Teaching and Learning (CETTL) team as they bring us together for this cherished tradition of considering novel approaches to Transformative Learning in order to improve the way in which students learn. We look forward to meeting you and enjoying the forthcoming panels and presentations during the coming days.

I want to thank Drs. Jeff King and Jody Horn as well as their colleagues in CETTL for creating another opportunity to study Transformative Learning! Enjoy the conference.

Welcome to the 2018 Transformative Learning Conference. Featured speakers will explore innovative and effective ways to help students learn inside the classroom and beyond, connecting textbook theory to real world applications.

Integrating curricular and co-curricular experiences significantly enhances educational outcomes for our students. This integration requires flexibility and collaboration, as well as navigating challenges and change. We hope you enjoy this opportunity to interact with and learn from your peers and professional colleagues from around the country.

We are glad you have chosen to join us at the University of Central Oklahoma in the pursuit of high impact practices that transform learning, transform students, and transform lives.
John Tagg, plenary

John Tagg is an independent writer and consultant on learning in higher education. His book *The Learning Paradigm College* (Jossey-Bass, 2003), describes a research-based approach to redesigning higher education in the service of student learning and provides detailed examples of colleges and universities that exemplify the Learning Paradigm. According to Russell Edgerton, President Emeritus of the American Association for Higher Education, “this remarkable book takes the national conversation about taking learning seriously to a new level.” He has conducted workshops and made presentations at more than 100 colleges and universities and has published in many higher education periodicals including *Change, About Campus, Planning for Higher Education,* and *The International Journal for the Scholarship of Teaching and Learning*. He is professor emeritus of English at Palomar College, where he taught from 1982 until 2009.

Thursday, March 8, 2018, 9:15-10:05 AM, Plenary Session

“Learning to Change, Changing to Learn”

Is transformative learning just for students? Or can organizations learn to change in ways that fundamentally alter their capacities for the better? Can a university learn to be a better university, not just incrementally, but in ways that enable whole new kinds of engagement with students? In this session, we will consider the governing values that make up an organizational paradigm, and how to change them.

Thursday, March 8, 2018, 1:45-3:15 PM, Afternoon Workshop

"Learning from Our Mistakes: Seeking Desirable Difficulties for Ourselves and Our Students"

We learn from our mistakes, right? Well, sometimes we do, and sometimes we don’t. Sometimes hard tasks lead us to give up, sometimes to try harder. Do we learn more or better from some kinds of mistakes than from others? Do some kinds of mistakes create cognitive dissonance that leads to deeper learning? Do some create disorienting dilemmas that lead to transformative learning? We will explore the extent to which our students learn from their mistakes, and the extent to which we do. We will seek to discover how we can assess our errors, not to avoid them, but to make them productive.
Peter Felten is assistant provost for teaching and learning, executive director of the Center for Engaged Learning, and professor of history at Elon University. As a scholar, he is particularly interested in learning and teaching, individual and institutional change, and student experiences and agency in higher education. His books include the co-authored volumes: The Undergraduate Experience: Focusing Institutions on What Matters Most (Jossey-Bass, 2016); Transforming Students: Fulfilling the Promise of Higher Education (Johns Hopkins University Press, 2014); Engaging Students as Partners in Learning and Teaching (Jossey-Bass, 2014); Transformative Conversations (Jossey-Bass, 2013); and the co-edited book Intersectionality in Action (Stylus, 2016). He has served as president of the International Society for the Scholarship of Teaching and Learning (2016-17) and also of the POD Network (2010-2011), the U.S. professional society for educational developers. He is co-editor of the International Journal for Academic Development and a fellow of the John N. Gardner Institute for Excellence in Undergraduate Education.

Friday, March 9, 2018, 9:15-10:05 AM, Plenary Session
“Partnering with Students for Transformative Learning”

Colleges and universities can and should be life-changing places for students. The potential for individual transformation is immense. Too often, however, students drift through the academy, learning little that lasts and missing a unique opportunity to transform themselves and to develop new capacities to enhance our world. In this interactive session, we will explore how the beliefs that we have about learning and expertise shape our educational practices – and how those practices make transformation more, or less, likely for our students. This session will draw on interviews and focus groups with hundreds of students, faculty, and staff who were asked to reflect on their own experiences with learning and teaching in higher education. Building from this research, we will consider practical ways that faculty, staff, and students can become partners in the challenging yet essential work of making higher education a transformative experience for all.

Friday, March 9, 2018, 1:15-3:15 PM, Afternoon Workshop
"Viewing Transformative Learning through the Lens of SoTL"

Transformative learning can be hard to see as it is happening. The rearview mirror is one helpful tool for spotting it. While we are speeding through our own lives we can catch glimpses of significant change here or there. The full picture tends to come into focus only when we have covered enough distance to have a clearer perspective. Another way we look for transformation is to try to see patterns and trends among a large sample of individuals. This is how educational research often works. Scholars typically cannot tell us if a certain practice will lead to transformational learning for a particular student, but they can assure us that in general certain experiences yield specific outcomes. Both the rearview mirror and large-scale research have their uses, but how can individual faculty and staff develop a clear image of transformative learning in their classrooms and interactions with students? How can we see what is happening with our students now in ways that can help us challenge and support them in their transformation? In this workshop, we will use the lens of SoTL as a way to focus our attention on the processes and products of transformative learning. The workshop will introduce novices to some practical SoTL methods that can be applied in many disciplines and contexts, and it will encourage more experienced SoTL scholars to hone their ongoing inquiries. At the end of the workshop, participants will have a sketch of a SoTL project they can use to envision their own students’ transformative learning.
Presentations

Thursday, March 8, 2018

Developing Employability: A Beyond-Disciplinary Transformative Approach to Higher and Postsecondary Education
3/8/2018 10:25 AM | Young Ballroom C | 50-Minute Interactive Session
Melanie Booth | The Quality Assurance Commons for Higher & Postsecondary Education
Jeff King | University of Central Oklahoma
Niesha Ziehmke | Stella and Charles Guttman Community College

Preparing graduates for employment is quickly becoming an expected outcome of higher educational programs, regardless of discipline or degree level. At the same time, the 21st-century workplace is increasingly complex, interdependent, and dynamic, and workforce participants must be able to continually learn, reflect, adapt, change, and grow. Traditional forms of education and training – the transmission of knowledge, skills, and processes – are no longer sufficient as global and local conditions continually change, technology automates, and people work differently. Transformative learning approaches that focus on beyond-disciplinary skills and developing people’s capacities to see and think differently are more critical than ever. Instead of focusing on graduates’ employment (with metrics such as job placement rates, starting salaries, and graduate satisfaction), we suggest focusing on developing learners’ employability, “the ability to find, create and sustain work and learning across lengthening working lives and multiple work settings.” The Quality Assurance Commons has partnered with 14 institutions to design a new way to evaluate educational quality focused on developing learners’ Essential Employability Qualities (EEQs). In this interactive session, we will collectively explore how transformative learning approaches support developing learners’ EEQs, and how we might consider our understanding of educational quality accordingly.

From Ideas to Action: Tools for Implementing Learning Innovation and Transformation
3/8/2018 10:25 AM | Young Ballroom D | 50-Minute Interactive Session
Stacy Southerland, Bucky Dodd | University of Central Oklahoma

Innovation is a hot topic in education, but how do we make it happen on a practical level? Moreover, how do we ensure that learning innovations promote engaged, meaningful, transformative learning experiences with measurable and sustainable outcomes? This hands-on, interactive session introduces approaches to identifying personal and organizational drivers of innovation in learning environments and visual mapping techniques for planning and developing successful and sustainable results. Understanding an individual’s or organization’s capacity for innovation is essential to identifying drivers of innovation, promoting abundant ideation, and managing promising concepts and moving them through the innovation cycle from ideas to action. This session will empower participants to: (1) determine personal, team, and organization capacities for learning innovation; (2) identify drivers of and barriers to innovation in learning environments; (3) use Learning Environment Modeling to map, plan, and develop innovation initiatives; and (4) assess learning innovation operations and outcomes.

Sustainability Education as Transformative Learning: A Student Panel
3/8/2018 10:25 AM | Young Ballroom A | 50-Minute Interactive Session
Eric Hemphill, Katrina Lacher, Mary Taylor Bixler, Devon Westbrook, Blake Taylor, Mariah Wilson | University of Central Oklahoma

The areas of sustainability and transformative learning share many commonalities, particularly regarding how they affect individual students’ educational journey. TL at UCO, with its emphasis on creating ethical and engaged citizens, and sustainability, which emphasizes the interplay between environmental, economic, and social issues, both require critical reflection in the individual learner. This inward thought can then be used to inspire in students a desire for change and action. This student
panel allows participants to hear how UCO students' work in sustainability has transformed their personal and professional lives. Participants will: (1) Learn how co-curricular sustainability projects, as well as coursework that utilizes sustainability pedagogy, can be transformative in nature and can have a profound effect on students' day-to-day habits, as well as their chosen career paths, hobbies, and deeply held beliefs; (2) Hear several examples of how critical reflection of one's self and society from a sustainability framework can propel students towards a deeper understanding of the mechanisms that affect individual and societal change; and (3) Be introduced to ways in which they might be able to bring together the disciplines of transformative learning and sustainability on their campuses.

**Teaching for Lifelong Learning**  
3/8/2018 10:25 AM | Young Ballroom B | 50-Minute Interactive Session  
Cris Gordon | Mount Marty College

This interactive session focuses on critically reflecting on transformative learning. The idea of lifelong learning as a continuous experience is rarely addressed as part of the learning process. The Learning Cycle has been explored at length by several authors. However, the Lifelong Learning Experience goes beyond the learning cycle and is a neglected process when we address learning. We hear about lifelong learning but what is it, really? What part does our role in the classroom play in lifelong learning? This session will focus on the Transformative Learning concept of reflection, both on the part of the student and the teacher, leading to better understanding of how evaluating our influences impacts learning. Interactive activities in this section will lead to several outcomes for the participants, including: Evaluate the role of the instructor in lifelong learning; and analyze the role of feelings that influence learning in the classroom. The session itself will be an example of transformative learning as it will utilize discovery learning and group activities.

**Transformative Learning Basics**  
3/8/2018 10:25 AM | Everest B | 50-Minute Interactive Session  
Mark Walvoord | University of Central Oklahoma

Summary: Transformative Learning (TL) is generally a reference to an adult learning theory proposed by Jack Mezirow in the late 1970's in the United States. This session will give an introduction to TL theory through the lens of Mezirow, and also delve into contemporary explanations of this "living" theory. Participants will critically reflect on their understanding of learner transformation through discussion and concept mapping activities.

**Transformative Learning in the Design and Implementation of an Advanced Foreign Language Curriculum**  
3/8/2018 10:25 AM | Young Ballroom E | 50-Minute Interactive Session  
Yi Long | Hawaii Learning Center

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

**Writing Matters: Engaging and Transforming Student Writing and Revision To Encourage Life-long Writers**

3/8/2018 10:25 AM | Everest A | 50-Minute Interactive Session
Lisa Abney, Gregory Bouck | Northwestern State University

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

**Sketchnoting: Transforming the Way Students Connect with Content**

3/8/2018 10:25 AM | Gaylord | 50-Minute Interactive Session
Karin Perry, Holly Weimar | Sam Houston State University

This presentation will provide basic information about sketchnoting and introduce you to the research behind visual note taking and why it benefits both students and teachers. In addition to the theoretical portion of the presentation, there will also be several practical/hands-on opportunities during the session. By the end of the presentation, you will be able to: state the benefits of using sketchnoting in personal, professional, and educational settings, list multiple tools (analog and digital) to use when sketchnoting, and experience sketchnoting first hand to gain an understanding of the process so you can develop ways to begin sketchnoting with students.

**Assigning Meaning and Value to Learning Prompts: Specific Points of Reference to Reinforce Desired Outcomes**

3/8/2018 11:20 AM | Young Ballroom E | 50-Minute Interactive Session
Julie Mata, Kayla Peak | Tarleton State University

This presentation will display a simple method of using points of reference as learning prompts in order to give meaning and value to the mission. While implementation of this method allows leaders to get all constituents on the same page, so to speak, it is also in line with methods that can be implemented in the classroom to more fully engage students in the why of learning. Audience members will participate in the development of learning prompts associated with varied reference points (predominantly hand and face points) that will be assigned meaning and value. These learning prompts will be associated with the mission of a university, academic department, or classroom. The following leadership take-a-ways will be included: (1) Incorporation of learning prompts in teaching to more fully engage students; (2) Incorporation of learning prompts in leadership to more fully engage constituents; (3) Ideas for improving mission planning; and (4) Development of a stump speech for why the mission is the mission.

**Disruption and Disequilibrium in the Classroom: Examples of Theory to Practice in Launching Transformative Learning**

3/8/2018 11:20 AM | Young Ballroom B | 50-Minute Interactive Session
Based on perspectives of education theorists such as Paulo Freire, Maxine Greene, and Jean Piaget, this session will focus on launching transformative learning, by triggering cognitive dissonance, disruption, and disequilibrium through the use of critical curricula. Participants will be provided foundational aspects to creating this type of learning experience based on theory, practical examples, and research, before being guided through discussions and brainstorming.

**Elevating Work in the Experiential Learning Pathway at Guttman Community College**

3/8/2018 11:20 AM | Everest B | 50-Minute Interactive Session

Niesha Ziehmke | Guttman Community College

From the moment that Stella and Charles Guttman Community College (GCC) of the City University of New York opened its doors in August of 2012, work-focused experiential learning has been deeply embedded in the student experience. Guttman’s mission promises to support graduates in successfully completing their degrees and helping them prepare for jobs that offer them a family-sustaining wage. As the college celebrates its fifth anniversary, we have taken the opportunity to step back and review our experiential learning pathway and assess the extent to which it is supporting this goal. In this session, participants will: 1) Analyze the GCC experiential learning pathway, including the strong foundations set in the first year with the Ethnographies of Work (Hoffman 2016) two-part course, using the EEQ pilot framework; 2) Explore ways to elevate and assess work-based experiential learning in the Experiential Learning Pathway.

**Increasing Understanding of Transformative Learning Experiences of Novice Educators Through Critical Reflection**

3/8/2018 11:20 AM | Young Ballroom D | 50-Minute Interactive Session

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

Transformative learning research (Mezirow, 2000) inspired the development of the Graduate Student Teaching Excellence Program (GSTEP) at the University of North Texas. This program provides a context for many novice educators to learn teaching skills and pedagogy, examine personal assumptions, and critically reflect on teaching experiences. The program also establishes a community of diverse learners who are genuinely interested in teaching and supporting their peers. Increasing skills competency and self-efficacy are the two program goals. In this presentation, we will share the learning processes of individuals engaged in the GSTEP. We have collected critical reflection essays and Critical Incident Questionnaires (CIQ’s) from GSTEP participants and will describe the results of our analysis of these reflections using themes based upon the work of Mezirow (2000) and Kember (1999). We will also facilitate an interactive session with session participants to examine teaching assumptions and reflect on the impact of these assumptions on teaching practices. Using a process similar to that we introduce to our GSTEP participants, we will engage in an exploration of the question, “What makes someone a ‘good’ teacher? We will work in small groups to find common themes and critically examine the assumptions that have led us to our conclusions.

**Motivation is not Enough: Transformation of Self as Learner to Achieve Student Success**

3/8/2018 11:20 AM | Young Ballroom A | 50-Minute Interactive Session

Karen Huxtable | University of Texas at Dallas

Students bring high hopes to their pursuit of an education, but too often, they also experience internal and external obstacles that can interfere with their success. By identifying and planning for these obstacles faculty can support students in transforming their understanding of self as a learner. In this research-informed workshop participants will use case examples to identify typical obstacles and develop proactive strategies for faculty to help students. We can improve students’ academic resilience and self-regulation and create an atmosphere that promotes help-seeking and autonomy. Being compassionate does not require that we lower our standards. Rather, we can help students understand what it takes to learn effectively, develop the self-discipline to do what it takes, and believe that their
efforts will be successful to achieve learning outcomes. Thus, the first learning outcome for participants is to identify obstacles that interfere with their students' chances of success. The second learning outcome for participants is to develop solutions and interventions that will help students achieve success, transforming their understanding of self as a learner. Key themes of the discussion will be (1) faculty-student interactions, (2) fit (self-efficacy) and belonging (shared values), (3) faculty and student mindsets, and (4) students' understanding of learning, or metacognition.

**Now You See It! How to Design Successful Transformative Learning Experiences**  
3/8/2018 11:20 AM | Young Ballroom C | 50-Minute Interactive Session  
Bucky Dodd, John Gillmore, Michael Willis | University of Central Oklahoma

During this workshop, you will get hands-on practice while you learn how to use evidence-based techniques that enhance transformative learning experiences in the courses you teach. Through participating in this session, you will gain new skills for planning, creating, and testing your ideas for courses. You will discover how to enhance your understanding of transformative learning experiences, make smart design decisions, and lead innovation using Learning Environment Modeling™ (LEM). In this workshop, you will experience: (1) Proven ideas for designing transformative learning experiences; (2) Simple ways to clarify your vision and plan learning activities; and (3) Inspiring examples of successful courses you can learn from.

**Transformational Leadership in the Classroom: Leading Students to Deeper Engagement and Transformative Learning**  
3/8/2018 11:20 AM | Everest A | 50-Minute Interactive Session  
Kari Henry Hulett | Oklahoma State University Institute of Technology  
Maria Christian | Northeastern State University

This presentation focuses on the traits of transformative leadership and examines how each instructor can apply traits of this leadership style to promote student engagement and deeper learning. Principles of transformative leadership can be honed and used in the classroom to support students in developing growth mindsets and employing impactful habits of mind. By providing context and sharing experiences, the presenters will discuss how understanding transformative leadership and applying these principles in the classroom directly influences students’ achievement. Participants will engage in group discussion and explore factors already in place that contribute to their individual teaching effectiveness. Discussion prompts will be distributed among small groups for discussion and exploration, allowing more intimate conversations to emerge surrounding best practices. A final large group discussion will then center the conversation back to an overall understanding of factors which can be used to facilitate transformative learning in the classroom. Upon completion of this session, participants will be able to identify personal transformative leadership characteristics and recognize how individual leadership style can be used to influence student engagement in the classroom.

**STLR: Leveraging Impact Analysis to Optimize Student Outcomes in Transformative Learning**  
3/8/2018 3:30 PM | Young Ballroom B | 50-Minute Interactive Session  
Rob Robinson, Jill Parma | Civitas Learning  
Jeff King | University of Central Oklahoma

As students grow more diverse and institutional resources become increasingly limited, measuring the impact of Transformative Learning and other student success initiatives is more important than ever. Speakers will discuss the results of data analyses for Transformative Learning institutional initiatives and investments to inform key decisions about how to scale programs and target specific student groups to maximize student success on campus. Analyses shared will highlight TL impact by student sub-populations as well as overall and will also demonstrate how analytics can help identify students who are “TL-prone” --- meaning, they are students highly susceptible to the positive effects and gains from experiencing TL. This session will share robust, reliable, large-N analyses that show TL to be a compelling
approach. If you advocate for TL and want to point to real-world results to help you make your case, this session can provide solid evidence. Outcomes will include: (1) Learn how the ability to measure initiative impact quickly and accurately is helping institutions maximize existing initiatives in Transformative Learning; (2) Empower schools to make strategic decisions around resource allocation and prioritization that affect student outcomes; and (3) Learn the positive impact of TL on student learning, persistence, and success across campus, both in the curriculum and co-curriculum.

**DegreePlus, a "STLR" Quality Enhancement Plan!**
3/8/2018 3:30 PM | Young Ballroom A | 30-Minute Roundtable Session
Arthur Salido, Marti Newbold | Western Carolina University

A Quality Enhancement Plan (QEP) is required of all member institutions accredited by the Southern Association of Colleges and Schools - Commission on Colleges. WCU developed a STLR-based program for its QEP named DegreePlus. DegreePlus is a holistic approach to education that sets out to strengthen student competency in the areas of leadership, cultural responsiveness, teamwork, and professionalism. The focus on these four transferrable skill areas represents an intentional enhancement to the curricular and co-curricular experience at WCU. DegreePlus is a voluntary three-level program. Students advance through one to three levels with incentives for completion at each level. As students “level up,” their activities are logged in an experiential transcript and organized according to student learning outcomes. Learning outcomes for this session: Attendees will understand how DegreePlus was developed, how it is operationalized, and how it meets accreditation requirements.

**Design Learning for Sustained Change**
3/8/2018 3:30 PM | Young Ballroom C | 30-Minute Roundtable Session
Siriporn Peters | Southwestern Oklahoma State University

Design learning for sustained change is the main focus of this paper. The objective of this paper is to disseminate my research outcomes. I used mixed methods and combined data from observation, semi-structured interviews, and research field notes. Longitudinal data over a 3-year period including observation and interviews reveal that the participatory design was the effective approach and strategy for sustained change in the graphic design students who engaged in the research procedures. Sample participant comments are presented to illustrate the student engagement and deep learning outcomes.

**How Can we Transform Generation Z?**
3/8/2018 3:30 PM | Everest B | 30-Minute Roundtable Session
John Wood, Beth Allan | University of Central Oklahoma

While faculty focus on Millennials, few faculty realize that they have been actually teaching this next generation of students, Generation Z, (IGen) for at least the last four years now. This session asks: How can faculty attempt to transform their students if they do not know who they are? Data, based on several surveys find that Generation Z students are different from Millennials in significant ways. These include having less focus, being better at multitasking, show more grade bargaining, and are entrepreneurial, global, diverse, and digital. As a result, these students are unlike Millennials in the classroom. While this little talked about generation has largely dominated classrooms as early as 2013, we are still studying them. They are even 25% of today’s overall population. Faculty will learn about these characteristics and explore current transformative pedagogical strategies focusing on this new cohort. Audience members will be engaged through discussing their pedagogical techniques that have worked and learn more by bouncing ideas off the two Generation Z students on the panel. Faculty will leave the panel looking at their students in new ways and will be better prepared to engage them in new ways.

**Measuring Effective Teacher Observation Data to Support Under-Resourced Schools in Honduras**
3/8/2018 3:30 PM | Everest A | 30-Minute Research Session
Maxie Gluckman | University of California San Diego
In 1999 the Honduran Ministry of Education launched the Proyecto Hondureño de Educación Comunitaria (PROHECO) with the aim of providing teachers to 3000 villages previously unable to support institutionalized educational programs. The educational background of these teachers, however, varies widely, and they are provided minimal professional development—an opportunity that has been shown to have significant positive impacts on student achievement (Yoon et al., 2007). In 2016 the non-profit project Train for Change (TfC) was started to address this need, providing research-based professional development opportunities to networks of these dispersed, under-resourced schools. From this work, two primary research questions emerged: how to reliably collect evidence on teacher professional growth in diverse under-resourced schools; and how does the process and review of this data with teachers over time shape their beliefs regarding professional development? Eleven preliminary observations were conducted employing an iterative design process (Barab & Squire, 2004) to modify Hargis and Soto’s (2017) three-part observation protocol. Semi-structured interviews probing teacher reflection on this process were audio recorded, transcribed, and coded identifying initial themes related to teacher beliefs and style of reflection. This session will conclude with a discussion of measures of transformative learning best suited for rural educational contexts.

Reach Higher: Professors Shaking Up the Traditional Online Discussion with an Earthquake of a Lesson
3/8/2018 3:30 PM | O’Donoghue | 30-Minute Roundtable Session
Amanda Evert | Southwestern Oklahoma State University

This hands-on, minds-on roundtable we will empower attendees to develop real-world, problem-based discussion topics for online courses. The first 5 minutes of the session will include an explanation of how three professors from SWOSU, UCO and NSU were able to collaborate on designing a learning module that met their shared goals of increasing students’ understanding of ethics and the concept of corporate social responsibility (CSR). In their online discussion, the professors shared a disaster scenario where a fictional community had several recent earthquakes and is developing a task force to discuss opportunities for future CSR. The results were exceptional and included students sharing ideas from their perspectives as future restaurant owners, real estate agents, hospital administrators. Engagement, excitement, and commitment for the problem-based discussion was remarkably different from the traditional course discussion posts. In the last 25 minutes of this session, attendees will be invited to brainstorm, practice and develop online discussion assignments designed to provide students’ the opportunity to engage in transformational learning. In this session, we will discuss the importance of putting course content into a context that students can apply to their future careers. We will also encourage participants to critically think about methods of measuring the impact in student learning.

The Impact of the Code Okie Service-Learning Project on a Team of Undergraduate Student Teachers
3/8/2018 3:30 PM | Young Ballroom D | 30-Minute Research Session
Myung Ah Park, Austin Cauley, Bill Fosam, Evan Kirzinger, Kendall Babb, Miranda Babb, Rashed Alrashed, Sila Tamang | University of Central Oklahoma

This research introduces a service learning project called Code Okie: One Line at a Time and discusses its impact on a team of undergraduate student teachers, primarily in the areas of self-directed learning and communication skills. Some student teachers will share their experiences. Participants attending this session will have two takeaways. First, regardless of class standing, students will perform self-directed learning when proper guidance and constructive and detailed feedback are regularly provided by peers and supervising faculty. Second, teaming students cross-class standings greatly helps students at low class standing to enhance their discipline knowledge.

Transforming Concepts of Literacy: Workshop Models and Reflection in Teacher Education
3/8/2018 3:30 PM | Gaylord | 30-Minute Research Session
Michelle Amos, Morgan Ely | University of Central Missouri

Preparing preservice teachers to meet the needs of modern middle grades learners requires consideration of far more than content area knowledge. Common Core State Standards and related high-stakes measures demand that literacy skills, including critical reading, analysis and synthesis of
The New Science of Learning

Getting From Here to There: Using Gamification to Build Social Capital and Transformative Learning

Pre-Service Teacher Professional Identity Development Through Campus Leadership
leaders and how professional identity may be a unique means to measure transformative learning. Anticipated outcomes for participants include how to engage students in deep learning by providing transformative learning opportunities and new means of measuring transformation.

The Creation of Optimal Learning Environments and Development of Graduate Attributes in Tutor Support Sessions
3/8/2018 4:05 PM | Young Ballroom A | 30-Minute Research Session
Neo Maseko | University of the Free State (South Africa)

This paper argues that quality education has a bearing on performance which, in turn, ultimately has a bearing on social transformation. This is thus an exploration of one of the ways in which quality education can be facilitated to realize this ideal. Located within critical theoretical pedagogies, this paper focuses on work that emphasizes transformative learning within learning environments that enable students’ active participation, deep learning, and agency. The design of the study has drawn from the qualitative perspective of the transformative paradigm. The empirical data on which this paper is based were generated using semi-structured interviews with first generation Black African second language speakers of English (L2) who, at the time of the study were pre-service teachers at an institution of higher learning in South Africa. The findings indicated that the tutoring sessions provided a platform for pre-service (L2) teachers to participate actively and speak about their learning experiences in a non-threatening environment. The responses indicated that tutoring sessions carried the potential to create spaces for preservice teachers to engage meaningfully. However, there were negative aspects of the tutoring sessions. In this regard useful insights arose about the various strategies for optimizing tutor spaces to provide useful support for student teachers.

Tutors on the Move: Using Peer-Tutoring to Connect with ESL Students in the OKC Metro
3/8/2018 4:05 PM | Gaylord | 30-Minute Roundtable Session
Angela Dawn Stephenson, Brian McKinney, Hunter Ford | University of Central Oklahoma

"Tutors On the Move" traveled to Santa Fe South’s administration building, the site of their summer school program, twice a week. Three to five tutors spent three hours each day working one-to-one with students. The tutors assisted the students with their coursework, but also helped them develop their English speaking and reading skills. This portion of the project ran from July 10-July 28. "Tutors On the Move" also traveled to Southern Oaks Library where we spent two hours per week, in a reserved, library study-room, hosting English Conversation Group and One-to-One tutoring for adult learners. We conducted a pre-survey, asking questions on students' confidence and speaking level, to be able to judge this growth at the end of the program. This portion of the program ran from July 6-July 28 with one specific one-to-one tutoring session lasting until August 21. The roundtable discussion will provide an overview of the project’s development, implementation, and evaluation, and it will showcase tutors’ reflections on their growth in Service Learning and Civic Engagement as well as Global and Cultural Competence. In doing so, it will ask participants to explore how they can launch TL in their classrooms, companies, and communities.

Friday March 9, 2018

STLR: Insights Learned Using Critically Reflective Prompts to Assess TL
3/9/2018 10:20 AM | Young Ballroom A | 50-Minute Interactive Session
Camille Farrell (Kilbourne), Brenton Wimmer | University of Central Oklahoma

In Fall 2015, the University of Central Oklahoma rolled out the Student Transformative Learning Record (STLR), a campus-wide initiative that captures TL moments both inside and outside the classroom. The STLR process has transformed the way many faculty understand teaching and assessment of learning. Along the way we discovered from faculty surveys and feedback, that many faculty were unsure of how to prompt students to reflect in a meaningful manner that would produce learning artifacts (papers,
presentations, speeches, video blogs, etc.) that could be used to assess learning using an evidence-based approach within the framework of TL. In this session, participants will have the opportunity to learn about the importance of using critical reflection prompts in their teaching, how it facilitates deeper TL moments, how it can help uncover hidden learning and bring it to the surface. By looking at their own TL experiences, participants will engage in a hands-on critical reflection activity (Peet & Kilbourne, 2017) to learn how the process can inform their teaching practices, assessment, and pedagogy.

**Challenging Preservice Teachers’ Assumptions: Using the Reading/Writing Workshop Model to Launch Perspective Transformation**

3/9/2018 10:20 AM | Gaylord | 30-Minute Research Session  
Michelle Amos, Morgan Ely | University of Central Missouri

One of the biggest challenges for middle grades education majors is transitioning into the habits of mind of a teacher. This examination of assumptions is amplified for non-ELA content area majors as they engage with required literacy education courses. Many of these students do not see themselves as strong readers or skilled writers; further, they do not appreciate literacy as a vital component of content area instruction. To challenge students’ assumptions, the presenters restructured Application of Content Area Literacy for Middle-Level Learners, a required course, to promote purposeful examination of literacy education by using a reading/writing format similar to that popular in local middle schools. Student feedback indicated that this structure challenged both their understanding of literacy and their comfort as learners and as teachers, creating the disorienting dilemma needed to launch transformative learning. Further, student responses from the first semester of implementation indicated that these students felt supported in the classroom holding space while negotiating their new roles as comprehensive content area instructors. Session participants will be introduced to the Critical Incident Questionnaire (Brookfield, 1986), the measure used during this research. Attendees will explore the curricular framework used to launch the challenging of assumptions and subsequent transformative learning.

**Draw-and-Write Method Deepens Student Engagement and Prompts Transformative Writing and in Measurable Ways**

3/9/2018 10:20 AM | Everest B | 30-Minute Research Session  
Linda Breslin | University of Central Oklahoma

Attendees of this session will experience the draw-and-write research method throughout the presentation. The presentation describes a study that investigated changes in sentence structures related to the draw-and-write technique. The study design asked four UCO sections of Composition I students to volunteer participation. The participants wrote and submitted an essay; drew examples used in that essay; and, finally, revised the essay. The aim of the study was to examine and measure the effect of drawing on three areas of student performance: 1) description changes, 2) sentence structure changes, and 3) students’ engagement and attitude toward the assignment. Comparative content analysis and reflection questionnaires were data collection instruments. Content analysis divided data into categories of student changes in writing between the original and revised essays. The changes were easily distributed into two areas of learning outcomes: 1) Objective: students analyzed the connections between their experiences and the lesson learned and 2) Subjective: once students drew their experiences, usually in greater detail than noted in the original essay, many added emotions, and opinions regarding the experience. Ultimately, students discussed how their writing changed, ways they learn, attitudes toward various assignment types, and multidisciplinary applications of drawing. Attendees will also discuss multidisciplinary applications.

**Recipe for Transformation: Snap Chat Filters, Games, Speed Networking, Research Posters, QR Codes and YouTube.**

3/9/2018 10:20 AM | Young Ballroom E | 30-Minute Roundtable Session  
Amanda Evert, Sarah King | Southwestern Oklahoma State University
Are you tired of lecturing to a classroom full of zombies? Are you looking for a fun way to wake up the minds and hearts of your students? Have you considered transformational service learning? In this 30 minute roundtable, we will discuss different methods of developing engaging service learning experiences designed to empower your students to use their classroom knowledge in a real-world environment. We will also describe our recent success in developing and implementing a multidisciplinary service learning experience with three professors and 135 students representing the following five classes: Business Communications, Human Resources, Principles of Marketing, Consumer Behavior, and Introduction to Business. The university students with encouragement and technical support from their professors hosted the first annual Business Bulldogs Networking Showcase for area high school students. In each course, the university students developed a component of the event which fit with the curriculum of their course. For example, in the H.R. class, the students developed an event application and made phone calls to prospective attendees. In the consumer behavior class, the students designed Corporate Social Responsibility YouTube videos. The Intro to Business, Principles of Marketing, and Business Communications class designed informative ethics research displays.

**Sexual Health and Sex Positivity on Campus: A Transformative Approach**  
3/9/2018 10:20 AM | Young Ballroom D | 30-Minute Roundtable Session  
Lindsey Churchill | University of Central Oklahoma

This thirty-minute roundtable discussion will discuss the challenges and successes involved with implementing a comprehensive sexual education curriculum on a college campus where many students have received little to no sexual health education before college. This panel will also offer a discussion of transformative strategies for teaching comprehensive sexual health in the classroom. Participants will reflect on how to engage your entire community in discussions about sex positivity on campus.

**Transformative Coaching**  
3/9/2018 10:20 AM | Everest A | 30-Minute Research Session  
Ian Corrie | University of Cumbria  
Ed Cunliff, Jr. | University of Central Oklahoma

Executive and leadership coaching have become growing areas for professional development and organizational change. Participants will learn a model that synthesizes Mezirow’s steps of transformation with elements of Kolb’s work into a concise and powerful coaching model. Participants will also learn, through experience, one approach to alternative perspectives as a coaching tool.

**Transformative Learning Across Business Disciplines**  
3/9/2018 10:20 AM | O'Donoghue | 30-Minute Roundtable Session  
Marty Ludlum | University of Central Oklahoma

The push for Transformative Learning is relatively new in the business disciplines. This panel will include a discussion of members from several business disciplines (Finance, Business Law, Insurance, Real Estate, etc.). This panel will discuss multiple transformative learning applications across several business disciplines. These ideas can be directly applied or adjusted to be used in your discipline. Attendees will gain an introduction to how Transformative Learning is taking hold in business, and at least two examples of Transformative Learning they can apply in their courses.

**Transformative Learning Basics**  
3/9/2018 10:20 AM | Young Ballroom B | 30-Minute Research Session  
Mark Walvoord | University of Central Oklahoma

This session is a shortened version of the 50-minute session. Transformative Learning (TL) is generally a reference to an adult learning theory proposed by Jack Mezirow in the late 1970’s in the United States. This session will give an introduction to TL theory through the lens of Mezirow, and also delve into contemporary explanations of this “living” theory. Participants will critically reflect on their understanding of learner transformation through discussion.
**Becoming a Self-Directed Learner: Experience, Logic, Application, and Innovation**

3/9/2018 10:55 AM | Everest B | 30-Minute Roundtable Session

Jillian Yarbrough | West Texas A&M University

To experience long-term academic success, college students must shift from teacher-led pedagogical facilitation to student-driven andragogical exploration. Can a university offer an experiential course that facilitates a student transformation to self-directed learning? Yarbrough and Hughes created a four-step learning process called, Experience, Logic, Application, and Innovation. The purpose of the learning process is to support college students on a self-directed exploration of their knowledge, skills, abilities, and interests. The following presentation will share information about the process, instructor training, and student outcomes.

**Designing for Transformative Learning: Your Online Course**

3/9/2018 10:55 AM | Gaylord | 30-Minute Roundtable Session

Kelly Ross, Brett King | University of Central Oklahoma

Many faculty do not think about transformative learning when they are creating an online course, but the truth is that there are multiple dimensions of the online course that can be very useful in encouraging transformative learning experiences. The very nature of the asynchronous learning environment encourages more reflection and can provide opportunities for students to move through reflection and learning activities at their own pace, which will allow more space for transformation to occur. In this session, we will give a brief overview of some of the key components to creating an online learning environment conducive to transformative learning. Much of this involves the intentional design by the instructor to ensure the creation of a safe and respectful place for students to examine their feelings and thoughts. We will then facilitate discussion of what this looks like in real courses, give examples and talk through common challenges. Key takeaways for participants will include (1) The ability to identify what is necessary to create the safe environment in the online course for transformative learning; and (2) Strategies for using common learning management system tools to facilitate transformative learning.

**Fostering Learner Autonomy and Transformative Learning: Student-Led Lessons in Adult Korean as Foreign Language Class**

3/9/2018 10:55 AM | Young Ballroom C | 30-Minute Research Session

SooJin Jung, Daesung Lee | Defense Language Institute Foreign Language Center

The Cryptologic Korean Literature Course is an advanced Korean course designed for 80 hours of instruction. The course is intended for students with the proficiency level 3 or better in listening and reading based on Interagency Language Roundtable scale. The course content includes a variety of genres – fictions, essays, poetries – from the three literary time periods: contemporary, pre-modern, and classic. The course requires students’ active engagement and participation in the use of target language. To promote a higher degree of learner autonomy in the learning process and also to facilitate students’ engagement, the main mode of instruction involves student-led lessons. Students will be asked to read and research selected materials, pre-study in advance to lead lesson and follow-up discussion on their own, complete writing assignments, including reflective writing and literary critiques, and deliver presentations on the selected works, associated research and reflections. The course objectives are for the students to enhance their language proficiency toward 3+, gain literary knowledge and socio-cultural awareness, increase communicative competence, develop autonomous learning, and broaden their world-view.

**Nurse Educators Teaching Through the Lens of Transformative Learning: A Case Study**

3/9/2018 10:55 AM | Young Ballroom E | 30-Minute Roundtable Session

Ronald Oscar Bernard | University of South Florida; Capella University
The primary goal of this presentation is to report the findings of the dissertation research - Nurse educators teaching through the lens of transformative learning: A case study. Although the qualitative study focused on nurse educators from an accredited nursing program in the United States, all educators seeking to enhance student engagement and deep learning in the classroom can benefit from the presentation. Another goal of the presentation is to engage participants in small group reflection and discussion about their progression as educators, bringing back to the larger group their insights about active learning and teaching practices. The themes of the research that will be shared in the presentation match nicely with the threads of the Transformative Learning Conference: 1) Stepping off the stage – how educators transform from passive instruction to active engagement; 2) Teaching outside of the box – how educators create innovative, transformative activities; 3) Finding the balance – how educators find the right mix of engagement activities and knowledge transfer; 4) Who’s in charge? – how educators achieve student buy-in by taking the mystery out of deep learning; and 5) Seeing is believing – how educators help other educators discover the gifts of transformative learning.

Pods & Blogs: Transforming the Traditional Research Paper
3/9/2018 10:55 AM | Everest A | 30-Minute Roundtable Session
Kelley Logan, Taylor Verkler | Southwestern Oklahoma State University

Good writing in 2017 cannot be only an individual performance. Because of the advent of collaborative platforms such as Twitter, Facebook, blogs, and podcasts, the idea of text has been expanded, not only into the visual and oral but also to include many voices as authors/producers of any one text. To reflect our communal society, good writing must encompass a variety of interactive and synergistic methods. So it is necessary to transform composition in the classroom to reflect the realities of every day written discourse. This 50-minute presentation will demonstrate how to move a topic from the standard research essay format to one which incorporates blogs and podcasts as well as traditional research and writing techniques. This transformation creates a new and vibrant take on the idea of the essay, making it relevant to modern students. The outcomes of our presentation will reflect Cranton’s (1992) framework of three types of change: assumptions, perspectives, and behaviors. This will be demonstrated through the realization of the expanded definition of "an essay" which in turn changes students’ perception and execution of the transformed essay.

Promoting Diversity through Transformative Learning: Multicultural Perspectives on Student Retention and Success in Higher Education
3/9/2018 10:55 AM | O’Donoghue | 30-Minute Roundtable Session
Courtney Peyketewa, Bria Bowler | University of Central Oklahoma

Diversity is a term that is often tossed around in higher education, and it is said to be important... Or is it? What is intentionally being done to support issues of diversity and inclusion? As these topics continue to be discussed, presenters will address the importance of promoting equal learning opportunities for under-represented students and discuss strategies of how to best support students for retention and student success. This roundtable discussion will embrace different viewpoints and allow participants to engage in open and authentic dialogue. The purpose of this workshop is to address some of the challenges and risks marginalized students face while attending college and also discuss best practices to collaboratively create ground-breaking solutions to spark positive change at other higher education institutions.

Taking Transformative Learning to Co-Curricular Spaces
3/9/2018 10:55 AM | Young Ballroom D | 30-Minute Roundtable Session
Chris Rosser, David Lowry, Haley Robinson, Abigael Williams | Oklahoma Christian University

Defying the stereotypical rigid and noiseless shush-zone, the Beam Library at Oklahoma Christian University offers a third space, an intentional space where normative rules and structures are challenged by shared encounters with cultural and ideological otherness. Third spaces open possibilities for transformational education by broadening worldview, encouraging self-reflection, and enlarging the soul. Among other strategies, we generate third space experience through two, co-curricular weekly
chapels events that engage the intersection of faith and culture. First, Beam Chapel offers a reflective space where participants engage gritty questions arising from the dark of film, literature, and television. Second, Safe at Home exists as a generous safe space that fosters connection and facilitates crucial conversation about gender, sexuality, and church. Chapel facilitators foster meaningful conversations among participants and demonstrate the library’s capacity as a significant space for transformative learning, as evidenced by participant survey responses mapped to specific learning outcomes for each chapel. Presentation participants will 1) hear about third space as significant for fostering transformative learning; 2) recognize strategies for taking TL to co-curricular spaces; 3) learn about co-curricular TL for empowering undergraduate research, and 4) engage in question-and-response with presenters.

**Transformative Learning Basics**  
3/9/2018 10:55 AM | Young Ballroom B | 30-Minute Research Session  
Mark Walvoord | University of Central Oklahoma  

This session is a shortened version of the 50-minute sessions. Transformative Learning (TL) is generally a reference to an adult learning theory proposed by Jack Mezirow in the late 1970’s in the United States. This session will reference TL theory through the lens of Mezirow along with contemporary explanations, as discussed in part 1 of this session. Participants will continue interacting through concept mapping activities to reveal concepts related to TL.

**Communicating TL Research, Essays, and Teaching in the Journal of Transformative Learning (JoTL)**  
3/9/2018 11:30 AM | O’Donoghue | 30-Minute Roundtable Session  
Jeanetta Sims, Ed Cunliff | University of Central Oklahoma  

Conference attendees can explore opportunities to communicate about transformative learning through a conversation with the Journal of Transformative Learning (JoTL) co-editors. This session explores the three types of submissions (research, essays, and teaching notes) accepted for JoTL publication and offers examples of recent submissions and publications. Upcoming JoTL Special Issue Calls will be discussed as well as the inquiry process for becoming a Special Issue editor for a future JoTL issue. Steeped in view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently, and re-conceptualizing mindsets, the JoTL seeks to foster dialogue that culminates in richer resources for transformative learning practice.

**Freire’s Pedagogical Love: A Theory to Practice Exploration for Deeper Learning in Children and Adults**  
3/9/2018 11:30 AM | Young Ballroom C | 30-Minute Roundtable Session  
Charmaine Smith-Campbell, Amber Cain, Adriana Inchauste, Laura Markert, Sherah Betts-Carr | Mercer University  

We explore Freire’s (2005; 2011) pedagogical love as an instructional model capable of deeper and more meaningful learning through the development of critical thinking and inventive 21-century knowledge-creation skills. This education is not just cognitively uplifting, but is socio-politically transformative and humanizing to learners of all ages—in higher education and P-12 settings. Audiences include educators at all levels and others in the field of teaching and learning. We introduce a theoretical point of reference that juxtaposes Freire’s ideas alongside Dewey’s (1900; 1918; 1926; 1930; 1997; 2014). The pairing of Freire and Dewey’s ideas is not new and facilitates application of Freire’s to P-12 U.S. settings. We offer insights into “deeper transformative learning,” and a theory to practice application in authors’ narratives of experiences as learners, teachers, and parents. Questions include ones related to elements of Freirean pedagogical love; how these apply to U.S. realities in authentic and meaningful ways; what would this look like in instruction; comparisons to other similar approaches—like Dewey’s for example; transformative/cognitive benefits; and what serves as evidence of educational success?

**Improving Reflection One Student at a Time**  
3/9/2018 11:30 AM | Gaylord | 30-Minute Roundtable Session
Mark Maddy | University of Central Oklahoma

During this Roundtable Discussion, the leader will provide some of his reflective tools that he utilizes on a regular basis. Participants will be able to share their own reflective tools for the benefit of all participants. The first outcome will be the opportunity to share success stories. The second outcome will be the opportunity to learn new tools for reflection.

**Integrating High Impact Experiences and ePortfolio Learning towards Credentialable Skills**

3/9/2018 11:30 AM | Young Ballroom D | 30-Minute Roundtable Session

Meena Naik | University of North Texas

Attempting to implement a university-wide ePortfolio while simultaneously using it as a mechanism through which experiential and service learning based activities can be collected and reflected upon, with assessable products evaluated against psychometrically validated skills rubrics to award proficient students a credential in these skills creates a unique challenge. Completing this as a large, tier 1, research institution while working to formally embed these learning opportunities and scaling them across curricular disciplines and co-curricular activities, achieving faculty and staff ownership, and successfully engaging them in appropriate ePortfolio pedagogical approaches takes this challenge even further. In 2016, the University of North Texas launched Career Connect to use the ePortfolio as a tool to facilitate collection and connections for students while engaging them in metacognitive reflection. In this Socratic style roundtable, we consider strategic staffing decisions that have helped us overcome these barriers to introduce formal ePortfolio requirements to nearly 3,000 students across 60-course sections and multiple co-curricular activities in just 11 months. Additionally, we will discuss how faculty and staff have bought into the process and made pedagogical adjustments to support skills-badging through eligible experiential and real-world learning activities, otherwise known as "Connect activities."

**Interdisciplinary SoTL Scholar Research**

3/9/2018 11:30 AM | Everest B | 30-Minute Roundtable Session

Marty Ludlum, Linda Harris, Sam Ladwig, Jill Lambeth | University of Central Oklahoma

This interdisciplinary roundtable discussion features SoTL Scholar members, who will share how they became teacher-scholars and their current research studies. The presenters include Dr. Marty Ludlum, Textbook Uses of College Students: Myth and Reality; Dr. Linda Harris, Teacher Professional Identity Development Through Campus Leadership; Sam Ladwig, Innovation and Inquiry: Challenging assumptions and encouraging wild ideas; and Dr. Jill Lambeth, Service Learning Experiences in the Online Learning Environment.

**Scaling-Up: A Model for Building a Transformational Learning Foundation in Support of Student Success**

3/9/2018 11:30 AM | Everest A | 30-Minute Roundtable Session

Denise Yost | Washington State University

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

**Social Interactions that Produce Deep Holistic Learning for Life Long Transformative Learning Experiences**

3/9/2018 11:30 AM | Young Ballroom B | 30-Minute Roundtable Session

Tim Ellis | American College of Education

Begin with an outline and lecture social interactions and how they can be heightened through communication skills. Each participant is given a handout that they can follow that advises where this takes places and how each participant can actively engage one another through holistic communication. Social interaction activity – all participants are broken down into groups of four and can practice what they have learned. Participants – interview and get to know each other; practice active listening which includes eye contact, minimal speaking by the interviewer, and ask any follow-up questions. Participants rotate within the group and become interviewer and interviewee, so everyone has a chance to experience both roles. Participants share with the overall conference attendees what they have learned from deep, meaningful, holistic conversations with each other. Closing comments and any questions on how it can be implemented in the classrooms.

**Use of Mobile Phone "WhatsApp" Messaging to Promote Informal Learning Community in Honduras**

3/9/2018 11:30 AM | Young Ballroom A | 30-Minute Roundtable Session

Maxie Gluckman | University of California San Diego

Teacher professional learning, provided through formal and informal learning opportunities, is instrumental in developing social capital and professional growth (Jones & Dexter, 2014; Spillane et al., 2015; Bransford, Brown, & Cocking, 2000). Dispersed schools in Honduras have access to limited resources presenting challenges for teachers to form social networks and share information. Mobile technology, however, can help mitigate this distance and act as an effective tool for engaging teachers in conversations surrounding pedagogy (Aubusson, Schuck & Burden, 2009; Dahya, 2016). Leveraging a model using WhatsApp in Africa (Cordeiro & Brion, 2007), Train for Change (TfC)--a non profit teacher development project in Honduras--is interested in the effects of spacing out prompts over a six-week period on teacher retention and generalization of learned content from an in-person professional development (Gluckman, Vlach, Sandhofer, 2014). This roundtable session will present initial mixed methods findings on the social pedagogical networks shared by rural teachers as well as an analysis into the interactions transpiring within WhatsApp groups through the lens of the TPACK model (Cavanaugh et al., 2013). It will culminate in a discussion surrounding the use of mobile technology in launching transformative learning among under-resourced and geographically dispersed schools, generating recommendations for future action research.

**Using Team-Based Learning to Launch Transformative Learning in the Classroom**

3/9/2018 11:30 AM | Young Ballroom E | 30-Minute Roundtable Session

Tawni Holmes | University of Central Oklahoma

Team-based learning (TBL) is a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class. Students are organized strategically into diverse teams of 5-7 students that work together throughout the class and include a 3-step process: preparation, in-class readiness testing, and application-focused exercise. Students in a community nutrition course use a team-based learning approach to go through the steps of doing a needs assessment and making a recommendation for a community organization. Students must complete readings ahead of the class session, show readiness, and during class, we work through the step-by-step process of doing a needs assessment. Each group chooses a different community organization. The class work culminates with each team writing an executive summary. They utilize this in choosing and completing their individual service-learning projects. This session will discuss: what strategies others are using for TBL? What are the best ways to measure TBL? What roadblocks have we hit and how do we overcome them?
STLR: Pre-Conference Institute Participant Presentations
3/9/2018 3:30 PM | Young Ballroom A | Panel
STLR Institute Participants | University of Central Oklahoma

Participants that attended the STLR Pre-Conference Institute will share insights learned and plans for how they might implement STLR at their own institutions.

Communicating Transformative Learning through a Lab
3/9/2018 3:30 PM | Gaylord | 30-Minute Roundtable Session
Kaye Sears, Cristy Smith | University of Central Oklahoma

Summary: The Child Study Center is an active learning lab for Guidance of the Young Child class with required lab hours for FLE, ECED, and is required for graduate students as a prerequisite. Other areas who utilize the lab include speech and hearing, assessments, deaf school, and for community tours of the program as a cutting-edge example. To provide TL experiences that can be measured, eight of the many guidance techniques discussed in class to focus on are selected as the more specific ones for observation and evaluation during the students' time in the Center. Students submit a personal reflection response each time, get regular feedback from Ms. Cristy and a Q/A in class with Ms. Cristy and Ms. Angela on two occasions. There is a specific question regarding the value of the experience and to reflect on the growth they noticed at the end of the semester. Outcomes will include: (1) The student will become more aware of the relationship between theory and practice regarding guidance of young children; and (2) The student will recognize the value of developmentally appropriate practice in developing curriculum and arranging space for young children.

ICTs and Competency-Based Higher Education
3/9/2018 3:30 PM | Young Ballroom C | 30-Minute Roundtable Session
Manuel Rodriguez Villegas | Universidad Peruana de Ciencias Aplicadas (Peru)

Participants will reflect on the importance of competency-based higher education as a model to educate citizens committed to the sustainable development of our planet. Participants will understand the importance of the integration of new technologies into the competency-based model in higher education. From the presentation of the case “Integration of New Technologies at Universidad Peruana de Ciencias Aplicadas (UPC) based on the Experience of Students in the Educational and Pedagogical Management Program,” participants will have access to good practices carried out at UPC to integrate ICTs in the teaching-learning processes.

Launching Transformative Learning in Iraq through UCO Fulbright Experiences
3/9/2018 3:30 PM | Young Ballroom E | 30-Minute Roundtable Session
Niyaf Alkadhem | AlNahrain University

In 2015, this author was part of the UCO Fulbright Iraqi Scholars program and through the guidance of the CETTL UCO Center led the shift in Iraqi universities. One conference, three workshops, and multiple webinars have resulted in over 300 Iraqi instructors trained from ten different provinces. The breadth of teaching and learning from a TL perspective has support from the U.S. Embassy and the IREX organization objectives: increase opportunities for instructors to shift their educational focus on the transmission of knowledge to a learner-centered approach, where deeper and long-lasting learning occurs. Challenges that have become apparent through the move to a TL methodology are that the Ministry college and administration have legal obstacles that need to be overcome, like a shortage of time and materials. We are proposing to address these by offering more training for professors and post-graduate students; involving other educational entities, e.g., CETTL or IREX, to deliver easily implemented methodologies; and to network with universities and other educational units across Iraq. Participants’ takeaway includes lessons learned from our launch. It will be interactive and of interest to a broad audience who might be considering launching TL at their universities.
Personalizing a Transformative Learning Experience through Student Organizational Leadership
3/9/2018 3:30 PM | Everest B | 30-Minute Roundtable Session
Jesse Andrews | University of Central Oklahoma

This thirty-minute session will focus on communicating a transformative learning experience through a scenario that involves a student organizational leader working through Jack Mezirow’s ten-step transformative learning theory. The goal of the session is to provide participants with examples of each step in order to personalize the theory in a way that is clear, concise, and relatable. The session will incorporate role play in order for participants to be able to create their interpretations of the theory that will allow critical reflection through communicating a transformative learning experience.

Reflections of a Fitness-Based Intergenerational Experience
3/9/2018 3:30 PM | Young Ballroom D | 30-Minute Roundtable Session
Catherine Patrick, Antonio Harris, Madison Kaiser | University of Central Oklahoma

Participation in intergenerational learning projects builds a bridge between students and older adults. Positive interactions between these two groups encourages understanding and empathy, ultimately reducing ageism associated with negative misconceptions and prejudices between generations. In the US, individuals age 65 and over are the fastest growing segment of the population. Along with this increase in population size, individuals are living longer, and the need for quality fitness programs designed for this age group is growing. Students in Kinesiology programs need an opportunity to apply acquired health-related skills within this population. Intergenerational fitness programs meet this need by joining students and seniors in a professional fitness environment focused on the health of the older adult community. The Center for Active Living and Learning (CALL), provides students an opportunity to engage in real-life experiences related to exercise and health promotion for older adults. Through these personal interactions, students expand on classroom-based knowledge and develop positive attitudes towards older adults. Seniors learn to implement healthy living skills while students transform their perceptions and become advocates for senior health. This project will look at the transformational journey of three students as they reflect on their experience with the CALL intergenerational fitness program.

Reflective Teaching: What Instructional Assistant Reflection Can Inform Us About Transformation in Higher Education
3/9/2018 3:30 PM | O'Donoghue | 30-Minute Roundtable Session
Maxie Gluckman, Sheena Ghanbari | University of California San Diego

This session discusses the transformation and challenges of Instructional Assistants (IAs) as they engaged in a quarter long professional development course concurrent with their first teaching experience. Universities have responded to the need to prepare these future instructors for the demands of teaching in higher education in diverse ways. However, past research has not focused specifically on Instructional Assistants’ perspectives on these institutional offerings of professional development. This study addresses this gap in the literature by carefully examining the views of IAs participating in an eight week, non-credit bearing course. This session details the action research case studies of three IA participants engaging in the first offering of this “Survival Skills for IAs” course. These participants engaged in multiple levels of reflection during the course, providing insight to their transformation, as well as insight into barriers to transformation. Session participants will learn how transformative reflection was developed through this pilot study, leading to increased self-efficacy and agency among participants; they will also learn about the limitations to the transformation from the perspectives of the IAs. Participants will engage in a discussion addressing these barriers to transformation generating solutions to address challenges Instructional Assistants face as new teachers in higher education settings.

Transformative Research Mentorships
3/9/2018 3:30 PM | Young Ballroom B | 30-Minute Roundtable Session
Three faculty and three students share stories of their STLR research experience on this roundtable. Students not only learned research experientially through the research process and reflection, but they also gained a practical education through the implementation of research with an “a-ha” moment in mind (Mezirow 2000; 2009). The panel will focus on the mentorship by three faculty: Drs. Teresa Pac in CFAD, Jicheng Fu in computer science and John Wood in political science. They partnered with their respective students, Michael Litzau, Marcus Ong, and Heather Barras, all of whom were transformed by their projects. The unique faculty-student relationship built through research collaboration was transformative as it created authentic and trusting relationships (Taylor 2009) and empowered students (King 1997). All three research teams have presented at conferences. Fu’s team even created a smartphone app and game platform based on their project. Pac and Litzau researched and presented: “Examining Human Migration Trauma by Boat since the 1970s in the United States.” Fu and Ong researched, presented and produced: “Achieving Practical and Effective Assessment of Power Wheelchair Users’ Activity Levels,” and Wood and Barras researched and presented “Taxonomy of Perceptions of Human Nature: Operationalizing a Deep Structure in Public Administration.”

Using IF-AT (Immediate Feedback-Assessment Technique) Forms for Testing in the Live Classroom
3/9/2018 3:30 PM | Everest A | 30-Minute Roundtable Session
Jeri Lynn Jones | University of Central Oklahoma

This project reports the results of two studies that investigated the impact on student perceptions of learning and student satisfaction of using partial credit iterative responding (PCIR) with the Immediate Feedback Assessment Technique (IF-AT) forms. This presentation covers the basics of using the IF-AT scratch-off PCIR forms for testing in a live classroom environment. Advantages and disadvantages of the assessment technique are discussed from both a faculty and student perspective as well as the use of the actual forms themselves. Survey results of student satisfaction with the assessment technique are discussed concerning student preference and liking of the assessment technique, perceived demonstration of learning provided by the PCIR approach, and other opinions related to deterring cheating and reduction of student stress both in studying for the exam and during the exam. Finally, other advantages of the technique to the faculty member are discussed as well as tricks learned to make the process more efficient and effective.

Adults as Distance Learners: Transformative Learning in Adult Education
3/9/2018 4:05 PM | Young Ballroom B | 30-Minute Roundtable Session
Kenny Ott | Valdosta State University

Adults in e-learning environments have grown rapidly over last several years. Transformative learning in adult education has numerous elements to consider. Many considerations must be taken into account when designing, developing, and implementing e-learning. Transformative learning occurs in many environments; one of these environments is the online environment. Adult learners have unique experiences and diverse educational backgrounds. By understanding specific characteristics of the adult learners, one may better integrate elements of transformative learning into the learning process. This presentation will examine transformative learning in adult education. In addition, this presentation will discuss sites for transformative learning.

Building Midterms IKEA Style: Transforming Learning via DIY Assignments
3/9/2018 4:05 PM | Everest A | 30-Minute Roundtable Session
Katherine Jones | Kansas State University Polytechnic Library
Amanda Evert | Southwestern Oklahoma State University

“Do it Yourself” assignments allow learners to stake a higher-than-average claim in their academic education, encouraging students to make their own decisions regarding the content, structure, or
presentation of their work. An undergraduate, introductory marketing class allowed students to determine the content of their midterm test. Students chose the specific focus of the test questions (by researching how marketing works in their various fields of study) and picked which three of the nine listed test questions they wanted to answer. Students were then encouraged to revise and resubmit by the end of the term. This roundtable session briefly explains the details of this midterm from the initial planning stages to the final implementation and results. Afterward, presenters will open the floor to discussion about other potential “DIY” avenues to foster student engagement and transform typical test and assignment structures with the “IKEA” model. Attendees will learn to brainstorm, develop, and implement an IKEA-style assignment that best suits their students' unique needs. Attendees will discuss potential pitfalls (e.g., inflexible grading rubrics and student indecision) and mediate these obstacles without disrupting the transformative spirit of the project or diminish student learning. Attendee feedback will help to improve IKEA projects in future semesters.

Making Adjustments: On-the-Spot Incorporation of Student Interests
3/9/2018 4:05 PM | Everest B | 30-Minute Roundtable Session
Maxie Gluckman, Paul Hadjipieris | University of California San Diego

Drawing connections to experiences outside of the classroom can be an integral part of incorporating new knowledge into an existing mental structure, thereby facilitating student learning. Thus, this session discusses how instructors reflect on revealed student interests and use this information to make “on-the-spot” adjustments to their lesson plans in the span of a single class session. This study focuses on when instructors allow student interests to guide the class agenda “on-the-spot,” what “on-the-spot adjustments” look like, and how these adjustments impact student learning. Using ethnographic research to observe both the stimuli that instructors respond to and the instructional modifications they make, this study offers a typology of four actions instructors can take to incorporate student interests. These actions are not mutually exclusive, and initial results suggest that instructors often use these modification techniques in combination. Through this session, participants will engage in a discussion of “on-the-spot” modifications that they may have made, share the cues that they used, and evaluate evidence they have on how this contributed to student learning. Feedback will be solicited as to how to best measure learning in response to instructor modification.

Promoting Hispanic Family Involvement in Children’s Education: An Undergraduate's STLR Project
3/9/2018 4:05 PM | O'Donoghue | 30-Minute Roundtable Session
Hilda Estrada, Susan Scott, Mark Maddy | University of Central Oklahoma

A Hispanic teacher candidate will share her journey in helping Hispanic families increase their participation in their children's education through a personal STLR service learning project focusing on global and cultural competencies. The project will be shared along with the teacher candidate's critical reflection of what she gained from the experience. Her two mentors will also provide additional insights. In an effort to broaden this topic, opportunities for participants to share their positive experiences in assisting ESL students and families will be provided and discussed. Second, participants will be invited to participate in a Google Doc so that all contributions will be recorded and accessed by all participants. Participants will leave with strategies and more importantly a greater understanding of how and why to better serve ESL students and their families.

Web 2.0 Technology Tools to Support Transformative Learning
3/9/2018 4:05 PM | Young Ballroom D | 30-Minute Roundtable Session
Ivanisa Ferrer | Defense Language Institute

Teachers take advantage of technology to prepare students with the experience and knowledge of learning with computers. Web 2.0 technology tools could present opportunities for delivering transformative learning experiences anytime, anywhere, in several formats with nearly complete control. In different ways, it could deliver comprehensive self-directed learning experiences. Gikas and Grant (2013) acknowledged that these tools facilitate the creation of content while it eases communication and interaction among learners. They work well with language learners because they
encourage the use of several skills that are necessary when learning a new language. Blogging pushes the learners to write, review and respond to the work of others. Wikis require students to integrate language-learning skills that are important to conduct research and to write new entries. Based on those observations, Gikas and Grant concluded that those tools could be integrated into the language classroom. Instructors must find ways to enhance the authenticity of students’ learning with tasks that engage their personal backgrounds and help them connect personal experiences to the real world using available technological resources and effective teaching pedagogies.

**Transforming Learner Mindset through Creative and Cost Effective Formative Assessment Strategies**  
3/9/2018 4:05 PM | Young Ballroom E | 30-Minute Roundtable Session  
Martha Parrott | Northeastern State University

This session will focus on how to transform learning by creating a classroom culture where mistakes are valued, and struggle is perceived as worthy and necessary. This type of classroom culture doesn’t happen by chance. Rather, it is something we must work at every day. So how do we make it happen? The first step lies in supporting growth mindset. The research of Dweck (2016) and Boaler (2016) helps us more deeply understand the impact of mindset on student learning. Students with a fixed mindset are less likely to persevere in the presence of mistakes while those with a growth mindset are likely to persist and turn mistakes into learning opportunities. Equally important is the role of instructors who must explore student thinking to uncover what students know and what their misconceptions may be. We must not be content with right answers for wrong reasons, all of which can be uncovered through formative assessment opportunities (Keele and Tobey, 2011). During this discussion-based session, we will explore practical formative assessment strategies useful to the higher education classroom. Our conversations will include what we know about brain research, how these findings support growth mindset, and the idea of productive struggle.

**Yin and Yang as a Transformative Perspective for Dialogue**  
3/9/2018 4:05 PM | Young Ballroom C | 30-Minute Research Session  
Ed Cunliff, Jr. | University of Central Oklahoma

This interactive session encourages communication between individuals who may or may not be members of different identity groups. Identity groups have significant value for individuals regarding belonging, but they can become hindrances and block interaction. Yin and yang are an eastern concept that suggests a blending of perspectives that in the western mindset are often perceived of as opposites that must, by their nature, clash. This concept offers an alternative perspective, enabling perspective transformation and encouraging dialogue Mezirow speaks of a disorienting dilemma that can lead to perspective transformation. Participants will have an opportunity to understand and experience elements of Yin and Yang that can lead to this transformation, thus leaving behind the rigid extremes of many societal ideas, such as male or female, gay or straight, etc. Something cannot be still without movement. Bad cannot exist without good, vice versa. If one cannot exist without the other, we must understand the importance of everything in between the extremes. Attendees will participate in a safe, respectful and deep group discussion and interactive learning activities, and will leave with a better understanding of how they might better facilitate communication using this new perspective.
1. **A Journey of Computer Science Ambassadors to Transformation through Code Okie Workshops**
Rashed Alrashed, Kendall Babb, Miranda Babb, Austin Cauley, Bill Fosam, Evan Kirzinger, Sila Tamang | University of Central Oklahoma

A service learning project, "Code Okie: One Line at a Time!", encapsulates the transformative learning experiences of a team of undergraduate students, namely the Computer Science (CS) Ambassadors. The CS Ambassadors are currently composed of three females and three males, who are from different cultural and national backgrounds and at various class standings. The CS Ambassadors are united for the common goal of generating interest in the computing field among high school students, especially those from rural communities, minority ethnic groups, and females in Oklahoma, by conducting project-based workshops. This poster presents the journey of the team with the project and their experiences in each tenet of University of Central Oklahoma (UCO) transformative learning. The participants of this poster session will have two takeaways. First, they will be informed of the current status of CS education in Oklahoma and will be encouraged to raise public awareness on it. Second, they will perceive a model of an effective undergraduate team and what it takes to help them undergo a transformation in their personal and professional life.

2. **Collaboration between the UCO Nutrition program and Athletics to promote healthy habits in student-athletes.**
Patrick Limon, Tawni Holmes | University of Central Oklahoma

A study was conducted with 53 UCO football players as part of a class project; the results revealed that over half receive their nutrition information from their coaches, and the majority believed that eating a nutrition meal will improve their performance. However, the UCO athletic program does not employ a Registered Dietitian or sports nutritionist. The purpose of this STRL project was to increase knowledge, awareness, and to provide resources about proper food/beverage choices and nutritional practices for performance, recovery, and overall health to the football athletes. Outcomes of the project were the players gaining awareness of the effects of nutrition on performance and body composition. Due to the success of the project with the football team, it was continued for the second year and expanded to all student-athletes through a UCO Intern position. The author will present the results of the survey, methods that were most successful for the student-athletes during the project and lessons learned as a result of the transformative learning experience with the anticipation that this will be an on-going collaborative project for nutrition students and student-athletes at UCO.

3. **Evaluating Student Perceptions of Transformative Graffiti Art Experiences**
Tyler Weldon, Anna Wiley | University of Central Oklahoma

Young children in the United States are growing up in a world that is sprawling with visual culture (Apkon, 2013) yet an increasing number of them are not exposed to visual arts education in schools. With art education programs on the decline, young students are growing up without the opportunity to experience the academic connections and transformative learning experiences that art education can provide (Kokkos, 2011). This is particularly true in high-need, high-poverty urban areas which creates an equity gap between schools in poor communities and those in wealthier communities (Rabkin & Hedberg, 2011). To combat this gap, Oklahoma City Public schools partnered with Oklahoma Contemporary’s Art for Every Fifth Grader program. A University of Central Oklahoma undergraduate student and faculty member are conducting the external evaluation of the program through a Student Transformative Learning Record grant. This poster reports on the gallery visits component of the program where students received guided gallery tours and created associated artwork. Students were surveyed about their experience. This poster presentation describes those outcomes from over 500...
students and makes a connection to the transformative learning potential inherent in interaction with living artists and their work.

4. Hispanic Success Initiative Student Poster
Vanessa Hernandez, Erin Yusko | University of Central Oklahoma

The Hispanic Success Initiative (HSI) centers around monthly Reflect & Connect sessions. In these sessions, participants are brought together to foster communication between students, with Peer Fellows and Faculty and Staff Mentors. Their posters are a result of their work this year in HSI and specifically through the Integrative Knowledge Portfolio Process (IKPP) developed by Dr. Melissa Peet. IKPP serves as a way for students to discover strengths they utilize to help them succeed in college. Outside of the Reflect & Connect sessions, program participants attend cultural activities around campus and also engaged in a service project in the Oklahoma City Hispanic community.

5. Hispanic Success Initiative Student Poster
AnaMarie Lopez, Thalia Rodriguez | University of Central Oklahoma

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6. Hispanic Success Initiative Student Poster
Acacia Mendoza, Raistland Valenzuela | University of Central Oklahoma

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7. Hispanic Success Initiative Student Poster
Maria Peruch | University of Central Oklahoma

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8. Innovative Integration as a Transformative Learning Model
Michelle Smith, Stacie Garrett | Cameron University

Elementary teachers have difficulty integrating content across the curriculum. This is a challenge because integration across the disciplines is not modeled effectively since college courses are taught in isolation. Misconceptions of how to apply the course content through integration occur because of the lack of modeling. This investigation determined if modifying the college classroom from two isolated courses to an integrated model would transform teachers’ abilities to apply integration practices. In this investigation, the pre-service teachers were taught grade-level standards in English Language Arts and
Science for three weeks. During this time, pre-service teachers were also taught specific content from experts in the field (archaeologists, anthropologists, and paleontologists). The pre-service teachers were then required to implement and integrate standards with the specific content. A qualitative study measured 20 pre-service teachers' abilities to apply integration practices. Findings determined a positive self-efficacy is related to the integration model. These findings validate the importance of using the integrated model to transform teachers' abilities to apply integration practices.

9. Institution Initiatives and Support Related to Faculty Development of Open Educational Resources and Alternative Textbooks
Veronica McGowan | Southwestern Oklahoma State University

Evidence exists that higher education institutions interested in launching transformative learning are well-entrenched in consideration of mechanisms for supporting the implementation of Open Educational Resources (OER) and alternative textbooks. However, developing and implementing OER is a significant undertaking regarding time and human resources. This presentation, based on a research study, deploys a sample of institutions of higher education to determine the current state of support mechanisms to recommend options and variables to implementers just embarking on the OER journey. At the end of the presentation, participants will be more knowledgeable about existing institutional support structures regarding OER. Handouts highlighting field best practices on supporting faculty that wish to adopt, adapt, and build resources and implementing an institutional review team will serve as a resource for participants.

10. SciFood: Engaging Students with Principles of Biology through Cooking and Food
Rachel Stevens Salmon | Freed-Hardeman University

The goal of this course redesign was to engage students in learning the principles of biology by using the kitchen as a laboratory. This work had two outcomes: 1. Allow students to make gains in understanding of course content and 2. Improve the perceptions students have about biology and its relevance to their lives. This work was funded through the Engaged Learning Initiative at Freed-Hardeman University (FHU). FHU is currently in the introductory stages of formalizing transformative learning across campus. This course was redesigned and evaluated using tools gained through Science Education for New Civic Engagements and Responsibilities (SENCER). Specifically, students self-reported learning gains in topics covered in class using an instrument called a Student Assessment of their Learning Gains (SALG). In this poster, components of the course structure will be highlighted. The results of the SALG from two semesters of courses will also be presented. Finally, select student comments will also be shared. Suggestions are welcomed regarding how to better structure student reflections, and better help students connect what is done in the kitchen to biological concepts.

11. Students’ Reflections on Experiential Learning Activities: Promoting Transformative Learning
Jordan Rogers, Megan Douglas, Scott Peecksen | University of North Texas

Critical reflection on experiential activities can promote transformative learning by encouraging students to consider different perspectives and frames of reference (Strange & Gibson, 2017). The present study aims to promote opportunities for transformative learning by prompting students to reflect on experiential learning activities. We created reflection prompts and a developmental-stage rubric informed largely by King’s Reflective Judgement Model (King, 2000) and the American Association of Colleges and Universities (AAC&U) Foundations and Skills Lifelong Learning VALUE rubrics (Rhodes, 2009). The rubric measures students’ ability to reflect across four developmental stages ranging from “beginning” to “distinguished.” We piloted the rubric with several sections of a large introductory communications course at a southwestern public university. Participants attending the poster presentation will learn about and discuss the creation of this developmental reflection rubric to promote opportunities for transformative learning across university courses. Also, participants will take away working knowledge of the various revisions involved in the development of the rubric for adaptation at other institutions. Descriptive statistics, actual student examples, and future implications will also be discussed.
12. The Experience of Being on a Research Team While Learning About Leadership Theories
Amber Davis, Cheryl Evans | University of Central Oklahoma

Learning about a new topic can be exciting and fun, but working with a team can make the experience even more beneficial. Our project was about the different leadership theories used by K-12 and Higher Education administrators. We are conducting a survey to find out which theories are used, where they were learned, and what theories they would like to know more about. When working with other individuals, you have to learn the best way to interact with them. One of the most intriguing aspects of being on a research team was learning about the different roles each of us played. We all contributed to the project in different ways. The experience allowed each individual to grow certain skill sets along with the opportunity to expand their knowledge of a new topic.

13. Women Artists at War
Beth Anderson | University of Central Oklahoma

This proposal will explain the skills I learned and the adaptation of behavior needed to literally navigate the streets and archives of Art Galleries and Museums of London. This project allowed me to learn how to handle material in London collections, realize what materials were useful and how to spend my time more wisely in the archives. Getting to see and uncover these women's lives as artists opens a window into how they were treated and how the y created the artwork we have collected from them today. This poster will present my results researching the comparison between British women war artists and German women artists during the Great War. This project was also conducted at the University of Central Oklahoma with the use of the Research, Creative and Scholarly Activites Grant.

14. Promoting Student Success among College of Business Students
Ashley Salim | University of Central Oklahoma

15. Peer Mentor Program: Benefits of Implementation in the College of Business
Alexis Loudermilk | University of Central Oklahoma

16. Transforming out of Poverty in Oklahoma
Jesse Watkins, David Horst | University of Central Oklahoma

17. Synthesizing Early Intervention Policy for Optimal Health and Education Outcomes
Nicole Heddy, Gina Nakvinda | University of Central Oklahoma

18. Childhood Poverty and Effects on the Brain
Katherine Bacon, Chelsey Dumas | University of Central Oklahoma

19. The Effects of Reducing Playtime for Children Living in Poverty
Regina Milteer, Kenneth Ginsburg | University of Central Oklahoma

20. Benefits of In-Home Programs for High Risk Families
Megan Scott, Nicole Collins | University of Central Oklahoma
Research Sessions

Thursday

- *Measuring Effective Teacher Observation Data to Support Under-Resourced Schools in Honduras*
  M. Gluckman | 3:30p | Everest A
- *The Impact of the Code Okie Service-Learning Project on a Team of Undergraduate Student Teachers*
  M. Park, A. Cauly, et al. | 3:30p | Young Ballroom D
- *Transforming Concepts of Literacy: Workshop Models and Reflection in Teacher Education*
  M. Amos & M. Ely | 3:30p | Gaylord
- *The Creation of Optimal Learning Environments and Development of Graduate Attributes in Tutor Support Sessions*
  N. Maseko | 4:05p | Young Ballroom A

Friday

- *Challenging Preservice Teachers' Assumptions: Using the Reading/Writing Workshop Model to Launch Perspective Transformation*
  M. Amos & M. Ely | 10:20a | Gaylord
- *Draw-and-Write Method Deepens Student Engagement and Prompts Transformative Writing and in Measurable Ways*
  L. Breslin | 10:20a | Everest B
- *Transformative Coaching*
  I. Corrie & E. Cunliff | 10:20a | Everest A
- *Transformative Learning Basics*
  M. Walvoord | 10:20a | Young Ballroom B
- *Fostering Learner Autonomy & Transformative Learning: Student-Led Lessons in Adult Korean as Foreign Language Class*
  S. Jung & D. Lee | 10:55a | Young Ballroom C
- *Transformative Learning Basics*
  M. Walvoord | 10:55a | Young Ballroom B
- *Yin and Yang as a Transformative Perspective for Dialogue*
  E. Cunliff | 4:05p | Young Ballroom C
Conference Presentations by Thread

**Communicating Transformative Learning**
- Thurs | 10:25a | Everest B | Transformative Learning Basics | M. Walvoord
- Thurs | 10:25a | Everest A | Writing Matters... | L. Abney et al.
- Thurs | 11:20a | Young Ballroom E | Assigning Meaning and Value to Learning Prompts... | J. Mata et al.
- Thurs | 11:20a | Everest A | Transformational Leadership in the Classroom... | K. Hulett et al.
- Thurs | 3:30p | Everest B | How can we Transform Generation Z? | J. Wood et al.
- Thurs | 3:30p | O'Donoghue | Reach Higher... | A. Evert
- Thurs | 3:30p | Young Ballroom D | The Impact of the Code Okie Service-Learning Project... | M. Park et al.
- Thurs | 4:05p | Gaylord | Tutors on the Move... | A. Stephenson et al.
- Fri | 10:20a | Young Ballroom E | Recipe for Transformation... | A. Evert et al.
- Fri | 10:20a | Young Ballroom B | Transformative Learning Basics | M. Walvoord
- Fri | 10:55a | Everest B | Becoming a Self-Directed Learner... | J. Yarbrough et al.
- Fri | 10:55a | Young Ballroom E | Nurse Educators Teaching Through the Lens of TL... | R. Bernard
- Fri | 10:55a | Everest A | Pods & Blogs... | K. Logan et al.
- Fri | 10:55a | Young Ballroom B | Transformative Learning Basics | M. Walvoord
- Fri | 11:30a | Young Ballroom B | Social Interactions that Produce Deep Holistic Learning... | T. Ellis
- Fri | 3:30p | Gaylord | Communicating Transformative Learning through a Lab | K. Sears et al.
- Fri | 3:30p | Everest B | Personalizing a Transformative Learning Experience through Student... | J. Andrews
- Fri | 3:30p | Young Ballroom B | Transformative Research Mentorships | J. Wood et al.
- Fri | 4:05p | Young Ballroom B | Adults as Distance Learners: Transformative Learning in Adult Education | K. Ott
- Fri | 4:05p | Young Ballroom C | Yin and Yang as a Transformative Perspective for Dialogue | E. Cunliff

**Critically Reflecting in Transformative Learning**
- Thurs | 10:25a | Young Ballroom A | Sustainability Education as Transformative Learning... | E. Hemphill et al.
- Thurs | 10:25a | Young Ballroom B | Teaching for Lifelong Learning | C. Gordon
- Thurs | 11:20a | Young Ballroom D | Increasing Understanding of TL Experiences... | C. Hudson et al.
- Thurs | 3:30p | Young Ballroom C | Design Learning for Sustained Change | S. Peters
- Thurs | 3:30p | Gaylord | Transforming Concepts of Literacy... | M. Amos et al.
- Thurs | 4:05p | Young Ballroom A | The Creation of Optimal Learning Environments... | N. Maseko et al.
- Fri | 10:20a | Everest B | Draw-and-Write Method Deepens Student Engagement... | L. Breslin
- Fri | 10:20a | Young Ballroom A | STLR: Insights Learned Using Critically Reflective... | C. Kilbourne et al.
- Fri | 10:20a | Everest A | Transformative Coaching | L. Corrie et al.
- Fri | 10:55a | O'Donoghue | Promoting Diversity through Transformative Learning... | C. Peyketewa et al.
- Fri | 11:30a | Gaylord | Improving Reflection One Student at a Time | M. Maddy
- Fri | 3:30p | Young Ballroom C | ICTs and Competency-Based Higher Education | M. Villegas
- Fri | 3:30p | Young Ballroom D | Reflections of a Fitness-Based Intergenerational Experience | C. Patrick et al.
- Fri | 3:30p | O'Donoghue | Reflective Teaching... | M. Gluckman et al.
- Fri | 4:05p | Everest B | Making Adjustments... | M. Gluckman et al.
- Fri | 4:05p | O'Donoghue | Promoting Hispanic Family Involvement in Children’s... | H. Estrada et al.
Conference Presentations by Thread

Launching Transformative Learning
- Thurs | 10:25a | Young Ballroom D | From Ideas to Action... | S. Southerland et al.
- Thurs | 10:25a | Young Ballroom E | TL in the Design and Implementation of... | Y. Long et al.
- Thurs | 10:25a | Gaylord | Sketchnoting:... | K. Perry et al.
- Thurs | 11:20a | Young Ballroom B | Disruption and Disequilibrium in the Classroom... | S. Canada
- Thurs | 11:20a | Young Ballroom A | Motivation is not Enough... | K. Huxtable
- Thurs | 11:20a | Young Ballroom C | Now You See It! How to Design Successful TL Experiences | B. Dodd et al.
- Thurs | 3:30p | Young Ballroom A | DegreePlus, a "STLR" Quality Enhancement Plan! | A. Salido et al.
- Thurs | 4:05p | Young Ballroom C | Exploring the Embodied Brain for Student Engagement... | T. Weldon et al.
- Thurs | 4:05p | Everest B | Getting From Here to There... | C. Snyder-Renfro et al.
- Fri | 10:20a | Gaylord | Challenging Preservice Teachers’ Assumptions... | M. Amos et al.
- Fri | 10:20a | Young Ballroom D | Sexual Health and Sex Positivity on Campus... | L. Churchill
- Fri | 10:20a | O’Donoghue | Transformative Learning Across Business Disciplines | M. Ludlum
- Fri | 10:55a | Young Ballroom C | Fostering Learner Autonomy and Transformative Learning... | S. Jung et al.
- Fri | 10:55a | Young Ballroom D | Taking Transformative Learning to Co-Curricular Spaces | C. Rosser et al.
- Fri | 11:30a | Young Ballroom C | Freire’s Pedagogical Love... | C. Smith-Campbell et al.
- Fri | 11:30a | Young Ballroom D | Integrating High Impact Experiences and ePortfolio... | M. Naik
- Fri | 11:30a | Everest A | Scaling-Up... | D. Yost
- Fri | 11:30a | Young Ballroom A | Use of Mobile Phone "WhatsApp"... | M. Gluckman
- Fri | 11:30a | Young Ballroom E | Using Team Based Learning to Launch TL... | T. Holmes
- Fri | 3:30p | Young Ballroom E | Launching TL in Iraq through UCO Fulbright Experiences | N. Alkadhem
- Fri | 3:30p | Young Ballroom A | STLR: Pre-Conference Institute Participant Presentations
- Fri | 4:05p | Young Ballroom D | Web 2.0 Technology Tools to Support Transformative Learning | I. Ferrer

Measuring Transformative Learning
- Thurs | 10:25a | Young Ballroom C | Developing Employability... | M. Booth et al.
- Thurs | 11:20a | Everest B | Elevating Work in the Experiential Learning Pathway... | N. Ziehmke
- Thurs | 3:30p | Everest A | Measuring Effective Teacher Observation Data... | M. Gluckman
- Thurs | 3:30p | Young Ballroom B | STLR: Leveraging Impact Analysis to Optimize Student... | R. Robinson et al.
- Thurs | 4:05 | Everest A | Pre-Service Teacher Professional Identity Development... | L. Harris et al.
- Fri | 11:30a | Everest B | Interdisciplinary SoTL Scholar Research | M. Ludlum et al.
- Fri | 3:30p | Everest A | Using IF-AT Forms for Testing in the Live Classroom | J. Jones
- Fri | 4:05p | Everest A | Building Midterms IKEA Style... | K. Jones et al.
- Fri | 4:05p | Young Ballroom E | Transforming Learner Mindset through Creative and Cost... | M. Parrott
Proceedings

Proceedings Editors:
Dr. Jeanetta D. Sims, University of Central Oklahoma
Dr. Ed Cunliff, University of Central Oklahoma

Description:
The TL Conference Proceedings summarizes the breadth and quality of presentations associated with the annual Transformative Learning Conference hosted by the University of Central Oklahoma. All proceedings contributions are submitted in one of two formats: one-page abstracts or two-page extended abstracts. Proceedings submissions do not undergo a peer review process and are invited submissions based on the presentation having been accepted and given in person at the TL Conference.

Purpose:
The purpose of the Transformative Learning Conference Proceedings is to:
1. Extend the conference conversation beyond the dates and the attendees of the conference.
2. Provide a resource for networking and contacting individuals who are engaged in the work of transformative learning.
3. Provide a record of presentation content and session activities that are associated with the conference.

Original Lilly Conference
November 15 – 18, 2018

Lilly National Conferences
Teaching for Active and Engaged Learning, February 22 – 25, 2018
Designing Effective Teaching, May 31 – June 3, 2018
Innovative Strategies to Advance Student Learning, August 6 – 8, 2018
Advancing Teaching and Learning, October 18 – 20, 2018
Evidence-Based Teaching and Learning, January 10 – 12, 2019

Lilly Summer Institutes
Designing, Implementing, and Facilitating Faculty Learning Communities, June 18 – 20, 2018
International Summit on Advancing Teaching and Learning in Higher Education, June 25 – 27, 2018

For more information, please visit: http://lillyconferences.com
The Center for Excellence in Transformative Teaching and Learning (CETTL) offers to UCO Faculty the 21st Century Pedagogy Institute (21CPI). The Institute offers a variety of workshops & Book Discussion Groups as a systematic approach in fulfilling seven areas of faculty learning outcomes based on research. Faculty are recognized annually for the fulfillment of these outcomes.

For more information visit: www.uco.edu/academic-affairs/cettl/cettl-events/21CPI.asp

EDUCATIONAL ADMINISTRATORS’ ACADEMY
June 18, 2018 through March 27, 2019
Deadline to register: April 20, 2018

ACADEMIC LEADERSHIP FELLOWS ACADEMY
September 21, 2018 through March 30, 2019
Deadline to register: August 17, 2018

HIGHER ED DEPARTMENT CHAIR ACADEMY
May 22, 2018 through March 27, 2019
Deadline to register: April 20, 2018

For more information visit the website: www.uco.edu/ela or email: cwilliams56@uco.edu

Since 1997, the Educators’ Leadership Academy has been providing exceptional leadership development and networking opportunities designed specifically for educators.
Employers need workplace-ready new hires with qualifications in their field AND workplace soft skills. The STLR Process Academic transcripts do not expressly show these needed skills. The STLR Snapshot does prepare our grads to contribute as innovative team members with interpersonal, creativity, and problem-solving skills from day one.

What is STLR?

At UCO, our faculty and staff challenge students in their discipline and in the areas we call the Central 6 Tenets of Transformative Learning.

- Discipline knowledge assessment appears on academic transcripts.
- Using a rigorous rubric we developed based on the AAC&U VALUE rubrics, our trained faculty and staff measure the other 5 areas shown on the STLR Snapshot.

Outcomes

- Develop life-long learning, adaptability, & resiliency skills, attitudes, and beliefs
- Learn how to work well in teams with people whose opinions differ from their own
- Develop leadership skills such as taking initiative from leading a student organization
- Improve ability to interact positively & appropriately with co-workers, customers, & others from different countries and cultures in their classes
- Students reflect on their experiences, then receive feedback from trained faculty & staff.
- The three benchmarks of growth are shown as Exposure, Integration, or Transformation in each area.

What is the STLR Snapshot?

The Student Transformative Learning Record Snapshot is an official document that provides visual representation of student achievement in a manner quickly assimilated by employers.

- Discover how to contribute as productive citizens to their local communities, nation, & the world through volunteering and serving others
- Practice solving unscripted problems and devise creative solutions through research
- Become health-aware, present, and mindful in the workplace
Special Thanks...

The Center for Excellence in Transformative Teaching and Learning would like to thank the Office of Academic Affairs for their continued support of the Transformative Learning Conference.

Epstein Educational Enterprises has developed a unique multiple-choice learning and assessment system called the Immediate Feedback Assessment Technique, (“IF-AT”). The IF-AT is ideally suited for classroom assessment, textbook and test prep publishers, learning centers, as well as corporate & professional training organizations committed to providing innovative, state-of-the-art learning and teaching tools.

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Center for Excellence in Transformative Teaching & Learning
STLR Student Transformative Learning Record
Acknowledgments

Thank you to the UCO TL Academic Content Committee for their feedback on and dedication to the Conference.

Michelle Hepner, Management Information Systems
Rozilyn Miller, Mass Communication
Candy Sebert, Adult Education & Safety Sciences
Greg White, Music Theater

We wish to recognize our UCO proposal reviewers who dedicated their time to help us make programming decisions.

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We wish to recognize our UCO Welcome Team faculty volunteers.

| Beth Allan             | Nesreen Alsbour     | Kristi Archuleta        | Caroline Bentley       | Glee Bertram         |
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| Laura Bolf-Beliveau   | Ed Cunliff, Jr.      | Barbara DeMaio          | Laura Dumin            | Cheryl Evans         |
| English               | AESS                | Music                  | English                | DNAPSS               |
| Tracy Fairless         | Nelda Fister        | Rachelle Franz          | Jacque Hocking         | Randal Ice           |
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| FSI                    | Nursing             | Business               |                         | Library              |
| Cia Verschelden        |                     |                         |                         |                      |
| Sociology              |                     |                         |                         |                      |

We would like to thank Drs. Stacie Garrett and Michelle Smith from Cameron University for organizing the judging of the poster competition. The following individuals volunteered to judge posters.

| Lisa Abney             | Gregory Bouck       | John Calahan            | Elaine Davies          | Aubree Evans         |
| Northwestern St. U.    | Northwestern St. U.  | Stephen F. Austin St. U.| Southwestern OK St. U.| Texas Women's U.     |
| Nancy Fire             | Misti Foster        | Marci Grant             | Jonathan Helmke        | Sarah Johnson        |
| U. of North Texas      | Southern Nazarene U.| Southern Western OK St. U.| Stephen F. Austin St. U.| Tarleton St. U.      |
| Michael King           | Jennifer Kneafsey   | Sharon Lawrence         | Kathryn Masten         | Veronica McGowan     |
| U. of Southern Mississippi | Tulsa Comm. College | Southwestern OK St. U. | Texas Women's U.       | Southwestern OK St. U.|
| Holly McKee            | Meena Naik          | Kristy O’Keefe          | Kayla Peak             | Adam Peck            |
| Southwestern OK St. U. | U. of North Texas   | Tarleton St. U.         | Tarleton St. U.        | Stephen F. Austin St. U.|
| Siriporn Peters        | Charmaine S-Campbell| Cristina Speligene      | Denise Yost            |                      |