

TRANSFORMATIVE *Teacher-Scholar*

DECEMBER 2015 CETTL MONTHLY EPUBLICATION

U.S. Lynchings: 1882-1968

	Total	% Black	% White		Total	% Black	% White		Total	% Black	% White
				Tex.	493	71	29				
				Ky.	205	69	31				
Del.	1	100	0	Ohio	26	62	38	N.M.	36	8	92
S.C.	160	98	3	W.V.	48	58	42	Ore.	21	5	95
Md.	29	93	7	Mo.	122	57	43	Calif.	43	5	95
Miss.	581	93	7	Ill.	34	56	44	Colo.	68	4	96
Ga.	531	93	7	N.J.	2	50	50	Wash.	26	4	96
Fla.	282	91	9	N.Y.	2	50	50	Mont.	84	2	98
Ala.	347	86	14	Minn.	9	44	56	Ariz.	31	0	100
La.	391	86	14	Kan.	54	35	65	Idaho	20	0	100
N.C.	101	85	15	Okla.	122	33	67	Me.	1	0	100
Va.	100	83	17	Ind.	47	30	70	Nev.	6	0	100
Tenn.	251	81	19	Utah	8	25	75	S.D.	27	0	100
Ark.	284	80	20	N.D.	16	19	81	Vt.	1	0	100
Pa.	8	75	25	Wyo.	35	14	86	Wis.	6	0	100
				Mich.	8	13	88				
				Iowa	19	11	89				
				Neb.	57	9	91				

Percentages may not equal 100 due to rounding.

Tuskegee's lynching definition: "There must be legal evidence that a person was killed. That person must have met death illegally. A group of three or more persons must have participated in the killing. The group must have acted under the pretext of service to justice, race or tradition."

Source: University of Missouri-Kansas City School of Law: Statistics provided by the Archives of Tuskegee Institute.

TRANSFORMATIVE LEARNING

UCO Faculty Prompting Transformative Learning

It's a fact that many UCO faculty mindfully design learning experiences to have a potentially transformative impact on students. The TL experiences happening in two of those students are described below as those students work on a STLR student TL project (outside of class project). The project is connected to this month's snapshot and is creating changes in these two students that are palpable and long-lasting.

The Oklahoma Lynching Research Project (OLRP) is headed by Drs. Elizabeth Overman and Marc Goulding. It's exciting research for a number of reasons: adding to and/or correcting archival information concerning significant historical events, developing and archiving new material and information for future historians to examine, highlighting events in the past from which current generations can learn, providing opportunity for all involved in the research and those with whom the research is shared to reflect on opportunities to improve the way we interact with each other.

The chance to learn from history must never be taken away, for coming to terms with history's blood, tears, jubilations, and all lessons of any kind can be deeply transformative. For two of the students involved in the OLRP project, the transformation is already visceral, evident, and life-changing.

Ambre Chambers' statement of her experience with the project was recorded last September and is accessible at about the 14:10 mark of this [TEDxUCO video](#). You'll hear Ambre talk about her research of the Tulsa Race Riot of 1921. Herself a Tulsa native, it wasn't until working as part of OLRP she learned of her city's history in contributing to the Oklahoma numbers you see in the snapshot.

Most important, you'll hear the impact in Ambre's voice of how the project has transformed her thinking about humankind's actions toward each other, prompting the realization that the horrific acts perpetrated on the Tulsa riot victims are a call, even today, to work at eliminating hatred, fear, and bigotry.

Jake Jones' life has also been transformed. His engagement with OLRP has, in his own words, transformed his conception of what he wants his personal future to be in terms of his music. Instead of continuing a pursuit of a "self-indulgent kind of art" — making music he likes and that other people would like enough to buy — Jake now wants to find a way to have his music somehow contribute to the social good, helping people understand each other better and exhibit more compassion.

Are these transformations?

Unquestionably.

Were these transformations prompted by mindful, intentional design of experiences that not only helped students develop skills and knowledge as researchers (part of the content connected to the project), but also develop important affective skills like empathy and perspective-taking?

Without doubt.

And the faculty facilitators are collecting students' reflections as artifacts of their TL experiences. These artifacts will then be assessed using STLR rubrics, with the artifacts, the rubrics, and the assessments all eventually pushed into students' STLR eportfolios.

Ambre and Jake will have powerful evidence of their cultural competence to highlight in their eportfolios' work show case pages if they choose to do so.

The OLRP project, then, and the student transformations resulting from it, are excellent examples of Transformative Learning in action.

Experience a bit of this yourself. Read the excerpt below. It's the type of source material with which students might engage in this project:

"Mary Denston, the elderly wife of a Somerset County farmer, was returning to her home in Princess Anne on the morning of October 17, 1933 when she was attacked by an assailant. A manhunt quickly began for the alleged perpetrator, 22-year-old African-American George Armwood. He was soon arrested and charged with felonious assault. By 5:00 pm, an angry mob of local white residents had gathered outside the Salisbury jail where the suspect had been taken. In order to protect Armwood from the increasingly hostile crowd, state police transferred him to Baltimore. But just as quickly he was returned to Somerset County. After assuring Maryland Governor Albert Ritchie that Armwood's safety would be guaranteed, Somerset County officials transferred Armwood to the jail house in Princess Anne, with tragic consequences."

The report continued: "Sources are conflicting regarding many of the details of the assault on Denston and the subsequent murder of George Armwood, but what is certain is that on the evening of October 18 a mob of a thousand or more people stormed into the Princess Anne jail house and hauled Armwood from his cell down to the street below. Before he was hung from a tree some distance away, Armwood was dragged through the streets, beaten, stabbed, and had one ear hacked off. Armwood's lifeless body was then paraded through the town, finally ending up near the town's courthouse, where the mob doused the corpse

with gasoline and set it on fire.”

As Baltimore’s Afro-American newspaper reported at the time, in addition to Armwood’s blackened skin, mutilated face and missing ear, his tongue was “clenched between his teeth,” giving “evidence of his great agony before death.” It continued: “There is no adequate description of the mute evidence of gloating on the part of whites who gathered to watch the effect upon our people.” (Maryland Historical Society Library, 2012)

Words fail to convey emotions and transformative realizations sometimes — our limbic systems don’t have the capacity to form words, so we translate as best we can with the help of our prefrontal cortices. Some readers may, after reading the description above, wrestle with what their reflective journal entry might be the evening after grappling with this kind of historical artifact.

We sometimes ask much of students when devising potential TL experiences.

They often produce much in return as they expand their perspectives of their relationships to self, others, community, and environment.

References

Maryland Historical Society Library. (2012, November 29). An American tragedy. Underbelly: From the deepest corners of the Maryland Historical Society Library. Baltimore, MD. Available: <http://www.mdhs.org/underbelly/2012/11/29/an-american-tragedy/#>

GREAT TEACHING

Opportunity for Transformation: Inside and Out

by Jamie Burns, Ph.D. & Elizabeth Maier, Ph.D.

Imagine you have wanted to be a police officer since childhood. You've had dreams of catching the bad guys and gals and getting them off the street. Feelings and notions about "them," the criminals you are going to arrest, have filled your head for years. Then, as a student at UCO, you encounter an experience like no other. You are truly transformed. This is what happens every semester Dr. Jaime Burns teaches a class called The Inside-Out Prison Exchange Program. This course takes 15 UCO college students (outside students) inside a state prison to have class with 15 inmates (inside students).

The Inside-Out Prison Exchange Program began at Temple University in 1997 under the leadership of Lori Pompa. Through her experiences teaching Corrections courses and taking students into prisons for tours, an idea was born that would revolutionize the way corrections courses were taught across the country and internationally. At its most basic level, Inside-Out allows students and others outside of prison to go behind the walls to reconsider what they have learned about crime and justice, while those on the inside are encouraged to place their life experiences in a larger context. Through group discussions between inside and outside students, the myths and stereotypes that each has of "the other" begin to break down and collaboration begins.

To date, there have been hundreds of national events to train instructors on the methods of teaching Inside-Out. Thousands of students have been transformed due to their experiences taking this course. The idea that a problem can be simplified when it is faceless permeates the entire course. As instructors of Inside-Out, the belief that the walls can be broken down so that we can learn from one another is the key ingredient of success.

The culmination of the Inside-Out course is a collaborative project determined by all the students. The project requires the students to apply what they've learned not only in the course but throughout their educational and life experiences. In 2014, the project was on modifying the justice system to be more restorative (i.e. focus on repairing the harm caused by criminal behavior). This past fall the students in Dr. Burns' course decided to create an ideal corrections system. They created a budget, policies, and physical design of a correctional facility. Using information from outside students the system was designed to ensure public safety while simultaneously providing a habitable environment full of opportunities for personal growth and improvement which incorporated insights from the inside students. Each semester the project is presented to government officials in hopes that their research and designs will be utilized in the future.

With a little creativity, this amazing opportunity for transformation could occur in other fields. Students who want to be alcohol and drug counselors could take a course along with recovering addicts. The future counselors would learn from the perspective of clients. Research by Goetz, Tombs, and Hampton (2005) provide an example for the financial planning field. They recommend “establishing a financial planning/counseling clinic” (Goetz, Tombs, Hampton, 2005, p.235). By creating such a clinic, students have the opportunity to apply what they have learned and interact with clients and others from the field. Another example comes from computer science and engineering. Buckley, Kershner, Schindler, Alphonse, and Braswell (2004) discuss a collaboration between computer science and engineering students and clients from a handicapped children’s learning center. The college students developed a communications device to assist the children. A stated benefit of the collaboration was “...students indicated that not only did this course provide them with an opportunity to advance their skills and make a contribution to their community, but it also gave them an opportunity to expand their view of the world” (Buckley, Kershner, Schindler, Alphonse, and Braswell, 2004, p.485). Just like the students in these examples, the inside and outside students are truly transformed. Likewise, there are professors from across the country who get trained on the Inside-Out model who then offer classes in Sociology, Theatre, and Psychology.

If you would like to learn more about this unique learning experience, please come listen to Lori Pompa, the founder of Inside-Out, at the Liberal Arts Symposium on March 30, 2016 in the Pegasus Theatre.

References

- Buckley, M., Kershner, H., Schindler, K., Alphonse, C., and Braswell, J. (2004). Benefits of using socially-relevant projects in computer science and engineering education. *ACM SIGCSE Bulletin*, 36 (1), 482-486.
- Goetz, J.W., Tombs, J.W., and Hampton, V.L. (2005). Easing college students’ transition into the financial planning profession. *Financial Services Review*, 13 (3), 231-251.

READINGS OF INTEREST

Setting Free UCO's Service Learning

Mark Walvoord, M.S.

One of the amazing things I hear about at UCO is our focus on Service Learning & Civic Engagement (SLCE). It is one of our Central Six Core Tenets, even from back when there were only “Central 5.” We have a Volunteer and Service Learning Center offering resources to faculty, staff, and students towards encouraging growth in this tenet. Projects, events, groups, and assignments can be STLR-tagged with SLCE and supported through the Student Transformative Learning Record initiative. Our campus even has a Provost-appointed Tenet Liaison focused on SLCE: Dr. Rachelle Franz.

Because of our classification as a metropolitan campus, our focus on Transformative Learning experiences, and our newfound ability to assess growth in SLCE through the STLR rubric, UCO is ideally situated to engage with Oklahoma City and bring growth to our students as we prepare them for a life of contribution to society. Perhaps this is why it is so exciting to hear about stellar SLCE setups at other universities—like one recently highlighted in the Chronicle of Higher Education at the University of Southern California (Bower, 2016).

Check out their setup: They have recently-released parolees, living in transitional housing just a few blocks from their campus, collaborate with students in a section of a composition course. These guests visit the class to tell their stories, while students serve as listening ears. One of the reasons that Bower claims it is so successful is because it is collaborative in nature, instead of the college students going elsewhere to serve as experts offering a form of charity. The visitors feel heard and are sources of knowledge. Further, she posits that it is a great way to, “encounter experiences beyond our own that simultaneously shrink and expand our sense of the world. What better way to see the world through unfamiliar eyes than to see it through those of men who have been absent from it for decades?” What a great match to UCO's definition of Transformative Learning: Beyond disciplinary knowledge that expands students' perspectives of their relationships with self, others, community, and environment.

I don't know about all of the service learning opportunities offered at UCO, but I know we have more than one course that interacts with incarcerated individuals. From what I hear, these are powerful learning experiences. As we get the STLR rubric more and more integrated campus-wide through faculty training, we'll be able to actually measure the transformative change that these course activities bestow on students. Further, the STLR initiative at UCO is allowing the same assessments to take place with students doing service learning projects in a co-curricular setup. Because these assessments require reflection by the

students about their experiences, they may actually increase their amount of Transformative Learning just by reflecting.

Are there places that you could integrate service learning projects in your courses or as a student group sponsor? Setup a meeting with Dr. Sharra Hynes, Executive Director of Experiential Learning, or Patrick Tadlock, Director of the Volunteer and Service Learning Center; or, run an idea by Dr. Rachelle Franz. Need ideas and training? Attend the VLSC's Service Learning Scholars lunches, visit their website (<http://www.uco.edu/student-affairs/vslc/SL>), and get signed up for STLR faculty/staff training to learn how to assess students' reflections about their projects (<http://www.uco.edu/stlr>).

References

Bower, S. (2016). Commentary: When ex-prisoners share their stories with students. *The Chronicle of Higher Education*, January 11, 2016, accessed on January 19, 2016 at <http://chronicle.com/article/When-Ex-Prisoners-Share-Their/234793>.

eLEARNING

Preparing Learners for Success: Part III - Reasons Why This Course Matters

Bucky J. Dodd, Ph.D.

Introduction

[Part I](#) of this series discussed using pre-course surveys to personal courses. [Part II](#) of the series focused on using graphic organizers, roadmaps, and course tools to help learners start strong in online and blended courses. In this article, I present methods for helping learners identify how a course is important to them.

When beginning to teach a course, a common practice is to review the requirements and syllabus for the course. This seems like a logical and important step in the learning process. It sets the tone, outline, and path for the learners. Often, another important step is skipped during this orientation process - explain why and how the course is important to the learner.

As educators, we may assume that students know how the course will help them achieve their educational or professional goals. We need to use creative ways of helping students making this connection of why the course is important to them.

Top 20 Reasons Why the Course Matters

One technique for helping learners understand why the course is important is to create a Top 20 list. This list simply presents reasons why the course is important and how it can help them achieve their educational or professional goals. This can be presented in course announcements, in a class period, or in an introductory email.

Welcome to Contemporary Issues in Supervision! (dismissed) Aug 9, 2014 9:14 AM - Published

I'm excited to be a part of your learning experience in this course. Over the coming weeks, we'll explore how effective supervisors work in ever-changing and dynamic organizational environments.

My role in this course is to serve as your facilitator. This means I will guide, coach, and challenge you to explore new ideas and develop new skills. This also means I am not the single (or even major) source of information. Instead, we will all learn together by conducting research, reflecting on key supervisory trends, and collaborating with others in the class. I am a supervisor myself, and I'm sure I will learn as much (if not more) from you, than you will learn from me in this course. Throughout the course, I will bring in actual examples of techniques and tools that I use with my team, that you will be free to use and adapt to your situations.

Above all, I want this course to be practical! Supervisors have to be able to apply knowledge and skills effectively. This course is designed to offer you a useful experience to learn about modern supervisory trends while developing knowledge, skills, and abilities to operate as a supervisor in this context.

I'm looking forward to a great learning experience. Please feel free to contact me with questions, comments, or concerns throughout the course. I want this to be a great course, and part of that process is always adapting to the needs and interests of the course participants.

Finally, I would like to share with you a list of 20 ways I foresee you will benefit from participating in this course. There are many other ways too, these are just a few examples:

1. Learn how to supervise employees more effectively in an ever-changing work environment
2. Foresee the influence of emerging trends on supervisors responsibilities before they turn into crisis
3. Use technology more effectively to lead and supervise employees
4. Select and use technologies for improving supervisor and employee effectiveness
5. Learn how to make more effective supervisory decisions
6. Learn how to develop and implement effective plans
7. Be more aware of your decision-making styles so you can interact more effectively with others in the workplace
8. Form and lead teams that work productively
9. Minimize conflict among team members
10. Use teams to lead meaning change in your organization
11. Get access to easy-to-use tools that will help you be a more effective supervisor in today's organizational environments
12. Lead innovation projects in your organization that create value
13. Learn easy-to-implement strategies that minimize resistance to change among employees
14. Be a more creative supervisor
15. Learn how other top organizations use innovation and change in positive ways
16. Create an implement a training plan that gets real results
17. Save money and time by analyzing training needs among your employees
18. Learn creative ways to value and appreciate employee contributions
19. Give more effective feedback
20. Learn correct ways to measure and track your employees' and teams' performance

Get Started!

Figure 1. Example of a “Reasons Why This Course is Important” or list in a News Feed.

Figure 1 is an example of a Top 20 list presented in an online course site news feed. It is a simple list that identifies the value the course provides to the students. This allows learners to see many different ways the course can benefit them. A successful list is practical and focused on the students’ goals and perspectives. For example, an item like “gain new appreciations for ...”, may be motivating to someone already in the field; however, it may not be as motivating for a new student. An alternative might be “to help you pass your entry exam into professional school...”. The list for each course will be different and may also be based on the specific group of students in the course. You might use the [pre-course survey](#) as ideas for creating this list.

Student-Generated Lists

In the previous example, the Top 20 list is instructor-generated. Another strategy that can help students get started off strong is creating an exercise where they create a list of reasons why the course is important to them or goals they hope the course will help them achieve. This could be created in an online discussion board, collaborative document like Google Docs (See Figure 2), or as part of an in-person meeting. Asking students to create this list helps build ownership in the learning process and helps them experience how taking this course is an investment in their future educational or professional journey.

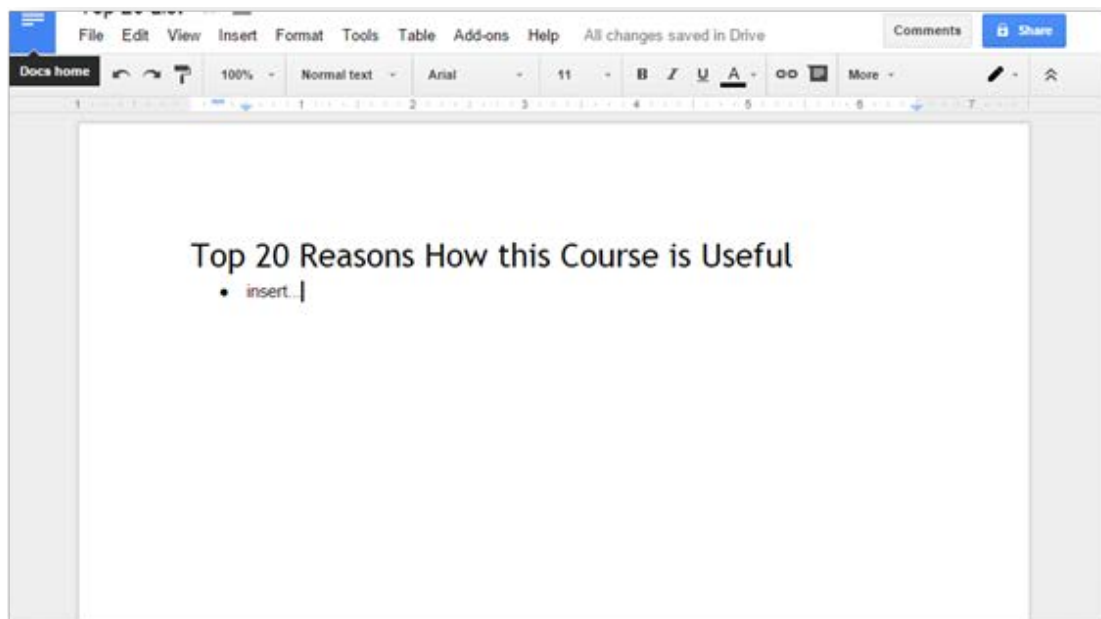


Figure 2. Example of a Google Doc template for a student-generated list.

Concluding Thoughts

Helping learners understand the importance of their own learning experiences is an important, but also challenging task for many educators. An educator has worked through the learning process before and knows the importance of the knowledge and skills being taught. It can be difficult to then identify with many of the challenges a novice learner brings to the experience. Finding means to create both internal and external motivation at the beginning of a learning experience can be a great way of helping learners prepare for success. Using Top 20 Lists is a practical way of helping learners identify the benefits of learning experiences while also engaging them in the process and creating ownership.

Concluding Thoughts on Series

This three part series presented strategies educators can use to prepare learners for success in online and blended learning environments. As educators, we often think that the teaching experience starts the first day of class, and may not necessarily consider that preparing learners for success can and should start before the class begins. Using techniques like pre-course surveys, graphic organizers, course roadmaps, course tours, and Top 20 Lists can be great ways of preparing learners to be successful.