ANNUAL COLLEGIUM
on COLLEGE TEACHING PRACTICE

24th Annual Collegium

on College Teaching Practice

A Program of the 21st Century Pedagogy Institute (21CPI)

August 16, 2023

Full Program Schedule

https://tinyurl.com/4wza2sk3

CENTER FOR EXCELLENCE
in TRANSFORMATIVE TEACHING & LEARNING

Welcome

Mr. Todd G. Lamb, President

University of Central Oklahoma



Welcome to the Annual Collegium on College Teaching Practice at the University of Central Oklahoma. This forum is an opportunity to learn and explore methods for enhancing your transformative impact on our students. Just as we encourage our students to be lifelong learners, we must also commit ourselves to the same practice as we endeavor to prepare our students to meet the critical needs of our communities. The Collegium is our commitment to helping you be successful.

Here at UCO, we're committed to "The B.R.O.N.C.H.O. Way" – Being Reflective of Our Neighborhood, Community, History and Oklahoma. This commitment reflects the grit and determination of those who have come before us to build our great state and University, each generation connected by a promise to care for each other as we navigate the challenges that come our way. You – our faculty – are on the frontline with our students each day. They turn to you not only for discipline knowledge, but also for support throughout their UCO experience. The relationships our students forge with faculty often endure beyond graduation and become one of the most memorable aspects of their time at Central.

I'm so glad you've chosen to join the Broncho community. As you engage in transformative learning practices and connect with your colleagues, you, too, may find yourself transformed.

Thank you for your daily commitment to our students. I look forward to meeting you.

Todd G. Lamb

Todd G. Lamb
President

Dr. Charlotte Simmons, Provost & Vice President for Academic Affairs

University of Central Oklahoma



Welcome to the Annual Collegium on College Teaching Practice at the University of Central Oklahoma, the first major faculty enhancement opportunity on our campus of the academic year.

We know that faculty members lead us in creating a culture of discovery that now extends beyond the traditional borders of the university campus. This creation is born with our mission of helping students learn and a curriculum that is enhanced by our commitment to high-impact practices through the Central Six of Transformative Learning. This Collegium is built on the premise that we can increase student engagement in education through these practices while creating benefits to our faculty members in the process.

In addition to the highly anticipated keynote address this year, you will be introduced to a multitude of workshops and other enhancement opportunities that encourage the development of high-impact learning practices on our campus. And we will not stop with today's activities. The Collegium is simply the beginning point for the entire year of such enhancement activities that will include topics such as Assessments, Educational Technologies, High Impact Strategies, the Scholarship of Teaching, and much more. We will explore these and other topics in the context of our dynamic role in the Oklahoma City Metropolitan Area, the State of Oklahoma, and the global community we now inhibit in Higher Education.

Dr. Jeff King, Assistant Vice President for Transformative Learning and Executive Director of the Center for Excellence in Transformative Teaching and Learning (CETTL), Dr. Eric Kyle, Director of the 21st Century Pedagogy Institute (21CPI) within CETTL, and I encourage your participation in one or more of this year's many faculty enhancement events. Thank you for being part of this day, and the year yet to come.

Collegium Overview

Now in its 24th year, UCO's 21st Century Pedagogy Institute's (21CPI) Collegium on Effective College Teaching Practices will feature a thoughtful keynote, dynamic breakout sessions, celebratory teaching awards, a satisfying lunch, cool prizes, and more. We will join as a community for a day of focusing on the craft of teaching and learning as we work together to improve the quality of education on our campus.

Teaching for Impact: Improving Outcomes Through Student-Centered Pedagogies

With our world changing at what seems to be an ever-increasing pace, how do we ensure that our teaching continues to have the kinds of impact on students that the world needs? For this year's collegium, we will focus on addressing such areas as student-centered teaching strategies, class activities that engage students with societal issues, using artificial intelligence to positively support teaching and learning, sustainability education, and much more. Join us as we strive to find creative and collaborative pedagogies that impact our students and the wider world.

Keynote Speakers

Dr. Ben Heddy, the University of Oklahoma in the Learning Sciences program.



Ben Heddy is an associate professor at the University of Oklahoma in the Learning Sciences program. His research program focuses on cognitive and motivational aspects of learning, including transformative experience, engagement, academic emotions, interest development, and further specializing in the investigation of learning activities that occur in everyday life. As a second related line of research, he studies the mechanisms of conceptual, emotion, and attitude change. His research has been published in Science Education and Psychology Today. His research has been funded by the Oklahoma Department of Education and the Presbyterian Health Foundation. Ben has a forthcoming book titled Motivation Mythbusters.

Dr. Alison Koenka, the University of Oklahoma in the Learning Sciences program.



Dr. Alison Koenka is an Assistant Professor at the University of Oklahoma. Prior to transitioning to OU, she received a Ph.D. from Duke University, completed postdoctoral training at The Ohio State University, and was a faculty member at Virginia Commonwealth University. Dr. Koenka conducts research that explores students' motivation in Science, Technology, Engineering, and Mathematics (STEM) across secondary school and higher education. She pursues these interests through two lines of inquiry. First, she investigates the motivational consequences of academic feedback. Second, Dr. Koenka conducts work that centers the motivational experiences of youth from historically marginalized populations. This research has been funded by the William T. Grant Foundation, the American Educational Research Association, and the American Psychological Association.

Schedule At-a-Glance

Time	Event	Location
8:00-8:30 a.m.	Registration, Coffee & Light Snacks	1st Floor Concourse
8:30-9:00 a.m.	Welcome from Dr. King, President Lamb, & Provost Simmons, 21CPI Recognitions	LAS Auditorium (L01)
9:00-10:00 a.m.	Keynote Presentation	LAS Auditorium (L01)
10:10-11:00 a.m.	Concurrent Breakout Sessions 1	LAS Auditorium (L01) & 2nd Floor Classrooms
11:10 a.m.-12:00 p.m.	Concurrent Breakout Sessions 2	2nd Floor Classrooms
12:00-1:00 p.m.	Lunch	1st Floor Concourse
12:00- 2:10 p.m.	Resource Fair	2nd Floor Hallways
1:10-2:00 p.m.	Concurrent Breakout Sessions 3	2nd Floor Classrooms
2:10-3:00 p.m.	Concurrent Breakout Sessions 4	2nd Floor Classrooms
3:00 p.m.	Prize Giveaways, Including an iPad!	LAS Auditorium (L01)

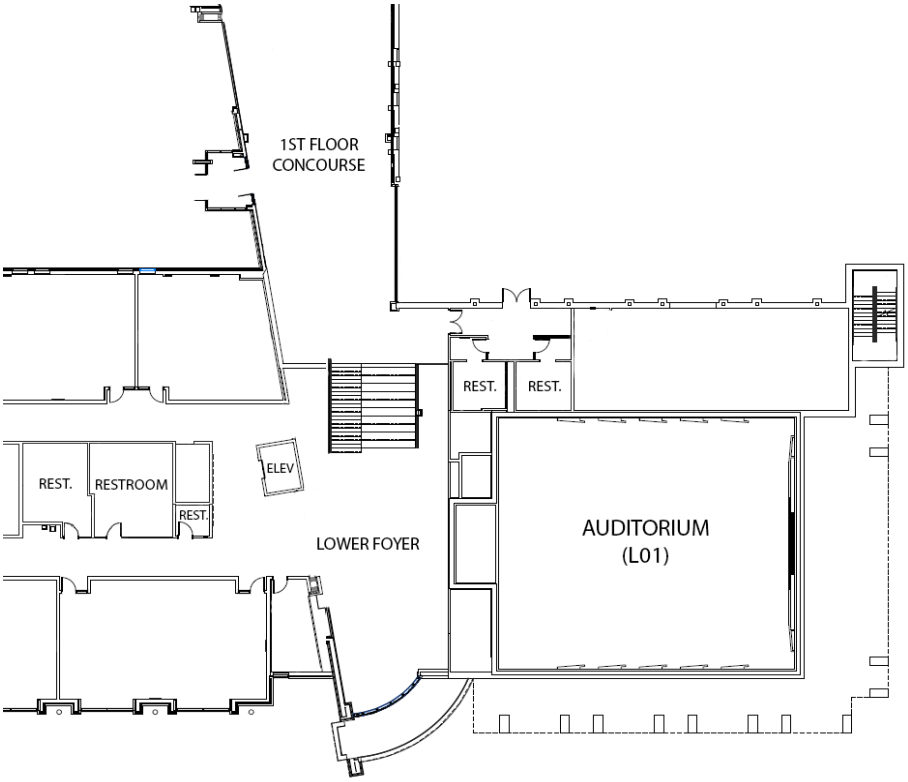
*All events will be held in the **Liberal Arts-South (LAS) Wing Building** (Building #35 on the Campus Map).

Additional 21CPI Fall Events

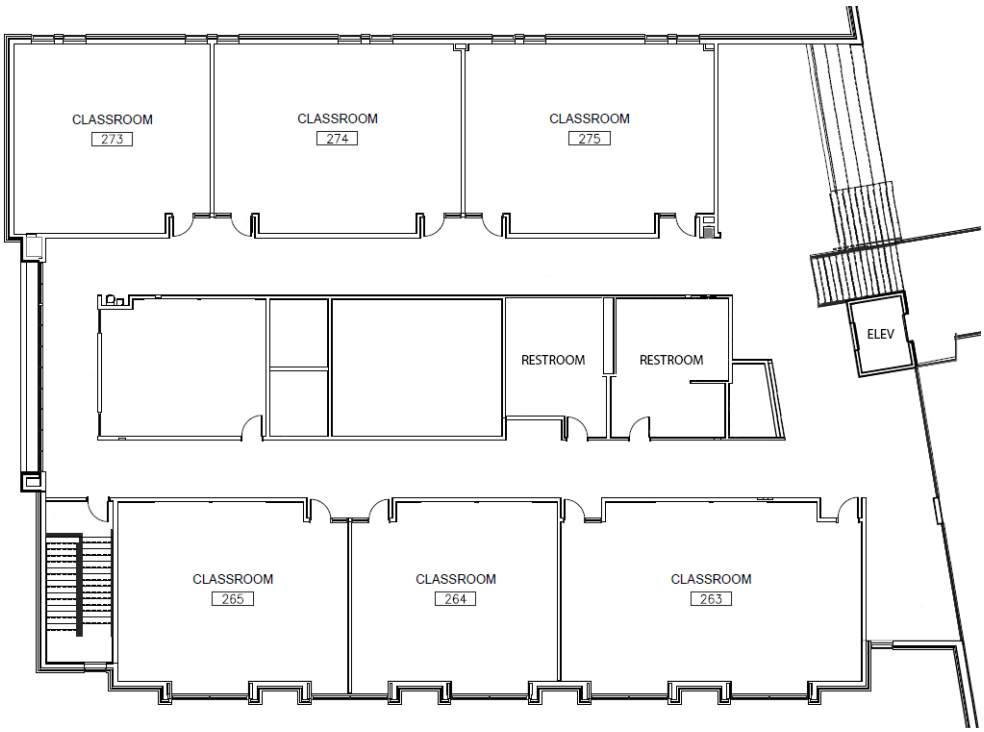
For other exciting and upcoming 21CPI Events that are focused on helping you to continually improve the quality of teaching and learning in your courses, be sure to check out and sign-up for our fall offerings: https://marketplace.uco.edu/catalog?pagename=21CPI

Liberal Arts South Building Maps

Lower Level and 1st Floor:



Second Floor:



Collegium - Detailed Schedule of Events

Time	*Event and Location*					
8:00-8:30	**Registration – Lower-Level Foyer** *Coffee & Rolls – First Floor Concourse*					
8:30-9:00	**LAS Auditorium (L01)** *Welcome from Pres. Lamb, Provost Simmons, & Dr. King, 21CPI Recognitions*					
9:00-10:00	**LAS Auditorium (L01)** *Keynote by Dr. Heddy & Dr. Koenka* Motivation Myths and Principles: Strategies for Avoiding Myths and Implementing Evidence-Based Motivation Principles in Higher Education					
	L01	**LAS-263**	**LAS-264**	**LAS-265**	**LAS-274**	**LAS-275**
10:10-11:00	Providing Feedback that FITS and Developing Activities with Good VIBES: Two Powerful Mechanisms for Supporting Motivation	Using AI Purposefully in the Writing Classroom	I Could Be One of These People: Reflections from CJ Students on Exposure and Empathy	Throw Away Your PPTs: Make Better Slides in Less Time	Classroom Table Talks: Presentations in 1 Hour	Engaging Students through Discussions in Online Courses: Examples and Practical Strategies
11:10-12:00		Introducing the Discipline via Disorienting Dilemmas	Live Polling for Engagement and Inclusion	Maslow's Before Bloom: Addressing Needs of UCO Students, and Strategies for Engagement	Working Smarter, Not Harder: Identifying University Resources to Support Student Learning Activities	Using Mindfulness Activities to Teach for Impact
12:00-1:00	**Lunch – 1st Floor Concourse** *Tables available in 2nd floor breakout rooms*					
12:00-2:10	**Resource Fair – 2nd Floor Hallways** *Available during lunch and Concurrent Session #3*					
	L01	**LAS-263**	**LAS-264**	**LAS-265**	**LAS-274**	**LAS-275**
1:10- 2:00		Two Professors Walk into a Classroom...What Do School Counseling and Forensic Science Have in Common?	Stop, Drop, and (Re-En)roll: Managing Fires in Student Retention	Active Learning Strategies: Transform Your Courses for Greater Learner Engagement	Assessing Teaching and Learning Impact through Feedback and Reflection	Broncho Blueprint: Introducing Students to UCO, Disciplinary Pursuits, and Transformative Learning
2:10- 3:00		Badges, Certificates, and Awards...Oh My! 21CPI's New Recognition System	Engagement at the Intersection of Universal Design and Student Choice	Coffee Connections: A Course Model for Student Engagement and Retention	Empowering Educators to Transform Students: The Sustainability Mindset	Engaging Students in Undergraduate Research: How Can We Be More Inclusive?
3:00- 3:30	**LAS Auditorium (L01)** *Prize Giveaways – **Including an iPad!** (Must be present to win)*					

21CPI Awards

The 21st Century Pedagogy Institute (https://21CPI.uco.edu) presents UCO's faculty with numerous opportunities to enhance their teaching for authentic demonstration of their teaching effectiveness for tenure and promotion. The 21CPI consists of five Faculty Learning Outcomes (FLOs) developed by the cross-disciplinary 21CPI Advisory Board and informed by current research: ***1) Course Design, 2) Active Learning Strategies, 3) Learning Assessment, 4) Learning Ecosystem, 5) Academic Professionalism***. By attending and creating learning artifacts for these events, faculty can earn recognition at one or more of the levels below.

Teacher-Scholar Recognition Levels

TEACHER-SCHOLAR

Must be achieved within a single academic year. Can be awarded multiple years.

- New faculty must attend 4 or more New Faculty Teaching & Learning Institute Modules
- Continuing faculty must attend 4 or more separate events/series and complete at least 2 artifacts

DISTINGUISHED TEACHER-SCHOLAR

Must be achieved within a single academic year. Can be awarded multiple years.

- Faculty must complete 1 artifact in each FLO, ***OR***
- Faculty must complete 5 artifacts in 1 FLO

LIFETIME TEACHER-SCHOLAR

May be achieved over multiple academic years. Artifacts may be carried over from previous years to accomplish this level.

- Faculty must complete 5 artifacts in each FLO, meeting all FLO objectives

SoTL SCHOLAR

Faculty can also earn recognition for the Scholarship of Teaching & Learning (SoTL) work.

- Those with an accepted IRB, Presentation/Publication/or Grant and completed the SoTL Training Program

This Year's Award Winners

Teacher-Scholar Award

Jeaneen Canfield

Distinguished Teacher-Scholar Award

Jessica Appleby
Leeda Copley
Eric Eitrheim
Kristin Karber
Abbie Lambert
Saheli Nath
Daisy Nystul
Rhonda Williams
Wenkai Zhou

Lifetime Teacher-Scholar Award

Suzanne Clinton
Leeda Copley
Laura Dumin
Linda Harris
Kristin Karber

Collegium Sessions

9:00- 10:00 Keynote Session

Motivation Myths and Principles: Strategies for Avoiding Myths and Implementing Evidence-Based Motivation Principles in Higher Education- LAS Auditorium

Ben Heddy & Alison Koenka

In this presentation, we will begin by briefly introducing the science of motivation, along with commonly-believed myths for motivating students and how to avoid them. We will use these myths as a springboard for discussing several well-established principles for motivating students grounded in motivation theory and research. Finally, we will discuss tangible strategies for implementing these principles in higher education.

10:10-11:00 Sessions

Providing Feedback that FITS and Developing Activities with Good VIBES: Two Powerful Mechanisms for Supporting Motivation- LAS Auditorium (L01)

Ben Heddy & Alison Koenka

Using the foundation we established in the "Motivation Myths and Principles" keynote, our workshop will focus on two hands-on strategies that are powerful mechanisms for promoting motivation: (1) providing motivationally-supportive feedback that FITS (i.e., Feedback that emphasizes next steps for Improvement, is Task-focused, and is Self-referenced) and (2) developing assignments and in-class activities that incorporate motivational principles including: Value, Individualization, Belonging, Emotions, and Self-efficacy (VIBES). To facilitate understanding and application, we will prioritize an interactive dialogue between presenters and workshop participants.

Using AI Purposefully in the Writing Classroom – LAS 263

Laura Dumin

The study asked students in English Composition, technical writing, and scientific rhetoric to complete pre- and post-reflections about their understanding of AI and its uses. During the semester, I discussed AI, including benefits and concerns, and used AI in purposeful ways to help students be critically exposed to different AI programs Students were encouraged to play with the AI programs and see what outputs they received. They were also asked to reflect on AI output versus human output/response on items such as job project handouts and rough draft feedback. This presentation will discuss how students responded to the use of AI in the writing classroom and give example assignments.

I Could Be One of These People: Reflections from Criminal Justice Students on Exposure and Empathy – LAS 264

Jaime Burns, Matt Jones

Drawing on student and alumni interviews, this presentation details students' exposure to populations that they have not previously been around and how these experiences serve as a catalyst for greater empathic understandings of, and behaviors towards, these marginalized groups. School of Criminal Justice students have opportunities through the Inside-Out Prison Exchange Program and the Practicum/Internship class to engage with incarcerated men, the homeless population, and those with mental health challenges who are justice-involved. Through this presentation, faculty will be better equipped to design courses that engage learning to recognize their communities and the needs of the "other."

Throw Away Your PPTs: Make Better Slides in Less Time – LAS 265

Leeda Copley

This hands-on session will discuss how using the freemium app Haiku Deck will transform how you present lectures. Being heavily visual and generally only permitting a few words per slide transforms the way most of us were taught to build our lectures. The Haiku Deck app encourages you to focus each lecture on, say, one core idea plus a handful of terms, or a handful of simple concepts, which saves time! By pairing each slide's keyword to a wealth of creative commons art to choose from, this provides a more universal design for learning and a more Inclusive Learning Ecosystem. Vivid pictures can also help with transformative emotional learning, helping students remember those key ideas.

Classroom Table Talks: Presentations in 1 Hour – LAS 274

Susan Scott

If you like to encourage presentations during the course, but time is often a detrimental factor this might be a good fit for you. This presentation will provide information, a sample lesson plan, and instructions on how all students can present topics in 6 minutes to a small group of classmates during the course time frame. Each small presentation connects with the other presentations for a full perspective of the lesson's objective.

Engaging Students through Discussions in Online Courses: Examples and Practical Strategies – LAS 275

Mariya Burdin

This session is aimed to provide instructors with specific practical strategies on how to create meaningful and engaging discussions. For example, how do we create a discussion topic that has a common theme, yet allows for diversified responses to create meaningful conversation among students? The session will also provide examples of discussions that have significantly increased students' engagement judged by the quality of the students' posts and comments and discussion participation rate.

11:10-12:00 Sessions

Introducing the Discipline via Disorienting Dilemmas – LAS 263

Jerry Green

Mezirow's Ten Phases of Transformative Learning begins with a Disorienting Dilemma (DD). Here I show how to introduce students to a specific discipline using a DD, one that focuses on the 'Hidden Curriculum' of higher education. This approach is an effective way to get students to think about their rights and responsibilities as adult learners, and it makes for a more equitable level playing field for students. It also provides instructors with an opportunity to preempt misunderstandings and incorrect assumptions about the expectations of the class and their discipline. After modeling one approach to using DDs, participants will brainstorm how to use this technique in their own classes.

Live Polling for Engagement and Inclusion – LAS 264

K. Breana Downey

In this interactive session, educators will get hands-on participatory experience with a free online tool for live polling, and will be able to recognize how this technique facilitates engagement and supports inclusion of diverse student populations. This simple yet flexible approach enables educators to implement evidence-based strategies for effective teaching, including interleaving, prediction, and retrieval practice. Attendees will leave with ideas for how to implement live polling in their classrooms, no matter what type of content they teach. To get the most out of the session, please bring a device with which you can access an internet browser.

Maslow's Before Bloom: Addressing Needs of UCO Students and Strategies for Engagement – LAS 265

Taylor Shelton

The concept behind Maslow's before Bloom is simply the idea that students must fulfill their basic needs before they are able to engage in academic education. This session plans to go over the specific needs that were established by UCO students, providing insight to student engagement in learning. Then, we will address campus supports for prevalent needs and strategies to address Maslow's needs, bridge divides, and the importance of implementing proactive programming efforts within the classroom.

Working Smarter, Not Harder: Identifying University Resources to Support Student Learning Activities – LAS 274

Kathy Smith, Pamela Rollins

This session will explore campus-supported programs and services that enhance the application of neuroscience for student learning. Many of these programs and services foster the development of creativity, collaboration, flexibility, and communication identified by future employers as primary characteristics for success in the workplace. Participants will explore options for including university resources in their own courses. Such programs might include outdoor adventure programs, leadership initiatives, access to fitness facilities, community service opportunities, arts programs, mindfulness experiences, or health and wellbeing services, etc.

Using Mindfulness Activities to Teach for Impact – LAS 275

Alissa Crawford, Melissa Powers, Ed Cunliff

Mindfulness is being fully present and aware; a process of focusing and noticing. The benefits of mindfulness include reduced stress, improved mood, and increased attention. Mindfulness activities are increasingly being used in higher education, both in and out of the classroom, to promote wellbeing and mental health, but may also have benefits for teaching and learning. In this session, we will share three different examples of how mindfulness activities are being used in college classes, then discuss the benefits and challenges of using mindfulness activities as well as practical tips to implement mindfulness into your own classes.

1:10-2:00 Sessions

Two Professors Walk into a Classroom...What Do School Counseling and Forensic Science Have in Common? – LAS 263

Kari Dyer, Rhonda Williams

This presentation will explore the significance of building relationships with students and its positive impact that encourages student motivation and academic performance. This session will emphasize strategies that embolden student participation, provide practical application opportunities, create strong student/teacher relationships while supporting students and their well-being in their educational journey. By highlighting relationship building, subsequently addressing students' social-emotional needs, our session aims to share ways to create an inclusive and supportive learning environment that enhances personal growth and prepares students for success beyond the classroom.

Stop, Drop, and (Re-En)roll: Managing Fires in Student Retention – LAS 264

Marianne Edwards, Samantha Kramer

Student persistence is a common topic in higher education as institutions explore strategies to improve retention. Within the last decade, many universities have noted a rise in withdrawals and stop-outs – students who withdraw or do not re-enroll at any institution despite significant progress toward a degree. Recognizing the specific challenges that UCO students face and understanding why they leave can offer insight into how faculty and staff might support stop-outs. In this session, participants will learn practical prevention, intervention, and re-enrollment strategies that faculty and staff can implement to help struggling students continue their educational journeys.

Active Learning Strategies: Transform Your Courses for Greater Learner Engagement – LAS 265

Abbie Lambert, Suzanne Clinton, Melody Edwards

In this presentation, we will demonstrate several active learning strategies that educators can use to maximize learner engagement and build opportunities for transformative learning experiences. Community of Inquiry is used as the guiding framework to showcase different active learning strategies. We will define and discuss each of the three interactions and the importance of employing them within our classroom, regardless of the modality. This interactive presentation explores attendees' ideas for creating interactions in their classrooms and concludes with their reflection on strategies for implementation.

Assessing Teaching and Learning Impact through Feedback and Reflection – LAS 274

Niccole Miller

In leadership and as faculty members, it is important to conduct a 360 review of the impact of our teaching and student learning so we can continue to grow and improve as educators and professionals. In this session, we will focus on mid- and post-semester assessments that ask students to give their faculty members feedback, in addition to reflecting on their learning experience. Facilitating opportunities for students to reflect on what they are learning while articulating the skills gained through the class and how they translate to work, life, and other courses is important for students to develop their identity, learn about themselves, and have conversations with employers and others.

Broncho Blueprint: Introducing Students to UCO, Disciplinary Pursuits, and Transformative Learning – LAS 275

James Creecy, Robin Lacy, Catherine Webster

This panel will relate outcomes and share experiences as seasoned faculty in the Broncho Blueprint. As UCO's First-Year Engagement course, the Broncho Blueprint introduces students to UCO, to their disciplines, and to Transformative Learning through presentation of the Central Six and reflections related to the Leadership tenet. Former, current, and prospective Blueprint faculty are encouraged to participate.

2:10-3:00 Sessions

Badges, Certificates, and Awards...Oh My! 21CPI's New Recognition System – LAS 263

Eric Kyle

The 21CPI Advisory Board has been working diligently this past year to revise our Faculty Learning Outcomes and Recognition System. The new system is research-based, praxis-oriented, and can support your development as a professional educator across your entire career! Come and learn how our new system can help improve the impact of your teaching on student achievement.

Engagement at the Intersection of Universal Design and Student Choice – LAS 264

Tiffany Larson

Universal design is a plan for learning that expects a diverse student background and takes those needs into consideration when planning for instruction. Student choice is one of the main factors in gaining and keeping student engagement. Fortunately, these two approaches work well together. In this session, I will review the benefits of both approaches and offer direct options for how participants can use these tools in their lesson planning.

Coffee Connections: A Course Model for Student Engagement and Retention – LAS 265

J Sunshine Cowan

Students bring a myriad of needs to the classroom, and faculty have a unique opportunity to share campus and community resources to assist in addressing many of those needs. This session will explore a model for student engagement in an introductory course. The model creates student groups that rotate so that they meet with the instructor in small, informal settings over the course of a semester. These early connections in the major allow issues to be addressed promptly and help promote student learning and retention.

Empowering Educators to Transform Students: The Sustainability Mindset – LAS 274

Ed Cunliff (Moderator), Elizabeth Overman, Katrina Lacher, Mark Walvoord, Saheli Nath, Susan Woods, Vanessa Bentley

The generations of students currently seeking a higher education will, throughout their lives, have to deal with climate change. How do we prepare students to thrive in this future? What are our roles as transformative educators? What new understandings and living habits do students need to absorb in order to solve this planetary threat? The faculty on this panel will share their insights into the development of a sustainable teaching and learning mindset (Rimanoczy, 2020). It is possible to instill vital environmental considerations into the contemporary curricula across all disciplines.

Engaging Students in Undergraduate Research: How Can We Be More Inclusive? – LAS 275

Dana Jackson, Hannah Lea, Liz Wallace, Michael Springer

This session offers an interactive discussion exploring perspectives of how we define, and can define, the best students for research opportunities and how we can be more inclusive in engaging students in undergraduate research experiences inside and outside of the classroom. The session is a collaboration between the Office of High-Impact Practices and the UCO Intercultural Dialogue Facilitators, and it will engage virtual and in-person participants in a discussion featuring student voices and experiences alongside evidence-based research. Presenters will also share tips to help faculty research mentors bring out the B.E.S.T. in their student researchers.

Many Thanks!!!

Without the following individuals, the Annual Collegium would not be possible. Thank you!

- President Todd Lamb for his role in supporting Transformative Learning at UCO
- Provost and Vice-President for Academic Affairs Dr. Charlotte Simmons for her ongoing advocacy for faculty as those who create the Transformative Learning environment in which our students learn
- The Office of Academic Affairs for its role in reconceiving the possibilities for how CETTL can nurture and support UCO's Transformative Learning initiative
- The 21CPI Advisory Board for helping with continuing to expand support of excellence in transformative teaching and learning
- UCO colleagues who gave of their time to prepare and present the rich variety of sessions this year

Collegium Planning Team 2023

Suzanne Clinton, College of Business
Jen Harrison, Center for Excellence in Transformative Teaching & Learning (CETTL)
Aaron Jones, Center for Excellence in Transformative Teaching & Learning (CETTL)
Tiffany Larson, College of Liberal Arts
Elizabeth Overman, College of Liberal Arts
Mark Walvoord, Student Transformative Learning Record (STLR)
Amanda Waters, College of Mathematics & Science
Alicia Welch, College of Education & Professional Services
Rhonda Williams, Forensic Science Institute

Collegium Proposal Peer Reviewers

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DeMaio, Barbara
Dumin, Laura
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Edwards, Melody
Green, Jerry
Pennington, Kim
Robertson, Michelle
Rollins, Pamela
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Event Lead Volunteers

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Rachelle Franz
Jerry Green
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Meg Horner
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Michelle Johnson
Tiffany Larson
Grace Park
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Chad Perry
Caitlin Porterfield
Melissa Powers
Michelle Robertson
Susan Scott
Kathy Smith
Carie Strauch
Mickie Vanhoy
Edward Walker
Mark Walvoord
Nicole Warehime
Amanda Waters
Kimberly Webb
Catherine Webster
Toby Wray

Current 21CPI Board Members

Lora Benson Pezzell, Instructional Design II, Center for eLearning and Connected Environments
Suzanne Clinton, D.B.A., Assistant Dean, College of Business
Trevor Cox, Ph.D., Assistant Professor, Adult Education & Safety Sciences
Jerry Green, Ph.D., Associate Professor, Humanities and Philosophy
Michelle Johnson, Ph.D., Assistant Professor, Adult Education and Safety Sciences
Jeff King, Ed.D., Assnt. Vice Pres. Of Transformative Learning
Mark McCoy, Ed.D., Professor, Forensic Science Institute
Kathlyn Smith, DNP, RN, Assistant Professor, Nursing
Mark Walvoord, Assistant Director, STLR
Amanda Waters, Ph.D., Associate Professor, Chemistry
Adrienne Wright, MFA, ALSA, Assistant Professor, Interior Design

Past 21CPI/CETTL Board Members

Beth Adele
Elizabeth Allan
LaDonna Atkins
Linda Banks
Lori Beasley (ex-officio)
Kadee Bramlett
Emily Butterfield
Jane Calvert
Jason Cimock
Steven Dunn
Dawn Holt
Gayle Kearns
Sam Ladwig
Pat LaGrow (ex-officio)
Jill Lambeth
Patti Loughlin
Angela Marks
Luis Montes
Milton Quiñones
Pamela Rollins
Janet Runge
Sue Sasser
Joan Stone
Jan Wetsel
Lori Wooden

Connect to TL@UCO

21st Century Pedagogy Institute
Transform Your Teaching

21CPI presents UCO faculty numerous opportunities to expand and enhance their pedagogy. The offerings align with UCO's Academic Vision of "being a learning-centered organization" with a focus on teaching first. Offerings include workshops, book discussion groups, faculty learning communities, SoTL Scholars, etc. Visit the website at: 21CPI.UCO.EDU

TRANSFORMATIVE *Teacher-Scholar*

Visit our *Transformative Teacher-Scholar* blog at http://blogs.uco.edu/tts to read, comment, and contribute posts. Your original posts to the categories of *Faculty Reflections*, on your 21CPI Activities, and *Great Teaching* (e.g., your STLR-tagged or other assignments with students) are welcome. Email 21cpi@uco.edu for details.

STLR STUDENT TRANSFORMATIVE LEARNING RECORD

You'll get all the details about how we're "doing TL" at UCO through this STLR training: From selecting assignments, to adding reflective questions to assignments, to STLR-tagging student groups you advise. Training consists of 2, 3-hour modules, uses active learning techniques, is positively rated by attendees, and offers a stipend until Fall 2019. Sign up at the Learning Center today or fill out the interest form at http://uco.edu/stlr.

TL TRANSFORMATIVE LEARNING CONFERENCE

Join us at UCO's TL Conference each spring, as an attendee or presenter. This conference began as an on-campus, UCO-focused gathering in 2009 and has since grown to include over 300 attendees from many other states and international institutions of higher learning. http://tlconference.uco.edu

JTL JOURNAL OF TRANSFORMATIVE LEARNING jotl.uco.edu

The *Journal of Transformative Learning* (JoTL,) invites original manuscripts that explore transformative learning practice and application across disciplines. Steeped in a view of transformative learning as an active process of learning that encourages seeing new things, seeing old things differently, and re-conceptualizing mindsets, JoTL accepts submissions of research articles, essays, and teaching notes. JoTL seeks to foster dialogue that culminates in richer resources for transformative learning practice.

Masonic TL Award

UCO's Masonic TL Award annually recognizes UCO initiatives that develop, encourage, pursue, conduct, or otherwise support Transformative Learning opportunities for UCO students. Visit http://uco.edu/tl for more information or watch for the call for nominees in Centralities. Past winners include: Cultural Competency with Pre-Health Students (2022) and UCO Theatre Arts Department Oklahoma Indigenous Theatre Company Cultural Community Partnership (2022).