

Engaged Student Learning

Volume 3

About the Book

Engaged Student Learning: Essays on Best Practices in the University System of Georgia, Volume 3, is a publication of the University System of Georgia. It arose from a desire to recognize the excellence of all individuals who had been nominated for one of the prestigious Regents' Awards for Teaching Excellence. These awards are the USG's highest recognition of teaching and illustrate the USG's commitment to ensuring academic excellence for the citizens of Georgia.

People

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*Engaged Student Learning:
Essays on Best Practices in the University System of Georgia
Volume 3, 2021*

Edited by
Denise P. Domizi

Foreword by Tristan Denley

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Preface

A Pedagogical Conversation

The familiar phrase ‘the third time is the charm’ may apply to this volume of essays. It is true that all of the essays in the three volumes exhibit the creativity and high quality of teaching strategies being employed by faculty in the University System of Georgia. Yet having three volumes of the essays may now signal that we have reached the tipping point where an idea has become a regular feature.

While we anticipate the many as yet unwritten contributions of future volumes in this series, we should also offer a tribute to the range of excellent offerings in the current book. From gamification and role play to the employment of well-known high impact practices such as undergraduate research, internships, and writing intensive classes, these essays certainly invite one to spend good hours reading them.

Connecting faculty across the USG with each other, to pedagogies of student success, and to multiplying the moments of sharing and creativity—these are the essential components of programs designed by USG’s Office of Faculty Development.

Through engaging publications and webinars, the Chancellor’s Learning Scholars program, the USG Teaching and Learning Conference, as well as upcoming creations on the horizon, the faculty of the University System of Georgia can connect, collaborate, and share as members within a single network across a major higher education system.

The essays in Volume 3 of *Engaged Student Learning* add more good voices to a fascinating dialogic conversation.

Sincerely,



Jeffery Galle, Ph.D.

Associate Vice Chancellor for Academic Affairs, Faculty Development
University System of Georgia

Editor's Introduction

As an educator, I have spent many summers on college campuses, surrounded by families participating in their children's first-year orientations. Though the primary focus in first-year orientation is on the student and the student experience, one cannot help but to also note the excitement and trepidation on the faces of the parents as they prepare to send their children out into the world. This summer, I am that nervous and excited parent, and as I prepare to send my own firstborn to college I find myself reading these essays with dual lenses; one as educator, and one as parent. These assembled works impress and reassure me on both fronts, offering a look at the continued progress that is being made in our field.

Although it can be scary to try something completely new in the classroom, it can also be exciting and energizing. I spent almost a decade teaching pedagogy and course design classes to graduate students, in which we spent our semesters building a toolbox of engagement strategies and active learning techniques. Often, my students also had teaching assistantships and were excited to try out the things that they were learning about. Their trial runs were not always successful, but when they returned to our classroom to report on their experiences we began by celebrating not the level of success, but that 1) they had the courage to try something new, and 2) they felt comfortable enough with the classroom community to examine their experiences, determine what did and did not work, and consider what future changes could be made.

Classroom climate is important. Creating a space where students feel safe enough to fail is one of the most important things that any teacher can do for their students. When a strategy fails, we must welcome it and then work the problem together, approaching it from different angles and perspectives to understand the nuances of the strategy, and considering different situations in which it might be more or less effective. Similarly, we must also give faculty members permission to dare to try new things, and to possibly fail. This is crucial in order to develop educators who will be as bold and vulnerable as we ask our students to be, who will not give up and hide from failures, who will instead use those opportunities to reassess, strengthen, and grow.

In these pages, you will read essays from faculty members who have transformed some aspect of their teaching. Many of these are assignment-level changes, which is often the natural place to start. Kimberly Hays describes a three-step process that she uses to encourage group discussions by building confidence and ownership in the STEM classroom. Lee Grimes tells of using a mock poster session designed to promote professionalism as students present knowledge to their peers. Michele Hill and Jennifer Hightower discuss using a personal experience journal to help students apply and reinforce their understanding of counseling theories. Robert A. Griffin asks graduate students in his online reading assessment and intervention course to first confront their own reading history through a reading autobiography before they begin working with a striving PK-12 reader. Carin Lightner-Laws and Craig Hill describe a synchronous online activity that uses games and breakout rooms to engage all of their students.

A number of essays discuss approaches to having difficult conversations with students. Sohyun An addresses difficult knowledge and misperceptions about the United States' relationship with the Philippines during WWII through narratives and counter-stories. Bethany Scullin encourages "courageous conversations" by giving students the chance to have them on paper first, before they begin discussing them out loud. By using ClassWrappers to allow students to reflect on their own learning, Sandra Anderson helps students confront misunderstandings, and reinforces new material.

Other essays focus on providing more immersive experiences for students. Jackie Kim helps students learn to develop problem solving skills through collaborative role-playing in online forums. Andy Frazee shares

a strategy to foster true collaboration in a group assignment, rather than the ubiquitous “divide and conquer” approach. Vanessa Slinger-Friedman discusses how she uses field trips to enhance learning through direct experience.

Several authors describe ways that they have involved students in research at different levels. Arpita Saha and Leah Williams talk about a semester-long opportunity for inorganic chemistry students to engage in authentic research. Glenda Swan shares a course-long research project in art history, using peer-reviews to create a “community of researchers.”

Simulations are another powerful way to provide students with a more authentic learning experience. Samantha Bishop describes an intensive, four-hour model where nursing students work in a simulated hospital environment. Josie Doss and Debbie Greene describe another nursing simulation that uses a program designed to improve teamwork and communication. Jeffrey Berejikian and Molly Berkemeier share a “future-oriented” foreign policy simulation to help students understand the past and think creatively about the future.

While allusions to the long-lasting effects of COVID-19 in education are present in many of these works, the two essays by Wendy J. Turner and Susan Murray each focus on lessons learned in the organization of online courses during the pandemic, sharing research and experienced-based strategies to improve student performance and achieve success in online environments.

Finally, Jordan Cofer describes the process of campus-wide collaboration and engagement that Georgia College implemented to build and launch their award-winning “GC Journeys” program, which exposes students to five high-impact practices during their undergraduate years.

In reviewing these essays, I am heartened that my child—who will attend a University System of Georgia institution in the fall—will be surrounded by faculty members who care deeply enough about their students to put such careful thought and consideration into the teaching of their disciplines, and to know that reading these essays may inspire other faculty to do the same.

Denise P. Domizi, Editor
Director of Faculty Development
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Improving Student Performance Online with Careful Infrastructure Organization

Wendy J. Turner
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Author Biography

Wendy J. Turner is a Professor of History and an Affiliate Professor of Health Policy at Augusta University. She researches the intersections between law and medicine in medieval England as well as the history of disabilities and bioethics, with special attention given to mental health, learning disabilities and intelligence. Turner has received several honors, including the 2020 Research Award from the Southeastern Medieval Association and a Leverhulme Trust visiting Professorship to Swansea University in Wales.

The physical infrastructure of a traditional classroom typically includes lights, chairs, a podium, and a learning management system (LMS) that contains reading materials and assessments such as written assignments and quizzes. Many of these are taken for granted, often ‘disappearing’ in the minds of learners. Unless the lights buzz or the book is poorly printed, students are not likely to think about them. In a good learning environment—a flipped classroom (Bergmann and Sams 2015), active or engaged learning (Bonwell and Eison 1991), etc.—students focus on the material or discussion, not the environment. Current digital teaching and learning literature concentrates on strategies to create active learning virtually and spends little time discussing effective course design (via the LMS) for the virtual classroom.

Many face-to-face courses also use an LMS to offer supplementary materials, collect coursework, and post grades, and the technique that follows can be used in both a traditional class-LMS interface as well as a completely virtual environment. While physical classrooms may differ in size and layout, learning is similar across these spaces insofar as they all include elements students understand, such as lights, chairs, lab-tables. Students adapt without really thinking, “What do I do here? Where is the instructor?” In the online environment, however, those clues are missing; the space is foreign.

Problems with Course Infrastructure

In the last several years, I have steadily incorporated more online materials and activities. Many of my courses are now half online, half in-person. As the online portion increased, however, I noticed my students gradually seeming more “lost,” especially in terms of dates and navigating to drop boxes. What follows is my preliminary attempt to correct this student confusion, and it is working.

While some universities use the same LMS across the campus, others have several, forcing students to learn the infrastructure of each LMS for different subjects. In essence, they must relearn how to turn on the virtual ‘lights,’ locate their virtual ‘chairs,’ and track down the instructor before each virtual space can feel familiar or comfortable to them. In my experience, this can impede learning by creating stress and obstructing the relationship between students, content, and instructor.

I reevaluated my online classroom and rearranged it to make the ‘furniture’ of drop boxes, discussion spaces, and grade books more familiar and intuitive. Every LMS may be different, and the appearance is often uninviting and uninspiring, but the same can be said of many physical classrooms. Good course experiences are inspired by teaching and learning, and inspired learning takes place in the minds of students with guidance and motivation from instructors. The more I reflected on this, the more it became clear that the LMS had become a barrier between me and my students.

The Fix

Some experts in online teaching suggest that every class should have a ‘Start Here’ page (Quality Matters Standard 1.1) where the instructor can guide students to the syllabus and explain a bit about the LMS. This might be followed by a brief biographical introduction of the instructor and an enthusiastic statement about the course.

I contend that students need both a guide to the LMS—a navigational chart if you will—and an old-fashioned check list of tasks for the course. My students were noticeably less confused and more engaged after I included all three of these elements (start page, LMS explanation, and check list) *and* adopted three organizational rules: 1) organize the LMS like a syllabus, 2) standardize all headings and terminology used on the LMS, syllabus, and drop boxes, and 3) explain why each assignment is important.

Organize the LMS like a syllabus.

Just as you organize your course in a syllabus—by units, sections, topics—the online environment should echo this structure. The syllabus (and checklist, etc.) should all follow the same format. This is much less confusing for students.

Rather than organizing the LMS into folders of “tests,” “assignments,” and “discussions” (which is often the default), these materials should be presented in syllabus order, utilizing the same unit, section, or topic labels. Each subtask or related activity (rubrics, discussions, readings, etc.) should also be kept together in the LMS even if this means, for example, that the same rubric link is repeated for several tasks. This ensures students have ready access to the rubric for each assignment.

Standardize all headings and terminology used on the LMS, syllabus, and drop boxes.

While the organization should echo the syllabus, it is also critical to use the same headings and terminology across everything the student sees to avoid confusion. For example, something as straightforward as a discussion about “Politics in the Twenty-first Century” can become confusing to students if it is spelled out that way on the syllabus but shortened to “21st Century Politics” on the checklist and phrased alternatively as “Questions about Modern Politics” on the LMS. Pick one title and use it consistently, everywhere you reference it.

Explain why each assignment is important.

This is a good practice in all classroom settings but for online learners, it is essential (Winkelmes, 2015). Each time I assign a task – a discussion, a writing assignment, or exam – I tell them specifically what I want them to learn and why it is important. If, for example, I give them an assignment of writing two pages about a history article, I include an explanation like this:

This assignment will help you in several ways:

- You will practice good writing.
- You will cement the articles’s ideas in your head, becoming prepared for the exam.
- You will have opportunities to connect some of the ideas we’ve learned with the concepts the author offers on this topic.
- You will add to your overall cultural competency, your writing abilities, and your critical thinking abilities – all things you will need no matter what career is in your future.

I now have obvious goals for students and reasons for them to work at this assignment. I also have an opportunity to connect these assignment goals to the course goals, as well as to department, college, and university assessment goals later (making my chair and dean squeal with delight).

The student responses to these changes speak for themselves:

You are the only professor I have that I felt actually cared about me as a person and about my learning. Thank you for making my life as a student better. (1st year student, Premodern World History)

This was so much fun; I don't feel like I took a course. I will miss it. I have learned so much. (1st year student, Premodern World History)

I love the schedule, it appeases my organization-oriented brain, and it makes it easier on me when I have to schedule what I need to do and what assignments take priority by due date. (Junior level, Honors Course)

This class is very well-organized. One class I'm in is absolutely impossible to navigate because of the way he has the discussions labeled, the way the content is organized, etc. I'm not criticizing him as an instructor but I think it's just something he's not used to doing. But this class doesn't give me that trouble. (Junior level, Honors Course)

My goal is to eliminate unnecessary stress about the online space and how that works, allowing students to focus on the subject matter, minus the distractions and impediments of a confusing LMS experience. I think that is what we all seek: to have engaged and active learners of our given subject. Unfortunately, many of our students are arriving to the online classroom only to find the lights are off and it is difficult to find the light switch. In the past, I had always had a few students struggle to pass, but I attributed it to lack of interest.

This year, except for a few students who withdrew for health reasons, *all* of my students finished with a C or better—and I'm convinced it was my approach to establishing a more familiar virtual space that made the difference. If we guide our students in how to navigate that space, their focus will shift away from structural impediments toward the materials and experiences that drive what is truly important: learning.

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Teaching Difficult Knowledge of WWII in the Philippines for Transformative Learning

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Author Biography

Sohyun An is a Professor of Social Studies Education at Kennesaw State University. A former high school teacher of social studies in South Korea, she now is a teacher educator of elementary social studies education. Before joining KSU, she earned her PhD in Curriculum & Instruction from the University of Wisconsin-Madison and taught at Augustana College in Illinois. As a researcher, she examines how race, power, and privilege intersect with work for educational justice, at both a pedagogical and institutional level.

Prelude

It was in 1945, the aftermath of U.S. “liberation” of Manila from Japan. Oscar Villadolid (2004), a young Filipino boy at the time, remembers his encounter with U.S. GIs who were handing out cigarettes and Hershey bars to Filipinos in the war-torn city of the Philippines. When a GI gave him a chocolate bar, Oscar thanked him in English.

Oscar: Thank you very much.

US GI: How do you speak English? [perplexed]

Oscar: When you colonized us, you sent over a bunch of schoolteachers and so the language of instruction in school was English and I grew up speaking English.

US GI: We colonized you? [more perplexed]

The GI, along with his fellow soldiers, must have been briefed on the mission and told where to go and whom to shoot on the way to the Philippines for the U.S. war with Japan in World War II. Yet the GI was unaware that the Philippines was a U.S. colony, the Filipino boy was a U.S. national, and that he [the GI] was there to save the U.S. colony and its colonized subjects far away across the Pacific.

Goal and Description of Activity

Like the GI, my students—elementary preservice teachers—enter my elementary social studies methods class unfamiliar with U.S. imperialism in the Philippines. In the class session on teaching WWII for young children, I bring the silenced history of the Philippines as a US colony and WWII in the Philippines. Doing so, my goal is to empower my students with counterstories—narratives silenced by the dominant narrative—so that they can teach WWII in a more honest and critical way. Among many counterstories that debunk the master narrative of WWII as a good war, I focus on WWII in the Philippines as an example for teaching WWII with counterstories.

Indeed, what happened to the Philippines during WWII makes my students feel perplexed. They get disturbed to find out that: 1) the Philippines was a U.S. colony from 1898 to 1946; 2) U.S. colonial rule drew from white supremacy, which justified colonization as a “benevolent assimilation” to civilize Filipinos; 3) when Japan attacked the Pearl Harbor, it also attacked other US colonies including the Philippines; 4) despite the fact that the Philippines was a U.S. colony and fell under Japan, the U.S. government continued its Europe First policy, leaving U.S. soldiers and Filipinos under the brutal occupation by Japan (Immerwahr, 2020).

For my students, this knowledge is difficult because it refutes their previous ideas such as: WWII was a good war; the United States was a benevolent savior of peoples suffering under the empire-building of

Germany and Japan; and the United States is inherently anti-colonial. Although difficult, I believe transformative learning begins when students engage with difficult knowledge that disrupts the dominant yet dishonest narratives (Pitt & Britzman, 2003). Therefore, I invite my students to explore the difficult knowledge and reimagine their future teaching of WWII.

The lesson starts with reading Oscar's memoir noted in the prelude, as well as *Tucky Jo and Little Heart*, a children's book on WWII in the Philippines. These two sources present the human stories behind the dry numbers and dates of the war. Then, I lead a whole group inquiry using photos and other primary sources to investigate US colonization of the Philippines and WWII in the Philippines. Guiding questions for the source analysis include:

- What message does the source present to you?
- How similar or different is the message from your previous knowledge?
- What feelings does this source generate in you and why?

Then, as a small group, students go deeper with their cognitive and emotional challenges and discuss why the new knowledge may be disturbing. To facilitate the small group discussion, I revisit the key ideas undergirding the course:

1. All knowledge is partial and should be constantly interrogated.
2. It is natural for humans to avoid knowledge that might shatter their worldview.
3. The range of emotions we would experience in this course is not only natural but also an essential part of learning.
4. Being comfortable with being uncomfortable is a great asset for us to learn and grow.

After small group discussion, I invite students for the whole-group sharing, in which students collectively make sense of difficult knowledge and difficult feelings from the lesson and share their ideas on teaching this difficult knowledge to young children. I assure my students that it is okay not to have a clear answer to whether and how to teach difficult knowledge in elementary classrooms. I underscore that as we continue to explore various difficult knowledge throughout the course, we will get much closer to the answer.

Reflection

In my first year of teaching, one student wrote in course evaluation, "*If you don't like America, go back to Korea!*" Indeed, teaching difficult knowledge is difficult. It can be easily accused as anti-American or unpatriotic. Yet, as I have gotten better at my pedagogies, my students began to see the importance of engaging with difficult knowledge.

In a recent course evaluation, for example, another student wrote, "*Every future teacher needs a professor like Dr. An. One that makes you think, opens your eyes to reality, expands your knowledge, and provides critical pedagogies.*" Echoing this, student comments in the course evaluations over the past 10 years have been overwhelmingly positive and consistent along with the mean score of course evaluations as 3.96 out of 4.

I also received the Outstanding Teaching Award from my university in 2020. Many of my former students, now elementary school teachers, contact me and share how they engage their own students with difficult history such as WWII in the Philippines, Japanese incarceration, Angel Island, and anti-Asian violence amid the pandemic. My student success is the impetus for my continued teaching of difficult knowledge, no matter how risky and difficult.

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Integrating Student Research into Course Content

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Author Biography

Dr. Glenda Swan is an Associate Professor of Art History at Valdosta State University. Dr. Swan received her bachelor's degree in Classical Art and Archaeology at the University of Texas at Austin and her master's degree and doctorate at Princeton University in the Program in the Ancient World. In addition to her discipline specific research into the use of visual narratives of mythology at Pompeii, she is actively engaged in the scholarship of teaching and learning. Dr. Swan is also dedicated to promoting student research, having served on the Undergraduate Research Council at VSU for the past eight years.

Research is crucial to advanced study and there is ample evidence of its effectiveness as a high impact practice. Rather than simply assign undergraduates a stand-alone research paper read only by the professor, I sought approaches to get students educated and invested in the process of academic discovery and dissemination.

When students' own research is incorporated into both the content and ongoing activities of a course, more students engage meaningfully and effectively in research preparation. This not only improves their skills in research methods, but also leads to more success in the analysis and communication of that research, both within as well as beyond the walls of our classroom.

Paradigms for undertaking and presenting research are integrated into course activities of all my upper-division art history courses. Student progress is periodically assessed over the course of the semester, which provides me with multiple opportunities to supply targeted formative feedback. Students also help improve the research of others as peer-reviewers and respondents, creating a community of researchers.

I integrate student research into the content by testing selected examples of student research on each course's final exam. This holds the entire class responsible for the content presented by their peers, which makes them stakeholders in the clear presentation of research and motivates their engagement.

Here is an outline of this approach, along with some examples:

- Identify a significant aspect of the course content that can be effectively researched by students and designate substantial time in the schedule for the students to present it. Students can address material normally presented in the course or expand on existing course content. I prefer the latter, asking students to discover novel relationships between our ancient course content and modern art.
- Decide on the percentage value of the assessments associated with the research outcomes you want to employ. My own typical assessments and grade values are as follows: paper 15%; presentation 10%; final exam 20%; and 20% for participation activities. These participation activities typically involve submissions about every three weeks, although all deadlines are clearly listed in the syllabus so that students can see how their research is expected to progress over the semester.
- Determine what presentations, preparatory materials, and peer activities related to research activities will be incorporated and how each will be assessed.
 - Models can be provided for students over the course of the semester. I often assign myself a topic to research and then regularly provide quick reports in class about my progress,

which I then post to our learning management system as exempla for the students' own upcoming submissions.

- Short lessons can be delivered to align with the project activities currently being undertaken by students. This includes mini presentations, such as how to construct a useful outline, as well as “quick tips” on targeted issues, such as how to craft an engrossing first sentence. I do not typically assess any of these activities. However, when I had library staff run a session in a computer lab about using online databases to find academic sources, I had students upload their sources at the end of the session as a participation activity.
- Students can be required to submit a variety of preparatory materials, such as topic proposals, sources, annotated bibliographies, thesis statements, outlines, and rough drafts. I prefer formative to summative feedback on these activities and will simply assess a penalty to the participation grade of students who do not meet the essential requirements of a particular submission. For example, if the activity is to submit five academic sources related to their topic, I reduce the participation grade by five points of any student who does not submit by the deadline or whose submitted sources do not meet the number, quality, or content required. Ultimately, it remains critical to evaluate the impact of the assessment method carefully to make sure that these developmental activities do not exert an undue influence on students' grades.
- Practice on project skills – such as proper citation, article analysis, peer review, short presentations, etc. – can sometimes be incorporated into previously planned course activities, so the assessment of that skill can simply be added to the existing rubric.
- Peer activities help the students learn from one another and, for some students, provide additional motivation. For example, I make submitting and reviewing rough drafts part of a single participation activity on a discussion board and, to help guide effective feedback, provide templates for evaluators. I have also found that assigning students as respondents to student research presentations has not only led to more student participation, but also to more compelling questions, especially since I started awarding extra points for posing exceptionally effective questions.

When I first instituted this approach, not only did average paper and presentation grades increase, but those activities were more substantial and effectively supported. Average scores on the participation grade decreased, mainly because some students accrued some significant penalties for not submitting evidence of their progress consistently. However, the average score on the final exam improved. Altogether, this led to an overall increase in course averages, although the percentage value and manner of assessment of these activities remains a very important aspect to consider.

Student opinions of instruction have frequently mentioned not only how useful the provided research and presentation materials were, but also how those materials helped them connect more meaningfully with the course. My focus on involving students in the material presented in the course was also regularly noted as a strength. In the words of one student, *“I have never had another professor involve their students so deeply into their course and I truly believe this is one of the best ways to help students grow.”*

The most rewarding aspect of this undertaking has been having more students produce work that has been outstanding enough to be recommended for inclusion in an undergraduate research symposium. Indeed, sharing well-supported analysis with other interested parties outside of our classroom represents a natural extension of the motivation behind this course design.

Online IDEAL Role-Play to Increase Problem-Solving Skills and Higher-Order Thinking in a Teacher Education Course

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Author Biography

Jackie HeeYoung Kim, ED. D., is a professor in the Department of Leadership, Technology, and Human Development at Georgia Southern University in Savannah, GA, where she has taught online classes and educational technology courses. Dr. Jackie Kim has rich experiences in teaching pre-service teachers and working with Georgia teachers through the Teacher Quality Grants and other statewide grants. Dr. Kim's research interests include flipped classroom approach, teachers' self-efficacy in technology-integrated instruction, and self-directed online learning. She has authored many articles related to professional development of K-12 teachers in the context of the grant projects and online education.

Goal of the Activity

Ever since I started teaching online courses, I primarily used the discussion board for delivering course activities. However, because the linear design of online discussion boards causes passive reactions to peers' postings, I struggled to find ways to prevent students' rote and mundane responses to peers' postings on the discussion board. In an effort to develop students' problem-solving and reflection skills, I employed the IDEAL approach for role-playing based on Bransford and Stein (1993)'s IDEAL approach. This approach consists of: 1) **I**dentify problems and opportunities; 2) **D**efine goals; 3) **E**xplore possible strategies; 4) **A**nticipate outcomes and act; 5) **L**ook back and learn.

Description of the Activity

To strengthen students' problem-solving skills through social interaction, students were asked to identify the problems, solutions, and implementations of their practice. In the syllabus, the professor (author) assigned the students roles to play each week and asked them to post the weekly discussion topics based on the steps of the IDEAL approach advocated by Bransford and Stein (1993). Each group developed case studies related to the content covered in the course. Members rotated to a different role for each case study.

Assigned roles were:

Team Facilitator: The team leader facilitated the team activities, coordinated the online meetings, led the efforts for all to review, and edited the final draft of the solutions report. Then this person developed a succinctly written yet thorough and engaging synopsis report of the team's analysis of the case study.

Problem Identifier: The problem identifier asked for input about the problem that they faced in the classroom and solicited an improvement plan from them.

Strategy Analyst: The strategy analyst searched the instructional strategies in peer-reviewed articles, online resources or the textbook and secured an agreement from the group to use one or two strategies in the real-life classroom.

Solution Implementer: This person implemented the suggested strategy in her/his own classroom and shared the results of implementation with the group members in a video format.

Reflection Debrief: This person collected the reflection notes from the implementer and incorporated the implementer's reflections with her/his own for the entire case study in Folio discussion.

Data on How this Activity Meets the Author's Goal

One major finding of the study was that online discussion design with role-play promoted higher mental operation compared to the discussion methods without a role-play approach (Guawardena, Lowe, & Anderson, 1997). In Guawardena, Lowe and Anderson's (1997) study, indirect support was used to improve the quality of discussion, but my study asked for high mental operation by using the IDEAL approach. Even though Level IV (testing and modification of proposed strategies or co-construction) still rated as low as 4%, both Level III and Level V rated at a much higher percentage in my study compared to the Guawardena, Lowe and Anderson (1997) study.

Table 1 Comparison of percentage of higher-order thinking and collaborative learning incidents

Phases	Guawardena, Lowe and Anderson	Kim
Level I: Sharing and comparing of information	93%	35%
Level II: Discovery and exploration of dissonance or inconsistency of advanced teaching strategies	2%	23%
Level III: Negotiation of meaning/co-construction of knowledge	2%	15%
Level IV: Testing and modification of proposed strategies or co-construction	2%	4%
Level V: Metacognitive statements/applications of newly constructed meaning	2%	31%

Students' Feedback on Role-Playing

The majority of participants in this study highly praised the IDEAL role-play activity. One of the graduate students, Sally, noted that the problem-solving discussion "provided meaningful activities" to her. She appreciated the interaction opportunities that the problem-solving discussion offered throughout the semester. She reported that "We got together at the beginning of the semester to choose three or four topics to work on. We brainstormed together and talked about it throughout the semester as a team."

Students exchanged email addresses and phone numbers at the beginning of the semester, then regularly exchanged emails and text messages throughout the semester. The text messages consisted of reminders about deadlines and discussions of instructional strategy successes and problems. Imani also shared her experiences of interacting with classmates: "I tried it [the instructional strategy we chose to implement] out with my students. It is not working. We need to come up with other ways of doing it." She believed that team play was key to success in learning through online discussion.

Instructor Reflection

I learned that future educators are able and capable to develop the problem-solving skills through using algorithmic, collaborative role-playing in the context of online forums where instructors create engaging, goal-oriented discussions and students build a framework to address issues by identifying problems, locating solutions, implementing potential answers to problems, and reflecting with peers for the coherent changes. I witnessed that students naturally gained a frame of reference to a problem after they worked through the problem-solving steps to complete case studies several times. When students were faced with a problem in their classroom, they spontaneously went to the IDEAL problem-solving cycle.

As an instructor, it was a rewarding experience to observe students actively engaged in discussions, in contrast to many studies that found such engagement difficult to achieve in online discussion forums due to its linear nature of interaction. It was more meaningful to me because the engagement was generated not by instructor-led topics but by the student-created topics that were closely relevant to their classroom teaching.

Another important factor for engagement in discussion was group accountability for case studies. This encouraged students to expand their communication channels beyond the discussion board within the Learning Management. Students even started using personal text messages, emails, and telephone calls to discuss plans, logistics, problems, deadlines, and their cases outside the online classroom. Communication methods and content discussions became more divergent, engaging, and frequent than those of online discussions. Role-playing activity incorporated with the IDEAL approach allowed students to learn ways of solving problems, which is requisite to the teaching profession filled with ill-structured problems.

References

Branford, J. D., & Stein, B. S. (1993). *The IDEAL problem solver: A guide for improving thinking, learning, and creativity* (2nd ed.). New York, NY: Freeman.

Write-Arounds: Engaging All Voices in Courageous Conversations

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Author Biography

Dr. Bethany L. Scullin has a B.S. in Elementary Education and Special Education from Slippery Rock University of Pennsylvania, an M.Ed. in Educational Leadership from the University of South Florida, and a Ph.D. in Curriculum and Instruction with Specializations in Literacy and Urban Education from Kent State University, Ohio. Currently, she is an assistant professor in the Department of Literacy and Special Education at the University of West Georgia where her passion lies in teaching undergraduate students to utilize authentic children's and adolescent literature in meaningful and purposeful ways.

Goal of the Activity

Currently, I am conducting research in my Children's Literature course regarding how undergraduate preservice education students engage in race talk utilizing diverse picture books as a catalyst for discussing race in elementary classroom settings. Sue (2015) explains that many people "find race talk uncomfortable, anxiety provoking, and threatening" (p. 189), which made me aware that some students might display resistance in engaging in these types of often awkward, but courageous conversations. Moreover, White students tend to shy away from discussing topics they perceive as controversial or uncomfortable. They will listen, but rarely will they talk for fear of saying something wrong or offending another student (Sue, 2015). Here, the predicament lies in engaging my preservice education students in race talk when they actively try to avoid race-based discussions. Thus, I set a goal of engaging my students in the often-resisted conversations about race with an activity called "write-arounds" (Daniels & Daniels, 2013, p. 155), where students draft their conversations in writing before verbally engaging in discussion with their peers.

Write-arounds, a form of written conversation, consists of four to five students sitting side-by-side or in a circle, engaged in writing their thoughts to each other, serially exchanging these notes, commenting, and building upon each other's ideas. Ultimately, write-arounds serve as a written rehearsal to promote meaningful conversations without the ever-present hesitation of "What should we talk about?" when discussing difficult or uncomfortable topics in small group settings. While write-arounds have a multitude of uses in a university classroom setting, for my purpose, I chose this activity for their first race-based discussion as it scaffolds, or gradually acquaints, students talking about race by first writing about their thoughts, responding to others' reactions in writing, then (hopefully) talking about it.

Structure of the Activity

Since my purpose was to engage my preservice education students in race talk utilizing children's literature, I read aloud, *The Case for Loving: The Fight for Interracial Marriage* (Alko, 2015), which details the personal and legal strife Richard Loving and Mildred Jeter endured from 1958-1967 in order to be legally married in the state of Virginia. Richard Loving, a White man, and Mildred Jeter, part African American, part Cherokee, were married in Washington, D.C., where it was legal for them to marry. Upon returning to their home in Virginia, Richard and Mildred were arrested in the middle of the night and taken to jail as they were charged with "unlawful cohabitation" even with their marriage certificate hanging on the wall.

After reading this text aloud to the class, I gave every student a 5 x 8-inch lined index card and instructed them to write their name at the top right corner of their index card. Then, I had students move into their predetermined groups, which consisted of three to four students in each group. Keeping discussion groups small to include no more than five students is advised as larger group dynamics tend to silence others. On

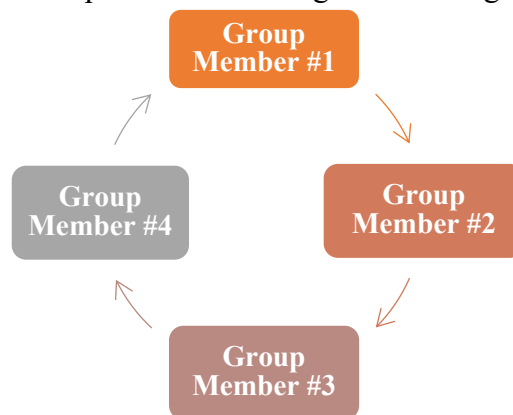
an overhead screen, I projected Figure 1 while verbally detailing each step for engaging in the write-around. I explained that I would be keeping time on my watch to let students know when to move from one step to the next.

STEP 1: Consider the **prompt below** for 1 minute.

What was your reaction to learning about what interracial couples endured a little over 50 years ago? How do you think these racial attitudes might impact the way we think today? Please explain your thoughts.

STEP 2: Respond to the prompt by writing your thoughts on your index card. (2-3 minutes).

STEP 3: Pass your card to the person on your right. Take 1 minute to read and consider their response. Respond to their thoughts in writing for 2-3 minutes.



STEP 4: Pass the card to the person on your right. Take 1 minute to read through the responses on the card you just received. Respond to their thoughts in writing for 2-3 minutes.

STEP 5 (and on): Continue in the same manner until you receive your original index card.

STEP 6: Once you have your original index card, take 2-3 minutes to **read through all the responses** written to your original thoughts. Based on these responses, **jot down several points** you would like to point out and/or discuss with your group.

STEP 7: Turn and talk to your group using these points as the basis for your discussion. (5-8 minutes)

Figure 1: Student Write-Around Directions

Reflection on How the Activity Meets the Author's Goal

As I observed my students actively talking about points they noted on their index cards, I felt a great sense of relief. I knew there was a strong possibility that my students would avoid the entire discussion altogether. Providing a space for students to rehearse their thoughts and discussion points rather quickly in a written format seemed to prepare them for engaging in a courageous discussion with other students. As I circled the classroom to listen in on each group's meeting, students did talk about race. Several of my jottings include student statements:

I can't imagine having to walk into a courtroom to defend my marriage based on our skin color. It is truly awful!

I read a book over break that said, “love is love until it’s not.” During this time, love was love; unless it was between interracial couples, then it was illegal. I hate that anyone had to go through that and hate even more that people still experience these issues today.

I agree. This book made me even more aware of the racial issues in our country. I could never imagine not being able to marry someone simply based on the color of their skin! This doesn’t make any sense.

This (interracial marriages being illegal) went on for too many years. People still have negative views towards interracial marriage. It is so important to talk and have these discussions.

As we finished our small group discussions, I asked the students to consider and reflect on their participation in this activity. Below are several excerpts representative of their feedback:

I like this (write-arounds) because you get to hear what your peers believe and their thoughts about it as well. I like how you can look back and take a moment to look at everything and write about your final thoughts and what you want to talk about. It really makes you think.

Shows different perspectives on a controversial topic that we might not be ready to talk about right away. Writing our thoughts down and then reading what other people wrote helped me think about what I wanted to point out when our group got the chance to talk.

I think this is a great method to integrate discussion into the classroom about things we don’t normally talk about. It’s a quiet activity, and everyone gets to use their “voice.” It can also help connect students by sharing similar opinions.

The activity was interesting to see others’ thoughts and ideas on the topic. This is a great way to get quiet students’ voices heard because it is less confrontational than speaking up in class. It’s a great activity for tough topics.

This activity is by no means limited to children’s literature; it would be a purposeful exercise in any discipline to encourage students to move out of their comfort zone and engage in meaningful conversations. For example, write-arounds could be implemented in a history course where students are asked to provide their thinking on a particular topic recently covered in class to help students consider multiple perspectives around historical events. Additionally, an instructor may choose to assign a reading before a class session, so students come into class ready to write their reflection. Another idea is to assign steps one and two (see Figure 1) as homework. Students compose their written reflection beforehand and then participate in steps three through seven (see Figure 1) in the classroom setting. In short, write-arounds have the potential to invite deeper thinking and encourage substantial discussion even in precarious classroom contexts.

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It's a Wrap: Using ClassWrappers to Promote Student Success

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Author Biography

Sandra Anderson is an associate professor of mathematics at Georgia Highlands College. She primarily teaches Quantitative Skills and Reasoning and Elementary Statistics. In addition, she teaches University System of Georgia's online core curriculum courses for eCore. She currently serves as a High Impact Practices Implementation Leader and a Chancellor's Learning Scholar for the USG. In addition, she serves as chair of GHC's Gateway to Completion mathematics effort.

Introduction

What if I told you that by using one simple tool in your classroom you could very likely increase your students' life skills of attendance, organization, communication, studying, and self-reflection leading to their own self-evaluation? In addition, you as an instructor would have a method that easily enables you to make early and frequent feedback available to your students. You would also be provided a convenient way to utilize closure, scaffolding, and promotion of student engagement during your lessons. Would you be interested in learning more?

Description

The use of ClassWrappers is an active learning strategy formatted to allow students the opportunity to self-reflect on individual class sessions. Following classroom instruction, students utilize ClassWrappers to work in groups to solve problems and apply concepts in order to identify their perceived strengths and weaknesses over the covered material. These ClassWrappers have been piloted across many foundation-level gateway math courses. Feedback from students and instructors, as well as statistics gathered, indicate this strategy has been beneficial.

Use and Benefits for Students

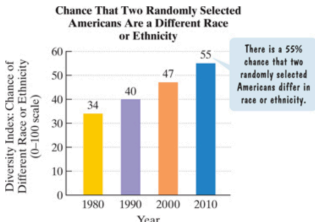
When students are acquiring new skills, real-time checks for comprehension can prevent students from forming misconceptions or developing incorrect practices. The immediate feedback afforded using this ClassWrapper strategy can make it easier for students to analyze their understanding (or misunderstanding) of the material while providing a way to self-assess mastery of course content. Students benefit from taking responsibility for their own learning metacognitively, as well as solidifying key points that are a basis for what will be included on assessments.

Use of this ClassWrapper technique can also benefit students outside the classroom with its emphasis on organization, study skills, attendance, communication, and relationships. To encourage organizational skills, students can be required to keep a notebook of ClassWrappers that may be utilized as a guided review for tests. Students that do not or cannot complete the concepts presented during the class "wrap" - up time can benefit from referral for help outside of class time with the instructor or the school's tutorial services. ClassWrappers are designed to be efficiently utilized in groups during class, creating student interaction with fellow classmates and the instructor. This practice can also lead to the formation of student study groups. Personal interaction and group work/study have been shown to increase student retention. Additionally, some instructors have utilized the ClassWrappers for attendance purposes as a "ticket" out of the classroom.

Value and Use for Instructors

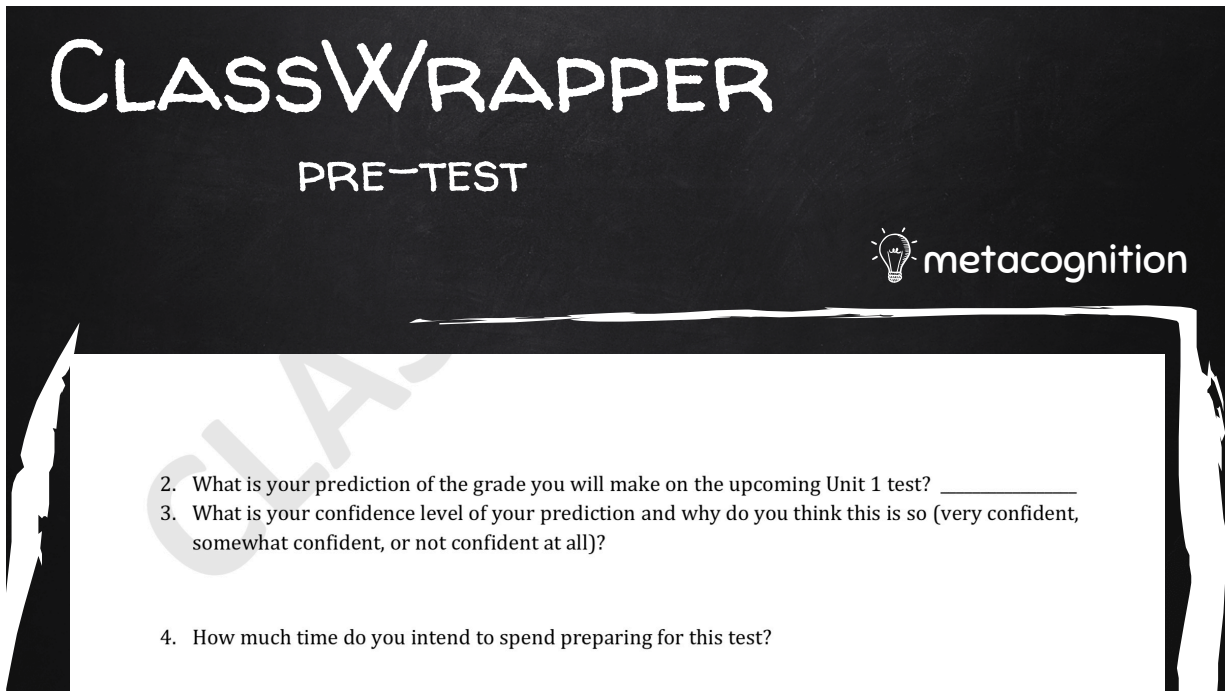
The use of “wrap”-up sessions for instructors can prove to be invaluable. ClassWrappers can be used by the classroom instructor for review for tests as well as bonus points, classroom attendance, and participation grades. Use of this structure can guide an instructor’s focus and efficiency, while breaking up teaching time into segments and actively engaging students in the learning process. Furthermore, ClassWrappers can be applied as a form of scaffolding, to review a previous lesson before introducing new concepts.

Utilization of ClassWrappers prompts instructors to use proactive and regular feedback, as well as descriptive feedback for struggling students for the purpose of immediately improving and understanding specific skills. This facilitation of formative feedback is provided when it can still help make a difference—before students leave the classroom and struggle with concepts. ClassWrappers also aid in closure, helping students better organize current information into meaningful context before the end of a class period.

CLASS WRAPPER	6.1 Algebraic Expressions	Date: _____										
Name: _____ 1. Simplify $5(2x - 3)$. 2. Simplify $3(4y - 5) - (7y - 2)$.  <table border="1" style="display: none;"> <caption>Chance That Two Randomly Selected Americans Are a Different Race or Ethnicity</caption> <thead> <tr> <th>Year</th> <th>Diversity Index (0-100 scale)</th> </tr> </thead> <tbody> <tr> <td>1980</td> <td>34</td> </tr> <tr> <td>1990</td> <td>40</td> </tr> <tr> <td>2000</td> <td>47</td> </tr> <tr> <td>2010</td> <td>55</td> </tr> </tbody> </table> Source: USA Today 3. The data in the above graph can be modeled by the formula, $D = 0.005x^2 + 0.55x + 34$, where D is the national diversity index in the United States x years after 1980. a. According to the formula, what was the U.S. diversity index in 2010? b. How does this compare with the index displayed by the bar graph?			Year	Diversity Index (0-100 scale)	1980	34	1990	40	2000	47	2010	55
Year	Diversity Index (0-100 scale)											
1980	34											
1990	40											
2000	47											
2010	55											

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Figure 1: Example of a ClassWrapper



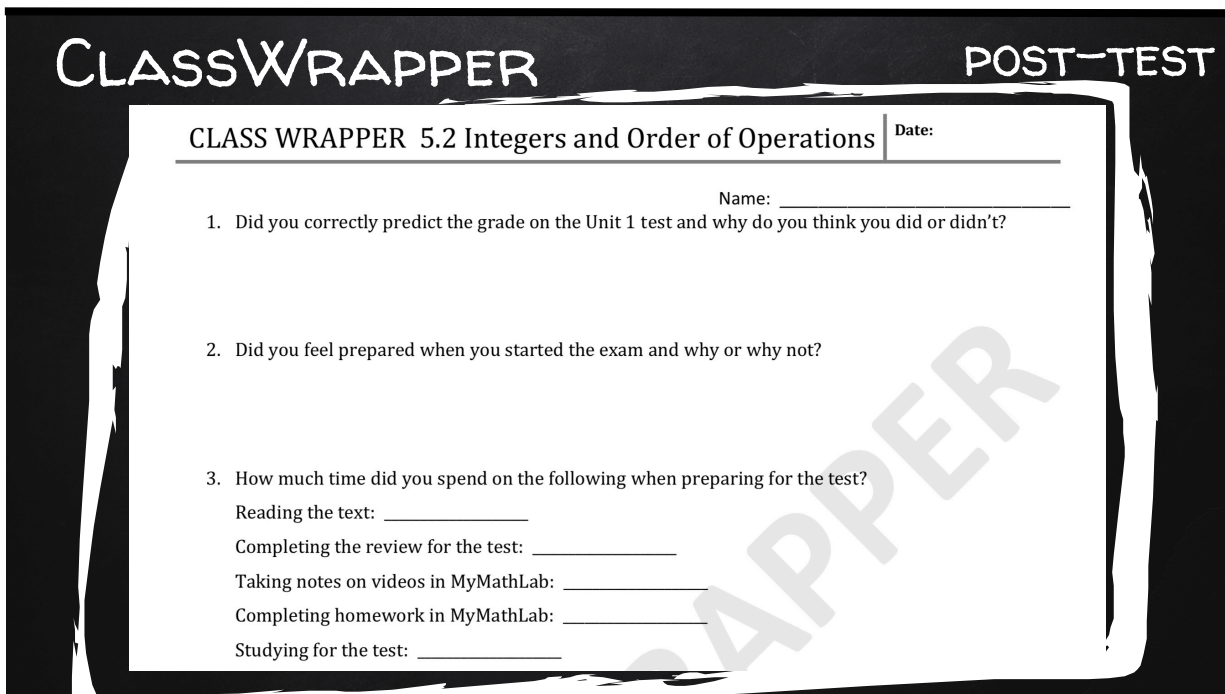
CLASSWRAPPER

PRE-TEST

 metacognition

2. What is your prediction of the grade you will make on the upcoming Unit 1 test? _____
3. What is your confidence level of your prediction and why do you think this is so (very confident, somewhat confident, or not confident at all)? _____
4. How much time do you intend to spend preparing for this test? _____

Figure 2: Example of a Pre-test ClassWrapper



CLASSWRAPPER

POST-TEST

CLASS WRAPPER 5.2 Integers and Order of Operations | Date: _____

Name: _____

1. Did you correctly predict the grade on the Unit 1 test and why do you think you did or didn't? _____
2. Did you feel prepared when you started the exam and why or why not? _____
3. How much time did you spend on the following when preparing for the test?
 - Reading the text: _____
 - Completing the review for the test: _____
 - Taking notes on videos in MyMathLab: _____
 - Completing homework in MyMathLab: _____
 - Studying for the test: _____

Figure 3: Example of a Post-test ClassWrapper

Student Feedback

The following are examples of student feedback given about ClassWrappers.

The ClassWrappers help me understand if I really got all the information given.

When we do ClassWrappers, I can ask my classmates how they understood to do the problem and it helps me clear up my misunderstandings.

I don't like to ask questions out loud in class. During the ClassWrappers, I can ask a classmate or I can ask my teacher one on one.

Instructor Feedback

The following are examples of instructor feedback given about ClassWrappers.

I had students that I had to 'kick out' of the classroom to finish our discussion to allow the waiting class into the room. I told one student not to worry that we would discuss the questions later, but she said 'No, it's personal, I want to get this before I leave.'

100% of my students turned in their ClassWrappers for Test 1. The ClassWrappers sum up the material perfectly; a great way to end the class.

The ClassWrappers help myself and my students stay on track and they pull together everything we covered in a nice little 'wrapper.'

Conclusion

In conclusion, this ClassWrapper initiative has been used to foster improvement for teaching and learning in foundation level college courses. Feedback from students and instructors, as well as statistics gathered, indicate this strategy has been beneficial. In particular, this process helped increase student success in high-enrollment courses as measured by grades and retention rates. The experience also furthered an understanding of the importance of improved learning and success in foundation-level gateway courses. In what ways might you and your students benefit from the use of this tool in your classroom?

Simulating a Professional Conference Poster Session in the Classroom to Enhance Student Knowledge and Professionalism

Lee Grimes
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Author Biography

Lee Edmondson Grimes is an Associate Professor of Counseling and Program Director for the Counselor Education Programs at Valdosta State University. She earned a B.A. and B.S.Ed. from Valdosta State College and an M.Ed. and Ph.D. from the University of Georgia. Dr. Grimes started her career as a high-school teacher then transitioned into school counseling where she worked for ten years at the elementary, middle, and high school levels. Connected to her work as a counselor educator, Dr. Grimes is active in community, state, and national advocacy and professional organizations for counselors. Her research interests focus on rural school counseling, P-12 career development, and interventions for meeting the needs of diverse learners. Dr. Grimes publishes and presents frequently on school counseling topics, and when she is not teaching or writing, she can be found on a trail in north Florida.

The Master of Education in Counselor Education Program at Valdosta State University (VSU) has two tracks, *School Counseling* and *Clinical Mental Health Counseling*. Our program is nationally accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We adhere to CACREP programmatic standards including the teaching of specific core counseling and specialty counseling content standards.

In addition to the standards-based content, VSU program objectives include training counselors who practice ethically and professionally and work beyond their practice at the local, state, and national levels through professional organizations. Our goal is to produce graduates who not only excel as practitioners well-trained on counseling content but who also are involved in their communities and with other professionals through membership and active involvement in professional organizations such as the American Counseling Association and the American School Counselor Association. To meet this goal, we require students to submit proposals to state professional conferences during their internship courses. We are delighted when their proposals are accepted, but not every student experiences acceptance and the opportunity to present professionally.

In the fall of 2016 when teaching the course COUN 7420, Counseling Children and Adolescents, I found myself with a larger number of students than usual. Planning the schedule in the summer before the course started, I was unsure how I would have students do the presentation assignment given the time frame of our two-hour, forty-five-minute class. With the number of students and the typical presentation time of a half hour, I would need to allow two class sessions to have enough time for presentations. Added to this consideration of time was my consideration of the CACREP standards I needed to cover in the class.

I soon realized that I could not devote two class sessions to student presentations and still have time to cover all standards. I asked myself, how would every student have time to present on the core CACREP standard 8.b., identification of evidence-based practices? Especially in just one class period of roughly two and a half hours? At about the same time, I learned that a few of my students had not received acceptance for their conference proposals. These students would not get to experience the research, planning, creation, and presentation of a counseling topic they were interested in. That's when it hit me that I could create in my classroom one of my favorite parts of a professional conference, the poster session.

Poster sessions at professional conferences offer attendees the opportunity to view information and interact with presenters in a timesaving manner, allowing both attendees and presenters to experience multiple presentations in a brief timeframe. As is true so often, necessity was the mother of invention. I decided to make one of our last class meetings a mock conference poster session. Every student in my class would have the opportunity to present in a fashion more aligned with what they might actually experience at a conference rather than the typical half-hour, stand in front of the room, classroom presentation with a PowerPoint. And every student could present in one class session.

I worded the syllabus assignment description somewhat like an acceptance letter to a conference.

The Evidenced-based Counseling Intervention Conference

Congratulations! Your proposal to the Evidence-based Counseling Intervention Conference, the premier national event for the organization the Children and Adolescent Counseling Association, has been accepted for a poster presentation. Your poster will be presented in a session called Focused Interventions: Evidence-based Counseling Practices for Use with Children and Adolescents. This session is described in the conference brochure as featuring reports from the scholarship on evidenced-based counseling practices.

Your presentation should describe the intervention, provide research for evidence of its success, explain the population for whom it is recommended, provide a step-by-step explanation for at least one example of the intervention or practice, and conclude with questions or implications for further research on this practice. During your session, please provide a handout with your references and artifacts that illustrate your presentation if possible.

Please prepare your session content on a standard-size poster board. Tri-boards will be provided to presenters for their posters. The poster session is scheduled for forty-five minutes.

On the night of the poster session, I required students to dress professionally and interact as they would with conference attendees. I welcomed everyone to the conference in the role of guest speaker and explained how the sessions would work. Students were divided into three groups. One group presented while the other two walked through the session as conference attendees, then the groups switched roles. Each session lasted for forty-five minutes. With five students per session, students had ample time to discuss their topics with attendees as they walked from poster to poster. Students in the role of conference attendees used a rubric to rate presentations as they walked from poster to poster.

Students reported enjoying the more informal feel of poster sessions over the traditional stand and deliver feel of classroom presentations. Observing student interactions during our mock poster sessions, I noted active student learning whether in the role of presenter or session attendee. SOI feedback indicated students found the poster sessions to be a highlight of the course. One student wrote, "Great activities...especially the evidence-based poster sessions." Another added, "My favorite part was the poster sessions at the end." Classroom poster sessions allow every student to present in a lively and real-world professional manner. Who doesn't love a poster session? I highly recommend this teaching and presentation method discovered purely through necessity.

Crickets to Collaboration: A Group Discussion Model that Builds Confidence and Ownership in the STEM Classroom

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Author Biography

Dr. Kimberly Hays is an Associate Professor of Biology at Dalton State College. She received the Felton Jenkins, Jr. Hall of Fame Faculty Award for Excellence in Teaching in 2021 and the Dalton State College Foundation Awards for Excellent in Teaching and Service in 2015 and 2017, respectively. Dr. Hays teaches both introductory and upper level biology courses. Her interests include ecotoxicology and wildlife biology.

Introduction

Many of us have experienced that awkward moment of silence and averted eyes from students after we open a course for discussion on peer-reviewed articles. But we all know group discussions are well-established as a successful method of student learning (Hamann et al., 2012). These discussions of peer-reviewed literature give students the opportunity to engage with recent research with their peers, but the silence often becomes more deafening as the size of the class increases (Yazedjian & Kolkhorst, 2010). This phenomenon worried me early in my career, and I began to prod students about their hesitancy to discuss the papers in class when they were often willing to ask questions or verbally participate during other activities. The most common responses I received were:

*I didn't understand ALL of it, so I can't say anything.
I don't know what I should say.
What if I am wrong?*

With this student feedback, I sought to focus on building student confidence, establishing an environment of true learning rather than fear of being wrong, and teaching the skills of discussion and critical reading. I revised my plans for discussion of peer-reviewed literature and began to utilize a three-step assignment in *Field Biology Techniques*, *Ecotoxicology*, and *Senior Seminar in Biology* that includes prompted written response, small group discussion, and whole group discussion.

The Three-Step Process

1 - Prompted Written Response

Prior to an in-class discussion of a peer-reviewed paper, students are presented with a prompt to guide them through reading the paper (see box). These prompts often ask standard questions and then ask students to look at specific parts of the paper. This activity is uploaded to the learning management system (LMS) the night prior to the in-class discussion. These responses are a small stakes formative assessment that allow me to gauge how well students understand the material, where common questions are occurring, and promotes student accountability. The above box includes a written response prompt used in BIOL 4600 Ecotoxicology.

Rodayan et al. (2016) Response

Please note, I know you are not going to understand this paper perfectly! This is why we ask questions and why we follow up with discussion. Do your best. Slog through it. Look up works. Doodle notes in the margin. Look at the figures and tables. Really take the time to do this right!

- What is the objective of this study?
- What are five (you can totally have more) questions you have when reading this study? Questions could be able experimental design, methodology, statistics, figures, methodology, etc.
- Did the authors meet their objective?
- If you were the researcher (and you had unlimited funds) what would you have done differently?
- Would you consider this to be an ecotoxicology study? Why or why not?
- The results indicate the levels of these drugs in the water are very, very low. Should we actually be concerned for human health? Wildlife?
- What other fields of science might find the data in this paper useful? How could it help?

2 - Small Group Discussion

Students are encouraged to bring written responses with them to serve as prompts during the small group discussion. They are divided into small groups of three to four students (in person or using the breakout feature in the LMS) with a designated leader to keep the group on track. I allow them to agree or disagree with their peers, puzzle over disagreements, and explain items a classmate may not have understood. During this time, I “eavesdrop” on the groups but do not engage in their discussion unless invited with a specific question. After 15-20 minutes of discussion, I often add an additional question or two for the small groups to discuss.

3 - Whole Group Discussion

Following the small group discussion (~30-45 minutes), I facilitate a class discussion. Because students have had a chance to bounce ideas off of their classmates in the small group format, they are much more likely to engage in the large group discussion. They are now acting as the voice of a group rather than a solo voice in the course. We use this time to clarify misconceptions and tie the paper back to other material covered in the course.

Reflection

While all of the classes I implement this method in are small ($n < 25$), the majority of students on our campus commute and work full-time which reduces their opportunities to engage with classmates. By incorporating small group discussions, students in these classes have become more engaged with each other, build relationships that promote accountability and move into study groups, peer support, or carry on into other classes. The implementation of this three-step discussion process yielded feedback similar to those of other studies. Like Yazedjian and Kolkhorst (2010), discussion has “enhanced comprehension of course material, reduced anonymity associated with large lecture classes, and promote student accountability” (p. 164). Hamann et al. (2012) found similar results when comparing student perceptions of small, large, and online group discussions. They reported that students in small group discussions were most likely to report understanding of the topic, a high likelihood of raising questions, high stimulation of interest, and high overall satisfaction.

As we have explored alternate teaching methods during the pandemic, I find that this discussion format lends itself well to use in a synchronous online classroom. Because social distancing requirements can make small group discussion a challenge, I have shifted these discussions online using the CollaborateUltra software embedded in the LMS. In this format, I use breakout rooms to divide students into small groups, pop into small groups to observe their discussion, use the chat function to communicate new questions to students, and bring the class back together at the touch of a button. This method does make it difficult to observe group participation and engagement of students, but has served as an ideal way to continue this discussion format with current limitations

Student Feedback

The paper activities are one of the most commonly addressed by students in teaching evaluations and solicited comments. Representative comments include:

- *Doing the scientific papers helped so much! It got easier to read through and pick out items I needed.*
- *Scientific articles can contain a lot of information to sort through by yourself, but by starting alone and moving through the larger group settings, a much wider perspective is slowly revealed. It gives the student a much more thorough understanding of the literature.*
- *...elevated my collaboration skills by requiring group discussions after we had individually read assignments. The method used in class allowed me to identify my confirmation biases while also developing active listening skills and focus on collaboration over compromise.*

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Reading Autobiography: Reflective Writing as a Strategy for Online Engagement

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Author Biography

Dr. Robert A. Griffin is an assistant professor in the Department of Literacy and Special Education at the University of West Georgia, where he teaches graduate-level courses in TESOL and literacy education. Dr. Griffin's primary research interests involve exploring reading motivation and achievement for bi/multilingual students and striving readers and challenging deficit-oriented paradigms related to the skills and talents of diverse learners. He serves as co-editor of *GATESOL Journal* and has published on topics ranging from quantitative analyses of reading motivation among Latinx students to pedagogical pieces on authentic writing instruction and morphological awareness for diverse students.

Goal of Activity

A reading autobiography is a reflective writing task I assign in my online graduate-level reading assessment and intervention course. This assignment provides students the opportunity to use writing to reflect on their past experiences as readers. Reflective writing can be a useful tool to engage online students (Liu, 2019). The reading autobiography is the first assignment in a comprehensive case study project students complete for this course.

As part of the case study, students must tutor a PK–12 student who exhibits difficulty reading (i.e., a *striving reader*). The case study project involves, among other things, administering assessments across literacy skills (e.g., phonemic and phonological awareness, fluency, comprehension, etc.) to determine attainable goals for the striving reader to achieve within a 10-week intervention period. Students implement research-based strategies during weekly structured tutoring sessions with the student to affect reading growth.

Before students begin working with a striving reader, they must first reflect on their own experiences with reading and memories of themselves as readers. Writing a reading autobiography prompts students to use their reading experiences—positive, neutral, or negative—to inform their work with striving readers. This reflective writing is also an empathy-building exercise. Empathy is crucial for teacher effectiveness, especially for teachers of ethically, culturally, and linguistically diverse students—those most likely to exhibit reading difficulties (Griffin et al., 2020; Warren, 2018).

Online learning brings with it several limitations. Connecting with students can be especially challenging in an online learning environment (Martin et al., 2019). To that end, this writing activity is designed to give students an outlet for self-disclosure, which can cultivate meaningful connections in the online learning environment (Faulkner et al., 2021; Raza et al., 2020; Song et al., 2019).

Description of Activity

This reflective writing task is straightforward and could be adapted easily to various disciplines. Students write a detailed narrative about their experiences reading (or related to reading) as a child and young adolescent. The discussion may extend beyond their childhood and early adolescence, but the primary focus of the reflection should be on their early reading experiences and how their relationship with reading has evolved since. Among other elements, students may include memories of early reading, school-related reading, reading struggles or successes, mentors who helped and inspired them along the way, texts or genres they regularly read as children, etc.

Reflection

Students routinely share how much they enjoy this writing assignment. While not a requirement, those who wish also post their autobiographies to a class discussion board and reply to each other's pieces. This self-disclosure works to bridge physical distance and establish meaningful connections in an online class (Faulkner et al., 2021; Song et al., 2019).

I also share my reading autobiography on the discussion board, as I affirm effective online instructors should also serve as mentors who actively seek ways to inspire students (Martin et al., 2019). I disclose my childhood struggles with reading to communicate the potential of the case study task that lies ahead:

My parents, while well-intentioned, were not well educated, and they did not read to me during my formative early years. I was placed in a special class for struggling readers. Throughout my long, arduous, often painful journey through elementary school, I remember being stuck with the label of "poor reader." My sense of self-efficacy took a hit by this albatross I carried around my neck.

I document how, with the support of several teachers who chose to believe in me, I eventually reclaimed my self-efficacy. As a testament to those teachers' influence, I graduated as the valedictorian of my high school class, earned the highest academic achievement award given to an undergraduate, and now hold four degrees in the field of education. The impetus for my academic and professional success I attribute to teachers who looked past my early deficiencies and believed in me. Without them, I wouldn't be where and who I am today—a teacher of teachers. My students have the same potential to be mentors for striving readers who have been weighted with the "at-risk" label.

Like me, more of my students report childhood struggles with reading than the opposite. Even those who were avid readers growing up recognize others around them were not. The early reading challenges some students face are illustrated in the following excerpt:

Growing up, I was surrounded by many people who did not value reading. My mother did not read to me as a child, and I was not introduced to reading until kindergarten. I can remember my kindergarten teacher calling us to the rug and reading stories to the class. I loved listening to the stories because it allowed me to hear about new and exciting things. Even though I loved listening to the stories, I could not read fluently . . . I had a tough time in first grade. My teacher would call on me to read the information on the blackboard, and I could not do so. The teacher labeled me a non-reader.

Opening up to others about these struggles takes courage, yet most students choose to share their autobiographies. The conversations that ensue on the discussion board have helped to create empathic bonds and shared understandings among peers in the class. I have noticed connections between students being made that both highlight their shared experiences and show how their experiences differ. For example, a student with a very different cultural background and experiences responded to the student in the excerpt above as follows:

Reading about your challenges with reading growing up made me think of my little brother, who also struggled a lot with reading as a student. In truth, he still does as a young adult. I read everything I could get my hands on as a child. Reading was always easy to me . . . As a teacher, I need to always remember that reading does not come as naturally to everyone as it did to me as a child. I will keep the experiences you shared and my memories of my brother's hardships in mind as I work with striving readers.

As this except demonstrates, writing and sharing a reading autobiography better enables students to empathize with striving readers from all backgrounds. Opening the course with this reflective writing exercise and giving students the choice to share their early reading experiences and respond to their classmates has helped to foster an engaging, meaningful online learning environment.

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Teaching Collaboration: From "Divide and Conquer" to "More than the Sum of its Parts"

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Introduction

I've assigned group projects in almost every class I have taught. For years I assumed that students *knew* how to collaborate. Of course, that's not the case. Rather, they often divide the "group" assignment into parts; these parts are completed by individual students and then brought back together into a "group" deliverable. Call it the divide-and-conquer method.

But we presumably assign group projects because, at least in part, we want students to learn something about working with others. We want students to practice *collaboration* rather than *teamwork*. What's the difference? Barkley, Major, and Cross (2014), in *Collaborative Learning Techniques*, indicate that "crucial to collaborative learning is co-laboring.... In collaborative learning, all participants in the group must engage actively in working together toward the stated objectives." Teamwork may or may not be collaborative, as we see with divide-and-conquer group projects. Collaboration, on the other hand, is more than the sum of its parts. It leads to ideas that are only possible through multiple people thinking together—that is, co-laboring.

However, students have spent years, from elementary school onward, practicing divide-and-conquer teamwork. How do we go about teaching them collaboration? I offer the following activity as an easy way to incorporate collaboration education into a course.

Goal of the Activity

In using the following activity, I want students to understand collaboration as a "more than the sum of its parts" activity.

Planning the Activity

This activity involves some planning since its effectiveness rests on being tied with a current collaborative assignment. Doing so makes the stakes meaningful and real.

The collaborative assignment itself can be any number of things, but it should be something that is big or complex enough that it requires multiple minds co-laboring together. For my English 1102 course, the assignment is a website that collects instances of electronic literature (<https://collection.eliterature.org/>), analyzes that e-literature, and provides a collaboratively-written introduction to the collection.

I usually introduce collaborative concepts the first day that teams have been formed. I assign a short essay by Rebecca Burnett and Elizabeth Wardle (2020) that discusses three kinds of conflict in collaborative situations: procedural, affective, and substantive. I like this reading because it challenges students' conceptions of conflict as necessarily negative. In this model, the goal of collaboration is substantive conflict: disagreements based on the real substance of the task at hand. Procedural conflict (about how the

task is accomplished) and affective conflict (based on individual personalities, biases, or stereotypes) are to be recognized, avoided, or otherwise dealt with. While I don't think that teaching collaboration necessarily requires Burnett and Wardle's article, having some kind of framework makes the idea of collaboration as a skill to be practiced more explicit.

Facilitating the Activity in Class

In class I first ask students to write about the kinds of conflicts they have experienced in teams; in discussing their reflections, I connect Burnett and Wardle's framework to their own experiences.

After priming students' memories of collaboration, I ask the teams to sit together, introduce themselves, and complete a brief task. This task should be a part of the overall collaborative assignment—a task that is meaningful and necessary. For example, for my e-literature website assignment, I ask students to discuss the works of e-literature they might want to include on their website. Groups generally discuss for 10-15 minutes. I then ask students to individually reflect on the process of collaboration: How did they go about completing the task?

Finally—and this is where everything comes together—I ask each group to share the process they undertook to complete the task. Generally, each group has a slightly different process. In facilitating the discussion, I connect the group's activities to Burnett and Wardle's framework of conflicts, focusing on substantive conflict and how the groups discussed conflicting ideas about what to include in their e-literature website. I also look specifically for instances in which the groups develop new ideas through their discussion. Pointing out that Student A wouldn't have come up with an idea without building off of what Student B and C said is a great example of the power of collaboration.

After the activity is complete, I assign a collaboration plan. In this document, the group discusses each member's role as well as their protocol for managing conflict. How will the group emphasize substantive, rather than procedural or affective, conflict? The goal of the plan is for students to move from understanding collaboration in class to practicing it in their project.

Reflection

Over the years, I have seen a lot of lightbulbs going off in the heads of students who suddenly understand the real value of collaboration. I have seen students integrating the activity's lessons into our ongoing discussions about collaboration, and I have seen groups practice co-laboring during in-class group work and workshop sessions. In their course evaluations, students even indicate that the group work is the best part of the class. Through this activity, students know that a better model of group interaction exists and have a sense of what that model involves.

The divide-and-conquer model is strong. Going forward, I plan on including more frequent collaboration check-ins with students as well as a summative collaboration reflection that asks students to discuss the ways the group mediated conflict. I also plan on incorporating further collaborative practice into classwork, always returning to the idea of co-laboring. With these additions, I hope to keep the promise of collaboration at the forefront of their group interactions.

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Three Strategies to Positively Impact Student Success in Asynchronous Education

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Susan Murray is an Assistant Professor for the Knox School of Accountancy in the James M. Hull College of Business at Augusta University. She teaches undergraduate cost accounting, cost management, and accounting information systems, as well as teaching in the MBA program. Outside the classroom, she is an active member of several Faculty Learning Communities targeting learning science and innovation and is the faculty lead for the innovative Hull Case Competition focused on students applying critical thinking to real-world internal control scenarios.

When courses shifted to remote delivery due to the pandemic during the Spring 2020 semester, asynchronous course delivery was my quick-turnaround solution. Students had so many issues—work schedule upheaval, caregiving responsibilities, lack of computers and/or reliable internet connection, unexpected quarantining, and illness—so prerecorded lectures posted for consumption at their convenience seemed the best choice. At the time I considered this to be a stopgap measure and planned to recreate the traditional classroom experience by the Fall semester with synchronous online meetings during regularly scheduled class times. Having an engaged and interactive classroom with multiple active learning opportunities was crucial to me and passive viewing of prerecorded lectures seemed to be the antithesis to the vibrant learning community I work to develop in each class.

I did not understand the best practices of asynchronous learning at the time but dove into the literature to make the most of the situation for that initial partial semester. What I found surprised me and led to my continuing with asynchronous delivery since that initial stopgap decision.

Just as there are advantages of asynchronous over synchronous course delivery, there remain disadvantages. Numerous lists of critical success factors of e-learning include the three processes of student-instructor dialog, student-student dialog, and self-regulated learning (Eom & Ashill 2018). Though each of these three may appear at first glance to favor synchronous over asynchronous delivery, I developed several research-based techniques to overcome disadvantages of asynchronous delivery that was the best solution for students' learning.

Student-instructor dialog

An initial apparent disadvantage of asynchronous versus synchronous delivery is reduced opportunities for student-instructor dialog on the informal level. When these communications are not present, the efficacy of later formal communications (e.g., feedback on course-related content), is lessened (Maíz-Arévalo 2017). Because social presence driven by interactive communication technologies has a significant positive effect on online learning experiences (Park & Kim 2020), I made a conscientious effort to increase informal and interactive communication early in the semester.

With face-to-face or synchronous classes, one can take advantage of those open times at the start and end of class to have informal conversations and build relationships. I have an office located between the classrooms and the bathrooms (glamorous, I know), so by keeping my office door open I would often have students pop in to say hi and ask a quick question. How do I get students to virtually pop in, with an interactive chat session or video call, with technologies such as Microsoft Teams?

I started with forcing interactions before there was course content or feedback to talk about. I would come up with some pretense early in the semester to talk one-on-one via interactive technology. The early effort to open communication when students were not “in trouble” lowered the barriers to communication so when I later used the functionality of our learning management system for detailed content-related feedback, students were comfortable informally popping by my virtual office to discuss the feedback. I have seen a significant increase in students initiating communication later in the semester since I began this pedagogical strategy of artificially opening the lines of communication.

Student-student dialog

Another disadvantage of asynchronous versus synchronous delivery is reduced opportunities for student-student dialog. I know students can learn much from each other, content wise, and by feeling a part of a learning community. Though I recognize the benefits of discussion boards (Covelli 2017), because of the challenge with topics in my field often being black and white, I chose not to incorporate formal discussion postings in my courses. Instead, I opened a discussion board encouraging student-student dialog – the Water Cooler, “[w]here we can talk about class-, school-, job-related stuff. Feel free to ‘ask for a friend’ or answer classmates’ questions here.” Anecdotal evidence suggests students appreciated this opportunity and they actively used these boards to arrange study groups, get clarification on assignments, talk about internship opportunities, and they posted some great memes.

Self-regulated learning

The third critical success factor, self-regulated learning, was addressed by emphasizing empowerment of the students. Watching a prerecorded lecture can still be an active experience for students (Lemov 2020). I built the mindset that they have total control over their own learning by explaining that they own their interactions with the videos. I do this by explicitly introducing them to closed captioning and speed control; some students like slowing down the play speed, others preferred speeding it up. I explain that they have as much time as they need when I instruct them to pause a video to work a problem. Feedback from course evaluations shows that students like the differentiated instruction that asynchronous delivery allowed. They like being able to watch the videos, or parts of the videos, multiple times. They like getting to engage with the material at a time of their own choosing, preferably a time with limited demands on their attention and a time free from distractions. They have the control to achieve mastery of the material at their own pace. They have agency over their experience.

Utilizing these three techniques—forced early communication, the water cooler discussion board, and agency over video interaction—to emphasize critical success factors with asynchronous course delivery resulted in increases in communication, satisfaction, and performance – goals we all strive for.

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Engaging Undergraduate Students in Authentic Research in the Inorganic Chemistry Laboratory Course

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Dr. Leah Williams has a doctorate in Chemistry Education with ten years of experience conducting STEM education research. Her research interests include student resource use, open-education resources (OERs), and course-based undergraduate research experiences (CUREs). She is a lecturer in the Department of Chemistry & Biochemistry at Georgia Southern University and teaches Principles of Chemistry, Survey of Chemistry, and Professional Science Communication.

Introduction

Several studies have established the positive benefits of engaging undergraduate (UG) students in authentic research experiences (Russell, Hancock, & McCullough, 2007; Williams & Reddish, 2018). UG students often participate in multi-semester research opportunities (capstone project/research credit) with a faculty member for which they must qualify/wait for an available spot in a research group. By integrating research into a one-semester teaching lab using Course-based Undergraduate Research Experiences (CUREs), we can remove this barrier to the research experience and provide students of all levels and interests the opportunity to participate in an authentic research program (Bangera & Brownell, 2014).

CURE studies have gained momentum already in the biological sciences and lower-level chemistry courses; however, the implementation is less prevalent in advanced-level chemistry courses (Williams & Reddish, 2018; Pagano, Jaworski, Lopatto, & Waterman, 2018). At GSU, we transformed the Inorganic Chemistry teaching laboratory into a CURE in Fall 2019 and found profound joy connecting teaching pedagogies with research gains. Dr. Saha created a discovery-based learning experience to engage the entire class in pursuing a common research question within the context of the course itself. The experience was quite gratifying as students were genuinely interested in the challenge and pursuit of research. To measure student understanding of the nature of the scientific research process after completing this course, Dr. Williams administered and analyzed a CURE survey previously published (Lopatto et al., 2008).

Goal of the activity

There are multiple benefits of redesigning a traditional lab course with fixed outcomes into a discovery-based lab course. For example, a CURE lab explicitly includes authentic research practices, discovery, collaboration, and iteration (Auchincloss et al., 2014) which often leads to potentially publishable research

findings with UG students as coauthors. The goal of this activity was to provide all students, regardless of experience or background, an opportunity to engage in novel scientific research by participating in a CURE lab. We intended for students to gain experience with solving a research problem with potential to publish in an academic journal, synthesizing a variety of scientific data, and understanding the overall research process including grappling with failure.

Description of the activity

Dr. Saha designed and taught the thirteen-week-long laboratory course incorporating an authentic research experience. Students undertook several self-designed research projects to synthesize and characterize transition metal complexes for applications related to medicinal chemistry/material sciences. Each lab section consisted of eight groups of three students each.

During the first week, all students were trained to perform a literature search and underwent safety training. Students were guided to select research topics related to the course where they were assigned one ligand and all student groups designed different types of reaction schemes using different metals and experimental conditions to synthesize novel compounds. This group work provided an opportunity to collaborate intellectually and contribute to the research design and findings afterward.

All eight groups were able to perform experiments, however, given the novel nature of each reaction, their outcomes were varied. These experiences taught them that research is unpredictable, requires critical thinking and troubleshooting. All students were given the opportunity to critically reflect on their data and that of their peers (via Google Drive) during the initial and final presentation weeks. These practices helped students to write a final comprehensive report. An outline of the thirteen-week laboratory course sequence is shown in Table 1.

Table 1. An outline of 13 weeks of the Inorganic CURE lab

Week	Event
Week 1	Course logistics & semester plan, safety training, pre-implementation survey
Week 2	Compound plans due; NMR Tutorial
Week 3-4	Synthesis of novel coordination complexes
Week 5-6	Training on instruments: FTIR & UV-Vis spectroscopy, CHN Elemental and Thermogravimetric Analysis
Week 7	Novel compound characterization
Week 8	Initial report due; Present data and analysis
Week 9	Iteration - Repeat synthesis of novel compounds
Week 10-11	Iteration - Characterization of products
Week 12	Oral presentations of data and analysis
Week 13	Final report due, post-implementation survey

The CURE design presented two specific challenges for an upper-level Inorganic Course:

- Each synthesis demanded a unique experimental design that needed to be compatible with assigned laboratory hours.
- All students were required to be trained in specific spectroscopic and solid-state instrumentation techniques which again require careful time management.

Both challenges were addressed via coordinating action plans specific to each group every week before the assigned lab time and running parallel training sessions with help of a teaching assistant and instrumentation specialist. Some groups were excited when they isolated pure crystals and some groups were disheartened for not getting pure products. However, students understood the importance of failure in the research process and learned how to transform that information into a positive experience. Several

students approached the instructor asking for additional hours to collect products, take microscopic images of the crystals, or perform additional characterization techniques such as X-ray Diffraction Analysis (XRD). Some groups were able to synthesize novel products and the data will be published in due course in a scientific journal. Some representative pictures submitted by students are shown in Figures 1 and 2.

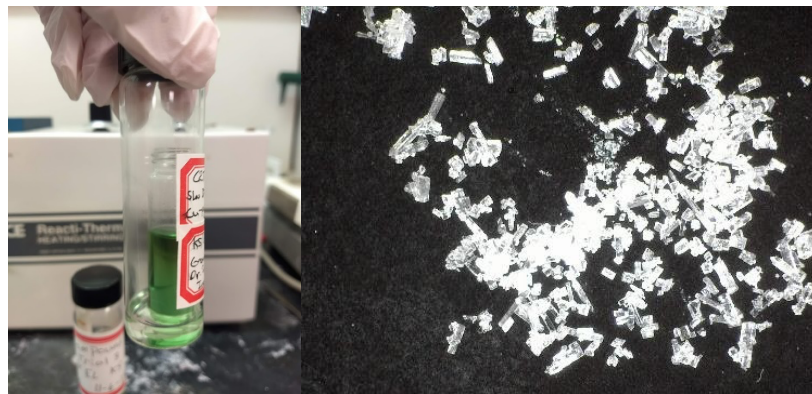


Figure 1. Crystallization and microscopic images of a novel product submitted at the CURE Lab



Figure 2. Crystallization and microscopic images of novel product submitted at the CURE Lab

Reflection

We measured the potential impacts of participating in a CURE on students' understanding of the nature of scientific research. Dr. Williams administered the survey online via Qualtrics at the beginning and the end of the semester as a pre/post-implementation survey. The survey includes questions about the participant's research experience as well as Likert-type items to determine students' perceptions about the CURE and their role in the course.

Of the twenty students that responded to both surveys, 40% never conducted scientific research and 75% planned to attend graduate school (primarily STEM/health-related) after graduation. Over 75% of students also indicated that "getting hands-on research experience" and "learning about science and the research process" were important factors in deciding to take this course.

Based on this information, the CURE course provided opportunities for many UG students to engage in authentic research practices that may not have otherwise done so. The pre-implementation survey (Figure 3) indicated that the majority of our students had little to no experience with some features of CUREs such as working on projects "entirely of student design", "in which students have some input into the research", or "where no one knows the outcome" (75%, 50%, and 50% respectively).

We found large reported gains with these last two features in post-implementation survey (70% and 60% respectively, Figure 4). 70% of students also reported much/extensive gains in “working in small groups”. These highlight important aspects of a CURE – discovery and collaboration. When asked about the potential benefits of participating in a CURE, 55% of our students reported large/very large gains in “tolerance for obstacles”, 75% in “understanding the research process”, and 60% in “understanding how scientists work on real problems” (Figure 5).

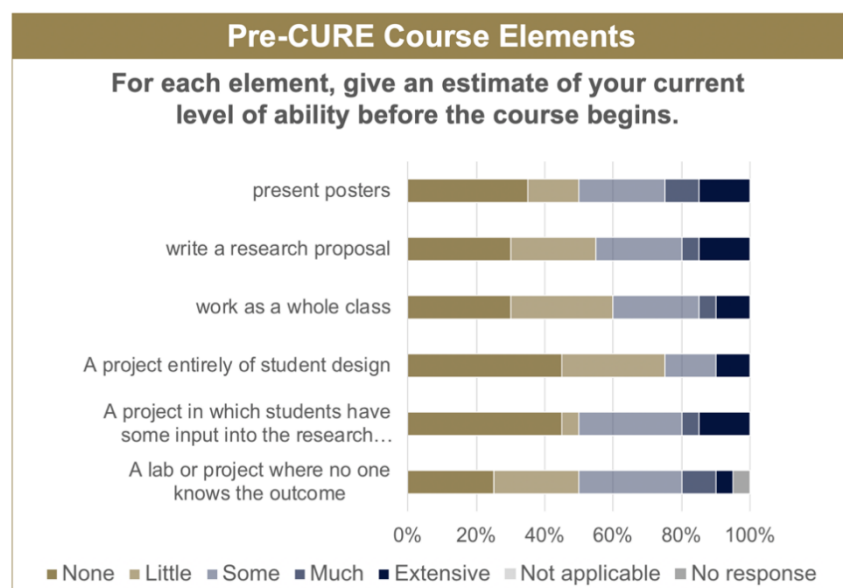


Figure 3. Student reported experience with various course aspects prior to participating in the CURE lab. Only aspects where 50% or more of students reported little to no experience are shown here.

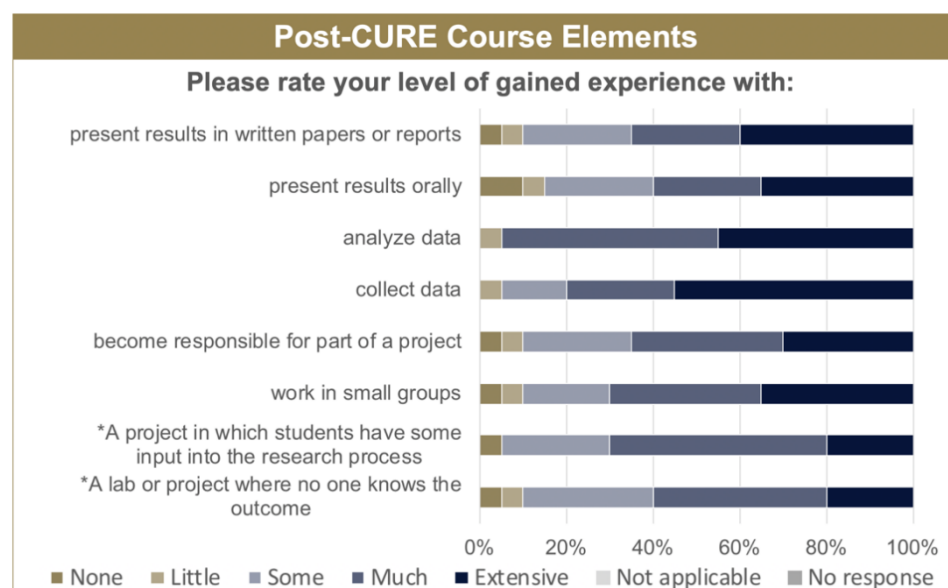


Figure 4. Student reported experience with various course aspects after to participating in the CURE lab. Only aspects where 50% or more of students reported much or extensive gain are shown here.

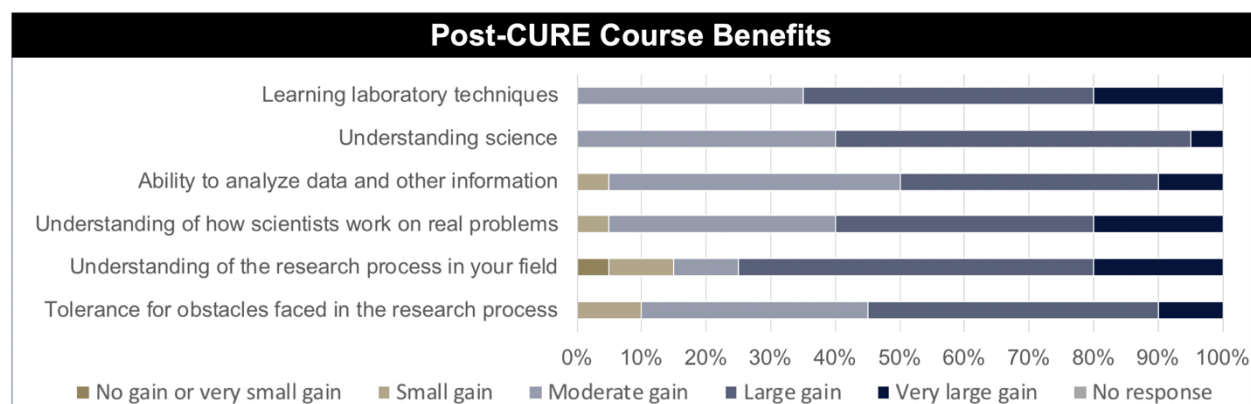


Figure 5. Student reported post-CURE potential course benefits. Only benefits where 50% or more of students reported large or very large gain are shown here.

Overall, this advanced-level CURE lab enabled students to conduct mini-research projects, train in several laboratory techniques and analytical instruments, and practice scientific writing and presentation skills. Despite challenges, developing a CURE lab was a gratifying experience. Students self-reported that they included this CURE experience in their resume as an authentic research experience! Others found the CURE lab to be far more enriching than a traditional lab, stating “*The free-form style of the CURE labs was more intellectually engaging than some of the more structured, guided labs*”.

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Teaching Counseling Theories and Interventions: Using Bracketing and Self-Application for Transformative Learning

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Author Biography

Michele B. Hill, PhD, is an Associate Professor and the Associate Department Head of Psychological Sciences at the University of North Georgia. She is a licensed psychologist, educator, and active scholar in research on college student mental well-being, specializing in practical strategies to support health through mindful stress-coping strategies and applied crisis intervention. She fosters transformative learning in her courses through critical self-reflection and practical application of complex content to prepare students for real world application. The University System of Georgia Board of Regents has recognized her with the Felton Jenkins, Jr. Hall of Fame Faculty Award.

Jennifer M. Hightower, PhD, NCC is a recent graduate in Counselor Education at the University of Tennessee, Knoxville and an alumna of the University of North Georgia where she studied under Michele Hill and Georgia State University where she received a master's in Clinical Mental Health Counseling. Jennifer teaches from a Transformational Learning Theory perspective and incorporates self-reflective exercises with her graduate students. Jennifer has experience teaching courses such as: Cross Cultural Counseling, Crisis Counseling, and Human Sexuality. Jennifer's research interests include multicultural issues in counseling, with a particular focus on working with the LGBTQ+ community, crisis, and suicidality.

Goal of the Activity

Most students in my Clinical and Counseling Theories class hope to pursue a career in a helping field such as counseling or social work. As they are introduced to each theory, they encounter the theorist's worldview, influences, and perspectives on distress and growth. To help students engage meaningfully with each new theory, they keep a *Personal Experience Journal*. The first entry is a *Bracketing Activity* to foster awareness of the impact of their worldviews and prior knowledge on their comprehension of the material. Students then apply the theory to themselves through *Self-Application Activities* that facilitate their understanding and application of the new material while connecting it to their worldviews.

Personal Experience Journal

The Personal Experience Journal is a series of in-class self-application activities used to scaffold students' learning of the counseling theories they are applying to their own lives. The goal of this cumulative experience is to deepen students' overall understanding of counseling theories through real-time instruction and formative feedback, while enabling the instructor to monitor students' integration of material through application.

Bracketing Activity: First Journal Entry

The Bracketing Activity forms the base for students' Personal Experience Journal and requires students to explore prior learning and experiences that have shaped their attitudes and beliefs about the foundational concepts of counseling.

Bracketing Activity Instructions:

The goal of your bracket is to examine your thoughts, opinions, and beliefs that you have related to counseling theories. You will write a critical self-reflection paper that addresses the following questions:

- What is your view of human nature?
- What leads people to experience mental health difficulties?
- What helps people overcome barriers and thrive?
- What have been the sources of influence in the formation of the attitudes and beliefs you hold?

Figure 1: Bracketing Activity Instructions

Student Learning and Feedback

Bracketing requires students to identify their experiences and assumptions that influence how they engage with course content. While it is not expected that students will suspend judgment at this juncture of learning, this activity provides me with insight into the lenses through which my students first encounter the material. Students come to understand the importance of bracketing as they learn that all theories address the same questions from different perspectives.

Students often find the bracketing activity challenging as they reflect on their view of human nature. Most students attribute mental health distress to a lack of coping, environmental influences, or inheritance, and their identified reasons for thriving rarely include counseling. Students generally focus on the need for better coping, personal strength, or religious practices to thrive. Most cite family, personal experience, books, and religion as their source of influence.

Self-Application Activities

After completing the bracketing activity, students begin the weekly self-application activities which allow them to apply each theory to themselves and reflect on how it fits within their bracket. In facilitating activities, I provide directions for the specific activity, the amount of time they have to work, and I instruct them to select a life event or stressor that they are willing to share with me and that will not cause them distress in class. They are reminded of their counseling ethics to act with respect and empathy for others, and to maintain the confidentiality of the group. Because of the personal nature of these activities, students may become upset or stuck as they work. If they are upset or stuck, I remain calm, speak quietly with the student, and use a quick adaptive coping exercise such as deep breathing, mindfulness, or cognitive memory tasks that will refocus them. These are incorporated into class and foster an environment of productivity and safety.

Self-Application Instructions for Students

There will be in-class structured activities provided to you to apply the theories to your own struggles as a student. They will be completed in your journal and kept confidential. I will be the only person to have access to them.

- You will complete these during class so I can work with you on appropriate application.
- Select an issue that is not deeply personal and that you can work on it safely in class. You will reflect on how your personal attitudes influence how you engage in the activity and relate to the theory. You will turn in your journal at the end of each activity.

Figure 2: Self-Application Instructions for Students

Example of Self-Application Activity: Break the Cognitive Cycle

The following is a specific example of a self-application used in class that focuses on the cognitive cycle. From time to time, we all struggle with situations that cause us to think, feel, and behave in unproductive ways. Identify a specific situation that has recently caused you to be stuck. Some students focus on grades, tests, classes, or relationships. Pick one for yourself. We will use a simplified cognitive cycle/triad to work through how this event affects your thinking, feelings, and behaviors (Figure 3).

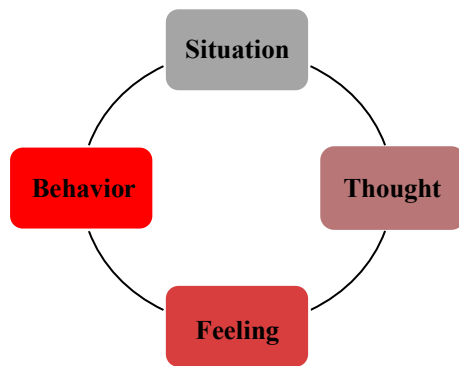


Figure 3: The Cognitive Cycle

1. Draw the diagram in your journal and input a situation that is causing you to have negative thoughts. Input the specific thought and the resulting feeling and behavior.
2. You will redraw the diagram and be more specific in identifying the part of the situation that is causing distress. Write in the thought and resulting feeling and behavior. Once you can get to a constructive thought, determine the new feeling and action behavior.
3. Finally, realize you can break this cycle at any point. Write a short self-reflection on how this experience has helped you understand yourself. How does this theory fit with your bracket? What was blocking your progress? Discuss how you might be able to implement this new change (see Figure 4).

Student Feedback & Learning

Using self-application activities helps students connect with the dense theories on a deeper level. Data on exams from the semesters in which these activities were conducted are 10% higher than other semesters, indicating an increased ability to apply content. Students often use their journals to provide me with feedback throughout the semester and report experiencing transformative learning, in particular perspective transformation, as they continually engage with their bracket and work to incorporate new content. Additionally, many students have noted that engaging in this way enabled them to not only learn the course content but also to learn more about themselves through the process. Students report an increased ability to engage meaningfully with content beyond this course based on the model provided.

Application Beyond Counseling

The Personal Experience Journal keeps the exercises and reflections together for students to recognize growth over the course. The Bracketing Activity can be used by any class to gauge potential impact of student worldviews and prior learning, and the Cognitive Cycle activity is an easy tool to maintain classroom mental health. My students use this and other activities as active coping strategies in their daily lives.

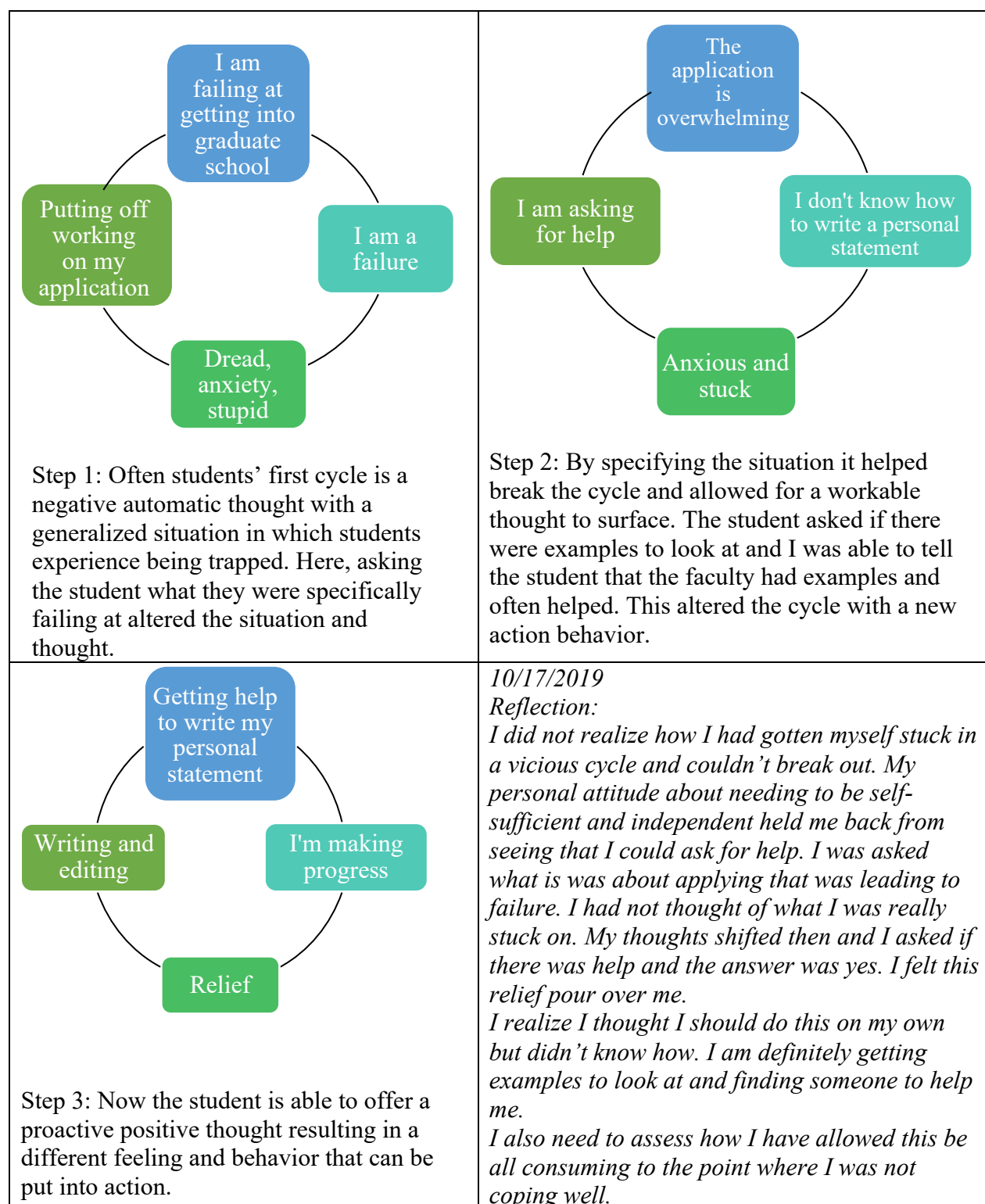


Figure 4: Senior Student Example of Breaking the Cognitive Cycle

Expanding the classroom walls with a purpose: Fieldtrips as Active and Applied Pedagogies at Higher Education Institutions

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Dr. Vanessa A. Slinger-Friedman is a Professor of Geography at Kennesaw State University. Her work has included a study of Vetiver grass technology for soil erosion control, the use of agroforestry for Amazonian urban resettlement in Acre, Brazil, and ecotourism on Dominica, W.I., for economic development and nature preservation. Her other research interests include innovative pedagogy to teach about sustainability and geography. This pedagogy related work has been recognized by the University System of Georgia 2016 Regents' Scholarship of Teaching and Learning Award, and a 2018 Higher Education Distinguished Teaching Award from the National Council for Geographic Education (NCGE).

Goal of the activity

While field trips are cited by University students as being some of the most impactful experiences, research shows that field trips are declining due to lack of funding and scheduling issues, among others (Barton, 2017). I have found that if done well, field trips can enhance a student's knowledge, learning, and meaning through direct experience, resulting in a deeper understanding of the material taught in the classroom. The ultimate goal is for the fieldtrips to stimulate interest and motivation in a subject while enabling students to connect classroom learning with applications in the real-world to address complex issues.

Description of the activity

Field trips are purpose-driven and organized visits taken by students under instructor coordination (Shakil et al., 2011). If field trips are going to be more than opportunities to get outside of the traditional classroom, they need to be structured and connected to curriculum to have successful outcomes (Coughlin, 2010; Kennedy, 2014). As such, my field trips are designed around educational objectives and contain three stages: pre-trip planning, trip and participation, and post-trip evaluation and reflection.

Table 1: My stages for a successful field trip

Organization stage	Activities
Pre-trip planning	• Appropriate site selection and coordination of logistics for visit • Providing course content, including theory, related to the field trip • Background research on the site to be visited • Exploring any assumptions about site and connections to course content with students
Trip & participation	• Students demonstrating active engagement at the site, e.g., paying attention, asking questions, taking notes and photos (if allowed).
Post-trip evaluation & reflection	• Description and highlights from the field trip • Reflection: Key insights and learning related to the course content

Utilizing one's own campus as a living learning laboratory can eliminate the cost and scheduling concerns associated with field trips. For example, in my classes focusing on sustainability-related concepts, I have organized campus tours with the Sustainability Ambassadors student group, visits to the KSU Commons Dining facility, and trips to the KSU Field Station (formerly Hickory Grove Farm). These campus

locations provide opportunities for students to experience first-hand applications related to concepts being covered in course content, such as: energy and waste management, water conservation, climate change, carbon footprint, food waste, organics, genetically modified organisms, native versus exotic species, and nature deficit disorder. The connections to course content happen through exposure to KSU's recycling programs, bus-ridership and bike share, construction that meets sustainable building standards (LEED) certification, tracking real-time energy consumption, use of solar energy, tray-less dining, farm to table food sourcing, and sustainable agriculture, among other things.

If funds are available or students are willing to drive themselves and/or carpool, distant fieldtrips can be used to expose students to similar and even additional course content concepts. For example, off-campus locations that my classes have visited include: Southface (an Atlanta non-profit) where students learn about energy efficient sustainable building designs, water conservation practices, pervious surfaces, and drought resistant plants on a green roof; Georgia Tech's campus (another local HEI) where students experience their underground water system that utilizes storm water for toilets, green roof irrigation and water for fountains, along with their renewable energy systems; the Atlanta Beltline and Grove Park Community, an impoverished community in west Atlanta, which provide opportunities for students to see first-hand the concepts of redlining, gentrification, urban sprawl, urban decay, and a purpose-built community; and WestRock, the recycling facility contracted to process KSU's recycling.



Figure 1: Students on field trip to the Grove Park Community – place-finding with a map of west Atlanta and understanding the geography of the city (Photo credit: Artis Trice, student).

Reflection or data on how this activity meets the author's goal

Feedback from IRB approved research surveys administered with students in my most recent course showed that almost 82% of the students had, “never attended a field trip associated with a college class” and the other 18% had attended a field trip with only one college class”. In post-field trip surveys, 100% responding students chose the option, “Field trips are useful, and more courses should incorporate field trips.”

The outcome of this active and applied learning pedagogy gives me the opportunity to engage students with the course content in a different way, influence students' attitudes towards environmental issues in ways directly related to their career goals, and allow students to regard sustainability within the framework of their broader communities. I am particularly interested to understand what role field trips can play in giving students a basis for more engaged participation with the issues of sustainability in their lives and in

the lives of others in their community. Students provided the following feedback on their perception of the benefits of field trips:

“I believe a hands-on learning experience is beneficial to people in general. The actual trip to the neighborhood or facility gives a sense of place and scale. Seeing the community, business, or operation and meeting the people who live or work there humanizes what we see in class or in a book.”

“I loved learning hands-on about sustainability in my community.”

“I believe it encourages student engagements to translate classroom teachings into practice.”

“It helped me connect class material to the real world.”

“Fieldtrips give a different view of the topic at hand. It's always nice to be able to have different perspectives on an issue and possible solutions. I think fieldtrips aid in giving those different perspectives.”

In order to merge curriculum and practice, students should come away from classes with the ability to apply concepts and knowledge learned to their practical lives and to the current problems of the world, including those connected to sustainability. The above survey comments show how field trips can inspire this to happen. The following student statements from field trip reflections clearly summarize how incorporating this pedagogy into my classes is accomplishing my stated goals: “After this field trip, I am a lot more excited to be a part of sustainability here at KSU. I learned about the many different organizations that I can join and discovered that I have the opportunity to create my own. I now feel confident about making a difference here at my university.... I have been inspired to make a difference here on my campus” and “this field trip ... inspired me personally and professionally to participate in efforts such as the ones showcased during this fieldtrip.”

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Pediatric Simulation: A Non-traditional Simulation to Engage Nursing Students

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Author Biography

Samantha H. Bishop, EdD, RN, CPNP, CNE is a Nursing Professor and Director of Nursing at Gordon State College. She is a Pediatric Nurse Practitioner that teaches in the Maternal Child nursing courses in both associate and bachelors degree programs. She has been instrumental in the creation and evolution of pediatric simulation activities for both programs.

Gordon State College (GSC), nestled in a rural community south of Atlanta, is home to a nursing program with staunch tradition and a reputation for placing safe and effective nurses into the workforce. As the program has grown and expectations have changed, the faculty and students in the program must adapt to the ever changing academic and healthcare environment.

Nursing programs have two main components, the didactic component and the clinical component. The didactic component is delivered on campus in the classroom; the clinical component is delivered in a lab in the form of skills practice or simulation and in the healthcare setting.

In 2009, due to the rising demand of pediatric clinical practice sites for nursing students, a non-traditional simulation exercise was created and required of all students in their third semester of the associate degree nursing program. This exercise was created primarily for necessity, but it has grown to be a valued practice in both the associate of science in nursing (ASN) and bachelor of science in nursing (BSN) degree programs at GSC.

The original goal of the Pediatric Simulation activity was to increase the student's confidence level, improve critical thinking abilities, and to improve time management skills. Today the goal of the activity still incorporates the original goals but also includes goals such as prioritization and evaluation of patient care, improved clinical reasoning skills, utilization of information technology, and communication and collaboration with the healthcare team. These goals have expanded to allow students to build on the skills that they will need to function in the workforce as a Registered Nurse (RN).



Pediatric Simulation is required of all students in the third semester of the ASN program and the fourth semester of the BSN program. Each student is required to attend a four-hour simulation before attending a pediatric hospital clinical. The purpose of having simulation before clinical in the hospital allows the

students to become familiar with working with the faculty and to experience the nurse's role in a simulated environment before experiencing it in the actual acute environment.

This pediatric simulation is considered non-traditional because it lasts four hours and the students run a hospital as if they were working in the real hospital as RN's. Traditional simulation lasts about two hours and students work in groups to care for one patient. The high-fidelity pediatric mannequins have various medical conditions such as pneumonia, heart failure, gastroenteritis, and fractures. The pediatric patient scenarios change at a minimum of every two weeks to assure diversity in the student experience.

On the day of simulation, each student is responsible for one patient during the four-hour simulation. The student is required to formulate a plan of care for the patient based on the nursing process. The nursing process is an underlying theoretical principal used to train nurses to incorporate critical thinking and problem solving in the provision of care to patients. The student uses the electronic medical record to collect data about their patient. Nursing faculty are present during the simulation to assist students with the development and application of their nursing plan of care. This simulation is structured and includes a pre-conference and post-conference, student objectives and evaluation of the experience.

The GSC nursing students also collaborate with the local high school Career, Technical, and Agricultural Education (CTAE) Program to allow the high school students enrolled in the healthcare pathway to attend the simulation weekly to function as patient care assistants. Patient care assistants work with nurses in healthcare settings to provide patients care. The collaboration with the high school students as assistants allows the nursing students to experience teamwork that is required in the healthcare setting to improve patient outcomes. It also allows for the CTAE students to come on a college campus, participate in a college lab, and experience nursing care in a simulated setting.

This non-traditional simulated activity for nursing students that has evolved over the last twelve years allows nursing faculty a creative way to engage students, promote student success, and develop critical thinking and problem-solving skills while using multiple forms of technology and community involvement. Student evaluations of the simulation reveal that students prefer this type of simulation to traditional simulation and that it meets the goals of the activity. Over 80% of students report a rise in their confidence level after the simulation. Skills such as prioritization and evaluation of care, improved clinical reasoning, utilization of information technology, and team work have been identified as areas where the students gained experience that will help them function in the workforce effectively as a RN. Students report that their critical thinking and clinical reasoning skills improve because they are allowed time to think through problems by themselves and make decisions on their own with faculty support when required. Over 60% of students report help in the classroom because it helps them to apply theory with clinical practice when it comes to patient scenarios.

In summary, this simulation is an example of best practices within the University System of Georgia. The unique and multifaceted components of the simulation support nursing student success. After students experience the simulation their abilities to prioritize and evaluate patient care, clinically reason, utilize information technology, and communicate and collaborate with the health care team is improved and they can apply these skills in the actual healthcare setting post-simulation. This simulation activity has been incorporated at GSC for twelve years now and will continue to be part of the nursing curriculum. This type of activity requires heavy faculty investment and creativity. It also requires institutional support in order to provide the resources and funding for simulation labs, high-fidelity mannequins and information technology. GSC has been fortunate to have faculty, institutional and community investment that will allow this educational practice to be sustainable for the foreseeable future.

Standardized Participant Simulation Experiences Increase Nursing Student Teamwork and Communication Skills

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Introduction

Bachelor of Science in Nursing (BSN) graduates often enter fast-paced health care environments that require strong communication, teamwork, and patient advocacy skills. Preparing nursing students to communicate and work within interdisciplinary teams supports safe patient care. Among adults, 12% report experiencing a medical error in the past two years (Schneider et al., 2017). Often, medical errors occur due to systems and processes that fail to prevent errors. Effective teamwork and communication are essential to preventing errors in the healthcare setting (Leonard, Graham & Bonacum, 2004).

Many programs have been developed to support teamwork skills in the healthcare setting. One, TeamSTEPPS, was developed by the Agency for Healthcare Research and Quality (AHRQ, 2016a). TeamSTEPPS strategies are designed to resolve conflicts, improve communication, and remove barriers to safe care using a framework of four core competencies including communication, leadership, situation monitoring, and mutual support (Health Research and Educational Trust [HRET], 2015). The TeamSTEPPS curriculum is available online without cost and includes scenarios tailored to numerous healthcare settings such as surgery, long-term care, and medical and dental practices (2016a). For educational settings, the TeamSTEPPS curriculum offers flexibility to allow adaptation to multiple simulated healthcare environments. This flexibility allows faculty to tailor learning activities to meet the needs of nursing graduates who will enter diverse practice environments

Research supports the use of TeamSTEPPS strategies to improve the teamwork and communication skills of nursing students and health care professionals. Incorporating TeamSTEPPS training into undergraduate curriculum has been shown to improve teamwork and interprofessional collaboration skills (Goliat et al., 2019; Manevalet al., 2019; Robinson et al., 2018). Similarly, implementing TeamSTEPPS strategies in the hospital has been shown to improve teamwork, interprofessional collaboration, length of stay, mortality index, complications, and nurse failure to rescue performance (Borckardt et al., 2020; Holtmann, 2018).

Simulation-based clinical experiences foster learning through active learner engagement. Literature supports that simulation-based education with deliberate practice is effective in achieving goals related to patient safety (Foster, 2018). This activity is unique in that it combines concepts from TeamSTEPPS and

simulation to develop an interactive student experience to improve teamwork and communication knowledge and skills.

Goals of Activity

The goal of this activity was to introduce a group of 4th semester BSN students to teamwork tools aimed at optimizing patient outcomes by improving communication and teamwork skills among health care professionals. This was accomplished by developing a program that incorporated TeamSTEPPS strategies and simulation pedagogy. Teamwork knowledge and attitudes, and communication skills were measured before and after the activity to identify any impact the activity had on these variables.

Description of the Activity

Communication and leadership concepts were introduced through a 6-hour interactive workshop using the TeamSTEPPS 2.0 Fundamentals curriculum (AHRQ, 2016a). This workshop was facilitated by three faculty TeamSTEPPS master trainers. During the workshop, students were allowed to practice using TeamSTEPPS tools with activities including paper chain building and communication exercises.



Following the workshop, students attended two 6-hour simulation days. Here they practiced using core TeamSTEPPS concepts using high fidelity simulation (HFS), standardized patient scenarios (SPS), and peer role play. Students were randomly assigned to small groups of 7-8 to rotate through each of the three stations.

During the HFS experiences, students were part of a team of health care providers delivering care to a complex patient. Each group of students participated in a pre-brief during which they verbally received a Situation, Background, Assessment, and Recommendation (SBAR) handoff report from a faculty member. This was followed by a simulation exercise during which students were provided opportunities to incorporate one or more TeamSTEPPS concepts. For example, one scenario included opportunities for students to call a provider with an SBAR report and to implement several interventions in a timely manner using call-outs and check-backs to remain on task and provide safe care. A fatigued or distracted team member was placed in the scenarios for students to practice situation monitoring and provide feedback. After the scenario ended, students participated in a debriefing during which they discussed which concepts were applied, if they were effective, and how they could have improved their use. The HFS experience focused on the TeamSTEPPS concepts of SBAR, call-out, check-back, STEP, and cross monitoring.

The standardized participant (SP) experience focused on the TeamSTEPPS strategies of hand-offs, the 2-challenge rule, and advocacy/assertion. This experience incorporated opportunities for students to interact with actors assuming roles of managers and health care team members. These scenarios required

students to apply TeamSTEPPS skills to the interaction. Following each interaction, students received feedback on their use of strategies to foster teamwork and communication.

The peer role-play experience was also 1 hour long and focused on conducting briefs, huddles, and debriefs, using the “I’m safe” checklist, CUS, and DESC scripts. Here, students worked in pairs to discuss case studies and play the role of information provider and recipient.

Two instruments, the TeamSTEPPS Learning Benchmark Quiz and the TeamSTEPPS Teamwork Attitudes Questionnaire (T-TAQ) were used for pre/post-program assessment (AHRQ, 2016b).

Reflection

Findings indicate that implementation of TeamSTEPPS training and simulation into the 4th semester of a prelicensure BSN program improved students’ knowledge of communication, teamwork, and patient care quality. Further, the data indicated that the program helped students become more aware of the importance of teams and team function related to teamwork strategies, leadership, situation monitoring, and mutual support.

Student feedback was positive. One student indicated, “*The most important concepts I learned [in this course] were leadership skills through TeamSTEPPS...*” Another student stated, “*Our TeamSTEPPS and diversity trainings were very helpful.*” Other students have verbalized positive feedback from interviewers when they mention they have received TeamSTEPPS training.

Deliberate strategies to improve communication and teamwork are necessary to prepare nursing students for the interprofessional practice environment. One significant limitation to this activity was the absence of an instrument to measure students’ abilities to incorporate these TeamSTEPPS strategies into the simulation scenarios. Future activities will include this additional measure.

By supplementing didactic information from the supplied TeamSTEPPS workshop with standardized patient experiences students are able to practice their new skills in real life scenarios. While this activity was evaluated to determine the perceived impact of this activity in BSN nursing students, the principles could be easily adapted to apply to other disciplines.

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Playing Games with Nuclear Bombs: Developing Future-Oriented Foreign Simulations

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Instructional Challenge

Preventing the proliferation of nuclear weapons stands as perhaps the critical challenge to the security of the global community. For this reason, the topic is central to instruction in the fields of international affairs, political science, and foreign policy. Learning objectives on this topic include developing an understanding of how countries have confronted the issue in the past and why progress has been so difficult, and designing new initiatives moving forward.

Solution

In support of these objectives, we developed a “future-oriented” foreign policy simulation. Simulations grounded in historical events have clear and demonstrated benefits that extend beyond teaching history; they also encourage students to think creatively about the present.¹ We define future-oriented foreign policy simulations as those in which students adopt the contemporary interests of countries in negotiations that are on the global agenda but that have not yet occurred. In this way, students obtain experience confronting real-world foreign policy issues that the international community has yet to effectively address.

Overview

Our simulation models the upcoming Review Conference for the Treaty on the Non-Proliferation of Nuclear Weapons. The conference has been convened every five years since 1975 in order for governments to review the success of previous initiatives and to establish a common framework for realizing the principles, objectives, and full implementation of the Nuclear Non-Proliferation Treaty (NPT). The primary goal at each conference is to produce an updated consensus document outlining national commitments and responsibilities with respect to advancing the global nuclear-nonproliferation agenda. Production of this consensus document is the focus of our simulation.

We developed a 14-country simulation in which student teams adopt the role of national delegations attending the next scheduled NPT conference.² The class receives a briefing packet containing background material on the purposes of the conference and a reference list for self-study. Delegations

¹ For example, *Reacting to the Past* role-playing is proven and effective pedagogy across academic disciplines. <https://reacting.barnard.edu>

² The simulation is based on similar efforts at Stanford University. A chief challenge in designing the simulation for our instructional environment was adapting the structure, materials, and goals to fit a smaller class size with fewer resources. Many thanks to Harold Trinkunas for supplying the Stanford game manual for reference.

receive confidential memos containing information about their assigned country including their government's activities during previous review conferences, their country's national interests on each of the specific issues that will comprise the upcoming negotiations, and explicit directives outlining each delegation's objectives at the conference.

This confidential memo is critical to our purposes in that it connects the student experience to the real-world challenges inherent to these negotiations. We developed the memos from the expected positions of countries entering the next NPT conference.³ Because students are tasked to pursue the authentic (often conflicting) national interests of real governments in contemporary negotiations, they are, in essence, confronting the same set of challenges that the global community is itself attempting to resolve.

Simulation Structure

The simulation is deployed at the end of the semester and provides an opportunity to integrate course material into a focused and immersive experience. The simulation also builds on an earlier classroom exercise on the historical formation of the NPT, allowing students to link challenges of past treaty design to contemporary debates.⁴ The agenda for the simulation mirrors the structure of actual nonproliferation negotiations. National delegations first develop memorandums defining their specific goals for the NPT conference and then present these at plenary sessions. Delegation members are subsequently divided into working groups to confront specific issues that are critical to the success of the conference - i.e., nuclear disarmament, regional security concerns including Iran and North Korea, and the establishment of a "nuclear free zone" in the Middle East.

Delegations pursue their government's objectives (provided in the briefing packet) through this working-group mechanism with the goal of simultaneously protecting their national interests and producing cross-national consensus on each topic. Working group participants then reconvene with their national delegations, and the conference as a whole attempts to compile working-group proposals into a universal consensus document outlining new national commitments and responsibilities consistent with the NPT. Finally, country delegations vote on whether to approve the consensus document based on their national interests.

Table 1: Countries, Committees, and Schedule

Country Delegations	Committee Assignments	Class Schedule
Saudi Arabia	Nuclear Disarmament	1. Introduction to simulation
Brazil	Regional Issues	2. Country meetings
China	Middle East NWFZ	3. Head of state presentations
South Korea		4. Country presentations
North Korea (observer)		5. Committee meetings
Egypt		6. Debate and vote
United States of America		7. Post-simulation discussion
France		
Iran		
Japan		
Nigeria		
Norway		
Russia		
Australia		

³ Reference materials included the United Nations archives of Preparatory Committee reports and publicly available information from national government web sites.

⁴ See Alex Wallerstein's NPT Classroom Simulation: <https://highlyenriched.com/downloads/nuclear-non-proliferation-treaty-classroom-simulation/>.

Designing Failure

Given the obvious connection between progress on the issue of nonproliferation and global security, students are often frustrated when they come to understand that the initial hopes for the NPT have yet to be fully realized. Policy experts and academics agree that the location of this failing rests in the fact that countries have sharply divergent interests on the issues that strike at the core of their perceptions of national security. In a traditional classroom setting, students inevitably push back against this analysis and argue that, nonetheless, governments should come together for the “common good” of the global community and fully implement the initial aspirations of the NPT.

To help students develop a deeper understanding of the inherent, real-world challenges attached to nonproliferation we selected a sub-set of countries for our simulation that represent divergent positions on each of the three main working-group topics for the upcoming conference. This places delegations in authentic conflicts of interests. For example, while the United States and Australia agree that sanctions against North Korea are appropriate, they disagree on the broader issue of eliminating nuclear weapons all together. Alternatively, while Iran and Saudi Arabia stand together, and against the United States, on the Israeli nuclear program, the Saudi government is deeply distrustful of Iranian nuclear ambitions.

In this way, we have deliberately designed a simulation to produce tension between delegations that reflect real-world national aspirations during NPT negotiations. In turn, this places students in the difficult position of having to choose between their own national interests and the “common good” they hope and believe that the international community should aspire to.

Assessment

Student assessment in the simulation is based on participation across oral and written assignments. Delegations are first tasked with writing a pre-conference working paper detailing their country goals, strategies, and potential obstacles for each committee assignment (see Table 1). Each delegation gives a private presentation to the instructor (playing their head of state) to illicit feedback before presenting their country position to the full conference. Delegations then send representatives to each of the committee areas to negotiate and build treaty language and the conference reconvenes to debate and discuss the consensus document. Finally, the class engages in an out-of-simulation discussion on goals and negotiating strategies, recommendations for future work, and what lessons and connections can be drawn from the simulation to class concepts and broader nonproliferation policy. Each student is tasked with writing a final memo reflecting and building on this discussion.

Student Experience

The initial roll-out for the simulation occurred in the fall semester of 2020. Due to COVID-19, the simulation was conducted online. Nonetheless, evaluations were overwhelmingly positive. For example, over 90% of students rated the class 5/5 for stimulating interest, encouraging independent/critical thinking, organization, and facilitating discussion. Comments from open-ended evaluations confirmed these results. Students noted high levels of engagement, including that “The simulations were a great way to learn materials while also having fun.” Students also appreciated that the simulation provided “a variety of students a leadership role.” The simulation encouraged self-directed learning, including “a fair amount of research in order to form my own opinions.” Finally, the negotiating and policy-writing components of the game delivered practical experience, and students valued the opportunity to engage a “hands-on” experience “about how the real-world institutions carry out their duties regarding nuclear politics.”

GC Journeys: Building a High-Impact Practices (HIPs) Based Institutional Initiative

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Author Biography

Dr. Jordan Cofer is a Professor of English and Associate Provost at Georgia College. He is the chair of LEAP State Georgia and is the author of *The Gospel According to Flannery O'Connor*, and co-author of *Reconsidering Flannery O'Connor* and *Writing the Nation*. He has also published works in the *Chronicle of Higher Education*, *The Kansas City Star*, and others.

In 2018-2019, Georgia College (GC) launched *GC Journeys*, a signature initiative focused on high-impact practices (HIPs) that was years in the making. By working with faculty, collaborating on the initiative development, engaging the campus, supporting innovation, and measuring success, institutions can build a similar institutional-based initiative.

Step #1: Build Faculty Buy-In

The most important aspect of any institutional HIPs-based initiative is to generate faculty buy-in. Ideally, faculty would be co-architects of the initiative, helping build the program in tandem since it is largely the faculty who will be offering high-impact experiences. **Without faculty support, offering HIPs at scale is impossible.**

GC Journeys asks all Georgia College students to complete five HIPs during their undergraduate program of study, while also embedding the AAC&U Essential Learning Outcomes into the curriculum. This initiative was completely driven by a small group of faculty who, after attending the AAC&U High-Impact Practices Summer Institute, came back to campus and formed a cohort. Soon, they had faculty and staff involved and the support of academic administration. They formed a committee and started holding townhall meetings, which led to the birth of GC Journeys.

Most initiatives do not always spring up organically. However, in Georgia College's case, interested faculty were encouraged by eager administrators; hence, anyone thinking about developing an initiative based around HIPs would be wise to engage a diverse cross-section of faculty and administration early in the process.

Step #2: Building A High-Impact Practices Program

Once the general framework was established, the core committee working on this initiative began outreach with several different constituents: academic advising, the Office of Institutional Effectiveness, and academic departments. Each department worked to develop integrated experiences for students, with an ultimate goal for all students to have access to five HIPs.

The reason GC decided on five HIPs is that research shows students who undertake multiple HIPs have increased rates of graduation and retention, as well as demonstrated post-collegiate success. This is especially true for students from underserved backgrounds. According to Finley and McNair (2013), the average college student completes 1.3 HIPs during their college career (p. 7).

Deep Learning Experiences by Cumulative Participation in High-Impact Practices (HIPs)

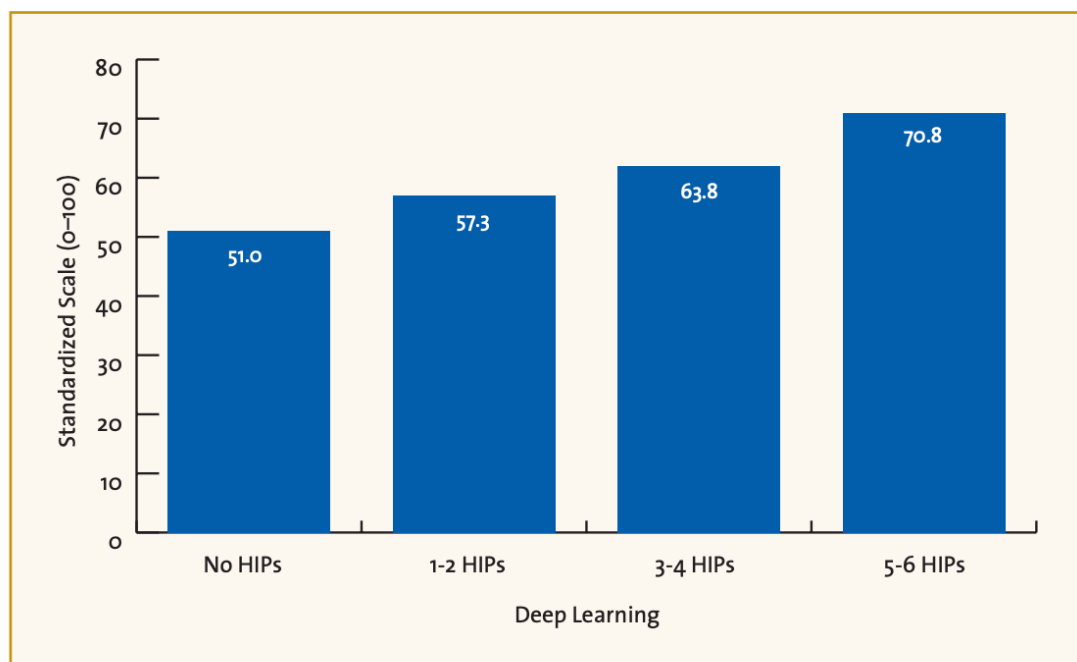


Figure 1: From Finley & McNair (2013, p. 10).

While five HIPs seemed ambitious, departments embedded as many HIPs into the degree program as possible. Ultimately, three HIPs were chosen to be embedded in each student's degree program and students would choose two more. As part of GC Journeys, all students—regardless of major—will complete a first year experience, a capstone course in their major, and finally an institutionally developed option called “Career Milestones.”

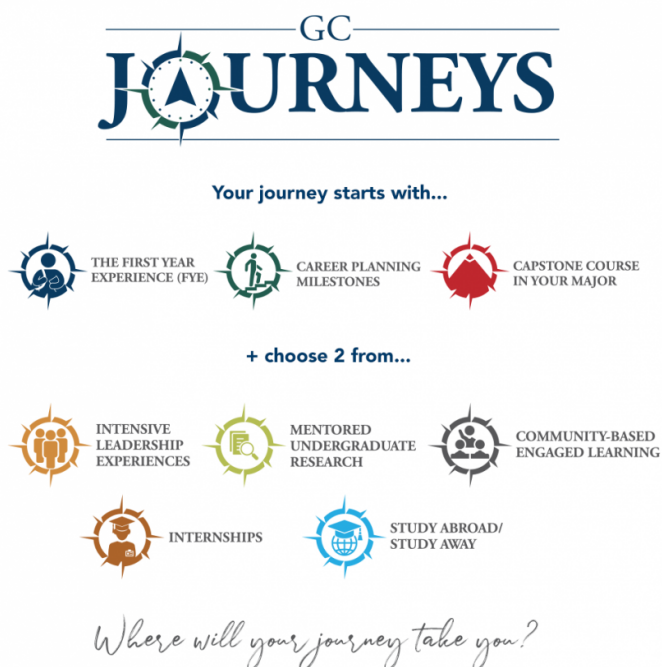


Figure 2: GC Journeys infographic (<https://www.gcsu.edu/gcjournneys>).

Additionally, academic advisors serve as a “touch point” for GC Journeys. The advisors create a degree map and help students decide which HIPs they will take during their time at GC. Advisors also ask strategic questions about GC Journeys and keep track of student responses in their advising notes.

Step #3: Engage the Bus Driver

Once Georgia College developed a plan, the next step was to engage *everyone* across the campus. The best mechanism was a low-stakes 30-minute information session geared toward a generic audience. These sessions were offered monthly and anyone who attended was certified as a “GC Guide” (and received a sticker). Using an institutional push, everyone from admissions to housing staff to faculty attended these sessions. One activity was a role play in which one attendee explains GC Journeys to the other. In this session, the Associate Provost was partnered with a campus bus driver, who explained that he wanted to be able to explain GC Journeys to students on his route. This was a pivotal moment, the message of GC Journeys was penetrating past administration and faculty, rather most of the campus was “on board.”

Step #4: Supporting Innovative Pedagogies

In order to support GC Journeys, the Center for Teaching and Learning (CTL) offers scaled faculty development. Aside from the monthly information sessions, the CTL and Director of GC Journeys offer two separate 90-minute workshops: *High-Impact Practices* and *Essential Learning Outcomes*. Additionally, the CTL runs multiple HIPs Faculty Learning Communities. Finally, the CTL offers extensive multi-week courses for faculty.

Additionally, GC Journeys offers financial support for faculty leading HIPs in the form of small project mini-grants. These grants vary in range and can be used to buy small supplies, off-set travel, etc. The below table demonstrates some of the faculty development participation.

	Sessions in 2019–2020	Attendance
GC Journeys Info Sessions	6	103
Transformative Experiences Workshop	10	158
Essential Skills Workshop	12	151
HIPs Learning Community	4	8
Design for Transformative Learning (course)	Semester-long course	71

Figure 3: GC Journeys Faculty Participation

Step #5: Measuring Student Success...

Finally, it’s important to design a way to track and assess HIPs on campus. With GC Journeys, each department submitted a plan of how they would integrate HIPs into their curriculum. Meanwhile, the Director of GC Journeys worked with each department on this plan to ensure that all students have an embedded capstone experience. The Associate Provost and the Registrar worked closely with department chairs to create a curricular tagging system. For a HIP to count, it must receive a “course tag,” and to receive a tag, it must meet the operational definitions, which were written by faculty. To help, GC Journeys created resources for faculty and chairs to work together to assure the experiences are high-impact.

This system has led to multiple external assessments (NSSE, the University of Indiana HIPs Quality Study, the NASH Taking HIPs to Scale project), as well as internal assessments. Ultimately, designing the initiative with tracking and assessing in mind, has made the initiative easier to sustain long term.

Undergraduate Research

	High experiences for performance	Demand time & effort	Substantive interaction w/faculty & peers	They help students engage across differences	They provide students with rich feedback	Structured opportunity to reflect & integrate	Opportunity to apply & test learning in new situations	Public demonstration of competence
National	++	++	++		+	+	++	++
GC	++	++	++		+	++	++	++

Figure 4: From Indiana University HIPs Quality Study, 2020

The end result of this assessment work is that, so far, GC's HIPs are largely accessible to students, the students are on par or exceeding the national averages in quality, and the HIPs are making a difference in the students' educational experiences.

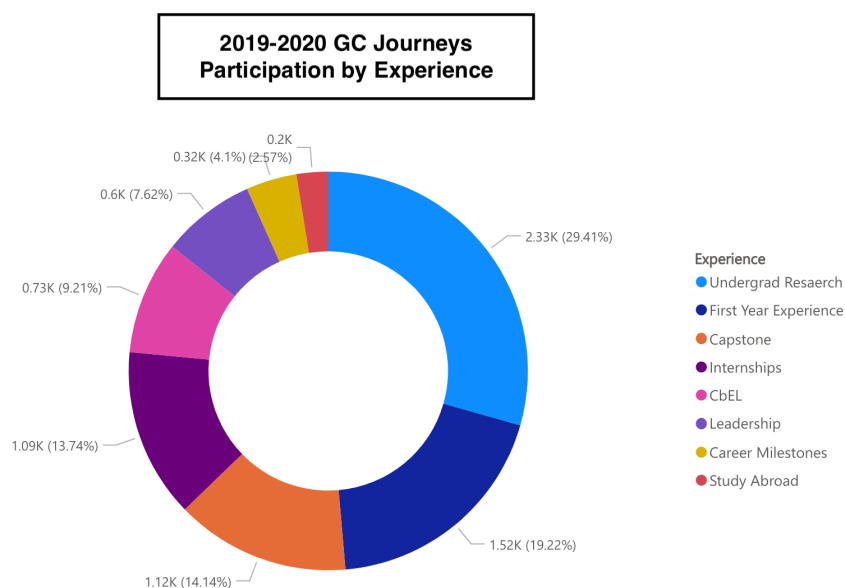


Figure 5: GC Journeys Student Participation (2019-2020)

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Teamwork Makes the Dream Work...It's Not Just a Cliché

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Introduction

Amid the onset of the Coronavirus pandemic, schools scrambled to abruptly shift their courses online; even the most adept educators had to adjust their teaching strategies. As faculty transitioned to teaching online synchronous classes, many students were multitasking, unwilling to turn on their cameras and reluctant to participate in the online discussions. Consequently, professors were unable to utilize non-verbal cues to gauge whether students were attentive and comprehending the material.

In the spring 2020, we were scheduled to teach an 8-week face-to-face MBA statistics course once a week for 4 ¼ hours. The course was converted to a synchronous online format in response to the pandemic. Research shows that students typically perform worse in online quantitative courses as compared with face-to-face (or hybrid) non-quantitative courses (Lightner & Lightner-Laws, 2016). We were immediately tasked with developing an engaging online course that spurred active participation in the teaching/learning process. In this essay, we describe a learning activity that addresses student engagement and team learning in a synchronous online course.

Goal of Activity

Team-based learning and competitions help address many issues that stymie student success in an online course (Espey, 2018; Darby & Lang, 2019). We sought to keep students engaged and meet the course learning objectives (CLOs) by offering incentives to win team competitions. We utilized a cooperative learning environment where teams competed for bonus points each week.

Description of Assignment

A case study from our textbook (Albright & Winston, 2020) entitled *Harrigan University Admissions* was modified so that it could easily be used for an in-class group assignment. The assignment is displayed in **Figure 1** and an excerpt from the Excel data file is shown in **Figure 2**. Students were asked to complete the entire assignment before the end of class. The CLOs assessed in this assignment were:

CLO 1) Students should be able to use Excel to calculate and display numerical, tabular and graphical descriptions of data.

CLO 2) Students should be able to use inferential statistics to solve business problems.

Description of Activity

We created a Kahoot game and breakout rooms in MS Teams so that students could complete the assignment. See Appendix I for a guide to creating a Kahoot game.

BUSA 5200 Homework

Har University is a university in the Midwest that attempts to attract the highest quality students. It has gathered data on 178 applicants who were accepted by Har over the past several years.

The variables (columns from Excel spreadsheet) from the Har data file is as follows:

Accepted: whether the applicant accepts Har's offer to enroll

MainRival: whether the applicant enrolls at Har's main rival university

HSCLubs: number of high school clubs applicant served as an officer

HSSports: number of varsity letters applicant earned

HSGPA: applicant's high school GPA

HSPctile: applicant's percentile (in terms of GPA) in his or her graduating class

HSSize: number of students in applicants' graduating class

SAT: applicants' combined SAT score

Combined Score: a combined score for the applicant used by Har University to rank applicants.

PROBLEM 1

Use Excel to find:

- i) the proportion of all acceptable applicants who accept Har's invitation to enroll.
- ii) the proportion of all acceptable applicants with a combined score less than 330,
- iii) the proportion of applicants with a combined score between 330 and 375.
- iv) for the proportion applicants with a combined score greater than 375.

PROBLEM 2

Find an 88% confidence interval for the proportion of all acceptable applicants who accept Har's invitation to enroll.

PROBLEM 3

Find an 92% confidence interval for the proportion of all acceptable applicants with a combined score less than 330. Interpret this confidence interval in the context of this problem.

PROBLEM 4

Find an 96% confidence interval for the proportion of applicants with a combined score between 330 and 375. Interpret this confidence interval in the context of this problem.

PROBLEM 5

Find an 81% confidence interval for the proportion applicants with a combined score greater than 375. Interpret this confidence interval in the context of this problem.

PROBLEM 6

Use techniques we have covered in the course to get a better understanding of the applicants at Har University. **USE SEVERAL TECHNIQUES AND EXPLAIN your findings.**

Figure 1: Confidence Interval (CI) assignment

	A	B	C	D	E	F	G	H	I	J
	Applicant	Accepted	Main Rival	HS Clubs	HS Sports	HS GPA	HS Percentile	HS Size	SAT	Combined Score
2	1	Yes	No	1	5	2.89	78.1	388	1262	309
3	2	Yes	No	5	5	3.61	94.0	121	1341	382
4	3	Yes	No	1	3	3.05	82.1	343	1330	305
5	4	No	No	2	6	3.13	88.8	192	1072	322
6	5	Yes	No	4	3	3.19	88.2	181	1114	323
7	6	No	No	5	4	3.11	80.1	259	1159	342
8	7	No	Yes	2	3	4.00	97.0	425	1322	381
9	8	No	Yes	3	11	3.56	87.4	467	1205	422
10	9	Yes	No	3	6	3.98	97.1	475	1300	416
11	10	No	Yes	6	9	3.34	81.0	270	1310	414
12	11	No	No	2	7	3.06	69.4	258	1248	335
13	12	No	Yes	4	4	3.31	87.4	374	1389	365
14	13	Yes	No	2	2	3.53	88.3	290	1294	332
15	14	No	Yes	3	6	3.36	85.3	467	1118	365
16	15	Yes	No	2	6	3.67	87.5	250	1215	365
17	16	No	No	2	5	3.14	81.0	277	1070	316

Figure 2: Data file for CI assignment

Creating and using breakout rooms

After completing the traditional lecture and Q&A, we created breakout rooms for the students in MS Teams. Breakout rooms should consist of 3-4 students. The goal is to create an environment where students feel open to ask questions and assist each other with the teaching/learning process. Each group selected a team captain who input answers for the entire team within the Kahoot game. The team who wins the Kahoot game is awarded the bonus points for each class.

Reflections of Activity

The main goal of using these activities is to develop a path for students to easily learn the course material and participate in their online classes. The online activities allow students to work in small groups to complete assignments. The team Kahoot competitions break up the monotony of a typical lecture. These contests also incentivize students to remain focused and learn the concepts, so that they can earn bonus points.

Assessment results indicate that breakout groups and Kahoot significantly improved student achievement. Initially an assessment showed that over 62% of the students failed to meet the proficiency threshold in the stated learning objectives. After the new methods were utilized, the failure rate dropped from 62% to approximately 9%. We attributed this improvement to the new activities, which ultimately helped increase engagement and allowed students to reach learning goals. Teamwork makes the dreamwork...it's not just a cliché. It is a recipe for helping our students succeed in this digital age of online classes by improving online learning and engagement.

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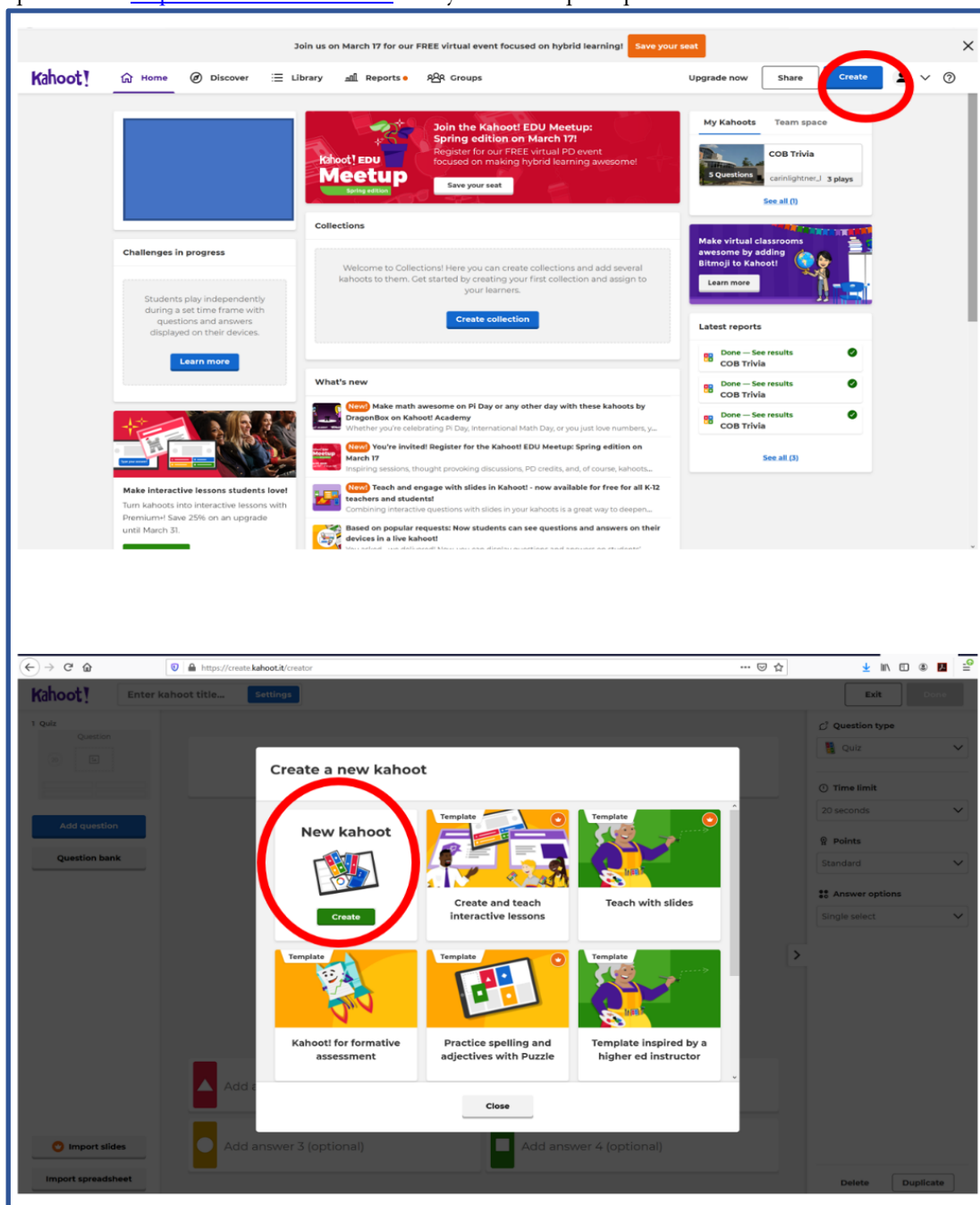
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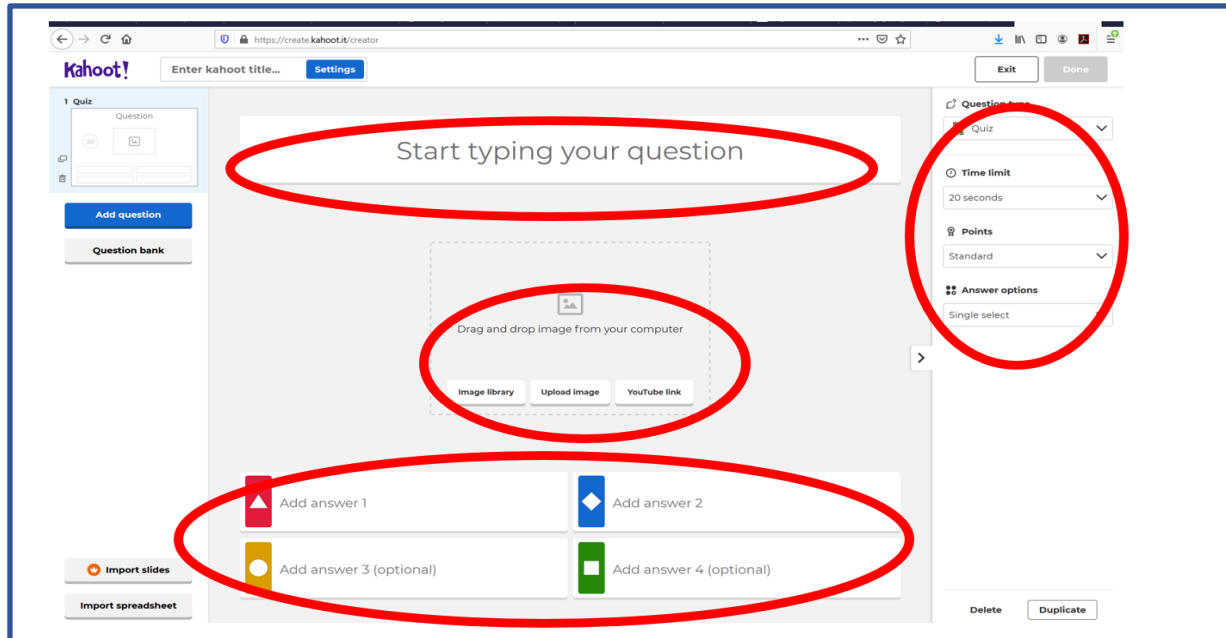
Appendix I

To create a Team Kahoot game follow the steps below:

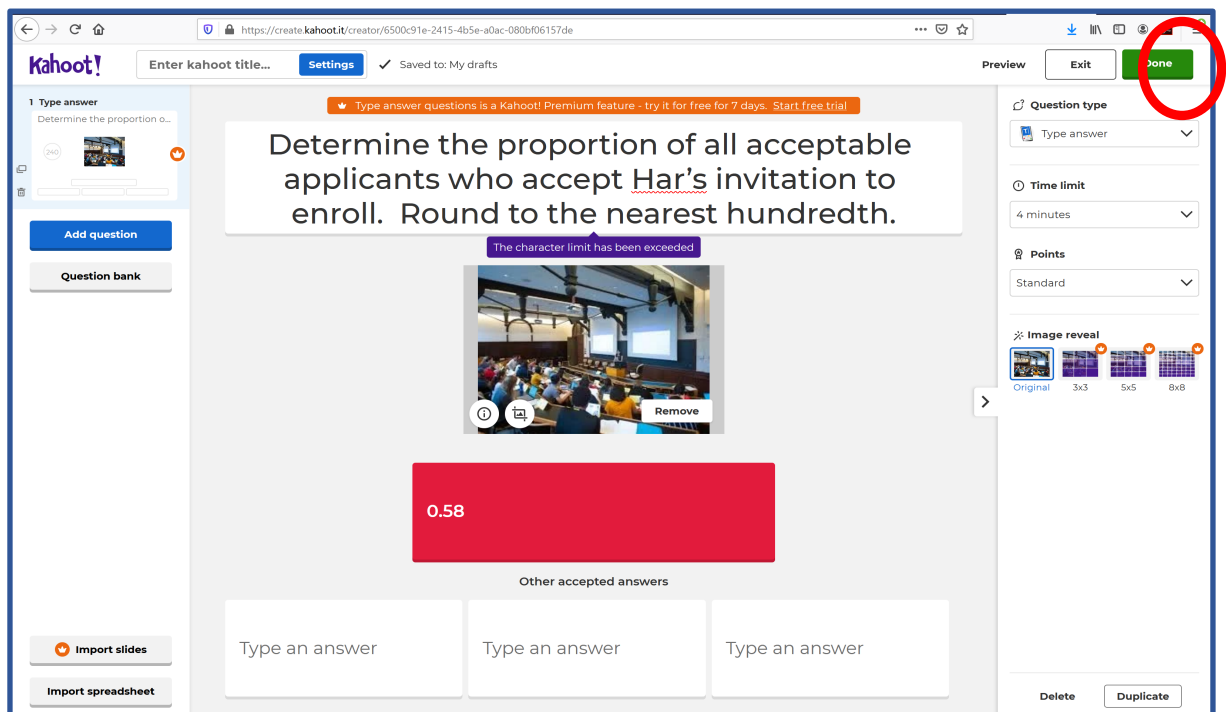
Step 1. Go to <https://create.kahoot.it/> and you will be prompted to create a Kahoot account.



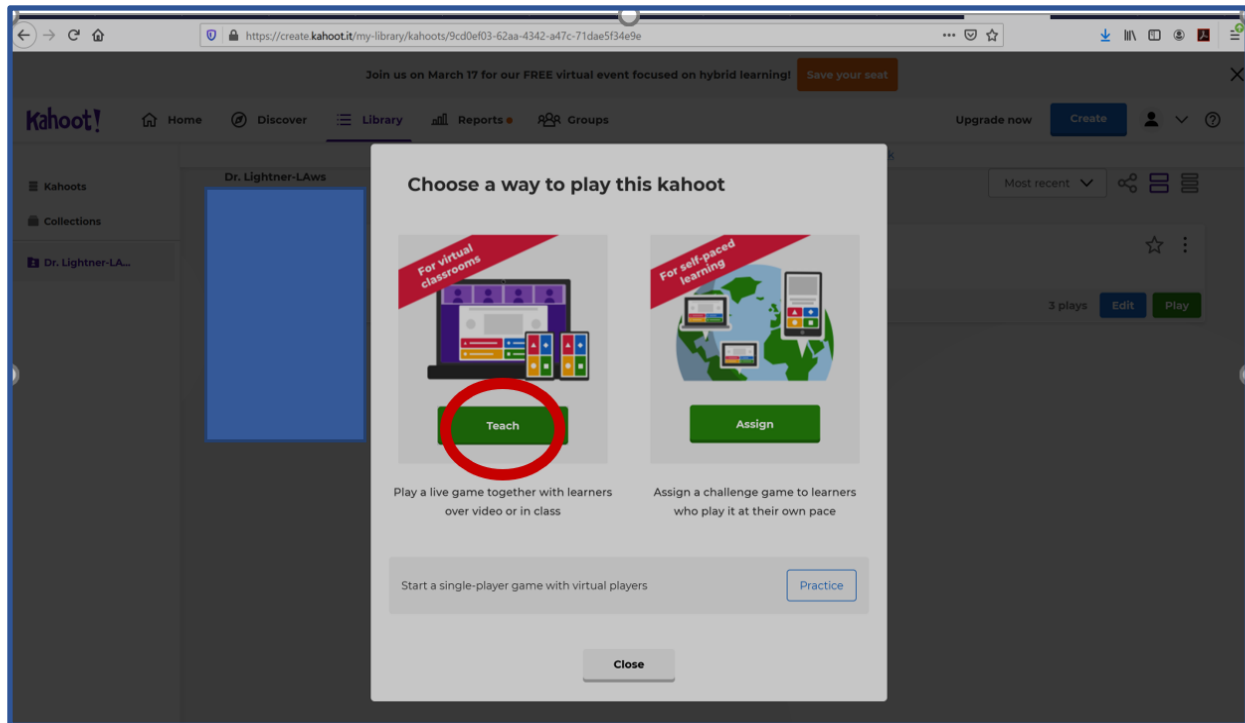
Step 2. After creating an account, click on Create to start making the trivia game.



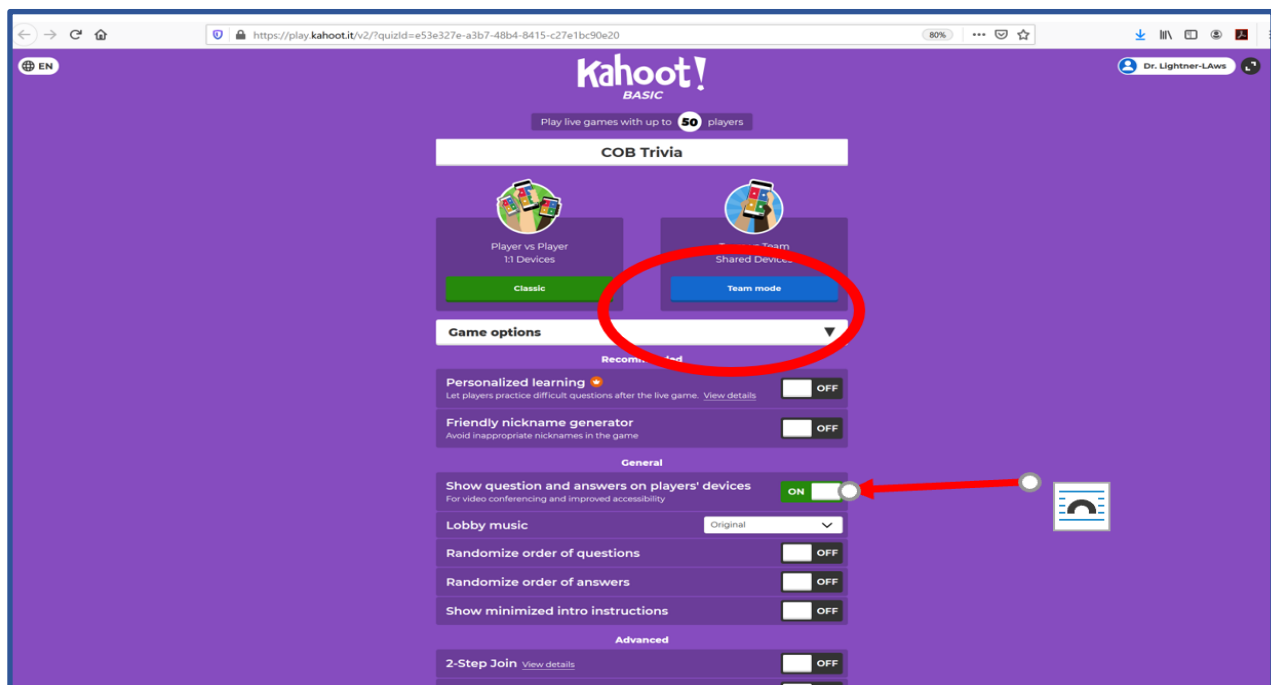
Step 3. Type the Kahoot questions, add photos, change the type of question (multiple choice, True-False, type answer etc.), change the point values, specify the time allotted to answer questions and enter the answers.



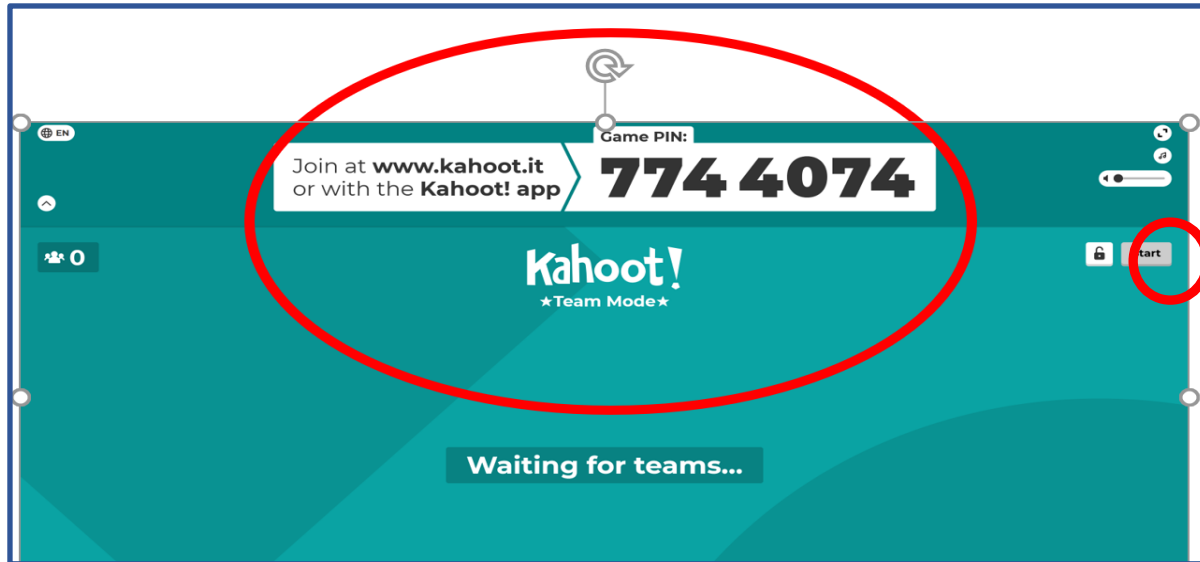
Step 4. Add all questions for the assignment and click Done. Then click Play.



Step 5. Choose whether students play the game live by selecting Teach or let them play at their own pace by selecting Assign.



Step 6. Select the Team mode and change the General Settings, so that questions and answers are displayed on players' devices.



Step 7. Students need to go to www.kahoot.it. They will be prompted to enter the Game Pin, Team name and Team members. After all teams have logged in, click Start.