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Students' and Instructors' Experiences with Open and Culturally Responsive Instruction: Findings from Tennessee's OER Initiative

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Proposal Type

Panel Session

Abstract

OER proponents hypothesize that OER may enable instructors to use more student-centered and relevant practices—i.e., open and culturally responsive practices, — leading to gains in students' academic and social-emotional outcomes. SRI partnered with Achieving the Dream and the Tennessee Board of Regents to conduct a two-year, mixed-methods study to understand how professional development supports instructors in higher education to redesign their courses to integrate these practices. In this presentation, researchers will discuss the study framework, share findings on how instructors used OER to redesign their courses, how students experienced these practices, and how these practices were associated with student outcomes.

Objectives

After participating in this session, participants will:

- i. Understand the impact and return on investment that front-end support for OER-enabled open and culturally responsive practices can have on instructors' pedagogy.
- ii. Learn about students' educational experiences in courses using OER-enabled open and culturally responsive practices as compared to courses using traditional materials and pedagogies.
- iii. Learn about the connection between instructor's implementation of OER-enabled open and culturally responsive practices and students' academic and social-emotional outcomes.

Primary Audiences

Instructors/Faculty, Higher Education Administrators

Summary

Proponents of OER hypothesize that OER may enable instructors to use more student-centered and culturally relevant practices—i.e., open and culturally responsive practices, —leading to gains in students’ academic and social-emotional outcomes. OER-enabled open and culturally responsive practices can empower learners by catalyzing more student-centered, equity-focused, instructional practices that elevate students’ knowledge and cultures and give students greater agency over their learning. However, there is limited empirical evidence showing that the use of these practices, as enabled by OER, could lead to improvement in students’ experiences in a course. This two-year, mixed-methods study aims to add to the growing body of literature around OER-enabled open and culturally responsive practices by documenting instructors’ use of these practices and by examining the relationship between these practices and students’ academic and social-emotional outcomes. Using a framework operationalizing dimensions of open and culturally responsive educational practices across course components, we analyzed data from interviews, observations, focus groups, surveys, and logs to examine the extent to and ways in which instructors enact these practices, how students experienced these practices, and the ways in which use of these practices were associated with student outcomes.

In this study, SRI partnered with Achieving the Dream (ATD) and the Tennessee Board of Regents to understand the extent to which two- and four-year college instructors can benefit from structured professional development on redesigning their courses through OER-enabled open and culturally responsive practices. The first phase of the study took place from summer 2022 through spring 2023. During phase one, 11 teams of faculty and support staff from 8 two- and four-year colleges and universities across Tennessee received professional supports from ATD to redesign 12 different courses with OER and open and culturally responsive practices, with course subjects ranging from statistics to literature to world history. The summer professional development included sessions on what open and culturally responsive practices look like, how OER can be used to implement the practices, and pedagogical strategies to facilitate the practices. In addition, teams had access to an ATD coach for the 2022 summer and fall semesters to support their course redesigned. As the focus of the first phase was on understanding instructors’ and students’ experiences with and perceptions of the courses redesigned using OER and OEP, SRI researchers observed professional

development and course implementation, conducted interviews with faculty and focus groups with students, and administered a weekly implementation log and survey to faculty.

The second phase of the study, which took place from summer 2023 to fall 2023, aimed to understand changes in faculty members' practices after implementing the course for a second semester and to measure the impacts of use of OER-enabled open and culturally responsive practices on students' academic and socio-emotional outcomes in 17 redesign and control courses. We also documented how faculty continued to refine and implement the practices for a second semester. As part of the phase two data collection, SRI researchers continued to observe professional development and administered surveys to students and faculty in the redesign and control courses.

As a foundation for our professional development and as a resource for participating faculty, we drew from the Framework for Enacting Open and Culturally Responsive Practices (Griffiths, et al. 2022). The framework identifies five dimensions associated with open and culturally responsive practices and teases out how these dimensions of open and culturally responsive educational practices may look like across key features of a course. These five dimensions include study agency and ownership, inclusive content, collaborative knowledge generation, critical consciousness, and classroom culture. We utilize the framework to guide the development of interviews, focus groups, and observation protocols, as well as instructor and student surveys and instructor logs.

Preliminary findings from the year one of the study illustrate the potential for OER to transform instruction in higher education. Instructors found the professional development a helpful support in redesigning their courses. After the professional development sessions, instructors reported feeling prepared to integrate open and culturally responsive practices using OER materials. Instructors also found the framework to be relevant and a useful tool. In focus groups, students in redesigned courses reported feeling a sense of belonging and felt supported by interacting with resources and class materials that were representative of their cultures and backgrounds. In addition to findings from year one, we will present on our year two data on impacts on students' social and emotional outcomes, discuss similarities and differences in students' experiences between redesigned and control courses, and highlight lessons learned and practical applications for instructors looking to apply OER concepts into their own courses. We will also speak to changes instructors implemented to their courses over the two semesters. Finally, faculty will present their

personal experiences with learning about OER and/or open and culturally responsive practices, their redesign process, bright spots and challenges in implementing the practices, and share anecdotes of how students engaged with the redesigned activities which typically required greater student input, agency, and creativity in assignments and activities.

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Proposal Keywords: (3-5 keywords)

Postsecondary education, OER, open education, open educational practices, culturally responsive education

(Re)conceptualizing Innovation in Digital Education Through a Critical Lens and in Conversation

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Proposal Type

Panel Session

Abstract

This panel session centers on a critical examination of innovation through the lens of feminist and critical digital pedagogy. Panelists will discuss the nuanced understanding of innovation, questioning its conceptualization and exploring its implications within Higher Education globally. The panel scrutinizes assumptions and biases within prevailing notions of innovation in education, highlighting a problematic alignment with neoliberal Higher Education and the experiences of dominant demographics, consequently perpetuating epistemic injustices. By discussing examples and practical applications of pedagogical innovation, the panelists seek to foster dialogue aimed at reconceptualizing innovation in digital education, thereby promoting inclusivity and equity within educational practices.

Objectives

This interactive panel session and shared discussion will encourage participants to look at the meaning of pedagogical innovation through a critical lens. Participants will a) gain a deeper practical understanding of some major issues and debates surrounding innovation in educational technology, b) engage in a critique of innovation through the lens of feminist and critical digital pedagogy, and c) share ideas and practices which center the lived experience as a basis for innovation.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

The expanding public use of emerging technologies such as generative AI have prompted educators to consider how they are impacting teaching and learning and how they may shape digital education. As a result, rapidly expanding educational

research and literature explores both the benefits and challenges of such technological innovations, with inquiry intended to better understand how they can be integrated most ethically and effectively in practice by teachers and students. Current framings within higher education and educational technology communities seem to bely the assumption that a deeper understanding of effective integration of new tech will positively transform teaching and learning.

Yet, it has long been demonstrated that a misplaced emphasis on tech advancements and the technology itself is a perilous proposition in education (Selwyn, 2023). Concerns have been raised about the social, political, and ethical implications of messages that herald and proselytize technological innovation in education without acknowledging the larger socio-political context of Higher Education and the inherent assumptions and biases within the dominant discourse of digital innovation in educational practice.

Prevailing notions of innovation in educational technology are often limited and tend to privilege dominant demographics and neoliberal priorities. They do not take into account the lived experience and realities of teaching and learning, nor the experiences and needs of marginalized communities and students, thereby overlooking the inherent complexities of educational systems (Stommel et al., 2020). For example, Benjamin (2017) raises concerns about "the employment of new technologies that reflect and reproduce existing inequities but that are promoted and perceived as more objective or progressive than the discriminatory systems of a previous era" (p. 3). Across the Atlantic, based on a survey of 284 U.K. academics, Watermeyer, Phipps, Lanclos, and Knight (2023) conclude that "the digitalisation of higher education through [generative artificial intelligence] tools no more alleviates than extends the dysfunctions of neoliberal logic and deepens academia's malaise," an unhealthy combination of academic precarity, increased workloads, and fierce competition for rank, resources, and funding.

Based on this critical stance, we contend that responsible and critical inquiry into how to humanize digital learning spaces, courses, and programs – and to encourage the high touch of human connection in light of high tech developments – warrants a critique of innovation itself, including the urgency and political pressures to prioritize and embrace technological innovation. To promote introspection and idea exchange about these critical issues, we propose a panel session that includes scholarly dialogue among four educational practitioners and researchers working within various dimensions of digital education. Each of us as panelists bring rich and vastly different professional experiences in various educational contexts and locations to this

discussion. We will draw upon our expertise and unique cultural backgrounds and perspectives to center a critical examination of digital innovation through the lenses of critical digital pedagogy and feminist pedagogy. Such scholarly critique will focus on the conceptualization and implementation of innovation, including the various forms that innovation can take.

Collectively and welcoming participation among attendees, the panel will delve into a shared dialogue that focuses on the nuanced understanding of innovation itself, sharing the word's etymology, questioning its current meanings, and exploring its implications in context and across the educational landscape. Moreover, we will scrutinize the inherent and enforced biases within prevailing notions of innovation in educational technology, particularly highlighting their alignment with the perspectives and experiences of dominant demographics and neoliberal interests, consequently perpetuating epistemic injustice. The panel will discuss the need to more dynamically and ethically examine how innovation is conceptualized, critique the ways in which technological innovation is particularly lauded, and what essential elements are required to foreground human connection and pedagogy amid technological change. In addition, alongside critique and at the suggestion of Selwyn (2023), the conversation will highlight "the value of what is being done in the present, and what things should be valued as worth passing on. This also involves working to identify new things – the renewal or rediscovery of alternate forms of educational digital technology use" (p. 56).

As such, the panel will suggest a paradigm shift towards adopting alternative lenses – such as critical digital pedagogy and feminist pedagogy – to reimagine innovation in education as *pedagogical innovation(s)* that can inform practices that prioritize the human and social experience of learning with new and emerging technologies. Bradshaw (2017) defines the term critical pedagogy as encompassing "educational approaches that are focused on empowering learners to be full participants in a democratic society through educational practices that are connected to learners' own experiences, address issues directly and immediately relevant to learners and their communities, and seek to transform systems and structures that contribute to oppression and marginalization" (p. 9). Stommel et al. (2020) have proposed a critical digital pedagogy that "is activism as much as it is a field, practice as much as it is theory, derived from experience and then reflection upon that experience" and encourage teaching also as an act of hope and possibilities. In an implicit reference to the push toward innovation in education, Stommel aptly contends that "what we most need to change is our thinking and not our tools." Koseoglu et al. (2023) echo these concerns and reinforce the need to humanize digital spaces of learning in higher education. Further, practical applications of feminist pedagogy align with these values

by emphasizing a democratic, participative, and human-centered yet socially-oriented approach to learning. Indeed, innovation at the intersections of feminist and critical digital pedagogies may provide the philosophical and practical provocations necessary for more inclusive, equitable, and participative approaches to integrating emerging technologies in Higher Education.

Prepared questions will be posed for panelists to address, and some will also be presented to those in attendance to elicit their contributions and ideas as well. A key objective of such collective and authentic dialogue is to lead to actionable strategies which are grounded in participants' unique work contexts and their lived experience. By discussing examples and practical applications, we seek to foster a multifaceted dialogue aimed at reconceptualizing innovation in pedagogy, thereby promoting inclusivity and equity within educational practices.

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Proposal Keywords: (3-5 keywords)

critical digital pedagogy, Higher Education, pedagogy, educational technology, innovation

Supporting the Learner and Learning: A Framework for Teaching Through Engagement (TTE)

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Proposal Type

Panel Session

Abstract

Purpose: This presentation showcases a higher education institution's Teaching Through Engagement (TTE) model, integrating psychological theory to optimize online faculty-student interactions. TTE aims to foster an authentic, individualized learning experience, enhancing critical thinking and academic success.

Background: National University (NU) utilizes TTE for its online student body, tailoring interactions to students' backgrounds and academic journeys. Aligned with scholarly discussions on engagement, TTE emphasizes understanding each student's unique perspective.

Conclusions: This presentation emphasizes reciprocal student-faculty engagement, focusing on broader learning outcomes. It highlights inclusiveness and integrates mindset theory to foster a positive learning environment, especially in the digital learning space.

Objectives

Participants will:

Gain understanding of a practical model that they can apply that emphasizes faculty-student interaction in online learning.

Get practical best-practices advice to foster engagement's role in course design, motivation, and deep learning.

Recognize the reciprocal nature of engagement and its impact on student success.

Understand what is "presence" in online interactions, how important it is and how to facilitate it.

Will be able to think differently and more meaningful about approaches fostering deep learning through student engagement.

Primary Audiences

Instructors/Faculty, Faculty Developers

Summary

Introduction

With over 44,000 students, National University (NU) predominantly operates predominantly in an online environment, necessitating a robust model that transcends traditional boundaries of teaching and learning, especially one that fosters student and faculty interaction and student engagement. In specifically online graduate programs at NU innovation was necessary aiming to support learners through a model grounded in psychological and pedagogical theories. A comprehensive model and approach emerged known as Teaching Through Engagement (TTE), underpinning a commitment to fostering meaningful interactions and engagement between faculty and students in an online teaching environment.

Teaching Through Engagement (TTE)

TTE is not merely a pedagogical framework but a philosophy deeply ingrained in NU's teaching practices. At its core, TTE emphasizes authentic interactions that transcend the conventional student-teacher dynamic. It involves tailoring teaching methodologies to accommodate diverse student backgrounds, fostering critical thinking, and promoting student success beyond academic realms. Faculty diversity at NU enriches this model, ensuring a multifaceted approach to engagement that resonates with individual student needs.

Understanding Engagement

Engagement is the cornerstone of effective teaching, encompassing interactions that stimulate intellectual curiosity and foster holistic learning experiences. Drawing from seminal works by Zepke (2013) and Bryson and Hand (2007), engagement extends beyond in-class activities, encompassing broader relationships and motivational factors. NU's emphasis on engagement transcends traditional boundaries, utilizing

technology to facilitate substantive dialogues before, during, and after academic pursuits.

Importance of Engagement

At NU, faculty members are inherently teachers committed to nurturing students' growth and success. Every interaction with students holds pedagogical significance, influencing their motivation, commitment, and ultimately, their success. While grading is pivotal, engagement transcends corrective measures, shaping students' intellectual journeys and fostering a sense of belonging within the academic community.

Engagement as Presence: Presence goes beyond mere engagement, encapsulating the essence of being actively involved in student interactions. Studies by Bloomberg and Grantham (2018) underscore the significance of social, cognitive, and instructor-based presence in online learning environments. Faculty presence is pivotal in fostering student investment, trust, and academic engagement, laying the foundation for a vibrant community of inquiry.

Mindset and Its Application to TTE

Carol Dweck's seminal work on mindset delineates fixed and growth mindsets, profoundly influencing students' learning behaviors and outcomes. NU's adoption of TTE aligns with fostering a growth mindset, encouraging students to embrace challenges, persist through setbacks, and view feedback as opportunities for growth. Faculty's mindful adoption of growth mindset principles not only enhances student motivation but also cultivates a supportive learning environment conducive to academic success.

Inclusivity and Equity in Engagement

NU's commitment to inclusivity and equity underscores its vision for a diverse and inclusive academic community. Biwas (2019) highlights the importance of recognizing and engaging with students' diverse experiences, identities, and viewpoints. By embracing students' narratives and fostering trust through inclusive practices, NU endeavors to create an equitable educational landscape where every student feels valued and supported.

Conclusion

National University's approach to online graduate education exemplifies a holistic paradigm shift in teaching and learning. Through Teaching Through Engagement (TTE), NU prioritizes authentic interactions, fosters a growth mindset, and champions inclusivity and equity. As NU continues to evolve, its unwavering commitment to engagement and presence serves as a beacon of innovation in the landscape of higher education.

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Proposal Keywords: (3-5 keywords)

Student engagement, Faculty-student interaction, Faculty presence, Growth mindset, student success

Humanizing today's students: What they say they need to be successful

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Proposal Type

Poster Session

Abstract

Recruitment, enrollment, and retention of students in university programs is necessary to address the shrinking number of students in many institutions of higher education. Current concerns for declining enrollment or engagement include COVID 19 recovery (WSAC, 2020), costs, technology, and awareness of the variety and number of supports available (Dawson et al., 2024). In the field of teacher education the shortage of teacher candidates in certification programs is particularly troubling. This (research presentation/poster) will present factors today's prospective teachers identify as most beneficial and compare those factors with the effective practices for collegiate success (RNL, 2023).

Objectives

1. Participants will identify university, program, and class supports that diverse university students rank as most beneficial to their success in college programs.
2. Participants will assess the technology and educational realities faced by collegiate students today.
3. Participants will connect study results to apply effective collegiate success factors in their respective programs.

Primary Audiences

Curriculum Specialists, Instructors/Faculty

Summary

Introduction

Crisis is an often used word in higher education. The current abrupt decline in student enrollment in institutions of higher education as well as the number of universities and colleges has been described as a crisis (Hershey et al., 2023). Ensuing labor conditions after COVID 19 were pronounced a crisis. Since 1984 teacher shortages have been

labeled as a crisis in America (Darling-Hammond, 1984). The factors for these ongoing and worsening crises are many but attempts to ameliorate each critical college concern center on the three prongs of recruitment, enrollment, and retention. While it is not clear how to address these three prongs, consensus is that these areas need immediate attention to solve crises (Maxwell, 2022; Sutcher et al., 2016; Wiggan et al., 2020).

Within each prong economic realities must be addressed (Wiggan et al.) and new strategies must be considered. Recruitment includes bringing students into workforce positions and into preparation programs, sometimes simultaneously. Enrollment efforts require awareness of the realities of today's students, which often include addressing financial concerns regarding childcare, food security (Greenwood, 2020), transportation, housing, and healthcare in addition to tuition, books, and tutoring. Retention or perseverance to graduation is the third area. The money, time, and commitment cost of higher education leaves prospective students wondering if a degree does indeed prepare them for the job market or just leave them with debt (Hershey et al., 2023.).

In the field of education, specifically teacher education, the recruitment of prospective teachers, together with the decline in college preparation enrollment and retention in the field after graduation is especially problematic. The dearth of candidates along with the need for teachers is a catastrophic or tsunami levels (West, 2022) resulting in a "profession on the brink" (Rebora, 2022) of collapse.

Recruitment

Today there are less than half as many applicants enrolled in college or university teacher preparation programs as there were in 2007 (Cooperative Institutional Research Program, 2016). From 2010 to 2014 interest in teaching decreased 29% (ACT, 2014). The significant decline among high school students interested in becoming a teacher (Wiggan et al., 2020) is mirrored in society. Most Americans do not want their children to become teachers (Weingarten, 2022). Prospective teachers "see the struggles of educators, hear negative public opinions, and learn about the lack of political and financial support teachers and schools receive. And since teachers earn nearly 20 percent less in wages than comparable workers, students are choosing to go into other professions where they know they might get more respect, higher pay, better working conditions and increased opportunities for career growth" (Weingarten, p. 1). Conditions that contribute to continuing shortages include overall lowered teaching and learning conditions (Maxwell, 2022), business model of selling education (Harness, 2012), external imposed content, ethics, and methodology standards (Dawson, 2010), women as available low paid employees (Melder, 1972), lack of

professional autonomy (Maxwell), lack of prestige (Burns & Darling-Hammond, 2014), general lack of power, failure of the education system to adapt to current conditions, a mismatch of labor needs with preparation, a global focus on capitalism (Wiggan et al.) and worsening student mental health from COVID (West, 2022).

Enrollment

There are greater declines in enrollment of ethnically diverse and first-generation students (Goe & Roth, 2019) than other students. To improve enrollment literature on the influence of student affairs or support services is emerging (Bulger et al., 2015). Enrollment is bolstered when the connection among student affairs (Brooms et al., 2018) and academic achievement (Clup et al., 2021) is explicitly transparent, especially for students of color and non-traditional students. Promising practices in improving enrollment in effective teacher preparation programs focus on comprehensive programs (West, 2022). that incorporate content, knowledge, skills, dispositions, experience, mentoring, high certification standards and expectations, and research based pedagogy.

Retention

Retention efforts should focus on academic supports to ensure candidates are successful in a rigorous accredited program and remain in the field after graduation. Promising practices to improve retention for all university students include high intensity education experiences, internships, and involvement in professional organizations (Dawson & Leytham, 2020). Practices to improve retention and graduation for teacher candidates include library access, online resources, fiscal support, advising and mentoring, and university services such as tutoring or counseling (RNL, 2023).

Research

The connection among recruitment, retention (Brooms et al., 2018) and enrollment is promising for teacher education, particularly for teacher candidates of color and non-traditional students. To investigate which factors of a traditional teacher preparation program were most effective, a descriptive survey study was undertaken. Teacher education students, faculty, and staff across two years will be surveyed to rank identified practices as contributing most to student success with particular attention to diverse students. Both quantitative (tally and counts) and qualitative (short answer responses) data will be collected and analyzed. Quantitative data will be analyzed using descriptive statistics and qualitative data will be analyzed using theming and

coding. Results will be verified by cross checking among researchers. Results from the survey will be shared and then compared with the findings from a study of 64 four year institutes of higher education (RNL, 2023). Attention Participants will be invited to consider how they can support students at their respective institution.

This presentation's purpose is to help college and university faculty and staff better understand the types of helps and resources today's students want and need to be successful. It is hoped that as student needs are met, there will be an increase in recruitment and in retention rates.

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Proposal Keywords: (3-5 keywords)

Recruitment, enrollment, collegiate success, diverse student populations

Upending Tradition – To Remain Useful Business Teaching Cases Must Adapt: What Does This Look Like and How Do We Get There?

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Auburn University, Auburn, AL, USA

Proposal Type

Poster Session

Abstract

Information is messy! Traditional business teaching cases are too structured and simplified to keep pace with a world where information, misinformation, and disinformation continues to proliferate. Students need repeated opportunities to engage with common business sources in their original form to develop the skillset necessary to gauge where and to what extent various information types can be used to support well-informed business decisions. This poster offers an information literacy-based approach to teaching case development. Attendees will leave knowing why an alternate approach is needed and the steps they can take to build information literacy practices into their own classroom materials.

Objectives

After reviewing my poster and asking questions (if necessary), attendees will be able to:

1. Recall key limitations of the de facto structure used for business teaching cases
2. Give examples of ways faculty can partner with their academic library to support information literacy (IL) skill development
3. Enumerate and begin to employ the steps necessary to incorporate information literacy practices into business teaching cases
4. Work towards reframing their mental model of IL to see it as an enhancement to existing teaching practices and an integral component of student success

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

Since Crawford and Barrett (1997), the traditional structure used for business teaching cases has been called out for inaccurately reflecting the information landscape that students encounter upon graduation and the related potential to foster a superficial

level of student analysis. This faculty-librarian partnership pivoted their pedagogical strategy to utilize common business information sources as the core foundation of teaching cases leading to increased student self-efficacy and job readiness through the development of information literacy (IL) skills (Crawford & Barrett, 1997). Twenty-five years ago, Crawford and Barrett (1997) remarked on the need for this approach due to society's information proliferation problem—a situation that has only increased in the intervening years and has been compounded by the growing prevalence of misinformation and disinformation.

More recently, qualitative research was used to evaluate the pedagogical quality of business cases in a popular collection and discovered weaknesses in the subset of cases they examined (Hofmeister & Pilz, 2024). They concluded that common features of traditional business cases reduce their usefulness as learning objects including narratives that confined the reader's perspective, linear and strict structures that lacked realism, an absence of the cognitive conflict necessary to activate problem solving, and a lack of disconfirming evidence that would precipitate a desired change of perspective (Hofmeister & Pilz, 2024). Like their predecessors Crawford and Barrett (1997) almost thirty years earlier, Hofmeister and Pilz (2024) also lament the potential for current teaching case design to favor shallow analysis over deep learning due to structural flaws built-in to commonly accepted pedagogy.

To address the issues above, business education needs an IL-based approach to teaching cases where students are no longer kept sheltered from the messiness that is information today. While librarians have long advocated for the inclusion of information literacy in the classroom, much of library instruction still takes the form of one-shots—a single class session (or portion thereof) where the librarian is tasked with covering some combination of navigating, searching, accessing, evaluating, and/or using library resources (e.g., catalogs, databases, technology, etc.) to fulfill a course assignment. While most librarians would agree that any level of library instruction is better than no library instruction, research by LeMire et al. (2023) provides evidence that traditional thinking on how to incorporate information literacy into coursework is insufficient for student skill development. Their research found that continual reinforcement and practice was significantly more effective at developing information literate students than one-shots (LeMire et al., 2023).

The recommended approach is not necessarily new. Naumes and Naumes (2006) covered what they refer to as library cases in all three editions of their heavily cited book offering how-to guidance on developing teaching cases. While not entirely ignored by the authors, an IL-based approach to case studies has been relegated to

just a few pages out of a several hundred-page book. As far back as 1996, Henninger and Hurlbert identified the need for business cases to focus on the process and not just the content of the case in order to prepare students to be both adaptable and resilient in an information world that remains in flux. Personal classroom experience leads me to conclude that the student needs and pedagogical problems cited by previous researchers still exist and that business education may need to rethink whether a rigid adherence to the traditional structure of teaching cases has become problematic.

When my faculty colleague and I first started working on and advocating for this approach to teaching case development in the field of business, generative AI had just hit the public's awareness. Even at that time, we felt it should be a part of each business student's research toolbox and took steps to include it in our overall strategy for developing business cases. Given the high rate of adoption by business—90% of CEOs surveyed by Deloitte at the end of 2023 stated their companies were either experimenting with or already using generative AI—it is imperative that generative AI be factored into business cases. As the technology is still in its infancy it comes with a range of limitations making it important for students to be able to judge the accuracy of generative AI responses. Unlike those of us who have worked in industry or academia for years and have built a body of expertise on which to gauge generative AI responses, students will need to rely on traditional business research skills and IL practices to verify AI's output. In this way, our proposed instructional practices embody the conference's theme of High Tech to High Touch.

To ensure poster session attendees understand the limitations of traditional business teaching cases described above, as well as how the problem can be remedied via the incorporation of information literacy objectives into their own teaching cases, the proposed poster will include the following content:

- Brief background on the faculty-librarian teaching partnership that inspired this work
- Targeted bibliography of research findings for the intersection of information literacy and business education
- Examples of real-time student assessment pulled from in-class polling software
- Chart showing common business information sources and their identifying characteristics
- Possible configurations faculty-librarian partnerships can take as placed on a spectrum
- Steps needed to identify real world information sources for use in an IL-focused assignment or case study

- A comparison of the typical business case contrasted with an information literacy-infused business case that uses visual examples

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Proposal Keywords: (3-5 keywords)

Business education, Teaching case, Information literacy, Faculty-Librarian partnership, Source evaluation

Identifying Reasons Students Drop Out of College and Pedagogical Strategies to Help Build Resilience and Grit

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Proposal Type

Poster Session

Abstract

The coming enrollment cliff (Campion, 2020; Coupley & Douthett, 2020; Schuette, 2023) is expected to greatly exacerbate current issues with college student enrollment. Investigating factors related to students dropping out may reveal new avenues for increasing retention. These factors may also highlight ways instructors can help support students in their classes.

Our results showed that higher grit and resilience scores were associated with decreased likelihood of thinking of dropping out. We will discuss additional factors that may identify students who may be at risk for dropping out, as well as potential strategies for increasing resilience and grit through classroom activities.

Objectives

Participants will learn teaching strategies to help build resilience and grit in college students.

Primary Audiences

Faculty Developers, Instructors/Faculty

Summary

This is a poster session, therefore our poster will show the results of our study, as well as describe teaching activities that can increase resilience and grit in college students. We will also provide handouts for instructors to take with them, so they have examples of teaching strategies they can use with their students.

References (up to 5)

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Proposal Keywords: (3-5 keywords)

Higher Education, Higher Education Pedagogy, Resilience

Using Self-reflection to Promote Student Engagement in the Learning Process

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Proposal Type

Poster Session

Abstract

This poster session addresses the topic of self-reflection with particular focus on how pre-service teachers use a test reflection guide to improve their understanding of fundamental concepts in a special education course. Experiential learning provides opportunities for candidates to deepen their perspectives and maximize their understanding of content through hand-on experiences and reflection. Pre-service teachers conduct an analysis of their test performance using a test reflection guide, practice the SEE-I process on one identified fundamental concept in need of improvement and use a discussion guide to evaluate their level of participation in discussion. Results of the project will be shared.

Objectives

Participants will be able to 1) identify components of a test reflection guide, SEE-I process, and discussion guide that supports and encourages self-reflection, 2) describe appropriate learning activities that promote student growth and understanding, and 3) consider results that reflect the outcome of the self-assessment process.

Primary Audiences

Instructional Technologists, Early Career Faculty

Summary

"Reflective thinking is a part of the critical thinking process referring specifically to the processes of analyzing and making judgments about what has happened. Dewey (1933) suggests that reflective thinking is an active, persistent, and careful consideration of a belief or supposed form of knowledge, of the grounds that support that knowledge, and the further conclusions to which that knowledge leads. Learners are aware of and control their learning by actively participating in reflective thinking – assessing what they know, what they need to know, and how they bridge that gap – during learning situations." (as cited on:

<http://www.hawaii.edu/intlrel/pols382/Reflective%20Thinking%20-%20UH/reflection.html>). Supporting teacher candidates' understanding and knowledge of difficult concepts through reflection encourages pre-service candidates to view self-reflection in a positive way, translating into increased engagement in the learning process. Participants in this class were 18 pre-service teachers at a mid-size university in the Southwest. Candidates were expected to participate in critical analysis and reflection at a high level. After completing the test self-reflection guide on two exams, using the SEE-I process to clarify fundamental concepts after each exam, and reflecting upon their engagement in discussions (using the discussion guide), candidates report that the experiences provided a strong connection to course content, a better understanding of the content and acknowledge the importance of self-reflection. Pre-service candidates also reported a high degree of confidence in their ability to implement these strategies in their future classrooms.

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Proposal Keywords: (3-5 keywords)

Self-assessment, pre-service teachers, self-reflection, critical thinking

Creating a Learning Community Project to Engage Students in Their Early Years of College to Enhance Their Learning Experience

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Proposal Type

Poster Session

Abstract

Studies have shown that Learning Communities have many benefits, including “[f]ostering workforce skills, encouraging problem-solving skills, and increasing retention and success” for both faculty and students (Dodge and Kendall). In this project, we created an interdisciplinary Learning Community Project that allows a Freshman Composition (FC) course to pair with a Digital Media (DM) course for students to work on a mini magazine. Students in FC were writers whose tasks focusing on writing and researching, whereas students in DM were copy-editors whose tasks focusing on graphic design and layout. The goal was for students to collaborate in a learning community.

Objectives

The overall goal was to improve student engagement and, as a result, increase retention.

The Objectives were:

1. Increase student engagement and motivation.
2. Improve students’ learning attitude towards writing and computer usage.
3. Develop collaboration and communication skills.

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Primary Audiences

Instructors/Faculty

Summary

According to a study by Wenwen Cao and Zonggen Yu, "learning communities possess the capacity to enhance communication, motivation, and learning outcomes, while simultaneously alleviating learner anxiety." Building the student learning communities can also "provide students with a structured way to solve problems, share insight, and help one another continually develop new skills and expertise (Fisher et. al). This concept has been supported by our institute at Georgia Gwinnett College (GGC), from offering Block Schedule to incoming freshman to creating Learning Community Courses to students at large. However, there have been challenges when implementing these ideas at GGC. For example, students tend to change schedules during drop/add period, making it difficult to keep the same group of students in the same Block Schedule or Learning Communities. There are also challenges on faculty's side. Sometimes faculty members were assigned in groups other than they had requested, they were left out on the scheduling, they did not get the course needed to take part in the Learning Communities, or they shared only a handful of students, which made Learning Communities challenging to work. Therefore, we decided that we would try out a different model of Learning Communities: Creating one that wouldn't require students to take the same courses. The main advantage: Flexibility, as the model did not require Registrar to create the LC with multiple courses ahead of time. We requested the courses we needed (Freshman Composition I and Digital Media) in the same semester without routing through LC scheduling.

As we know, most students in FC are in-coming freshman students and students in Digital Media are mixed but mostly sophomores. This project provided a unique opportunity for freshmen students to interact with students at least one semester ahead of them. While working on the project together, we hope they can form an LC where the DM students would share their college experience with the freshman students and, therefore, socially engage with each other. The LC could support the transition of the freshman students from high school to college, in the meantime, could help the DM students develop a sense of belonging. As a result, the LC could lead to a

stronger bonding with the college for both groups and, therefore, further improve the retention rate.

We believe our approach has the benefits of the Learning Communities without the challenges of the traditional model.

Evaluation Plan and Research Outcomes:

This object was evaluated through pre and post surveys from both treatment and control sections. We designed questions to gather data about student engagement inside and outside of the classroom as well as social engagement. Our hypothesis is that students in the treatment section are more engaged and motivated than those in the control sections. We will analyze the survey data to find the result.

We had survey questions designed to collect student attitude towards writing and computer usage. These questions were distributed at the beginning and the end of the semester. We compared the before and after data between the treatment section and the control sections to determine the level of improvement of attitudes towards writing and computer usage.

Student collaboration and communication skills were evaluated through the pre and post surveys, which were distributed to both treatment and control sections. We then compared the improvements between the two groups.

Intellectual Merit:

This project can benefit students in both Freshman Composition and Digital Media in many ways. Most freshmen are not confident in writing, and their use of technology may be limited to social media rather than digital media. During the process of working with Digital Media students, Composition students can learn from their peers and the technology skills that may not be familiar to them. Likewise, Digital Media students can have a hands-on experience that could be useful in their future career.

The project can also impact students and faculty interested in Learning Communities. It can create a new approach for faculty to try out Learning Communities, and it can increase students' interest in collaboration. This model can also enhance traditional model of Learning Communities, which will help students' retention rate.

Broad Impact:

This project can be beneficial to other English and ITEC faculty at large. It can be adaptable by others in their teaching to promote Learning Communities, Technology,

and Student Engagement. This model can also be adapted by other interdisciplinary Learning Communities in higher education.

Interdisciplinary Justification:

This project will benefit both English and Information Technology departments in which more faculty can try the new model of Learning Communities, especially for lower level students. Students taking Freshman Composition and Digital Media are mostly first-year students. They have not made many friends as their support group. This is particularly true, as GGC is a commuter-based school. Survey on IT students showed that they often feel isolated, which could lead to low retention and graduation rate.

These students can also be inspired to major or minor in English or IT due to this project. The project allows students to write for topics of their interests that could expand to professional writing as a career, and students designing the layout could also become copy editors for publishers in the future.

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Proposal Keywords: (3-5 keywords)

Interdisciplinary Learning Community, Technology, Student Engagement

Using inclass activities to teach theoretical concepts: A dynamic approach to enhance student engagement

Dr. Jacki Fitzpatrick

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Proposal Type

Poster Session

Abstract

The purpose of this poster presentation is to provide examples of active teaching techniques to demonstrate theoretical concepts. These techniques require student involvement to enact and/or illustrate the concepts. Thus, they align with engagement principles for active learning. The poster will provide a sampling of activities for teaching social science theories (e.g., social exchange, symbolic interactionism, sequential development, chaos/conflict). However, the basic parameters of student engagement can be adapted for teaching theories in many other disciplines.

Objectives

- The audience members will gain information about active teaching techniques.
- The audience members will gain information about technique-theoretical linkages.
- The audience members will gain information about options for adapting techniques to meet their own course parameters.

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

It can be challenging for students to learn theories. The concepts are routinely abstract and have a rather precise vocabulary. In this context, it can be challenging for teachers to bridge the intellectual divide between (a) their own knowledge and (b) students' capacities to learn theoretical concepts/principles.

The purpose of this poster presentation is to provide examples of active teaching techniques to demonstrate theoretical concepts. These techniques require student involvement to enact and/or illustrate the concepts. Thus, they align with engagement

principles for active learning. The activities can be used in a traditional or flipped classroom design. After these activities, the instructor engages in a debriefing discussion to explain how specific student actions aligned/reflected the theoretical concepts and how the concepts can be evident in other situations.

The poster will provide a sampling of activities which have been used to teach four social science theories. More specifically, it will focus on social exchange, symbolic interactionism, sequential development and chaos/conflict theories. For clarity, all of the activities are described for small groups and whole classes. Given their communicative elements (e.g., "exchange" in social exchange, "interaction" in symbolic interactionism), two theories require at least dyads (pairs). However, the sequential/development theory and chaos/conflict theory techniques can be utilized with individual students. Beyond these theories, the basic parameters of student engagement can be adapted for teaching concepts in many other disciplines.

Social Exchange Theory

The basic assumption of this theory is that individuals engage in rational processes to (a) evaluate their options and (b) select the option which is most advantageous to them (White & Klein, 2008). This evaluation includes a costs-benefits analysis as well as consideration of alternatives. Alternative quality refers to appeal whereas alternative quantity refers to numbers. [If there is no quantity, then quality is an irrelevant criterion.] To demonstrate these processes, the instructor divides the course into small groups (3-5 students). Each group is given one gift box which they are unable to open. All boxes are of different sizes, but have the same weight and content. All groups are told that there will be multiple brief timed-periods (45-60 seconds) during which they can try to trade boxes with other groups (if they wish to do so). [The instructor monitors the trade communications to assure that they are compliant with university civility requirements.] After the trade periods have ended, the faculty member leads a deconstructing discussion. More specifically, she/they/he walks them through how/why they (a) did the cost-benefit analysis, (b) evaluated alternatives, (c) was dependent upon other group members to perform the trades, and (d) experienced any barriers to making trades that they desired.

. Symbolic Interactionism Theory

The basic assumption is that there is relatively little innate social knowledge. Rather, individuals and groups engage in meaning-making processes. They assign meaning to values/beliefs, roles, objects, actions and rituals. This is referred to as symbolization (Snow, 2001). When they create and/or share symbolization with others, this is referred

to as interactions. Yet, individuals are not simply passive recipients of symbolization. They have the agency to accept, modify or reject messages provided by others. To demonstrate this meaning-making process, the instructor creates small groups (3-5 students). Each group randomly chooses an envelope which contains one object, photo, game/action [e.g., Legos set] or concept (represented by a word [e.g., bildungsroman] or phrase [e.g., 'out of the mouths of babes]). All groups are instructed to discuss their concept/object/action and come to consensus on at least one specific meaning. [If they can generate multiple meanings within the given timeframe, then they are free to do so.] After they've reached consensus, the teacher leads a whole class discussion about the symbolization (what meaning they assigned) and interactional processes (how meaning consensus was achieved).

Sequential/Developmental Theory

The basic assumption is that there exists a sequence of stages across the lifespan. These stages occur within a particular order. Within each stage, there are specific developmental tasks (Miller, Yorgason, Sandberg & White, 2003). If individuals/families fulfill these tasks successfully, then they are well-prepared for the next stage. If individuals/families are unable to achieve them successfully, then it can be harder to fulfill the next tasks. To demonstrate these concepts, the class is divided into small groups. Each group is assigned one particular stage. In one class period, each group creates a (1) written list of the tasks and (2) verbal summary of the tasks. During the next class period, the groups post their lists in a stairwell. [Each step represents a particular stage.] In sequence [e.g., infancy-older adulthood], each group describes the tasks and anticipated outcomes. The movement from one step to the next represents developmental transitions.

Chaos/Conflict Theory

The basic assumption is that daily life is often a tense and challenging experience. Individuals/families have to navigate multiple stressors and commonly have some resource deficits (e.g., not enough time, money, social supports) to resolve the stressors (e.g., McDowall & Peak, 2012). When stability is achieved, it can be fragile and difficult to sustain. To demonstrate these challenges, the instructor utilizes serious online simulations (SOS). The SOS allow students to take the role of resource allocators in providing humanitarian aid in response to intense events such as pandemics, or ecological disasters (Fitzpatrick, 2022). In alignment with real-aid scenarios, the allocators often have to deal with inadequate supplies, staffing shortages and local community conditions. Parallel to the other activities, the students are assigned to work in small groups. This places them in the position of having to

communicate and negotiate with others, rather than only making unilateral decisions. Similar to the other activities, the simulations are followed by whole class discussions about how the specific theoretical concepts (e.g., fragility, insufficient resources) are relevant to their SOS decisions.

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Proposal Keywords: (3-5 keywords)

(a) engagement; (b) activities; (c) theories.

The role of homesickness, family hindrance and negative affect in undergraduates' dropout risk

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Proposal Type

Poster Session

Abstract

This study examined how individual characteristics (e.g., homesickness, affect), plus interference/hindrance from family contributed to college dropout risk. Participants (n=1225 undergraduates at a US university) completed an anonymous questionnaire packet which included Archer, Ireland, Amos, Broad and Currid's (1998) homesickness scale, Ruehlman and Wolchik's (1988) support-hindrance inventory, Watson, Clark and Tellegen's (1988) negative affect subscale, plus Pascarella and Terenzini's (1980) dropout scale. A regression revealed that these factors accounted for 23% of the variance in dropout risk. These results highlight the importance of continued research on familial-salient issues as well as affective/emotional states for college students.

Objectives

- The audience members will gain information about dropout risk among undergraduates.
- The audience members will gain information about family-salient factors (e.g., homesickness, hindrance) among undergraduates.
- The audience members will gain information about negative affect (emotional states) among undergraduates.

Primary Audiences

Instructors/Faculty, Other

Summary

Introduction/Literature Review

Homesickness

According to Archer, Ireland, Amos, Broad and Currid (1998), "the term 'homesickness' covers reactions to a number of circumstances which involve separation from familiar and loved people and places" (p. 205). When individuals have positive associations/memories of home, then departures can be difficult. This difficulty can persist even if individuals see value in other pursuits, such as a college education. In addition, the reactions can be exacerbated when individuals have an aversive reaction to new locations. Disappointing or unpleasant experiences can highlight the contrast to what was previously available at their prior location. In this context, Archer et al. (1998) argued there are two homesickness dimensions. The first is an attachment to home (which broadly can include family/significant others). The second dimension is university dislike (students' current locations).

Family hindrance

Support and interference from significant others (e.g., family, friends) are sometimes conceptualized as global/generalized. For example, parents might think of themselves as supportive of their adult children's development. In contrast, support/interference can be specified to a particular situation or task (Ruehlman & Wolchik, 1988). For instance, researchers have examined significant others' efforts in response to individuals' goals (desires to achieve or complete certain tasks). Support represents others' efforts to foster fulfillment of personal goals, whereas interference/hindrance represents efforts which slow progress or make fulfillment more difficult (Ruehlman & Wolchik, 1988). Thus, hindrance does not reflect low support, but is a more negatively active element of significant others' reaction to individuals' life priorities. This negativity can be expressed verbally (e.g., telling someone that you think he/they/she can't succeed) or behaviorally (e.g., taking away resources that someone would need in order to succeed).

Negative affect

Affect is a temporary emotional state. In contrast to pervasive or persistent conditions (e.g., chronic loneliness), affect is more limited in its content (feeling sad or joyful) and reactivity (what triggered sadness or joy). According to Watson, Clark and Tellegen (1988), affect can be divided by valence into two categories. Positive affect reflects emotional states such as enthusiasm, excitement, inspiration and pride. Negative

affect reflects fear, guilt, nervousness, shame and upset. Positivity and negativity are two distinct conditions and not inherently linked to each other (Watson et al., 1988). Thus, when individuals feel high negativity, they might not be emotionally aware or engaged by low positivity. For this reason, it can be appropriate to measure both or only one form of emotional valence. Given that this study focused on other unpleasantness (e.g., homesickness, hindrance, dropout), it made sense to assess negative affect among undergraduates.

Dropout risk

Dropout risk refers to students' desire and/or likelihood to leave a university without completing a degree program. Involuntary dropout occurs when students wish to stay but are unable to do so (e.g., due to insufficient funds or failing grades). Voluntary dropout occurs when students are not required to leave, but do so of their own volition. Given confidentiality and tracking difficulties, it is unknown precisely how many students enter a different university and complete their degree at a later date. However, students who dropout with no completion options can face a lifetime of consequences (e.g., paying student loan debt, having more limitations on career options). For such reasons, the risk of voluntary dropout/departure should be given serious consideration (Pascarella & Terenzini, 1980). One way to inform this consideration is to empirically explore factors which might contribute to dropout risk.

Research Question

This study addressed the following research question – *How do homesickness, familial hindrance (toward college tasks) and negative affect contribute to dropout risk?*

Method

The sample was 1225 undergraduates at a southwestern US university. They were informed that this was an anonymous study. The respondents completed an online questionnaire packet. The packet contained two subscales of Archer et al.'s (1998) homesickness scale. The first subscale measures attachment (e.g., "*When I'm thinking about nothing in particular, my thoughts always come back to home*") and the second subscale measures university dislike (e.g., "*I wish I'd never come to this university*"). The packet also contained the hindrance subscale of Ruehlman and Wolchik's (1988) support-hindrance inventory. The hindrance subscale instructions were specified such that respondents were asked to think about the family member who had the most impact on their college efforts (e.g., the family member "*Shows that she/he thinks I will fail*").

Watson et al.'s (1988) negative affect subscale measures respondents' current emotional state (e.g., "distressed", "nervous", "scared", "upset"). This scale only measures emotions during a brief period of time, so it focused on current rather than past affect (e.g., how they felt before entering college). Pascarella and Terenzini's (1980) dropout scale measures how strongly students are thinking about voluntarily leaving (e.g., "It is not important for me to graduate from this university"). Participants responded to all items on a 5-point Likert scale (e.g., 1=strongly disagree' 5=strongly agree). Thus, higher scores indicated a more intense variable (e.g., more homesickness, more negative affect).

Results

A regression revealed that all elements (homesickness, hindrance, affect) cumulatively accounted for 23% of the variance in dropout risk (R^2 adjusted=.23; $p<.001$). Beta values indicated that attachment homesickness ($\beta=-.57$; $p<.001$) and dislike homesickness ($\beta=.21$; $p<.001$) were unique predictors. In comparison to hindrance and affective state, these homesickness factors are more generalized factors. Thus, it is possible that undergraduates experience homesickness in a more pervasive and continuous manner.

Implications

The results indicated that nearly ¼ of dropout risk was due to socio-emotional factors. One implication is that student support staff (e.g., advisors, counselors) should broaden their communication range with students who are having difficulty in (a) connecting or (b) enjoying this university experience. Given that homesickness is an important consideration in students' mental wellness and adjustment (e.g., Flett, Endler & Besser, 2009), it is worth while to explore how supports could address specific issues. For example, it might be possible to reduce homesickness (and associated dropout) by helping students to (a) increase family contact, (b) expand family/home communication options, (c) alter disliked conditions, and (d) address family hindrance via counseling or mediation.

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Proposal Keywords: (3-5 keywords)

(a) dropout; (b) homesickness; (c) social hindrance; (d) negative affect; (e) family.

Our Road was Paved with...blah, blah, blah: Lessons learned

Dr. David R. Byrd, Dr. Shernavaz Vakil, Dr. Melina Alexander

Weber State University, Ogden, Utah, USA

Proposal Type

Practice Session

Abstract

Teaching our first cohort of teachers, earning an English-as-a-Second-Language endorsement, we developed a fully online curriculum, with the intent to accommodate their busy schedules. Our intentions did not provide the personal contact needed to maintain the high touch interactions necessary for their affective needs. We have learned from their feedback and experiences. This session will discuss where we missed the needs of our students, our lessons learned, and provide a space for discussion with others who have experienced or anticipate a similar situation. We will also workshop with participants the pedagogical strategies we implemented to address our shortcomings.

Objectives

By participating in the session, participants will:

- Discuss the pitfalls of a well-intentioned, but faulty approach to online learning.
- Discuss changes that will promote better connections with online students to foster greater learning and retention.
- Brainstorm ways to adjust course content and presentation to meet both the needs of the students and the professor.
- Discuss how to create touch points throughout the coursework series to foster success.

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

Our path was paved with the best intentions, and, although it did not lead our students or ourselves straight to hell, based on our results, it seems that we did not seem to miss it by much. When we were awarded a National Professional Development Grant

by the US Department of Education to help in-service content area teachers to work with the ever-increasing number of English Language Learners, we knew that they would be extremely busy with the demands of life, work and forwarding their education. Therefore, we chose to deliver the professional development courses mainly using an asynchronous approach through Canvas. We did include recorded introductions by both the professors and the students, short lectures, activity feedback, and some opportunities for student interaction online. As the year progressed, we watched our students (mostly) quietly drop out of the program. Those who were not so quiet, let us know that their needs were not being met.

Gay and Betts (2020) point out that some of the major challenges of online learning are feelings of isolation, lack of community and feelings of limited engagement. In our attempt to meet the demands of the students' situations, we forgot to consider meeting the demands of our students' humanity. We put too much weight on high tech and too little on high touch and watched the attrition rate skyrocket (Thomas et al., 2014).

To remedy the situation, as we moved forward with our second cohort of teachers, we turned to the professional literature, other post-secondary professionals in similar situations, and our remaining in-service teachers from the first cohort for guidance. We appeased our hell-singed souls slightly by discovering that we were not alone on this path, but we also discovered we truly did miss some extremely basic tenets of online teaching.

Come to this session to learn and talk about how to keep the human touch in online professional development. We will share stories, battle scars and provide balm for others who have had their ego scorched by the flames of a too digitized learning environment. You will learn strategies for planning engaging, collaborative online learning environments that foster work-integrated learning to the benefit of your online target audience. Adjustments do not have to wait in online courses that have veered down the wrong path. Anytime is a good time to turn around and follow a new way that will lead to greater heights of learning and satisfaction for professor and student alike.

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Proposal Keywords: (3-5 keywords)

cohort teaching, pitfalls, course corrections, online instruction

Leading with Your Heart and Not with Your Horn
Becoming A New You Journal

Wendy Fitzpatrick
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Proposal Type

Practice Session

Abstract

Are you more than just cognitive intelligent? Do you have a realistic perspective on how you lead others and how it affects your school culture? Well, this maybe a gut-wrenching reality on how you lead. Leaders tend to use their horn with implementing systems, procedures and managing people but not using their heart to lead others, build capacity and empowering others. This session will guide you with leading with an authentic heart with the Core Competencies of Emotional Intelligence and strategies that can be used immediately to retain staff and improve relationships.

Objectives

- Participants will learn the Core Competencies of Emotional Intelligence.
- Participants will be able to identify strategies to increase their competencies in becoming a leader of emotional intelligence in an authentic approach.
- Participants will leave with next steps towards becoming an emotional intelligent leader.

Primary Audiences

Instructors/Faculty

Summary

Leaders are cognitive intelligent, they are good with grabbing hold to a horn with casting their vision, implementing systems and procedures but needing to continue learning how to lead with their heart. Leaders need to put down the horn, grab their heart and promote a culture of continuous learning for themselves and others they are leading.

This session focuses on Emotional Intelligence and the 5 pillars (self-awareness, empathy, motivation, self-regulation and social awareness).

These Core Competencies are important in transforming from good to great. Emotional intelligence taps into a fundamental elements of human behavior that is distinct from your intellect. Your IQ is your ability to learn, whereas emotional intelligence is a flexible set of skills that can be acquired and improved with practice.

Some may ask, how much of an impact does emotional intelligence have on your professional success? The short answer is.... A lot!

It is the foundation for a host of critical skills. It impacts almost everything you do each day. Emotional Intelligence, EQ is the single biggest predictor of performance in a workplace and the strongest driver of leadership and personal excellence.

Development of these core competencies can be accomplished by practicing skills that will transform themselves into becoming an emotional intelligent leader as others will perceive them as great.

We have all heard of the saying, "People don't quit jobs, they quit people."

It's time to change the narrative and develop leaders into being great and intelligent with their emotions.

References (up to 5)

In 1990, Emotional intelligence was created by two researchers, Peter Salavoy and John Mayer. It was later popularized by Dan Goleman in his book

1995 Emotional Intelligence.

Dr Nelson Henry, Director of Center for Strategic Leadership (CSL)

Dr. Thomas Maridada, Founder of Center for Strategic Leadership (CSL)

Proposal Keywords: (3-5 keywords)

Leadership, Emotional Intelligence, Leadership Development

ClassVR Headsets: Applications of Virtual Reality in Teaching and Learning.

Dr. James Oigara

SUNY Geneseo, Geneseo, NY, USA

Proposal Type

Practice Session

Abstract

Virtual Reality (VR) technology provides new innovative educational opportunities that encourage students to approach the subject matter or content from alternative perspectives. Virtual Reality offers unique learning experiences through its ability to provide real time 3D visualization and various types of interactivities within virtual learning environments. VR allows students to explore, experience, and become immersed in virtual learning environments of concepts. This presentation will highlight effective ways to integrate VR experiences into classroom lessons to provide students with a more enriched collaborative learning opportunities to deepen their understanding of abstract concepts.

Objectives

- Participants will (i) gain knowledge on how ClassVR headset applications works for education (ii) have a better understanding of the value of incorporating Virtual Reality into teaching and learning (iii) be able to navigate online VR educational resources that could be integrated into teaching concepts.
- The Presenter will demonstrate Virtual Reality learning environment of educational concepts using ClassVR headsets. Presenter will model different approaches to integrate Virtual Reality (ClassVR) into teaching concepts.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

Virtual Reality offers tridimensional (3D) computer environments with advanced forms of interaction that can provide student motivation in the learning process. Traditionally, VR was not accessible for classroom use as it was costly and required a desktop or laptop computer. However, with improvements in technology tools, VR today can be adapted to any smart phone using headset devices. According to Clark (2006), VR can

be used to make learning experience more interesting and fun with the purpose of improving student engagement. VR makes it possible to explore real world situations that were impossible to visit previously. The underlying reason for the rapid rise in the use of VR technology for classroom instruction is the uniqueness it offers in enhancing learners' cognitive skills. Research provides evidence that VR-based instruction is an effective means of enhancing learning outcomes (Marougkas, et al., 2023).

The most common applications for VR tools for instruction have been for military training, medicine, sports and gaming industry environments. The lifelike simulations provide authentic experiences for these users. Alternative applications for VR tools are now being considered in other fields, including education. On an educational level, viewing and experiencing lifelike simulations complements classroom instruction in many ways (Cross, 2023). As virtual reality becomes more popular and more content is produced, many teachers are wondering how best to integrate VR into the classroom. Applying VR in education can aid the discovery, exploration and building of new knowledge about places and situations that could be remote to learners (Checa & Bustillo, 2020).

There is limited research on the use of VR tools in K-12 education and in higher education. The Avantis System, a company in the United Kingdom innovated the ClassVR headsets in 2022 for educational purposes. The ClassVR headsets can be used by students of all ages and is now available in the UK, Middle East, Australia, China and the United States. The purpose of the ClassVR headsets is to make learning more fun so that students are more motivated when going to school and also experience new things. ClassVR headsets are used to explore different realities and have alternative learning experience that is impossible to achieve in a traditional classroom. The ClassVR headset is so immersive as it offers a personal experience and hence helps students to easily understand theories and complex concepts. VR tools can enable teachers to expand on the notion of visuals to include virtual reality tools that provide "virtual field trips" experiences to students.

Using VR technology tools such ClassVR headset help the teacher to provide students with an in-depth knowledge of the cultures, places, and ideas they intend to teach. For example, research shows that students with prior knowledge about a topic are impacted by their understanding of concepts they study (Remolar, Rebollo, & Fernández-Moyano, 2021). Students with considerable prior knowledge of a subject can use strategies to problem solve more effectively than those with little prior knowledge. For example, students who have been to a beach and who are reading text about the beach may have a better understanding of the topic than students who have

never been to a beach. VR tools can provide opportunity for background knowledge of concepts. The emergence of VR into education provides opportunities to make the content more interesting to students, making learning easier. Virtual Reality is a technology that proves useful in terms of improving teachers' abilities to help students think differently about content (Cheng and Tsai, 2020). Virtual Reality technology can provide innovative educational opportunities that encourage students to approach problems or subject matter from alternative perspectives.

With more VR applications appearing every day, VR has become an engaging tool for students to explore remote places including historical landmarks, distant planets, and deep oceanic locations. VR gives students the ability to participate in virtual field trips and connect the learning in the classroom to the real world. Using VR places the student closer to the topic at hand without distractions from the real world. With the decreasing cost of this technology and the accessibility of headsets options, VR may be a useful and realistic tool to utilize in today's classrooms.

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Proposal Keywords: (3-5 keywords)

Virtual Reality (VR), ClassVR headset, Three-dimensional (3D) visualization, Virtual learning environments

Practical Applications of Using a “High Touch with High Tech” Approach in Higher Education: Incorporating AR/VR Headsets and Mixed Reality Scenarios to Elevate the Learning Experience

Dr. John M Hinck, Dr. Andrew S Clayton

Air University, Montgomery, AL, USA

Proposal Type

Practice Session

Abstract

Participants will experience three practical applications of using a “high touch with high tech” approach in higher education. Facilitators will explain and demonstrate 1) using AR/VR headsets to see a situation from someone else's perspective (embodied virtual reality), 2) being immersed in a simulated counseling scenario using AR/VR headsets, and 3) using mixed reality scenarios with “live” avatars. All three methods were used in a higher education course (n=18) that linked using experiential and mixed reality events that supported executing strategic plans focused on elevating the learning experience, modernizing the learning environment, and enhancing leader development delivery.

Objectives

#1. Understand the value of a “high touch with high tech” approach that encompasses using AR/VR headsets to see a situation from someone else's perspective, being immersed in a simulated counseling scenario (decision tree training) and the use of mixed reality scenarios with “live” avatars.

#2. How to incorporate the aforementioned methods in order to elevate the learning experience, modernize the learning environment, and enhance leader development delivery.

#3. How the physical environment sets the stage for learning, how AR/VR technology improves learning, and how the USAF is developing warfighters who can lead with connection and empathy.

Primary Audiences

Curriculum Specialists, Instructors/Faculty

Summary

Background

In 2023, a short course of three days called “Infusing Mixed Reality with Strategic Plan Execution” was designed for students in a graduate-level program in the USAF’s Air War College at Air University (AU). The aim was for students to better understand how group and wing level organizations guide, lead, and train leaders across Air University using experiential and mixed reality events that support executing strategic plans. This was accomplished through immersion experiences with the AU’s Innovation Accelerator (AUiX), the Commanders’ Professional Development School and Leader Development Course in the Eaker Center for Leadership Development, and Officer Training School at the Holm Center for Officer Accessions & Citizen Development, and how they put into practice AU’s Strategic Action Plan, specifically elevating the AU experience, modernizing the learning environment, and enhancing force development delivery. The instructor team wanted students to gain a deeper understanding of human performance optimization, leader development, leading in a virtual environment with inclusion, the classroom of the future, how the physical environment set the stage for learning, how AR/VR technology improves learning, and how AU is helping meet accessions pipeline training and education production requirements to develop 21st century warfighters. The desired learning outcomes were:

#1. Understand how leaders and organizations train and develop people that align with strategic plans, higher command guidance, and national defense strategies.

#2. Apply, analyze, and evaluate organizational efforts in order to understand how group and wing level organizations guide, lead, and train leaders and influence organizational change derived from existing theory and practice that demonstrates critical thinking, analysis, and synthesis.

#3. Analyze successful senior leadership related to joint, interagency, intergovernmental, and multinational environments, evaluate the traits essential to the profession of arms, and understand the proper role and employment of military capabilities, especially airpower.

#4. Build diverse personal / professional relationships forged from the broader AWC educational experience that aids in addressing strategic competition that aligns with NDS.

To accomplish the learning outcomes, each day had a specific theme, guiding question, and an organization students visited to understand and experience how each incorporated mixed reality in their curriculum that helped them achieve the strategic plan.

1. Leading the Force

What is key to leading the force?

Students visited officer and enlisted development in the Leader Development Course for Squadron Command (LDC) for an immersion into large group and seminar style learning that brings to life leader development, the Leading Inclusively Virtual Experience (LIVE) program, and how the physical environment sets the stage for learning.

2. Training the Force

What is key to training the force?

Students visited the Officer Training School (OTS) to experience how organizations enhance force development delivery, human performance optimization, and how AU is helping meet accessions pipeline training and education production requirements by training and developing leaders of character and 21st century warfighters. Participants talked with the leaders of OTS, received a presentation on OTS-V Certification brief, and observed training event MCE#9 (Operation Pacific Shield), an interactive exercise that simulated a wargame between US and China and links leadership development attributes with Airman Foundational Competencies.

3. Guiding the Force

What is key to guiding the force?

Students visited AUix (Air University's Innovation Accelerator) to experience AR/VR in action that exposed students to elevating the AU experience, modernizing the learning environment, and the classroom of the future. Participants talked with the Director of AU's Research Task Force on Mixed Reality and the AUix Chief for Air University.

Literature

- Understanding the power of using AR/VR in strengthening a leader and their leadership, aka role or capacity of a leader (Clayton, 2020; Clayton & Hodge, 2023; Specht & Sandlin, 1991; Taylor, 2021).
- Defining the human domain (Hinck & Davis, 2020; Tatum et al., 2019).
- Exploring how diversity, equity, inclusion, and belonging are linked to a leader's capacity in the human domain that improves connection and leadership development (Banakou et al., 2013; Hawkins, 2023; Quintero et al., 2019).
- The study nests with and supports Air University's Action Plan Key Focus Area of "Enhance Force Development Delivery" and "Modernize the Environment" as well as the Air Education and Training Command's Operational Approaches of "Pivot to Tech Training" and "Incorporate Digital-Age Technology".

Methodology

In phase 1, data was collected from white board work where students answered prompts on the board about their learning and key takeaways. In phase 2, data was electronically collected via end of course survey completed by students in the course (n=18). In phase 3, data will be compared using cross-case analysis between phases 1 and 2 to look for overarching themes, convergence and divergence that captures the collective voice of participants to holistically answer the research questions, as well as provide program improvement recommendations. Data analysis will consist of a cumulative coding process that moves from pre-codes to multiple coding cycles that explores data using in vivo, descriptive, and values coding, then pattern and axial coding to produce categories, followed by theoretical coding to identify themes.

Findings/Implications/Significance

The course just ended in late April, so most of the data is still in the collection phase. Initial results indicate that students appreciated the progressively building of a "high tech with high touch" approach using the three methods previously described, understood the distinctions between the three methods, that the mixed reality scenarios that promoted more realistic human interaction with a "live" avatar (human being acting as the avatar) was ranked the highest method for learning, and that together, the three methods, elevating their learning experiences over other classes that did not provide the range of experiential and interactive learning opportunities. The significance of the research clearly indicates the value of such an approach, yet there are concerns with procuring the costly headsets, while each hour of mixed reality scenarios costs about \$750, which is within the range of most budgets in higher

education. After all data analysis is finished for phases 1, 2, and 3, the final results will be completed and more fully discussed in relation to the literature in late August.

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Proposal Keywords: (3-5 keywords)

Mixed Reality, Augmented Reality (AR), Virtual Reality (VR), Learning Experiences, Learning Environment

Using Virtual Simulation to Engage Students in Learning

Dr. Alethea E Justice

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Proposal Type

Practice Session

Abstract

Teaching strategies that incorporate online technology through the use of virtual learning experiences, such as virtual simulation and interactive case studies, actively engages students to apply knowledge in an online, interactive environment. The online platform provides flexibility for students to continue learning away from the institutional setting. Various learning styles are met and self-efficacy is achieved with positive outcomes when students are actively engaged in learning. The oral presentation will provide information on how virtual learning experiences such as virtual simulation and interactive case studies can enhance student learning of concepts by actively applying knowledge.

Objectives

The participants will be able to explain the importance of using online learning platforms to meet the needs of adult learners.

The participants will be able to utilize virtual learning experiences to actively engage students in learning through application of knowledge.

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

Using Virtual Simulation to Engage Students in Learning

Teaching strategies that incorporate technology and active learning enhances student learning, increasing engagement with peers and instructors in the classroom. Using computers and the internet, students in higher education have the ability to enhance their learning within the educational setting and when away by actively engaging in

virtual learning experiences. Interactive case studies, unfolding case studies, and interactive video simulation scenarios are examples of virtual learning experiences where students apply knowledge in an online, interactive environment, receiving feedback and remediation. Oh and Steefel (2016) inferred that teachers must meet students' different learning styles by providing the various learning activities in the classroom, increasing student motivation, and learning. Adult learners are learner-centered, motivated, and self-directed. Providing interactive videos or simulation scenarios also meets the various learning styles of traditional and nontraditional students.

Active engagement requires students to demonstrate behavioral engagement; they must be persistent in being attentive and involved in the activity (Reeve & Lee, 2014). As confidence and competence build, intrinsic motivation develops, resulting in self-efficacy and academic value, increasing cognitive engagement. Students with self-efficacy (Reeve & Lee, 2014) are optimistic and enthusiastic about attaining positive outcomes by engaging in learning and mastering skill performance. The more students engage in their learning and see positive results, the more they will engage.

The experiential learning theory goal by Kolb (1976, 1981, 1984) directly involved students in learning content to gain new, purposeful knowledge to increase their retention of information. Within nursing programs, nursing faculty members have traditionally lectured within their courses, and students received the information passively, asking questions at the end of the lecture. There is a need to move from the classroom lecture's pedagogical approach to individual learning to prepare nursing students for the 21st-century work environment (Ward et al., 2018).

In a traditional baccalaureate nursing program, nursing students are required to have personal laptops and/or iPads capable of using up-to-date browsers and meeting the system requirements of the adopted publishers' digital products. Digital textbooks are utilized in all courses throughout the curriculum of the nursing program with various resources, such as mastery level quizzing, interactive case studies, and virtual interactive video simulation. Depending on the course and level of student, faculty utilize the online resources to enhance student engagement within the course through active learning, increasing their knowledge through application, reflection, and remediation.

Within an adult medical-surgical two course in a traditional baccalaureate nursing program, interactive case studies and virtual simulation scenarios were assigned as pre and post class assignments, correlating with the subject matter taught each week of class. The students must apply previous learning related to anatomy and physiology,

pharmacology, and pathophysiology. Students worked independently to complete the assignments within the assigned time frame of one week. Multiple attempts were allowed to complete the assignments, increasing their knowledge of concepts and links to clinical practice. The activity is self-directed and all actions are recorded, providing individualized feedback about strengths or areas in need improvement. Students were required to achieve an acceptable score on all components to count as a course activity grade. Using virtual simulation, nursing students apply knowledge improving clinical judgment and clinical reasoning skills (Fogg et.al., 2020).

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Proposal Keywords: (3-5 keywords)

virtual simulation, active engagement, learning

Multiple Pathways to the Same Destination: Student Agency and Motivation in the Classroom

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Proposal Type

Practice Session

Abstract

Are you finding it hard to motivate students to complete work and to do their best in your courses? Are you searching for ways to engage learners and help them apply concepts? Please join us for a discussion of how student agency can influence motivation in higher education settings. Whether you teach face to face or online, the theory, research, literature, practices, and assessment strategies discussed in this session will be useful in your work. Not only will this active and informative session ignite a new passion for teaching, but you will receive practical educational strategies to use today.

Objectives

- Participants will take part in activities in which they use agency and reflect on the role of agency with their motivation and engagement.
- Participants will learn about self-determination theory and motivational research as they pertain to higher education environments, both in person and online.
- Participants will hear of practices of the use of student agency within the higher educational setting and consider how they might implore similar ideas and possible infusion of AI into their own teaching practice.
- Participants will consider ways that student agency can be incorporated in course assignments, areas of deep exploration, discussion board topics, and various outputs for summative assessment.

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

What if students were empowered to determine how they are going to meet objectives and hold themselves accountable for the process by completing assessments that demonstrate their new skills and knowledge? How could you shift your focus to give students the ability to choose their own pathway to knowledge in your own classroom? How could AI assist with this transition?

Research has consistently shown that high levels of self-regulatory behaviors correlate positively with student motivation (Sun & Rueda, 2012; Wolters & Benzon, 2013), contributing significantly to academic success (Bolkan, Goodboy, & Kelsey, 2016; Martin, Galentino, & Townsend, 2014; Stegers-Jager, Cohen-Schotanus, & Themmen, 2012; Wolters & Hussain, 2015). Moreover, students who are empowered to personalize their learning experiences demonstrate increased responsibility for their own learning (Irvine, Code, & Richards, 2013). By incorporating student agency into both online and traditional classrooms, educators can enhance engagement and motivation.

Incorporating student agency into online and traditional classroom environments is a unique approach to engage learners and help them to be motivated to complete tasks. During this session, we will share research on student motivation and about the shift from prescriptive control to active facilitation to increase student engagement and self-regulation. Methods used to increase student engagement include the shift from faculty-led discussion prompts to student-moderated discussion forums and prescribed assignments to assignment opportunities which allow students to select assignments of interest and submission dates, emphasizing the importance of empathy and human connection in digital learning spaces. By leveraging emerging technologies such as artificial intelligence, we will explain how this allows for more focus on implementing robust pedagogical strategies and delivering engaging learning experiences.

Join us as we explore flexible pathways to learning outcomes, while maintaining academic rigor and enhancing student motivation. In this session, you will hear the perspectives of faculty who implemented a shift and learn about ways to adjust your own teaching style to increase student motivation and engagement. In addition, you will learn of some surprising outcomes that our students accomplished as a result of these shifts in practice that further demonstrate their motivation and how AI was leveraged to assist with assignment opportunities.

Key Points:

- **Enhancing Student Engagement:** We will discuss how flexible pathways to learning outcomes contribute to enhanced learning experiences, fostering empathy and human connection in digital learning spaces.
- **Empowering Students:** Participants will identify ways to adjust their teaching styles to increase student motivation and engagement, empowering students to take ownership of their learning journey.
- **Leveraging Technology:** We will discuss how emerging technologies like artificial intelligence can be harnessed to enhance student choice in digital learning spaces, creating opportunities for meaningful interaction and collaboration.

Practical Takeaways:

- **Starting Points:** Tips will be provided on how to begin with learning outcomes and assist students in developing their own pathways to these outcomes with empathy and understanding.
- **Personal Learning Objectives Worksheet:** Participants will receive a worksheet for adapting and using in classrooms, promoting student-centered approaches that prioritize human connection.

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Proposal Keywords: (3-5 keywords)

Agency, Motivation, Choice

Navigating Technology and Pedagogy: Integrating Generative AI Tools into Writing Instruction with Cognitive Apprenticeship Model

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Proposal Type

Practice Session

Abstract

This practice session will explore innovative strategies for educators to harness the potential of generative AI in writing instruction. Specifically, it will focus on pedagogical approaches educators can use to help students navigate the complex landscape of AI while supporting their creative and critical thinking and instilling a firm ethical foundation in using AI. The strategies will be anchored in the well-established educational theory of cognitive apprenticeship (Collins et al., 1989).

Objectives

The objective of this session is to share innovative pedagogical strategies to assist educators in integrating generative AI into their writing instruction and approaches in supporting students in more critical use of the generative tools.

Primary Audiences

Higher Education Administrators, Instructors/Faculty

Summary

While an overwhelming number of AI-driven educational tools are introduced daily, it is essential to pause and strategize ways to teach students how to use them to support rather than replace their creative and critical thinking. Leveraging teaching and learning with AI tools can offer a great opportunity to shape a new generation of students who engage with AI tools to elevate their learning and writing potential while promoting a culture of academic integrity. Integrating AI into the student writing process transforms the landscape of academic writing by generating opportunities to optimize student learning and content expertise development.

This session will explore innovative strategies for educators to harness the potential of generative AI in writing instruction. Specifically, it will focus on pedagogical approaches educators can use to help students navigate the complex landscape of AI while supporting their creative and critical thinking and instilling a firm ethical foundation in using AI.

It further aims to highlight how these AI generative technologies, such as Chat GPT or ScholarAI, can transform and improve the clarity and mechanics of academic writing by enhancing the efficiency, depth, and quality of the writing processes.

Utilizing AI tools to help enhance the thinking, logic, and writing process, students can explore an array of topics, identify gaps in the existing literature, or use them as a sounding board to link ideas and theoretical frameworks. Furthermore, AI tools can assist students in navigating through the extensive literature on their topic, narrowing it down to a meaningful problem, and laying a solid foundation for their arguments in the paper.

To help educators and students navigate this new AI-driven landscape, we propose innovative pedagogical approaches anchored in a well-established educational theory of cognitive apprenticeship (Collins et al., 1989). The theory emphasizes knowledge that can be applied in real-world settings and is divided into six teaching methods: (a) modeling to demonstrate the initial steps of the process, (b) coaching through feedback and guidance, (c) scaffolding with the gradual removal of support, (d) articulation of own reflection on the process (e) reflection and self-assessment of own performance, and (f) exploration of the topic and skills beyond the classroom setting. Through this model, students are encouraged to pursue autonomy in both problem-solving and problem formulation.

Cognitive apprenticeship, in the specific context of AI generative tools used for writing instruction, offers opportunities for learning where experienced mentors guide novices to acquire new cognitive skills. The teaching and learning are facilitated through: (a) modeling how to use AI to generate ideas, draft, and revise while maintaining a critical perspective, (b) coaching AI use through structured teacher support and feedback, (c) scaffolding of students' practice with AI writing tools to build competence, (d) articulating thought processes, reasoning, and problem-solving around the use of AI for writing, (e) reflecting and evaluating the use of AI in terms of processes and outcomes, and (f) exploring by taking the initiative and applying the new skill in novel settings and situations. This theoretical underpinning can assist educators in guiding students in ways to optimize their learning and writing without undermining students' creative potential.

In this practice session, participants will be invited to brainstorm about (a) ways they can embed AI to support student writing into their courses, (b) strategize on ways they can apply the cognitive apprenticeship model to introduce, coach, scaffold, articulate, reflect and explore generative AI tools for writing support, (d) discuss current strategies they are already using that align with the cognitive apprenticeship model, (e) reflect on potential academic integrity challenges AI tools can present in the classrooms and ways to remedy them. This presentation advocates for the strategic incorporation of AI in the writing process, highlighting its potential to streamline research for writing activities, enrich the academic experience, and foster academic success.

References (up to 5)

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Proposal Keywords: (3-5 keywords)

generative AI, academic writing, cognitive apprenticeship model, innovative pedagogical approaches

Humanizing Student Feedback with the support of generative AI

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Proposal Type

Practice Session

Abstract

Tired of one-size-fits-all traditional student course-teaching evaluations? Learn how personalized surveys and Generative AI analysis can transform student feedback into actionable insights. This session flips the script, building on the conference "High Tech, High Touch" theme to explore how we can personalize student course-teaching evaluations in order to create more inclusive learning environments, that help us to be more connected to our students.

Objectives

- Participants will explore the potential of Generative AI tools to gain richer insights from student feedback surveys.
- Participants will leave with practical ideas to personalize their student course-teaching evaluation surveys to meet their needs in terms of course development and teaching.

Primary Audiences

Instructors/Faculty, Early Career Faculty

Summary

This interactive session flips the script on traditional student course evaluations, notorious for leaving instructors feeling like a number. We'll move beyond generic, multiple-choice questions and explore how personalized surveys and generative AI analysis can revolutionize the way we gather and utilize student feedback.

The Problem: Frustration and Missed Opportunities

Current course evaluation methods often fall short. Standardized questions lack depth, failing to capture the nuances of student experiences. Additionally, anonymous comments can be harsh and discouraging, hindering valuable two-way communication.

This one-size-fits-all approach can leave instructors frustrated and disconnected from their students.

The Solution: Personalized Insights and Actionable Feedback

This session delves into how personalized surveys, tailored to specific courses and learning objectives, can yield richer data. We'll explore how to design questions that encourage thoughtful feedback particularly about inclusive and equity minded teaching.

By leveraging AI's text analysis capabilities, we can delve deeper into the qualitative data collected through open-ended questions. Imagine AI summarizing key themes, identifying areas of strength and weakness, and even suggesting actionable steps based on student feedback.

This approach to feedback benefits both instructors and students.

Instructors can gain actionable insights: AI analysis helps instructors move beyond surface-level data to understand the "why" behind student responses. Imagine identifying specific topics needing clarification or learning activities that resonate with students.

Stronger student-instructor connections: Instructors can personalize their approach based on student feedback, fostering a more connected learning environment.

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Proposal Keywords: (3-5 keywords)

Inclusive Teaching, Generative AI, Connection, Student Course Evaluation Surveys

Factors Impacting Educators' Integration of Generative AI in the Classroom

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Proposal Type

Practice Session

Abstract

Generative artificial intelligence (GAI) has emerged from a science fiction staple to usable tools that have inundated nearly every sector of society that utilizes digital tools. Faculty from Pre-K-12 through higher education have heard declarations ranging from AI taking their job, AI making cheating easier for students, to AI being able to solve all problems ailing education today.

The lack of information and viable research has left many educators hesitant to explore the options available for utilizing GAI tools in the classroom.

Objectives

The purpose of this mixed method research design study was to look at the effect of staff development related to GAI integration in a Grades Pre-K-12 educational settings. A professional development presentation was created to guide educators on the preliminary stages of implementing GAI tools, examples of GAI utilization, and ideas for practical ways to incorporate student use of GAI, and to guide teachers identifying appropriated uses for GAI to best meet the needs of their students. The objective of this presentation is to discuss factors that impact an educator's decision to utilize GAI tools in their classroom.

Primary Audiences

Instructional Technologists, Instructors/Faculty

Summary

Many teachers have expressed their desire to be life-long learners, and professional development opportunities allow teachers to meet personal and professional requirements throughout their career cycle. According to Avidov-Ungar (2023), the quality of student outcomes has been directly related to the quality of professional development their teachers receive. Therefore, professional development is important for educators allowing them to manage new situations and pedagogical challenges

with skills that were not acquired during their initial pre-service teacher training (Štemberger, 2020). With the increase of online learning opportunities and the emergence of generative artificial intelligence tools, teachers are encouraged to identify more opportunities for professional development to improve student learning outcomes (Bubou & Job, 2020).

AI in education has been considered a research topic for nearly 30 years, however, “on a broader scale, educators have just started to explore the potential pedagogical opportunities that AI applications afford for supporting learners during the student life cycle” (Zawacki-Richter et al., 2019). GAI tools are evolving rapidly, as are policies around student and educator use. Generally, educators have not had access to training on the use of GAI tools and have had to rely on their own innovative characteristics and motivation to guide their experience with these tools (Uzumcu & Acilimis, 2023).

Diffusion of Innovation Theory explores how new ideas are disseminated throughout a community. Five stages are included in the process of diffusion: knowledge, persuasion, decision, implementation, and confirmation (Kiwanuka, 2015). Individuals can be grouped into one of five categories based on their innovative characteristics: (a) innovators, (b) early adopters, (c) early majority, (d) late majority, and (e) laggards (Kozikoğlu & Küçük, 2020). Early adopters tend to be role models modeling implementation for their community (Kozikoğlu & Küçük, 2020).

The characteristic of individual innovativeness was seen by Hurt et al. (1977) as a characteristic of personality that could correlate with the person’s ability to adapt to change, which has since been expanded to be seen as a significant indicator of the likelihood of a positive attitude about the use of new technology (Ayub et al., 2017). Innovative individuals are often willing to take more risks and therefore, more willing to utilize innovative technology sooner than others. The assessment of individual innovativeness is “a useful tool in developing near- and long-term strategic plans geared towards improving technology integration in schools” (Bubou & Job, 2019).

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Proposal Keywords: (3-5 keywords)

Professional development; generative artificial intelligence

Applying Universal Design Principles to Online Instruction for Multilingual Learners

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Proposal Type

Practice Session

Abstract

This presentation will provide participants with a deeper understanding of how to structure online learning through the principles of universal design for learning to create more of a culturally and linguistically responsive learning environment. Participants will be engaged through discussing and analyzing pedagogical strategies to create more of a welcoming environment in online learning for multilingual learners.

Objectives

- Participants will be able to discuss how to incorporate assets that ML students bring to online learning.
- Participants will be able to explain how universal design principles can be applied to online instruction to present accessible content for multilingual students.
- Participants will be able to provide pedagogical strategies/ activities that reflect universal design principles to foster student engagement for multilingual learners.

Primary Audiences

Instructors/Faculty, Instructional Technologists

Summary

Universal design for learning (UDL) enables educators to create a course that supports a diverse population of students that includes students with and without special needs (Evmenova, 2017). Online instruction, while improving access for students in a variety of contexts, can also be perceived as impersonal where students are less likely to reveal their learning needs to the instructor due to the impersonal environment of the learning management system (Houston, 2018). The need for universal design for learning for multilingual learners of English is heightened because of the diverse

characteristics of this group based on their cultural and linguistic backgrounds that they bring to the learning process (Rao & Torres, 2017). Through using the framework, educators can make online instruction more accessible to multilingual learners of English without having to create individual adaptations for specific students (Asiri et al., 2023). At its core, UDL proposes the following three principles to grant access to education in multiple ways: multiple methods of presentation, various avenues through which students can demonstrate their learning, and choices in how the students interact with the content, their instructor, and their peers (CAST, 2018). This presentation will explore how online instruction can be made more accessible for multilingual learners through addressing these three categories.

Diverse Methods of Representation

Content for online instruction can be conveyed to multilingual students through a variety of sources of input, such as through lectures, slide shares, prezis, readings, or videos. The instructor has the responsibility of choosing which content would be designated as out of class content that the student would be required as a prerequisite for in-class participation (Marshall & Kostka, 2020). Factors influencing this selection would include the proficiency levels in each of the four skill areas of listening, speaking, reading, and writing, as well as the degree of technology access and expertise that the multilingual student would have. Making instructional decisions after considering the strengths of the students and the environmental factors of the learning context enables the instructor to design meaningful instruction for the specific students involved. For instance, given that multilingual learners may not find auditory content accessible, instructors should provide content that is not solely reliant on auditory language input (Griggs & Moore, 2023). Incorporating content that targets diverse language modalities would facilitate reinforcement of the information being taught to increase the likelihood of the content being integrated into the student's long-term memory.

Multiple Options to Demonstrate Content Mastery

Instructors can incorporate multiple avenues within an online learning management system to enable multilingual learners to communicate what they know and understand (Eichhorn et al., 2019). While there are many technological tools to demonstrate student learning that are already a part of a learning management system, knowing how to leverage the tools to assess student learning is an important skill. The focus of a particular course (e.g. a specific language area, such as writing, or academic content, such as economics or biology) would have a profound influence on how assessment would be integrated into an online course. However, it is important to recognize that there is no single tool that would incorporate all the principles from UDL (Asiri et al., 2023). Instructors could create a flexible rubric that allows for multiple ways of

demonstrating student knowledge that was gained through a particular segment of a course. Additionally, instructors can implement formative assessments throughout the course that could measure the amount of mastery to plan for future instruction. Formative assessments can help the students understand the rationale behind their learning. Examples of this in a learning management system could be practice quizzes or inserting quizzes in a video segment so that the student would have to answer questions to demonstrate their understanding. Students can also be prompted to respond to scenarios or create a group project that would require higher order thinking skills and collaboration.

Variety of Approaches to Engagement

To provide diverse methods of engagement for multilingual students, educators can build in options to students that are culturally responsive, and are safe spaces to learn (Eichhorn, et al., 2019). Engagement is often prioritized in a UDL classroom because student involvement is needed before content mastery can be examined (Hollingshead et al., 2022). Specifically, within an online environment, providing multiple forms of engagement is critical because students may have different degrees of access to their online learning management system given their personal circumstances of data plans or technology hardware. Applications that can foster the student's involvement are online checklists and discussion boards, video sharing, and communication tools such as announcements and google remind (Asiri et al., 2023).

Beyond the technical aspects that facilitate multilingual student engagement in an online learning management system, instructors must also consider the social and emotional barriers that may inhibit online participation (Eichhorn et al., 2019). To support the students' well-being online, teachers can incorporate the students' strengths into instruction by enabling students to choose their manner of participation, such as allowing asynchronous chat if the student is uncomfortable speaking live via a Zoom interaction. Additionally, teachers can plan activities such as case studies or group projects where the multilingual learners are assigned tasks that align with their level of proficiency.

After explaining these three principles of universal design, the presenters will share two learning activities that can be incorporated in online classes in most subjects. For the first, the presenters will show how each of the three principles is demonstrated by different parts of the activity. For the second online activity, the participants will apply the principles to the activity with the goal of demonstrating how the same activity supports universal design in different ways.

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Proposal Keywords: (3-5 keywords)

Universal design; online instruction; multilingual learners

How does this help our learning? Classroom Agreements to Improve Classroom Environment in STEM

Dr. Jennifer A Terrell

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Proposal Type

Practice Session

Abstract

The session discusses real-world experience implementing co-produced classroom community agreements in a STEM class. The facilitator shares their techniques for co-produced classroom community agreements and co-produced classroom policies (such as generative AI policies) as well as how revisiting the classroom agreement mid-semester became an essential part of navigating an incredibly difficult class during a recent semester, improving the classroom environment. It details the benefits and challenges the facilitator encountered. Attendees are encouraged to share their own experiences, ask questions, and offer suggestions.

Objectives

- Identify the benefits and challenges of co-produced classroom community agreements, particularly within STEM oriented classrooms.
- Identify and practice techniques to co-produce a classroom community agreement at the start of the semester.
- Identify practical tips for the use of co-produced classroom community agreement techniques mid-semester to address problems within the classroom or improve the classroom environment.
- Contribute their own questions, experiences, or suggestions to the conversation about creating co-produced spaces for learning.

Primary Audiences

Early Career Faculty, Instructors/Faculty

Summary

The session discusses the necessity of the pedagogical practice of co-production techniques (Killam et al 2023) for STEM fields in particular and the facilitator's experience practicing this technique within a computing school situated in a large

research institution where such practices are not part of the regular culture of the school. The session will include interactivity where the session audience will participate in the co-production of a community agreement for the session and participate in the kinds of interventions the facilitator has used to improve the classroom environment mid-semester.

The facilitator started this practice as part of their efforts to create a classroom where each of their students belong, are provoked and supported to brave discussion so that we can learn from each other. This practice is foundational to broaden participation in computing education, which is an essential part of creating a more fair, just, and equitable future.

The discussion will focus on the facilitator's experiences using the technique to improve classroom engagement in a large, required class where students study real-world algorithms using lenses of race, class, gender, and disability to understand the sociotechnical nature of algorithmic contexts. This includes structural inequalities and social norms that shape the technologies as well as the harms that the implementation of these technologies can cause. Some students find the course content difficult to discuss while others welcome engaging in these topics. Navigating a discussion-based course where students are each experiencing different, but strong emotions is a challenge.

The facilitator will share how the classroom community agreement became an essential part of navigating a difficult class during the spring 2023 semester. The facilitator will share their method of revisiting the classroom community agreement and using other co-production techniques to empower students to improve the classroom environment to the extent that some students to use their voice for the first time and change the outcome of the semester.

The session will detail the benefits and challenges the facilitator has encountered and then open the floor for questions and discussion. Particular attention will be paid to the context of STEM classrooms because while co-production practices are not new and are often readily adopted in some disciplines, STEM disciplines have generally not widely adopted such practices. While the facilitator acknowledges that many STEM classrooms are not discussion based and do not expect to be discussing sensitive or culturally challenging material, the facilitator argues that these methods are necessary for all courses to encourage student engagement and belonging because all classroom spaces are subject to bias and other discouraging phenomena regardless of the course's content.

Ample time will be left for this discussion as attendees will be encouraged to share their own experiences, ask questions, and offer suggestions.

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Proposal Keywords: (3-5 keywords)

co-production, classroom community agreements, STEM, computing, inclusion and belonging

Final category: Research Session

2

Technology integration and technology leadership in schools as learning organizations.

Prof. Dr. Recep ÇAKIR, Prof. Dr. Mehmet KARA, Cihad Demir
Amasya University, Amasya, Turkey

Proposal Type

Research Session

Abstract

The aim of this study is to investigate situations of pre-school teachers and administrators in following innovations within the scope of learning organizations. Relational survey method, one of the quantitative research methods, was used for the study. Data were collected from a total of 207 participants, 174 teachers and 33 administrators. According to results teachers and administrators have a positive attitudes towards multidimensional 21st century skills. In terms of the innovative school variable, it is concluded that there are organizational barriers in the case of administrators and teachers' following innovation.

Objectives

We can say that school administrators and teachers need to improve their ICT competencies in order to respond to the demands of the 21st century. In this sense, focusing on school administrators and teachers' ICT competencies, 21st century skills, and innovative school perceptions will contribute to the literature by providing evidence so that some interventions can be made by policy makers or practitioners. Upon examination of previous literature, we can found no studies on ICT competencies, 21st century skills, and innovative school perceptions. Accordingly, this study is expected to contribute to literature by filling this gap.

Primary Audiences

Curriculum Specialists, SoTL Scholars

Summary

There has been a rapid change and transformation in all areas in the 21st century, including our daily life, especially with industry 4.0. This is because the technological evolution, which has been going on for years, has caused a paradigm shift with industry

4.0 (Keser & Semerci, 2019). In recent years, some inventions such as artificial intelligence, internet of things, cloud technology, which we did not know before, but whose importance will increase rapidly in the coming years, have occurred. Especially in our age, these sharp changes in technology and industry do not occur independently of education. All educational stages from pre-school to higher education have had their share of this change and transformation, and it is thought that today learning will not be limited to schools and lifelong learning will be the understanding of education of our age (Alda, Boholono & Dayagbil, 2020). According to Fisk (2017), it is predicted that 65% of primary school students will work in jobs that have not yet been invented. According to Drucker (1992), due to the information and technology age we live in, children who will live in the world fifty years later will have difficulty imagining the world their grandfathers lived in. In a report prepared by the OECD (2018), it is predicted that children who are currently students will become adults in 2030 and new professions will be invented in which some professions will disappear.

Effective and efficient use of information and communication technologies in education is at the forefront of innovation in education (Ratheeswari, 2018). With the widespread use of information and communication technologies in every field, it has become easier to access information. Tools such as the internet, software, online tools and computers used in educational environments are among the most effective information and communication technologies (Bağcı, Üngören, Horzum & Ünsal, 2020). In order for these technologies to be useful, it is important for people to use information, communication and technologies efficiently.

Technological revolutions, information and communication technologies, and the concept of innovation in terms of their relationship with education and school, it is thought that individual learning will not be sufficient (Hussin, 2018). It seems fundamental that individual learning is accompanied by the concepts of collective learning, learning together and learning as a team (Öztemel, 2018). It is reported that the disciplines of personal mastery and team learning, which are the basic principles of learning organizations, are valuable in terms of following and using innovations in schools (Cvetkovic, Vukic & Tomic, 2018). Considering today's information and technology age, it is emphasized that the members of an organization or institution can learn with each other and increase their information capacity, with the concept of learning organization, which will be more productive (Thorsteinsson, 2012; Holyoke, Sturko, Wood, & Wu, 2012).

The aim of this research is to investigate the relationship between pre-school education administrators and teachers' ideas on innovative school, information and communication technologies (ICT) competencies and 21st century skills within the scope of learning organizations. It is expected that the research will contribute significantly to the literature for studies on teachers and administrators working in pre-school education in terms of their seeking innovations. In this context, answers to the following questions are sought;

1. Is there a relationship between the participants' means of ICT competency, Multidimensional 21st century skills and innovative school variables?
2. Does the innovative school variable predict the ICT competence and multidimensional 21st century skills variable?

Method

Relational survey model, one of the quantitative research methods, was used in this research aiming to examine the status of following and using innovations of administrators and teachers working in pre-school education within the scope of learning organizations. Multidimensional 21st Century Skills and Innovative School Scales were used to collect data. Data were collected from a total of 207 participants, 174 teachers and 33 administrators.

Findings

Multidimensional 21st Century Skills Scale, and ISS have shown that school administrators and teachers have positive attitudes towards following innovations in education. These findings suggest that participants consider themselves competent in ICT and 21st Century Skills, so they are open to innovations in education. However, there is evidence that participants have some concerns over innovative atmosphere and organizational impediments in terms of innovative school. This can be caused by the fact that school organizations in Turkey may not support innovative perspectives as expected.

there is a positive statistically significant relationship between ICT Competencies and innovative school as it does between Multidimensional 21st Century Skills and innovative school. Based on these findings, we can note that there is a relationship between 21st Century Skills and ICT Competencies. These results match those observed in earlier studies.

Although the participants' multidimensional 21st century skills significantly predicted their innovative school scores, we found that the ICT Competence variable alone did not predict or affect it. Based on this finding, we can suggest that teachers and school administrators need to master multiple 21st century skills in order to create an innovative school atmosphere.

Implications

The findings of this study have a number of important theoretical implications for future practice. There may be other related themes that affect the results of this present study and of previous ones in the literature. Researchers can delve into the theoretical relationships among concepts that impact the ICT skills, 21st century skills, and innovatives in educational organizations. There may be grounded theory studies which can unearth hidden or implied factors affecting the variables addressed in this present study.

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Proposal Keywords: (3-5 keywords)

21st century skills, Innovative school, Learning organizations

Success through leadership resilience: qualitative exploration of a selected rural high school

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Proposal Type

Research Session

Abstract

Failure and drop-out rate in South African rural high schools remains a prevailing crisis. This has been attributed to issues such as poor/limited infrastructures, poverty, unemployment, among others. Qualitative method was adopted for the study, interviews were conducted with eight purposively selected staff members of the school: one principal, one deputy principal, three departmental heads, two teachers and one senior admin clerk. The collected data was thematically analysed. The findings showed that resources in the selected rural high school are limited, and dropout impacts negatively. Nonetheless, with resilience and collaborative efforts of the school leaders, success can be achieved.

Objectives

- The objectives of the study are: To investigate the limiting factors capable of hindering success in the selected rural school.
- To identify strategies have been put in place by the selected rural high school (RHS) to enhance good pass rate.

Primary Audiences

SoTL Scholars, Other

Summary

The rate of dropout in South Africa is a major crisis (Dyomfana, 2022; Mokoena & van Breda, 2021), especially in rural high schools which is also known as previously disadvantaged schools (de Hart & Venter, 2013; Mandi, 2012). For instance, BusinessTech (2023) reports that 31.8% of dropout rate was recorded in the year 2022. However, alluding to the report by the Department of Basic Education, Stoltz (2023) states that "The rate at which learners drop out of school in South Africa improved by

10% in the 2022 academic year compared with levels in 2019, before the Covid-19 pandemic" (par. 1). Meanwhile, Stoltz (2023) referring to rural areas using the case of a selected South African Province further states that "rural areas ... did not have enough secondary schools, forcing learners to drop out if there were no schools near them" (par. 12). This suggests the critical state of rural areas. Following the submission of Marongwe, Kariyana and Mbodila (2020), the contributory reasons for the high dropout rate in South African institutions of learning include emotional factors, lack of infrastructures, inclusive of accommodation, as well as poor teaching and learning venue. The work of other scholars showed that other factors responsible for increased dropout include poor socio-economic background (Strumpher, 2018; Hartnack, 2017; Mohlouoa, 2014), lack of adequate funding from the government (Du Plessis & Mestry, 2019;), parental issues, lack of qualified teachers (Du Plessis & Mestry, 2019; Mohlouoa, 2014), teenage pregnancy (Hartnack, 2017), school and community factors (Mokgosi, 2016), transport and accommodation challenges (Strumpher, 2018).

Resilience theory was adopted for the study. Moore (2019, par. 2) "argues that it's not the nature of adversity that is most important, but how we deal with it." In other words, the way and manner in which individuals or a group of people tackle difficult or challenging situations are more crucial than the situations themselves. Moore (2019) further posits that "*When we face adversity, misfortune, or frustration, resilience helps us bounce back. It helps us survive, recover, and even thrive in the face and wake of misfortune,*" (par. 3)." In congruence, Li (2022) states that resilience entails how individuals or group of people are able to "...bounce back in life after experiencing an adverse situation in a strength-focused approach (par. 1)." According to scholars like Fergus and Zimmerman (2005) and Fraser, Galinsky and Richman (1999), resilience theory is the product of a shift in paradigm which helps to explain what and how promotive factors function in order to enable people or group(s) to overcome any negative impact(s) of exposure to risk(s). Li (2022) submits that resilience is characterised by the following: 1. *Static Traits Vs Dynamic Process*: resilience goes beyond personality traits of individuals. Li (2022) citing the work of Masten (2013), states that "resilience is the capacity of a dynamic process adapting successfully to disturbances that threaten ... development (par. 16)." This implies that resilience is an ever changing adaptation procedure. 2. *Extraordinary Asset Vs Ordinary Resources*: According to Li (2022), factors such as gender, intelligence, and temperament which are considered as extraordinary assets of individuals contribute to resilience. However, external factors of individuals often perform substantial role(s) in determining an individual's ability to positively or negatively adapt to situation(s). Examples of such external factors which are described as resources include: parental support, family, community, among others. In the context of this study, the question remains, how well

are rural schools able to draw from external factors otherwise known as ordinary resources? 3. *Fixed Vs Variable*: This characteristic explains the possibility of an individual or group of people to adapt well in an environment but fail in another. Thus, if the staff members: principal, deputy principal, teachers and admin clerk, in the selected rural high school adopted for this study are taken to another environment: rural or urban, will they be able to cope and still achieve the same success? 4. *Resilience Theory Vs Resiliency Theory*: resilience theory entails a dynamic process as well as most protective factors which come from outside of a person (Li, 2022). The process is referred to as resilient adaptation. Resiliency theory on the other hand entails the quality of the individual. Thus, for this study, the dynamic process adapted by the participants in ensuring the success of the learners despite the challenges are explored. The foregoing implies that resilience theory focuses on the adaptive features capable of helping people or group(s) overcome challenges in order to achieve success amidst difficult situations. Qualitative method was adopted for the study. Interviews were conducted for selected leaders of the school. The collected data was thematically analysed. The study showed that resources in the selected rural high school are limited, and dropout impacts the school negatively. Nonetheless, with resilience and collaborative efforts of the school leaders: principal, deputy principal, teachers and other staff members, as well as limited reliance on government learners can be supported to succeed, thus increasing pass rate. The study therefore, recommends that rural high school (RHS) leaders should believe in their abilities, determine to be resilient in their pursuit of ensuring learners' success. Also, school leaders, especially those situated in rural areas should strive not to rely on the government for support. While government support is pivotal, it may be lacking in many instances or come late. Thus, school leaders need to be proactive, take initiative, make efforts by considering other possible avenues towards getting solutions to challenges.

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Proposal Keywords: (3-5 keywords)

leadership, resilience, rural high school (RHS)

High Tech with High Touch: How Distributed Learning and Mixed Reality Improved Empathy, Connection, and Leadership Skills for USAF Public Affairs Leaders Across the Globe

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Air University, Montgomery, AL, USA

Proposal Type

Research Session

Abstract

Conference participants will experience how mixed reality scenarios (computer-generated environments with avatars) and distributed learning can strengthen empathy, human connection, and leadership skills. The presentation is based on a study (n=192) involving nine virtual Leadership Development Experience (vLDX) programs. Initial results show promise in making a substantial contribution to the knowledge and practice of integrating AR/VR with distributed learning (DL) to cultivate leader development, the use of specifically designed mixed reality scenarios increased participant feelings of leading with inclusion and belonging, high satisfaction with DL, and the importance of inter-participant collaboration/consultation that collectively elevated the training experience.

Objectives

#1. Understand the significance of using mixed reality scenarios (computer-generated environments with avatars) and horizon technologies (AR/VR) for strengthening empathy, connection, and leadership skills.

#2. Participate in inter-participant collaboration/consultation, and observe an immersive, mixed reality scenario and experience the same feelings that study participants felt about why mixed reality is key in cultivating leader development.

#3. Participants will experience and hear how they can adopt similar mixed reality practices as the US Air Force is using to lead the way on the frontiers of incorporating mixed reality and distributive learning to cultivate leader development in the human domain.

Primary Audiences

SoTL Scholars, Instructors/Faculty

Summary

Introduction

In 2018, the US Air Force created the Leader Development Course (LDC) aimed at improving human domain skills and revitalizing USAF squadrons (Ausink, 2018). LDC is an eight-day course that trains military and civilian leaders to effectively lead USAF people and organizations with a focus on soft skills. While LDC has shown immense success on developing leaders' human domain capacity, empathy, and connection skills (Hinck et al., 2021), most public affairs (PA) leaders had not been selected to attend due to their low density career field and high demand of the specialized skills they possess. The research question became, "To what extent can a tailored program be developed specific to the PA community that strengthens their human domain skills?"

Since 2021, the combined efforts of the Requirements and Development Division of the Secretary of the Air Force Office of Public Affairs, the USAF's Leadership and Innovation Institute, and faculty who teach LDC have collaborated in developing a virtual Leadership Development Experience (vLDC) delivered via distributed learning (DL) to train USAF/USSF public affairs leaders across the globe. The virtual delivery of the program with DL allowed the public affairs leaders to attend meaningful training while minimizing their time away from the work environment.

Literature

- Understanding the power of using AR/VR in strengthening a leader and their leadership, aka role or capacity of a leader (Clayton, 2020; Clayton & Hodge, 2023; Specht & Sandlin, 1991; Taylor, 2021).
- How different leadership styles influence development (Burns, 1978; Burns, 2017; Conger, 1990; Day et al., 2009; Dinh et al., 2014; Einarsen, et al., 2007; Heifetz, Grashow & Linksy; 2009; Hinck, 2021; Riggio, Chaleff & Lipman-Blumen, 2008; Van Velsor, McCauley & Ruderman, 2010).
- Defining the human domain (Hinck & Davis, 2020; Tatum et al., 2019).
- Exploring how diversity, equity, inclusion, and belonging are linked to a leader's capacity in the human domain that improves connection and leadership development (Banakou et al., 2013; Hawkins, 2023; Quintero et al., 2019).

- The study nests with and supports Air University's Action Plan Key Focus Area of "Enhance Force Development Delivery" and "Modernize the Environment" as well as the Air Education and Training Command's Operational Approaches of "Pivot to Tech Training" and "Incorporate Digital-Age Technology".
- Distributed learning is an approach that uses technology to facilitate learning, in person or virtual, in real-time, or at student discretion, where learning occurs via collaborative interactions (Alavi et al., 2002). While the multi-modal and more accessible learning environments generally lead to increased achievement of learning outcomes (Alavi et al., 2002), students' satisfaction levels have varied in relation to the learning environments (Alavi et al., 2002; Greving & Richter, 2021) and integrating technologies has been a key factor in fostering student interaction, collaboration, and satisfaction (Beldarrain, 2007). It is the integration of technologies as an element of DL that has been more important than the actual distribution or massing of learning (Greving & Richter, 2021; Kirkley, 2007). In fact, it is the strengthening of cooperative learning that stimulates deeper learning motivation and improves learning performance (Wang et al., 2023).

Methodology

In phase 1, data was electronically collected via a survey designed by the SAF/PAR office for each of the nine vLDX programs conducted (n=192). In phase 2, participants' answers to end of program questions were collected via Zoom chat. In phase 3, data will be compared using cross-case analysis between phases 1 and 2 to look for overarching themes, convergence and divergence that captures the collective voice of participants to holistically answer the research questions, as well as provide program improvement recommendations. Data analysis will consist of a cumulative coding process that moves from pre-codes to multiple coding cycles that explores data using in vivo, descriptive, and values coding, then pattern and axial coding to produce categories, followed by theoretical coding to identify themes.

Findings/Implications

While the full study will be completed in the early fall of 2024, the initial results already show promise in making a substantial contribution to the knowledge and practice of using mixed reality with DL to cultivate leader development in the human domain with five clear themes emerging:

1. Thrive. Based on pre-/post-test results, participants reported their human domain skills to “thrive” in leading in the human domain increased from 3.48 to 4.81 (out of a five-star scale).
2. Inclusion/Belonging/Connection. Participants reported similarly positive experiences regarding improvement in their leadership abilities, particularly involving inclusion, belonging, and connection.
3. High Satisfaction with DL. Facilitators and participants reported extremely high satisfaction with DL because of the freedom, connections, and learning with peers from across the world.
4. Inter-Participant Collaboration/Consultation. Facilitators and participants reported the importance of talking with others before making human domain decisions.
5. Elevated Training Experience. A common theme among all participants was that mixed reality scenarios were the best they have experienced in cultivating leader development specific to the PA community.

Significance/Practical Application

The significance of this research indicates that a tailored approach to create training scenarios specific to an audience via DL and that involves inter-participant collaboration for changes generates high satisfaction levels. Active participation with attendees will include immersion or observation of two mixed reality scenarios over Zoom so that they will have a similar experience as the study participants that highlights the practical application of mixed reality, DL, and tailored approach to designing training. Overall, this presentation reinforces previous, current, and emerging literature involving DL and gives a wider audience an experiential learning opportunity that brings to life the importance of integrating technologies and mixed reality as more important elements of DL than the outdated scholarly discussions on DL vs. massed learning. Part of the 45-minute session will incorporate a demonstration of the new PA specific mixed reality scenario via Zoom with actual interaction with avatars. It is through these lenses that the presentation will discuss how the integration of technologies and the use of AR/VR to incorporate mixed reality scenarios involving the human domain situations specific to the public affairs community had a positive impact on 192 PA leaders across the globe.

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Proposal Keywords: (3-5 keywords)

Mixed Reality, Distributed Learning, Leadership, Empathy, Connection

Integrating AI into Influencer Marketing Education: A Classroom Case Study

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Proposal Type

Research Session

Abstract

The growing influence of artificial intelligence (AI) in various industries has made it imperative for educational institutions to incorporate AI-based learning into their curricula. This abstract presents results of an online Influencer Marketing class survey on the final project that utilizes AI tools to help students simulate real-world marketing scenarios with the use of a client.

Presenters highlight an assignment not only designed using Generative AI, but which actively encourages students' use of such tools in a creative and engaging way. The challenge leading to the assignment design, the design process, and how students responded to the assignment.

Objectives

1. Develop methods to integrate Generative AI into the classroom in both on ground and online modalities.
2. Explore the use of AI in creating projects in higher education.
3. Harness AI tools, for the good of their teaching practice and for their students.

Primary Audiences

Instructors/Faculty, Instructional Technologists

Summary

Students were given an online survey via Qualtrics to gauge their feedback using generative AI in a classroom project.

Assignment Data:

Total number of students in Class: 22

Number of Students who completed assignment: 19

Average Assignment Grade: 81.21

Median Assignment Grade: 93.85

Standard Deviation: 28.99

Student Survey Data:

Total number of students in Class: 22

Total respondents to in class survey: 17

Response Rate: 77.27%

The results of the survey revealed 42% of the respondents felt the AI assignment was very useful and 17% felt it was extremely useful.

The significance to the audience: The project aims to assess a key learning goal: given an example and background information for a proposed client meeting, students must write an agenda and meeting report. Through this assignment, students practice interviewing a potential social media influencer for a marketing campaign.

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Using ChatGPT to Enhance Experiential Learning of College Students : Sun, Rui and Deng, Xuefei 01/2023

Proposal Keywords: (3-5 keywords)

Generative AI, marketing, online learning, clients, influencer marketing

Let's Get it Started! Researching and Implementing Video Annotation Software to Foster Cultural Responsiveness and Ethics

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Proposal Type

Research Session

Abstract

Education preparation programs are guided by national and state standards. However, there is limited research of whether future teachers comprehend specific concepts well within cultural and ethical standards. Digital tools, like video annotation software (VAS) include settings that permit their users to provide feedback to note achievement levels. So, reviewing emergent themes and findings that are relative to whether VAS programs are useful measurements will be presented. Ultimately, learning how a tool can be utilized in a "Humanizing Digital Learning Space" helps diverse educators and administrators distinguish effective feedback practices to students in a plethora of majors. Let's Get Started!

Objectives

Attendees will be able to review the research to note the possibilities for using video annotated software to support the growth and development of higher education students in diverse disciplines. for cultural and ethical standards.

Attendees will be able to analyze how the Wiggins 7 Characteristics of Feedback can capture the cultural and ethical behaviors of students.

Attendees will be able to develop a sample of how to make and embed a rubric in a video annotated software to support cultural and ethical values based on a set of standards.

Primary Audiences

Instructors/Faculty, Curriculum Specialists

Summary

The findings implicate the value of video annotated software (V.A.S.) in developing cultural relevance and ethics in teacher education. Yet, the possibilities for this

technology do not end within this program of study. Equity, ethics, and cultural relevance are key to any higher education program. However, the findings can only be comparable to other colleges and universities if their curriculum aligns. Thus, the ability to hear the voice of other educators will broaden higher educators' ability to understand the capabilities of V.A.S. and thus share its ramifications for teaching and learning with other educators for cultural and ethical purposes.

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Proposal Keywords: (3-5 keywords)

Video Annotated Software, Technology focused on socio-emotional development, Cultural and Ethical Responsiveness, Feedback Cycle

Transactional Distance in HyFlex Learning Environments

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Proposal Type

Research Session

Abstract

Hybrid-Flexible (HyFlex) education is likely to be needed during times of educational disruption or to increase accessibility for students who have life situations which prevent them from attending classes on campus. This research session presents results from a qualitative study that uses Transactional Distance Theory as a framework to examine technology as an individual macro factor in HyFlex learning environments. These findings can help instructors understand the pedagogical complexity of the HyFlex learning environment and help them design their courses in ways that decrease the TD and build student community and engagement across all attendance modalities.

Objectives

Participants will understand the underlying pillars of HyFlex education, as well as the value of understanding and applying Transactional Distance Theory in building and teaching HyFlex classes to facilitate student dialogue and ensure desired learning outcomes.

Primary Audiences

Faculty Developers, Instructors/Faculty

Summary

One of the ways learning institutions addressed the fluctuating social distancing requirements during the COVID-19 pandemic was through using a pseudo- Hybrid-Flexible (HyFlex) class format, in which instructors have some students attending classes face-to-face while others join in as synchronous virtual learners. This creates two distinct learning environments for the teachers to manage and connect simultaneously. While driven by necessity, distancing requirements forced teachers to rapidly modify courses often with extraordinarily little preparation, lacking critical professional development on the technology and pedagogical changes needed, or with limited

technological support (Wilson & Alexander, 2022) as they implemented HyFlex-like learning.

As originally conceptualized, HyFlex learning includes in-person, online synchronous, and online asynchronous attendance modalities and is based on four principles:

1. Learner choice in how they attend and participate in the class
2. Equivalency of activities and learning outcomes
3. Reusability of course material and artifacts across all attendance modes, and
4. Accessibility (Beatty, 2019).

Teachers unprepared to teach using a HyFlex format were forced into a semblance of HyFlex teaching during the COVID-19 pandemic with varying levels of 1) understanding of the underlying pedagogy, 2) proficiency to effectively use sometimes unfamiliar technology to facilitate students' participation, or 3) institutional support to manage the complex learning environment in ways that delivered equitable learning experiences to all students regardless of their attendance modality. One way to address this is through professional development on how to construct courses that minimize transactional distance between the instructor and students regardless of attendance modality.

This research presentation will start with establishing understanding of what HyFlex learning is, and then applying two theoretical frameworks to the concept. The first framework is the instructional triangle linking teachers, students, and educational content, which was developed for in-person learning contexts (Cohen, Raudenbush, & Ball, 2003). I will discuss how the instructional triangle becomes more complex in a HyFlex learning environment where students can move between attendance modes throughout a course. I will then present Moore's Theory of Transactional Distance (TDT) as it was developed for distance and online learning (Moore, 2018). Using macro factors of structure (teacher's learning plan and expectations), dialogue (constructive interaction and discussion), and autonomy (student control over what, how, and when to learn), Moore analyzed the interplay of these variables in creating or reducing psychological and communication distance between the instructor and the student in a distance learning environment. In a HyFlex environment, TDT becomes even more complex, as the instructor must acknowledge and account for multiple potential transactional distances stemming from the different attendance modes students may choose.

I will then present my research employing TDT as a framework to examine technology as an additional macro factor in HyFlex learning environments in exploring the following research questions:

1. How did technology shape the transactional distance in the HyFlex learning environment through affecting communications?
 - a. How did the instructors adjust for those impacts?
2. How did teachers' use of technology impact equivalent learning opportunities for students in a HyFlex classroom?

My findings will support professional development to build understanding of the pedagogical complexity of the HyFlex learning environment, which will help instructors design their courses in ways that decrease the TD and build student community and engagement across all attendance modalities. This also helps support the call across the more recent HyFlex literature for additional institutional infrastructure, support, and training not only for teachers but also for students to prepare them to effectively engage with requisite technology in HyFlex classes. Understanding some of the scope and nuances of engaging in learning across multiple attendance modalities simultaneously will help educators address the challenges of creating and managing such learning environments and help overcome barriers to HyFlex learning.

The last part of this research session will be time set aside for participants to workshop in pairs or small groups how these concepts can be applied to their teaching contexts.

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Proposal Keywords: (3-5 keywords)

HyFlex, Hybrid-Flexible, Transactional Distance

Just Checking In: Creating an Inviting and Motivating Learning Environment

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Proposal Type

Research Session

Abstract

This presentation examines the effectiveness of check-in prompts in creating a positive learning environment and why they are effective learning tools. The theoretical framework of the study is based on Kort et al.'s spiral model of learning and emotion and on Vygotsky's social constructivism. This presentation is directed toward faculty, students, staff, and anyone interested in improving online learning. Interaction will be fostered through large and small group discussions of research, analysis of assignment prompts, and workshop-style interactions creating assignments for review that will promote connection, interaction, and motivation.

Objectives

The objectives of this session are the following:

- To understand the fundamentals of teachers' caring research.
- To analyze assignment prompts for elements of caring and concern.
- To create an assignment that will foster connection, interaction, and motivation.
- To analyze online teaching practices that promote a more humanistic learning environment.

Primary Audiences

Instructors/Faculty, SoTL Scholars

Summary

More students in higher education are studying online than ever before. However, studying online can have its drawbacks, particularly in terms of teacher-student and student-student interaction. Research indicates that students' engagement in online learning is important. Moreover, online learning requires high motivation.

Prior research has established that teacher engagement in the classroom is beneficial to adult learners. For example, Umbach and Wawrzynski (2005) found that the more

students interacted with faculty, the more meaningful their learning experiences were. Likewise, McCombs (2001) found that a positive learning environment with an emphasis on valuing teacher-student relationships increased student achievement. In addition, when students perceive their teachers as being more caring, they perform better academically (Santrock, 2021; Wentzel, 2016).

Faculty presence in online courses is of paramount importance for students' learning. In addition to teacher-student interaction, learner-centered teaching also improves student performance. Learner-centered teaching moves the lesson away from emphasis on the teacher, which is common in behavioral approaches to learning, and places it on the student. With the student at the center of teaching, the student feels valued in the teaching-learning process.

While we know a lot about the factors that facilitate learning and motivation in classroom learning, it is not known how college students perceive writing prompts to influence their learning.

This presentation looks at the effectiveness of check-in prompts in creating a positive learning environment and the reasons they are perceived as effective learning tools. The theoretical framework of the study is based on Kort et al.'s (2001) spiral model of learning and emotion and on Vygotsky's social constructivism. Kort et al.'s learning spiral model incorporates both constructivism and emotion to show that the construction of understanding is affected by positive and negative emotions, with negative emotions leading to confusion and frustration while positive emotions steer the learner toward curiosity and satisfaction. Vygotsky's social constructivism emphasizes the role of others in co-constructing meaning and understanding.

The check-in prompts asked the following three points:

1. How are you doing in the class?
2. What is one thing that you have learned so far that has interested you?
3. Do you have any questions for me?

Students completed these prompts once a month in their classes over several semesters in online and on-campus courses. The assignments were required but were low-stakes assignments worth five points. After the semester was over, students were asked to rate their reaction to the prompts and their reasons for those ratings. The results were analyzed with simple descriptive statistics and MAXQDA.

The responses were broken down into two main groups: those who liked the assignments and those who didn't. Students overwhelmingly (90%) stated that they liked the check-in assignments. The main reasons for disliking the assignments were two: The assignments were repetitive, and they did not benefit the individual student. The reasons for liking the assignments fell into two major themes: self-regulation and instructor care. Students felt the prompts helped them review what they had learned, and they showed that instructors cared for them as people. Many also stated that the check-ins provided the opportunity to connect with the instructor without having to initiate an email or call.

The results indicate that simple assignments can be used to foster a positive, caring environment where students feel appreciated and encouraged by their professor. Additionally, frequent communication is important in online education, especially when it shows concern for students as human beings. The research has important implications for all learning environments. Motivation to learn becomes more important as learners grow and develop so that it is an essential part of the classroom that tends to be lost in the focus on curriculum, textbooks, and tasks. However, classes that are learner-centered can increase the motivation to achieve that learners need to persevere and excel.

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Proposal Keywords: (3-5 keywords)

online teaching, teacher caring, student motivation

STRATEGIES FOR INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) IN TEACHING ACCOUNTING IN SECONDARY SCHOOLS: A CASE OF ILEMBE DISTRICT

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Proposal Type

Research Session

Abstract

This study argued that the adoption of ICT in teaching accounting subject at the ILembe District can be realised by schools that accommodate the effective use of technology. Qualitative approach was employed for data collection through interviews. Data was collected from ten accounting teachers through face to face interview. The collected data was analysed thematically. The findings show that there is critical need for professional development of teachers on the use of ICT in schools with the provision of computers and laptops for every learner. The study offered appropriate recommendations for the adoption and integration of ICT in teaching accounting.

Objectives

Explore the possibility and ways of integrating ICT in teaching accounting in rural schools such as the case of rural South Africa.

Primary Audiences

SoTL Scholars, Other

Summary

This study examined the strategies for integrating Information and Communication Technology (ICT), in teaching accounting subject in secondary schools, using iLembe District in South Africa as a study area. The study highlighted that the application of ICT in accounting teaching and practices in schools and organisations all over the world has received widely acceptance, not only to business entities but also to accounting educators. Reviewed literature show that the adoption and integration of ICT into teaching of accounting is paramount important to encourage learners' access to accounting knowledge as well as to keep them abreast of modern trend. Teachers' use of various ICT in classroom practices, to teach accounting, will promote use of global digital resources in accounting (Lawrence & Tar, 2018). Li, Yamaguchi and

Takada (2018) argue that teachers need to be encouraged to integrate ICT into their classroom practices. Ekberg and Gao (2018) agree that teachers need to understand the significance of using ICT in their classroom practices to ease the integration of ICT in schools. While Kundu, Bej and Dej (2020) posit that classroom performance of teachers with ICT is influenced by efficacy of the integration of ICT into teaching and learning. The findings from the literature show that Information and Communication Technology has long been heralded as a crucial element of both professional accountancy and accounting education.

Conversely, the research site - ILembe secondary school facilities accommodates the use of ICT facilities with easy to use for accounting by teachers, who use it in their teaching to stimulate the interest of their learners. Thus, this study interrogated the central question of what are teachers' factors that influence the adoption and integration of ICT, in teaching accounting in secondary schools in iLembe District? Qualitative method was adopted for data collection through the use of semi-structured interviews conducted with ten purposively selected Accounting teachers. The collected data were coded, categorised, after which themes were generated. Findings show that there is critical need for professional development of teachers, on the use of ICT appropriately in schools with the provision of computers and laptops for every learner in rural schools, as their parents cannot afford them. Conclusively, the study summarized and offer appropriate recommendations for the adoption and integration of ICT into the teaching of accounting in South Africa.

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Proposal Keywords: (3-5 keywords)

Accounting, Information Communication Technology, teachers, Technology