2019 PROCEEDINGS

SCHOLARSHIP of TEACHING & LEARNING CONFERENCE
Creating a Community of Scholarly Teaching and Active Learning

INSTITUTE FOR LEARNING & TEACHING EXCELLENCE
INDIANA UNIVERSITY SOUTHEAST
A WORD FROM OUR DIRECTOR:

We are pleased to present the third edition of Conference Proceedings for the ILTE Scholarship of Teaching and Learning (SoTL) Conference at Indiana University Southeast. Our conference reflects the increasing emphasis on SoTL that has emerged over the past thirty years, connecting the reciprocal relationship between teaching and learning at the post-secondary level (Boyer, 1990). An important goal of SoTL is to enhance and augment learning through the efforts of faculty to frame and systematically investigate questions related to student learning. The overall intention of SoTL is thus to improve student learning and enhance educational quality.

SoTL invites professionals to examine their own classroom practice, record their successes and failures, and ultimately share their experiences so that others may reflect on their findings and build upon teaching and learning processes. In this respect, SoTL serves as a conduit for disseminating contemporary research findings and making accessible practical applications of educational theories and practices related to teaching and learning for all stakeholders in education (Hutchings & Shulman, 1999).

We are pleased to provide these proceedings for our 3rd annual SoTL conference at Indiana University Southeast. Doing so supports the SoTL movement because proceedings allow for the sharing of ideas and research prior to formal publication. As such, those who are interested in the ideas and findings that they learned about at the conference may pursue them in their own discipline benefiting students.

Robin K. Morgan, Ph.D.
Professor of Psychology
Director, The Institute for Learning and Teaching Excellence
Indiana University Southeast
We would like to thank the following sponsors of the 2019 IU Southeast Scholarship of Teaching and Learning Conference:

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1. TEACH FOR UNDERSTANDING:
EMBRACING AND SUPPORTING
DOMESTIC AND INTERNATIONAL
ENGLISH LEARNERS

Donna Albrecht, Indiana University Southeast

Abstract

Changing demographics, a US birthrate at a 30-year low (Hamilton, Martin, Osterman, Driscoll, & Rossen, 2018), a critical shortage of a highly trained workforce (Cox, 2018), and a multitude of options for post-secondary education create a greater awareness of the importance of our domestic and international students who are English learners (ELs). This student group provides a rich resource for the development of cultural and global competence for all of our students. Already, in K-12 US public schools, minority students are the majority, and English learners represent 10 percent of public-school students (U.S. Department of Education, 2018). Higher education is largely not prepared to welcome this population. How can faculty teach for greater understanding of the content area while supporting the English language development of students? It is vital to teach and assess students with a focus on content while promoting the development of language. Higher education faculty can use stages of language development to differentiate instruction and adapt to students’ needs. Given the demographic landscape and changing higher education enrollment, it is imperative for higher education to see all students as assets in our classrooms and to move away from deficit thinking.

Introduction

While the K-12 arena is governed by laws that mandate programming to support English learners to ensure equitable educational opportunities, including to gifted and talented programs, this support stops at the point of graduation from high school (Lau v. Nichols, 1974; Castaneda v. Pickard, 1981; Plyler v. Doe, 1982; No Child Left Behind Act, 2001; Every Student Succeeds Act, 2015). This is an equity issue in the K-12 setting.
that is not equally highlighted in higher education. However, changing demographics, a declining birthrate, a shortage of a highly trained workforce, and a multitude of options for post-secondary education create a greater awareness of the importance of our domestic and international students who are English learners. This student group provides a rich resource for the development of cultural and global competence for all of our students. Currently 20 percent of US college students and 24 percent of community college students are second generation Americans (Community College Consortium for Immigrant Education, 2015). Additionally, from 2009 to 2014 international students more than doubled and reached 1.1 million in 2016-17 (Institute of International Education, 2017). While not all of these students are English learners, they represent a greater level of cultural and linguistic diversity in our classrooms and a growing number of multilingual students.

**Key Findings**

Effective teaching requires that we are comprehensible to our students and that we engage them in active learning. For students who come from first language backgrounds other than English, it is imperative that we provide background knowledge, contextual support, and engage them in active learning with their peers. This starts with the classroom culture. Creating a classroom community in which all feel safe, respected and understood is important to the success of all students, but is vital for those who are culturally and linguistically diverse. While students in mainstream higher education courses would have passed the minimum English language proficiency requirements set by their institution, they may have differences in proficiency level and confidence in using the English language. Additionally, many of our English learning students will come from backgrounds that afford them a different baseline of knowledge from their American, native-English speaking peers. This valuable resource can be brought into the classroom. Educators need to value our domestic and international English learners as the emerging bilingual and bicultural individuals that they are becoming and see them as assets in the classroom.

**Implications**

Educators from PK-16 need to teach for greater understanding of the content areas they specialize in while supporting the English language development of all students. We can honor all of our students by teaching and assessing with a focus on content (separate from English) while incorporating their diversity of background knowledge, cultures, and languages. Following are six key suggestions for higher education faculty
who work with culturally and linguistically diverse students in an inclusive classroom setting (Albrecht, 2018).

- Build a relationship with your students and learn about their backgrounds and cultures. In addition to learning about their students, teachers need to examine their own cultural backgrounds and determine where they might have hidden biases, misunderstandings about other cultures, and assumptions about what is the right way to teach and learn. At the same time, teachers and students need to embrace their cultural backgrounds and use the wealth of experience and knowledge that all bring to the classroom to learn from each other. Build on the funds of knowledge all students bring to the classroom and use this as an opportunity to help all students gain a more global perspective.

- Embrace students’ first languages as a resource and do not be afraid if you do not speak their languages. Learn about Translanguaging, which enables students to go between the home language and the new language to build meaning and understanding. Allow students to share these experiences together. Academic content knowledge lives between and inside of the languages the students have access to as they grow into bilingual or multilingual individuals.

- Build a language rich classroom in which vocabulary and meaning are evident everywhere. Utilize word walls with pictures or graphic representations, not just a list of words. Categorize words into schematic charts, lists, or labels on diagrams. Vocabulary needs to be used in context, not in lists of unrelated words. Use repetition generously and provide for multiple ways to engage in vocabulary use. It takes 40 or more meaningful exposures to and utilization of a new word for a language learner to make it part of his/her active vocabulary (Hill & Flynn, 2006). Help students understand and look for cognates between their first language and English. Also, encourage students to use first language and English in vocabulary notebooks.

- Make your lessons comprehensible by tapping into your students’ prior knowledge, setting the stage with visuals, videos, demonstrations, and realia (real stuff). Use a picture or short video clip to activate prior knowledge. Brainstorm ideas and vocabulary that students produce about the topic in first language and/or English. Look for ways to categorize these words and phrases into statements that represent what the students already know. Use this as an anchor
chart or as a way to develop guiding questions about the topic. Always start with the demonstration, video, modeling, and so on to set the stage for learning. Engage students in hands-on learning as much as possible.

- Ensure that students are interacting with each other, you, and the content actively in every class. For students to learn content and language, they need to use content and language. If the educator is the sage on the stage rather than the guide on the side, the educator is the one using language during the majority of the class time. Flip this scenario so that students are doing the work. Students can engage with each other in paired activities or small groups to engage with the content in each class. This allows the ELs to be exposed to the content in different ways and at different levels since their peers will use more student friendly language. Use different group configurations depending on the needs, but do not allow students to self-select groups unless you have justifiable reason for doing so. Use same first language groups sometimes for the opportunity for students to talk about the content in their first language. At other times, use heterogeneous groups to mix beginning ELs with a more advanced EL and native English speakers. Always provide a structured activity for the groups to engage in with a definite outcome or product to keep them on task.

Conclusions

Higher education needs our domestic and international English learners, or more accurately emerging bilinguals, as much as or more than they need higher education. Be an advocate for the rights of English learners and take responsibility to be a part of the team to advance their learning. Every educator is a language teacher in today’s educational paradigm.

References


*Castaneda v. Pickard*, 648 F.2d 989 (5th Cir. 1981)


Every Student Succeeds Act of 2015, Public Law No: 114-95, 114th Congress.
3. SELF DISCLOSURE & REFLECTIVE JOURNALING: A POSSIBLE SOLUTION TO STUDENT IN-CLASS PARTICIPATION

Matthew W. Childress, Jefferson Community & Technical College

The pilot episode of *How to Get Away with Murder* opens with Professor Analise Keating (Viola Davis) asking her students questions about an assignment that she emailed to them two days before the first day of class. As she asks questions students seem eager to answer. They have prepared, are confident, and want to set themselves apart from everyone else. Then, she calls on student Wesley Gibbons and he is caught like a deer in the headlights. He stumbles over his words and is not confident about his situation. Professor Keating walks over to Wesley and asks him the question again. Only this time she tells him not to think because it is common sense. Finally, the tension is broken when another student answers for him.

Unlike this example, where law school students are answering questions correctly and with high self-esteem and only one student not feeling sure about talking in class, getting students to talk in class might be one of the most difficult tasks facing a teacher/instructor. Are instructors teaching more of the Wesley Gibbonses of the world rather than the opposite? Are students thinking critically about your material and lacking the courage to speak up?

Hyland-Russell (2014) introduced reflective journaling as an assignment to her senior-level undergraduate literature courses: each week students would journal on “two A4 pages of handwritten text and some form of images: hand drawn, collaged, painted, or computer-generated” (p. 1057). The journals were graded with handwritten remarks the same week they were submitted. The journaling assignment was 30% of the student’s grade. Using 10 years-worth of data, Hyland-Russell (2014) was able to show that once students were able to trust that their work was not going to be judged harshly and that they knew they were going to get constructive feedback the idea of writing, drawing, reflecting, etc. did not seem so intimidating.
Today we are going to talk about self-disclosure and how reflective journaling could improve participation by students in the classroom. Specifically, we will focus on Social Penetration Theory (Altman & Taylor, 1973) and see if this theory can explain why students are not speaking in class. Are students reading the textbook(s)? What does a student do if their response disagrees with the instructor’s? Will their grade suffer? What about my classmates? Are they going to cause conflict if I say the wrong thing? These are all questions that will be addressed. Finally, I will also be showing journal entries from some of my students.

References
3. USING ACADEMIC-PRACTICE PARTNERSHIP EXTERN PROGRAMS TO INCREASE SENIOR NURSING STUDENT PERCEPTION, OR READINESS FOR PRACTICE?

Pamela Elzy, Spalding University

Abstract

The shortage of qualified, experienced registered nurses in health care has a direct impact on the quality and safety of patient care, the cost of health care, and may limit access to health care for patients (American Nurses Association Tri Council, 2016). Nursing graduates who transition to acute clinical care will be expected to complete their orientation quickly to meet staffing and patient care needs. Nursing students who do not perceive themselves to be ready for practice find this quick progression problematic, which affects their engagement as employees and may contribute to the large turnover within the new graduate group within the first year (Levett-Jones & Fitzgerald, 2006).

Synthesis of the robust literature review of over seventy articles conducted prior to gathering the data for this project revealed several themes in the discussion of nursing student readiness for practice. First, the current and predicted continuation of the nursing shortage increased the importance for nursing students to be ready for clinical practice when they graduate and pass NCLEX (American Nurses Association Tri Council, 2016; Bureau of Labor Statistics, 2013; Juraschek, Zhang, Ranganathan, & Lin, 2012). Secondly, the literature identified a need for change in prelicensure nursing education curricula to include more guided practicum hours (Diefenback, Plowfield, & Hermann, 2006). Third, the nursing student demonstrated fear and anxiety about the transition from student to registered nurse (Casey et al., 2011). Nursing students were under considerable pressure to perform at a highly competent level “right out of the box” as they transition to the role of registered nurse (Starr & Conley, 2006). Fourth, the dichotomy of readiness for practice understanding among students, educators and
practice managers increased the nursing students' anxiety about the transition to practice (The Advisory Board, 2008). Finally, senior nursing students perceived that they were not ready for clinical practice specifically in the care of multiple patients, physician communication, and delegation to unlicensed, assistive personnel, and end of life care (Casey et al., 2011).

The purpose of this presentation is to examine the impact of academic-practice partnership extern programs on senior nursing students' perception of readiness for practice. This presentation will provide examples and outcomes of an eight-week clinical extern program provided within 12 acute inpatient hospital facilities for senior nursing students in regional accredited nursing programs as evidenced by pre- and post-program completion of the Casey Fink Readiness for Practice Survey (Casey & Fink, 2006). Pre- and post-surveys of nursing students who completed the program were collected from 2016 and 2017 retrospectively and analyzed using SPSS v. 22. The mean total scores for the “After Extern Program” group (M=60.6, n = 89, SD 4.9) were 1.9 points higher than the “Before Extern Program” group (M= 58.7, n = 94, SD = 6.8) and found to be statistically significant.

The Casey Fink Readiness for Practice Survey (Casey, et al., 2011) is a validated instrument developed to examine perceptions of nursing students’ level of confidence and feelings of comfort in providing care during practice rotations, understanding the students’ readiness for practice, embracing the role of the RN and finally, to identify and correlate predictor characteristics with senior nursing students’ readiness for practice. Items in the survey are designed to correlate with both skills and activities that senior nursing students are expected to perform independently before graduation from the nursing program of study. Item-level analyses were done on survey items to identify areas that were low- and high-scoring.

Figure 1 depicts the marked change in confidence in communicating with physicians following completion of the clinical extern program.

Figure 2 indicates the most significant high scoring item of confidence in taking action to solve problems.
Bar Chart

Count

I feel confident communicating with physicians

<table>
<thead>
<tr>
<th>Group</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
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<tr>
<td>Before Program</td>
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<td>7</td>
<td>29</td>
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<tr>
<td>After Program</td>
<td>18</td>
<td>10</td>
<td>52</td>
<td>14</td>
</tr>
</tbody>
</table>

Bar Chart

Count

I am comfortable taking action to solve problems

<table>
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<th>Disagree</th>
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<tr>
<td>After Program</td>
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<td>3</td>
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</table>
This project has demonstrated that participation in a preceptor led nurse extern program increases senior nursing student perception of readiness for practice. This perception can help to counteract student fear and anxiety regarding transition to practice and halt the revolving door of new graduate turnover. Clinical nursing leaders and their academic partners need to collaborate to better understand the specific transition-to-practice issues that most affect new graduate turnover and work to provide solutions to those issues. The increased confidence levels of the after group in providing care to multiple patients during the course of a shift are noteworthy. This positive change indicates an opportunity to more fully evaluate the efficacy of the current nursing clinical rotation process involving care of one to two patients per shift. Two patients per shift are more commonly seen in critical care areas--not the medical surgical or progressive care areas where new graduates may be more typically hired to begin practice.

Table: Confidence Levels in Providing Care to Multiple Patients

<table>
<thead>
<tr>
<th>Group scores of confident, somewhat confident and very confident</th>
<th>Number of Patients</th>
<th>Pre-Survey Group %</th>
<th>Post-Survey Group%</th>
<th>Differences in percentage scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>91.49%</td>
<td>94.38%</td>
<td>+2.89%</td>
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<tr>
<td>3</td>
<td>78.72%</td>
<td>89.89%</td>
<td>+11.17%</td>
<td></td>
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<tr>
<td>4</td>
<td>42.55%</td>
<td>65.19%</td>
<td>+22.64%</td>
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</table>

This finding suggests that senior nursing students may benefit more from a higher number of precepted hours in clinical rotations as opposed to the traditional instructor led hours. The results of this project would also support further academic practice partnerships to further enhance the clinical experience for nursing students. Obviously further collaborations are needed to identify correlations between perceived readiness for practice by students and actual readiness for practice as identified by academic instructors, NCLEX testing, and clinical employee managers. The practice of professional nursing continues to evolve in a highly complex and competitive environment. The acuity of patients requiring health care continues to rise, and the multiplicity of new responsibilities placed on the staff nurse for greater efficacy and efficiency provides
challenges for new graduates who are transitioning to practice. This project has demonstrated a need for academic practice collaborations to further support nursing student transition to practice.

References


## Likert Scale Questions within the Casey Fink Readiness for Practice Survey

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<table>
<thead>
<tr>
<th></th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
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</table>
Bar Chart

Group

Before Program
After Program

Count

I have had opportunities to practice skills and procedures more than once.
Simulations have helped me feel prepared for clinical practice
Bar Chart

Group
- Before Program
- After Program

Count

I am comfortable delegating tasks to the nursing assistant

<table>
<thead>
<tr>
<th></th>
<th>Count</th>
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<tr>
<td>Strongly Disagree</td>
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2019 Proceedings IU Southeast Scholarship of Teaching and Learning Conference
4. THE CASE FOR CULTURALLY RELEVANT TEACHING IN COLLEGE SCIENCE CLASSES

Meghan Kahn, Indiana University Southeast
Brittany Sizemore, DePauw University

Culturally relevant pedagogy has a long history in the field of education, where a major focus has been on training teachers to best support the success of students whose cultural backgrounds rarely match their own cultural backgrounds (Ladson-Billings, 1995). Key features of culturally relevant teaching, according to Ladson-Billings (1995), include recognizing your own and your students’ cultures in order to educate in a way that supports the success of diverse students while also helping those students retain their culture (i.e. not requiring them to turn into people like us just to be successful in college). Another key component is helping students use their education to realize and address social injustices based on culture that exist in our society (Ladson-Billings, 1995).

College science educators may be unfamiliar with the concepts of culturally relevant teaching, as the idea is often perpetuated in science that the field is a meritocracy which is blind to the characteristics of people involved (Tanner & Allen, 2007). However, in her qualitative investigation Johnson (2007) described college women of color as being discouraged from pursuing science by both this blind meritocracy view of scientific success and the decontextualized way in which science was taught. In addition, according to the 2018 Science and Engineering Indicators report, women made up only 28% of employees in science and engineering jobs in the United States in 2015 and 66.6% of employees in science and engineering jobs at that time were white with the next most represented race or ethnicity being Asian at 20.6% (National Science Board, 2018). A lack of cultural relevance in college science classes may contribute to the continued over-representation of white men in scientific professions. This lack of diversity among scientists also influences the way that science is conducted and represented to others. For example, most of the foundational scientific studies in anatomy and physiology were conducted on males, but the data gathered from those studies are presented in college science textbooks as applicable to anyone and the limited generalizability of the sample is not mentioned. A notable example of this in neuroscience is the textbook portrayal of somatosensory body map that fails to show the dual representation of female breasts on both the trunk and along with the genitals despite a 2011 study of female body representation (Komisaruk et al., 2011).
In the current work, we sought to describe current teaching practices in college science classes with respect to cultural relevance using a quantitative survey approach. We were interested in practices that would apply to a wide range of underrepresented groups in science including women, racial and ethnic minorities, first generation college students, and people with non-cisgender identities. This work also intended to examine the characteristics of the instructors who teach college science classes.

A total of 87 participants completed anonymous electronic surveys about practices, materials, and instructors in their college science classes. Most participants identified as women (see Figure 1) and 81 were white. Although more than half of participants had at least one parent who had attended college, 33 participants were first-generation college students (Figure 2). Of interest, despite the overwhelmingly female sample, 47 of the participants described the instructor of their most recent college science class as a man (Figure 3).

The survey of culturally relevant teaching practices was adapted from a survey developed for K-12 students (Dickson, Chun, & Torres Fernandez, 2016). While the original survey focused primarily on teaching practices done to support students who belonged to racial or ethnic minority groups, additional items were added here to reflect other underrepresented groups and to obtain information about cultural relevance of materials used in college science classes. The final survey consisted of 39 items reflecting cultural relevance. The cultural relevance items fell into three categories: diverse teaching practices (from Dickson et al., 2016), cultural engagement (from Dickson et al., 2016), and class materials (new to this study), with 13 items used in each of these categories. Participants answered items in each of these categories using a Likert scale from 1 to 5 where 1 was “strongly disagree” and 5 was “strongly agree”.

Survey results indicated that college science instructors were likely to use diverse teaching practices, but may not use class materials that reflect the students in their classes. As shown in Figure 4, scores on the diverse teaching practices portion of the survey were clustered toward the high end of scores, reflecting that most instructors were perceived to use a variety of teaching approaches. Use of culturally engaging practices was more varied (see Figure 5) with the greatest number of instructors falling slightly higher than the middle range of this scale. This indicates that students perceived teaching practices to be somewhat culturally engaging. Figure 6 reflects the distribution of responses related to class materials. Most participants felt uncertain if class materials reflected diverse people and more participants were likely to state that the materials did not represent diverse people (low end of scale) than report that class materials did reflect diverse people (high end of scale). In exploring this more we noted that
participants failed to agree with both the statement “At least one of the assigned reading materials for this class was written by a woman” and the statement “At least one of the assigned reading materials for this class was written by a man”. This result requires more exploration, but one possible explanation is that students do not know and are not instructed in the background characteristics of the experts in fields of study.

Based on the findings of this preliminary investigation we offer some suggestions of ways to increase cultural relevance in college science classes. First, as noted by Johnson (2007), science can be presented in a contextualized manner. Some options include providing a historical context for scientific discoveries. In neuroscience, an engaging example of this is to instruct students about the chemical theory of synaptic transmission by having them read part of Valenstein’s (2012) book that recounts the story of scientists trying to determine the nature of the signal between brain cells, partly while evading Nazi forces who were simultaneously invading parts of Europe. Contextualization of science can also include applications to local social problems such as teaching about psychopharmacology in the context of local opioid epidemics and associated harm reduction measures such as needle exchange sites. This approach additionally brings in Ladson-Billings’ (1995) component of “critical consciousness” by making all students aware of local problems and resources that may directly affect the lives of a subset of students.

Choosing and drawing attention to diverse experts in your field is another culturally relevant approach that our study suggests is missing from college science classes. In the absence of possible guest speakers, prominent historical figures in the field can be discussed. Here it is critical to present the impact that these scientists’ work have in the field, but also use videos or photographs to ensure that students become aware of diversity in field experts. Including some discussion of unequal representation in the field will also draw attention to the accomplishments of diverse experts who “beat the odds” to become recognized. Assigning students to choose and research their own expert, and encouraging them to choose someone who shares some qualities with themselves, is another method to prompt students to see themselves in a scientific field. This approach works best when students choose an expert who is alive currently and who has an online presence to give biographical information that students can connect to themselves.

In conclusion, our survey shows that college science instructors, and the materials they present to students, are not viewed as culturally relevant to many students. While the culture of students may not be the central topic in science classes, there are ways to infuse cultural relevance into the existing topics of science classes and doing so may
encourage the success of all students, including groups of students who have historically not continued into science professions.

References

Figure 1. Number of participants who identified as woman, man, or non-binary.

Figure 2. Highest level of education for the parents of the participants. Participants whose parents had no degree or a high school degree were considered first-generation college students in this study.
Figure 3. More than half of the survey participants reported the gender of their most recent college science instructor as male.

Figure 4. Frequency of responses to the 13 diverse teaching methods items on the survey. High scores indicate student agreement with statements that the instructor uses a range of teaching practices.
Figure 5. Frequency of responses to the 13 items on the survey that measured culturally engaging practices of the instructor. High scores reflect student agreement that the instructor uses practices that support students of all cultures.
5. THE WORLD IS CHANGING AND SO SHOULD YOUR TEACHING: THE IMPORTANCE OF DEVELOPING CULTURALLY RESPONSIVE CLASSROOMS IN A RAPIDLY CHANGING SOCIETY

Jennifer Ortiz, Indiana University Southeast

The demographic composition of incoming college students in the United States is rapidly changing. College students today come from diverse cultural backgrounds; however, pedagogy and curriculum in higher education have not evolved to meet the needs of these populations. This presentation will explore cultural responsivity, a pedagogical approach that advocates for the development of curricula that incorporate diverse cultural perspectives. Using existing research from K-12 educators and discussions from an IUS Faculty Learning Community, this presentation will provide educators with the theoretical underpinnings of cultural responsivity and specific classroom techniques or strategies that promote cultural responsivity. We will also explore how culturally responsive teaching helps retain students from underrepresented populations and the challenges educators face when implementing cultural responsivity.

What is Cultural Responsivity?

Cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures. For my purposes, I am referring to the cultures of our students. How can we incorporate our students’ cultural backgrounds into the classroom to increase sense of belonging?

Cultural responsivity has its origins in early childhood education literature. Bartolome (1994) was among the first scholars to advocate for humanizing pedagogies that respected the history and perspectives of students. Ladson-Billings (1995) first proposed the use of culturally relevant pedagogies that incorporate cultural underpinnings of all students but with a primary focus on the cultural experiences of marginalized populations. At the heart of culturally relevant or culturally responsive pedagogy is the desire to avoid treating the white middle-class student’s experiences as the default. Educators must acknowledge that students derive from diverse backgrounds that influence how and what they learn. Culturally responsive education advocates for learning that incorporates the cultural experiences of all students. Although culturally responsive education initially focused on race and ethnicity, scholars have expanded
cultural responsivity to include gender and individuals with physical disabilities. Studies consistently indicate that students from culturally diverse backgrounds fare better academically when their educators utilized culturally responsive pedagogies (Gay, 2018).

Culturally responsive education seeks to ensure students excel academically, develop cultural competency, and that students develop a critical consciousness that allows them to question and challenge the "status quo of the current social order" (Gay, 2018, p. 160). To achieve these goals, educators must learn the underpinnings of students’ cultures and develop pedagogies that incorporate their cultures and experiences. For example, an elementary school teacher in an urban inner-city school may choose to learn the history of hip-hop as a subculture of resistance and utilize hip-hop as a means for teaching the power of poetry. In this example, the educator has created a pedagogy that centers a part of the students’ local culture. Although literature has largely focused on cultural responsivity in early education, scholars have recently begun advocating for cultural responsivity in higher education (Larke, 2013).

**Developing Culturally Responsive Lessons**

Historically, the voices of marginalized groups were excluded or minimized in most fields. Thus, white male heterosexuality voices overwhelmingly dominate most fields. While we should continue to highlight the accomplishments of the founding voices in our respective fields, we should acknowledge that focusing exclusively on those voices perpetuates the notion that other groups do not contribute to knowledge. There are several ways to combat this issue.

As you prepare and deliver any lesson, strive to:

- **Establish Inclusion** — this starts by highlighting how the topic you are teaching may relate or apply to students. *You may want to locate research or publications from individuals in traditionally marginalized groups and explore how their research compares to the existing canon.* For example, in criminology I highlight Black Feminist research that counters the traditional voices in my field. In doing so, students can begin to see themselves in the research and may relate better to the course content. Establishing inclusion also involves *regularly grouping students with different classmates* and encouraging discussion to solve problems. Through this process, students are exposed to differing viewpoints.

- **Develop Positive Attitudes** — this further focuses on relating content to students. A popular method is *allowing them to choose between activities and assessments*
that let them display their values, strengths, and experiences. Build assignments, discussions, or class time where students can highlight who they are as individuals. An example of this would be in class debates about relevant world issues. If you establish rules for debate, you can create an environment where all students feel comfortable expressing their views.

- Enhance Meaning — you can bolster lesson content by drawing connections with real-world issues, and asking students to use opinions and existing knowledge to address them. For example, when teaching about subcultures, I ask students to explain the U of L versus UK rivalry to illustrate subcultural beliefs. I then ask students to explore how they became a fan of either team, which leads them to understand how people become members of other subcultures like gangs.

- Foster Confidence — Make the assessment process less intimidating by offering different ways to demonstrate skills and understanding. For example, avoid handing out quizzes that are purely multiple choice or fill-in-the-blank. Among other question types, mix in problems that involve writing short- and long-form answers. Some students have test anxiety while others struggle with papers. You may consider offering multiple ways to achieve a specific learning objective. By giving students autonomy to choose between assignments, you are providing students with ways to highlight their individual skill sets.

Preparing Culturally Responsive Teachers

The following table is reproduced from Gay's (2002) article in the Journal of Teacher Education. The table explains how you can achieve five important aspects of culturally responsive teaching.
Culturally Responsive Teaching Strategies and Examples
Here are some examples of culturally responsive teaching strategies:

**Learn about Your Students**
At the start of the year or semester, demonstrating a desire to adapt your teaching style to students can help them feel valued. Because open communication should uncover their learning needs and preferences, try handing out surveys or holding open discussions on the first day of class.

**Bring in Guest Speakers**
Guest speakers can bring context and passion to learning and may help students see themselves in the field. Be sure that the guest speakers derive from diverse backgrounds. Diverse guest speakers may inherently engage and motivate students who share a culture with them.
Deliver Different Forms of Content
Whether due to culture, socialization, preference, or learning needs, students respond differently to different types of content. Provide students with a variety of instructional materials (e.g. podcasts, movies) and assessments (e.g. paper or visual representation).

Use Media that Positively Depict a Range of Cultures
Students process content more effectively when their cultures and languages have places in the curriculum. Using media, such as books and movies that positively depict a range of cultures and are relevant to your syllabus can partially address this need.

Encourage Students to Propose Ideas for Projects
By asking students to submit ideas for their own projects, students will build confidence by showcasing their strengths. Not only will you be pleasantly surprised by some pitches, but you may generate ideas for future culturally-responsive exercises and assessments.

Experiment with Peer Teaching or Peer Learning
There will always be some student vocabulary and communal practices you do not know. You can fill these gaps through peer teaching. Let the students be the experts on topics relevant to their culture. Alternatively, you can have students review course content in small groups and then reconvene as a class to discuss their thoughts. These practices allow students to discuss and rationalize concepts in their own words, many of which belong to contemporary cultural lexicon and are not academic.

References

Additional Sources on Culturally Responsive Classrooms


Introduction

Brief History of CAST and UDL

In 1984, at the dawn of the personal computing age, a group of five clinicians from North Shore Children’s Hospital met in a pizza parlor to discuss ways to use emerging digital technologies to improve educational outcomes for students with disabilities. They formed the Center for Applied Special Technology, or CAST, and over the next several years received broad recognition and numerous awards for their work on adaptive educational tools (cast.org, 2019a).

Over time, CAST shifted their focus from providing adaptive learning technologies toward designing curricula in ways that remove barriers to learning more generally. As a result of this shift, CAST published the first iteration of their Universal Design for Learning (UDL) in 2008. Today, the UDL standards provide a research-based approach to developing curricula that are suited for the entire spectrum of diverse learners. These principles and guidelines provide a framework which instructors can use to help their learners seek out, integrate, and express knowledge.

The UDL Framework

Learning is “a process that leads to change, which occurs as a result of experience and increases the potential for improved performance and future learning” (Ambrose, Bridges, DiPietro, Lovett, & Norman, 2010, p.3). According to UDL framework, there are three fundamental principles that teachers may utilize as they seek to provide transformative learning experiences for their students: Engagement, Representation, and Action and Expression. Each of these principles correspond to the different areas of brain function that affect learning (cast.org, 2019b). Engagement involves the notion that teachers need to recruit their learner’s attention away from the myriad other stimuli
and toward the instructional content they wish to provide. Next, the teacher must provide instructional content in a way that the learner can internalize it and integrate it with what they already know and believe (Representation). Finally, the teacher must provide a variety of methods for the student to express, reinforce, and integrate what they have learned (Action and Expression).

For each of the principles, there are sets of guidelines that teachers may utilize to provide “Access” to learning goals by “recruiting interest” and by “offering options” for perception and physical action. The “Build” guidelines suggest ways to develop effort and persistence, language and symbols, and expression and communication. Finally, the “Internalize” guidelines highlight techniques to empower learners through self-regulation, comprehension, and executive function. The UDL framework is depicted in Figure 1 on the next page.

**Applying UDL Guidelines**

The top “Access” layer includes activities over which a teacher has the most control. These activities provide the entry way that can eventually lead to the ultimate goal in each column. As the guidelines progress through the “Build” and “Internalize” layers, the locus of control shifts from teacher to learner. However, there are still many options teachers have available to support (or at least not inhibit) the learner in the accomplishment of the overall goal.
Figure 1. Universal Design for Learning Guidelines (CAST, 2018)

Methodology

UDL-LMS Mapping

Indiana University utilizes Canvas as the primary Learning Management System (LMS). Canvas offers many tools that can be implemented following UDL guidelines including,
but not limited to Modules, Assignments, Quizzes, Discussions, and Chat. Many of these tools share common features that may be used to promote UDL. In addition, Canvas also supports a variety of external tools that can be integrated with Canvas. Table 1 summarizes selected Canvas features (Instructure, 2019) and External Tools available on Canvas at Indiana University as of September 2019 on most campuses (Indiana University, 2019) and how they be used to support UDL.
### Table 1. Selected Canvas features and external tools – UDL mapping

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**Selected External Tools (integrated with Canvas)**

**Assessment**
- Examity |   |
- LockDown Browser | X |
- Quick Check | X | X | X | X | X |
- Student Engagement Roster |   | X | X |
- Top Hat | X | X | X | X |
- View’em | X | X | X | X |

**Communication**
- Boost | X |
- CourseNetworking | X | X | X | X | X | X |
- Piazza | X | X | X | X | X | X |
- Voice Thread | X | X | X | X | X |
- Zoom | X | X | X | X |

**Content creation, presentation, and management**
- Blueprint Manager | X |
- Box Integration | X | X |
- Google Drive Integration | X | X |
- IU eTexts | X | X | X | X | X |
- Kaltura | X | X | X | X |
- SoftChalk Cloud | X | X | X | X | X |

**Library Resources** | X | X |
Examples of Classroom Application of UDL

The UDL Guidelines can be used in a variety of ways to support improved learning outcomes. We share one example in which they are used to evaluate supportive technologies and one example in which the guidelines can be used to evaluate a single assignment.

Example #1: Technology Evaluation

In the BUS-K 201 Computer in Business class, one of the learning goals expects students to analyze and solve business problems using a spreadsheet. We applied UDL Guideline #5: Expression and Communication to measure this outcome. UDL suggests three checkpoints under this guideline. Table 2 summarizes these guidelines and along with a summary of assignments and how they fall under each of these checkpoints.

Table 2. UDL Guideline #5: Expression and Communication mapped to assignments

<table>
<thead>
<tr>
<th>Assignment Description (Tool used)</th>
<th>Guideline #5: Expression and Communication</th>
<th>Checkpoint 5.1 Use multiple media for communication</th>
<th>Checkpoint 5.2 Use multiple tools for construction and composition</th>
<th>Checkpoint 5.3 Build fluencies with graduated levels of support for practice and performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skill Builders (External)</td>
<td>Students complete required tasks in simulated environment</td>
<td>Clicks and keystrokes are captured to measure student performance</td>
<td>Students complete the assignment using a web browser</td>
<td>N/A</td>
</tr>
<tr>
<td>Module Projects (External)</td>
<td>Students complete a series of requirements using a spreadsheet program</td>
<td>Students upload a complete spreadsheet file</td>
<td>Students utilize a spreadsheet program to complete the work</td>
<td>N/A</td>
</tr>
<tr>
<td>Analytics Discussions (Canvas Discussions)</td>
<td>Students use a spreadsheet program to conduct data analysis and answer business problems</td>
<td>Students submit a completed spreadsheet file along with written explanation</td>
<td>Students utilize spreadsheet and word processor programs to show their performance</td>
<td>Students conduct peer reviews of the submissions</td>
</tr>
<tr>
<td>Application Project (Canvas Assignments)</td>
<td>Students develop a spreadsheet application to conduct data analysis and solve business problems</td>
<td>Students submit a completed file along with a written document (user manual)</td>
<td>Instructor provides interim feedback on work-in-progress before the final submission</td>
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Example #2: Assessment of Teaching Methods

In our Management of Information Technology class, one of the learning goals is that students will learn to work as a member of a team to design and describe a simple business information system. We reviewed the design of this assignment in the context of UDL Guideline #8: Provide Options for Sustaining Effort and Persistence. This guideline includes four checkpoints.

Checkpoint 8.1: Heighten Salience of Goals and Objectives
Students were asked to consider their daily lives looking for processes that could be simplified through the creation of a novel information system. Encouraging students to select a topic of personal interest helped to sustain their efforts on the project. Furthermore, teams were periodically asked to submit draft versions of sections of their paper to help keep the project top-of-mind over multiple weeks.

Checkpoint 8.2: Vary Demands and Resources to Optimize Challenge
This checkpoint was not addressed effectively in the assignment design. This could have been improved by placing somewhat greater emphasis on the process of the team’s work as opposed to simply evaluating the quality of their work product.

Checkpoint 8.3: Foster Collaboration and Community
Students were invited to share through course discussion tools how they were applying the course material to their design project. CourseNetworking (CN Post) has proven to be an effective and enjoyable tool for students to engage with one another in the course. Students were also given explicit guidance on methods for working together effectively in a team.

Checkpoint 8.4: Increase Mastery Oriented Feedback
We discovered that the majority of feedback delivered on this assignment was provided only at the end of the assignment and consisted primarily of numeric scores in a rubric. This did not seem consistent with this guideline. In the future, it would likely be helpful to develop a way to provide qualitative feedback more frequently over the course of the assignment.

Conclusion

Our application of the full set of Universal Design for Learning checkpoints suggests that they are a useful tool for evaluating teaching materials and methods, including technologies. We found areas where we could celebrate our current successes. But we
were also pleased that the guidelines and checkpoints also pointed the way toward areas for future improvement.

We recommend that teachers begin their own application of the guidelines at the "Access" layer in each principle and progress downward through the "Build" and "Internalize" layers. However, we found it tremendously helpful in guiding our efforts in the top layer if we had a clearer vision of where we wanted to end in the bottom layer. In addition, we would recommend that teachers start with one or two guidelines on a few selected learning outcomes. Carefully choosing and introducing only a few tools at a time will make it less confusing to students. Finally, teachers might need to help students become familiar with the technology and adjust the tool usage along the way in order to achieve the desired results.

References


AUTHOR BIOGRAPHIES

Donna Albrecht is an Associate Professor of Education at Indiana University Southeast. She has taught both English as a second language (ESL) and secondary social studies, and has administered in local and international PK-12 and college settings for over 25 years. She designed and administered ESL programs in Egypt, the United Arab Emirates, and in the United States. Before joining Indiana University Southeast as Associate Professor, Coordinator of ENL/ESL Programs, and Director of the New Neighbors Education Center, Dr. Albrecht was the principal investigator for a National Professional Development Grant that began an English Language Teaching Program and Professional Development Academy. In that role, Dr. Albrecht directed, designed, and taught in the ENL licensure program and conducted Professional Learning Community groups on teaching culturally and linguistically diverse students in various school corporations throughout Indiana. Dr. Albrecht also led many aspects of successful accreditation processes, including CAEP and TESOL, and is a trained CAEP reviewer. Additionally, Dr. Albrecht leads a High Ability/English Learner Collaborative in conjunction with the Indiana Department of Education. Prior to that, Dr. Albrecht was the intermediate/middle school principal at the International School of Indiana where she revamped the newcomer program. Dr. Albrecht has an M.A. in TEFL from the American University in Cairo, an Ed.S. in School Superintendency from Ball State University, and an Ed.D. from Ball State in Educational Administration and Supervision. Her research focuses on the attributes, professional development needs, and policy issues related to leadership in PK-12 ENL/ESL programs; identifying and teaching English learners with high abilities; and effective training of teachers who work with English learners.

Matthew W. Childress is an adjunct faculty member teaching Speech Communication and Interpersonal Communication for Ivy Tech and Jefferson Community & Technical College. He received his B.A. in Communication from the University of Louisville (Louisville, KY) and a Master of Arts Degree in Communication (MAC) from Bellarmine University (Louisville, KY). As a graduate student, Matthew’s focus was Communication Theory and Media Studies. He served as News Director for Bellarmine Radio and hosted BU Breakdown, a news and current affairs show. In October 2011, Mr. Childress interviewed actor Kal Penn about his work as Associate Director of the White House Office of Public Engagement in the Obama Administration.
Pamela Smith Elzy, DNP, MHA, RN, RN-BC is the Graduate Programs Director at Spalding University in Louisville, Kentucky. Ms. Elzy is a registered nurse of forty-five years with over twenty years in nursing leadership positions. She began her professional education with a nursing diploma from a hospital-based school of nursing followed by a baccalaureate degree in Nursing (BSN) from Bellarmine University in Louisville, Kentucky. Ms. Elzy also obtained a master’s degree in hospital administration (MHA) from Webster University in Louisville, Kentucky. Twenty-five years later, she obtained a master’s degree in Nursing (MSN) from Aspen University in Colorado and a Doctorate in Nursing Practice, with an emphasis in executive leadership, at American Sentinel University in Colorado.

As the director of education, research, and informatics at an academic medical center, she facilitated the development and implementation of a yearlong nursing residency program accredited by the Commission on Collegiate Nursing Education (CCNE). Ms. Elzy is the 2018 recipient of the Kentucky Organization of Nurse Leaders (KONL) Lifetime Achievement Award.

Pam is a member of the American Nurses Association, Kentucky Nurses Association, American Organization of Nurse Leaders, Kentucky Organization of Nurse Leaders, Sigma Theta Tau, and the Association of Nurses in Professional Development. She is the president of the Greater Louisville Association of Nurses in Professional Development. She is board certified by the American Nurses Credentialing Center in Professional Development. Pam presents on nursing and education topics at local, regional, and national venues and is the author of several nursing articles in peer reviewed journals.

Ranida B. Harris is a Professor of Management Information Systems at Indiana University Southeast. She received her Ph.D. in Management Information Systems from Florida State University. Her research interests include the effects of computer technologies on communication, performance, and decision making. Her publications appear in Journal of Applied Social Psychology, Journal of Social Psychology, Journal of Organizational and End User Computing, Information Systems Education Journal, and other journals. Dr. Harris’s teaching interests include business computer applications, business analytics, Enterprise Resource Planning (ERP) systems, systems analysis and design, and database management systems.
Meghan C. Kahn is an Associate Professor of Psychology at Indiana University Southeast in New Albany, Indiana. She teaches undergraduate courses on research methods and statistics, learning, neuroscience, sensation and perception, and neuroethics. She has served as the Psychology and Neuroscience Program Coordinator, chair of the campus Safe Zone committee, and a member of the Institutional Animal Care and Use Committee. Her research focus is on the role of olfactory cues in spatial learning and conditional discrimination learning in pigeons. She received her B.A. from Alfred University and her M.A. and Ph.D. from Bowling Green State University.

Jennifer M. Ortiz is an Assistant Professor of criminology and criminal justice at IUS and the faculty advisor for the Criminal Justice Students' Association. She earned her doctoral degree in Criminology at the CUNY Graduate Center in New York City. Her doctoral research focused on prison and street gangs. Prior to joining the faculty at IUS, Dr. Ortiz served as the Research Director for the New York State Permanent Commission on Sentencing and as a Research Associate at the Center for Criminal Justice Research and Evaluation Center at John Jay College of Criminal Justice.

Brittany A. Sizemore, M.A., is a Visiting Instructor of Psychology and Neuroscience at DePauw University. She is also an Experimental Psychology doctoral candidate at Bowling Green State University. Over the past few years, Brittany has taught psychology courses, both online and face-to-face, at Owens Community College, Northwest State Community College, Lourdes University, and Bowling Green State University. Although her dissertation involves homing pigeons, she has actively participated in science-based, service-learning projects with undergraduates and invertebrates. Additionally, Brittany has engaged in various pedagogy workshops and earned several teaching certifications. Her scholarship of teaching and learning interests include active learning, Web 2.0 platforms in higher education, experiential learning, and culturally relevant teaching, especially towards first-generation students and LGTBQIA+ community members. Brittany lives with her cat, Mocha.
S. Chad Snow is a Lecturer of Management of Information systems at Indiana University Southeast. He received his MBA from Indiana University Southeast. Prior to entering the classroom he worked for several years as an IT practitioner for a global consulting firm. During his career in industry, he served in a variety of roles including project management, business analysis, software implementation, and data management. Chad’s teaching interests include business computer applications and management of information systems.

Julie F. Toner is a Professor of marketing at Bellarmine University in Louisville, KY. She has been with Bellarmine since 1999, teaching at both the undergraduate and graduate levels. Her research interests include social marketing, food marketing, and the influence of faith on business decisions. Dr. Toner’s research appears in more than 75 peer-reviewed conference proceedings and journals. A native of Missouri, she earned her Bachelor’s Degree in Public Relations as well as an MBA at the University of Central Missouri. Dr. Toner earned her Ph.D. in Marketing at The Florida State University. She is a past president of both the Marketing Management Association and MBAA-International. Her awards and recognitions include the MMA Fellow Award, Who’s Who Among America’s Teachers, and 2000 Intellectuals of the 21st Century. She often serves as a judge for master teacher competitions. Prior to her arrival at Bellarmine, Dr. Toner was a faculty member at North Dakota State University, Bloomsburg University of Pennsylvania, and the University of Central Missouri.

DeDe Wohlfarth, Psy.D., is a Full Professor of Clinical Psychology at Spalding University, a small university in downtown Louisville, KY, with a 200-year commitment to social justice. DeDe has loved teaching for 20 years and sometimes knows what she is doing, but mostly she just keeps learning. DeDe is also a licensed clinical psychologist specializing in treating children and families who are coping with trauma, abuse, and neglect.