

Towson University Educators Summit

COLLABORATING TO ENHANCE
HOLISTIC STUDENT DEVELOPMENT:
EDUCATING STUDENTS TO BE
AGENTS OF CHANGE

JANUARY 19, 2022
9:00 A.M. - 2:00 P.M



Welcome

Welcome to the Towson University Educators Summit. This conference, sponsored by the Office of the Provost, is designed to enhance faculty and staff collaborations within and across Academic Affairs and Student Affairs to promote student success. The conference will feature tracks in pedagogy; research, scholarship, and creative activities; diversity, equity, and inclusion; mental health, self-care, and resilience; and serving the public good.

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Schedule

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9:15 a.m. – 10:00 a.m.	Keynote Speech
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10:55 a.m. – 11:10 a.m.	Break
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12:05 p.m. – 12:45 p.m.	Concurrent Sessions III
12:45 p.m.	Break
1:00 p.m. – 1:30 p.m.	Lunchtime Student Panel
1:30 p.m. – 2:00 p.m.	TU Faculty Awardees Acknowledgement

Descriptions

9:00 – 9:15 a.m.

Greetings and Welcome

[Zoom Webinar](#)

Passcode: 07668732

Dr. Melanie Perreault

Provost and Executive Vice President for Academic and Student Affairs

Keynote

9:15 – 10:00 a.m.

Reflecting Forward: Lessons Learned from Pandemic Teaching and Learning

[Zoom Webinar](#)

Passcode: 07668732

Dr. Amanda Irvin

Senior Director of Faculty Programs and Services

Center for Teaching and Learning Columbia University



Amanda Irvin (she/her) serves as Senior Director of Faculty Programs and Services at the CTL. In this role, she oversees the development and facilitation of programs to support pedagogical innovation, purposeful use of educational technology, and learner-centered teaching for faculty and instructors at Columbia.

Through the design and implementation of programs, consultations, and resources, she encourages engaged, reflective teaching and learning in the Columbia University Teaching community. Recognized as a national expert in inclusive teaching and passionate about issues of justice, equity, diversity, and inclusion in higher education, Amanda works schools, departments, as well as individual with instructors administrators, to create and support positive change.

Amanda specializes in inclusive teaching, collaborative learning, and active learning. In addition to being a certified Team-Based Learning Collaborative expert consultant-trainer, she is also trained in Bystander Intervention to prevent sexual assault on college campuses as well as Question, Persuade, Refer (QPR) Gatekeeper training to prevent student self-harm. She is committed to improving teaching and learning in our local, national, and international communities.

Prior to joining the Columbia CTL, Amanda served as Assistant Director of Faculty Development of the Koehler Center for Teaching Excellence at Texas Christian University where she was also an affiliate faculty member in the Department of English and the Women and Gender Studies program. Amanda holds a Ph.D. in English and a graduate certificate in Women's Studies from Texas Christian University, an M.A. in English and a graduate certificate in Women's Studies from Radford University, and a B.A. in English and undergraduate certificate in Women's Studies from the University of Central Florida.

Amanda is a first-generation college graduate and member of the LGBTQ+ community. In her spare time, Amanda enjoys reading, writing, practicing yoga, and cooking.

[Columbia University Center for Teaching and Learning](#)

Concurrent Sessions I

10:15 – 10:55 a.m.

BTU Student Corps: A New Curriculum for Community Engagement Certification for TU Students

[Serving the Public Good Track](#)

[Zoom Presentation \(link\)](#)

Matthew Durlington, Professor and Director of Community Engagement and Partnerships, SOAN and SPAR
Van Brooks, Safe Alternative for Education

The BTU Student Corps is the next phase of the Presidential Priority BTU (Partnerships at Work for Greater Baltimore) and will create a transformative student experience for Towson University students, specifically rising sophomores, seeking to deepen their involvement in community engagement. The BTU Student Corps will provide a module-based curriculum for students to develop critical skills in the areas of community and civic engagement. These dedicated students, with their advanced training, will be placed in a year-long experience with a minority-led nonprofit in the Baltimore region. Students will utilize their training to provide capacity for these organizations and support their work in creating meaningful impact in our communities. This experience will build knowledge and relationships for the students to carry on and tap into well beyond their time at Towson University. The curriculum is being built out through a creative commons license with external collaborator and TU alumnus Van Brooks. This process embodies a novel way to approach higher ed and community relations as a collaborative ownership model for intellectual property. Faculty will learn about the details and objectives of this new initiative and how to participate. The theory and practice of community engagement will be contextualized. The assessment and outcomes of the BTU Student Corps over the next several years will be introduced as benchmarks for institutionalization. Faculty will be invited to participate as ambassadors for the project.

R2 For TU

[Research, Scholarship, and Creative Activities](#)

[Zoom Presentation \(link\)](#)

Dr. Clare Muhoro, Professor & Associate Provost for Academic Affairs
Dr. Matthew Chambers, Associate Provost for Administration and Finance

An overview of Towson University's 2020-2030 Strategic Plan "Leadership for the Public Good" will be presented along with the timeline of the university-wide planning process and a description of the strategic alignment of divisional and college priorities onto the university masterplan. Imbedded in this plan is achieving R2 classification. The presentation includes defining R2 classification, shares the major parts of the plan to achieving R2 status, and explains impacts for faculty across the university.

Cybersecurity is Everybody's Business

[Pedagogy](#)

[Zoom Presentation \(link\)](#)

Dr. Sidd Kaza, Computer and Information Sciences
Dr. Blair Taylor, Computer and Information Sciences

Cybersecurity is a global crisis. It has critical political, military, economic, social, infrastructure, and information implications for our nation. Effective cybersecurity solutions require initiatives that not only prepare computer scientists to be cybersecurity professionals, but extend security education to all majors to produce a cybersecurity prepared workforce. As cyberspace has become ubiquitous, cybersecurity has become everyone's business. Students earning degrees in business, public policy, criminal justice, and health care, among other fields, will be leading and managing most organizations in the country and dealing with the corresponding cybersecurity problems and solutions.

This session will introduce a cybersecurity education model to be used by faculty outside of computer science to reach all students and disciplines. The objectives will be to discuss and provide tools to expand cybersecurity education beyond computer science and introduce a much-needed cybersecurity mindset to future decision-makers and front-line workers. The session will provide access to resources, housed in CLARK (Cybersecurity Labs and Resource Knowledgebase), that can be used to teach cyber across the curriculum. The CLARK system, built at Towson, is a platform built using design science research that hosts over 800 cyber learning objects created by subject matter experts across the country.

The overarching goal is to reach all students at Towson who will graduate in a world where cyberspace and its challenges are ubiquitous.

Interdisciplinary Teaching and Research: Subverting Disciplines for the Public Good

[Pedagogy, Research, Scholarship, and Creative Activities](#)

[Zoom Presentation \(link\)](#)

Dr. Jennifer Ballengee, English
Dr. Desirée Rowe, Communication Studies
Dr. Briana Snyder, Nursing
Dr. Suranjan Chakraborty, Computer and Information Sciences

Interdisciplinary study has become increasingly systematized within the university. Yet all too frequently the incorporation of interdisciplinary programs into an institution's plan or mission belies the kinds of freedoms or pluralities such programs want to claim. As Arjun Appadurai has observed, a failure to build links between intellectual and cultural diversity too often results in a corporatized structure emptied of the intellectual substance particular to the university.* Rather than framing interdisciplinary programs and curriculum as an afterthought to the disciplinary structures already established, interdisciplinary approaches offer prime opportunities for students to develop skills that cut across multiple ways of knowing. On this panel, faculty whose teaching reflects their interdisciplinary training and scholarship explore how interdisciplinary approaches contribute to student success by: building students' awareness of and engagement with difference and diversity; increasing students' capacity to independently synthesize a range of knowledge and information; and developing the critical thinking and communication skills needed to address the sorts of complex "real world" problems they'll encounter in their careers—problems that push beyond traditional disciplinary boundaries. As we will demonstrate, at the faculty level interdisciplinary work builds bridges and fosters collaboration between disciplines, departments, and colleges across the university. At the student level, interdisciplinary learning creates the opportunity for the kind of individual and collaborative problem-solving that not only builds the practical skill set needed for career achievement but also raises awareness of the real, lived connections between individuals and the world around them—measurable encounters with difference that foster social responsibility in conjunction with student success.

Unearthing TU's History

[Diversity, Equity, and Inclusion](#)

[Zoom Presentation \(link\)](#)

Dr. Christian Koot, History
Dr. Ashley Todd-Diaz, Albert S. Cook Library
Brian Jara, OIIE

Since the summer of 2019, a team of students, faculty members, and staff have dedicated themselves to uncovering, understanding, and explaining the history and experience of diversity at Towson University. This interdisciplinary collaborative effort between Special Collections and University Archives (SCUA) at Cook Library, the Office of Inclusion and Institutional Equity, and the History Department centers students as researchers, interpreters, and agents of change as they work to develop a more honest history by centering the voices of alumni and the wider university community.

The team's goals are:

- Investigate the history of intersectional diversity including not only race and male/female gender but sexuality, complex gender, class, and ethnicity
- Gather the voices and memories of current and past Towson students, faculty, and staff's experience with diversity through oral histories and manuscript materials
- Share these stories with the wider public through digital collections, online exhibits, blog posts, resources, and conference presentations
- Embed the findings and approaches in Towson courses

- Become a resource for the wider Towson University community to learn about and preserve its past

Eventually partner with area institutions to situate Towson University's experience in the wider region. We propose a panel that explains how the Unearthing Towson's History partnership has worked, what we and our student researchers have accomplished, and what our plans are for the future. We will also highlight how this collaboration can be a model for successfully connecting faculty, staff, and students in a common educational goal and will share resources for how others can become involved.

How to Navigate the IRB at Towson University

[Research, Scholarship, and Creative Activities](#)

[Zoom Presentation \(link\)](#)

Nancy Dufau, Institutional Review Board
Brittany Priddy, Sponsored Programs & Research
Elizabeth Katz, Psychology, Institutional Review Board

Research development is an integral goal of Towson University's (TU's) new strategic plan. The foundation of this proposed session embodies and aligns with the institution's values of education, innovation, inclusion, engagement, support, and sustainability. Providing education and accessible resources regarding the IRB application process to faculty and staff, is imperative and will produce a direct academic benefit for students. This session will discuss the history and role of the IRB at TU as well as application categories, materials preparation, required training, submission, and the approval process. In particular, the session will focus on the role of a faculty member who is advising students applying to the IRB, how they can help guide students to navigate the IRB process successfully, and their responsibility for oversight of the student's research. The session will also provide information on submitting protocols electronically using Quali and the numerous resources the IRB and OSPR has available for researchers.

Concurrent Sessions II

11:10 – 11:50 a.m.

How Educators Can Assist Students to Meaningfully Engage with Art

[Pedagogy](#)

[Zoom Presentation \(link\)](#)

Dr. Jinyoung Koh, Art Education

This is a qualitative case study examining effective pedagogical methods that museum educators and art teachers can implement to provide children with opportunities to discuss their interpretations of artwork. Observations were conducted in three sessions of the Family Gallery Talk programs at the Museum of Modern Art (MoMA) in New York, for children ages four to five, eight to nine, and nine to eleven. The Family Gallery Talk programs were theme-based and the museum educators facilitated group dialogue and discussion, used guiding questions, and repeated students' comments. Through these teaching procedures, the observed museum educators encouraged participants to find details in the artworks and use their imaginations to craft their own interpretative thoughts and narratives. Art educators may consider referring to the effective methods used in the gallery talk program discussed in this research to improve their art education classes in schools/galleries. Hein

(1998) describes museum education as “self-directed learning” (p. 7). He also says that the learning in museums can affect visitors’ thoughts and behaviors during short and occasional visits. The different backgrounds and experiences of students play important roles in their learning process. Diversity of interpretations of artworks depends on what the audience can contribute based on their personal, cultural, and social experiences. Burnham & Kai-Kee (2011), suggest that art museum educators should invite the diverse voices of viewers and make them feel comfortable in museum conversations.

Co-Curricular High-Impact Practices: Learning Experiences Impacting Individuals and Communities

[Serving the Public Good](#)

[Zoom Presentation \(link\)](#)

Lorie Logan-Bennett, Career Center
Kelly Hoover, Student Affairs, Housing & Residence Life

Learning takes place throughout and across a student’s college experience – both in and out of the classroom. But not all learning experiences are created equal. Some have an outsized impact on student success, especially those with key elements that fall under the umbrella of High-Impact Practices (HIPs). These include experiences with high performance expectations, significant investment of time and effort, interaction with faculty and peers about substantive matters, experiences with diversity, regular and constructive feedback, opportunities for reflection, the discovery of relevance through real-world application, etc.

It’s been demonstrated that students’ engagement with HIPs contributes to student success as demonstrated by a positive relationship to GPA and retention. This is especially the case for students who have been historically underrepresented or underserved. Participation in HIPs also contributes to the development of career-ready, transferable skills; equipping students with the competencies critical to both career success and effective community engagement.

Applying the HIPs’ criteria, there are a number of intentional and structured HIP learning experiences that are co-curricular in nature. We’ll dive deep into two such practices: Residential Learning Communities and on-campus student employment. By exploring TU-specific examples, we’ll cover both the theory and practice of High-Impact Practices and will provide participants with a roadmap to integrate elements of HIPs, and related competency development and assessment, into a variety of student experiences.

R2 For TU

[Research, Scholarship, and Creative Activities](#)

[Zoom Presentation \(link\)](#)

Dr. Clare Muhoro, Professor & Associate Provost for Academic Affairs
Dr. Matthew Chambers, Associate Provost for Administration and Finance

An overview of Towson University’s 2020-2030 Strategic Plan “Leadership for the Public Good” will be presented along with the timeline of the university-wide planning process and a description of the strategic alignment of divisional and college priorities onto the university masterplan. Imbedded in this plan is achieving R2 classification. The presentation includes defining R2 classification, shares the major parts of the plan to achieving R2 status, and explains impacts for faculty across the university.

Concurrent Sessions II (continued)

11:10 – 11:50 a.m.

Restorative Practices: Empowering Students to Cultivate Classroom Culture of Civility

[Pedagogy](#)

[Zoom Presentation \(link\)](#)

Dr. Katherine Brewer, Nursing
Alison Peer, Office of Student Conduct & Civility Education

Restorative practices is an approach to both community building and accountability which distributes the power of decision making throughout a group. Members can engage in building both a shared set of expectations as well as designing what shared accountability looks like. This presentation offers examples of implementing restorative practices in the classroom as a means to engage students as drivers of their own learning. It also explores ways of mitigating and responding to behavior that falls outside of shared expectations. A faculty member will share her experience utilizing a simple first-day-of class activity where students are empowered to set the classroom expectations and the perceived outcomes from using this exercise. The activity is grounded in a pedagogy of hierarchy and shared decision making in higher education. By allowing students to set the classroom expectations, the figurative power differential between students and instructor is leveled and students gain skills as advocates and change-agents for their learning environment. From attending the presentation, participants will gain:

1. A clear understanding of restorative practices as an approach to building a classroom community, setting expectations, and engaging in shared accountability; and
2. Knowledge of a simple classroom activity where students are empowered to create the expectations for their instructor and each other, thereby setting the classroom culture.
3. Knowledge of methods for responding to and mitigating violations of expectations.
4. Links to resources to develop this activity in their classroom(s).
5. the IRB and OSPR has available for researchers.

Helping Students Identify as Scientists via Course-Based Undergraduate Research Experiences

[Serving the Public Good](#)

[Zoom Presentation \(link\)](#)

Dr. Laura Gough, Biological Sciences
Dr. Matthew Hemm, Biological Sciences
Trudymae Agboka, TU Research Enhancement Program

The Towson University Research Enhancement Program (TU REP), funded by the Howard Hughes Medical Institute’s Inclusive Excellence program, is helping TU STEM faculty develop and teach authentic research classes known as CUREs (Course-based Undergraduate Research Experiences) while also developing inclusive teaching and mentoring practices. Research has shown that students who take CUREs, including those in groups typically

under-represented in science, have higher rates of self-efficacy, scientist identity, and persistence in STEM than students without such experiences. TU REP links students with internal (e.g., Career Center) and external (e.g., summer research opportunities at other institutions) resources to assist them in attaining a STEM career. In the CUREs, students learn about the process of research, techniques specific to course content, and transferable skills including oral and written communication and data analysis. In this workshop, we will consider 1) how to incorporate active learning activities in classes to help students master transferable and career readiness skills, and 2) how engaging students in the process of research can help them develop their identities as practitioners in their field. We have used surveys in several CURE classes to assess how this experience has affected students and will report some of these results. At the conclusion of the workshop we will provide additional resources relevant to the practice of CUREs including links to faculty at other universities where CUREs have been adopted across STEM and the liberal arts.

Concurrent Sessions III

12:05 – 12:45 p.m.

Smart Education System: How Will it Revolutionize Student Learning

Pedagogy

[Zoom Presentation \(link\)](#)

Dr. Mahnaz Moallem, Educational Technology and Literacy

Information and Communication Technology (ICT) have revolutionized our lives and how we interact with each other. We now live, work, and learn in a world surrounded by multiple interconnected devices. ICT has also provided us with an opportunity to transform the education system into a smarter system in which there is not a singular technology connecting us, but it is a blend of various hardware (smart devices) and software intelligent technology enabling communication anytime, anywhere, and among anything. Furthermore, the technologically smarter education system depends on a new computing architecture or infrastructure that expands the human-to-human interaction. It interconnects everyday items (The Internet of Things (IoT) in our lives. Such a technologically sophisticated smart system creates unique and exceptional opportunities for the education systems to use intelligent technologies to capture, analyze, direct, and improve learning and teaching and support the development of flexible, adaptive, and personalized learning (Mayer-Schönberger & Cukier, 2013; Picciano, 2012).

Using an advanced, immersive, and ubiquitous computing infrastructure is not the only component of the smart education system. Today, there is a noticeable shift in pedagogical approaches that constitutes smart education. Smart education represents creating an innovative learning environment that is essentially different from the so-called traditional learning environments.

This presentation aims to explore the concepts of smart education, smart learning, and smart learning environment. It will examine how smart technologies and shifts in learning and pedagogical approaches disrupt traditional education and move it to a smarter learning environment. It also discusses how technological development and the establishment of smart learning have resulted in new foundational knowledge and skills, theoretical frameworks, and field of research.

Concurrent Sessions III (continued)

12:05 – 12:45 p.m.

Involving Students in Your Grants: Myriad Options to Support Student Learning and Success

Research, Scholarship, and Creative Activities

[Zoom Presentation \(link\)](#)

Nancy Dufau, Office of Sponsored Programs & Research
Devon Dobrosielski
Lindsey-Kay Lauderdale

Grants offer a wealth of opportunities for supporting students, including but not limited to initiatives designed to enhance curriculum, support students from underrepresenting groups, expose students to research and others. This panel will include 2-3 faculty members who will share examples of how students were involved in a grant that they received. The panelists will discuss their plans for student involvement in the project, how the grant proposal benefitted from student involvement, and reflect on best practices/lessons learned throughout the project implementation.

Learning objectives: Faculty members will be exposed to a diversity of options for developing grant-funded initiatives that are designed to foster student success. Participants will explore how proposals can be strengthened through integration of student activities/participation. Participants will gain information on best practices for ensuring successful implementation of grant-funded student activities.

Teaching Experiences During the Covid-19 Pandemic

Pedagogy

[Zoom Presentation \(link\)](#)

Dr. Jinyoung Koh, Art Education

This research presentation shares the challenges and reflections of art teachers in Maryland on their teaching experiences during the Covid-19 pandemic. Since many researchers argue that the crisis will permanently change the society and impact the traditional venues for aesthetic experiences and education, we need to identify how art teachers contribute valuable insights and aesthetic linkage for their students. How do we adapt and shape the future of our culture in the new environment of the 21st century? As far as teacher education is concerned, descriptions of how institutions and stakeholders adapted to the new scenario created by COVID-19 pandemic (Bao 2020; Flores & Gago 2020; Quezada, Talbot, & Quezada-Parker 2020; Zhang et al. 2020) as well as training strategies and experiences of innovation (Ferdig et al. 2020) have been reported. Carrillo (2020) states, “the COVID-19 pandemic has affected education, and teacher education in particular, in various ways” (p.466). As a result of the closure of universities and schools, teachers and students had to rapidly adapt to remote teaching. However, there is a lack of research surrounding online learning in the art education field. Art educators can receive insights based on the challenges that other art teachers have faced with online teaching, and how they navigate

them. Thus, we need to examine how art teachers have incorporated activities and other modes of engagement into online classes and how they have panned out to better support our students' learning environment in the context of online education.

Debate Across the Curriculum to Enhance Civic Learning and Holistic Student Development

[Pedagogy, Serving the Public Good](#)

[Zoom Presentation \(link\)](#)

Dr. Blake Abbott, Communication Studies
Dr. Jillian Fry, Health Sciences
Dr. Jaime DeLuca, Kinesiology

In 2019, the Colonial Academic Alliance awarded seven CAA institutions, including Towson University, an innovation/collaboration grant to design, implement, and assess the use of debate-based pedagogy on student civic learning. This session will discuss how this program integrates a debate-based pedagogy into the classroom. Through role-playing and simulation advocacy assignments and activities, debate for civic learning can complement any class content and help students practice argumentation, cooperative learning, research, and communication skills. This approach has already shown results in increasing students' ability to consider a variety of perspectives compared to a control group (Debate for Civic Learning, 2020). After this presentation, attendees will be able to describe how debate as a pedagogical practice empowers students as agents of change and locate resources that will help integrate debate-based pedagogy into any course.

This session will feature three speakers currently involved with the CAA grant who will share tools, strategies, and experiences incorporating debate-based pedagogy in the classroom. Blake Abbott will discuss both the debate for civic learning project and the research on the impact that a debate-based pedagogy can have on student development and empathic learning. Jillian Fry will describe a debate-based exercise designed for an environmental health course. The activity develops key skills needed to engage with urgent environmental health challenges and think critically about potential solutions. Jaime DeLuca will provide guidance and insight related to the incorporation of debate into a legal and ethical issues in sport class which interrogates controversial topics and encourages students to consider multiple perspectives.

Press The Reset Button: Yoga Nidra (Sleep Yoga)

[Mental Health, Self-care, and Resilience](#)

[Zoom Presentation \(link\)](#)

Jayne Bernasconi, Dance

This proposal introduces Yoga Nidra as an Agent of Change. The definition of Yoga Nidra means Sleep Yoga. Yoga Nidra has been around for thousands of years and was first mentioned in the Rig Vedas (the oldest spiritual scriptures in the human library). It is a system of health and well-being for when the body is feeling overstressed and depleted.

One learning objective is pedagogy. When participants learn how to systematically utilize the various techniques of Yoga Nidra, they will achieve a relaxed, restored, and renewed sense

of self, bringing the body and mind back to its pristine and inherent nature, which is peace.

A second learning objective is mental health. When the body is under stress, the immune system is weakened, and body and mental illness set in. When learning how to apply Yoga Nidra, the participant resets their nervous system from sympathetic (fight or flight mode) to parasympathetic (rest and digest). And once the participant can move deeper into their parasympathetic nervous system, they gain more clarity in body and mind, and their immune system is strengthened.

A third & forth learning objective is self-care and resilience. Yoga Nidra can be used as a strategy for combating stress. If the body and mind are feeling depleted, Yoga Nidra is a prescription back to health and well-being. Yoga Nidra is like pressing the reset button. And when the body and mind are in a more relaxed state, the immune system is stronger.

I propose to present the teachings of Yoga Nidra to participants in an interactive way. I will introduce Yoga Nidra, including the concepts behind the practice, and then present a 15-minute practice of Yoga Nidra to participants, who can engage while sitting in their chairs. Ideally, Yoga Nidra is practiced lying on the ground, but due to limitations of space and absence of yoga mats, we will achieve the gifts of Yoga Nidra in a different manner.

I will provide Yoga Nidra links on the web for articles, books, video tapes, etc. as resources for faculty to continue their exploration on the topic.

Collaboration to Build and Sustain a Holistic, Agency-Affirming Learning Culture in TU classrooms

[Pedagogy, Serving the Public Good](#)

[Zoom Presentation \(link\)](#)

Dr. Katherine Orlando, Instructional Leadership and Professional Development
Dr. Kofi LeNiles, Instructional Leadership and Professional Development

Objectives:

1. Understand and articulate adult learning strategies for building and sustaining a holistic, agency-affirming learning culture in TU classrooms
2. Describe how cultures characterized by care, deep thinking, and scholarly endeavors can help to center personhood and peoplehood, a cornerstone for positioning all learners as capable agents of change.

Abstract:

Participants will learn about how two colleagues in the College of Education engaged in a pedagogical partnership to collaborate in the fall semester to plan intellectually engaging learning activities for their students which were designed to holistically deepen students' capacity to challenge the status quo, disrupt and dismantle structural bias and racism, deepen their knowledge of culturally centered and affirming leadership and position themselves as agents of change. The two colleagues' approach was rooted in adult learning theory and transformative learning (Mezirow, 1978, 1995, 2001) which suggests that to be included as an adult, one must "be responsible for themselves" and "autonomous". Mezirow (2012) also mentioned that "in adulthood, informed decisions require not only awareness of the source and context of our knowledge, values, and feelings but also critical reflection on the validity of their assumptions or premises" (p. 76). The two colleagues sought to co-create a transformative learning experience for adult learners via critical and

collaborative inquiry, evidence gathering and reflection. Therefore, students from two separate classes were brought together on two occasions to be intellectually challenged, exchange ideas and experiences, contemplate epistemic ideas, and reflect. The two colleagues also shared resources and ideas for other individually taught class sessions. Strategies included story-telling, reflection, application, activating prior knowledge, use of technology tools, cooperative learning, use of individual, pair and large group discussions and guest speaker to increase students' faculties and capacity to respond to ever-changing school environments and pupil needs while ensuring their mastery of 21st-century skills and knowledge.

Lunchtime Student Panel and Awards

1:00 – 1:30 p.m.

Good News: How Faculty and Staff Have Supported Student Success

[Lunchtime Student Panel](#)

[Zoom Webinar](#)

Passcode: 65838964

Vernon J. Hurte, Ph.D., Vice President of Student Affairs and students

Join Dr. Hurte as he leads a panel discussion with TU students

1:30 – 2:00 p.m.

Towson University Faculty Awardees Acknowledgement

[Awardee Acknowledgement](#)

[Zoom Webinar](#)

Passcode: 65838964

S. Maggie Reitz

Vice Provost for Academic Affairs and Interim Assistant Vice President for International Initiatives