

# How to Write a Winning Proposal for the 10<sup>th</sup> Annual International Teaching and Learning Conference: Transformative Teaching and Learning



JUDITH ABLESER PHD- CETL DIRECTOR  
CENTER FOR EXCELLENCE IN TEACHING AND LEARNING  
OAKLAND UNIVERSITY

# Think- Pair- Share



- Reflect on a “transformative” experience that you have had at some point in your life (personal, professional, career, family)
  - What was the experience?
  - What was the transformation?
  - What made the experience “transformational”?

# Agenda



- Welcome
  - Think-Pair-Share
    - Agenda
  - Learning Outcomes
- OU-Windsor Conference
  - Keynotes
  - Transformative Learning
  - Transforming our Teaching
  - Reviewing Proposal Submission
- Brainstorming Sessions for Conference
  - Wrap-Up

# Learning Outcomes



Participants will be able:

- To access information on the Teaching and Learning Conference on May 18th-19<sup>th</sup>- Transformative Teaching and Learning
- Define, describe and outline “Transformative Teaching and Learning”
- Provide examples of Transformative Teaching and Learning
- Review the steps and procedures in submitting a strong conference proposal
- Submit a proposal for the conference if interested

# OU- Windsor Teaching and Learning Conference

[uwindsor.ca/tlconf](http://uwindsor.ca/tlconf)



COSPONSORED BY OAKLAND UNIVERSITY AND UNIVERSITY OF WINDSOR

## TRANSFORMATIVE TEACHING AND LEARNING

**HOLD THE DATE:**  
**10th Annual International  
Teaching and Learning  
Conference**  
Wednesday, May 18 and Thursday,  
May 19, 2016  
Location: Oakland University in  
Rochester, MI

Knowledge is necessary but not sufficient to foster competent, caring, engaged and productive citizens to lead us into our global, diverse future.

In order to meet this goal:

**WHAT**  
content/learning outcomes should we embrace?  
will teaching look like?

**HOW**  
do we transform our teaching and learning?

**WHO**  
are our students?

View call for proposals at [uwindsor.ca/tlconf](http://uwindsor.ca/tlconf)

**IMPORTANT DATES AT A GLANCE:**

- January 11: Registration will open, proposal submission begins
- February 29: Proposals due
- March: Notification of acceptance
- May 18-19: Conference hosted at Oakland University, keynote speakers TBA

The Provost's Office will cover registration fees for Oakland University and University of Windsor faculty, staff and graduate students. Visit the website for additional registration fees.

**CONTACT**  
Information on this conference and prior conferences can be found at [uwindsor.ca/tlconf](http://uwindsor.ca/tlconf) or contact Judy Ableser at [ableser@oakland.edu](mailto:ableser@oakland.edu).

**OAKLAND UNIVERSITY**  **University of Windsor**

# Teaching and Learning Conference- Transformative Teaching and Learning



- Wednesday, May 18<sup>th</sup>- Thursday, May 19<sup>th</sup> , 2016
- Cosponsored between Oakland and University of Windsor
- Hosted at Oakland this year
- Registration fee of \$250 is covered by the CETL/Provosts Office for OU faculty, staff and graduate students
- Submission of Proposals open until February 29<sup>th</sup>
- Registration is now open
- [uwindsor.ca/tlconf](http://uwindsor.ca/tlconf)

# Keynote Speakers

## Jeff King Ed.D.-

Executive Director of the **Center for Excellence in Transformative Teaching and Learning** at the University of Central Oklahoma in Edmond, Oklahoma. His research and application interests have long focused on what college faculty can do to help their students learn, to be motivated toward deep learning strategies, and to persist in their educations. His work over the years both as college faculty member and in faculty professional development matches passion to position in helping students learn. His Ed.D. in Higher Education with a cognate in Adult and Continuing Education is from the University of North Texas.



## Melissa Peet

**Director of Integrative Learning and Knowledge Management** at the University of Michigan, Ann Arbor. Her research focuses on understanding the types of knowledge and learning methods that support students in becoming effective leaders, entrepreneurs and change agents. She has created the Integrative Knowledge Portfolio Process, a model of integrative learning that supports students in connecting, reflecting on, and synthesizing knowledge and skills from all areas of life. This model is currently being adopted by a number of programs, schools and colleges within and beyond the University of Michigan.



# What is Transformative Teaching and Learning



- “a structural change in the way we see ourselves and our relationships” (Mezirow, 1978)
- The idea of people changing the way they interpret their experiences and their interactions with the world. An individual becomes aware of holding a limiting or distorted view. If the individual critically examines this view, opens herself to alternatives, and consequently changes the way she sees things, she has transformed some part of how she makes meaning out of the world (Cranton)
- This idea of a fundamental change in perspective or frame of reference (King, 2002) is at the heart of transformative learning. When someone undergoes such a change, he has, in essence, “transformed” his view of himself or of the world or of how he interacts with others and his environment



# Cont.



- Autonomous thinking is vital for full participation in a democratic society as well as for moral decision making (Mezirow, 1997, p. 7); thus, it is the goal of higher education to produce autonomous thinkers (Mezirow, 1997, p. 5).
- Transformative learning allows students and educators to develop genuine relationships in which the educator makes a difference in the students' lives and feels a difference in his or her own life as well (Cranton, 2006, p. 8).
- Transformative learning allows adult learners to use the contexts of their formal learning experiences to construct and reconstruct personal meaning (Dirkx, 2006, p. 24).

# History/Background/Key Researchers



- **Jack Mezirow (1975)**
  - Adult education
  - Research on women returning to college to become nurses and found that these women had undergone a change **in perspective** as a result of their experiences
  
- **Patricia Cranton**
  - Cranton, P.A.(2002). Teaching for transformation. New Directions for Adult and Continuing Education, 93, 63-71.  
<http://www.bgcprisonministries.com/assets/files/teaching%20transformation.pdf>
  - Cranton, P.A.& Roy, M. (2003). When the bottom falls out of the bucket: A holistic perspective on transformative learning. Journal of Transformative Education, 1(2), 86-98.  
<http://jtd.sagepub.com/content/1/2/86.full.pdf+html>
  - Cranton, P.A.(2006). Fostering authentic relationships in the transformative classroom. New Directions for Adult and Continuing Education, 2006(109), 5-13.  
<http://onlinelibrary.wiley.com/doi/10.1002/ace.203/pdf>

# Theories involved....



- Adult learning theory
- Constructivist approach
- Cognitive dissonance
- Phenomenological
- Psychodevelopmental
- Psychoanalytic
- Cultural-Spiritual
- Race-centric

## Transformation of perspective- ten ordered phases (Mezirow):



1. Experiencing a disorienting dilemma
2. Undergoing self-examination
3. Conducting a critical assessment of internalized assumptions and feeling a sense of alienation from traditional social expectations
4. Relating discontent to the similar experiences of others recognizing that the problem is shared
5. Exploring options for new ways of acting
6. Building competence and self-confidence in new roles
7. Planning a course of action
8. Acquiring the knowledge and skills for implementing a new course of action
9. Trying out new roles and assessing them
10. Reintegrating into society with the other perspective

(as listed by Cranton, P. [2006], p. 20

# Activity



## Social Contact Activity

### Step #1

In the box below, make a list of the 10 people who you know the most/spend the most time with.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

(Murray, J. (2015) Critical Thinking Activities and the Enhancement of Ethical Awareness: An application of a 'Rhetoric of Disruption' to the undergraduate general education classroom, Open Review of Educational Research, 2:1, 240-25  
<http://dx.doi.org/10.1080/23265507.2015.1084478> )

# Step #2 Organize by Category

## Step #3 Exposure Index



	RACE	GENDER	AGE (within 5)	RELIGIO N	SOCIO- ECO
Tally those “different from you” Percent %					



# Discuss & Reflect



- Do you think this is accurate as a measure of empathy/bias?
- Reflect
- Discuss

## Social Contact Activity

### Step #1

In the box below, make a list of the 10 people who you know the most/spend the most time with.

1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

### Step #2 Organize by Category


### Step #3 Calculate Exposure Index

--

### Step #4 Discuss/ Reflect

Murray, J. (2015) Critical Thinking Activities and the Enhancement of Ethical Awareness: An application of a 'Rhetoric of Disruption' to the undergraduate general education classroom, Open Review of Educational Research, 2:1, 240-25 <http://dx.doi.org/10.1080/23265507.2015.1084478> )



## Activity-

Did the activity that we just did, address any of the following:



1. Experiencing a disorienting dilemma
2. Undergoing self-examination
3. Conducting a critical assessment of internalized assumptions and feeling a sense of alienation from traditional social expectations
4. Relating discontent to the similar experiences of others recognizing that the problem is shared
5. Exploring options for new ways of acting
6. Building competence and self-confidence in new roles
7. Planning a course of action
8. Acquiring the knowledge and skills for implementing a new course of action
9. Trying out new roles and assessing them
10. Reintegrating into society with the other perspective

# How to Create Transformative Learning in your Classroom

(IU Southeast Academy of Diversity and Inclusive Education (ADIE) July 2012)



- Establish authentic, meaningful, and genuine relationships with students (Cranton, 2006)
- Create learning environments that promote self-directed learning, in which learners work in problem-solving groups and learn from one another by becoming aware and critical of their own and others' assumptions (Mezirow, 1997).
- Help students engage emotions in the learning process (Dirkx, 2006).
- Create classroom norms that accept order, justice, and civility as well as respect and responsibility for helping each other learn (Mezirow, 1997, p. 11)
- Engage learners in classroom practices that assist in the development of critical reflection (Taylor, 2008, p. 11)

# Activity



- What types of approaches/models/activities can you do in your class to encourage transformative teaching and learning?
  - Specific activities/exercises/assignments
  - Entire course

# Class Activities, Exercises, Assignments



- Discussions
- Debates
- Activities
- Simulations/Role Play
- Case Studies
- Journaling
- Narrative/Storytelling

# Transformative Course Experiences



- Service Learning
- Internships
- Study Abroad
- Experiential Learning
- Inquiry Based Learning
- Problem Based Learning

# Transforming your Own Teaching



We have just examined Transformative Teaching and Learning in the “classic” sense- but we can also approach it from the perspective of:

What we as faculty do to Transform the way in which we teach....

- what does this look like
- how to we transform our teaching

# Activity-

## Examples of Transforming our Teaching

---



- Have you ever changed the “way” in which you teach?
- From what....to what....
- Why did you change?....
- What did you have to do to change your approach....
- Was it effective? ....

# Examples of Transforming your Approach



- **Shifting**
  - lecture to engaged, active learning
  - face-to-face to on-line
  - multiple choice tests to authentic assessment
- **Incorporating**
  - service learning
  - team based learning
  - problem based learning
  - planning/implementing a study aboard course



# What did you have to do to shift



- Knowledge
- Skills
- Time
- Mind-set/philosophy
- Buy-in from students
- Reflect
- Revise

# Creating a Presentation for Conference



Create a 75 minute interactive workshop or 35 minute presentation or Poster Session:

- Transformative Teaching and Learning- classic
  - How students learn with transformative experiences
  - Examples of transformative teaching and learning
  - SoTL on transformative teaching and learning
- How you have transformed your own teaching

# Interactive Workshops- 75 Minutes



A central focus of our conference is interactive workshops; these workshops facilitate collaborative learning among conference attendees. Workshops actively engage participants in developing ideas, understanding and applying research, adapting innovative practices to their own contexts, and engaging in collaborative learning. Because interaction and participant engagement are especially essential to a workshop, elements of a traditional presentation should be kept to a minimum.

Proposals should include the following:

- Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact for the presentation.
- Workshop title.
- Proposal conference track(s).
- Workshop abstract (not to exceed 150 words). Your abstract should outline the objectives, content, and format for the session including key goals and participant take-aways. Word your abstract with the needs of the participants in mind. Your abstract will appear in the conference program.

# Workshop proposal....



- For the workshop proposal, please provide a short description based on each of these items:
  - Provide an outline of what will occur in your session and what you will be presenting (relevant literature, original research, etc.).
  - List two to four learning outcomes for your workshop.
  - Describe how your learning outcomes will be addressed.
  - Discuss how the workshop relates to the conference theme.
  - Highlight how you will encourage participant engagement and interaction.
- In the registration form, you will have the opportunity to indicate technology you will need for your workshop, if any.

Workshop proposals will be selected on the following criteria: learning outcomes, addressing conference theme/track, participant engagement, meaningful content, and including relevant literature.

# Presentations (35-minute presentations)



Presentations explore innovative practices and programs or discuss applied research findings related to student learning, pedagogy, and assessment. Presentations will be offered in 35-minute blocks (25 minutes for presentations; 10 minutes for questions/participant interaction). Interaction and participant engagement are key elements of these conference sessions, though there may be elements of more traditional presentations as well.

Proposals should include:

- Names, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact.
- Presentation title.
- Presentation abstract (not to exceed 150 words) Your abstract should outline the objectives, content, and format for the session including key goals and participant take-aways. Word your abstract with the needs of the participants in mind. Your abstract will appear in the conference program.

# Presentation proposal....



- For the session proposal, please provide a short description based on each of these items:
  - Provide a description of what you will cover in your session.
  - Provide a discussion of the relevant scholarship/research that you will draw upon for your session.
  - List two to four learning outcomes for your session.
  - Describe how your learning outcomes will be addressed and how the session relates to the conference theme .
- In the registration form, you will have the opportunity to select options for session technology (such as projectors).

Presentation proposals will be selected on the following criteria: learning outcomes, addressing conference theme, participant engagement, meaningful content, and addressing relevant literature.

# Interactive Poster Sessions- Instructional Fair & Traditional



Two options will be available for poster sessions:

- Instructional fair: Pedagogical strategies to transform teaching and learning
- Traditional poster: Research, program, or assessment posters

Proposals should include:

- Name, positions, institutional affiliations, and contact information for the presenter(s). The person who submits the proposal will be the key contact.
- Poster title.
- Poster option (see above).
- Poster abstract (not to exceed 150 words) outlining the objectives and content of the poster. Word your abstract with the needs of the participants in mind. This abstract will appear in the conference program.
- Poster proposal. For the poster proposal, please provide a short description based on each of these items:
  - Provide a description of what you will cover in your poster.
  - Describe the relevant scholarship/research that you will draw upon.
  - Discuss what participants will learn/gain from your poster.
  - List two to four learning outcomes for your poster.
  - Describe how your learning outcomes will be addressed.
  - Describe how the poster relates to the conference theme and selected track(s).
- Digital or print poster format.

Posters will be selected on the following criteria: learning outcomes, addressing conference theme, participant engagement, meaningful content, and addressing relevant literature.

# Rubric- Used by Reviewers



## The categories are:

### 1. **Conference theme.** Does the proposal address the conference theme?

- 1 - Does not address the conference theme
- 2 - Minimally addresses the conference theme
- 3 - Marginally addresses the conference theme
- 4 - Clearly addresses the conference theme
- 5 - Substantially addresses the conference theme

### 2. **Learning outcomes.** Does it provide clear learning outcomes and does the description address how those learning outcomes are met?

- 1 - Does not provide present and address learning outcomes
- 2 - Vague learning outcomes and/or unclear addressing of learning outcomes
- 3 - Learning outcomes present and moderate attempt to addresses learning outcomes
- 4 - Clearly presents and addresses learning outcomes
- 5 - Substantially presents and addresses learning outcomes

### 3. **Engagement.** Does this proposal appear to be interactive and engaging appropriate to the style of presentation selected?

- 1 - Session does not appear to contain interactive and engaging elements appropriate to the style of presentation selected.
- 2 - Workshop contains minimal interactive and engaging elements appropriate to the style of presentation selected
- 3 - Workshop contains moderate interactive and engaging elements appropriate to the style of presentation selected
- 4 - Workshop contains good interactive and engaging elements appropriate to the style of presentation selected
- 5 - Workshop contains excellent interactive and engaging elements appropriate to the style of presentation selected

### 4. **Meaningful content.** Does the proposal provide meaningful information/research and makes a contribution to our understanding of teaching/learning?

- 1 - Workshop does not appear to provide meaningful information for participants
- 2 - Workshop appears to contain minimal meaningful information for participants
- 3 - Workshop appears to contain moderate amount meaningful information for participants
- 4 - Workshop appears to contain good amount of meaningful information for participants
- 5 - Workshop appears to contain very meaningful information for participants

### 5. **Relevant literature.** Is the proposal supported with relevant literature?

- 1 - Proposal is unsupported with relevant literature
- 2 - Proposal is minimally supported with literature; questions of relevancy
- 3 - Proposal is moderately supported with relevant literature
- 4 - Proposal is supported with relevant literature
- 5 - Proposal is supported with superior discussion of relevant literature



# Brainstorming



- Discuss possible presentation topics, activities that you might submit for a proposal at the conference

# Share Ideas



- share

# Ideas that you think would help the Conference



- Give us your input

# Questions and Answers



- Questions?

# Wrap-Up



Did we:

- Provide access information on the Teaching and Learning Conference on May 18th-19<sup>th</sup>- Transformative Teaching and Learning
- Define, describe and outline “Transformative Teaching and Learning”
- Provide examples of Transformative Teaching and Learning
- Review the steps and procedures in submitting a strong conference proposal
- Submit a proposal for the conference if interested

References- Transformative Teaching and Learning  
(from Academy for Diversity and Inclusive Education ADIE 2012)



- Baumgartner, L. M. (2001). An update on transformational learning theory. *New Directions for Adult and Continuing Education*, 2001(89), 15-24.  
<http://onlinelibrary.wiley.com/doi/10.1002/ace.4/pdf>
- Cranton, P.A.(2002). Teaching for transformation. *New Directions for Adult and Continuing Education*, 93, 63-71.  
<http://www.bgcprisonministries.com/assets/files/teaching%20transformation.pdf>
- Cranton, P.A.& Roy, M. (2003). When the bottom falls out of the bucket: A holistic perspective on transformative learning. *Journal of Transformative Education*, 1(2), 86-98.  
<http://jtd.sagepub.com/content/1/2/86.full.pdf+html>
- Cranton, P.A.(2006). Fostering authentic relationships in the transformative classroom. *New Directions for Adult and Continuing Education*, 2006(109), 5-13.  
<http://onlinelibrary.wiley.com/doi/10.1002/ace.203/pdf>
- Dirkx, J.M. (1998). Transformative learning theory in the practice of adult education: An overview. *PAACE Journal of Lifelong Learning*, 7, 1-14.  
<http://www.iup.edu/assets/o/347/349/4951/4977/10251/AFoEAB12>

Continued...



- Dirkx, J.M. (2000). Transformative learning and the journey of individuation. ERIC Digests, 223  
<http://www.calpro-online.org/eric/docs/dig223.pdf>
- Dirkx, J. M. (2006). Engaging emotions in adult learning: A Jungian perspective on emotion and transformative learning. New Directions for Adult and Continuing Education, 2006(109), 15-26.  
<http://onlinelibrary.wiley.com/doi/10.1002/ace.204/pdf>
- King, K. P. (2002). A journey of transformation: A model of educators' learning experiences in educational technology. In J. M. Pettit & R. P. Francis (Eds.). Proceedings of the 43<sup>rd</sup> Annual Adult Education Research Conference, (pp. 195-00). Available:  
<http://www.adulterc.org/Proceedings/2002/papers/King.pdf>
- McGonigal, K. (2005). Teaching for transformation: From learning theory to teaching strategies. Speaking of Teaching: The Center for Teaching and Learning, 14(2).  
<http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/transformation.pdf>
- Mezirow, J. (1997). Transformative learning: Theory to practice. New Directions for Adult and Continuing Education, 74,5-12.  
[http://www.hrdmax.com/images/column\\_1325932983/Mezirow%20Transformative%20Learning.pdf](http://www.hrdmax.com/images/column_1325932983/Mezirow%20Transformative%20Learning.pdf)
- Mezirow, J. (2003a). Transformative learning as discourse. Journal of Transformative Education, 1(1),  
<http://jtd.sagepub.com/content/1/1/58.full.pdf+html>

Continued...



- Mezirow, J. (2003b). Epistemology of transformative learning. In C. Weissner, S. Meyer, N. Pfhal, and P. Neaman (Eds.), Transformative learning in a <http://www.transformativelearning.org/index/TLCProceeding2003.pdf>
- Murray, J. (2015) Critical Thinking Activities and the Enhancement of Ethical Awareness: An application of a 'Rhetoric of Disruption' to the undergraduate general education classroom, Open Review of Educational Research, 2:1, 240-258  
<http://dx.doi.org/10.1080/23265507.2015.1084478>
- Taylor, E.W. (2001). Transformative learning theory: A neurobiological perspective of the role of emotions and unconscious ways of knowing. International Journal of Lifelong Education, 20(3), 218-236.

[http://www.unisa.ac.za/contents/faculties/service\\_dept/bld/docs/Taylor%20%20transformative%20learning%20theory.pdf](http://www.unisa.ac.za/contents/faculties/service_dept/bld/docs/Taylor%20%20transformative%20learning%20theory.pdf)

- Taylor, E.W. (2008). Transformative learning theory. New Directions for Adult and Continuing Education, 119, 5-15.  
[http://meds.queensu.ca/ohse/assets/new\\_article\\_tl.pdf13](http://meds.queensu.ca/ohse/assets/new_article_tl.pdf13)