

Teaching as an Artform: Redefining Community in the Classroom

TCC April 2022

Agenda

Using the Community of Inquiry framework, explore strategies to create presence through community and engagement

Identify ways to foster mental health (with a faculty focus)

Consider strategies for creating an inclusive classroom

Discuss ways to deliver content with impact and inclusivity

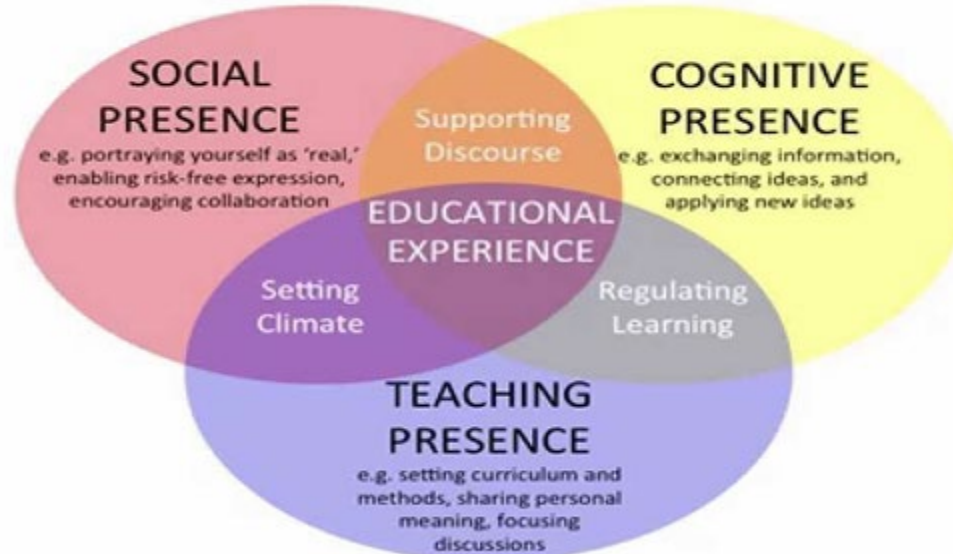
Erin picture and Bio

Erin Berman is an adjunct instructor in Communication, teaching with Purdue Global since 2005. She received her M.Ed. from Purdue Global in 2017 in Instructional Design with a focus on adult education, her M.S. in Corporate and Professional Communication from Radford University in 2002, and her B.S. in Communication in 2000 from Florida Atlantic University. Erin's research focuses on creating confirming and inclusive environments through mindful actions and as a fun fact, she and her family have a small farm in VA, where they rehome small farm animals in partnership with the ASPCA.



What is Presence?

Community of Inquiry



Creating Presence is our job...

Social presence	Cognitive presence	Teacher presence
Invite to face-to-face networking days before start of program	Provide clear course structure	Introduces him-/herself
Develop student-defined netiquette	Activate previous knowledge	Shows daily presence
Build an atmosphere of mutual trust	Invite personal learning goals	Helps in case of questions
Invite respectful peer-feedback	Offer formative assessments	Introduces new topics
Invite regular group work and group discussions	Invite individual reflection on learning progress	Provides additional materials
Build learning activities that demand interaction and cooperation	Invite peer-feedback for joined learning	Provides summaries of discussions
Provide rewards for effective peer-support	Offer authentic learning activities	Fosters good discussions
	Offer various degrees of difficulties of activities	Praises good results
	Provide competence-oriented assessments	Supports struggling students
		Gives feedback

Dr. Carolyn Stevenson

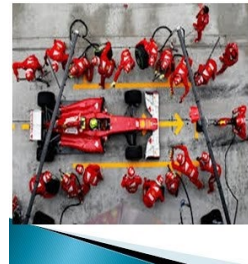


Dr. Carolyn Stevenson is currently a full-time faculty member and faculty advisor for Purdue University Global, School of General Education, Department of Humanities and Social Sciences. She completed her Ed.D. from Roosevelt University, M.B.A. from Kaplan University, M.A. in Communications from Governor's State University and B.A. in English from Northern Illinois University. She has been cited for her expertise in online learning, qualitative research, open educational resources, and prior learning. She is also a regular reviewer for conference papers and textbooks and has served on various offices and committees for the American Education Research Association. Carolyn has over 23 years teaching and administrative experience in higher education at both the undergraduate and graduate level. She has published texts on technical communication, building online communities, open educational resources, and environmental education.

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Fostering Mental Health and Balance - Faculty Perspective

- Seminars as collaborative experiences (virtual field trips, breakout rooms, guest speakers)
- Faculty do not need to be on stage all the time
- Promote collaboration in the class - grow an engaged learning community
- Be mindful of faculty needs - Life challenges are also our challenges



**Excellent
Team
work**

How the Theory of Mind Helps Us Understand Others

Theory of mind is an important [social-cognitive](#) skill that involves the ability to think about mental states, both your own and those of others. It encompasses the ability to attribute mental states, including [emotions](#), desires, beliefs, and knowledge.

In order to interact with others, it is important to be able to understand their mental states and to think about how those mental states might influence their actions.

Source: <https://www.verywellmind.com/theory-of-mind-4176826>



Become a Mindful Classroom Leader!

Mindful leaders are:

- Calm under pressure
- Empathetic
- Focused
- Kind-hearted
- Deeply respectful in the way they connect with others as they operate from a place of kindness, care, and compassion

Institute for Mindful Leadership (2021). <https://instituteformindfulleadership.org/>

Check out the Institute for daily tips on the blog <https://instituteformindfulleadership.org/blog/>



Betsy's Bio and Pic

Elizabeth (Betsy) Daniels is an adjunct faculty member and faculty advisor at Purdue University Global. Betsy served on the Purdue Institutional Review Board and University Assessment Advisory Committee. Betsy has collaborated on multiple internal and external presentations on adult learning, student success, and experiential learning. She earned a Master of Arts in Teaching from the University of Michigan and a bachelor's degree from Western Michigan University with a double major in political science and communications. Betsy is certified in Secondary Education and has facilitated courses at multiple Universities. Before moving to education, Betsy was the senior manager of marketing, programming, and community relations for the Midwest region of AT&T Broadband.



Creating the Climate - Introspect

Ask yourself

- Who am I as an educator?
- What do I want to convey?
- Am I practicing self-care?
- What went well last term?
- What needs refinement?
- What content needs to be retired?
- Where and how can I learn teaching strategies?

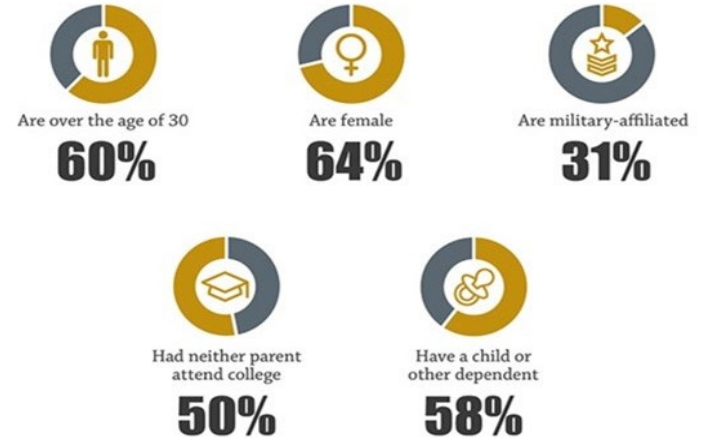


Know the Audience

- Understand Demographics of students
- Consider that each group is unique
- Draw on the strengths of your facilitating presence
- Curate relevant and engaging support materials to scaffold concepts (Cormier and Siemans, 2010)
- Connect and reach diverse learners with multiple facilitation strategies

Purdue Global Students

Percentage of students who:



Create a Safe Learning Space – Cognitive Presence

- Develop activities that access strengths and connect with learners
- Consider the content
- Build a Safe Space
- Promote a Positive Environment
- Use multiple modes of communication
- Prompt shared dialogue



Integrated Model of online/distance education (Adapted from Picciano, 2017, p182)

Suzanne's Bio and Pic



Suzanne Atkin, MS

Suzanne Atkin's education started on the job including at organizations as diverse as the World Bank, the Department of Defense, and high tech companies. She is also owner of Workplace Harmony, a training and consulting firm. As an executive secretary, she became aware of communication and how it can be less or more effective. After returning to higher education as an adult learner, she earned two Bachelor of Science degrees: in Social Science and Communication Studies. After earning her MS in Communication Studies, she now teaches in the social sciences for several universities. Her interests include the change process, identity, relationships, and communicating in the digital age.

Enhance Student Learning: deliver content with impact

It's time to rethink the role of content in teaching and learning. A fresh perspective on this problem includes thinking about our role as faculty and that of our students, as well as reconsidering the nature of curriculum design.

New Learning Priorities for Difference Making

LEADERSHIP

Effectiveness:
self knowledge and management,
good decision making

Agency:
capacity to act on
the world

Global Citizenship:
activate global goals with cultural
competence

Equity:
Seeing what should not
be and envisioning
what could be to create
a more inclusive world

PROBLEM-SOLVING

Entrepreneurial Mindset:
spotting opportunity and
delivering impact

Collaboration:
social awareness, relationship
skills, enabling others

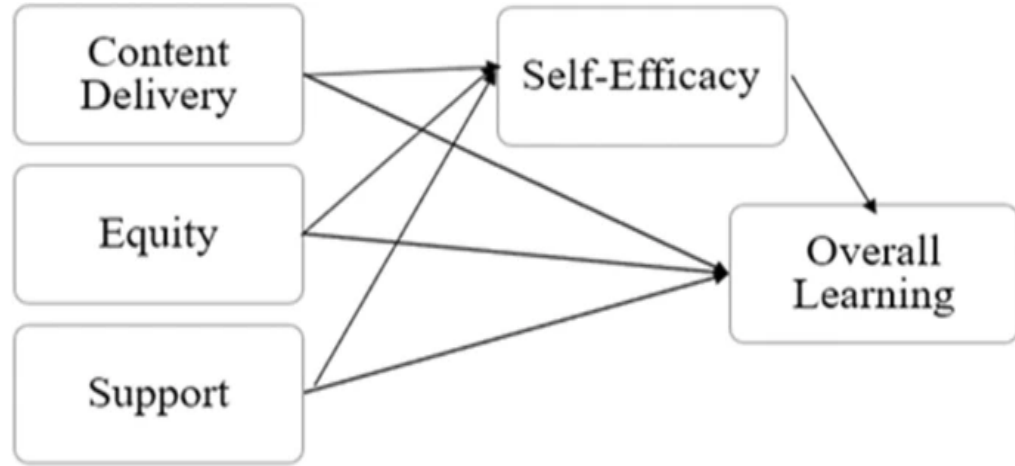
Design Thinking
Creative problem-solving using a
design thinking process

<https://www.gettingsmart.com/2021/01/16/four-mega-trends-reshaping-global-learning/>

- With access to a world of information as close as our phones, it's easy to feel overwhelmed by all there is to teach.
- Cutting back or trimming content leads to agonizing decisions but does not produce substantive changes.
- Adding content to an already jam-packed syllabus puts us in a race to the course finish line—talking a mile a minute and leaving exhausted students in the dust.

Enhance Student Learning: deliver content with equity

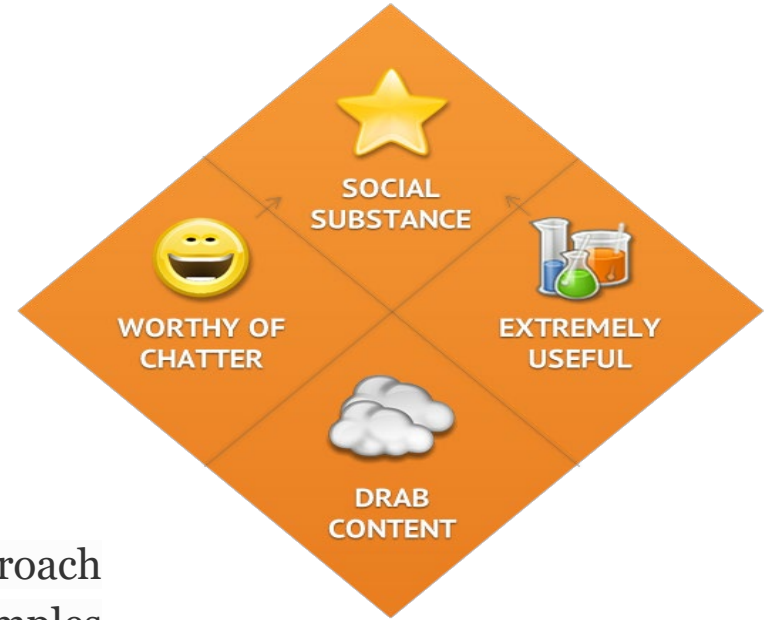
In context to the current crisis in the global scenario, maintaining equity will be a big challenge, especially when the disadvantaged students transition to learning remotely (Stefania & Grant, [2020](#)).



- Equity positively impacts the overall learning.
- Self-efficacy significantly mediates the relationship between equity and overall learning.
- As the presence of equity improves, the self-efficacy of the student also improves further leading to positive impact on the overall learning.

Enhance Student Learning: deliver content with substance

The relationship between content substance and academic performance would be mediated by students' perceptions of the usefulness of the material and their valuing of academic work.



- Varied approach
- Varied examples
- Varied contexts

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