Poster Presentation

Networks

Investing in and Influencing a Diverse World

TRANSFORMATIVE LEARNING

Northeastern University
College of Professional Studies

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Practical Wisdom in Teaching and Learning

Responding to "raplex" times

Academic institutions, research and science are experiencing a profound loss of trust in society. Criticisms include lack of relevance, knowledge fragmentation and frustrations with theory-practice gaps. Universities are starting to transform themselves in response to such criticisms and within rapidly changing environments. This includes being challenged to provide education that builds student capacity for navigating "raplexity" (situations characterized by complex, changeful, unprecedented, paradoxical, tension-filled dynamics) in professional practice.

With integration of wisdom

Practical wisdom is a crucial integrative **multi-modal capacity** for navigating such „raplexity" in a deliberate manner, practicing sound judgement, and leading a broadly meaningful life.

Yet, in most contemporary concepts of professionalism, theory (*epistêmê*) and know-how (*technê*) are the two dominant modes of knowing, while other modes of knowing and becoming such as ***phronêsis*** are under-attended at best, if not excluded entirely.

The field of contemporary practical wisdom frameworks is in its infancy, as are the practices for systematically developing wisdom capacity in academic education contexts.

Three kinds of knowing

epistêmê	•theory •abstract thinking
phronêsis (practical wisdom)	• ***wise acting and course-charting*** • ***oriented to human flourishing*** • ***integrated human becoming*** • ***attuned to ethic-&-aesthetic concerns*** • ***adaptive, situated, relational practicing***
technê	•know-how •instrumental thinking

How can we integrate phronêsis?

- as a developmental direction in teaching and learning
- as a reflective and reflexive process woven into teaching and learning

Approach

Based on an in-depth literature review, elements of „phronetic teaching and learning" for practical use in educational contexts were distilled.
Guided by these elements, faculty reviewed teaching philosophy and course design for „phronetic opportunities", connection and intentionality. Small experiments in layering in phronetic elements into the instructional approach were conducted, accompanied by observation and reflection.

Findings

It is possible to take steps within existing teaching and learning contexts to stimulate practical wisdom development, such as:

- Ask questions and introduce conversations on wisdom – it is new and generative
- Broaden reflection and reflexivity, e.g. include choice of ends, beauty, power, values, being
- Emphasize process-perspective of wise practicing
- Design for variety of being/knowing modes, also invite artistic and aesthetic dimensions
- Strengthen dialogic skills
- Direct attention to specific situated experience
- Nurture a sense of moral and creative possibility; acknowledge will and courage
- Cultivate deep reflection and reflexivity as faculty.

These phronetic steps energize a specific kind of developmental rigor in the teaching-and-learning process.

Future Directions

A phronetic lens fits well with NEU CPS experiential programming. The inclusion of **phronêsis** could become a significant differentiator for the school and its students. A robust evaluation of practical wisdom development in professional adults in graduate education is not yet in place. A fully-fledged research process is needed to build data.

The Wider Horizon

What impact may a phronetic orientation, with a goal of „be(coming) beautifully wise", have on strategy and the future vision of higher education?

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NEU CPS colleagues and students
Ann Cunliffe, PhD

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Blackboard Beyond Coursework

Innovations in Supporting Doctoral Research Projects

Context

Blackboard provides a unique platform for creating community within online programs like the EdD and can be used in innovative ways to support students *beyond coursework*.

At the conclusion of coursework, doctoral students enter into the dissertation process in groups called scholar-practitioner communities (SPC) and are led by a faculty dissertation chair. Students are expected to conduct independent research projects, often based within their own organizations or other local contexts.

Goals

Explore innovative uses of Blackboard to connect doctoral students' individual and collective learning experiences in three primary ways:

- To **build community** through peer-reviewer relationships, weekly video or written announcements, and monthly video conferences.
- To provide **centralized support** resources related to research and writing strategies, methodology, and other aspects of the dissertation process.
- To facilitate the dissertation draft, review, and revision **process**.

Implications

Using Blackboard, along with supporting processes, may serve as a scalable model for supporting online students outside of coursework and enabling trend analysis and reporting of key doctoral research project metrics.

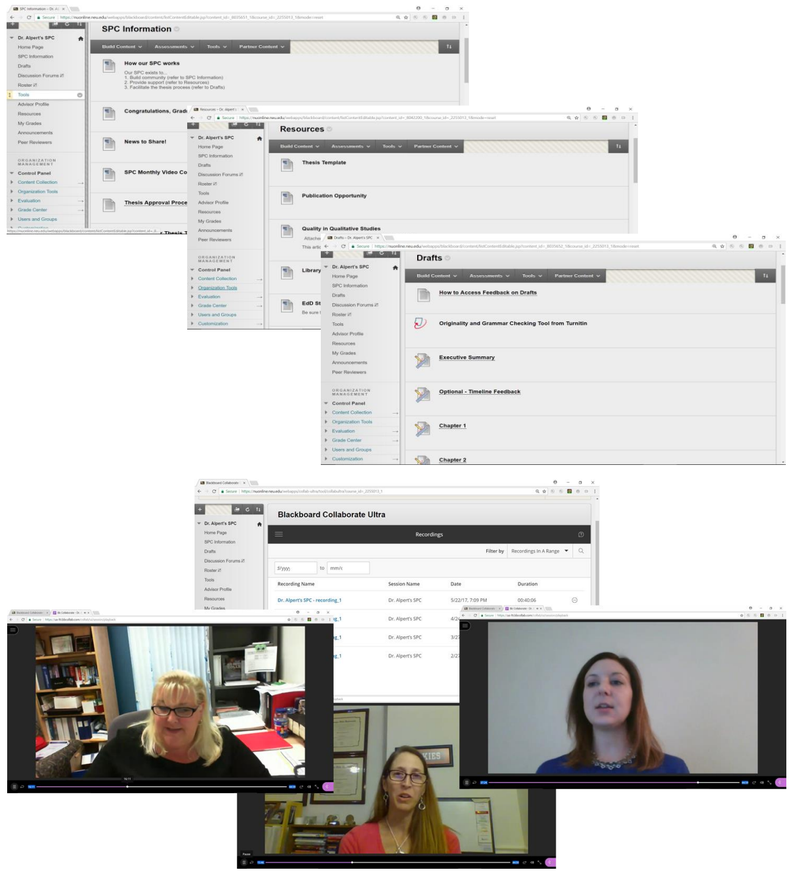
Description

A Blackboard *organizational* site was created to support the doctoral research process and included key features such as:

- Ongoing communication through Collaborate Ultra
- Support resources specific to the doctoral research process
- Document review and revision tracking through the assignments feature

This site serves as a platform for **managing the complexities of mentoring** approximately 20 doctoral research studies while also creating a globally-dispersed **community of practice-embedded educational researchers**.

Design



Impact

"Thanks again for providing such a supportive environment for the thesis process. Particularly when the road gets bumpy, I am grateful to **call upon the structure** you've created to stay on track."

"I am learning to enjoy the **process of revising** my thinking, and thus my writing, and to be patient with the process. There is also something exceptionally rewarding about engaging in this level of critical thinking."

"Thank you for taking the time to ask each participant where they are in the thesis process. That alone was helpful since I continue to struggle with refining my exec summary. Glad to know **I am not alone in this process**!"

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Author: Simon Cleveland, Ph.D.

On-the-job Informal Learning Practices for Students

Background

University programs focus on transferring both hard and soft skills to prepare graduates to be successful in their future jobs.

Hard skills encompass methodologies, techniques, and tools used in common organizations' work practices**. Soft skills** include communication, leadership, problem solving, and team building.

Despite training, students find soft skills acquired in schools to be insufficient to fully prepare them for their jobs, because they are context-dependent and complex to teach for reuse in new situations.

One way to address is for students to engage in **continuous informal learning on-the-job**; however, only 20 percent of what organizations invest in training is dedicated to enhancing informal learning. Therefore, it is essential that students enter the work force with sufficient knowledge of **informal learning techniques** in order to better acquire experiential knowledge on-the-job.

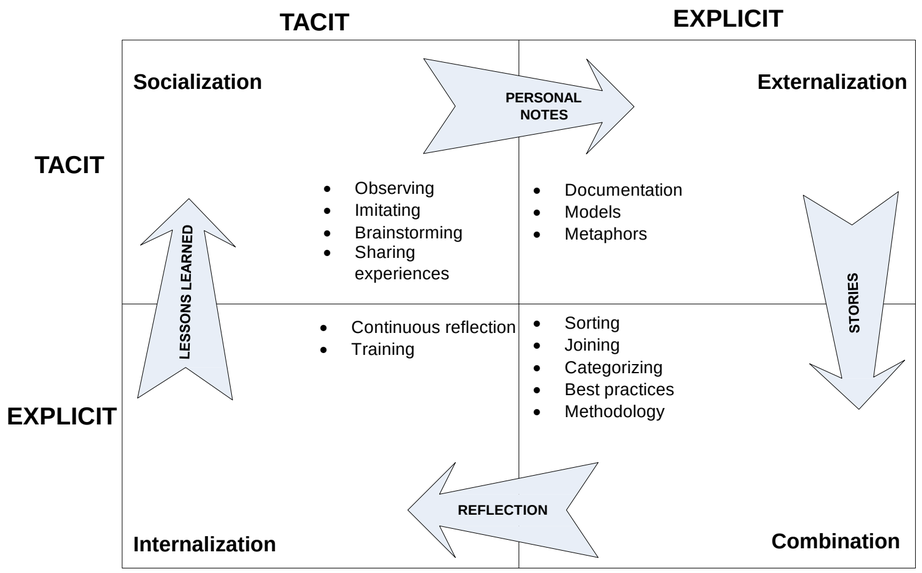
Goal and Theoretical Framework

This paper uses **organizational knowledge creation theory** to:

1) demonstrate the importance of capturing situation-specific experiential knowledge, and 2) recommend specific techniques that universities' curriculums could use to prepare students for on-the-job learning.

Theory of organizational knowledge creation proposes that knowledge is created in a continuous interchange between the explicit and tacit dimensions of knowledge using four distinct patterns: **Socialization, Externalization, Combination, and Internalization:**

- **Socialization** – employees convert tacit to tacit knowledge by observing, interacting, and imitating experts. This includes face-to-face communication and experience sharing at work through the role of the master and the apprentice. The key is arriving at a mutual understanding through the help of shared mental models;
- **Externalization** – employees convert tacit to explicit knowledge via the articulation of ideas, concepts, images, and written documents. This process is accomplished through the use of metaphors and analogies in order to convey the know-how, know-why, and care-why. To assist in this process, a mediator could be used to obtain and shape the knowledge;
- **Combination** – employees convert explicit to explicit knowledge by sorting, categorizing, and joining knowledge via the use of information systems, meetings, conversations, or written reports;
- **Internalization** – employees convert explicit to tacit knowledge through continuous individual and collective reflection that integrates the experiential knowledge into the individual's mental model.



Findings

Personal Notes and Externalization

According to research**, 97% project team members take down personal notes and use them for problem-solving purposes, as memory aids, to capture agreed issues and details, and to capture the opinions of others.** Personal notes can be used for remembering project context and are beneficial for capturing information that can be recalled after a long interval that separates learning and recall (e.g. to solve a similar problem that was resolved in prior years). . Some note taking techniques like Read, Encode, Annotate, and Ponder (REAP) and mind mapping have been shown to increase learning success levels, uncover new options, and build common understanding among peers. Notes can also serve as mechanisms to feed the storytelling process.

Stories and Combination

Stories are narratives that provide a timeline of what occurred and means for a storyteller to express identity, strengthen the bond in a community of practice, and assist in the decision making process. Research demonstrated that project problems are solved by retrieving past experiences in the form of stories and applying these experiences to solve new problems, learn from the experiences of others to transfer knowledge. **Research showed that on average about every 20 minutes during meetings personnel exchange metaphors and storytelling to relay important lessons**. Furthermore, SMEs use stories to disseminate knowledge application, best practices, staff ideas, and knowledge culture. Stories are powerful mechanisms for joining, sorting, and recombining personal and shared knowledge. They can also be used as input into the collective and self-reflection processes of the learning cycle.

Learning the art of storytelling can help students sort, categorize, join, and recombine historical knowledge into new patterns and best practices. Five elements of the story can include: 1) The agent (who performed the act); 2) The act (what happened or will happen); 3) The scene (where and when it did or will happen); 4) Agency (what methods or tools were used); and 5) Purpose (what was the goal). Stories should be presented as tragedies, epic, or comedies and include a hero and redemption.

Reflection and Internalization

Research showed that: **1) through reflection, important lessons learned can be captured to enable the explication of tacit knowledge; 2) reflection can result in organizational learning; and 3) reflection is a medium for innovation of organizational processes and routines**. Reflection can set the stage for the capturing of collective lessons learned during project review meetings (via personal journals).

Learning how to perform critical self-reflection, including what types of questions to ask and how to document the resulted knowledge should also be included in IS curriculums. Research proposed a reflection model with three stages. In the '**awareness stage**,' the student becomes cognizant of a unique situation of which she has no prior knowledge. This is followed by the '**reflection stage**' in which the student analyses the situation in relation to her past experiences by describing, synthesizing, and evaluating the experience. Finally, in the 'learning stage' the student develops new perspective of the situation as a result of reflection.

Lessons Learned and Socialization

Lessons learned documents are created during post-project review meetings and represent powerful knowledge creation tools. They facilitate informal learning and acquisition of soft skills by externalizing tacit knowledge and converting it to explicit.

Studies showed that **86% of project managers believed their competency as project managers had increased as a result of doing lessons learned, 55% believed their projects were more successful, while 83% felt that stories would be of significant value for lessons learned**. Research demonstrated that lessons learned documents can inhibit the forgetting of key project lessons.
Knowledge acquired via reflection can be shared and used as brainstorming during the lessons learned process.

The systemic lessons learned and captured knowledge (SLLCK) model has been shown to influence the sharing and application of work lessons. Observing and partaking in the knowledge sharing during post-project review meetings via lessons learned documentation can help students convert experiential knowledge. The use of specific templates for the meeting agenda, interview guide, and lessons learned documents have been demonstrated as successful tools for knowledge conversion.

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Launching a Global Network of Experiential Educators (NExT)

Drs. Kelly Conn, Corliss Thompson, Chris Unger & Lydia Young
(Graduate School of Education)

EXPERIENTIAL LEARNING EDUCATORS OPENING DOORS, NOT JUST MINDS.

As a pioneer and leader in experiential education, Northeastern University is extending this knowledge to new audiences and contexts this summer through a Network of Experiential Learning Teachers (NExT). Starting with a select group of independent schools and public school districts invited from across the U.S. and Canada, this network will act as an incubator in innovative K-12 experiential learning practices.

NExT begins from the premise that experiential learning can serve as a transformational model of education in any school system, anywhere. The launch will invest in a diverse network of educators and leaders that seek:

- To support the development and growth of experiential learning at Network participant schools for the benefit of their students
- To design innovative ideas for putting experiential learning practices in their classrooms and schools
- To harness what we know about experiential learning and extend, deepen, and broaden it across K-12 and higher education systems
- To advise and inspire Northeastern's problem-based, practitioner-focused Graduate School of Education in developing advanced curricula in experiential learning

NExT MISSION

ONE BOLD MISSION. ENDLESS EXPERIENTIAL LEARNING OPPORTUNITIES

THE MISSION

Our mission is to elevate experiential learning and make it accessible to every learner in the country. To do this, we are bringing teachers and administrators together to share their bold ideas and visions on how to leverage experiential learning to transform schools, districts, educational systems, and broaden opportunities for educators and students at all levels.

Northeastern University
Professional Advancement Network

NExT PROGRAM STRUCTURE

TURNING EXPERIENTIAL LEARNING IDEAS INTO ACTION

NExT SUMMER INSTITUTE

The first institute kicks off with over 70 participants at our Boston campus on July 17-20, 2017. Experiential learning leaders and practitioners will share insights and discuss the principles of experiential learning grounded in theory, research, and practice.

Participants will have the chance to contribute to the development or extension of an individual experiential learning initiative for the year. Participation in the institute will be funded by Northeastern, including travel to our Boston campus.

YEAR ONE AND BEYOND

- Network members will self-select a year-long project to move experiential learning forward in their classroom, school, or district.
- Northeastern faculty and a dedicated team of experiential learning coaches will work with our Network educators to design, pursue, and document each project outcome
- Each educator's plan will be finalized in early fall, with each member's initiative or project taking place mid-fall through early spring
- Students will document their learnings and share them across our network and eventually beyond
- Participants that complete all of the year's activities will earn eight credits towards a masters or doctoral degree in education
- Network members will become ambassadors of the network; inspiring and empowering others to do the same in their communities

Northeastern University
College of Professional Studies

Edward H. Miller

A Humanist's Adventures with English Language Learning Methods

Introduction

1. When I first came onboard to teach American history to international students as an adjunct professor in 2011, I had never taught students learning English as a second language.

2. I soon realized that I needed to take a multi-disciplinary approach and supplement my expertise in American history–the subject of my doctoral training–with English Language Learning instruction.

3. I dove into the scholarship focusing on the best approaches and methods of teaching English language learners. Different theories of language acquisition began to inform my approach to teaching.

Comprehensible Input

1. I have been influenced by Stephen Krashen's input comprehension hypothesis, which directly addresses how language acquisition occurs.

2. Krashen said we acquire language when we first obtain comprehensible input, or when we understand the things we hear or read, and then try to go beyond our previously acquired linguistic competence. We fill in the gaps of what we don't know by relying on our knowledge of the world, our knowledge of the situation, and our knowledge of the circumstance. In other words, we use context.

3. I realized I could apply Krashen's theory to my Introduction to American History course. By first examining the broader international context– the comprehensible input that my students were already familiar with–I could then build upon their knowledge before bringing in the development of the American nation-state, the important presidential elections, the key social movements, the essential political movements, and the other core developments of American history that I wanted to cover.

4. I shifted my course to an "outside-in" approach: the survey course starts with world history and the larger global processes external to the United States before funneling down to American history.

5. Many of my students find it fascinating when I describe early native-American history as a story of Eurasian peregrination. They are mesmerized when they learn that the first Americans to people North, South, and Central America were Asian hunters who passed over a frozen land bridge connecting Eurasia and North America in the area of the present-day Bering Sea.

6. My students from China and Africa also appreciate how I start the course by showing how the African slave trade and European trade with Asia prompted a series of encounters between Europe, Africa, and the Americas.

Comprehensible Output

1. The comprehensible output hypothesis pioneered by Merrill Swain states that we acquire language through the creation of comprehensible output: when language learners are in conversation and producing language that a colleague can understand.

2. So I encourage my students to produce comprehensible output. Vigorous discussion allows my students to maximize their comprehensible output. My lectures have lots of questions pointed to the students. I'm constantly asking for volunteers or calling them out directly to answer questions about the material covered. Bringing a lot of enthusiasm and energy to the classroom, presenting my material in an understandable and clear way, and using a considerable amount of technology like PowerPoint and video provide for a more interesting demonstration and motivate the students to participate.

3. I make assignments student-centered and provide students the opportunity to simulate actual language tasks. Writing essays is one real language task. In Introduction to American history, students complete five short take-home essays, one analysis of a primary source document, and two "blue book" exams that require them to answer long essay questions. They then present their findings in a public forum among their peers. This maximizes comprehensible output.

4. My course Global Corporate Social Responsibility is student-centered in that students shape the content of the course. One assignment requires them to interview a sample of 30 Northeastern University students about the subject of climate change. They analyze the data, put together the findings, and write a report documenting the purpose of the survey, how the survey was conducted, and presenting the findings. This also maximizes comprehensible output.

Affective Filter

1. Stephen Krashen's affective filter hypothesis supports the merits of instilling confidence in students with a comfortable, relaxed classroom. Krashen said that the affective filter determines how much comprehensible input gets through to the learner. The language learner's poor self-esteem and anxiety that he or she is not a potential member of the group that speaks the language are the factors that keep out comprehensible input.

2. I realized that I needed to lower the effective filter, and establish a more relaxed classroom atmosphere in order to instill confidence in my students.

3. While students entering my classes soon realize that I expect a great deal from them, I have found that creating a supportive environment that encourages free exchanges and levity puts them at ease, builds their confidence, and increases their academic performance.

Special thanks to my colleagues in NU Global
for their endless encouragement.

Northeastern University
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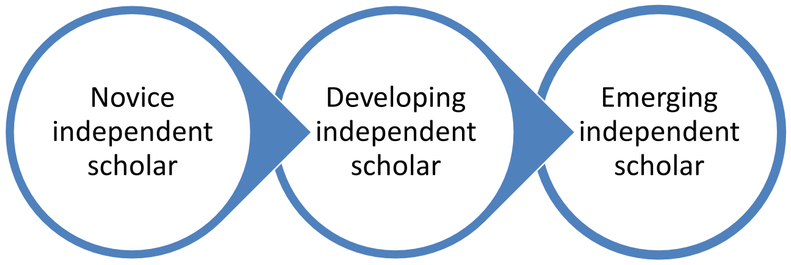
Dr. Kimberly Nolan
&
Dr. Karen Reiss Medwed

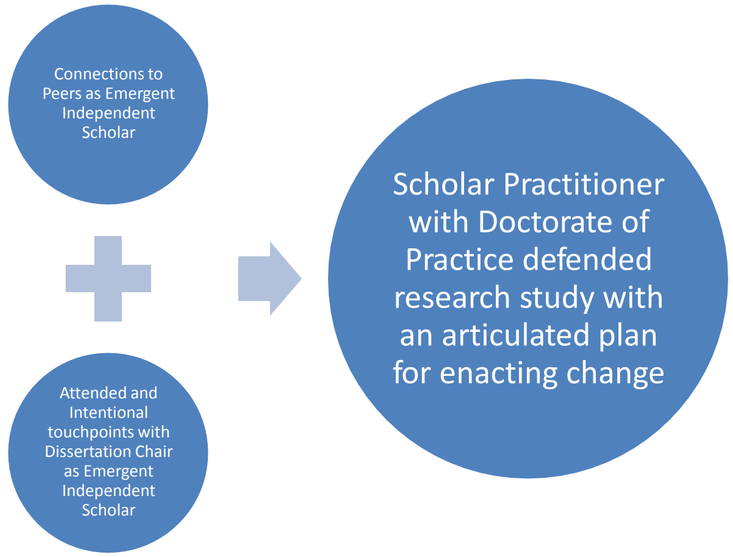
Engaging Dissertation Students



Purpose and Goal

The purpose of the study is to examine students' experiences in a community of dissertation students with one Dissertation Chair. The group of 10 launched their work in person. The group of 10 will be followed through their first year of dissertation work, they will be surveyed and interviewed at three points in the year.

Research Question: How can Dissertation Chairs engage dissertation students through community building to increase satisfaction during the dissertation process?

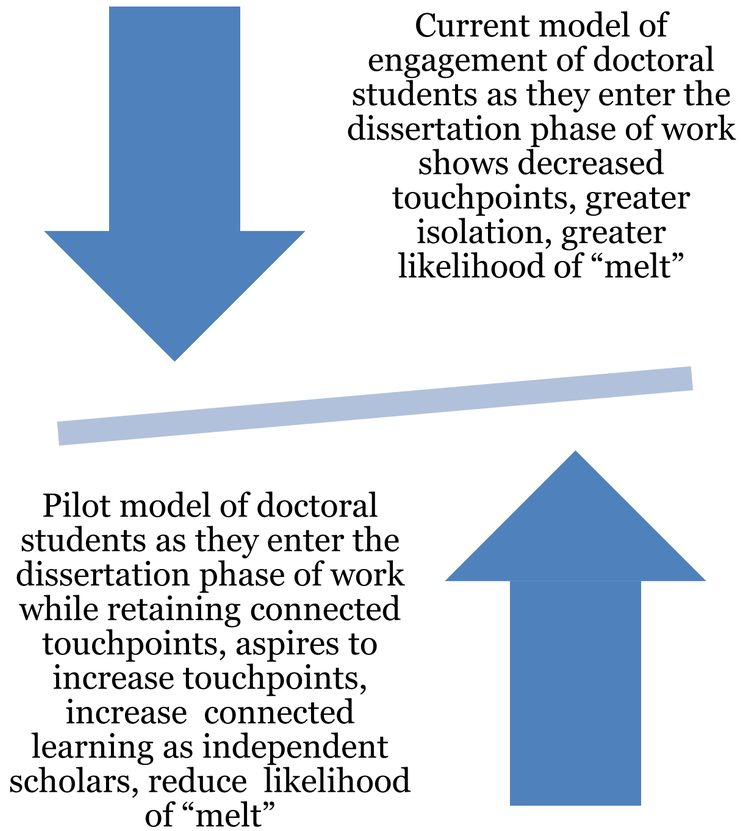


Background/ Introduction

The transition from course work to independent research moves students from communal learning spaces to independent learning. During the dissertation phase students frequently report feeling isolated. Students often drop out or extend their work across time due to lack of connectedness in this phase.

Relevance

The importance of the study is to challenge the isolating experience of the emerging independent scholar. The group of 10 will be followed through their first year of dissertation work to explore how these touchpoints might alleviate the sense of isolation and lead to better engagement in their research and to alleviate melt during the research phase of doctoral studies.



Findings/Impact

Findings from the initial survey of all Track 3 students demonstrate students recognize how connections and touchpoints will support their commitment to the independent scholar model. While counterintuitive, it appears that well timed touchpoints afford students the liberation to then advance their written work and research with greater consistency. Student angst was greatly reduced, while shared norms and language for the process were developed.

Implications

As the year progresses and more data is collected and analyzed guidelines for practice around engaging dissertation students with multiple touchpoints for their ongoing connections to their dissertation chair and peers in ways which support their stance as independent scholars will emerge.

Northeastern University
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Highlighting Student Habits Through Data Visualization

Background/ Introduction

Faculty in CPS's Foundation Year program find that student success in the program is largely due to students' academic habits, namely attendance and submission of assignments on time. To that end, faculty members emphasize to students the importance of these positive habits.

Description

I wanted to find a more concrete and vivid way to show my students that their academic habits (i.e., class attendance and submission of assigned work on time) can lead to better grades. To this end, I asked Steven Braun, Northeastern University Data Analytics and Visualization Specialist, to create visualization models highlighting this. Steven used data I provided from 657 former, anonymous first-year English composition students, such as their number of absences and work submitted late or not at all. From this, he created visualizations showing that students with better records of attendance and submission of work on time typically received higher grades in their classes.

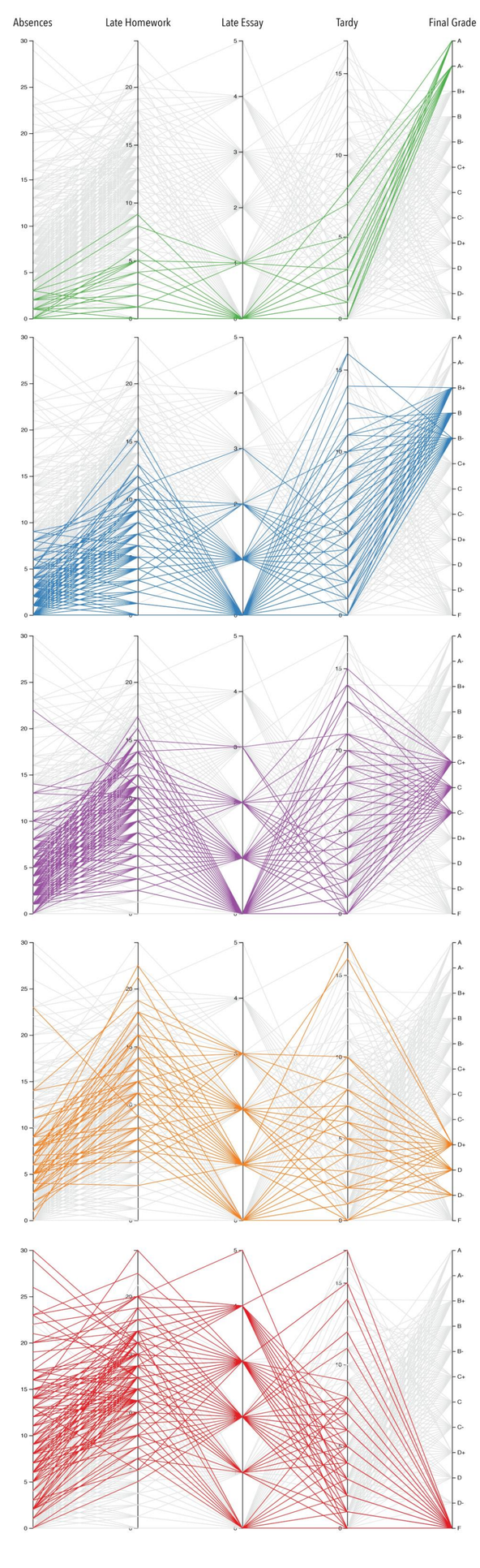
Research Design/Project Plan

This project used data from 657 former, anonymous students who were enrolled in forty-one English composition classes over a seven year period. The data included: students' absences, students' late arrivals to class, students' submission of late homework assignments, and students' submission of late graded essay assignments. The intent of the project was to show how positive student habits yield better final grades for respective classes.

Implications/ Discussion/Future Considerations

This project suggests that students in Foundation Year should focus on attendance and submitting work on time, as these factors contribute to better final grades in an English composition class.

Future considerations include: Based on how these visualizations show the importance of students' habits in a first-year English composition class, can they also show the importance of academic skills in this class, for example, paragraph organization or development and clarity of ideas in students' writings? Moreover, in a broader context, one might ask: How can visualizations like this be intentionally designed to make an impac in other academic classes and disciplines?



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The Methodology of Developing the Research Question for Today's College Learner

Background/ Introduction

This project was derived from a combination of my published journal article, "The Evolution of Education and Literacy in Western Civilization," as well as redeveloping a component of a course. To teach students how to develop a research question for their projects, I paired my journal article and a technique on how to design a research question in preparation for creating a final research project for the course.

Relevance

Students will advance their knowledge, whether online or in the classroom, for how to establish a research question for any type of research project. The project could be for a writing course or any course across the curriculum. Students will further learn how to research journal articles that can contribute to their project as well as the design of their overall research question, which is at the heart of the project.

Faculty can use this approach to enhance students' learning in mastering of the development of the research question. Faculty further have the option of using this course application in a variety of courses, whether online, hybrid or in the classroom.

Description

With the traditional and online student in mind, this project focuses on the approach for establishing research questions for the student essay. In this project, we look to strategies on how students can not only find a relevant topic, but we will investigate how this topic may be composed of a specialized inquiry for the reading audience. This development of the research question is at the heart of any writing exploration for the classroom. Additionally, fact-finding methods will be elaborated upon to uncover how scholarly, journal articles can be applied to not only researching the topic, but further support in the devising of the research question. Overall, the key areas of this project encompass formulating strategies for uncovering topics, investigating the research question and pairing the discovered findings with the research question for writing courses and courses across the curriculum.

Goal

The overall goals of the project are the following:

- Discussion of the "The Evolution of Education and Literacy in Western Civilization" article.
- Identification of questions for students' projects.
- Inquiry of specialized topics.
- Development of the research question for students' projects.
- Application of online, scholarly journal articles.

Research Design/Project Plan

Guide for Developing the Research Question:

1) Inquiry of Specialized Topics:
List your 3 favorite topics from the semester and then, circle your favorite topic:

2) Development of the Research Question:
What do you already know about this topic? What are you looking to find out about this topic? What do you hope to discover from your fact-finding of journal articles? What other research do you hope to find in the future?

3) Write a Draft of the Sample Research Question:
How will the research question be revised? What would cause the research question to be modified?

Findings/Impact

LIBRARY OF CONGRESS

After careful application to my course, it is clear that the many topics discussed in my journal article can help students understand the approaches for developing the research question. A student's quest for research articles, in particular, can lead to their success as they pursue and perfect their research question for the course.

Implications/ Discussion/Future Considerations

Applying the technique to your course:

- How would you integrate this technique in your courses?
- Would you incorporate this methodology at the beginning, middle or end of your courses? Why?
- Does this methodology contribute to student success? Why?
- With the advent of technology in the classroom, how will the art of research continue to change? What is your opinion?

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Journal of Arts&Humanities ISSN 2167-9045(print) ISSN 2167-9053(online)

Using the flipped learning approach in English language instruction

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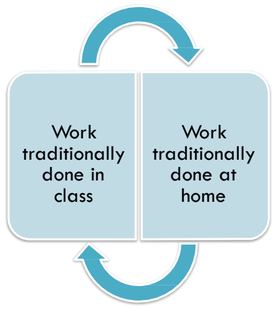
What is flipped learning?

An approach in which content that is typically presented in class is presented to students at home; work that students typically do at home is then completed in class with the help of students' instructor and peers.

The result is a "dynamic, interactive learning environment where the educator guides the students as they apply concepts and engage creatively in the subject matter." (Flipped Learning Network, 2014)



What can be flipped?

Language & content	• Authentic English texts • Explanations of concepts and grammar structures
Lower-level skills	• Practice exercises • Strategies and study skills
Teacher talk	• Information about assignments and projects • Course procedures

Benefits

- Allows more time in class for interaction (Galvez, 2017; Mehring, 2016)
- Can increase the amount of comprehensible input students receive (Mehring, 2015, 2016)
- Allows for more differentiated instruction (Bergmann & Sams, 2012; Brinks Lockwood, 2014 ; Kostka & Marshall, 2017)
- Promotes positive learning outcomes (Han, 2015; Hung, 2017; Webb & Doman, 2016)
- Gives instructors more control of class time (Brinks Lockwood, 2014)
- Increases students' motivation and engagement (Hsieh, Wu, & Marek, 2016; Hung, 2015; Leis, Tohei, & Cooke, 2015)
- Allows instructors to provide more formative feedback (Bauer-Ramazani, Graney, Marshall, & Sabieh, 2016)

Sample flipped lesson

Topic: Email etiquette at the university
Objectives: Students will be able to apply basic principles of email etiquette to compose formal and appropriate emails in English.

At home:

- Students watch a video about email etiquette (either instructor-created video or from YouTube) and take notes.

In class:

- The instructor reviews what students learned at home and answers any questions.
- Students work together in small groups to identify the strengths and weaknesses of authentic emails written by students; they present their findings to the class.
- Students apply what they learned to write formal emails in response to prompts.

Selected tools for instructors

flippedlearning.org

Kaltura CaptureSpace Desktop Recorder

YouTube

SCREENCAST MATIC

padlet

Google Classroom

Kahoot!

TEDEd

Quizlet

Recommendations for instructors

(Kostka & Marshall, 2017)

- Allow time for students to adjust to the approach
- Start simply
- Reflect on how well you are using class time
- Collaborate with colleagues
- Maximize exposure to English outside of class
- Use the Flipped Learning Network for guidance

Acknowledgments
This poster was supported by the CPS Faculty Fund. Thank you!

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FACULTY SUPPORT

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Sara B. Ewell, Ph.D.

Chairing a Dissertation Online: Reflections from a Scholar-Practitioner

Introduction

This reflective work is a component of a workshop I was invited to develop on chairing an online dissertation. I needed design a program that addressed the practical pieces of serving as a chair in the online environment that was grounded in the literature and my extensive experience as a chair.

Relevance

Northeastern University is a leader in the online doctor of education community and continued refinement of this work is critical.

Description

Chairing a dissertation online is a unique experience for faculty and students. It requires a constant refinement of practices and professional development.

Guiding Questions

What is the work of chairing an online dissertation?
What are the challenges and opportunities of chairing an online dissertation?
Who is involved in charing an online dissertation?
How does technology help and hinder chairing an online dissertation?

Project Plan

The workshop was developed for members of faculty, staff and administration at other member institutions in the Carnegie Project on the Education Doctorate. Its design took reflection, collaboration and gathering of feedback from students and faculty.

Findings

Chairing an online dissertation includes attention to the following areas: Providing feedback on writing drafts, setting clear expectations, assisting candidate in preparing for oral defense, guiding through research design, data collection and analysis, supporting student through IRB process, buidng relationships.

Discussion

Workshop participants were new to the process of chairing an online dissertation. Sharing resources, knowledge, PD opportunities, and strategies was crucial for their development. And mine.

Acknowledgements:
Elan Paulson, Western University

Northeastern University
College of Professional Studies

Author(s): Ori Fienberg, MFA

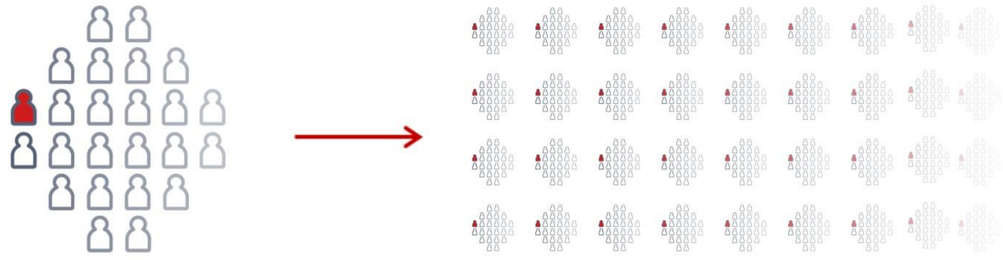
Improving Academic and Professional Integrity by using FAIR and AIRS

Background & Relevance

Faculty Academic Integrity Review (FAIR) and *Academic Integrity Resources for Students* (AIRS), are multi-part orientations designed to educate Northeastern faculty and staff on the importance of integrity, *the role of OSCCR* in upholding academic integrity, and how to prevent/avoid plagiarism.

The most common excuse students share is that the importance of citation was not emphasized in prior classes, or they were unfamiliar with institutional expectations.

Many instructors educate students about academic integrity in their classes, but determining whether a violation has occurred and how it should be addressed can be difficult.



At least **one student in nearly every class**, had violated Northeastern's Academic Integrity Policy by failing to cite material from an outside source.

This amounts to **100s of students every term.** And this is just one example! Students may violate the academic integrity policy in a number of ways.

Innovation

Two interactive asynchronous multimedia trainings for faculty and students.

FAIR details identification, reporting, and prevention. FAIR also houses the Academic Integrity Module, a pre-made adaptive release policy review, quiz, and honor code.

AIRS explores the connection between professional and academic integrity; OSCCR; as well as strategies and resources, such as an Interactive Checklist, to ensure student work is original and cited properly.

Goals

1) Offer an engaging and comprehensive review for instructors and students of Northeastern's expectations for professional and academic integrity
2) Provide resources and tools to meet those expectations
3) Empower faculty to uphold integrity standards in their classrooms, and address violations of these standards through grades and reporting

Impact

à 200+ instructors have utilized resources in FAIR and/or completed its lessons

à The *Interactive Academic Integrity Checklist* has been used over 1000 times

à 150 classes have implemented the *Academic Integrity Module* and Quiz

Next Steps

In addition to broader implementation and continually refinement of FAIR and AIRS, we will continue to work together to develop new initiatives and resources to hold students to the highest standards while encouraging original work and research.

If you are interested in being involved in upcoming projects, sharing your insight regarding the relationship between academic and professional integrity, or would like to learn more please email

CPS-AcademicIntegrity@northeastern.edu

Acknowledgements

Development of these resources would not have been possible without the support of CPS faculty, deans, the Office of Academic Advising (OAA), the Office of Student Conduct and Conflict Resolution (OSSCR), instructional designers and video technicians.

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Melanie Kasparian
Mamta Saxena
Darin Detwiler

Beyond My Course:
Alignment with Program Outcomes and Capstone

Introduction

We strive to offer programs and capstone experiences that yield student mastery of authentic competencies; to prepare students personally and professionally.

We need concrete steps to ensure that the ultimate program outcomes are woven into the courses and student experiences.

Relevance

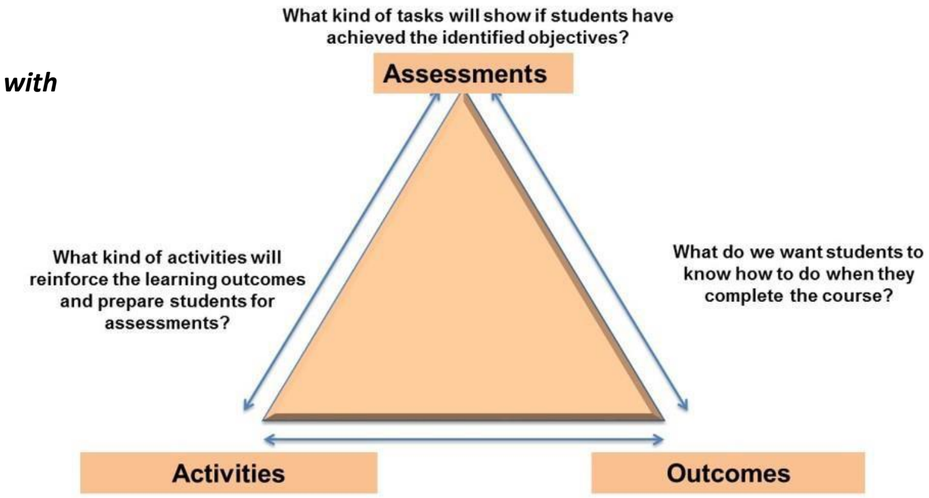
Curriculum mapping, or alignment:

- **Describes the relationship between all aspects of a curriculum or a course.** *How do the courses connect?*
- **Keeps us honest.** *Are students learning what we promised they would?*
- **Measures and demonstrates the program's strengths.** *If you don't know what you're measuring, how can you measure it?*

Description and Goal

This exercise is to confirm that our course offerings are aligned with the program outcomes and the capstone experience. The goals include:

- ***Confirm courses align with program outcomes***
- ***Confirm assessments align with capstone experience***
- ***Identify and remedy gaps in curriculum***
- ***Create more authentic assessments in courses***



Project Plan

Using mapping techniques, we list out the courses and which program outcomes each course covers. We then identify the level at which each course connects with each program outcome. We use three levels:

(I = Introduce, D = Develop, P = Practice)

We also list out the major assessments for each course to check alignment and confirm that the student progresses and gains experience before the capstone.

Required Courses			Specialized Knowledge	Broad and Integrative Knowledge	Applied and Collaborative Learning	Civic and Global Learning	Experiential Learning
Code	Title	Prerequisites	SLO1	SLO2	SLO3	SLO4	SLO5
RFA 6100	Introduction to Regulatory Affairs of Food and Food Industries	None	I	I	I	I	I
RFA 6120	Economic and Social Aspects of Food	None	I	I	I	I	I
RFA 6200	Comparing U.S. Regulatory Systems and Agencies	6100, 6120	I	I	I	I	I
RFA 6235	Regulatory Differences and Similarities: An International Investigation	6100, 6120, 6235	D	D	I	D	I
RFA 6110	From Farm to Family Table: Understanding the Food Regulatory Life Cycle	6100, 6120	D	D	D	D	-
RFA 6130	Food Law in the United States	6100, 6120, 6110	P	P	-	P	P
RFA 6225	Introduction to Food Science	6100, 6120	D	D	D	-	D
RFA 6215	Risk Analysis and Hazard Analysis in the Food Industry	6100, 6120, 6225	P	P	P	-	P
RFA 6300	CAPSTONE: Regulatory Affairs of Food	all but 3-6 credits	P	P	P	P	P

Findings/Impact

The Master of Science in Regulatory Affairs in Food and Food Industries program completed this mapping in 2015. Results include:

- ***Instructors became more aware of program goals, flow, and leverage from course to course.***
- ***Instructors increased their ability to engage in long-term planning from Intro course to their courses and beyond.***
- ***Program managers gained ease with scheduling and communicating with instructors.***
- ***Students became aware of overall learning outcomes and how courses within their program mapped to the outcomes.***

Implications

Having completing this mapping, we can:

- ***Collect data on student learning outcomes at the course level.***
- ***Gather a picture of the career-relevant competencies being demonstrated or achieved.***
- ***Identify where a student needs to improve OR move them through a program more quickly.***
- ***Adjust program offerings or curriculum based on the competencies achieved and better match with employer competencies.***

Acknowledgements

Driscoll, A., & Wood, S. (2007). ***Developing Outcomes-based assessment for learner-centered education: A faculty introduction*****. Sterling, VA: Stylus.**

Wiggins, G. P. (1998). Educative assessment: ***Designing assessment to inform and improve student performance*****. San Francisco, CA: Jossey-Bass A Wiley Imprint.**

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Cristine McMartin-Miller, Whitney Wotkyns, and Lauren Kuryloski

What faculty should know about the International Tutoring Center

What is the ITC?

The ITC offers English language instruction to **all** international students at Northeastern University:

- Six skill areas (writing, conversation, pronunciation, reading, TOEFL prep, and career prep)
- 50-minute tutorials
- 2-3 tutorials per week
- Individual, online, and group formats
- Boston and Seattle locations
- 23 professional tutors

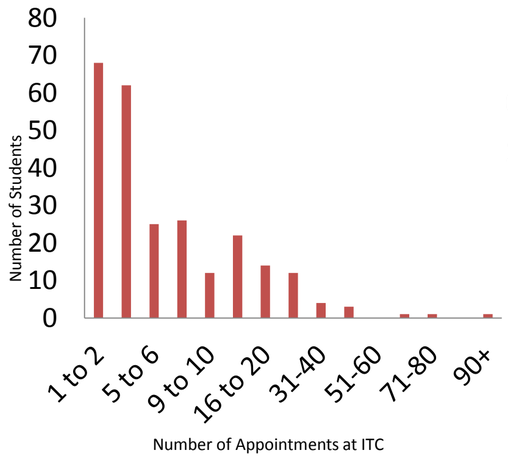
ITC policies

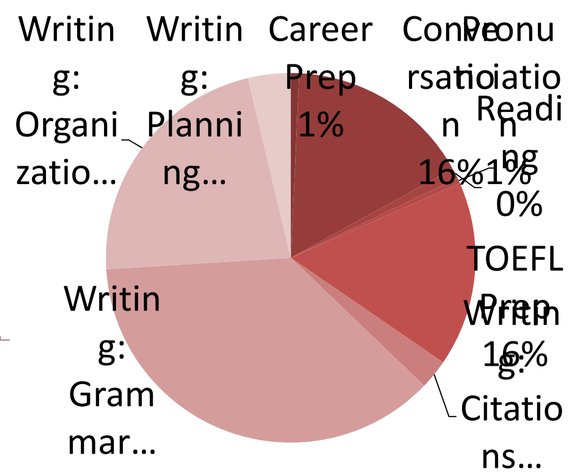
ITC tutors are trained to conduct tutorials according to best practices in second language teaching:

- Tutorials are student-centered: students determine the goals for the tutorial and are expected to take an active role throughout.
- ITC tutors do not proofread or edit papers. Instead, they identify and prioritize patterns of language errors and assist students in addressing these errors independently.
- Visitation is voluntary.

Description

What happens at a language tutorial? What faculty expect and what actually occurs do not always align (Lee, Hong, & Choi, 2016; Thonus, 2001). The purpose of this poster is to provide an overview of the International Tutoring Center (ITC). By better understanding the policies, procedures, and users of the ITC, faculty can ensure more productive sessions and contribute to the long-term success of international students.





Who visits the ITC?

- Students made **5,067** appointments in 2016.
- According to research conducted at the ITC in 2016, the 156 GPAC students who used the ITC tended to have **a higher GPA** but **lower English language proficiency** than GPAC students who did not use the ITC.

The role of faculty

Instructors should:

- Understand that language learning takes time
- Recognize that some error types (i.e. articles and prepositions) may be resistant to improvement
- Explicitly discuss academic integrity and citation practices in class
- Promote the ITC in syllabi, Blackboard, and feedback
- Invite a representative of the ITC to visit your class
- Offer extra credit for students who visit the ITC

Instructors should not:

- Expect error-free language following ITC tutorials
- Excessively penalize students for language errors that do not interfere with meaning
- Assume that students are familiar with American perceptions of academic integrity and citation practices

Benefits of tutorials

- The usage of such centers has been associated with improved academic performance among international students (Banjong, 2015; Bielinska-Kwapisz, 2015; Marx, Wolf, & Howard, 2016; Williams & Takaku, 2011).
- According to student satisfaction surveys, 97.9% of all students who used the ITC "strongly agreed" or "agreed" that they would recommend the ITC.

Visit us at http://neu.mywconline.net

Acknowledgements: Patrick Plunkett, Anne Dietterich, and the tutors of the ITC

RESEARCH FRONTIERS

Northeastern University
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Personal Branding and Marketing Yourself

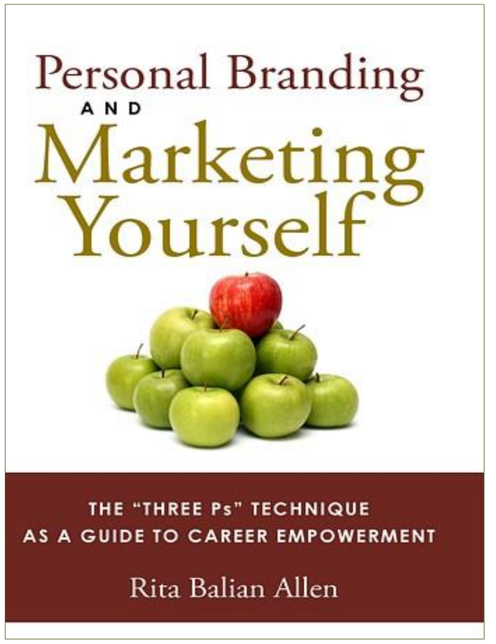
2017 Fall Faculty Conference
Author: Rita Balian Allen, Lecturer

INTRODUCTION:

When We Hear the Term "Marketing," We Likely Think of Products, Services & Commodities…*HOW ABOUT OURSELVES?*

GOAL ➡ Resource for NU faculty and students in and out of classroom

- Essential core competency
- Self awareness, inner strength
- Empowering ourselves
- Process is on-going and continuous



3 Commonalities of Successful Professionals:

1. Know what they have to offer – value add
2. Know what they want – goal oriented
3. Know how to ask for it – advocate effectively

What does it Really Mean?

Building Relationships

Seizing Opportunities

Owning one's career

"Even individuals need to develop a brand for themselves .... Whatever your area of expertise, you can take steps to make people think of YOU when they think of your field."
~Accelepoint Webzine

THREE Ps MARKETING TECHNIQUE IS THE KEY:

Preparation – identify and define your brand

Packaging – create and build your brand

Presentation – articulate and enhance your brand

Relevant Applications:

RITA B. ALLEN ASSOCIATES
Career Management Strategies for Individuals and Organizations

Northeastern University
College of Professional Studies

Author: Cordula A Robinson,
Faculty Affiliate GRI, Geospatial Services

Integrative Multidisciplinary Geospatial for Resilience Analysis

Introduction

The Global Resilience Institute at Northeastern University promotes interdisciplinary efforts "to advance resilience-related initiatives. Geospatial methods can inform resilience-related studies and provide a synergistic analytical platform that enables actionable insights to be derived from data. Such insights may facilitate community preparedness, emergency response operations, and recovery activities. This may be in response to natural events (storm surges, hurricanes, drought) or man-made (sea-level rise, food supply, social stressors). Here, I focus on aspects of community resilience and social risk mapping

Relevance

Geospatial data are defined by location and time. Locations have unique attributes and characteristics that imbue distinct and identifiable personalities. When combined with time, they are used to assess changing conditions. Waldo Tobler's *First Law of Geography* asserts that "Everything is related to everything else, but near things are more related than distant things." When applying geospatially-derived insights to community resilience challenges, I explore weaknesses in data to identify potentially enigmatic problems that could interfere with proposed preparedness solutions. To prototype, disinvestment is considered as a sign of community weakening.

Approaches

A wide variety of tools can be accessed from the geospatial workbench in support of community resilience. They include familiar examples, such as tools and apps common in coastal resilience to appraise hurricane flood risks (Figure 1), to more complex approaches of machine learning and artificial intelligence. The latter focus on the influence of spatial variation (location, context, connectivity) including self-organization and disconnected weaknesses. Examples provided here concern evidence of "community disinvestment". Key variables used to identify disinvestment are aging buildings, high vacancy rates, high poverty, and high unemployment (City of Tulsa, 2016). Techniques to create a disinvestment index, followed by hot spot analysis, a form of artificial intelligence are applied to find trends in big data that the human analyst overlook. Informed geospatial visualizations are then created (Figures 2 and 3; McRoberts, Capstone Fall 2016).

Results

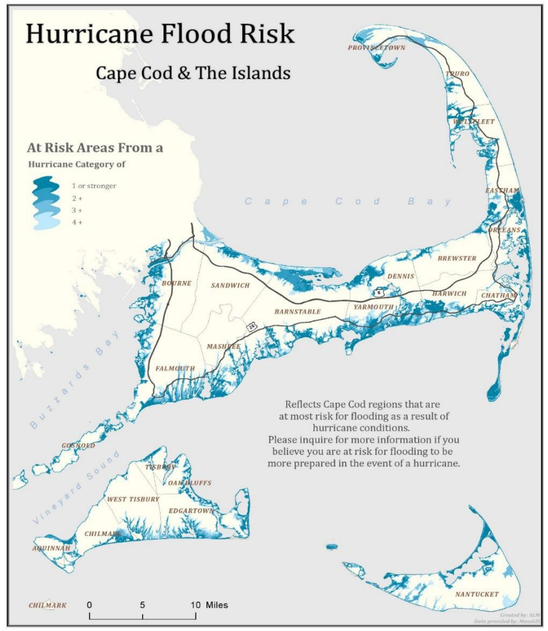


Figure 1. Geospatial Visualization to identify flooding risks associated with hurricane activity in the Cape Cod area of MA; Cartography Fall16.

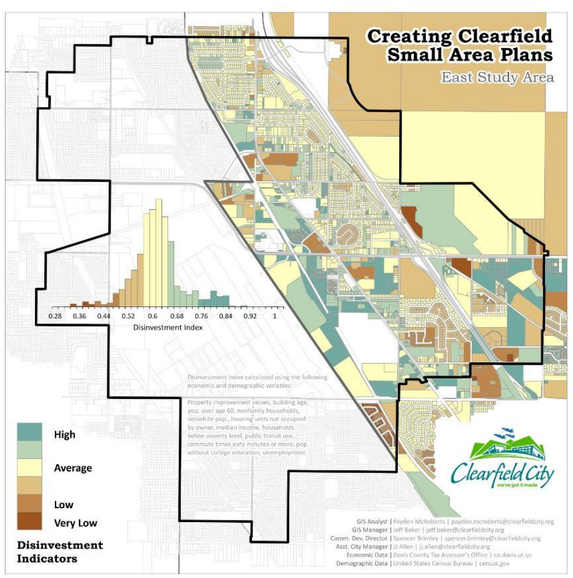


Figure 2. Example disinvestment product (effects of zoning accounted for-Modifiable Areal Unit Problem), showing significant disinvestment in green shades. (ParcelIndex + (.75 * BlockIndex) + (.5 * BlockGroupIndex)) / 2.25
Systematic and invisible threats (e.g. sourced from a poorly planned built environment, unintended consequences of development in another area of the city) are not considered.

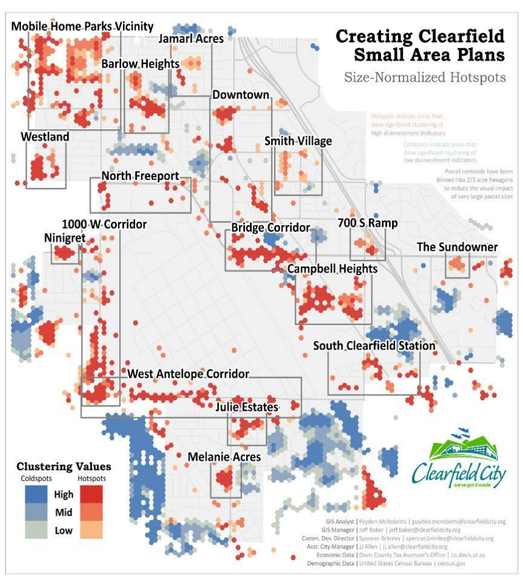


Figure 3. Disinvestment hot and cold spots by parcel. Identified using Getis-Ord Gi* statistic – to produce z-score statistically clustered values. This data-driven approach identifies small-areas of urban decay in the SE otherwise overlooked. Hotspots of disinvestment clustering should be analyzed against institutional knowledge, site visits, and public input to craft plans that address the specific issues that those areas face.

Impacts and Future Considerations

Areas of disinvestment introduce new social risk factors by societal segregation. Geospatial data technologies can help create new baseline data to recalibrate resiliency baselines for stakeholders engaged in community risk assessment. Further social risk-terrain mapping can be conducted in conjunction with other layers that may highlight social disenchantment, such as median income, unemployment, crime rates, age, and drug-related deaths, to further establish risk and provide inputs for community preparedness solutions.

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Geospatial Services Capstone

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College of Professional Studies

Harvey Shapiro
Graduate School of Education

Shapiro, H. (Ed.). (in press). *Handbook on Violence in Education: Forms, Factors, and Preventions*. Hoboken, NJ: Wiley Blackwell.

Violence's distinctive forms and common factors

Violence as contextual, situated in a culture's linguistic, social, economic, political, and axiological structures and norms.

Multidisciplinary scope and vision

Section I

- *Recent research has minimized the shooters' relationships to their educational, communal, and political environments and to the times in which we live, searching instead for a typology of common psychological profiles and proposing intensified security measures.*
- *Placing relational, contextual dimensions in the foreground* (Shapiro).

Section 1

School Shootings: Broadening the Context, Refocusing the Response

Section 2

Group and Gang Violence in Education

Section II

- *Given the multitude of individual, peer, family, community, and school-level risk and protective factors for gang involvement and persistence, strategies that are punitive and suppression-focused will likely have limited effectiveness, and may disproportionately harmful effects on historically marginalized youth of color. ..[T]his section … advance[s] the literature in this field by highlighting potentially promising avenues of research and policy aimed at improving the well-being and safety of all students* (Tanner-Smith).

Section 3

Bullying and Sexual Violence in Education

Section III

- *This section is an] examination of bullying and sexual violence among adolescents in community, public schools, and higher education settings. Bullying and sexual violence continue to be public health concerns that have deleterious outcomes for all involved, including victims, perpetrators, and witnesses. [The contributors to this section demonstrate how] much more basic, applied, and intervention research is needed in order to prevent bullying and sexual violence* (Espelage).

Section 4

Structural, Systemic, and Symbolic Violence in Education

Section IV

- *Unfairly limiting financial resources for those schools most in need, lower levels of teacher training, deteriorating infrastructures, low student performance expectations, disproportionate, unjust punitive actions, and implicit, as well as explicit racism, classism, sexism, and homophobia, among others … These are the forms that this section seeks to expose … Doing so allows us to step back and ask the difficult and, for some, unsavory question of how educational systems themselves might contribute to a violent educational climate* (Shapiro).

59 Contributors

- Social psychologists
- Forensic clinical psychologists
- Criminologists
- Social work researchers
- Social workers
- Cultural studies scholars
- K-12 & higher education experts
- Sociologists
- Rhetoric and discourse analysts
- Communication studies researchers
- Critical theorists
- Feminist scholars
- Ethicists
- Social activists
- Educational theorists & philosophers

7 Countries 33 Universities

- Brazil
- Canada
- Cyprus
- Great Britain
- South Africa
- South Korea
- United States