

PRACTITIONER TO PRACTITIONER

NATIONAL ORGANIZATION FOR STUDENT SUCCESS

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The NOSS *Practitioner to Practitioner* publishes articles of interest for developmental education professionals including administrators, faculty, learning assistance personnel, academic counselors, and tutors who are interested in the discussion of practical issues in post-secondary developmental education. *Practitioner to Practitioner* is published electronically twice each academic year. Articles in *Practitioner to Practitioner* are indexed in ERIC.

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Articles should relate to issues that inform and broaden our understanding and practice of teaching and learning in developmental education. The subject of the article may emphasize innovative approaches, best practices, how meaningful research affects teaching and learning, or techniques to enhance student performance. Review the “Call for Manuscripts” on page 2 for more information.

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MISSION

NOSS exists to assist education professionals in making a positive difference in the lives of students.

NATIONAL ORGANIZATION FOR STUDENT SUCCESS
PRACTITIONER TO PRACTITIONER

"Promoting Communication among Education Professionals Who Care About Student Success"

Call for Manuscripts

Practitioner to Practitioner is a biannual publication of the National Organization for Student Success (NOSS). NOSS invites articles of interest to professionals in higher education that relate to issues which inform and broaden members' understanding and practice.

Practitioners are encouraged to submit articles regarding new programs, support services, strategies, placement, classroom assessments, advising, administration practices, etc. Share what's working well, what isn't working well, and hybrid programs that were implemented, including what changes were made and why. Members are also encouraged to use the journal as an opportunity to solicit input from other practitioners who may have encountered similar issues regarding student success initiatives. NOSS is soliciting abstracts, as well as researched articles; research is not a requirement.

The subject of the article may emphasize innovative approaches, best practices, or techniques to enhance student access, performance, and/or retention. Researched or non-researched articles are accepted.

Submissions are accepted for review at any time. NOSS will acknowledge receipt of articles via email within ten days. Articles are **not** refereed. Issues are published electronically on the NOSS website.

Please read and follow these guidelines when submitting your article:

- Articles should be written for faculty, counselors, support service professionals, and academic administrators. The subject matter must be relevant to the journal's audience.
- *Practitioner to Practitioner* articles are generally between 1200 and 1500 words and should conform to current APA Style.
- Articles must be proofread and edited. Hyperlinks/URLs **must** be verified. Authors are responsible for content and accuracy of their work.
- References, citations in the text, tables, figures or a bibliographic section are only necessary with researched articles.
- The article must include:
 1. Title of the article
 2. The name, credentials, job title, and employer of each author
 3. Name, address, and email of author responsible for correspondence. All communication will be with the lead author, who is responsible for communication with other author(s).
- The article should be set in a common typeface such as Times New Roman, Arial, etc.
- The article must not have been published previously nor be scheduled for publication in any other publication.
- Articles must be submitted electronically as **.doc** or **.docx** files. Do not send PDFs. Attach the file to an email addressed to practitioner@thenoss.org

Practitioner to Practitioner

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Deborah B. Daiek, Ph.D., Editor

National Organization for Student Success (NOSS), PO Box 963, Northport, AL 35476

office@thenade.org | www.thenoss.org

Tel: 205.331.5997 | Fax: 866.519.1331

Dr. Linda Thompson–In Memoriam

Karen Patty-Graham

NADE/NOSS Past-President

It is with great sadness, but with many fond memories, that we share that Dr. Linda Thompson passed away February 2, 2022, at MD Anderson Cancer Center in Houston. Linda has been a colleague and dear friend to many of us throughout her career. She was Professor Emeritus at Harding University, Searcy, Arkansas, where she worked for 32 years prior to her retirement in 2017. Her roles at Harding included Professor of Psychology, Director and creator of the Program for Academic Success, Director and creator of the Learning Center (under a Title III grant), Director of TRIO Student Support Services, and Director and co-grant writer for the TRIO McNair Scholars Program. Her work with students at all levels of preparation clearly demonstrated her belief in the NADE motto: “Helping underprepared students prepare, prepared students advance, and advanced students excel!”

In addition to her work at Harding, she contributed to our profession in several significant ways. She was president of the Arkansas Association for Developmental Education (ArkADE). Her certification as a Developmental Education Specialist at the 1986 Kellogg Institute at Appalachian State University led directly to her founding of her Harding programs; she returned to Kellogg several times to continue to grow as a professional and to share her educational insights as an informal mentor. She served as President of the National Association for Developmental Education (NADE) in 2000-2001 and on the NADE Certification Council/Accreditation Commission since 2003, as Chair since 2008. In addition, she served on several editorial review boards for professional journals, presented numerous workshops, and consulted on program assessment and evaluation. Linda also served as NADE’s representative to the Council for the Advancement of Standards in Higher Education (CAS) and co-wrote (with Dr. Karen Patty-Graham) the revised chapter, “Factors Influencing the Teaching/Learning Process Guide,” in the 2009 revision of the *NADE Self-Evaluation Guides, 2nd Edition: Best Practice in Academic Support*



Programs. In recognition of her contributions to the field, she was inducted as a Fellow of the Council of Learning Assistance and Developmental Education Associations (CLADEA), and in 2015 she received the Henry Young Award for Outstanding Individual Contribution to NADE.

Linda will surely be remembered for her accomplishments and accolades, but she will also be remembered in our hearts as a wonderful, loving person who was a dear friend to many of us. Linda was a collegial leader who sought consensus on decisions; our meetings may have gone on longer or brainstormed more but creative ideas flowed and collaborative decisions were richer for her leadership style. She had kind words for everyone and was a thoughtful mentor to students and colleagues. She was a great listener who could pull ideas together from different perspectives in a constructive manner. While she was thinking, she might even break into humming a song in her beautiful soprano voice.

Linda was a gracious woman with an infectious chuckle, a delightful smile, a mischievous twinkle in her eye, and a good heart. She was a devoted friend, a kindred spirit, and a great traveling partner. We often shared rooms at conferences; her luggage was usually the biggest, fullest, and heaviest (easily a two-person lift) filled with projects on which we worked when not at sessions, meeting materials

and supplemental books someone might want to see, clothes, and her trademark matching jewelry. Linda always looked “put together” with her lovely jewelry pieces that she could find everywhere and put together with something she already had (making it easier to tell her husband Travis about purchasing her new finds). Linda and Travis enjoyed traveling to Florida to Disneyworld and to Universal Studios where she

could immerse herself In Harry Potter; they often shared that experience with their son and grandsons, but they were also quite content to enjoy their time together. Linda lived life to the fullest surrounded by the love and admiration of family, friends, colleagues, and others whose lives she touched along the way. Thank you for enriching our lives. Rest in peace, dear Linda.

Instructional design for effective teaching: The application of ADDIE model in a college reading lesson

Dr. Liangyue Lu, Associate Professor

Department of Developmental & Higher Education Studies
Grambling State University

Meredith L. C. Sides, Chair, Division of Humanities & Fine Arts

Northwest-Shoals Community College

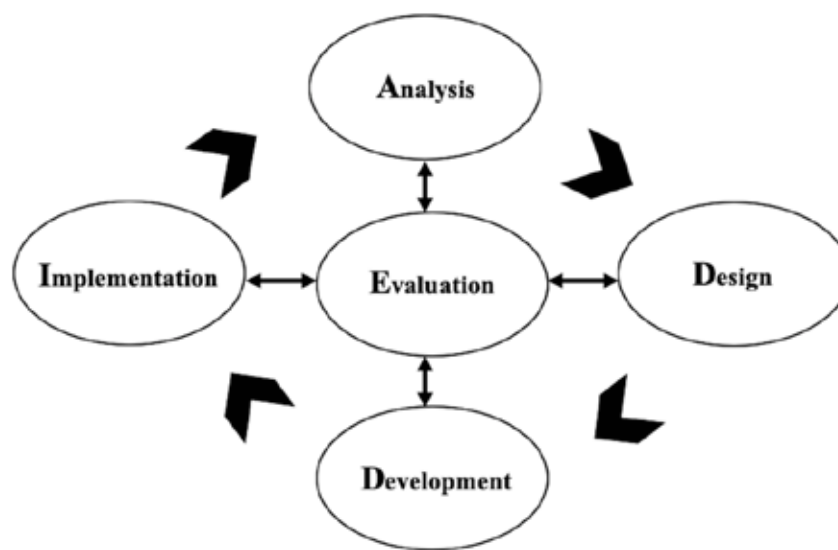
Abstract

In this paper, the authors will discuss the application of ADDIE, a five-step instructional design model. ADDIE prescribes the generic, systematic, dynamic, and flexible instructional design process, which offers educators a productive approach to education. The authors will illustrate how to apply the model in a college-level reading lesson. Following the steps in ADDIE would enhance the effectiveness of teaching in a variety of post-secondary classrooms and adult education and training settings. Key words: ADDIE, instructional design model, college reading

Introduction

Although there may be a number of reasons for low academic performance in college classrooms, effective instructional design can offset some disadvantages and lead to more desired student learning outcomes. Instructional design offers educators a productive approach to education, viewing all purposeful teaching and learning as systematic processes. In this process, every component is crucial to successful learning: the instructor, learners, materials, instructional activities, delivery system, and the overall learning environment. Instructional design is such a systematic approach that it helps teachers create effective and efficient learning experiences for learners. While teachers in higher education are facing many challenges, instructional design enables them to use systematic thinking to solve instructional problems and push for innovations in teaching.

ADDIE is one of the models which prescribes the generic, systematic, dynamic, and flexible instructional design process, which is widely used in instructional design for effective learning (Holden, 2015). ADDIE has five steps—Analysis, Design, Development, Implementation, and Evaluation (See Figure 1). Each step is the prerequisite of the following and results in each step feeding information into the next. In this paper, we will illustrate ADDIE by applying the five steps in a lesson that is appropriate for post-secondary classrooms.

Figure 1. *The ADDIE Model*

Instructional Context

The instructional context in this paper is a reading lesson in an integrated reading and writing class at a community college. The instructor finds students in this course have difficulty in distinguishing the difference between a main idea, a topic, and a supporting detail, particularly in the context of longer reading passages. Therefore, she plans to develop a 30- to 45-minute enhancement lesson to help this group of students to distinguish between a topic, a main idea, and supporting detail sentences in a long paragraph reading passage.

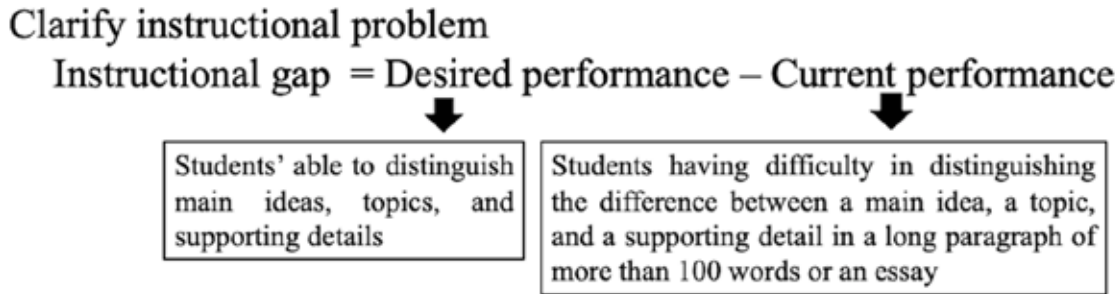
Step I: Analysis

The first step in ADDIE is analysis. The major tasks in analysis include clarifying the instructional problem, establishing instructional goals, goal analysis and subordinate skills and entry behaviors analysis, and learning environment and learner analysis (Holden, 2015).

Identifying the instructional problem and defining the instructional gap

To design effective learning, an instructor will first clarify the instructional problem and define the instructional gap in the lesson. The instructional gap is defined as the difference between the desired and the current performance (See Figure 2). In the lesson, students' desired performance is that they can distinguish between main ideas, topics, and supporting details, while their current performance is that they have difficulty in distinguishing the difference between a main idea, a topic, and a supporting detail in a paragraph or essay of more than 100 words. A pre-test, or assessment, and results from a related previous lesson can provide evidence for the students' current performance.

Figure 2. Instructional Gap

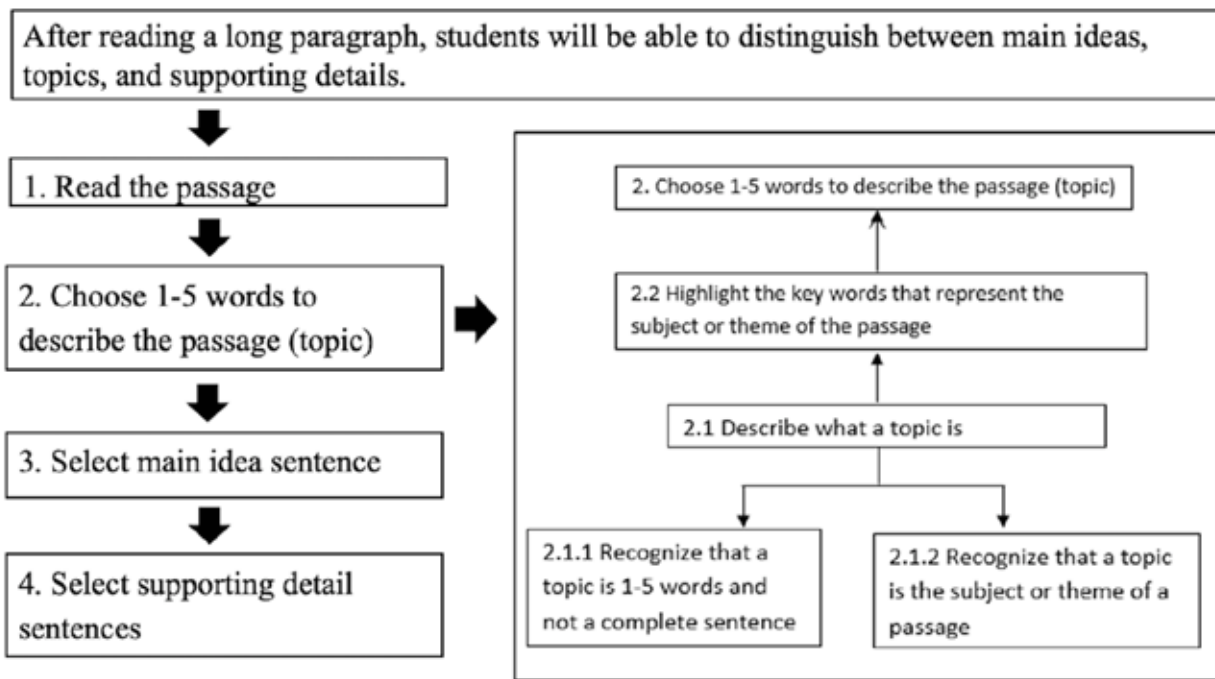


Instructional goal, goal analysis, and subordinate skills and entry behaviors analysis

After defining the instructional gap, the instructor establishes the instructional goal and performs goal analysis and subordinate skills and entry behaviors analysis (See Figure 3). She first translates the instructional gap into the instructional goal, which is “after reading a long paragraph, students will be able to distinguish between main ideas, topics, and supporting details.” Then the instructor asks this question: What are the essential steps for students to perform the establish goal? She identifies the following four steps: 1. Read the passage. 2. Choose one to five words to describe the passage (topic). 3. Select the main idea sentence. 4. Select supporting detail sentences.

In order to establish behavioral objectives for the lesson, these four steps are general and not specific enough. The instructor then asks this question: What should students do in order to complete each step? The instructor will continue to ask this question until she cannot further break down the step or until she reaches a point where students have acquired the knowledge or skill in a previous lesson. In Figure 3, we used Step 2, as described above, as an example to show how to perform subordinate skills analysis. The knowledge or skills which students previously acquired are considered the entry behaviors for this lesson.

Figure 3, *Establishing the instructional goal, and performing goal analysis and subordinate skills and entry behaviors analysis*



Learning environment and learner analysis

Another task in the analysis is to analyze the learning and performance environment and learners' general information, entry behaviors, and prior knowledge (Holden, 2015). Such information will feed into the design stage. For example, movable tables and chairs in a learning environment mean that it is easier for the instructor to organize small group discussions or collaborations in class. In addition, understanding students' entry behaviors and prior knowledge can help the instructor determine the starting point of a lesson. Such information can be collected through assessment from a previous related lesson, student profiles, observation, and interviews.

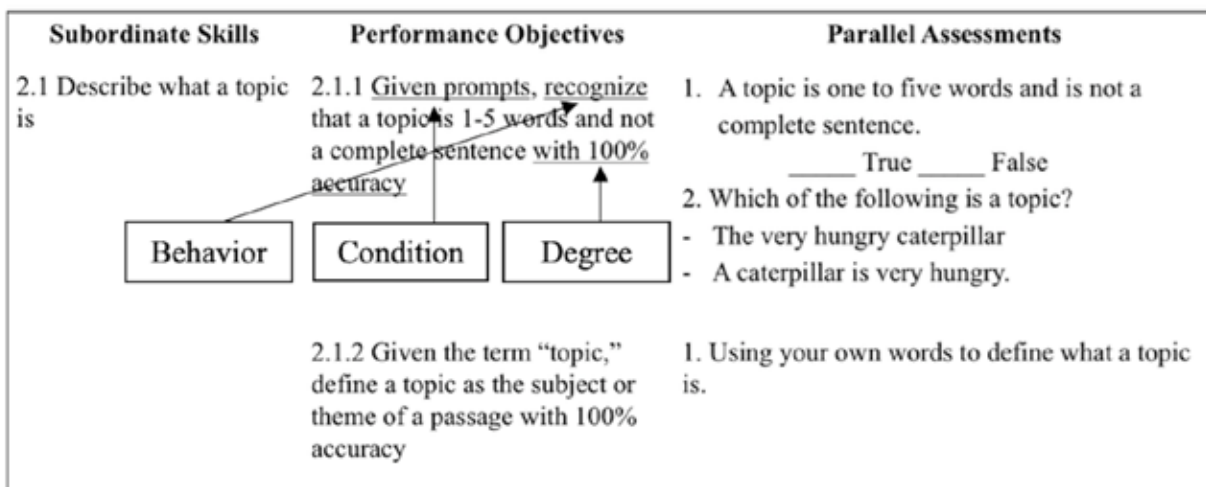
Step 2: Design

The major tasks in the design stage are to establish behavioral objectives and assessment instruments, identify instructional strategies, and select media (Holden, 2015).

Establish behavioral objectives and assessment instruments

In the analysis stage, the instructor has analyzed the subordinate skills. Now it is time to translate the subordinate skills into measurable performance objectives and design parallel assessments. A performance objective is often presented in the ABCD format, which means a performance objective should have four components: Audience (A), behavior (B), condition (C), and degree (D). Take Objective 2.1.1 as an example (See Figure 4). By adding the condition (given prompts) and the degree (with 100% accuracy), the instructor translates the subordinate skill 2.1.1 in Figure 3 into a performance objective. The audience is the students in the enhancement reading lesson by default.

Figure 4. *Establish behavioral objectives and assessment instruments*



After establishing the performance objectives, the instructor develops parallel assessments for each objective. Objective 2.1.2 is "Given the term 'topic,' define a topic as the subject or theme of a passage with 100% accuracy." A parallel assessment item for this objective is a short essay question: "Using your own words to define what a topic is."

Identify instructional strategies

After establishing the performance objective and designing parallel assessment items, the instructor identifies instructional strategies. For example, to help students describe a topic, the instructor decides to use the strategy example and non-example (See Figure 5). This strategy is often used when introducing a new concept. By providing the examples and non-examples of a topic, the instructor can help students distinguish one important aspect of a topic: A topic is one to five words and not a complete sentence.

Figure 5. Identify instructional strategies

Objective 2.1 Describe what a topic is: A topic is the overall theme or subject of a passage. It is never a complete sentence. We can use 1-5 of our own words to come up with the topic.

Examples:	Non-examples:
<ul style="list-style-type: none">• Going to college• Success in reading class	<ul style="list-style-type: none">• Going to college is important.• It is good to be successful in reading class.

Practice Items: What is a topic? Read a long sentence and use your own words to come up with the topic.

Feedback: Remind students that a topic is not a complete sentence, is 1-5 words that is the overall subject and refer back to the examples given.

Select media

When the instructor completes the design of instructional strategies and instructional activities, she will choose media that are compatible with the strategies and activities. For example, in this lesson, a computer and a projector at the teacher’s station are necessary for the instructor to present information, such as the examples and non-examples above, to the students. Computers shall also be provided to students in order for them to complete the learning activities.

Step 3: Development

The major task in the development stage is to create the instructional materials according to the blueprint in the design phase (Holden, 2015). For example, Figure 6 below is designed to be used when the instructor presents to the students what a topic is.

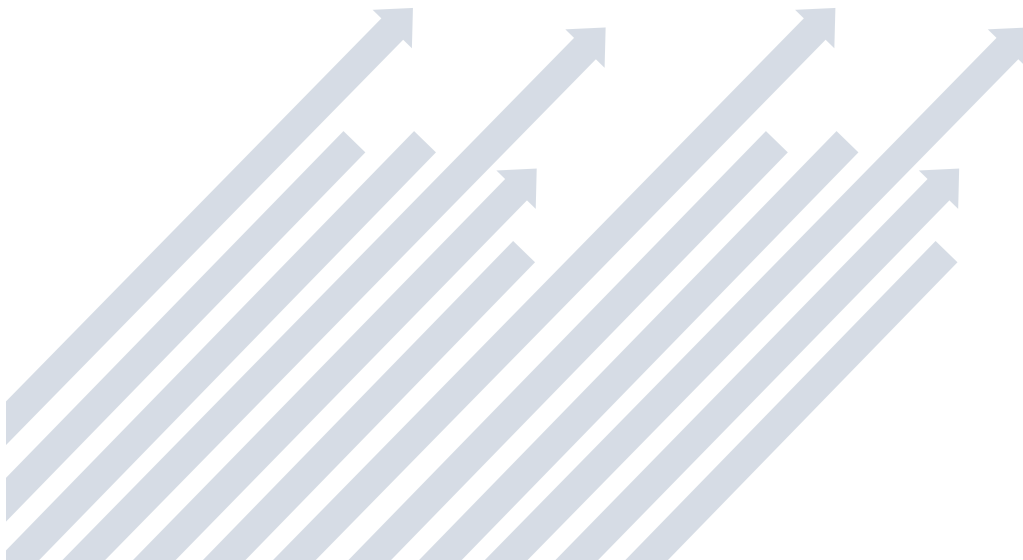


Figure 6. *Instructional material (adapted from Smith & Morris, 2014)*

Finding the Topic

- A topic is the overall theme or subject of a passage.
- It is never a complete sentence.
- We can use 1-5 of our own words to come up with the topic of the passage.

Examples:

1. Children can have fun on rainy days by making forts, baking cookies, playing computer games, or reading books.

The topic of this passage is rainy day activities.

2. Under hypnosis, people may recall things that they are unable to remember spontaneously. Some police departments employ hypnotists to probe for information that crime victims do not realize they have. In 1976, twenty-six young children were kidnapped from a school bus near Chowchilla, California. The driver of the bus caught a quick glimpse of the license plate of the van in which he and the children were driven away. However, he remembered only the first two digits. Under hypnosis, he recalled the other numbers and the van was traced to its owners.

--David Dempsey and Philip
Zimbardo, *Psychology and You*

The topic of this passage is hypnosis.

Step 4: Implementation

The major task in the implementation phase is to teach the lesson to the target audience and have the audience provide valuable feedback (Holden, 2015). When a lesson is designed and developed, pilot testing the lesson is necessary. According to Dick, Carey, and Carey (2015), there are three ways one can implement the design: through one-to-one teaching, in a small group, or through field trial. The instructor can pilot test the lesson on one target student or a small group of target students. In addition, if permitted, the instructor can implement the lesson in a real-world classroom section to the target audience. During and after the implementation, the instructor collects information on the lesson to provide feedback on the design, which is a major function of the final step in the ADDIE process, evaluation.

Step 5: Evaluation

According to Dick, Carey, and Carey (2015), there are two types of evaluation to evaluate the design of instruction: Formative evaluation and summative evaluation. Formative evaluation focuses on providing feedback to the process of the design. After implementing the lesson, the instructor can conduct a questionnaire or interview on the learners to collect feedback on the lesson. In this case, the instructor develops a questionnaire (see Figure 7) to collect students' feedback on the following aspects of the lesson: The introduction, objectives, pretest, handout, instruction process, instructional strategy, and instructor's feedback for students. After the trials are complete and feedback is collected from learners, the instructor will revise and streamline instruction.

The second form of evaluation is summative evaluation, focusing more on the learning outcomes. The instructor can use a variety of methods to assess students’ mastery level of the content. In this lesson, students’ scores in the “Finding a Topic Test” (see Figure 8) will be an important indicator for success.

Figure 7. *Formative evaluation questionnaire*

Formative Evaluation Questionnaire

Learner Number: _____ Date: _____

Directions: Use the following questionnaire to judge the effectiveness of today’s lesson and instructional materials. Please rate the quality of the instruction by circling the number on a scale of 1 (poor) to 5 (excellent) that you believe best describes each lesson part. In the right column, please describe ways that you believe we can improve each lesson part to make it clearer and more interesting for you. Thank you!

Lesson Part	Quality Rating	Suggestions for Improvement
Introduction—did the introduction give a good overview of what you would be learning in the lesson and connect the topic to other courses?	Poor 1 2 3 4 5 Excellent	
Objectives—did the objectives sound reasonable and clear?	Poor 1 2 3 4 5 Excellent	
Pretest—was the pretest appropriate for the lesson? Were the directions clear?	Poor 1 2 3 4 5 Excellent	
Handout/Memory Aid—did the memory aid provide a reminder about the topic?	Poor 1 2 3 4 5 Excellent	
Information/instruction on Objective 2.1—was the instruction adequate and clear?	Poor 1 2 3 4 5 Excellent	
Information/instruction on Objective 2.2—was the instruction adequate and clear?	Poor 1 2 3 4 5 Excellent	
Examples/Nonexamples—were the examples and nonexamples adequate and clear?	Poor 1 2 3 4 5 Excellent	
Instructor Feedback—did the instructor provide timely, adequate, and clear feedback?	Poor 1 2 3 4 5 Excellent	

Figure 8. *Test for summative evaluation (adapted from Smith & Morris, 2014)*

Finding the Topic	
Name	_____
Date	_____
Class/Instructor	_____
<p>Directions: Read the passage. Using a pen or highlighter, identify words that might let you know what the topic of the passage is. Write the topic of the passage in the designated space.</p>	
<p>Research has shown that girls and boys learn to use language differently in their sex-separate peer groups. Typically, a girl has a best friend with whom she sits and talks, frequently telling secrets. It's the telling of secrets, the fact and the way that they talk to each other, that makes them best friends. For boys, activities are central: their best friends are the ones they do things with. Boys also tend to play in larger groups that are hierarchical. High-status boys give orders and push low-status boys around. So boys are expected to use language to seize center stage: by exhibiting their skill, displaying their knowledge, and challenging and resisting challenges.</p>	
<p>--Adapted from Deborah Tannen, "How Male and Female Students Use Language Differently," <i>The Chronicle of Higher Education</i>, June 19, 1991.</p>	

Conclusions and Implications

In this paper, the authors illustrated how to use the ADDIE instructional design model to design a reading lesson in an integrated reading and writing class. They hoped to provide useful guidance to educators by describing the application of ADDIE in a relatively detailed manner.

Although the instructional context in this paper is a reading lesson, the ADDIE process can be applied to a variety of subject areas in post-secondary classrooms, which include general education dance course (Zimmerly, 2012), courses in a culinary arts program (Wang, 2011), a computer-assisted instruction module for metric area instruction for pre-service teachers (Springer, 2002), information literacy courses (Nichols Hess & Greer, 2016; Reinbold, 2013), programming language courses (Durak & Ataizi, 2016), and many other subject areas. Research found that the application of ADDIE resulted in better instructional results (Durak & Ataizi, 2016; Wang, 2011; Zimmerly, 2012).

Teachers who designed instruction with ADDIE had found positive experience using the model. For example, Nichols Hess and Greer (2016) used ADDIE to incorporate the high-impact practices recommended by the Association of American Colleges and Universities and some e-learning best practices into an online information literacy course. They concluded that ADDIE can “provide a structure around which librarians can develop a variety of instructional interactions”; “help librarians consider student engagement, learning, and assessment more intentionally”; “help to marry information literacy-specific standards and other learning guidelines, such as high-impact practices and e-learning best practices” (p. 264). At Weill Cornell Medical College, a group of librarians used ADDIE to redesign a medicine course for first-year medical students. They found the instruction

designed through ADDIE “focuses on learning outcomes relevant to students, meets students’ needs, and facilitates active learning” (Reinbold, 2013, p. 244).

Despite its successful application in many settings, ADDIE is not “a guarantee” (Reinbold, 2013, p. 255) for successful and effective instruction. As Reigeluth (1999) put it, instructional methods are “probabilistic” (p. 11). This means instructional solutions cannot guarantee desired learning outcomes, which is very different from the causal relationship in a science rule. When instructors use ADDIE to design instruction, it is important for them to keep in mind that it is more a guideline for the design process. As Reinbold (2013) stated, “The ADDIE model instructs designers on a path to develop training; however, it does not tell the designer how to do this well, or the theory behind it” (p. 255). Because of this limitation, some scholars even argued that ADDIE is not a model, but a generally agreed on framework within the field of instructional design and technology (Bichelmeyer, 2005; Molenda, 2003). Therefore, instructors using ADDIE have to argue their rationale of the design and how likely the design can bring the highest possible probability of the desired results (Reigeluth, 1999).

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Engaging in a Culture of Care for Student Success

Heather McGrwew, Assistant Teaching Professor

Department of Writing, Language and Literature

The University of Wisconsin-Superior

Student success is a key concern on all campuses, and its importance has only expanded since the onset of COVID-19. Learning losses, absences due to illness or exposure, mental health issues, loneliness and even despair—all of these effects and more have threatened our students' ability to achieve personal and academic success. As institutions, we have a call to respond to the increased needs of our students. These responses include such practices as more flexible attendance and/or due date policies; the use of multiple course delivery methods (e.g., online asynchronous and synchronous, blended, hybrid, and HyFlex); more time connecting during classes on a personal level; an increase in the number of on-campus counseling referrals; wider instructor availability; and so on.

My institution, the University of Wisconsin-Superior, continues to work on implementing multiple strategies to maintain student success. We have a relatively small campus population (approximately 2500 graduate and undergraduate online and in-person students). In addition, according to our most recent *Fact Book* for the 2020-2021 academic year, we serve many first-generation students (approximately 40% of our undergraduate students identify as first generation) and those with financial need (nearly 65% of our first-year students receive some financial aid, mostly in the form of loans). Also, many students come in academically at risk, with almost 40% of incoming freshmen graduating in the bottom half of their high school class.

Our campus offers many of the typical services and programs available at many institutions of higher education: an Educational Success Center with a Bridge Program, disability and testing services, and tutoring services; TRIO services including the McNair Scholars Program, Student Support Services, and Upward Bound; a Gender Equity Resource Center; a Writing Center; a Nontraditional and Veteran Students Center; and many other offerings that serve our students academically and socially. But recently we have

gone beyond these regular offerings to better meet student needs. For instance, the summer following the sudden shift to online instruction in spring of 2020, all instructors were required to complete a five-week course in best practices for online teaching to improve the quality of instruction. Additionally, with the online pivot, our Pruitt Center for Mindfulness and Well-Being offered virtual sessions to support students' physical and mental health during the pandemic; the Center also has adopted the PERMANENT model of well-being, which is a holistic approach that focuses on mind, body, and spirit. Perhaps most notably, however, our Strategic Plan for 2021-2024 includes as one of our three primary goals a culture of care. Embedded in this goal are commitments to students' well-being and mental health; equitable access to online and on-campus services that contribute to students' academic and personal success; and individualized outreach efforts designed to increase students' awareness of the services that are available for their unique needs. Also, the plan emphasizes that everyone—no matter what department, division, or title—has a role in caring for our students in these ways. Finally, each goal is accompanied by concrete steps to help us meet it.

I'm proud to be part of a campus that has intentionally committed to these practices for student success, but perhaps even more inspiring is the way this culture of care is practiced by individuals in classrooms and offices across campus through teaching practices, engagement in teaching-centered/SoTL scholarship, and regular/everyday interactions with students. One colleague, for example, shared how she has worked to create a compassionate and flexible experience for in-person and virtual classes, seeking to deliver the same level of quality and interaction for students in both spaces. Another colleague noticed that recent added duties (new policies, more service commitments, etc.) had resulted in a compression of the time he spent preparing for and delivering his classes; in response, he intentionally protected and prioritized

teaching over some of the added responsibilities he had as Chair of his department.

As for scholarship, our campus recognizes and supports SoTL research. We have a Homegrown Program for which practitioners engage in discipline-based research projects designed to be integrated into a teaching environment with the intent of fostering student learning. The program involves attending workshops and presenting a final project at a poster showcase. The campus also supports these projects by awarding each participant a \$1,000 stipend. Topics have ranged widely from DFW rates in 100-level classes and the use of standards-based grading in mathematics courses to strategies for increasing student engagement in online discussion forums.

On a personal level, I worked with UWS's Interim Executive Director of Student Success in spring of 2021 to create targeted, research-based interventions for our developmental students using our campus

Navigate app. Interventions included documents (PDFs with hyperlinks) about time management, procrastination, academic concerns, and mental health struggles. These were paired with video vignettes from upperclassmen sharing their experiences and challenges as they transitioned into and made their way through their college years. This culminated in a final presentation to the campus community with recommendations for moving forward.

Perhaps the practices, services, and initiatives I've mentioned here aren't all that unique. After all, higher education institutions everywhere are answering the call to improve and enhance student success. Nonetheless, I find our thriving, active, student-centered campus inspiring as we work together to make our students' experience the best it can be with multiple levels of support, a caring and compassionate community of practitioners, and high-quality instruction.

Selfies, New Media and an Icebreaker that Gets Students Right into Content

Heather Chandler, Assistant Professor, Academic Foundations

Temple College

N. Katherine Hayles wrote in "Print is Flat, Code is Deep: The Importance of Media-Specific Analysis," that literary analysis in new media "recognizes that all texts are instantiated and that the nature of the medium in which they are instantiated matters," (Poetics Today, 2004). In other words, materiality is another way to analyze information, including the informational texts I've often dismissed, like the prolific social media selfies. However, this medium of technology, one most of my students have plenty of experience with, is composition, and this composition is shaped by the technology used to create it. Sound, images, text, organization, and even the hyperlinks added to our websites all work together to deliver a message; and these compositions affect our perceptions as much as word choice, grammar, and citations.

My interest in selfies in the classroom stemmed from my previous research and activities around Guy

Debord's *The Society of the Spectacle* (1967), which argues, essentially, that our society would shift from "being" to "having" to simply just "appearing." Mass media and advertisements are the cornerstone of my composition class, as they provide both a lens and a framework for studying and responding to rhetorical appeals and argument. Most of my students are avid consumers of mass media (as are most of us) and so my students are immediately brought into an academic conversation in which their ideas and experiences are valued, allowing a shift in the traditional classroom hierarchy many of them are more familiar with. This is particularly advantageous when working with developmental and non-traditional students. If I can democratize the subject matter to a subject they are well-versed in, I can begin layering that scaffold. I admit that I'm not as much of an avid consumer of mass media as my students, so in many ways, they are the experts of content here, although I've certainly been

impressed and shaped by Debord's theory; and it is through their discussions that we designed a rhetorical essay around selfies—something I might have easily dismissed as anything but composition. And this essay has proven successful in both the traditional face-to-face classroom and the online class as a medium for introducing composition, theory, and community.

How This Works in the Classroom

I like to dive right into composition on the first day of class to show my students that composition includes more than the traditional print essays, and here's the icebreaker I use to begin that conversation in class, all while building a community of engaged learners. Dolly Parton started a selfie challenge in January 2020 that inspired a viral response on the internet. I place this viral photograph (pictured below) for the class to see and discuss. We look at a few other famous examples of those following the challenge, including Oprah, Ellen DeGeneres, and other celebrities, and this provides an excellent foundation for discussing audience. We examine the differences between what is appropriate for LinkedIn or Facebook and what the other platforms are best suited for. Next, I send the students out with their own challenge: Temple College style. I put them into groups of four or five, make sure each group has a few cell phones and willing photographers, and send them all over campus taking selfies as individuals or as a group. Even those who swear they never take selfies join in, at least with the group photos. Some challenges include a selfie at the library and a selfie with a staff member. Students can take pictures with the landscaping crew, the administrators, and the librarians, immediately allowing them to find familiar faces on campus. They return after about 20-30 minutes and I have them continue working in their groups to select and edit their favorite photos. They then send them to me, and I put them up on our smartboard. By the end of the first class, students are acquainted with each other and with our campus, but our introductions also inspire the discussion of our first lesson in English: selfies are composition.



Selfies as rhetoric provides an interesting activity and discussion that launches not only my theme of mass media and the spectacle, but also one that takes an inherently lone act and merges it with the classroom community. The students almost always collaborate, building community within the classroom and on campus. They take pictures with staff, other students, by the library, the writing center, and the student center. They capture themselves as students of our campus, as individuals with personalities—some holding wildflowers, some by their car. Nearly all my students edit these images before sharing them with me. Once I have them, I share them with the rest of the class on the screen. They introduce themselves and their composition.

Sharing the selfies helps with some concrete and abstract challenges. First, I immediately have names and images (as does the rest of the class) to help with introductions. Since these are submitted, I can go back to the folder and review before the next class, so I'm calling on my students by name very early. This also helps my students to immediately begin building community, both within our class, and on our campus. They learn they belong, that they are now college students, and this is their campus. Since most of my students do not have the luxury of orientations due to Covid-19 restrictions, the challenges also introduce them to their campus, alleviating some of the early anxieties of a new place.

How This Works in an Online Class

Instead of the standard introductory post on the discussion board, I have students take a lesson from the

Queen of Country and post a few selfies. This modified selfie challenge is a fun way for us to “see” each other in the online classroom, and it allows students some creative outlet for that first assignment. Some students display their families. Some take selfies with their pets. And some show their ideal student selfie, complete with coffee and fresh pens. In order to protect their privacy, I give them full leeway here. They can use costumes, take pictures where they are most comfortable, and use any filter that shows their personality. The goal is to break the “fourth wall” of the online classroom, and to begin taking something most students are familiar with and using that to launch a discussion that works with our content.

These selfies are great for community building, but I also teach freshman Composition, so these selfie challenges have a bit of a twist. They become the foundation for discussing writing. We write a short summary of our selfie project, and then I walk them through some questions. How many took several pictures? How many used editing software or filters? Did you consider your audience, like Dolly? We talk about how selfies are like writing. We go through many drafts, rarely capturing our ideal image with the first take. We talk about how editing polishes that image, just like it does with our essays. And we discuss how

we change our drafts based on our audience and purpose. We can’t substitute a LinkedIn photo for Tinder, and we don’t want to use informal language for an academic essay.

Students finish the introduction better acquainted with one another and our campus, and they have a stronger understanding of rhetoric, audience, and purpose. And as the instructor, I have names with the faces, once again personalizing the classroom, whether we are face-to-face or online. This challenge could easily work with other subjects, too. Students can take selfies with a number of courses in mind: pictures with famous landmarks for history, at a concert or with their favorite album for music, or in nature for sciences. We can build connections that first week between faculty and students, students and their campus, students and their peers, and of course, between students and their course topic with a few simple selfies.

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Reading Across the Curriculum: Small Teaching Practices Inspired by *How We Read Now*

Steven L. Berg, History/English Professor
Schoolcraft College

Abstract

This paper argues that, inspired by Naomi S. Baron’s *How We Read Now*, professors in all disciplines can incorporate small teaching practices that involve helping students develop reading strategies. Specific examples are provided.

Reading Across the Curriculum: Small Teaching Practices Inspired by *How We Read Now*

In a review of *How We Read Now* (2021) published in *Recursive*, I argued that Naomi S. Baron “provides

insight into current reading practices that are rooted in research while delivering practical ideas we can incorporate into our classrooms. It is an idea book for those of us who are not reading specialists to improve our pedagogical practices” (Berg, 2022). However, given space limitations, I was unable to flesh out those specific practices; practices I will describe in this essay.

I first became aware of Baron’s book last summer when James M. Lang, the author of *Small Teaching*, recommended it in “Why We Need to Rethink Digital Reading (2022).” He explained that “Baron’s book

provides a straightforward overview of a growing body of scholarship that explores both how students learn from different types of ‘texts’ (including audio) and how they prefer to read.” In their review of Baron’s book, Barbara Mujica provides an excellent summary of that research (2021).

I approached *How We Read Now* with the idea that I would learn valuable theory which I could then apply to the co-requisite writing course I was scheduled to teach for the first time. To my surprise, I discovered that although Baron’s book is rooted in theory, it inspires practical pedagogical practices not unlike Lang’s *Small Teaching* (2021). Although the styles and intents of the two books are very different, both provide active learning activities we can easily incorporate into our classrooms without major revisions to all our courses; not just co-requisite writing courses. Following are some of the strategies inspired by Baron that I initially incorporated into an early American history course and then, later, into composition and film.

Providing a Vocabulary for Discussion

I particularly appreciated Baron’s list of seven reading terms/strategies: skimming, extensive reading, one-off reading, close reading, deep reading, linear reading, and single text (2021, p. 13). These were not only helpful for me but have become invaluable for my students.

Beginning in the Fall 2021 semester of an early American history class that I taught online, I introduced these strategies to students as part of the first module. Then, for each reading assignment for the rest of the semester, I indicated how I wanted the student to read the text by first citing a specific strategy. I also included a sentence or two explaining what I hoped students would learn from it. For example:

“La Venta de la Luisiana y el Tratado Adams-Onís.” *Disenar America*.
www.designing-america.com/contenido/la-venta-de-la-luisiana-y-el-tratado-adams-onis/?lang=es

Accessed 10 Aug. 2021. [Skim]

—By reading essays originally written in other languages, we can be exposed to points of view we had not considered.

The Spanish were very much impacted by France’s sale of the Louisiana Purchase to the United States. So getting their perspective is important.

Students have appreciated the notations concerning the type of reading expected because it allows them to better manage their study time. Furthermore, because they know how to focus their studies, they learn the material better.

Asking Students to Reflect on Reading Practices

I ask students to reflect on how knowing Baron’s reading strategies can improve their work. This assignment not only requires that students review the various reading practices, but to contemplate on how they can more intentionally make decisions about their reading. The process of reflecting on what they read and then writing it down facilitates learning these strategies in such a way that they can apply them not only to my course, but to their other academic work. I have been impressed at the thoughtful responses I have received to what I feared would be an assignment students would not take seriously.

Recognizing the Limitations of Open Educational Resources and Other Online Readings

As a strong advocate of Open Educational Resources whose *Promoting Student Transformation at the Community College* (2000) was initially published as an OER, Baron’s finding that “Multiple studies now show that students are more likely to overestimate their performance when reading onscreen than when using print (2021, p. 90)” caused me to reflect on potential negative aspects of adopting OERs and other online readings into my courses.

All my courses include OERs and other online resources. Now, they all include an explanation as to why not having to purchase a textbook isn’t always a good thing.

I think that you would agree that not having to pay for a textbook is a good thing. But there is a downside to making all of the material in this class available through Blackboard. What could be the problem with free stuff? Studies suggest that there is “a significant advantage for reading in print on students’ recall of

key points and other relevant information but not the main idea” (Trakhman, 2019, p. 101). The problem is that people tend to read faster and less carefully when they read something digitally than when they are reading something in print.

Does this mean that I am setting you up to do poorly because I am providing everything online. Of course not! This course has been carefully designed to help insure that you will be successful. But, you need to be aware that because everything is online, you might be tempted to read the required texts—and the directions for assignments—faster than you should. Be aware of the potential problem and be mindful to slow down your reading speed.

Until I read *How We Read Now*, I was unaware of some of the problems associated with reading digital texts and was delighted to learn easy strategies I could share with my students to overcome problems about which they are equally unaware.

Brainstorming

When Baron explains brainstorming reading strategies, she gives us the question we can ask and context we need to kick off and effective classroom discussion: “*What are you trying to derive from what you are about to read?*” Depending on your goal, determine whether the text merits skimming, scanning, or a linear read.” (2021, p. 211) This question is related to Lang’s small teaching practice of asking students to predict what is going to be covered in a reading assignment before they start reading (2021, p. 37).

Additional brainstorming/discussion questions are included in this section (2021, p. 211-212) of *How We Read Now* and are scattered throughout the book.

Judging Credibility of Sources and Conflicting Data

I use Baron’s book to advance course concepts concerning validity of research. For example, a study likely published after *How We Read Now* went to press (Boila et al, 2020) did not support research on cell phone use (Ward, 2017; Thornton et al., 2014) which Baron cites (2021, p. 39); specifically, that students are better off if they put their cell phones in another room while studying.

I use the example to discuss with my students how we judge credibility of sources, research methodology, place of publication, date of publication, and so forth. We also consider how to handle conflicting data.

As part of the discussion, I encourage students to test the cell phone theory on their own because, at least for some students, Baron’s position is valid. Students’ responses to whether Baron’s suggestion works for them are fascinating and provide evidence to my repeated claim that not all best practices work for each and every individual. Baron could be correct in her recommended strategy even if the strategy doesn’t work for a specific individual. Or, even if it works for someone, the strategy might not actually be a best practice for most.

An Argument Against Incorporating Barron’s Small Teaching Refuted: A Case Study Using Black Majority and Sugar in the Blood

I can imagine someone being critical of so explicitly incorporating Baron into classes because it takes time away from discipline specific subject matter. Instead of using Baron to teach credibility of sources, they might argue that an historian should incorporate specifically historical evidence such as citing the small error in Peter H. Wood’s *Black Majority* (1974, p. 147, footnote 55) where he incorrectly cites a statistic from one of his sources. Or it might be better to teach my review of Andrea Stuart’s *Sugar in the Blood* (2013) in which I discuss research methodology using a history text (2014). Such an argument is an either/or fallacy because we can do both. Citing Baron gives additional credibility when I mention Wood and Stuart because it helps students learn that the skills I am covering are transferable.

Conclusion

Because it takes so little time to integrate reading strategies into our courses, we cannot afford to not teach reading strategies. Helping students become better readers makes them better historians—or better at whatever discipline is being taught. Reading *How We Read Now* is a good investment if we want to help students be more successful in our classes.

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Author Note

I mention my most recent book which was initially published as an OER. In the spirit of OERs, the paperback editions are being sold at cost of production and I make no royalties from them. There are no other conflicts of interest to disclose.

The Joy of Inclusion

Caroline Flaherty

Mathematics Instructor, Foundation Program
Gulf University for Science and Technology, Kuwait

Did someone say *inclusion*? When the word *inclusion* is spoken, often it is referring to a special group of students who require some kind of learning support within a mainstream classroom. There are so many terms that are used to refer to these students that it can be confusing. For some people, the words *disability* or *special needs* or a variety of other words come to mind. I do not like labels and cringe at the thought of lumping all students into one group. Clearly, no two people are the same. Definitely, when it comes to education *all* students should be provided with in a meaningful educational experience along with their peers. Some individuals may argue that *inclusion* has always been an educational practice since many educational settings claim to cater to the individual learning needs of their students. Does this practice really include *all* students even those with diagnosed learning disabilities and learning problems?

Well, what is a learning disability? Is a learning disability the same as a learning problem? These are both easy and difficult questions for many of us. A definition seems to be at the tip of our tongues but seems very difficult to espouse. According to the website for the Learning Disabilities Association of America, “Learning disabilities are due to genetic and/or neurobiological factors that alter brain functioning in a manner which affects one or more cognitive processes related to learning.” Furthermore, “Learning disabilities should not be confused with learning problems which are primarily the result of visual, hearing, or motor handicaps; of intellectual disability; of emotional disturbance; or of environmental, cultural or economic disadvantages.”

I believe that educators can agree that students are all individuals with specific ways of learning. For the most part, educators do their best to accommodate each student’s learning needs. Furthermore, students with a learning disability or learning problem require extra accommodations: additional time to complete assignments and assessments; additional time outside

of class for explanations and practice; special tools or other resources available to complete course activities. Although some educators may feel overwhelmed with having a student with a learning disability or learning problem in their course, it is not necessarily their fault. Unfortunately, some educators may not be well trained or experienced to deal with inclusion and may not have the resources needed to make inclusion as successful as they would like. It is definitely worrisome that there are educators out there who may ignore or not be able accommodate the needs of these students.

As the semesters have rolled by, I felt that I could handle any inclusion situation. Then all of a sudden, just as COVID-19 became prominent, educators including myself were driven online into a virtual classroom environment. Little did I know, this would also throw me into a new inclusion situation. I discovered that a blind student had enrolled in my online synchronous mathematics course. Did you read that? Yes! I wrote *blind*! Oh boy! Undoubtedly, I was very concerned. How was I to teach a blind person and especially how to do it online? Please understand that I was not afraid of assisting this student and include her in my course; in fact, I was afraid of not helping her enough and in all the possible ways to be successful in my course.

Indeed, how to teach a blind student puzzled me. I started to brainstorm and reflect on what worked for me in the past with students. I quickly made an appointment with her spoke to discuss her background in mathematics. After speaking with her, I realized that she did not have any learning disability but simply a learning problem. By the end of our first conversation, we both were optimistic that we could work together to be successful in this course. We discussed what technologies she had available; how other teachers facilitated her learning experience; how she envisioned mathematics and what her previous experiences were like. We explored what the requirements

of the course were and how we could work together to make sure she fulfilled the course requirements. After speaking with her, I started researching many technologies and brainstormed resources and tools that could be available to her. I had sleepless nights thinking of ways to teach. I even researched available technologies for blind students and discussed these technologies with the student. Fortunately, she was very open minded and cooperative to try different methods and strategies. My teaching assistant and I developed a plan to assist her in being as successful as possible.

I must say this student greatly surprised me. I did not know what to expect from a blind student. She attended class each day on time with a cheerful and positive attitude. She participated from start to finish in class. She asked many questions in class and on many occasions, assisted and encouraged other students to reason out problems; in fact, there were classes in which she even participated more than her classmates. Her classmates looked to her for guidance at times and would ask her if she could help whenever they were stuck on a problem. However, she never accepted help from other students; she was fiercely independent and insisted on coming to final answers on her own. She worked tirelessly with me and my teaching assistant, spending several hours outside of class to make sure she could understand all concepts. Indeed, her hard work paid off and she was successful in passing the course with high marks. There was a tremendous sense of accomplishment for my student, my teaching assistant and myself. I will never forget this experience.

After the course was finished, this experience prompted me to stop and reflect once again on what I thought I knew about inclusion. As I reflect on my years of inclusion, I can truly say that students with learning disabilities and learning problems have taught me a lot about myself, and, in some ways, have taught me more than I have taught them. As educators continue to serve the needs of ALL of their students, I remind them to reflect on these questions as they make inclusion a routine in their courses:

1. *Is positive communication present between the instructor and the student?*

Communication is paramount. Keeping open lines of communication between you and your students is very important to the student's sense of trust and security in the course. Through communication educators can discover the learning needs of each student.

2. *Are all students engaged?*

Teaching and learning should be meaningful to students. Include differentiated activities, examples and exercises in lectures to ensure an engaging teaching and learning environment. Be a coach and facilitator for learning. Celebrate successes and turn failures into learning opportunities and try to remember to challenge students to be their best and go beyond their limits.

3. *Who is advocating for the students?*

Educators should try to be an advocate for every student alongside already established student and learning support services. Each student deserves the right to be heard, to be counted as a valuable member of a course, and to be accountable for their part of learning.

In conclusion, educators should and must welcome *all* students into their courses no matter who they are and whatever their circumstances are. I urge all educators to enjoy the contributions that *all* students bring into the classroom and to continue cultivating a growth mindset for *all* students as well as themselves. At the end of the day, educators should smile and be content and confident that they have served *all* students to the best of their abilities. This is the joy of inclusion.

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My Story: “How Education Experience Enriches Lives and Allows Students to Conquer Their Possibilities”

Dr. Alain S. Miatudila, Sr., Associate Dean, Engineering
Central Piedmont Community College

My name is Dr. Alain Miatudila Sr. I was born in Kinshasa, Democratic Republic of Congo (DRC). As a teenager, I was interested in Architecture; drafting was my hobby and my passion. My focus changed from Architectural to Civil Engineering upon my high school graduation.

My father did his best to provide a good education for my 6 siblings and I, but education was limited due to low wages and the DRC requiring parents to pay for their children’s academic fees from elementary school to university. During my teenage to young adult years, there were no employment opportunities to support my education. Due to this, I was limited in opportunity and financially unable to attend a university in my country, which stalled my dream of becoming a civil engineer.

Fleeing potential civil war, pillaging, and strife in my country, I came to the United States as an immigrant and later received status of refugee. Upon my arrival in the US in 1996, I spoke no English. This was 6 years after graduating high school, but I still kept my dream of becoming a civil engineer. I began working full-time as a cashier at Handy Pantry gas station in Charlotte, North Carolina to earn a living. Due to language barriers at work, I enrolled in English as a Second Language class for immigrants at Central Piedmont Community College (CPC) in Charlotte, North Carolina at no cost. After two months, the class was completed, and I spent the next two years learning English through everyday conversation. After two years of work experience at Handy Pantry, I realized that something had to change.

Since I was already 28 years old, I did not want to prolong getting my degree. I applied to CPC in the summer of 1998 and was admitted as a student in the Civil Engineering Technology program. My English placement test score was very low though; therefore, I was placed into English and Reading developmental courses. The first semester was very difficult; I

struggled but was determined not to let my language barrier deter me from achieving my academic dream. I still remember my first college instructor, Dr. Patty Hill-Miller, who taught Introduction to College Reading. She constantly encouraged me to do well, continue with my studies and believed in me as a capable individual.

In 2008, I joined UNC Charlotte as a Faculty Associate in the Department of Engineering Technology and Construction Management (ETCM), the same department where I was once a student. I served in the ETCM Department for 11 years from 2008 to 2019 and taught undergraduate civil engineering technology, mechanical engineering technology, geomatics engineering technology, and construction management courses. In addition to being a full-time instructor at UNC Charlotte, I was also a student. I took classes towards a master’s degree and then a Doctorate degree in Civil Engineering at UNC Charlotte. I graduated in 2012 and 2016 respectively within the top 1% of my class. Also, in 2020, I earned the Leadership in Energy and Environmental Design (LEED) Green Associate professional certification.

From my experience, I have learned that education is a way out and up for all. I have made a commitment to lifelong learning and to inspiring students at any level from experience and understanding that holds great value for them. For example, during the Fall 2019 semester, I was a guest speaker for my first college instructor’s class, Dr. Patty Hill-Miller’s Reading Developmental course at CPC. I shared my academic and professional journey with her students. I also invited her students that expressed an interest in Engineering to visit afterwards. At the end of my



presentation, many of her students expressed a feeling of connectedness. What resonated most with them was the fact that they could relate to me. Years ago, I embarked upon the same journey that they were now just beginning, and I was once a student in the same class that they were attending. At one point, a student commented “and now you are the Boss!” and it was definitely a watershed moment. I believe that was the moment her students realized that even though they were beginning their academic studies in a developmental course, they too could do great things and accomplish their dreams.

In closing, my academic journey began in a Developmental Reading and English class at CPCC eventually leading into a Doctoral in Civil Engineering–Infrastructure and Environmental Systems class at UNC Charlotte. As a non-native English speaker, it was not easy. The Developmental Reading instructor Dr. Patty Hill-Miller inspired me to reach beyond my language limitations and to never give up. Today, I am the Associate Dean of Engineering at CPCC, the same institution and

division/department where I once was a student. I’m thankful for God as He has been merciful to me; I am grateful to be placed in this leadership position to inspire students just as these heroes from both CPCC and UNC Charlotte helped me to grow academically, professionally, and personally. If one can learn anything from my journey, it is this... hard work pays off, but you must be willing to do the hard work to get the payoff. Above all, it takes time and courage to influence others. I’m a shining example of how education experience enriches lives and allows students to conquer their possibilities.

If you’d like to read more about Dr. Alain S. Miatudila, Sr.’s heartfelt journey, click on the following links:

<https://africanshapers.com/en/how-education-experience-enriches-lives-and-allows-students-to-conquer-their-possibilities-by-dr-alain-s-miatudila-sr/>

<https://engr.charlotte.edu/news/2021-10-08/former-studentfaculty-member-dr-miatudila-recognized-outstanding-national-alumnus>

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