University of Kentucky

UKnowledge

Theses and Dissertations--Communication

Communication

2015

TRANSFORMING TEACHERS: EXPLORING CHANGING PERCEPTIONS THROUGH PARTICIPATION IN A PROFESSIONAL DEVELOPMENT PROGRAM

Taylor Brashear
University of Kentucky, tbrash2138@gmail.com

Right click to open a feedback form in a new tab to let us know how this document benefits you.

STUDENT AGREEMENT:

I represent that my thesis or dissertation and abstract are my original work. Proper attribution has been given to all outside sources. I understand that I am solely responsible for obtaining any needed copyright permissions. I have obtained needed written permission statement(s) from the owner(s) of each third-party copyrighted matter to be included in my work, allowing electronic distribution (if such use is not permitted by the fair use doctrine) which will be submitted to UKnowledge as Additional File.

I hereby grant to The University of Kentucky and its agents the irrevocable, non-exclusive, and royalty-free license to archive and make accessible my work in whole or in part in all forms of media, now or hereafter known. I agree that the document mentioned above may be made available immediately for worldwide access unless an embargo applies.

I retain all other ownership rights to the copyright of my work. I also retain the right to use in future works (such as articles or books) all or part of my work. I understand that I am free to register the copyright to my work.

REVIEW, APPROVAL AND ACCEPTANCE

The document mentioned above has been reviewed and accepted by the student's advisor, on behalf of the advisory committee, and by the Director of Graduate Studies (DGS), on behalf of the program; we verify that this is the final, approved version of the student's thesis including all changes required by the advisory committee. The undersigned agree to abide by the statements above.

<div align="right">

Taylor Brashear, Student

Dr. Deanna Sellnow, Major Professor

Dr. Bobi Ivanov, Director of Graduate Studies

</div>

TRANSFORMING TEACHERS: EXPLORING CHANGING PERCEPTIONS
THROUGH PARTICIPATION IN A PROFESSIONAL DEVELOPMENT PROGRAM

_____

THESIS

_____

A thesis submitted in partial fulfillment of the requirements for the degree of
Master of Arts in the College of Communication and Information
at the University of Kentucky

By

Taylor Brashear

Lexington, Kentucky

Director: Dr. Deanna Sellnow, Gifford Blyton Endowed Professor of Communication

Lexington, Kentucky

2015

ABSTRACT OF THESIS

TRANSFORMING TEACHERS: EXPLORING CHANGING PERCEPTIONS
THROUGH PARTICIPATION IN A PROFESSIONAL DEVELOPMENT PROGRAM

Communication across the curriculum (CXC) programs are becoming increasingly common as institutions of higher learning recognize the need for improving communication skills in college students. Consequently, the University of Kentucky (UK) is piloting Presentation U, a multimodal communication across the curriculum (MCXC) program. This study examines the degree to which the Faculty Fellows program succeeds in helping faculty across the university integrate effective communication instruction and assignments into their courses. For this study, all faculty members participating in cohort #2 of the program responded to surveys and wrote reflection papers regarding their experiences. Their responses were analyzed and conclusions drawn. The study, grounded in the adult theory of transformative learning, found evidence of worldview transformation among faculty fellows as a result of their participation in the program.

KEYWORDS: Communication Across the Curriculum, Adult Theory of Transformative
Learning, Faculty Professional Development, Faculty Fellows Program,
Transformation of Worldview

Taylor Brashear
Student's Signature
04/13/2015
Date

TRANSFORMING TEACHERS: EXPLORING CHANGING PERCEPTIONS
THROUGH PARTICIPATION IN A PROFESSIONAL DEVELOPMENT PROGRAM

By

Taylor Brashear

Dr. Deanna Sellnow
Director of Thesis
Dr. Bobi Ivanov
Director of Graduate Studies
04/13/2015
Date

ACKNOWLEDGEMENTS

Writing this thesis would not have been such an enriching educational and personal experience without the help and guidance of several people. First, I would like to thank my advisor, Dr. Deanna Sellnow. Your positive attitude and continued support made this project possible. I am truly lucky to have had an advisor who answered countless emails and questions, who pushed me to reach seemingly impossible deadlines, and who encouraged me to be the best graduate student I could be. I could not have done this without you!

I would also like to thank my committee members, Dr. Jami Warren and Dr. Brandi Frisby. Jami, I thank you for helping me to keep everything in perspective. You kept me grounded when I got overwhelmed. Brandi, I thank you for your constant willingness to help. Your patience and assurance were essential. By serving on my committee, both of you allowed me the educational opportunity of employing a mixed methods approach to my thesis.

I would like to thank my undergraduate advisor and friend, Dr. Molly Reynolds. You have provided me with so many invaluable opportunities over the years, and I have enjoyed and learned from all of them. Thank you for always having my best interest at heart and inspiring me to pursue a Master's degree.

Thank you to my graduate cohort for being a support system that understood the stressors and triumphs of graduate school. You all have such bright futures and I am honored to have journeyed through this program with each and every one of you. I would like to especially thank Chanson and Tamika for being by my side throughout the entire graduate school process. We applied and were accepted together, we've taught and taken

classes with each other, we've studied and conducted research with one another, and now, we're finishing and graduating together.

Lastly, as I mentioned that writing this thesis was an enriching experience both educationally and personally, it is also an experience that I could not have had without the love and support of my family and friends. I would like to thank my parents, Tom and Peggy, and my sister, Kristen, for their unwavering love and support. You instilled the value of education in me at a young age; as I have carried it with me thus far, I will also continue to do so in the future. Without your encouragement, love, support, guidance, and belief in me, I could never have made it this far. Thank you to my boyfriend, Luke, my best friends, Mary Gordon, Shelby, Caitlin, and Joanna, and my sisters in Chi Omega. I am just as proud of all of you as you are of me. To all of my academic guides, family, and friends: thank you for helping me to reach my goal.

TABLE OF CONTENTS

Chapter One: Introduction

According to Dannels (2001a), "the communication across the curriculum movement was alive and well before the Boyer Report on Undergraduate Education, yet it received a stamp of support, approval, and encouragement with Boyer's acknowledgement of the importance of communication skills across the curriculum" (p. 50). This recognition, in addition to other public coverage, positioned the idea of communication across the curriculum (CXC) at "center stage in many national conversations" (p. 50). The purpose of these programs was, and still is today, to develop effective communication skills in college students through activities that require them to demonstrate said skills. In implementing a CXC learning model, several key components must be present in order to ensure program success. These include both student and faulty support, means for assessment, and resources specific to each discipline. Research has shown that only a limited number of existing CXC programs can account for all of these critical components, thus increasing the potential for program breakdown (Dannels, 2001a). Given the growing need for CXC programs and the components necessary for implementing such a model, UK created Presentation U. Presentation U is a multimodal communication across the curriculum (MCXC) program that aims to vertically integrate communication skills across all disciplines through both student tutoring and faculty development support.

This study focuses specifically on the faculty development support component of Presentation U. The purpose of this study is to gain a perspective into an MCXC program, Faculty Fellows, and its effects on participants' perceived competence in integrating multimodal communication in their disciplines, participants' abilities to apply

effective communication elements to assignment descriptions and grading rubrics, and participants' transformation of their worldview about teaching and learning communication in their disciplines. The researcher hopes to expand the use of transformative theory of adult learning, in applying the theory to faculty at the college level, in addition to exploring how Presentation U at UK affects faculty members' perceived confidence to integrate multimodal communication into their courses and their worldviews related to teaching and learning. In producing faculty who are better able to teach effective communication skills in their disciplines, UK should graduate students who demonstrate effective communication skills.

Problem and Rationale

Smart and Featheringham (2006) argue that, "regardless of the content specialty-from accounting to information systems to finance- employers view effective communication as critical to an individual's success in today's competitive workplace" (p. 276). Unfortunately, research reveals an ongoing gap between the communication skills that employers value in college graduates they hire and those being developed throughout students' college careers (Huegli & Tschirgi, 1974; Harvey, 2000; Hart Research Associates, 2009). Harvey (2000) notes a "sterile debate about whether employability skills should be embedded in the curriculum or taught as separate units" (p. 11). The primary argument rests on the notion that embedded approaches classify employability skills of equal significance as knowledge and require all lecturers to speak to them, while supplementary approaches guarantee that the skills are included and have competent lecturers teaching them. Nonetheless, in order to create empowered teachers

and learners, those in higher education need to develop a "critical, transformative approach to learning" (Harvey, 2000, p. 11).

This need for transformation in higher education led to the development of various kinds of communication across the curriculum (CXC) programs. These programs "provided instructional support for teaching communication practices in non-communication classrooms" (Dannels, 2001b, p. 144). Dannels (2001a) comments,

The CXC programs of the past 25 years did an excellent job gaining status for the movement, placing communication across the curriculum at the center of national discussions, and creating a collective wisdom of directors to pass along to those who are just beginning in the movement. Yet the CXC programs of the past two decades years are different than those emerging, thriving, and growing today and from those that will flourish in the next two decades. (p. 51)

Over the years, some CXC programs failed and others flourished. Best practices in implementing programs of this nature have emerged, providing a framework for those academic institutions that aspire to transform their own learning models through an approach that is "interdisciplinary, yet rooted in the foundation of the communication discipline" (Helsel & Hogg, 2006, p. 49). CXC programs allow teaching and learning to become an "active process of coming to understand," in which participants are able to "go beyond the narrow confines of the safe knowledge base of their academic discipline to applying themselves to whatever they encounter in the post- education world" (Harvey, 2000, p. 13).

According to Kreber and Castleden (2008), "teaching expertise requires a disposition to engage in reflection on core beliefs, particularly but not exclusively within

the domain of goals and purposes" (p. 509). Transformative theory of adult learning contends that, in practicing critical self-reflection and in becoming self-aware, teachers and learners can reach emancipatory knowledge and autonomy (Mezirow, 1991). Reaching autonomy, or "acquiring more of the understandings, skills, and dispositions required to become . . . effective in acting on the result of this reflective learning process," is critical for those persons integral to the implementation of a new learning model, such as CXC (Mezirow, 2000, p. 29). That said, "curricula, instructional methods, materials, assessment, and faculty and staff development should address both learner objectives and this goal of adult education" (Mezirow, 2000, p. 31). In understanding all that is necessary for the implementation of a new learning model, transformative learning seems to be an appropriate vehicle for achieving success.

This research project could provide evidence of worldview transformation among participating instructors at UK, thus creating a framework for replication at other universities. Various UK stakeholders will benefit from learning the results of this assessment, as well as others in high education across the country. "Emphasizing the need for the development or critical, reflective, empowered learners raises fundamental questions about traditional forms of teaching in higher education and the priorities of higher educational institutions and governments" (Harvey, 2000, p. 14).

Organization

This thesis is organized into five chapters. The first chapter introduces the problem and rationale for the study. In particular, the chapter discusses the current deficiency in college graduates' effective communication skills and a plausible solution in vertical integration of these essential skills in upper division coursework across all

university disciplines. The second chapter provides a review of the existing research. The third chapter explains the methods used to conduct the study. The fourth chapter reports the results and, finally, the fifth chapter offers conclusions and implications, as well as limitations and future directions.

Chapter Two: Literature Review

As college graduates enter the job market, employers are looking for unique skills and outstanding abilities. One constant theme that runs through the literature is that employers seek new hires with effective communication skills (e.g., Huegli & Tschirgi, 1974; Harvey, 2000; Robles, 2012). However, recent research has shown that students are graduating from college and entering the workforce with insufficient communication skills (Hart Research Associates, 2009). Consequently, institutions of higher education are faced with the challenge of modifying learning outcomes, curriculum, and learning models to address this critical need. In making changes of this nature, both student and faculty support are vital for successful implementation. Though employers are looking for accomplished new hires with exemplary talents, it seems that universities need to revert back to basics in terms of establishing effective communication skills through general education and then growing them in various upper-division courses meant for career preparation.

This literature review explores the need for multimodal communication across the curriculum, a program of this nature being implemented now at UK, and the critical aspects of said program that will make it a successful one. From 2006-2013, UK had a graduation writing requirement (a.k.a. GWR). The requirement focused specifically on writing a 15-page academic research paper. Beginning in Fall 2014, the university replaced the rigid GWR with the GCCR (graduation composition and communication requirement), which is a more flexible requirement that allows programs to integrate the kinds of communication skills that are specific to individual disciplines. Multimodal communication across the curriculum (MCXC) is appropriate as the means of

implementation because of its innovative emphasis on multiple modalities (oral, written, visual), delivered over various channels (face-to-face, flat print, digital), in developing effective communication skills.

The next section is comprised of a theoretical overview that positions transformative learning as an essential guide of professional development, as well as a pedagogical and theoretical model for effective communication teaching and learning. Finally, instructional communication serves as the research context for studying the connection between professional development and faculty competence in integrating multimodal communication into their disciplines. This literature review builds an argument for the proposed research questions and methods to assess the value of professional development in a multimodal communication across the curriculum program.

Employer Desires of College Graduate's Communication Skills

The narrative of employer desires for communication skills has been an issue for decades. Huegli and Tschirgi (1974) conducted a study, which investigated the "nature of first jobs after hiring for its graduates and assessed their academic preparation for such positions" (p. 24). Participants were asked to complete questionnaires regarding their "job duties, communication skills required, and their estimated proficiency with such skills" (p. 24). The graduates were asked to be specific about the "nature of educational experiences that proved useful in skills development and to suggest communication course improvements" (Huegli & Tschirgi, 1974, p. 24). The results showed that communication skills were vital to the graduates' job success, as they reported essential

duties such as conferences with coworkers, listening to others' ideas and suggestions, written reports about their work, and public appearances and speeches.

The researchers also claimed that, as an employee "moves up the in organizational hierarchy, his *[sic]* communication skills expertise will be challenged by more complex communication problems" (p. 26). Important to note is the fact that, while the graduates described satisfaction with many educational experiences in public speaking, report writing, and letter writing exercises, they also expressed a desire to have been better prepared in oral reporting, letter writing, and application of communication theory (Huegli & Tschirgi, 1974). Employers commented on graduates' academic preparation, reporting that there was "need for more effective report writing and speaking," "need for more effective oral and written skills in communicating with people," and "need for more effective communication skills in general" (p. 26). Consequently, there is evidence of an existing disparity between "employees' perceptions of their communication skills effectiveness and their supervisors' perception of skill effectiveness" (p. 27). This research provides further support for the need of students to form a firm foundation "in applying basic communication skills" in order to be esteemed as an employee and a competent communicator (p. 26).

More than 25 years later, research continues to raise the same issues. Harvey (2000) explains that "the employer- higher education interface" has become a new reality of higher education (p. 3). The most significant role, perhaps, in higher education is to "transform students by enhancing their knowledge, skills, attitudes and abilities while simultaneously empowering them as lifelong critical, reflective learners" (p. 3). Researchers have found that, though "subject specific knowledge, understanding and

skills are still extremely important in many cases, these *alone* are unlikely to secure a graduate occupations in which they can be satisfied and successful" (Pool & Sewell, 2007, p. 10). That said, employers repeatedly emphasize the necessity to develop a variety of personal, intellectual, and interactive attributes to succeed at work (Harvey, 2000). Harvey (2000) lists the essential interactive attributes to be communication, teamwork, and interpersonal skills.

> These are necessary to communication, formally and informally, with a wide range of people both internal and external to the organization *[sic]*; to relate to, and feel comfortable with, people at all levels in the organisation *[sic]* as well as a range of external stakeholders, to be able t make and maintain relationships as circumstances change. (p. 8)

In essence, the new hire skills identified as being valuable to employers have not changed for a quarter of a century, communication skills being the first cited (Harvey, 2000). However, Harvey (2000), like other researchers, comments that these skills may not always be adequately realized in higher education's programs of study.

In 2009, Hart Research Associates conducted a study for The Association of American Colleges and Universities on employers' views on college learning in the wake of an economic downturn. The researchers interviewed 302 employers who belong to organizations that have 25 employees or more and report that 25% of their new hires "hold either an associates degree from a two-year college or a bachelor's degree from a four-year college" (p. 1). Interview participants included executives in the private sector, as well as in non- profit organizations (i.e., owners, CEOs, presidents, C-suite executives, and vice presidents). The results showed that 89% of respondents listed "the ability to

communicate effectively, orally and in writing" as the most significant learning outcome that "colleges should place greater emphasis on" (Hart Research Associates, 2009, p. 1). Unfortunately, only one in four employers reported, "two-year and four-year colleges are doing a good job in preparing students for the challenges of a global economy" (p.1). Consequently, "employers believe that colleges can best prepare graduates for long-term career success by helping them develop *both* a broad range of skills and knowledge *and* in-depth skills and knowledge in a specific field or major" (p. 1).

Though technical expertise is certainly important, proficiency in soft skills is considered essential in job applicants. Robles (2012) describes soft skills as being "made up of the combination of interpersonal (people) skills and personal (career) attributes" (p. 457). Soft skills are so highly regarded because their application extends beyond an individual's profession in that they are constantly being shaped by said individual's approach to daily life. Robles' (2012) research found that communication, "oral, speaking capability, written, presenting, listening" was identified by organization executives to be the most critical soft skill sought when hiring new employees. All executives who participated in the study deemed communication as important or very important. While some assume that communication is a basic skill that everyone possesses, it is not a reality that everyone communicates well (Robles, 2012).

Research suggests that organizational recruiters want candidates who possess competent communication soft skills and those who "have the ability to make a difference in the work place" (Robles, 2012, p. 462). Soft skills, such as communication, are an equally effective "indicator of job performance as tradition job qualifications (hard skills)" (p. 462). Robles (2012) comments "soft skills are critical in today's workplace

and should be viewed as an investment" (p. 462). Instructional strategies to implement both soft skills and hard should be applied in the classroom with the end goal of enhancing interpersonal skills and creating well-rounded graduates who are sufficiently prepared for the job market (Robles, 2012). Thus, academic institutions need to better prepare students with effective communication skills to be most successful when they enter the job market.

Based on employer desire to hire graduates with more effective communication skills, UK put forth the idea of multimodal communication across the curriculum (MCXC), in the form of Presentation U, as a possible Quality Enhancement Plan (QEP) topic. An effective QEP is a campus-wide initiative designed to improve student learning or the environment for learning. In April 2013, Presentation U was selected and supported by Southern Association of Colleges and Schools (SACS) as the QEP that would serve to earn Reaffirmation of Accreditation of the university through its five-year implementation period. "The QEP builds on communication skills developed through the UK Core (general education) curriculum by targeting the development of multimodal communication skills in upper-division undergraduate students" ("Quality Enhancement Plan: *Presentation U,*" n.d., p. 5)

Previous Attempts to Address Communication Skill Development

Programs like UK's MCXC QEP, Presentation U, first appeared in the 1970s and 1980s as a constituent of general education (Cronin & Glenn, 1991). Some researchers speculate that the Writing Across the Curriculum (WAC or WXC) and Communication Across the Curriculum (CXC) programs may have been created, in part, "as a response to a perceived literacy crisis captured by a 1975 Newsweek article, "Why Johnny Can't

Write." (p. 29). Nevertheless, this trend of students graduating with inadequate communication skills has continued through the years, providing a main rationale for the creation of these programs (Cronin & Glenn, 1991). Research shows that nearly half of the CXC programs established before 1990 were closed by the late 1990s. Some primary reasons for the disbandment of these programs included financial constraints, lack of widespread leadership, and inefficient organization of the institutes ("Quality Enhancement Plan: *Presentation U*," n.d.).

The last decade, however, has seen such programs emerging again with "renewed momentum" ("Quality Enhancement Plan: Presentation U," n.d., p. 29). In learning from the past, these programs have been altered to be more resilient and effective in their mission of providing students with various, applicable communication skills. That said, WAC and CXC programs are now merging to meet the realization of academic institutions that communication goes beyond only writing or speaking ("Quality Enhancement Plan: *Presentation U*," n.d.). Helsel and Hogg (2006) suggest five potential models for a successful program, including (1) speaking- intensive programs, (2) combined speaking and writing programs, (3) discipline-specific programs, (4) faculty development programs, and (5) start-up programs. Moreover, research illustrates greater success in programs that consider faculty development, training, and acknowledgment to be a primary focus (Helsel & Hogg, 2006). Ultimately, to achieve the most success possible both student support and faculty development need to be included in them. (Dannels, 2001a). Still, only about twenty percent of established programs address both areas of focus (Helsel & Hogg, 2006). The existing literature on CXC programs, both successes and failures, led the creators of Presentation U to shape their program to

provide structured emphases on both student tutoring and faculty development in order to ensure the best possible opportunity for achievement.

Development of Communication Skills at UK

Longitudinal research conducted using the Collegiate Learning Assessment (CLA) indicates that UK students are not measuring up to the standards set nationally in written communication competencies. CLA scores suggest that "student improvement on analytic writing tasks" from freshman year to senior year falls beneath expected levels; "moreover, this result occurs between the rising junior and senior years, during which time improvement is well below expected levels" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 5). These findings combined with the facts that "oral and visual communication skills have not been emphasized adequately" and that "multimodal communication is a new and challenging need for today's graduate" encouraged UK to choose MCXC as its QEP topic (p. 5). Accordingly, the overarching goal of Presentation U is to "prepare students to employ effective, state-of-the-art, multimodal communication skills as expected of professional in their chosen fields" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 5). According to the Quality Enhancement Plan proposal:

> Presentation U will improve upper-division student multimodal communication across the curriculum through skill-building beyond the general curriculum communication pedagogies using a two-prong best-practices-based approach to educate faculty to be better teachers, mentors and role models and to prepare students to be capable producers of information. (p. 6)

An additional related purpose of Presentation U is to replace the University-wide Graduation Writing Requirement (GWR), which was unsuccessful in achieving campus-

wide support and buy-in to the Graduation Composition and Communication

Requirement (GCCR) The GWR called for the implementation of "a writing- intensive

course into all majors across the University," and though some students were achieving

the requirement, they were doing so through English courses rather than "through an

assignment or series of assignments in the student's chosen major" (p. 28). The GWR has

been revised into the Graduation Composition and Communication Requirement

(GCCR), which is "more directly aligned with the integrated written, oral, and visual

communication outcomes in the UK Core" ("Quality Enhancement Plan: *Presentation

U*," n.d., p. 28). In replacing a general writing requirement, the GCCR provides "a more

flexible communication requirement tailored directly to the expectations of the

professions for which each major prepares its students" (p. 28). Because the GCCR is to

be controlled within each department, Presentation U will "provide the necessary faculty

education and student tutoring support infrastructure to ensure the success of this

expanded requirement" (p. 28). "Thus Presentation U will break new ground in helping to

fill this instruction and assessment gap at UK" ("Quality Enhancement Plan: *Presentation

U*," n.d., p. 28).

Presentation U

Presentation U is innovative in that it employs a "two-pronged approach: a

Student Tutoring Program and a Faculty Fellows Program, both administered at the

Presentation U center" (p. 96). Regarding the Student Tutoring component, the

Presentation Center staff helps student clients to create and refine multimodal

communication "projects and products" (p. 6). The Faculty Fellows Program includes

"incentive-based cohorts of 25 volunteer faculty members per semester" ("Quality

Enhancement Plan: *Presentation U*," n.d., p. 6). Each Faculty Fellow was asked to select a course to revise during their first semester in the program, deliver the "new multimodal-rich course" in their second semester, and assess and develop their course revision throughout their last semester (p. 6). Expectantly, students and faculty will apply the principles they learn from their respective programs in future courses, and subsequently impact additional students and faculty.

Perhaps the feature that sets Presentation U apart from other communication across the curriculum programs is the Faculty Fellow Program. After all, "a program focused on developing students' broad-based communication skills cannot thrive without the predominant presence of an educated, skilled faculty" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 41). The Faculty Fellows Program provides "training focused specifically on designing instruction, assignments, evaluation rubrics, and assessment methods" to faculty who seek to integrate multimodal communication into their classrooms (p. 41). In order to be eligible to participate in the program, faculty must commit to a three-semester cohort experience. In semester 1, they work with communication experts to revise a syllabus to integrate multimodal communication instruction and assignment(s). In semester 2, they teach the revised course and collect MCXC student products. In semester 3, they assess the instruction and student work and revise the curriculum as warranted in the assessment results. In an attempt to build diverse Faculty Fellow cohorts that represent all university majors, courses to be modified "can come from any discipline and be self-selected by colleges, departments, and faculty" as long as they can be appropriately revised to "include an MCXC student

learning outcome along with instruction and assignments to teach and assess it" ("Quality

Enhancement Plan: *Presentation U*," n.d., p. 42).

All members of the Faculty Fellow program earn "an incentive stipend ($3,000)

for participating in a three-semester cohort" (p. 42). Each cohort of Faculty Fellows

attends regular meetings to "develop and implement needs-based multimodal

communication material in their courses as well as to refine them based on review of

assessment materials" (p. 42). Upon completion of the Faculty Fellows Program,

participants are urged to apply the concepts learned and "continue to teach multimodal

communication in these revised courses" (p. 42). Upon successful completion of the

three-semester program, participants earn a Certificate of Achievement and are

acknowledged at a public ceremony in recognition of their ongoing efforts to implement

MCXC. "Their successful instructional methods, assignments, and student products will

be showcased at the Presentation Center" ("Quality Enhancement Plan: *Presentation U*,"

n.d., p. 42).

In reviewing the history, current condition, and obstacles faced by previous WAC

and CXC programs, numerous best practices emerged. The best practices focus clearly on

each of the following ideas: "faculty development and support paired with a student

tutoring program, assessment, vertical integration of relevant communication skill

training within the disciplines over the course of a student's entire college career, and

interdisciplinarity" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 32).

Presentation U addresses each of these best practices. Additionally, Presentation U

employs four additional different components in order to create the best possible program

for achieving the goal to integrate multimodal communication across the curriculum.

First, as mentioned previously, a program that focuses on both faculty

development and student tutoring enriches student education, faculty participation, and

campus-wide faculty coordination. Training and consultation with faculty is critical in

helping them to understand what communication is and how to evaluate it (Helsel &

Hogg, 2006). "Thus, faculty development comprises one of the three learning outcomes

of Presentation U" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 32). Research

has shown that lack of faculty engagement and development has been a leading cause for

the failure of past programs (Cronin & Glenn, 1991). To remedy this, Presentation U

created the volunteer Faculty Fellows Program "supported by financial incentives for

faculty participation…, located the program within the Provost's office to ensure

University support, and established a budget that supports successful implementation" (p.

32). Presentation U also includes a student tutoring element to "help students refine their

multimodal communication projects for classes, conferences, or other professional

presentations" (Cronin & Glenn, 1991, p. 32).

Second, learning outcomes and assessment should be the driving forces behind

such programs (Cronin & Glenn, 1991). Assessment should be a priority in realizing

what students have learned and can apply upon graduation. Helsel and Hogg (2006) also

suggest that program assessment should be associated with the university assessment

program to ensure consistency. Presentation U believes that "assessment for

improvement of communication skills over time must occur throughout a student's

college career rather than in only one class or only when students visit the tutoring

center" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 32). Therefore, "learning

outcomes and assessment findings" will be critical in the development of Presentation U, "which will undergo continuous assessment and improvement" (p. 32).

Third, communication skill development programs should be included in various areas of study throughout the university. According to previous research, another reason that early WAC and CXC programs may have failed is because they were only associated with general education. Consequently, "after students completed their written and oral communication general education courses, they failed to transfer those skills into their work in upper-division major courses" (p. 33). Effective communication skills, though taught in some foundational classes, "are made relevant only when vertically integrated and refined within the disciplines" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 33). This idea lends itself to reason for Presentation U's targeting of juniors and seniors in upper-division classes of varying disciplines for skill development.

Fourth, in order to ensure successful implementation of both WAC and CXC programs, the implementation must be purposefully interdisciplinary. In sharing contributions and leadership responsibilities among diverse disciplines, these programs can become cohesive in existing within the university structure. To execute this interdisciplinarity, Presentation U "employ[s] communication experts to serve as consultants who work with faculty within various disciplines to develop instructional strategies and assignments suited to the outcomes expected of graduates in those programs" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 33). This technique is sometimes known as communication in the disciplines (CID) instead of CXC, which can be mistaken as a more general approach to integration communication skills development. In achieving interdisciplinarity of such a program, "one size certainly does

18

not fit all when it comes to the types of communication skills required in different professions and in interaction with those professions' diverse communities" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 33).

In addition to ensuring that each of the best practices found in existing research of WAC and CXC programs has a place and implementation plan in Presentation U, this particular program boasts other unique features that will serve to ensure its accomplishment at UK. Presentation U is innovative in its vertical integration of UK core (general education) value concepts, its Leadership Team of instructional education experts, and its collaboration with existing units on campus.

Though Presentation U was chosen as the university's most recent QEP, it "addresses another important UK aim, which is based on fundamental design principles underlying UK's revised general education curriculum- UK Core" (p. 27). In an effort to generate a new and improved general education curriculum in 2008, the University Senate and Provost collaborated to establish a General Education Reform Steering Committee "to do so in ways that adhered to seven essential design principles" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 27). One of these newly established UK Core seven design principles requires the University's general education program to, "Intentionally identify and strengthen the connections between the general education curriculum and the student's major field of study" ("Design Principles of a Revised General Education Curriculum for UK," n.d., p. 1). Additionally, UK Core frames the seven design principles within four measurable learning outcomes, including "Students will demonstrate competent written, oral, and visual communication as producers and consumers of information" ("Learning Outcomes of General Education," n.d., p. 1).

By targeting students in upper-division classes, Presentation U aims to complement the "design principles and learning outcomes of UK Core," instilled in students during their freshman and sophomore years ("Quality Enhancement Plan: *Presentation U*," n.d., p. 28). The UK Core addresses this particular learning outcome of students demonstrating competent communication skills "through a two-course integrated multimodal composition and communication sequence that reflects effective communication skills and practices" (p. 28). Subsequently, Presentation U further develops the UK Core learning outcome by "reinforcing multimodal communication skills that meet the needs of each student's individual discipline" (p. 28). Thus, the goal of vertically integrating "relevant communication skill training that builds on successful general education outcomes and focuses on skill development of junior and senior students in upper-division courses" will be met ("Quality Enhancement Plan: *Presentation U*," n.d., p. 34). Students should graduate from UK having acquired the composition and communication skills needed to thrive in the careers their academic majors represent. Though the basic fundamentals of effective composition and communication "are being taught as part of UK Core, many additional skills are discipline or profession specific," which necessitates vertical integration across diverse disciplines (p. 81).

According to "Quality Enhancement Plan: *Presentation U*" (n.d.), "unique to Presentation U is the focus on MCXC content expertise (related to instructional design, assignments, and evaluation and assessment rubrics) that is not currently available in any existing University of Kentucky support program" (p. 43). The Presentation U Leadership Team (i.e. Director, Coordinators, Implementation Team, and Advisory

Board) is made up of experts and scholars in various fields of communication. The Leadership Team plays various roles in helping to effectively achieve all learning outcomes anticipated with the successful implementation of Presentation U. Members of the Leadership Team serve as mentors for the Faculty Fellows to ensure that they receive informed assistance in creating, implementing, and evaluating a multimodal communication assignment. They also develop and deliver large group professional workshops to teach faculty about MCXC and how to integrate this kind of communication into their classrooms. The Leadership Team is also responsible for choosing the staff and student tutors to work at Presentation U as well as training them to effectively tutor and facilitate small or large student workshops when requested by instructors.

Critical to the success of Presentation U is purposeful collaboration with other, similar units on campus. Meaningful collaboration will "capitalize and expand upon the expertise of systems in place on campus to maximize physical and human resources" (p. 43). In establishing "effective student tutoring models," each of the UK student tutoring partners' practices were beneficial in informing Presentation Center tutoring efforts ("Quality Enhancement Plan: *Presentation U*," n.d., p. 43). Working in conjunction with units such as the Center for Excellence in Learning and Teaching (CELT), the Presentation U Leadership Team will collaborate to develop and deliver Faculty Fellows trainings and consultations techniques. "These workshops will first teach certain MCXC skills to instructors, then methods for teaching and assessing them in their classrooms" (p. 43). For example, faculty who want to integrate an oral presentation assignment into their course work "would first be taught to [give an effective oral presentation]

themselves and then advised on how to best teach and evaluate oral presentations in their classes" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 44). In partnering with units similar to Presentation U across campus, collaborative and mutually beneficial relationships will be formed.

While programs similar to that of Presentation U exist across the country, "none of them was originally created with the goal of intentionally and purposefully embracing all thee modalities (written, oral, visual) and all three delivery channels (flat print, face-to-face, digital)" (p. 29). Accordingly, the multimodal communication focus of the Presentation U program will position UK among the innovators in focusing on communication in a broader sense across the curriculum. As a result, "UK graduates will also stand out as trendsetters by demonstrating the higher level of multimodal communication skills that employers are seeking, helping the University achieve its mission, vision, and goals" ("Quality Enhancement Plan: *Presentation U*," n.d., p. 29).

Professional Development

Continued professional development is an important asset to any organization that wishes to "provide opportunities…for its most important asset" (McKee, Johnson, Ritchie, & Tew, 2013, p. 14). In the case of academic institutions, this important asset is "the college and university faculty" (p. 13). Professional development may take place in the form of workshops, seminars, programs, monetary support to attend professional conferences or courses for academic enhancement, grants to develop instruction, or funds for professional organization memberships. Nonetheless, "improving teaching and learning, either from a direct enhancement of pedagogical design or from a more indirect investment in the competency of the faculty member, remains the primary driving factor

for achieving professional development of the faculty" (McKee at al., 2010, p. 4, 10 as cited in McKee et al., 2013, p. 19).

Research has shown that professional development can result in "significant gains in faculty knowledge of and firsthand experience with specific aspects of reformed teaching" (Ebert-May et al., 2011, p. 554). Accordingly, faculty who participate in continued professional development are likely to implement modifications acquired through such programs or activities (Ebert-May, 2011). Researchers perceived these faculty to have a high "ability…to demonstrate their content knowledge in interdisciplinary contexts and their use of appropriate abstractions" (Ebert-May et al., 2011, p. 556). In sum, "the success of faculty development remains closely tied to those areas the directly or nearly directly impact the teaching and learning events of the faculty and their respective curriculum" (McKee et al., 2013, p. 19).

While the question of what constitutes "best practices" is a philosophical one, "best (teaching) practices" are essentially "no more than the means by which to bring about desired educational outcomes" (Kreber, 2006, p. 89). Research contends that, "the scholarship of teaching includes both ongoing learning about teaching and the demonstration of teaching knowledge" and, as such, "is of critical importance in faculty development and evaluation" (Kreber & Cranton, 2000, p. 478). Therefore, Kreber and Cranton (2000) suggest that faculty development in the scholarship of teaching and learning occurs through reflection in three areas of teaching knowledge: (1) knowledge about the goals and purposes of university teaching (curricular knowledge), (2) knowledge about student learning and development toward those goals (pedagogical

knowledge), and (3) knowledge about how to optimize this learning and development process (instructional knowledge).

In order to accurately demonstrate "reflection on various aspects of the scholarship of teaching model," researchers asked instructors to provide "indicators of engagement in the reflective processes underlying the scholarship of teaching and learning," or tangible actions taken "from which engagement in the various reflective learning processes can be inferred" (Kreber & Cranton, 2000, p. 101). Keber and Cranton (2000) comment that these indicators are "concrete examples of activities that can be planned that would involve course participants directly in the desired forms of reflection," thus proving to be a very useful tool in educational development programs. Some indicators listed include: "describing the instructional strategies one uses (content reflection/instructional knowledge-- experience-based)," "asking for peer review of course outline (process reflection/instructional knowledge—experience-based)," "experimenting with alternative teaching approaches and checking out results (premise reflection/instructional knowledge—experience-based)," and "comparing different instructional strategies for their sustainability in a given context (premise reflection/instructional knowledge—experience based)" (p. 101). In applying such activities, facilitators of faculty development programs encourage the scholarship of teaching and learning to "include the acquisition of knowledge about teaching through reflection on practice and research on teaching in faculty's own disciplines" (Kreber & Cranton, 2000, p. 478).

The relationship between faculty development and increased faculty competence can be seen in various contexts, including the implementation of a new pedagogical

model in an academic institution. For example, in 2011, Laurea University of Applied Sciences underwent a great change in the implementation of a transformative teaching and learning model called Learning by Development (LbD). This model is based on pragmatic learning, which believes that learning is directed by vocation, thus all learning situations should lead to improved practical competence. Kallioinen (2011) comments that, a pragmatic viewpoint "is relevant for all types of learning situations from highly scientific reflections to very practical skills" (p. 8). While The LbD model boasts "authenticity, partnership, [an] experiential nature, research- orientation and creativity," its implementation requires "training experts and supporting their professional growth" (Kallioinen, 2011, pp. 8-9).

In terms of said professional growth, "the implementation of a new operating model requires numerous and diverse experiences, from which certain rules and laws can eventually be derived to facilitate the management of learning processes and the creation of new competence in a shares process" (Kallioinen, 2011, p. 17). Teachers at Laurea University of Applied Sciences reported being pleased with how beneficial the LbD professional development training was and completing their project according to the LbD model. The instructors also noted understanding the LbD model better because of professional development studies and benefitting from the ability to discuss the new learning model with others and implement the new project using the LbD tools (Kallioinen, 2011). Kallioinen (2011) explains that development projects like this one, require "a special sensitivity for identifying unpolished areas, tensions, phenomena in group dynamics and diverse development challenges in the learning situation," but also

adds that, "only by acquiring experience can we increase competence" (Kallioinen, 2011, p. 18).

In implementing a new learning model, "the competences, roles and activities of the staff as a whole are developed in the context of the LbD model in a way that best facilitates students' learning" (Kallioinen, 2011, p. 12). In assuming these diverse roles, professional development was key in encouraging increased faculty competence. In terms of increased competence, the faculty reported being pleased with the ability to use their own workplace competence, perceiving that everyone is learning through the new model, and being internally motivated, enthusiastic, creative, courageous, and positive (Kallioinen, 2011). Additionally, the faculty commented about the work atmosphere being one of facilitation, trust, and an interesting management style as well as the better development of workplace competence and the new teaching style and curriculum allowing for the learning of new skills and knowledge that were not even anticipated (Kallioinen, 2011). The researcher emphasizes that though some of the faculty comments on competence could be viewed as a threat to pedagogical leadership, "because every teacher commits to the organisation's operations and strategic choices through his or her closest manager," leaders should focus more on "supporting, leader, and encouraging their teaching staff towards the chosen pedagogical objective" (Kallioinen, 2011, p. 13).

Kreber and Cranton (2000) founded their idea to best design faculty development through reflection on teaching knowledge in Mezirow's (1991) theory of transformative learning. The researchers note that, they "first accept the notion that knowledge is constructed through three levels of reflection- content, process, and premise" and that they also "accept that there are three kinds of learning- instrumental, communicative, and

emancipatory" (Keber & Cranton, 2000, p. 478). Additionally, it is clear that professional development in the implementation of a new, transformative learning model is critical to instructor confidence (Kallioinen, 2011). Therefore, to fully understand the foundation of Keber and Cranton's (2000) suggestions for faculty development, and take best advantage of them in developing faculty competence, the theory of transformative learning must be explored.

Transformative Theory of Adult Learning

This study intends to assess whether participation in the Faculty Fellows program influences faculty perceived competence to integrate multimodal communication into the discipline from the perspective of transformative theory of adult learning (Mezirow, 1991). Employing transformative theory of adult learning may allow researchers to better understand how faculty change their "frame of reference" in order to accurately comprehend the information being presented in training and consulting and effectively translate it to action in their own classrooms (Mezirow, 1997, p. 5).

The concept of transformative learning grew from ideas first articulated by Habermas (1971). According to Habermas (1971), "the only knowledge that can truly orient action is knowledge that frees itself from mere human interests" (p. 301). In freeing knowledge of personal interests, individuals do not cleanse themselves of subjectivity, but rather gain a purification of inconsistent and contingent actions rooted in theory. Theory, in a certain sense, represents "an ideal world structure," thus, going beyond to determine when "theoretical statements…express ideologically frozen relations of dependence that can in principle be transformed" is a goal of those who want to take social action (p. 306, p. 310). Habermas (1971) asserts that humans secure their presence

and self-assertion through "tradition-bound social life in ordinary-language communication" in conjunction with the "aid of ego identities that…reconsolidate the consciousness of the individual in relation to the norms of the group (Habermas, 1971, p. 313). Therefore, the interests that influence knowledge are linked to the roles of an ego that acclimates itself to its "external condition through learning processes, is initiated into the communication system of a social life-world by means of self-formative processes, and constructs an identity in the conflict between instinctual aims and social constraints" (p. 313). In turn, these successes develop into a part of the "productive forces accumulated by a society," as well as "the cultural tradition through which a society interprets itself, and the legitimations that a society accepts or criticizes" (p. 313).

While transformative learning is a leading goal of adult education, Cranton (2002) explains that the theory fits within a greater framework based upon Habermas' (1971) three kinds of knowledge: instrumental, communicative (or practical), and emancipatory. Instrumental knowledge is "cause-and effect, objective knowledge derived from scientific methodologies" (Cranton, 2002, p. 64). This kind of knowledge is, in essence, based on the scientific method and is an educational goal in trade, technology, and science fields. In using instrumental knowledge, "we validate our knowledge claims by posing them as a hypothesis which we can then test" (Kreber & Castleden, 2009, p. 513). For example, "students will respond better to my teaching if I make certain changes to the course" (p. 513). Fact- driven methodologies that do not leave room for interpretation are also typically of an instrumental character.

Communicative knowledge is "the understanding of ourselves, others, and the social norms of the community or society in which we live" (Cranton, 2002, p. 64). This

knowledge originated in language and is validated by unanimity among people. Communicative knowledge is an educational goal for those who study "human relations, political and social systems, and education" (Cranton, 2002, p. 64). In using communicative knowledge, "we validate our knowledge as we engage in dialogue within a community to achieve a shared interpretation on our assumptions" (Kreber & Castleden, 2009, p. 513). For example, teachers may discuss the purpose and relevance of specific values that influence their curriculum planning (Kreber & Castleden, 2009). Although there is a tendency, in modern society, to value scientific (instrumental) knowledge rather than "socially constructed knowledge," knowledge about teaching is "primarily communicative rather than instrumental" (Cranton & King, 2003, p. 31). Inevitably, professional development activities that take an instrumental approach by focusing on the "how to rather than the broader issues of practice" fail to meet the needs of educators because "there is just so much more to learning about teaching" (Cranton & King, 2003, p. 31). Communicative knowledge creates a positive group ambiance in an educational context (Sokol & Cranton, 2014).

Finally, emancipatory knowledge is characterized by "the self-awareness that frees us from constraints, is a product of critical reflection and critical self- reflection" (Cranton, 2002, p. 64). Attaining emancipatory knowledge can be a goal in all aspects of adult education. This knowledge is a sure goal in " life skills learning, literacy programs, self- help groups, women's studies courses, and community action groups" (p. 64). The Faculty Fellows program encourages all participants to reach emancipatory knowledge through the attainment of new skills in multimodal communication themselves and, consequently, the implementation of said skills into their classrooms, and thus, their

29

students. Emancipatory knowledge concerns reflecting on premises and questioning the primary beliefs that define how teachers view their practice (Kreber & Castleden, 2009). For example, teachers may ask, "why particular goals, values, and practices are prized…and critically examine the processes and conditions by which these have evolved" (Kreber & Castleden, 2009, p. 513). The achievement of emancipatory knowledge is transformative in itself.

Mezirow (1997) explains that through time, adults have developed a "coherent body of experience--associations, concepts, values, feelings, conditioned responses--frames of reference that define their world" (p. 5). Frames of references are the constructs of assumptions that individuals use to understand their experiences. These frame "shape and delimit expectations, perceptions, cognition, and feelings" (Mezirow, 1997, p. 5). Once frames of reference have been established, a certain routine, in which an individual mentally or behaviorally moves from one certain action to another automatically, emerges (Mezirow, 1997). In addition, notions outside of the established frames of reference will be rejected and deemed "unworthy of consideration" (p. 5). Therefore, the process of transformative learning, is "the process of effecting change in a frame of reference" (p. 5). Transformative learners are able to assume a frame of reference that is "more inclusive, discriminating, self- reflective, and integrative of experience" (Mezirow, 1997, p. 5).

A frame of reference "encompasses cognitive, conative, and emotional components, and is composed of two dimensions: habits of mind and a point of view" (Mezirow, 1997, p. 5). Habits of mind are "broad, abstract, orienting, habitual ways of thinking, feeling, and acting influenced by assumptions that constitute a set of codes" (pp.

5-6). These codes may be "cultural, social, educational, economic, political or psychological" (Mezirow, 1997, p. 6). Habits of mind become coherent in a particular point of view, or "the constellation of belief, value judgment, attitude, and feeling that shapes a particular interpretation" (p. 6). Ethnocentrism, the inclination to perceive those outside one's own group as inferior, is an example of a habit of mind (Mezirow, 1997). A point of view that may result from this habit of mind is "the complex of feelings, beliefs, judgments, and attitudes we have regarding specific individuals or groups," such as people of other races, genders, or sexual orientations (p. 6). Habits of mind are more fixed than points of view. Points of view are susceptible to change as individuals reflect on the material or procedure by which they resolve issues and recognize "the need to modify assumptions" (Mezirow, 1997, p. 6). This occurrence takes place whenever an individual tries to understand events that did not happen the way he or she anticipated. Individuals may try to adopt and implement another person's point of view, but this cannot be done with a habit of mind (Mezirow, 1997). Points of view are more easily influenced by awareness and feedback from others.

Varying opinions exist about the guiding principles of transformative learning and how a learner should go about acquiring it. Some researchers support "a rational approach that depends primarily on critical reflection," while others advocate for "more intuition and emotion" (Imel, 1998, p. 4). However, Imel (1998) maintains that regardless of which approach is taken to transformative learning, "a consciously rational process or through a more intuitive, imaginative process," there are three roles to be accounted for in promoting an environment in which it can occur: the role of the teacher, the role of the learner, and the role of the rational and the affective.

The role of the teacher lies in creating an environment of trust and care, in which learners can develop relationships (Taylor, 1998). As a facilitator in the educational community, the teacher establishes a platform for transformative learning through his or her demonstration of an openness to grow comprehension of, and viewpoints of, both curriculum and teaching (Cranton, 1994). Next, the role of the learner urges a responsibility for "constructing and creating the conditions under which transformative learning can occur" (Imel, 1998, p. 5). Learners belong to the "community of knowers," thus it is their charge to generate the learning environment. The last role to consider is that of the rational and the affective. Though transformative learning has been primarily regarded as a rational process, by encouraging the use of emotion in critical reflection, teachers can help students to realize the connection between the rational and the affective (Taylor, 1998). According to Cranton and King (2003), to effectively develop as a professional, teachers must bring to consciousness their habits of mind in teaching. A teacher should work to critically assess his or her beliefs and values as educators. The goal, then, is to "open up alternatives, introduce new ways of thinking about teaching" (p. 34).

In helping educators reflect on their habits of mind in teaching, Mezirow (1991) delineates three ways to interpret teaching experiences through detailed reflection. Content reflection refers to the "examination of the content or description of a problem" (Cranton & King, 2003, p. 34). Teachers may recall what they said or analyze the interactions that took place between learners. Process reflection evaluates the problem-solving strategies teachers are using. Teachers can contemplate ways in which their thinking may have been inaccurate (Cranton & King, 2003). Premise reflection is

"questioning the problem itself" (p. 35). This reflection practice has the potential to be the catalyst for the transformation of a teacher's "meaning perspectives" (Cranton & King, 2003, p. 35). Cranton and King (2003) comment that detailed self-reflection on teaching may act as a beginning point for continuous, independently directed professional development.

While fostering and achieving transformative learning can be a trying task, once it is in practice, "it is a powerful venture for both learners and educators" (Grabove, 1997, p. 93). One method suggested to foster the cultivation of transformative learning is reflexive practice, or "reflecting on the practice of reflection or reflecting on transformative learning" (p. 93). In applying reflexive practice to adult learning, a teacher may change their frame of reference from being an educator to that of a student. "As learner self- confidence grows, so too does the ability to function as a self- motivated, self-directed learner" (Grabove, 1997, p. 93). It is vital to "consider the extent to which teacher themselves must undergo transformation if substantive and sustainable change will occur" (Servage, 2008, p. 67). Teachers as students should reflect on and be involved in their own learning through the critical assessment and interpretation of their own experiences. (Grabove, 1997). So many teachers are limited in their ability to "identify and analyze the technical, factual, and prudential issues" in the set frames of reference of themselves and others because they only emulate the beliefs and behaviors of the teachers who molded them (Jones, 2009, p. 20). Thus, it is critical when using reflexive practice to strive for an end goal of transformative learning through the assessment of beliefs and actions as well as an openness to change and enlightenment through education.

There is no single way to guarantee transformative learning. Variations in "learning contexts, learners, and teachers all affect the experience of transformative learning" (Imel, 1998, p. 4). Though transformative learning requires great personal change, Mezirow (1995) asserts that such change emerges from participation in a group of learners with various perspectives. The Faculty Fellows program emphasizes this idea of shared perspectives by requiring participants to attend, and encouraging them to partake in, five workshops focused on multimodal communication throughout the semester in order to better prepare faculty to integrate an assignment of this nature into their classrooms. The social setting of learning is illustrated in the central principle of discourse, or "dialogue involving the assessment of beliefs, feelings, and values" (Mezirow, 2003, p. 59). Mezirow (1995) explains that reason and rationality should be utilized when learners engage with one another. In group settings, members should listen to and analyze other's ideas and encourage pragmatic and influential discussion. Practices that foster reasonable and autonomous contribution are critical to helping each individual to develop personally as well as aiding others through social transformation (Mezirow, 1995). Servage (2008) explains, "literature about collaborative models embodies hope for profound and positive change to emerge from shared professional learning" (p. 64). There is a strong confidence that the results of teachers working together can noticeably change or "transform" schools (Servage, 2008).

Transformative Learning in Faculty Professional Development

Few studies have been conducted measuring transformative learning theory in faculty professional development. One such study utilized transformative learning to track the growth of novice teachers, "which in turn helped identify the characteristics

necessary for the participants' successful transition to secondary teaching" (Snyder, 2012, p. 35). Snyder (2012) used the theory to frame the research in that the participants were considered to be "approaching new learning with a critical eye, vetting new learning through the lens of experience" (p. 35). That said, instructional practices that allowed for a more integrative or unique view of teaching were noted as significant to the findings of this study. By using transformative learning theory, the researcher was able to follow the journey of participants as they transitioned and transformed as well as identify the characteristics of their teacher education, which "had the greatest impact on their successful development as secondary teachers" (pp. 35-36).

Snyder's (2012) results revealed five transformative characteristics of teacher education to be most impactful. These include spiraled curriculum, authentic learning, experiential learning, collegial relationships and support, and reflective writing and discourse. This study "revealed perspective transformations in its participants as they endeavored to recast themselves" (p. 50). The emergent themes originated directly from the participants' voices in reporting "teacher education characteristics which most strongly influenced their transformations" (Snyder, 2012, p. 50). Snyder (2012) found that participants were left "more open to new, more integrative and broader ways of knowing, which they then applied to their teaching craft" (p. 50). When considered as a whole, the five transformative themes create a model for the delivery of effective teacher education (Snyder, 2012).

Another study, conducted by Green and Ballard (2011) reflects upon the application of The Professional Development School (PDS) as a "contemporary, innovative model," which boasts a unique design that "results in a transformative

learning experience for stakeholders" (p. 12). The researchers claim, "this approach has the potential of producing more reflective, self- directed learners/teachers with enhanced meta- cognitive skills" (p. 12). Green and Ballard (2011) explain that the transformative characteristics of the PDS are the reflection and assessment of the outcomes of experiences.

As PDS student teachers simulate teaching in a classroom, "they are learning curriculum…partially through the experience as it is embedded into their daily responsibilities and activities" (Green & Ballard, 2011, p. 15). PDS also requires student teachers to complete "pedagogy- based coursework," in which content is conveyed through "multiple modalities: constructivist strategies, dyadic instruction, modeling via demonstrations and team teaching, case studies, technology, and practice, both guided and independent" (p. 15). Student teachers "complete course assignments as part of classroom duties; therefore, they are synthesizing knowledge and engaging in reflective practice" (p. 15). Further reflection takes place as the University Liaison and Master Teacher provide feedback relative to a classroom activity for student teachers, who then write about the "experience and learning gained to provide meaning to the student teaching encounter" (p. 15).

In 2005, a PDS was implemented in a northeast Texas elementary school. The results were exemplary in terms of ownership, modeling, teamwork, and application of course-based pedagogy (Green & Ballard, 2011). Student teachers felt a sense of ownership of the training process as well as their personal learning experiences. The Master Teacher models representative practices, which allows for "more thorough observation" and permits the student teacher to "fully understand the impact of decisions

and methods" (p. 18). Additionally, "collaborative learning is enriched" as independence and versatility allow student teachers to "try newly learned skills and experience the results under the instruction and guidance of the master teacher" (Green & Ballard, 2011, p. 18). Finally, student teachers are given course content within the environment they will be teaching, and are almost immediately able to apply the acquired knowledge and behavior in their own classrooms (Green & Ballard, 2011). The most impactful feature though, as stated by the researchers, is "support and feedback from multiple sources and constructive, immediate feedback from the Master Teacher, university faculty, and PDS liaison" (p. 18). Though models such as that of PDS necessitate further research, its success poses a strong case for "embracing more adult and experiential learning methods in teacher preparation so that all stakeholders become change agents for a lifetime" (Green & Ballard, 2011, p. 18).

Transformative learning has been applied in various contexts, both educational and other. Specifically, the theory has guided studies of novice teachers (Snyder, 2012), secondary teachers (Green & Ballard, 2011), science based classrooms (Pennington, Simpson, McConnell, Fair, & Baker, 2013), nursing students (Matthew- Maich, Ploeg, & Dobbins, 2010), and education technology (Donnelly, 2009). Despite the wealth of exploration, research that applies transformative learning to teachers at the college level as well as transformative learning in teaching communication is limited. By extending transformative learning research into the realm of faculty development for college teachers, researchers will be able to measure whether there is truly a change in frame of reference over time brought about by the process of learning new skills in multimodal

communication, through the Faculty Fellows program, and integrating them into the classroom.

Kreber and Castleden (2008) lend some thought to the idea that because of their reflection on teaching and epistemological structure, pure/soft fields of academia are more conducive to transformative learning. Their study proposed that expertise in education requires a "disposition to engage in reflection on core beliefs, particularly but not exclusively within the domain of goals and purposes" using both communicative and emancipatory knowledge to do so (p. 509). Accordingly, the researchers found that soft fields exemplified more common "reflection on core beliefs as well as . . . educational goals and purposes" (p. 509). For example, educators in the humanities and social sciences regarded personal enrichment to be a more significant educational purpose than their colleagues in mathematics. Likewise, academics in soft fields primarily utilize communicative knowledge and present stronger conceptual change beliefs than those in hard fields. The researchers also bring to light the relationship between epistemological structure and "conceptions of teaching, types of knowledge valued, reflections on course design, and educational purpose" in addition to "the styles of formal inquiry into teaching and learning" (p. 511).

Reynolds, Sellnow, Head and Anthony (2014) have offered some insight on teaching communication as a transformational experience through the use of undergraduate teaching assistants/apprentices (UTAs) in courses offered in the College of Communication and Information at UK. The researchers explain that they chose to base their investigation in transformative learning theory because, "the act of teaching may employ these and other aspects of behaviorist, cognitive, humanistic, and constructivist

philosophical perspectives," (Reynolds et al., 2014, p. 19). Essentially, transformative learning may derive from and broaden "any of these philosophical approaches" as they eventually transform learners' "preconceived notions about the world around them; in this case, the world of college teaching and learning" (p. 20). In viewing UTAs as adult learners, their educational value may surpass what is acquired as a student by "challenging their assumptions" about both course material and the "roles of both teachers and students in the process" (p. 20).

Researchers noted teaching as transformational to be one of the primary emergent themes reported by UTAs in reflecting upon their experience, in addition to subthemes, including "power and role negotiation, empowerment, and perspective regarding the nature of teaching and learning in college classrooms" (Reynolds et al., 2014, p. 27). Throughout their semester as UTAs, there was a continuous struggle trying to balance being both a student and a teacher. Ultimately, the researchers found that UTAs had difficulty separating themselves entirely from their distinctive role as students. Reynolds et al., (2014) also perceived shifts in the UTAs' feelings of personal empowerment based on positive feedback from students and the "changing ways they were treated by the faculty mentor" throughout their experiences (p. 29). In essence, the apprehensions felt by UTAs concerning power and negotiation aided in empowering them as they realized ways to balance these roles successfully. Lastly, results showed a perspective transformation in how apprentices defined and viewed others teaching (Reynolds et al., 2014). UTAs reported that teaching was much more involved than they had assumed as well as requiring creation and dedication. Their definitions of teaching "grew to account for the multifaceted nature of teaching and learning by the end of term" (p. 30). These

perspective transformations resulted in behavioral changes in the UTAs' own studies, as well.

The research conducted by Reynolds et al., (2014) demonstrated a perspective transformation in the UTAs' viewpoints on how they define teaching and the way in which they approach the learning experience when involved as both a teacher and a student. Therefore, this study "extends transformative learning to confirm that apprentices…challenged their tacit assumptions about the nature of teaching and learning" (p. 31). Through their service as UTA's, "these adult learners' preconceived notions about the world of college teaching and learning are forever changed" (p. 31). Thus, the purpose of this study is to measure faculty perceived competence to integrate multimodal communication in their disciplines before and after their participation in the Faculty Fellows program.

Research Questions

In examining the transformative theory of adult learning, researchers have gained insight into the process required to achieve transformative learning as well as the numerous positive outcomes that reaching it has on both teachers and learners alike. Given the research exploring transformative learning and its use in professional development, the following research questions are posed:

RQ1: To what extent does participation in the Faculty Fellows program influence faculty perceived competence to integrate multimodal communication in upper division class in their discipline?

RQ2a: To what degree are Faculty Fellows able to apply elements of effective communication (content, structure, delivery) in assignment descriptions?

RQ2b: To what degree are Faculty Fellows able to create effective communication (content, structure, delivery) grading rubrics to evaluate student work?

RQ3: To what degree do Faculty Fellows transform their worldview about teaching and learning in their discipline?

Summary

This chapter provided a review of the literature on several topics including employer desires of college graduate's communication skills; previous attempts to address issues in communication skills and development of communication skills, in particular those at UK; Presentation U; professional development; and transformative theory of adult learning as it supports this proposal. The research questions were posed based on a presumable gap in the research identified by the researcher. Chapter three describes the methods used to conduct the study at hand and, ultimately, answer the research questions.

Chapter Three: Methods

This third chapter summarizes the participants, measures, and procedures used to collect the data examined in this study. More precisely, the chapter describes the Faculty Fellow participants who participated in surveys so that researchers were able to grasp a better understanding of their perceived competence and ability to apply effective communication elements into their discipline. The data were analyzed for themes and inferences reflecting transformative learning. Both quantitative and qualitative data were deemed appropriate information for this study, thus a mixed methods approach was employed.

Participants

The participants for this study were faculty members from various disciplines who currently teach classes at UK and are enrolled in the Faculty Fellows program. Though 26 faculty members are participating in this cohort of the program, only 13 gave consent to have their information used for research purposes. The results reported are those of a large public state university in an effort to improve the potential for a diverse, yet generalizable sample. The population represented was all teachers at the college level. The recruitment methods employed were those of a voluntary and convenience sample. Participants ($N = 13$) included males $(n = 10)$ and females $(n = 3)$ who represented various disciplines, including English, engineering, social work, and biology, among others. This cohort was also comprised of participants who hold various positions at the university, including lecturers ($n = 5$, 38.5%), regular faculty members ($n = 4$, 30.8%), a part time faculty member ($n = 1$, 7.7%), a temporary faculty member ($n = 1$, 7.7%), a student affairs officer ($n = 1$, 7.7%), and a dean assistant ($n = 1$, 7.7%).

Procedure

      A repeated measures, one group study design was utilized in this study. This study focused on one cohort, or group, of faculty members enrolled in the Faculty Fellows program during one semester of their participation. Mixed method data was gathered in an effort to account for both quantitative and qualitative evidence of change in perceived competence and worldview transformation. The quantitative responses demonstrate the breadth of instructors that actually perceived increased confidence through their participation in the professional development program. Furthermore, thematic analysis of the qualitative responses allowed the researcher to drill deeper and realize, more specifically, in what ways and which specific content areas participants perceived improvement.

      Faculty Fellows Recruitment and Selection. The Faculty Fellows program was advertised university-wide. Faculty members could become part of the program as a result of being nominated to participate by administrative leaders in their college or by applying to the program themselves. The Presentation U leadership team sent emails to numerous persons on campus as well as various university listervs. Permission was granted by the university's Institutional Review Board to survey these participants for this study. After the researchers obtained IRB approval, the faculty cohort was chosen from all who applied.

      Needs Assessment and Pre-Test. Initial contact with participants took place at a two hour orientation and included three parts: (1) consent, (2) a needs assessment survey (what are you hoping to get out of the Faculty Fellows program?), and a pre-test of confidence (please rate your degree of confidence in your ability to integrate multimodal

communication into your courses by recording a number from 0 to 100). The needs

assessment data was used for workshop planning and will not be analyzed for this thesis.

As orientation continued, participants were provided with workshop dates, textual

artifacts (assignment description, grading rubric, and reflection paper) due dates, and

paired with a mentor.

Faculty Development. Throughout the semester, workshops and individual

mentor meetings were held to ensure that Faculty Fellows were equipped to create an

effective assignment description and grading rubric for the implementation of multimodal

communication into their disciplines. The Faculty Fellows were required to attend five

workshops throughout their first semester, each of which focused on a different aspect of

multimodal communication. Some workshop topics include, Engaging 21st Century

Learners: From Lecture Notes to Lesson Plans, Teaching Group Work, Teaching Public

Speaking, Teaching Writing, and Teaching Visual/ Digital Communication. The

Presentation U leadership team created the workshops around Faculty Fellows' responses

to the needs assessment survey, thus ensuring that the workshops would meet the faculty

members' educational or instructional needs. Faculty members were required to meet

with their mentors at least three times per semester. Mentors attended and observed a

class in which each of their assigned Faculty Fellows taught a multimodal

communication lesson. Faculty were encouraged to participate in a feedback session with

their mentors after the lesson observation, as well as to reach out to their mentors for

additional one-on-one assistance for extra help in creating these documents, if needed.

Post-Test. At the end of the semester, Faculty Fellows were asked to complete a

web-based post workshop efficacy survey, which acted as a post-test survey measuring,

again, their confidence in implementing multimodal communication into their classrooms. All surveys were web based and created using Qualtrics, a web-based survey program.

Data Collection

In order to understand change in Faculty Fellows perceptions about their abilities over time, a mixed methods approach was taken. The data collection instruments in this study include survey measures and rubrics to assess assignment descriptions and grading rubrics. Measures used in this study are detailed below.

Perceived Competence to Integrate Multimodal Communication. Perceived competence to integrate multimodal communication into their discipline was measured as part of the needs assessment survey administered to all Faculty Fellows at the beginning of their first semester (see Appendix A) and again at post-test. The pre-test and post-test were administered to participants about 10 weeks apart, from September to December. The primary goal of the needs assessment was to realize faculty's primary needs in integrating multimodal communication into their classrooms as well as measure their competence in implementing an assignment of this nature. Within this survey, perceived competence was specifically measured by asking Faculty Fellows to rate their degree of confidence in their ability to integrate multimodal communication in their courses by recording a number from 0 to 100. The scale ranged from not able at all (1), to moderately able (50), to highly confident in ability (100). This measure of confidence was created specifically for this particular study and was purposefully brief to decrease chances of participant fatigue. However, the response option for this particular question is

consistent with Bandura's (1986) recommendation for measuring self-efficacy, which is that scales must be associated with the quality of performing in the context of interest.

This same measure of perceived competence was included on the post-test post workshop efficacy survey, which was administered to Faculty Fellows at the end of their semester of participation (see Appendix B). This survey consisted of multiple measures, but the item of importance to this study asked participants to rate their degree of confidence in their ability to integrate multimodal communication into their courses by recording a number from 1 to 100 using a given scale. The scale ranged from not able at all (1), to moderately able (50), to highly confident in ability (100). At pre-test, participants' responses ($N = 7$) ranged from 70 to 100, *($M = 86$, $SD = 13.8$)*. At post-test, participants' responses ($N = 7$) ranged from 70 to 100, ($M = 87.86$, $SD = 12.86$).

Effective Communication in Assignment Descriptions. Faculty Fellows were asked to create an assignment description explaining the multimodal communication assignment to be integrated into their classes. A rubric, based on this parameter, was created and used by the researcher to assess whether the faculty correctly applied elements of effective communication (content, structure, delivery) in creating the assignment description, thus meeting expectations (see Appendix C). Assignment descriptions were assessed on five areas: general information, content, structure, delivery, and overall evaluation. Each category was assessed using a 0 (the assignment description did not meet expectations), 1 (the assignment description approaches meeting expectations), or 2 (the assignment description fully meets expectations). In order to be considered an effective assignment description, the faculty member would have to incorporate communication elements he or she had learned through the faculty

46

development workshops or meetings with his or her mentor into the description. The assignment description should also flow directly from the learning outcomes the instructor identifies for the assignment. Operationally, an assignment description will be considered effective if it scores between a 1 (approaches meeting expectations) and a 2 (fully meets expectations) overall on the rubric.

Two coders worked to assess the assignment descriptions for specific elements listed under the five over-all categories. In accordance with a procedure used by Benoit, Pier, and Blaney (1997), both coders analyzed all assignment descriptions independently, and then met to discuss, and come to a consensus on, any discrepancies in analysis. Thus, it is unnecessary to report intercoder reliability, because 100% agreement was reached. The small sample size used in this research study, 13 of each textual artifact, allowed for the two coders to agree upon a code, rather than guess which one of their interpretations was more preferable (Frey, Botan, & Kreps, 1999).

Effective Communication in Grading Rubrics. Additionally, Faculty Fellows were asked to create a grading rubric to evaluate student products of the multimodal communication assignment. Another rubric, based on this parameter, was created and used by the researcher to assess whether the faculty members correctly applied elements of effective communication (content, structure, delivery) in creating the grading rubrics, thus meeting expectations (see Appendix D). Grading rubrics were evaluated on five areas: general information, content, structure, delivery, and overall evaluation. Each category was evaluated using a 0 (the grading rubric did not meet expectations), 1 (the grading rubric approaches meeting expectations), or 2 (the grading rubric fully meets expectations). Again, a grading rubric was considered to be effective if the faculty

member created it by incorporating effective communication elements he or she had learned through the faculty development workshops or meetings with his or her mentor into the rubric. The grading rubric should also flow directly from the learning outcomes the instructor identifies for the assignment. Operationally, a grading rubric was considered effective if it scores between a 1 (approaches meeting expectations) and a 2 (fully meets expectations) overall on the rubric.

The same two coders worked to assess the Faculty Fellows' grading rubrics for specific elements listed under the five over-all categories. Both coders analyzed all grading rubrics independently, and then met to discuss, and come to a consensus on, any discrepancies in analysis, in order to assess this measure.

Worldview Transformation. Faculty members were asked to submit a reflection paper that prompted them to reflect on the degree to which their worldview about teaching and learning based on their integration of a multimodal communication assignment into their classes may have changed (see Appendix E). Independent coders analyzed the papers for evidence of a transformation, treating each paragraph as a unit of analysis. The researcher created a codebook and the same two coders, who assessed the Faculty Fellows' assignment descriptions and rubrics, were trained to look for specific themes or patterns accordingly. The ten codebook themes were taken from Mezirow's (2000) *Learning to Think like an Adult*, though they were originally published in Mezirow's (1991), *Transformative Dimensions of Adult Learning*. Mezirow (2000) says "transformations often follow some variations of the following phases of meaning becoming clarified" which include, "a critical assessment of assumptions," "planning a

48

course of action," and "provisional trying of new roles," among others (see Appendix F) (Mezirow, 2000, p. 22).

Therefore, the themes will be conceptualized according to Dewane's (1993) *Self-help groups and adult learning.* For example, Dewane (1993) conceptualized "a critical assessment of assumptions" as "[participants] became aware of a need to increase knowledge, skills, and attitudes," "planning a course of action" as "to explore and experiment with optional solutions," and "provisional trying of new roles" as "positive reinforcement helped create lasting changes in knowledge, skills, and attitudes among members" (p. 168). This conceptualization seemed most appropriate for this study's purpose. Again, both coders analyzed all reflection papers independently, and then met to discuss, and come to a consensus on, any discrepancies in analysis. This technique was particularly appropriate in analyzing the reflection papers, as the number of themes being considered for analysis was considerable.

Data Analyses

The survey data was downloaded into SPSS and textual artifacts, including assignment descriptions, grading rubrics, and reflection papers, were collected via Dropbox submission. Detailed data analyses procedures are as follows:

RQ1 was specifically concerned with whether participation in the Faculty Fellows program influenced faculty perceived competence to integrate multimodal communication into their discipline. A paired samples t test was used to analyze the pre and post measure of perceived competence in faculty integration of multimodal communication concepts.

RQ2a asks to what degree Faculty Fellows are able to apply effective communication elements (content, structure, delivery) in an assignment description. Independent coders used the evaluation rubric in appendix A to determine whether effective communication was implemented into the assignment descriptions. Coders were trained to appropriately utilize the rubric in evaluating the assignment descriptions, and then independently coded all assignment descriptions and came together to determine consensus in terms of effective integration of communication elements in textual artifacts.

RQ2b focuses on what degree Faculty Fellows are able to create effective communication (content, structure, delivery) grading rubrics in order to evaluate student work. Independent coders used the evaluation rubric in appendix A to determine whether effective communication was implemented in creating the grading rubrics. Coders were trained to appropriately utilize the rubric in evaluating the grading rubrics, and then independently coded all assignment descriptions and came together to determine consensus in terms of effective integration of communication elements in textual artifacts.

RQ3 examines to what degree Faculty Fellows transform their worldview about teaching and learning in their discipline. Because the researcher is interested in transformative learning, we are concerned with whether Faculty Fellows were successful in changing their frames of reference through their participation in the program and integration of multimodal communication in their discipline. Independent evaluators looked for relevant themes as predetermined by a codebook created by the researcher.

Summary

In sum, this chapter described the methodology used in collecting survey and textual data analyzed for this study. The variables being studied are included, as well as the coding and analysis processes. The following chapter reports the results found in conducting this study.

Chapter Four: Results

This chapter describes the results that emerged from both quantitative and qualitative data collected. All data was collected using a voluntary sample. Textual artifacts were gathered and coded for particular communication elements and transformative themes, while survey data was analyzed to measure faculty competence.

RQ1 asked to what extent participation in the Faculty Fellows program influenced faculty perceived competence to integrate multimodal communication into a course in their discipline. To test this research question, data was entered into SPSS and a paired samples t test was conducted on the pre and post measure of faculty competence to integrate a multimodal communication assignment into their discipline. As mentioned previously, faculty members rated their confidence on a scale from 0 to 100 before and after their first semester of participation in the professional development program.

Though 13 participants gave consent to have their responses used for research purposes, only 7 Faculty Fellows completed both the pre and post-test. Thus, the difference in faculty perceived competence to integrate a multimodal communication assignment into their discipline, before ($n = 7$, $M = 86$, $SD = 13.8$) and after ($n = 7$, $M = 87.86$, $SD = 12.86$) their first semester in the program, was not significant ($p = .77$). However, as noted, the mean score did increase from pre-test ratings to post- test ratings. Therefore, though it seems that the answer to RQ1 is that participation in the Faculty Fellows program did not influence instructors' confidence to integrate a multimodal communication assignment into their discipline, perhaps this could be attributed to small sample size [$t = (6) = -.297$, $p = .77$].

RQ2a asked to what degree Faculty Fellows were able to apply elements of effective communication (content, structure, delivery) in assignment descriptions. To test this research question, data was entered into SPSS and a frequency analysis was run on the assignment description scores decided upon by the previously mentioned independent coders. As some Faculty Fellows submitted numerous projects to be modified throughout the course of this professional development program, the number of assignment descriptions was larger than that of the faculty members who submitted them.

Of the 13 Faculty Fellow participants who submitted textual artifacts, 23 (95.8%) assignment descriptions received an overall score of 1 or 2, indicating that these faculty members were successful in creating effective products through the incorporation of effective communication elements: content, structure, and delivery. On the contrary, only 1 (4.2%) participant received an overall score of 0 on the assignment description, indicating that he or she did not create an effective product.

RQ2b asked to what degree Faculty Fellows were able to create effective communication (content, structure, delivery) grading rubrics to evaluate student work. To test this research question, data was entered into SPSS and a frequency analysis was run on the grading rubric scores decided upon by independent coders. Again, as some Faculty Fellows submitted numerous projects to be modified throughout the course of this professional development program, the number of grading rubrics was larger than that of the faculty members who submitted them.

Of the 13 Faculty Fellow participants who submitted textual artifacts, 22 (78.6%) grading rubrics received an overall score of 1 or 2, indicating that these faculty members were successful in creating effective products through the incorporation of effective

communication elements: content, structure, and delivery. On the contrary, 6 (21.4%) participants received an overall score of 0 on their grading rubrics, indicating that they did not create effective products.

RQ3 asked to what degree Faculty Fellows transformed their worldview about teaching and learning in their discipline. To answer this research question, coders analyzed Faculty Fellow reflection papers for Mezirow's (1991) phases of transformation and came to a consensus on which phase was being demonstrated, using paragraphs as a unit of analysis (see Appendix G).

In analyzing the Faculty Fellow reflection paper paragraphs ($N = 62$) for Mezirow's (1991) phases of transformation, in accordance with the codebook created, based on Dewane's (1993) conceptualization, the independent coders found that themes 5, "exploration of options for new roles, relationships, and actions," and/or theme 6, "planning a course of action," were most prevalent ($n = 21$, 33.9%), followed by theme 1, "a disorienting dilemma," ($n = 9$, 14.5%), and theme 4, "recognition that one's discontent and the process of transformation are shared," ($n = 9$, 14.5%) (p. 168). Certain themes were equally prevalent throughout the reflection papers, including themes 2, "self-examination with feelings of fear, anger, guilt, or shame," and/or theme 3, "a critical assessment of assumptions," ($n = 6$, 9.7%), theme 7, "acquiring knowledge and skills for implementing one's plans," ($n = 6$, 9.7%), theme 9, "building competence and self-confidence in new roles and relationships," ($n = 6$, 9.7%), and theme 10, "a reintegration into one's life on the basis of conditions dictated by one's new perspective," ($n = 4$, 6.5%) (p. 168). Finally, theme 8, "provisional trying of new roles," was mentioned only once ($n = 1$, 1.6%) (p. 168).

According to Mezirow (1991), transformation is:

the process of becoming critically aware of how and why our assumptions have

come to constrain the way we perceive, understand, and feel about our world;

changing these structures of habitual expectation to make possible a more

inclusive discriminating, and integrative perspective; and finally making choices

or otherwise acting upon these new understandings. (p. 167)

That said, the following serves as evidence of faculty transformation of worldview about

teaching and learning in their discipline organized by Mezirow's (1991) phases of

transformation (see Appendix G).

Theme 1-A Disorienting Dilemma

According to Dewane's (1993) conceptualization of Mezirow's (1991) phases of

transformation, a disorienting dilemma is the encounter of "a situation requiring changes

in orientation" (p. 168). In analyzing Faculty Fellow reflection papers, coders found that

this theme emerged frequently as faculty described why they felt the need to make a

change to their overall course or a specific assignment in it.

Some voiced that though they had taught a particular course or assignment

successfully in the past, they saw a need for change. Instructor 4 noted, "Since I first

started using this syllabus nearly eight years ago, those portfolio assignments have

remained virtually unchanged." Similarly, Instructor 7 explained,

Although I have taught [this class] three times since 2009 (when I proposed and

developed the course), and although the TCEs have revealed a profitable

experience for the students, I have grown more and more eager to try a

multimodal assignment.

Instructor 7 continued to say that the Faculty Fellows program had given him the motivation to integrate a multimodal assignment into his course. Other faculty members were motivated to make a course or assignment change in order to better benefit their students. Instructor 11 articulated, "Although many of the assignments have been set up to accommodate the hybrid nature of the course, some of the inherited assignments seemed repetitive and meaningless in terms of advancing students in [our particular] profession."

Instructor 12 made a summative statement reflecting upon change being challenging, yet rewarding:

Change … life is change, every day learning and growing from those new details added to the mix of knowledge that makes me. Life in the university challenges and expands those details and the possibilities for learning new ideas, new methods of discourse, new ways or reaching the students' minds and interests.

Themes 2 and 3-Self-examination with Feelings of Fear, Anger, Guilt, or Shame and A Critical Assessment of Assumptions

Reflection papers that included evidence of instructors becoming "aware of a need to increase knowledge, skills, and attitudes" were coded as demonstrating self-examination with feelings of fear, anger, guilt, or shame, and/ or a critical assessment of assumptions (p. 168). In adhering to Dewane's (1993) conceptualization, the author notes that, according to Brookfield (1986), the process of critical reflection is comprised of three phases, including the identification, scrutinization, and modification of the assumptions that motivate our thoughts and actions. Therefore, conceptualizing themes 2 and 3 according to a single definition is justified. Though most faculty members who

integrated this theme into their reflection papers did not explicitly express about the aforementioned feelings, it was clear they felt the need to improve.

Instructor 5 described learning her initial assumption of the Faculty Fellows program was wrong, stating:

When I signed up for this I was under the impression that "Multi-modal" would involve learning more computer programs to interact with students online and in technologically-mediated way. So my first big lesson was simply in what "multi-modal" meant: presentations, group work, and other non-lecture formats.

Additionally, Instructor 1 wrote about changing her approach to teaching her particular students. Instructor 1 rationalizes:

Although I feel I'm somewhat aware of this age group's characteristics, I found it helpful having this workshop to further reflect on how to promote learning in this population. As a result of this workshop, I'm also more aware of the need to "round the cycle of learning in each class period." In certain ways, I feel I do a good job of engaging students over the course of the semester by incorporating a diverse array of learning activities. However, I could do a better job adding diverse learning opportunities in each class so that I address each of the learning styles.

Instructor 1 also added,

I have also found the faculty workshops helpful in challenging my thinking of various components of public speaking. Prior to attending the workshops, I primarily emphasized presentation content when providing feedback to my students. I feel I should improve on providing more feedback with respect to the structure and delivery of the content for future semesters.

As self-reflection is a significant aspect of transformative learning, and thus transformation of worldview, it is pertinent to analyze all circumstances under which reflection takes place. Instructors 5 and 1 learned, through Presentation U, that their assumptions about the program and their students might have been wrong. On the other hand, Instructor 8 explained that his experience with Presentation U further confirmed an aspect of teaching that he is truly passionate about:

> I am always looking for ways to translate that which I learn into lessons in the classroom. The initial Presentation U workshop addressed the different learning styles in the 21st century classroom. It demonstrated for me, something that I hold dear, that one size does not fit all and that as educators, we must be nimble enough to translate knowledge to others in ways that all students can readily understand. I felt that this, in particular, workshop directly aligned with the type of impactful studio that I typically lead, but after the workshop, I realized what I intuitively knew to be true, could be done in an even more effective manner.

In understanding that critical assessment and self-reflection plays such a significant role in transformative learning, it was essential for the researcher to see evidence of this in order to assume a transformation could take place. This is not to say that only faculty who mentioned self-examination of critical assessment of assumptions experienced a transformation of worldview, but rather to ensure that the professional development program, in which they were all participating, created circumstances in which a transformation could occur. It is also interesting to note that this self-reflection took a different form for each instructor mentioned as well as had different effects on

their approaches to teaching and learning. These testimonials prove that this professional development program has set the stage for transforming teachers.

Theme 4-Recognition that One's discontent and the Process of Transformation are Shared

Any text that reflected a motivation to "seek knowledge through a group of primary relationships" was coded as recognition that one's discontent and the process of transformation are shared. Thus, coders found that Faculty Fellows commonly mentioned their mentoring experiences and the comradery that developed between the members of Cohort #2.

Many instructors mentioned their specific mentors and the help said mentors provided them throughout the first semester in the program. Instructor 6 explained, "I am grateful for the Faculty Fellows program and the outstanding instructors who presented invaluable information during the workshops and my mentor…who helped me to interpret how I could make specific changes to my teaching program," while Instructor 9 added, "I have really enjoyed working with my mentor…I had no idea how to teach students how to present. Now I consider things like voice tone, pace, visual aids relevance to the audience, and attention getters!" Instructor 11 also mentioned seeing a passion in the Presentation U leadership team, which he believes will "certainly push the program forward." He adds, "This is extremely helpful . . . I have definitely been pushing and promoting this to others … as it has vital implications for the future of academia. I am sincerely grateful for having been selected for this cohort."

Instructor 13 truly understood and appreciated the shared experience, writing:

The program gets faculty together who are interested in helping their students communicate their ideas. It seemed that everyone shared what excites and motivates their students. I enjoyed the mix of new and established faculty to gain perspectives about multimodal communication and how you could incorporate many facets of communication in a course. In that vein, having faculty from many disciplines created interesting dialog promoting new ideas that I could use.

Themes 5 and 6-Exploration of Options for New Roles, Relationships, and Actions and Planning a Course of Action

Coders analyzed the reflection papers for any indications of group participation and the empowerment of individuals to "explore and experiment with optional solutions" to distinguish the exploration of options for new roles, relationships, and actions, and/ or planning a course of action (p. 168). Again, Dewane (1993) describes his reasoning for conceptualizing themes 5 and 6 according to a single definition, as he notes that the themes are "closely related," (p. 160) and that theme 6 is a "natural extension of the fifth phase" (p. 161), thus causing considerable overlap. In understanding that the Faculty Fellows reflection paper prompt asked instructors what they planned to replace and/or revise in their course syllabus, these themes were found to be consistently present throughout.

Various instructors detailed the changes they planned to make and why in their reflection papers. For example, Instructor 3 explained:

Although I kept the same types of projects as the initial syllabus for the course: two group projects and one individual project, I revised project descriptions and its grading rubrics heavily. Project documents now have clear goals and

specific instructions for students to be able to understand how each project

would help their learning interior design careers.

Moreover, Instructor 9 described the experience this way:

I am currently teaching the GCCR class for my department. I have been working

on this project for two semesters now. I am going to change this project by

making it a collaborative effort instead of individual. Group projects will be more

practical and help the students with learning to deal with peers and work as a

team.

Instructor 7 took a different approach to revising his course, by focusing on

student learning outcomes, noting:

I have now crafted and included Student Learning Outcomes. The mere exercise

of drafting and fine tuning them further convinced me of the necessity of a multi-

modal assignment—of breaking out of the traditional text-bound set of

assignments that are so typical of a literature class—to help me and the students

reach the course goals and maybe even surpass those goals.

Additionally, Instructor 1 has similar hopes for her students. She states:

I hope that having a formal presentation on these skills will illustrate the

importance we are placing on multimodal communication and that students can

build on what they learned in previous semesters. I feel that making these changes

will strengthen my students' understanding of the components of public speaking

and will help them become more effective communicators, which is critical for

their ability to function as a member of the healthcare team.

Likewise, Instructor 4 is thinking of his students' futures, claiming, "By revising the assignment in this way, it will require the students to perform some of the same tasks that journalists do every day in their jobs." Instructor 10 similarly wrote, "I hope by instilling different forms of multimodal communication, students will be able to utilize these tools and proficiencies beyond [this class]."

Instructors also discussed trying new techniques or activities in their classes. Instructor 11 explained, "The newly developed assignment helped me identify and establish ways of effectively educating and immersing the students in APA – in a semester in which they may not have yet had much exposure to the style." Instructor 2 wrote about the potential to advance students using a new technique, saying, "I have delivered this assignment for the past three years and have grown it each time, but I believe I can use some multimodal techniques to advance students much further then ever before."

Instructor 12 expressed feelings that all Faculty Fellows could be experiencing throughout this process of revision and implementation, voicing:

> This new assignment with an added presentation at the end of the semester
> departs greatly from the writing-only focus for grading student work of my
> previous…classes. And, this addition is the revision on the syllabus
> that I am most hopeful and at the same time a bit anxious about. However, I am
> confident that the students will exceed my expectations.

Theme 7-Acquiring Knowledge and Skills for Implementing One's Plans

Acquiring knowledge and skills for implementing one's plans is conceptualized as "group provided support, encouragement, insights, advice, and solace, primarily through

vicarious identification with others who have experiential knowledge" (p. 168). That said, Faculty Fellows' reflection papers revealed a strong presence of this theme.

While many instructors cited specific examples of knowledge and skills learned from the Faculty Fellows workshops, some also focused holistic lessons learned. Instructor 12 explained, for example:

> From the workshops, I learned, by the example of the speakers, methods of presenting materials either as an individual or as a team. From watching the methods and content of these presentations, I will be better able to give students strategies that they themselves can use to communicate to an audience in a classroom setting.

Similarly, Instructor 6 stated:

> During Faculty Fellow Workshops, I greatly benefited from the useful recommendations on good practices to enhance student learning and pragmatic ways to model responsibility, such as providing a thoughtful syllabus that is helpful to students. In addition, I learned how to give students feedback in ways that would help students sufficiently understand their grade.

On the other hand, Instructor 11 learned a more holistic lesson, writing:

> I feel like I have changed from the workshops and mentoring for a number of reasons. Presentation U! has really helped in presenting a holistic, University-wide approach at fostering an environment in which our students can be better communicators, writers, presenters and learners.

Likewise, Instructor 2 commented:

I have learned numerous new teaching techniques from the workshops this past

semester. Most importantly, would be the multimodal approach to teaching. The

workshops have reminded me that my approach to teaching needs more variation

in the classroom, including student lead opportunities.

Theme 8-Provisional Trying of New Roles

Coders looked for indications of the use of "positive reinforcement through

mutual affirmation," "growing self-confidence," and the creation of "lasting changes in

knowledge, skills, and attitudes" to distinguish a provisional trying of new roles (p. 168).

As this research study is only focused on Faculty Fellows Cohort #2's first semester in

the professional development program, most instructors have yet to implement, and see

the results of, the changes they have planned to make to their course or chosen

assignment. Thus, this theme was not prominent in the analysis of the Faculty Fellow

reflection papers.

The Faculty Fellows were required to attend five workshops led by the

Presentation U leadership team throughout the semester. Each workshop focused on a

different aspect of multimodal communication, including Engaging 21st Century

Learners, Developing Rubrics, and Teaching Public Speaking. Though many faculty

members mentioned these workshops in their reflection papers, the writing prompt asked

the faculty to describe how *they* have changed as a result of the workshops in order to

tease out evidence of transformation of worldview.

Instructor 3, however, confessed to trying a method-based activity for student

engagement with her class, as suggested at a Faculty Fellows workshop. Instructor 3

reports,

I also planned to use Socrative activity utilizing smart classroom setting (with

WiFi) by alternating with one-minute essays. In fact, I already tested "Socrative"

for my co-teaching history class…as a reviewing tool of previous lessons and

assignments. I found out "techno- literate" students participated in Socrative

quizzes as fun activity. I received more than a couple of positive comments

from the students. By adopting multi- modal learning pedagogy, …I am expecting

these simple in-class activities will promote students' engagement in the

class as   well as their learning outcomes at the end of the semester.

Theme 9-Building Competence and Self-confidence in New Roles and Relationships

For the purpose of this research study, building competence and self-confidence

in new roles and relationships was considered to be "an increased sense of self-efficacy"

as a result of "positive application of changes learned, explored, and reinforced" (p. 168).

Accordingly, this theme emerged repeatedly throughout the Faculty Fellow reflection

papers.

Various instructors noted feeling confident and excited to implement their

planned changes. For example, Instructor 12 stated, "I am more confident in assigning

and in evaluating multimodal products. Now, I know how to construct specific rubrics

with clear guidelines for the students to follow in developing and for me to use in

evaluating these multimodal assignments." In agreement, Instructor 10 wrote:

I feel that since I have continued to learn about the world of multimodal

communication, I can be a better asset in the classroom in regards to student

success. I also truly believe that preparation is a key component to being a

successful college student; as an instructor I am better prepared to guide students

who strive to polish their abilities in relation to multimodal communication strategies.

Instructors 4 and 6 described their confidence to integrate new teaching techniques and activities into their classes. Instructor 4 explains:

Just from the workshops alone, I've changed in terms of how I'm going to approach teaching next semester. I'm going to have a greater focus on new technology in my journalism course, and I'm going to help my students develop the video skills that are truly needed to succeed in this profession today.

Additionally, Instructor 6 notes:

Participating has been a substantial learning experience of principles I now will address in my teaching and mentoring, specifically creative engagement of students and using proven methods to develop my presentations so they are effective. I, therefore, plan an activity for every lesson I teach. This is something I have not executed in the past.

Theme 10-A Reintegration Into One's Life on the Basis of Conditions Dictated by One's New Perspective

Reflection papers that included evidence of a transformative process resulting in a "creation of good will and desire to help others experience the same process" were coded as demonstrating a reintegration into one's life on the basis of conditions dictated by one's new perspective (p. 168). As the researcher and leadership team of Presentation U had anticipated, evidence of faculty transformation of worldview, in terms of teaching and learning in their discipline, did emerge. The strong presence of this theme, expressed

through feelings of self-confidence, support for the program, and excitement to continue, served as evidence.

Instructor 1 reflected on changes made and looks forward to seeing results, saying:

I have made several changes in my course designed to improve students'
communication skills. Both the faculty fellow workshops and mentoring have been
helpful in challenging the way I implement communication content into the
classroom, and I look forward to evaluating the changes I have made for the
upcoming semester.

Likewise, Instructor 7 discussed a sort of revitalization of teaching tools:

Faculty Fellows has allowed me to take stock of the tools in my pedagogy tool
box, do some cleaning and exorcising of old, worn-out modes, and sharpen some
of the tools that have grown a bit dull. I'm looking forward to learning more and
applying what I've learned.

Perhaps the most profound example of transformation was articulated by Instructor
3 who explained gaining an entirely new perspective on teaching: "Presentation U
workshops and mentoring offered me new perspective in teaching and practical
techniques that I implemented into my courses…Becoming aware of "learning style" and
"learning pyramid" made me re- think my teaching from learner- centered pedagogy."

Summary

This chapter provided the results to answer each of the research questions asked
in this study. Specifically, this chapter provides new support for the possibility of
worldview transformation through professional development. In addition, through

participation in the Faculty Fellows program, instructors' rubrics and assignment descriptions were predominantly found to be successful in incorporating effective communication elements: content, structure, delivery. Although quantitative results indicate that participation in the Faculty Fellows program did not make a significant difference in improving instructors' confidence, perceived competence did improve from pre to post-test. The small sample size may also be a fatal flaw for drawing any conclusions regarding this portion of the analysis. The final chapter includes a discussion of the results, conclusions, limitations, and future directions realized through conducting this research study.

Chapter Five: Conclusions, Implications, and Recommendations

This chapter describes conclusions that were drawn based on the results of this research study, as well as the potential implications of said results for students, faculty members, professional development practitioners, administrators in communication, and other colleges and universities. Finally, this chapter offers recommendations for future research.

Conclusions

This thesis aspired to gain insight into the professional development piece of an MCXC program, Faculty Fellows, and its influence on participants' perceived competence and transformation of their worldview about teaching and learning communication in their disciplines. Therefore, the first research question measured the extent to which participation in the Faculty Fellows program influenced faculty perceived competence to integrate multimodal communication in upper division classes in their discipline. While the quantitative results did suggest some improvement, because the sample size was so small, future research is warranted before drawing any valid conclusions.

In accordance with the understanding that assessment should be a primary motivation behind programs of this nature (Cronin & Glenn, 1991), this study also examined the degree to which Faculty Fellows were able to apply elements of effective communication (content, structure, delivery) in creating assignment descriptions, as well as in creating grading rubrics to evaluate student work. Just as assessment is used as a tool to ensure that students have properly learned, and can apply, certain material, it is employed in the Faculty Fellows program to ensure the same for instructors working to

integrate multimodal communication into their disciplines. As previously noted, the results of this study found that, of the 23 assignment descriptions submitted by faculty members, 95.8% were coded as exceeding expectations and, thus, deemed effective products. Likewise, of the 22 grading rubrics submitted, 78.6% were coded as exceeding expectations, and were, again, deemed effective products. Thus, it can be inferred that most faculty members who participated in this professional development program did learn from their training workshops and consultations, and can apply their knowledge to create assignments and assessment materials incorporating effective communication elements.

The value of transformative learning in higher education is illustrated in the above results, as well as those reported subsequently. Kreber and Cranton (2000) discussed the importance of encouraging instructors to engage in reflection, or assessment, of scholarship, teaching, and learning in order take action towards modifying their instructional strategies. Creating assignment descriptions and grading rubrics, on which they would ultimately be assessed, required the Faculty Fellows to assume a reflexive perspective: that of a student. After reflection on content, process, and premise, Faculty Fellows were able to make experience based decisions about their instructional knowledge and strategies. However, to reach a destination in which creating effective products through the incorporation of potentially unfamiliar communication elements was possible, participants experienced a worldview transformation about teaching and learning, of which self-reflection was a part.

As this thesis was grounded in transformative theory of adult learning, the final research question asked to what degree Faculty Fellows transformed their worldview

about teaching and learning in their disciplines. Thus, this research study aimed to extend the existing research on this theory by applying it to a new setting: faculty professional development for existing college instructors. As demonstrated previously, the qualitative results of this study provided strong evidence for the successful transformation of worldview of many Faculty Fellow program participants. The coders found that all of Mezirow's (1991) phases of transformation were represented within the participants' reflection paper, indicating that the Faculty Fellows did, indeed, experience a high degree of transformation of worldview about teaching and learning in their disciplines through participation in the professional development program.

This research study is one of only few that have measured transformative learning theory in faculty professional development. Furthermore, while previous studies have applied transformative learning theory to novice teachers (Snyder, 2012) and secondary teachers (Green & Ballard, 2011), this particular research study is the first of its kind to apply the theory to existing college instructors. In terms of extending the research on transformative theory of adult learning, this study was successful in proving that though existing college instructors have perhaps the strongest frames of reference of all, they are still able to reach emancipatory knowledge and autonomy, and, therefore, can acquire new skills and knowledge through a self-reflective process and have the ability to apply them accordingly (Mezirow, 2000).

This research study also provided evidence to support the idea that all instructors, whether their field is soft (e.g., social science) or hard (e.g., engineering) can participate in, and successfully learn from, a faculty professional development program focused on teaching multimodal communication. Kreber and Cranton (2008) noted that instructors in

71

the pure/soft fields might be more conducive to transformative learning because of their more natural ability to self-reflect and find the value in doing so. However, in creating a program built on intersdisciplinarity, and treating all participants of the program equally, Faculty Fellows representing the hard fields were able to transform as well. Again, while some previous studies have applied transformative learning theories to settings based in hard fields, such as science based classrooms (Pennington, Simpson, McConnell, Fair, & Baker, 2013), nursing students (Matthew- Maich, Ploeg, & Dobbins, 2010), and education technology (Donnelly, 2009), none have studied existing college instructors of these fields. These new insights are invaluable for scholars, practitioners, and administrators, who wish to further study, or implement faculty professional development programs based on, transformative learning for existing college instructors or transformative learning in teaching communication.

Implications

Numerous implications emerge based on the results and conclusions drawn from this research study. Some focus on students, some on faculty, as well as some on professional development practitioners and higher education administrators. In understanding that faculty development is considered a best practice in creating and managing a successful CXC program ("Quality Enhancement Plan: *Presentation U*," n.d.), it is critical for the implications that emerged from this study. Faculty development, after all, not only promotes faculty coordination and participation, but also enhances student education (Helsel & Hogg, 2006).

One implication arising from this study is that faculty can successfully teach program specific communication skills in their disciplines with proper training (Dannels,

72

2001b). This viewpoint is certainly true for the Faculty Fellows program, as participants are from a variety of departments across campus, thus achieving the goal of interdisciplinarity. Results of this study showed, through coding of Faculty Fellow reflection papers, that many participants had engaged in "exploration of options for new roles, relationship, and actions," as well as "planning a course of action" to integrate multimodal communication assignments into their disciplines (Dewane, 1993, p. 186). The researcher believes that as the participants continue to move through their time in the Faculty Fellows program, participants will likely gain even more confidence and comfort in integrating and teaching communication skills, no matter their discipline.

Harvey (2000) discussed an ongoing debate about whether employability skills, including those of communication, should be inserted into the curriculum or taught separately. Some argue that inserting communication skills into the curriculum lessens their importance by making them equal to all other coursework and requires all instructors to teach them, while others claim that teaching communication skills separately ensures that they are properly instructed and taught by instructors who are competent in the field (Harvey, 2000). However, Faculty Fellows, and, hopefully, faculty professional development programs to follow, seem to have a working resolution to this argument, rooted in adult learning theory: instructors of various disciplines are taught communication skills separately, and by those who are competent in the field, and therefore can insert them into their curriculum and feel that they are not only competent in these communication skills, but competent in passing these skills onto their students. Thus, taking Harvey's (2000) advice, that higher education must take a transformative approach in order to create empowered teachers and learners, and putting it into action.

Another implication to emerge from this study pertains to professional development practitioners and administrators. As it appears that faculty across disciplines can be trained to incorporate multimodal communication instruction and assignments into their courses, and students are learning the skills that employers want, other colleges and universities should recognize the value in faculty professional development programs and adopt a training program such as the Faculty Fellows one being implemented here at UK. As required by SACS, for the implementation of UK's QEP, the Presentation U Leadership Team must prepare a 5-year impact report by December of 2017. By that time, the Faculty Fellows program will have trained 6 cohorts, approximately 150 instructors, to be competent in integrating multimodal communication into their disciplines. Likewise, over the course of 5 years, hundreds of students will have visited the Presentation U tutoring center and received assistance with their oral, written, or digital/ visual communication assignments, thus enhancing their communication skills.

Through the implementation of Presentation U, and the Faculty Fellows program, the University of Kentucky is "providing students the tools to acquire the communication skill sets necessary to success in the workplace," therefore impacting the students' experiences invaluably ("Quality Enhancement Plan: *Presentation U*," n.d., p. 28). UK has worked to build this program from the ground up, modifying previously existing university requirements to fit students' needs in today's academic setting and job market. Other colleges and universities can certainly impact their students' experiences in a similar way through the establishment of a CXC program, using Presentation U and the Faculty Fellows program as a model.

Limitations

As with any study, there are several limitations to this research study. The results of this study are not only limited to a single university, but, even more specifically, one particular cohort of the Faculty Fellows program, in which two other cohorts are currently enrolled and working in different stages, or semesters, of the professional development process. However, the most significant limitation concerns the small sample size. Due to the small number of participants, the quantitative results of this study ought to be dismissed. Moreover, since the qualitative data so strongly confirm program success, placing value on the quantitative results would seem to mislead the reader.

Also, only one item was used to measure multimodal communication self-efficacy. In terms of measuring self-efficacy, research has shown that survey items should be task specific (Bandura, 1986). Thus, the one item measure used in this study poses a limitation because it asked participants to rate their degree of confidence in their ability to integrate multimodal communication in their courses as a whole, rather than inquiring about confidence to do specific tasks related to the integration of multimodal communication in their courses. Additionally, while the self-efficacy measure was purposely made to be only one item to avoid participant fatigue, it could potentially be perceived as inadequate in accurately measuring pre and post program self-efficacy.

Finally, as this study used a quasi-experimental design in an applied setting, there was not a comparison group of faculty members who did not participate in the Faculty Fellows program. Furthermore, the researcher only followed Cohort #2 of Faculty Fellows through one semester of the three semester long program. Therefore, the results of this study may have reflected premature perceptions of faculty, as they had not yet

75

finished the program to completion, but responded based on their experiences thus far. For this particular research study, the ideal design would include a pre-test of two groups, a Faculty Fellows cohort and a group of faculty members who were not participating in the program, at the beginning of the Faculty Fellows' first semester in the program, as well as a post-test of both groups, three semesters later upon the Faculty Fellows completion of the program.

Recommendations for Future Research

Although this study extended existing research and provided enlightening information in terms of worldview transformation about teaching and learning in their discipline, more work needs to be done. In order to build on the findings of this study, future scholars should study a larger sample, as well as multiple cohorts of this Faculty Fellows program and similar professional development program. In doing so, results will certainly be more generalizable, and significantly more accurately telling of faculty members' perceived competence and transformation of worldview, among other perceptions. Also, in studying numerous cohorts, researchers will better be able to measure faculty perceptions over time, as they progress through a professional development program.

Additionally, research in this area should be expanded to various colleges and universities across the country. As this research study was conducted at a large state university, with Research 1 classification, the results may be different from what one would find at another university of a different size, region, research classification, or denomination. Conducting related research at numerous other institutions will allow professional development practitioners and administrators in communication to build a

CXC program, with a professional development segment, that is ideal for their college or university.

Another recommendation for future research is to create a more true pre-test post-test experimental design. As previously mentioned, this study used a quasi experimental design in which the pre and post test for this study was a survey, including a single item measure, that asked faculty to rate their confidence to complete a broad task, and was administered to them at the beginning and end of only one stage, or semester, of a three stage program, without a comparison group to evaluate survey answers against. Future researchers should aim to create more extensive and accurate pre and post-tests as well as to incorporate a control group for comparison purposes. Again, making these modifications in conducting future research will strengthen the results of the study and boast a more true study design.

Finally, future research should experiment using different methodological approaches, such as interviews and focus groups. When conducting related research in the future, scholars should test the use of a variety of research methods in order to glean the most valuable information from those who have participated in a professional development program like Faculty Fellows.

Summary

This chapter reviewed the principal conclusions drawn and limitations realized in conducting this research study. In addition, this chapter described the implications of these findings for students, instructors, and communication practitioners alike. Furthermore, recommendations for future research were posed.

If we agree that one primary goal in obtaining a college degree is to be prepared for a career in a chosen field and employers across fields agree that communication skills are key, then programs like Presentation U—comprised of both faculty development and student tutoring—critical. In fact, not intentionally moving in this direction is potentially doing students a real disservice. The Faculty Fellows program, profiled in this thesis, poses an interesting solution to the issue through faculty professional development rooted in transformative learning. This study confirms that instructors, no matter the field in which they teach, can transform their worldview about teaching and learning through professional development meant to assist them in the integration of multimodal communication into their disciplines. Programs like Presentation U are one way to promote effective multimodal communication instruction and assignments in the majors and, ultimately, enhance student success.

Appendix A

Pre-test.

Please rate your degree of confidence in your ability to integrate multimodal communication into your courses by recording a number from 0 to 100 using the scale below:

	Not able at all				Moderately able			Highly confident in ability		
	0	10	20	30	40	50	60	70	80	90	100

Integrate multimodal communication into courses

>>
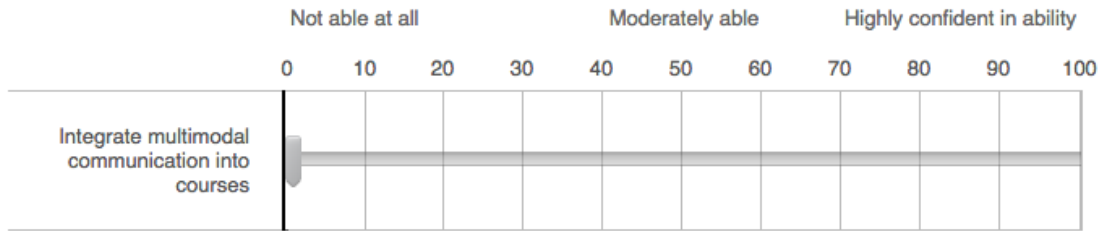
Appendix B

Post-test.

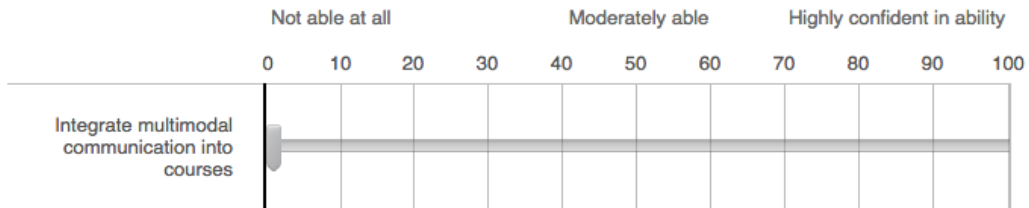Please rate your degree of confidence in your ability to integrate multimodal communication into your courses by recording a number from 0 to 100 using the scale below:

	Not able at all				Moderately able			Highly confident in ability		
	0	10	20	30	40	50	60	70	80	90	100

Integrate multimodal communication into courses

>>

80

Appendix C

This rubric will be used to assess whether or not the assignment description of the multimodal communication assignment written by the each faculty member of Cohort #1 meets the expectations of the Presentation U Implementation Team. The goals of Presentation U are to advance 21st century teaching and learning as well as to enhance scholarship, including critical thinking, effective communication, and academic integrity. This assignment description should aim to achieve these same goals. 0= the assignment description did not meet expectations, 1= the assignment description did meet expectations, and 2= the assignment description exceeded expectations.

Effective Communication Elements	0	1	2
General Information: Word count/page limit/time limit, due date, how it is to be turned in	Lacking general information elements that students need to guide assignment	Gives some information about each of the general information elements	Clearly describes each of the general information elements
Content: Goal, rationale, sources, addresses specific content requirements	Lacking content elements to guide assignment	Gives some information about assignment content	Clearly describes the assignment content
Structure: Intro and conclusion, thesis, main points, transitions	Lacking structural elements to guide assignment	Gives some information about structural elements	Clearly describes the structure of the assignment
Delivery: Mechanics, format, correct grammar/syntax, gives an example assignment	Lacking delivery elements to guide assignment	Gives some information about delivery elements	Clearly describes the delivery elements of the assignment

	Lacking information or clarity of general information, content, structure, or delivery elements	Gives some information about general information, content, structure, and delivery elements	Clearly describes the general information, content, structure, and delivery elements
Overall Evaluation			

Appendix D

This rubric will be used to assess whether or not the grading rubric for the multimodal communication assignment created by each faculty member of Cohort #1 meets the expectations of the Presentation U Implementation Team. The goals of Presentation U are to advance 21st century teaching and learning as well as to enhance scholarship, including critical thinking, effective communication, and academic integrity. This grading rubric should aim to achieve these same goals. 0= the grading rubric did not meet expectations, 1= the grading rubric did meet expectations, and 2= the grading rubric exceeded expectations.

Effective Communication Elements	0	1	2
General Information: Point distribution, grading criteria, context/structure/delivery/ format specifics	Lacking general information elements related to evaluation of student work	Gives some information about each of the general information elements to be evaluated	Clearly describes which general information elements will be evaluated and how
Content: Goal, rationale, sources, addresses specific content requirements	Lacking content elements related to evaluation of student work	Gives some information about content elements to be evaluated	Clearly describes content elements on which students' work will be evaluated
Structure: Intro and conclusion, thesis, main points, transitions	Lacking structural elements related to evaluation of student work	Gives some information about structural elements to be evaluated	Clearly describes structural elements to be evaluated
Delivery: Mechanics, format, correct grammar/syntax, gives an example assignment,	Lacking delivery elements related to evaluation of student work	Gives some information about delivery elements to be evaluated	Clearly describes structural elements on to be evaluated

	Lacking information or clarity related to general information, content, structure, and delivery elements to be evaluated	Gives some information related to general information, content, structure, and delivery elements to be evaluated	Clearly describes information related to general information, content, structure, and delivery elements to be evaluated
Overall Evaluation			

Appendix E

Reflection Paper prompt.

In a 1-2 paged, typed reflection paper, please address the following questions related to your experiences in the Faculty Fellows Program this semester.

1. What do you plan to replace and/or revise in your course syllabus and why?

2. In what ways, if any, do you feel like you've changed as a result of the workshops and/or mentoring you've received as part of the Faculty Fellows Program, specifically the ways that you approach teaching and learning (i.e., in the ways that you understand, apply, and evaluate multimodal communication instruction and assignments).

Once you've completed your reflection paper, please refer to the assessment checklist you received for instructions on submitting this paper to Dropbox. If you have any questions, please don't hesitate to email Dr. Jami Warren at jami.warren@uky.edu.

Appendix F

Codebook Item	How Item Will be Operationalized
(1) A disorienting dilemma	Text coded to topics around the encounter of a "situation requiring changes in orientation" (Dewane, 1993, p. 168).
(2) Self- examination with feelings of fear, anger, guilt, or shame/ (3) A critical assessment of assumptions	Text coded to topics around becoming "aware of a need to increase knowledge, skills, and attitudes" (Dewane, 1993, p. 168).
(4) Recognition that one's discontent and the process of transformation are shared	Text coded to topics around motivation to "seek knowledge through a group of primary relationships" (Dewane, 1993, p. 168).
(5) Exploration of options for new roles, relationships, and actions/ (6) Planning a course of action	Text coded to topics around group participation and the empowerment of individuals to "explore and experiment with optional solutions" (Dewane, 1993, p. 168).
(7) Acquiring knowledge and skills for implementing one's plans	Text coded to topics around "group provided support, encouragement, insights, advice, and solace, primarily through vicarious identification with others who have experiential knowledge" (Dewane, 1993, p. 168).
(8) Provisional trying of new roles	Text coded to topics around the use of "positive reinforcement through mutual affirmation," "growing self- confidence," and the creation of "lasting changes in knowledge, skills, and attitudes" (Dewane, 1993, p. 168).
(9) Building competence and self- confidence in new roles and relationships	Text coded to topics around "an increased sense of self-efficacy" as a result of "positive application of changes learned, explored, and reinforced" (Dewane, 1993, p. 168).

(10) A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p. 22)	Text coded to topics around the transformative process resulting in a "creation of good will and desire to help others experience the same process" (Dewane, 1993, p. 168).

Appendix G

Codebook Item	Frequency in Reflection Papers ($N = 62$)	Example from Text
(5) Exploration of options for new roles, relationships, and actions/ (6) Planning a course of action	($n = 21$, 33.9%)	I am currently teaching the GCCR class for my department. I have been working on this project for two semesters now. I am going to change this project by making it a collaborative effort instead of individual. Group projects will be more practical and help the students with learning to deal with peers and work as a team.
(1) A disorienting dilemma	($n = 9$, 14.5%)	Although I have taught [this class] three times since 2009 (when I proposed and developed the course), and although the TCEs have revealed a profitable experience for the students, I have grown more and more eager to try a multimodal assignment.
(4) Recognition that one's discontent and the process of transformation are shared	($n = 9$, 14.5%)	This is extremely helpful . . . I have definitely been pushing and promoting this to others … as it has vital implications for the future of academia. I am sincerely grateful for having been selected for this cohort.
(2) Self- examination with feelings of fear, anger, guilt, or shame/ (3) A critical assessment of assumptions	($n = 6$, 9.7%)	Prior to attending the workshops, I primarily emphasized presentation content when providing feedback to my students. I feel I should improve on providing more feedback with respect to the structure and delivery of the content for future semesters.
(7) Acquiring knowledge and skills for implementing one's plans	($n = 6$, 9.7%)	During Faculty Fellow Workshops, I greatly benefited from the useful recommendations on good practices to enhance student learning and pragmatic ways to model responsibility, such as providing a thoughtful syllabus that is helpful to students. In addition, I learned how to give students feedback in ways that would help students sufficiently understand their grade.

(9) Building competence and self- confidence in new roles and relationships	($n = 6$, 9.7%)	I feel that since I have continued to learn about the world of multimodal communication, I can be a better asset in the classroom in regards to student success. I also truly believe that preparation is a key component to being a successful college student; as an instructor I am better prepared to guide students who strive to polish their abilities in relation to multimodal communication strategies.
(10) A reintegration into one's life on the basis of conditions dictated by one's new perspective (Mezirow, 2000, p. 22)	($n = 4$, 6.5%)	Faculty Fellows has allowed me to take stock of the tools in my pedagogy tool box, do some cleaning and exorcising of old, worn-out modes, and sharpen some of the tools that have grown a bit dull. I'm looking forward to learning more and applying what I've learned.
(8) Provisional trying of new roles	($n = 1$, 1.6%)	I also planned to use Socrative activity utilizing smart classroom setting (with WiFi) by alternating with one-minute essays. In fact, I already tested "Socrative" for my co-teaching history class…as a reviewing tool of previous lessons and assignments. I found out "techno- literate" students participated in Socrative quizzes as fun activity. I received more than a couple of positive comments from the students. By adopting multi- modal learning pedagogy, …I am expecting these simple in-class activities will promote students' engagement in the class as well as their learning outcomes at the end of the semester.

References

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory.* Englewood Cliffs, N.J.: Prentice-Hall.

Benoit, W. L., Pier P. M., & Blaney, J. R. (1997). "Sustainable development" in visual imagery: A functional approach to televised political spots: Attacking, acclaiming, defending. *Communication Quarterly, 45,* 1-20.

Brookfield, Stephen (1986). Understand and facilitating adult learning. San Francisco: Jossey-Bass.

Cranton, P. (1994). Understanding and promoting transformative learning. San Francisco: Jossey- Bass, 1994.

Cranton, P. (2002). Teaching for transformation. *New Directions For Adult & Continuing Education*, *2002*(93), 63.

Cranton, P., & King, K. P. (2003). Transformative learning as a professional development goal. *New Directions For Adult & Continuing Education*, *2003*(98), 31.

Cronin, M., & Glenn, P. (1991). Oral communication across the curriculum in higher education: The state of the art. *Communication Education*, *40*(4), 356-367.

Dannels, D. (2001a). Taking the pulse of communication across the curriculum: A view from the trenches. *Journal of the Association for Communication Administration, 30*, 50-70.

Dannels, D. (2001b). Time to speak up: A theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication Education, 50,* 144-158.

Dewane, C. M. "Self-Help Groups and Adult Learning." Unpublished doctoral
dissertation. State College: Pennsylvania State University, 1993.

Donnelly, R. (2009). The nexus of problem-based learning and learning technology: Does
it enable transformative practice? *European Journal Of Open, Distance And E-
Learning*, (2).

Frey, L. R., Botan, C. H., & Kreps, G. L. (1999). Investigating Communication: An
Introduction to Research Methods.

Ebert-May, D., Derting, T. L., Hodder, J., Momsen, J. L., Long, T. M., & Jardeleza,
S.E. (2011). What we say is not what we do: effective evaluation of faculty
professional development programs. *BioScience*, *61*(7), 550-558.

Grabove, V. (1997). The many facets of transformative learning theory and practice. *New
Directions For Adult & Continuing Education*,*1997*(74), 89.

Green, G., & Ballard, G. H. (2011). No substitute for experience: Transforming teacher
preparation with experiential and adult learning practices. *SRATE Journal*, *20*(1),
12-20.

Habermas, J. (1971). *Knowledge and human interests*. Boston: Beacon Press.

Hart Research Associates. (2010, January 10). Raising the bar: Employers' views on
college learning in the wake of the economic downturn. Washington, D.C.:
Association of American Colleges and Universities.

Harvey, L. (2000). New realities: The relationship between higher education and
employment. *Tertiary Education & Management*, *6*(1), 3-17.

Helsel, C. R., & Hogg, M. C. (2006). Assessing communication proficiency in higher

  education: Speaking labs offer possibilities. *International Journal of*

  Listening, *20*(1), 29-54.

Huegli, J. M., & Tschirgi, H. D. (1974). An investigation of communication skills

  application and effectiveness at the entry job level. *Journal of Business*

  Communication, *12*(1), 24-29.

Imel, S., & ERIC Clearinghouse on Adult, C. H. (1998). *Transformative Learning in*

  Adulthood. ERIC Digest No. 200.

Jones, M. (2009). Transformational learners: Transformational teachers. *Australian*

  Journal Of Teacher Education, *34*(2), 15-27.

Kallioinen, O. (2011). Transformative Teaching and learning by developing. *Journal of*

  Career and Technical Education, *26*(2), 8.

Kreber, C. (2006). Developing the scholarship of teaching through transformative

  learning. *Journal of Scholarship Teaching and Learning, 6*(1), 88-109

Kreber, C., & Castleden, H. (2008). Reflection on teaching and epistemological structure:

  reflective and critically reflective processes in 'pure/soft' and 'pure/hard'

  fields. *Higher Education*, *57*(4), 509-531. doi:10.1007/s10734-008-9158-9

Kreber, C., & Cranton, P. A. (2000). Exploring the scholarship of teaching. *Journal of*

  Higher Education, 476-495.

Matthew-Maich, N., Ploeg, J., Jack, S., & Dobbins, M. (2010). Transformative learning

  and research utilization in nursing practice: a missing link?. *Worldviews On*

  Evidence-Based Nursing, *7*(1), 25-35. doi:10.1111/j.1741-6787.2009.00172.x

McKee, C. W., M. Johnson, W. F. Ritchie, and W. M. Tew. (2010). Exploring faculty development activities in the southern region. Unpublished research.

McKee, C. W., Johnson, M., Ritchie, W. F., & Tew, W. M. (2013). Professional development of the faculty: Past and present. *New Directions for Teaching and Learning*, *2013*(133), 15-20.

Mezirow, J. (1991) Transformative dimensions of adult learning. San Francisco: Jossey-Bass.

Mezirow, J. (1995). Transformative theory of adult learning. In M. Welton (ed.), *In Defense of the Lifeworld*. (pp. 39-70) Albany: State University of New York Press.

Mezirow, J. Transformative learning: Theory to practice." In P. Cranton (ed.), Transformative learning in action: Insights from practice. *New Directions in Adult and Continuing Education*, no. 74. San Francisco: Jossey-Bass, 1997.

Mezirow, J. (2000). *Learning as Transformation: Critical Perspectives on a Theory in Progress. The Jossey-Bass Higher and Adult Education Series*. Jossey-Bass Publishers, 350 Sansome Way, San Francisco, CA 94104.

Mezirow, J. (2003). Transformative learning as discourse. *Journal of Transformative Education*,1(1), 58-63.

Pennington, D. D., Simpson, G. L., McConnell, M. S., Fair, J. M., & Baker, R. J. (2013). Transdisciplinary research, transformative learning, and transformative science. *Bioscience*,*63*(7), 564-573. doi:10.1525/bio.2013.63.7.9

Pool, L. D., & Sewell, P. (2007). The key to employability: developing a practical model of graduate employability. *Education+ Training*, *49*(4), 277-289.

Reynolds, M., Deanna, S., Head, K., Anthony, K. E. (2014). Exploring the educational

value of the undergraduate teaching apprentice (UTA) experience. *Journal of the*

Association for Communication Administration, 33(1), 17-34.

Robles, M. M. (2012). Executive perceptions of the top 10 soft skills needed in today's

workplace. *Business Communication Quarterly*,*75*(4), 453-465.

doi:10.1177/1080569912460400

Servage, L. (2008). Critical and transformative practices in professional learning

communities. *Teacher Education Quarterly*,*35*(1), 63-77.

Smart, K.L., & Featheringham, R., (2006). Developing effective interpersonal

communication and discussion skills. *Business Communication Quarterly*, 69,

276-283.

Snyder, C. (2012). Finding the "Royal Road" to learning to teach: Listening to novice

teacher voices in order to improve the effectiveness of teacher education. *Teacher*

Education Quarterly,*39*(4), 33-53.

Sokol, A. V., & Cranton, P. (1998, Spring 98). Transforming, not training. *Adult*

Learning. p. 14.

Taylor, E. The Theory and practice of transformative learning: A critical review.

Columbus, Ohio: ERIC Clearinghouse on *Adult, Career, and Vocational*

Education, 1998. (ED 423 422)

UK SACS Leadership Team. (2013). *Quality enhancement plan: Presentation U!*.

Unpublished manuscript. University of Kentucky, Lexington, KY.

UK (n.d.). UK Core website: Design principles tab. Retrieved on October 15, 2014 at

http://www.uky.edu/UKCore/principles.html.

UK (n.d.). UK Core website: Learning outcomes tab. Retrieved on October 15, 2014 at

    http://www.uky.edu/UKCore/outcomes.html.

UK (n.d.). UK Undergraduate Education: Resources for Faculty Fellows tab. Retrieved

    on October 27, 2014 at http://www.uky.edu/UGE/pres-u-fellows-resources.html.

Taylor Brashear

EDUCATION

B.A.   **University of Kentucky, Corporate Communication**
                 (May 2014)
                 Major: Communication; Track: Corporate
                 GPA: 3.97
                 Summa Cum Laude

ACADEMIC EMPLOYMENT

2015 – present   Mentor, EXP 396: CollabCats: Mentoring in Engagement and
                 Outreach, Division of Undergraduate Education, University of
                 Kentucky

2014 – present   Graduate Assistant, Presentation U: Quality Enhancement Plan
                 (QEP), Division of Undergraduate Education, Office of the
                 Assistant Provost for Transformative Learning, University of
                 Kentucky

2014   Athletic Academic Tutor, Center for Academic and Tutorial
                 Services (CATS), University of Kentucky

2013- 2014   Student Assistant, School of Communication and Information
                 Studies, University of Kentucky

2012 – 2013   Undergraduate Teaching Apprentice, School of Communication
                 and Information Studies, Division of Instructional
                 Communication and Research, University of Kentucky

SCHOLARLY PRODUCTIVITY

MANUSCRIPTS IN PROGRESS

Brashear, T. (2015). *Transforming teachers: Exploring changing perceptions through
     participation in a professional development program*. (Master's thesis).
     University of Kentucky, Lexington, Kentucky. Manuscript in preparation.

Reynolds, M.A., **Brashear, T.**, Untch, L.D., Warren, J. L., Wolfe, T.N. (2015) *Hiding
     behind the podium: Instructor self-disclosure of health problems in the classroom.*
     Manuscript submitted.

Brashear, T., Reynolds, MA.,Warren, J. L. (2015) *Discovering duality: Uncovering
     struggles for students pursuing dual degrees*. Manuscript submitted.

Brashear, T., Sellnow, D. (2015) *Transforming teachers: Exploring changing perceptions through participation in a professional development program.* Manuscript submitted.

Brashear, T, Reynolds, M.A., Warren, J. L. (2015) *I am a graduate student, but I am not: Exploring the social identity struggles associated with dual degree programs.* Manuscript submitted.

PROFESSIONAL PRESENTATIONS

Brashear, T. (2014, Novemember). *Am I really a graduate student? Exploring the discursive struggles associated with dual degree programs.* Paper accepted for presentation at the annual conference of the National Communication Association, Chicago, IL. Scholar to Scholar session presenter.

Reynolds, M., Warren, J., Tompoulidis, T., Meyer, K. R., **Brashear, T.** (2014). *I am a graduate student, but I am not: Exploring the dialectical tensions associated with being enrolled in a five year dual degree program.* Panel presented at the annual conference of the Central Communication Association, Minneapolis, MN.

Brashear, T. (2014). *To tweet or not to tweet: Using Twitter as a warning system in a campus crisis.* Paper accepted for presentation at the annual conference of the Southern Communication Association, New Orleans, LA. Top Paper Panel, Clevenger Undergraduate Honors Conference.

TEACHING EXPERIENCE
COURSES TAUGHT
University of Kentucky (Fall 2010- Present)
CIS 314   Exploring the Darkside of Interpersonal Communication, Undergraduate Teaching Apprentice

University of Kentucky (Spring 2015- Present)
EXP 396   CollabCats: Mentoring in Engagement and Outreach, Mentor

INVITED PRESENTATIONS

2014   How to Teach and Tutor Writing, Co-Presentation with Amber Shobe for Presentation U Student Tutor Orientation. Presentation U!, University of Kentucky.

2014   Presentational Aids: From PowerPoint to Prezi to YouTube, Communication Skills Training Seminar for University of Kentucky. Presentation U!, University of Kentucky

2014	Visual/Digital Communication, Communication Skills Training Seminar for University of Kentucky. Presentation U!, University of Kentucky

AWARDS AND HONORS

2014	Outstanding Senior, College of Communication and Information Studies, University of Kentucky
2014	Top Paper Panel, Cleavenger Undergraduate Honors Conference, Southern Communication Association, New Orleans, LA
2013	Outstanding Junior, School of Information Studies and Division of Instructional Communication and Research, University of Kentucky

PROFESSIONAL MEMBERSHIPS

2013 – present	Graduate Student Association