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tive elements of the re□ection component to be using student leaders as re□ection facilitators, varying the modes of re□ection, utilizing concrete materials to guide each re□ection, and having re□ection occur continuously.

□ e □rst e□ective element of re□ection in this course is using student leaders as facilitators. □ e student leaders are volunteers who have participated in service-learning before, some even in "Identity, Diversity, and Community." □ e student leaders are trained in small group facilitation and have experienced a variety of modes of re□ection previously. □ us, the student leaders have some expertise in service-learning itself (volunteering and taking a service-learning course), as well as in facilitation. □ e student leaders are e□ective because they serve as role models for the students. □ ey inspire the students to engage fully with their community partner and assuage the students' anxieties and the related vulnerability they may feel about service-learning. □ e younger students end up thinking to themselves, "this older student got through their own service-learning challenges, so I can too."

□ ree additional e□ective elements of the re□ection component of this course are using a variety of re□ection methods, using concrete materials, and having re□ection occur continuously. Since there are ten re□ection sessions over the course of the year and since the students' capacity for re□ection and meaning-making increases over time, varying the types of re□ection stimulates the students' thinking each time. We try a mix of silent, written re□ection, working in pairs and in small groups, and working with di□erent materials such as poems, articles, and video clips. We □nd that using these materials has a lasting impact on the students, as the poems, articles, and video clips stay with them over the course of time, even more so than particular academic theories. □ is is evidenced in the above quote about the student re□ecting on Mary Oliver's poem, "Lead." For that student, the Mary Oliver poem turned into a touchstone for her that enabled learning, meaning-making, and ultimate growth. Other materials we utilize for re□ection include: excerpts from Robert D. Lupton's (2011) book, *Toxic Charity*; a guided re□ection with questions about observations; Keith Morton's re□ection, "Star□sh Hurling and Commodity Service"; David Hil□ker's (2000) article, " □ e Limits of Charity"; the Ignatian spiritual practice, *e Examen*; interview questions for the students to interview each other about their service-learning experiences; and a concept from Virginia Woolf's writing, "moments of being." Finally, the re□ection

Introduction

In December 2013, I was a university professor with just over six years of full-time teaching experience. □ at same month, I took my □rst yoga class and was immediately hooked. It wasn't long before I had an almost daily practice. And as I took more classes with more teachers, I began to notice that there were certain identi□able things that the better yoga teachers did, just as there were certain things that some instructors did that were less e□ective, or even detrimental, for my learning. And that's when it hit me that I wasn't just learning yoga poses. Rather, as an eager but struggling novice attempting to learn and master a new endeavor, every class I took and every instructor I had were also providing opportunities to learn more about what makes for e□ective teaching and learning, generally.

Intrigued by this realization, I began keeping a detailed journal of my experiences as a new yoga student. In this journal, I re-□ected on the classes I took and the teachers who led them. In particular, I focused on my teachers, noting their personalities, their habits, the strategies they employed, and how e□ective I found each of these for my own learning and improvement.

PDSA approach. □ is involved an iterative process of generating ideas from opportunities and of collecting, analyzing, and acting on formative data to inform instructional decisions. Two opportunities we seized on to enhance the level and quality of student engagement in the online leadership course were the availability of a novel application for communication, Zoom Video Communications (Zoom, https://www.zoom.us), and the identi□cation of supplemental familiar forms of media, including podcasts and TED Talks.

□ e introduction of program-wide access to Zoom sparked a move from teacher-led, direct instruction during synchronous sessions to a more student-centered approach, with each participant's presence felt through both video and audio stream. Real-time Zoom video discussions replaced three asynchronous text-based discussions. Each session involved small groups of students (n = 5 to 10) engaging in authentic dialogue that linked academic research and real-world applications. □ e real-time video connection promoted peer-to-peer and instructors-to-students interactions, supporting both social and cognitive presence, including students' ability to verbalize their emerging knowledge and understanding, a vital skill for doctoral students.

Cognitive presence was also developed through supplemental viewing and listening activities using web-based, mainstream, publicly available audio podcasts, such as National Public Radio's *Atari & Chuck E. Cheese's: Nolan Bushnell - How I Built is* (2017), and video presentations, such as Linda Cliatt-Wayman's TED Talk on leadership, *How to Fix a Broken School? Lead Fearlessly, Love Hard* (2015). □ e inclusion of these real-world leadership examples supported cognitive presence by providing a shared referent for discussion. □ is helped to move discussions beyond connections of course materials to students' individual professional contexts. □ e use of familiar media created a low risk, common ground that allowed students to re□ectively, collaboratively, and critically bring together personal and shared worlds (Ke, 2010; Males et al., 2010; van Es, 2012) - a process, according to Lajoie (2014), that takes social construction of knowledge to a new level.

Formative Feedback for Ongoing Improvement

To support and inform our ongoing, iterative design process and PDSA cycles, we collected data from students related to their experience and perceptions through online surveys a□er each Zoom session. □ e instructional team examined and discussed the survey data and observation notes from the LEO Zoom sessions during weekly debriefs through both email and Zoom. □ is process of adapting components of the learning activities in the course based on our observations and student input was made transparent for students. We shared summaries of the feedback and planned course adaptations (e.g., to future sessions) tnrso 3 (5 ((t) 13 4 12 (e) -6 (o) 7 (t) u) 1 (s (s) 3 ( ) 3 (() 3 (e3

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in themselves. Secondly, I hoped that they would think about the idea of teaching/learning from a di□erent perspective. In many of their □nal papers, students commented that teaching could be very rewarding, but it was also more di□cult than they

the familiar. I have found myself inspired by students' investment in and excitement for many of the readings, activities, and assignments I have developed and utilized in this endeavor. As one student wrote on a course evaluation, in response to my question about the use and value of studying popular culture in this fashion, "It's almost like another sense. In a way I was blind but now I can see. [It] Helps me see things from the inside out." When I hear students write comments like these, it not only assures me that they are grasping the learning objectives, but, more importantly, it shows me that their learning is extending beyond the classroom.

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Adbusters. Retrieved from https://www.adbusters.org/

fore proposed an elimination of the dichotomies of “teaching versus research” and “theory versus application” by recognizing all four aspects of a faculty member’s job as equally important for advancing the academy and for tenure and promotion.

SOTL can start from a variety of sources. You can examine an innovation you have made in your teaching, a department’s attempt to teach a new learning outcome, techniques to address the learning needs of shi□ing student demographics, changes in learner behavior that resulted from the integration of new technologies, etc. Getting started is as simple as noticing something of interest in your teaching that you would like to study. You are then ready to move from a personal, disciplinary understanding of your teaching to a transpersonal, cross-disciplinary view of the phenomenon. Note that most SOTL research is participatory- most faculty are examining changes made to their own teaching.

□ e steps of SOTL are similar to any research. Once you identify the topic you should get a better understanding of how it has been understood at your institution, in the literature of your □eld and in teaching journals. Reviewing the literature will help

build upon their experiences, re□ecting more deeply each time when they are working to understand, analyze, and learn from their service-learning experience.

Conclusion

As a high impact practice, service-learning has the potential to be an experience where students can learn e□ectively and grow, as well as improve their overall academic and personal success. For the pedagogy of service-learning to reach its full potential, we have learned through the "Identity, Diversity, and Community" course that encouraging meaning-making is critical. Service-learning components that encourage meaning-making are structured service (having the service experience match the goals and objectives of the course to which it is attached) and re□ection. Not only have these two elements encouraged our service-learning students to make meaning, but they have helped students develop their meaning-making capacities. In many cases, participating in service-learning and subsequently developing the capacity to make meaning has transformed students. Students have learned more about who they are, their place in the world, and how they can enact positive social justice-oriented change. Students have also become more con-□dent in themselves and their abilities, which are important for achieving success in higher education and beyond. In the ever-changing and increasingly anxiety-inducing world of higher education, it is important to highlight, support, and reproduce high impact practices that encourage meaning-making and help students better learn and understand themselves.

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will examine what faculty can and must do to help students fnd appropriate professional support. Attendees will also learn some very practical "frst-responder" strategies that can help them move students from stress to de-stress within the college classroom-without sacrifcing academic standards.

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