Inclusive.excellence.statement
by: Brian Hogan, MS

I promote student JAMs as an interactive means to broaden participation, interact, and form relationships. Workspace technology and broadband are terrific! And support 10 to 100 students performing work together. Hmmm? What models can I learn from? Organic structures, such as melittologic, provide insight into learning experiences and how bees do regular activities and muster to address adverse events. From my lens, a JAM isn't a fun social hour but, more scientifically, a focused, attentive, active learning moment.

I love bees, from the baby pips to nasty whitetails. And they're adaptable and dynamic communicators. If itchy, they don't walk into *their* nest, contaminating peers. Instead, they wait. But how do they know to wait? Is it a learned behavior? Are they conscious? Philosopher Philip [Goff](), a renowned [panpsychist](), may argue "positively." Moving on, they perform some form of mite indicator dance and wait for a peer to groom and clean their mites with their lamellae in an *allogrooming behavior*. Organic bee activity forms the substance of my commitment to inclusive excellence, as bees are concerned for one another's wellbeing and its serve as a basis for their scaffolding behavior.

Festooning students
Students post assignments into an interactive learning [structure]() building a corpus of outcomes, styles, and problem-solving approaches. This information exchange enables those behind to seek help directly via collaborative JAMs and indirectly by sorting information and learning from peer-solving techniques. Students, at first, perform independently, and peer view permissions are adjusted as warranted. I'm not seeking to transform an existing learning management system but to offer new devices that foster interactive learning experiences on a 2D surface.

Hive structures are the apparatus to facilitate festooning, i.e., organic scaffolding, amongst students to solve, repair, and collaborate. Irrespective of a student's personality and prior experiences, each builds accountability and learns how to ask for help. I've experienced students staying long after class to continue working together, exploring ideas, and completing items.

Festooning Bees [1]

The formed corpus is transcribable into a data pipeline supporting teaching moments of this technology and provides a means to harvest the classroom's information honey. While ChatGPT is ladened with controversy, it's suitable to consolidate and summarize student outcomes providing a valuable walkaway nexus of know-how that is part of my [> 7.pillars.of.skills](). Whether solving individually or collectively, equity exists as all students leave a course with summarized and

searchable outcomes to navigate future challenges. Cheatsheets and training on using the correct language to ask questions lead to decreased distraction from the internet's 2D facial expressions.

Scientific literature continues to assess classroom AI with ontologies such as adaptive student achievement[2] and performance prediction[3]. My courses at ICARUS-AI apply tasks by AI scored priors. I connect such principles with active learning and collaborative JAMs. Jupyter Notebook real-time [collaboration](#) is almost bug-free and will make a marvelous addition to this dynamic learning experience kit. Are students overwhelmed? I'm told, "at first, I didn't get it, but now I like it." Students have also shared, "you keep it engaging; unlike many teachers, the class isn't boring."[4]

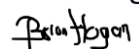**Diversity, equity, and inclusive (DEI) excellence**
DEI embodies a hive mind and core values guiding my work. Creating inclusive learning environments requires a collaborative effort. I use cloud workspaces, GitHub, and Microsoft Teams to facilitate swarming where ahead students experience altruism by helping behind students catch up on unfinished items. Hyperlinks give students real-time access to resources, allowing them to focus on their 2D workspace actively. I recognize the impact of workstation equity on situational learning and obtained permission from a local e-trash center to provide each student with a second or third monitor. Interactive learning structures play a crucial role in scaffolding students' understanding. For example, I've witnessed students reluctant to speak up in traditional settings behave dramatically differently in JAMs. As an instructor, student accessibility specifics are private, but I've experienced how these supportive structures and active learning moments help students realize their potential.

A penchant for personalized attention
I am passionate about personalized attention and its ability to alter a student's learning significantly. As an undergraduate psychology major and former management consultant, I possess deep empathic skills to read and understand others' needs. This skill informs me when to provide a regular check-in and outreach to students whose behavior changes or perhaps a walk-and-talk session outside of class with my dog.

One of my most rewarding experiences was walking with Andrew, a junior accessibility student, who shared that no other teacher had taken personal time to understand his situation better. I know the importance of building trust and providing a supportive framework to help students connect with their talents and reach their full potential. I draw inspiration from the kindness and mentorship of Professors Cheek, Lesko, and Pfohl, who played an instrumental role in my development, and I'm committed to paying it forward.

Best Regards,

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Brian Hogan

References

1   Festooning bees from Wildflower Meadows[1]. Retrieved from: https://wildflowermeadows.com/2016/07/festooning-bees/

2   Elham, A. (2020). The impact of an adaptive e-course on students' achievements based on the students' prior knowledge. Education and Information Technologies, 25(5), 3541-3551. https://doi.org/10.1007/s10639-020-10125-3. <bh.git>

3   Albreiki, B., Zaki, N., & Alashwal, H. (2021). A Systematic Literature Review of Student' Performance Prediction Using Machine Learning Techniques. Education Sciences, 11(9), 552. https://doi.org/10.3390/educsci11090552. <bh.git>

4   Student testimonials DanH, ChristianP, JacksonG.