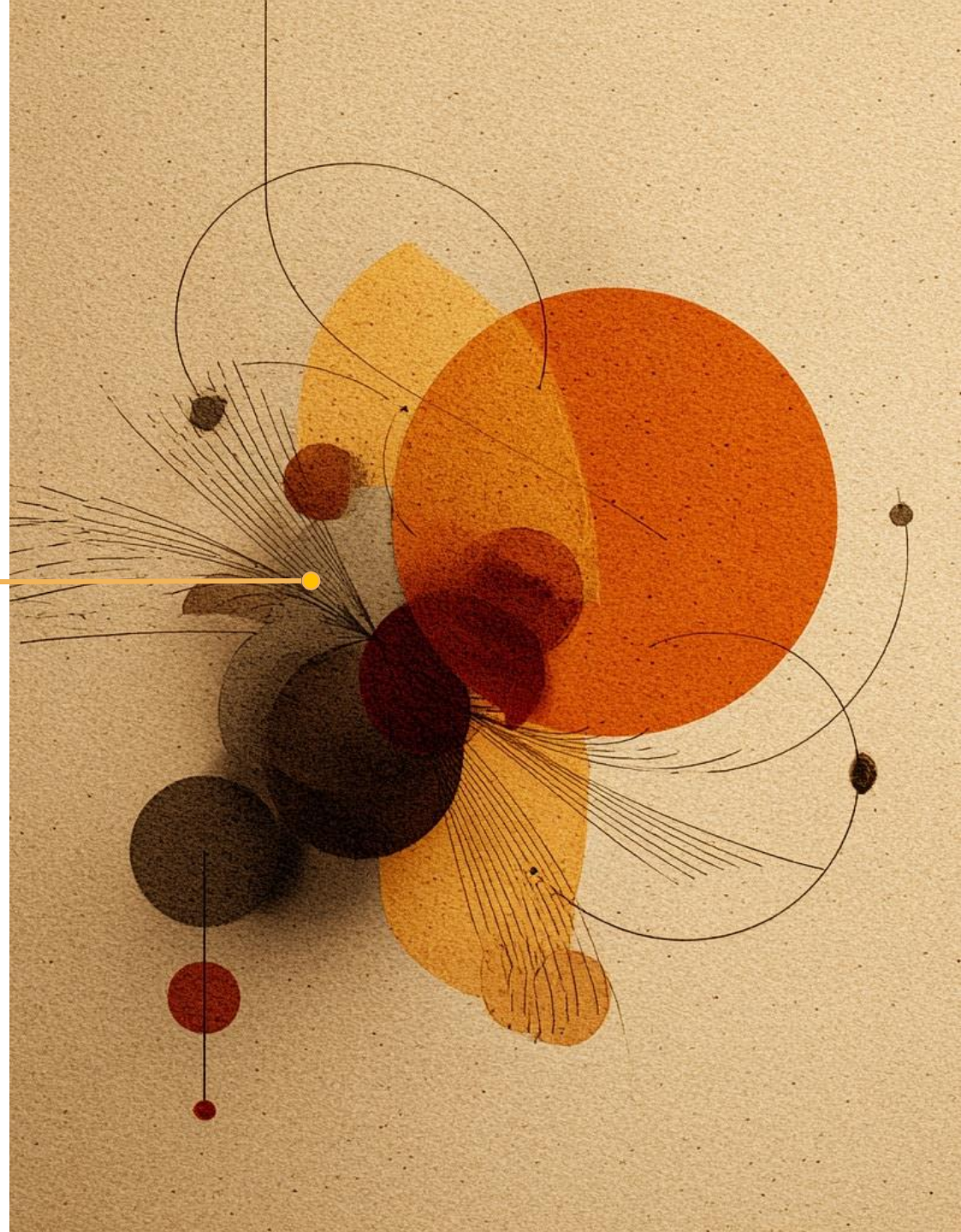


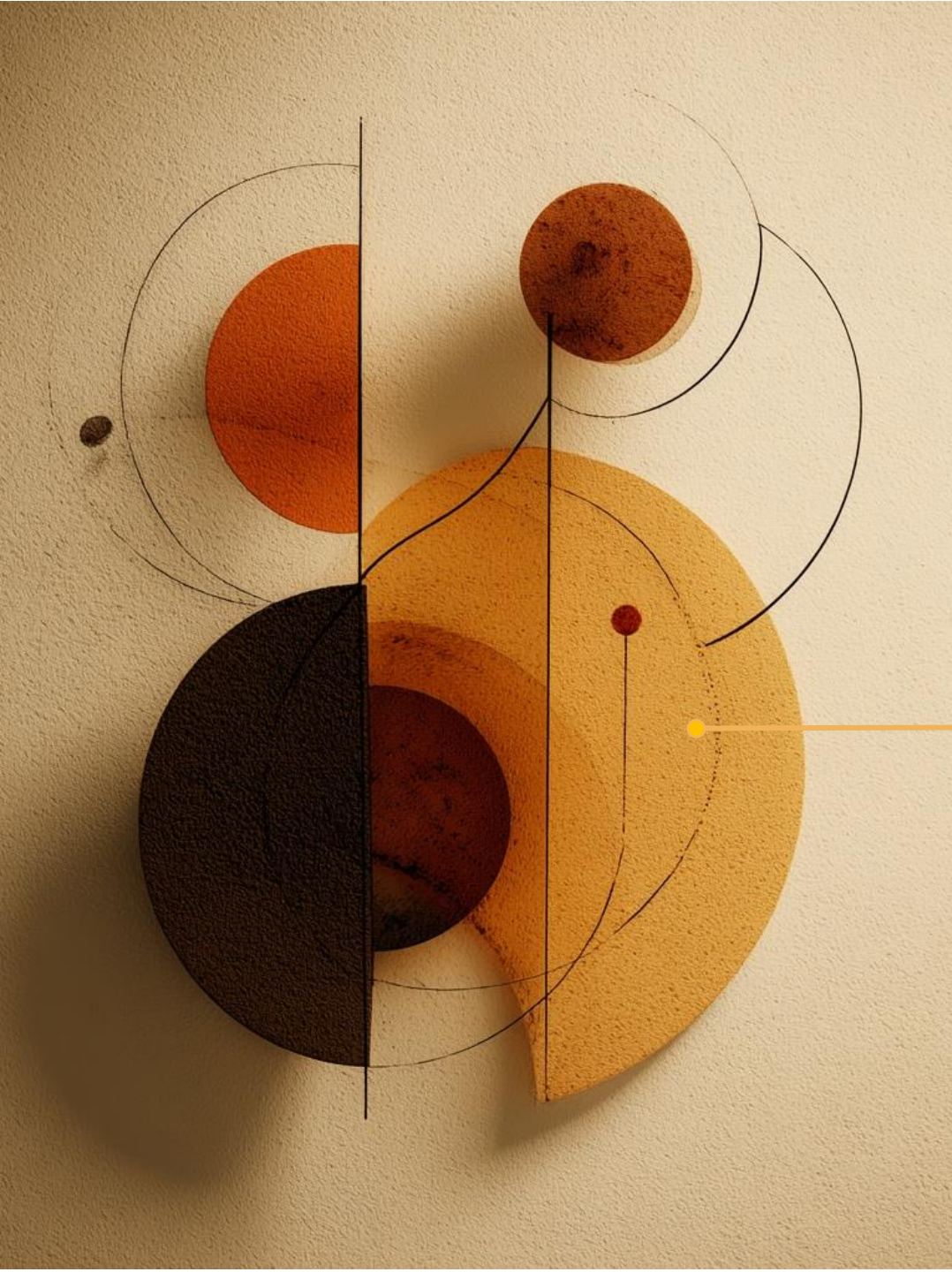
Excellence in Education & Community Conference (EECC'26)
Moving the Needle: From Practice to Impact

From Creative Practice to Measurable Impact:

Arts-Based Teaching in the First-Year Experience

Shahaan Orlando Azeem





Students are present... but not engaged

- Physically present, but not fully engaged
- Lack of participation often interpreted as disengagement
- Accessible entry points for them to engage meaningfully

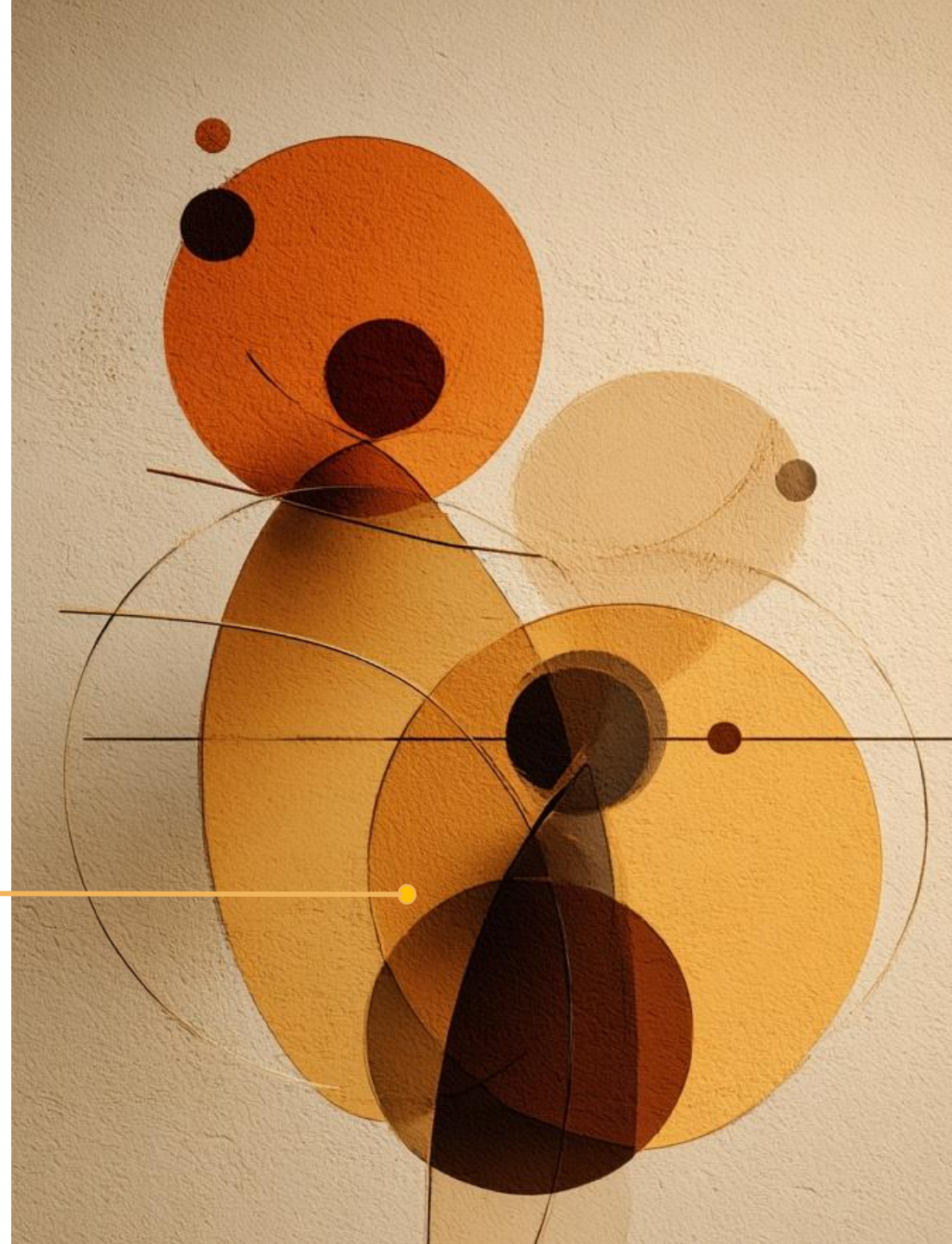


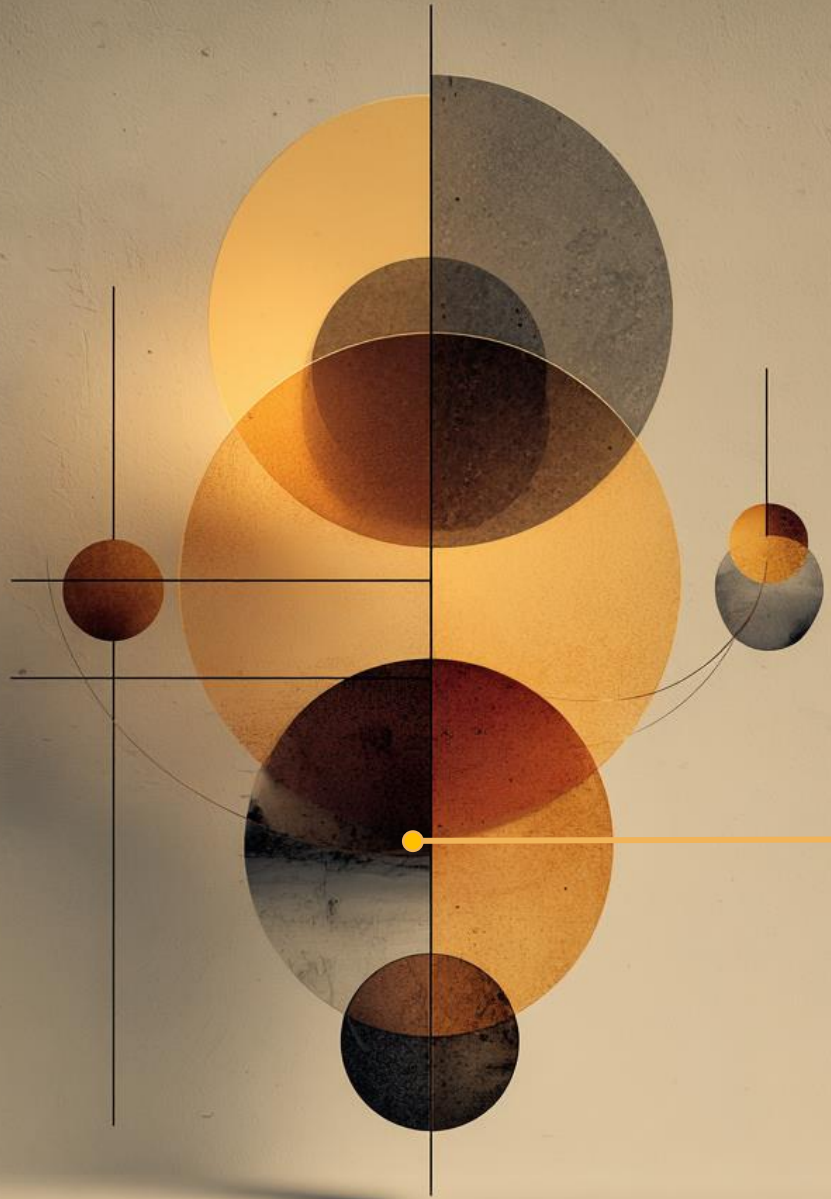
Participation \neq Engagement

- How we define and measure engagement
- Tend to privilege students who are already confident
- We risk overlooking a large portion of our students

Arts-Based teaching is not extra

- It is structured
- It is intentional
- It is assessable





The Approach

- **Visual prompts**
 - **Reflection**
 - **Identity**
 - **Low-stakes entry**
-

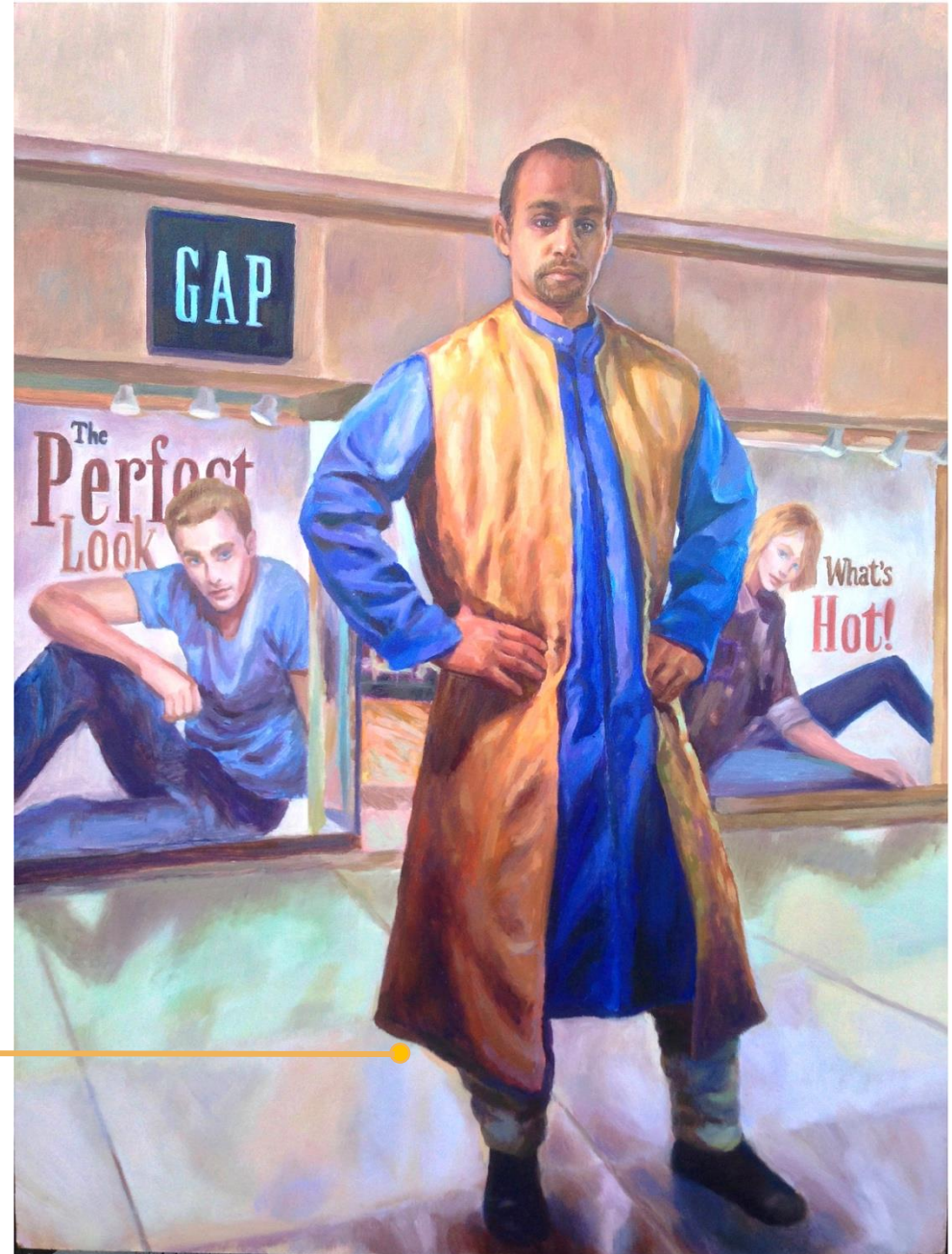
Lesson Plan

Time Management



Lesson Plan

Civility and Cultural Competence



Student Work



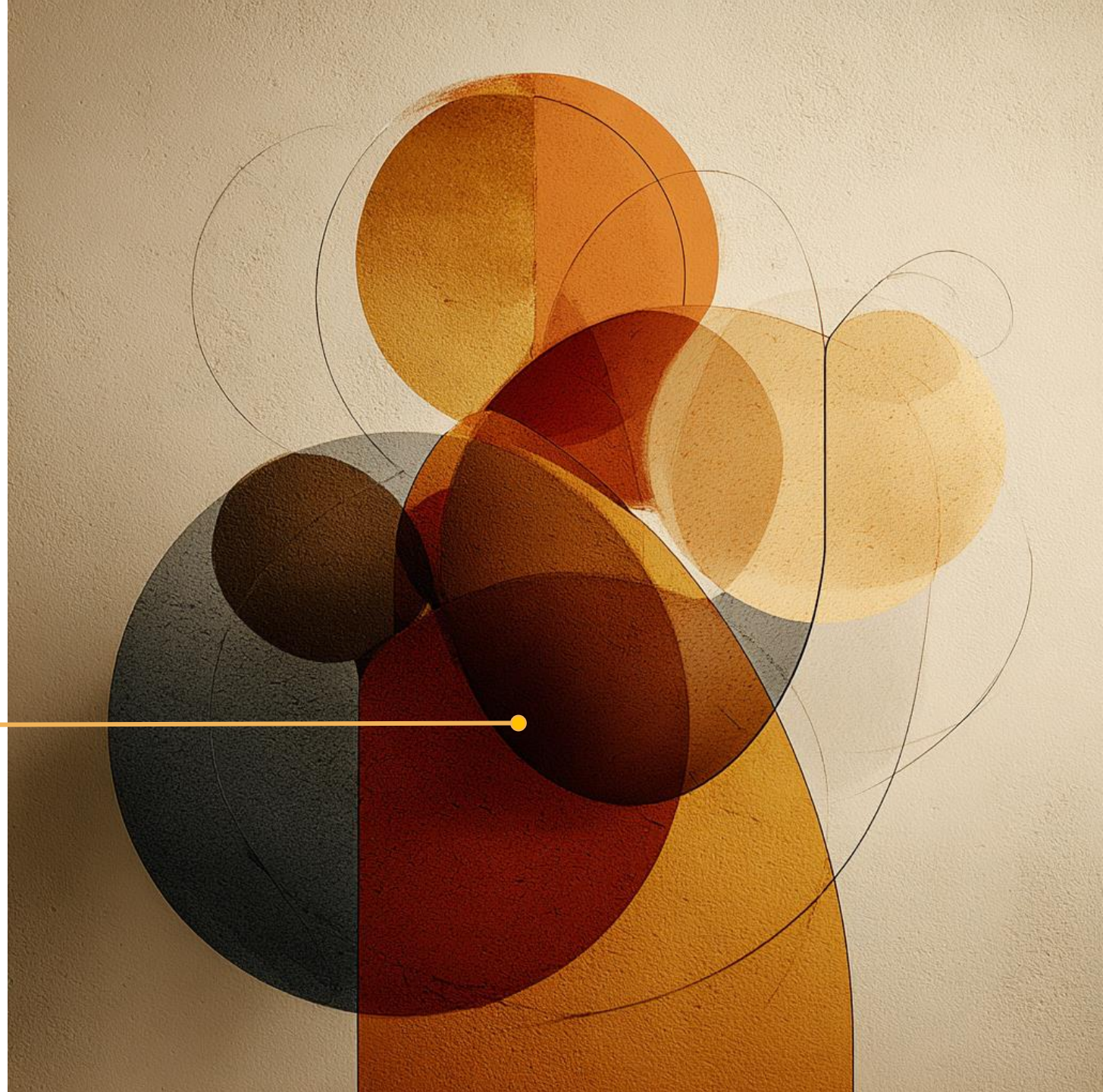
Student Work

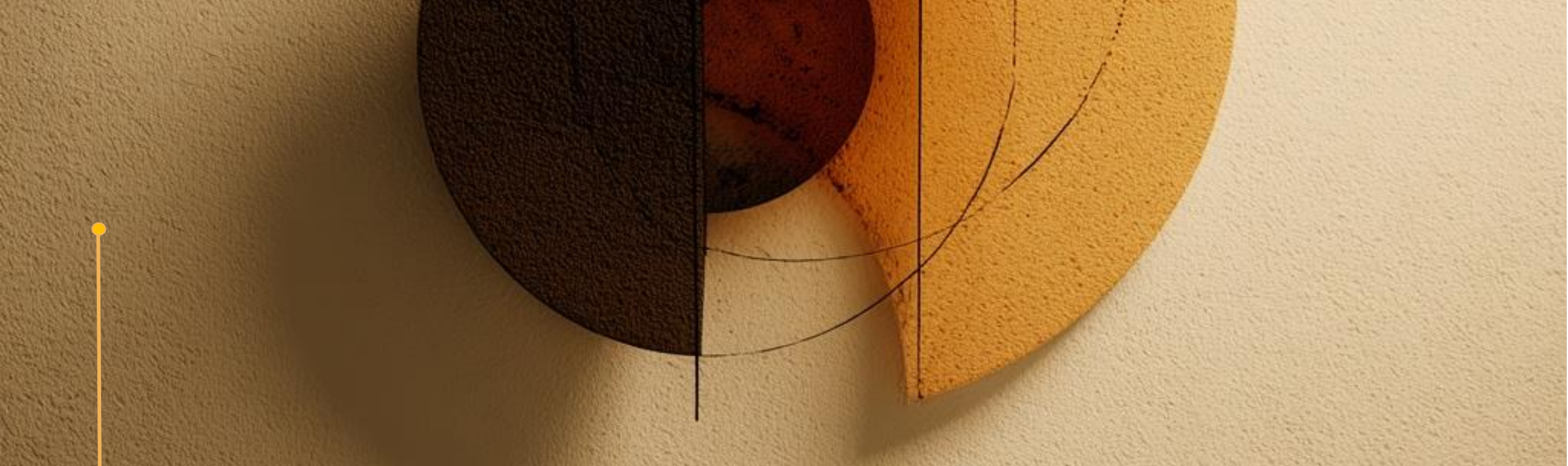


Interactive Session

**What does your identity
as a learner look like?**

draw • write • symbols





What thoughts, emotions, or ideas surfaced through creating?

Did this mode of engagement make participation feel more

accessible or reflective?

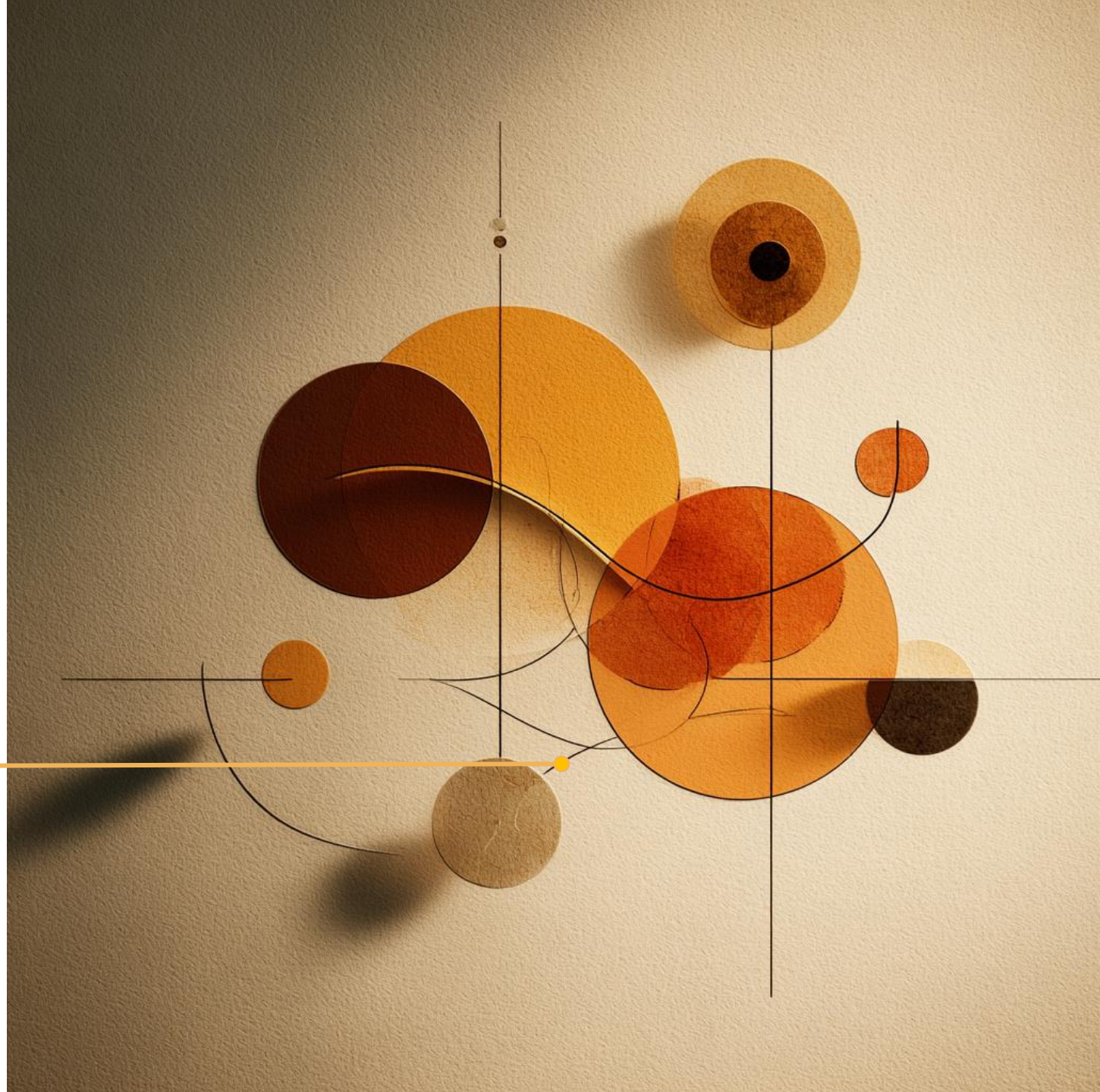


Impact

- **More participation**
 - **Deeper thinking**
 - **Stronger connection**
 - **Growing confidence**
-

Assessment

- **Engagement**
 - **Reflection**
 - **Connection**
 - **Clarity**
-



Student Reflection



Engagement increases
when students have more ways to participate

