



Information Research – Vol. 31 No. iConf (2026)

Bring back the blue book? A reflection on teaching strategies, engaged pedagogy, and the challenges of GenAI in the classroom

Yvette Iribe Ramirez

DOI: <https://doi.org/10.47989/ir31iConf64237>

Abstract

Introduction. This paper reflects on teaching practices implemented as a pre-doctoral lecturer in undergraduate informatics courses on race, gender, information, and technology. It reintroduces the blue book not as a punitive measure against generative AI (GenAI), but as an intentional analogue practice to foster engagement, creativity, and reflection in the classroom.

Approach. Through literature review, applied practice, and framed by feminist, decolonial, and critical information studies, the paper discusses inclusive strategies such as in-class journaling, student-led facilitation, and multimodal final projects that encourage diverse learning styles and redistribute power in classroom dynamics. The reflection emphasises the importance of diversifying reading lists, valuing lived experience, and offering students meaningful choice in demonstrating their learning. These approaches respond to the lingering effects of the COVID-19 pandemic on student attention and participation, while also addressing the challenges and risks posed by the rise and prevalence of GenAI in higher education. There is also an acknowledgement of limitations and need for future work.

Conclusion. Ultimately, this paper argues for a pedagogy of engagement that resists both nostalgia and technological determinism, foregrounding human experience, care, and community as essential elements of learning in a rapidly changing educational environment.

Introduction

Yes, I brought back the blue book. In many U.S. colleges and universities, especially in humanities or social science courses, students are sometimes asked to complete in-class written exams using a *blue book*, which is simply a small booklet with a blue paper cover and lined pages inside. Before the heavy reliance on digital workspaces, students used it to handwrite essays, reflections, or responses during timed exams. The blue book format supports open-ended writing and for students unfamiliar with this practice, it may seem unusual, but it's just a blank, structured space to organise your thoughts on paper.

In considering ways to adapt my teaching practice in the face of increasing Generative AI (GenAI) use, I incorporated this tool into my classroom. Not as a nostalgic throwback or punitive measure rather, I brought it back with *purpose*: as a tool of engagement in the classroom. Using the blue book solely as a 'corrective' response to students using GenAI tools in their learning practice is short-sighted. Instead, we should 'bring it back' by incorporating into a *teaching practice* that supports student learning and engagement, and as a continued response to the lag in student engagement post-COVID classroom.

In this paper, I describe some of these engagement practices in the context of an Informatics undergraduate course that focuses on social justice-oriented topics. A secondary layer to this context is that the course was primarily made up of junior and senior undergraduate students whose final year of high school and early years of undergraduate studies coincided with the COVID-pandemic and remote learning environments. Additionally, while not technical in scope, these courses focus on the impacts of bias within information & technology, ethics, and systems of oppression on society. The importance and weight of these topics in the classroom cannot be underestimated or minimised in the training of Informatics students who join an increasingly complex field and will be the ones to tackle many of the issues we face in an ever increasingly digital society.

Furthermore, this reflection is shaped by my own experience as a pre-doctoral lecturer, still learning how to teach and applying what I know while completing my doctoral training. I write from a position familiar to many doctoral students and early career instructors, who must navigate their own professional learning at the same time they are responsible for leading classrooms through unprecedented change.

This redesigned undergraduate course on race, gender, and technology critically examined how systems of power are embedded in digital infrastructures and sociotechnical design. Grounded in feminist, decolonial, and critical information studies, the course invited students to analyse technologies not as neutral tools, but as products of social, political, and historical conditions. The course's current form reflects an iterative pedagogical process informed by years of collaboration with and learning from fellow instructors. I incorporated inclusive, analogue-based strategies such as in-class journaling, student-led facilitation, and multimodal final projects to support deeper engagement, creativity, and peer collaboration. These activities aim to address post-pandemic learning dynamics and intentionally fostered a classroom environment rooted in care, access, and critical reflection.

The goal of this paper is to offer reflection and push the conversation by asking what we can do as educators in the face of these challenges and how we can adapt and integrate engaged practices. While it can be easy to place blame on students: 'students don't engage' or 'students want the easy way out' students will use the tools that are at their disposal, especially on the heels of a pandemic that completely transformed their learning environments during a formative time in their lives. This moment in time challenges us to question, rethink, and transform our collective teaching practices and move toward an engaged pedagogy that cannot be substituted or replaced by GenAI tools, which are just that – tools. GenAI, no matter how much they are branded and marketed as

'assistants with a PhD' these tools do not 'have' a PhD, and training datasets does not constitute one. These tools don't have thoughts, ideas, or experience and cannot replace the knowledge and wisdom we have acquired in our training that has placed us in the privileged position to teach, and it cannot replace the ability we have to build relationships and community within our classrooms.

Literature review

Efforts to design inclusive, participatory learning environments have long drawn from the traditions of popular education, a pedagogical framework rooted in the work of Paulo Freire and other critical theorists who centre learner agency, community engagement, and knowledge co-creation (Freire 2005). Popular education challenges traditional power dynamics in the classroom, treating students not as passive recipients but as active participants whose lived experiences shape the learning process. These principles align closely with Universal Design for Learning (UDL), which promotes flexible teaching strategies that accommodate diverse learning styles, abilities, and cultural backgrounds (CAST, Inc n.d.; Ahmed 2024). In practice, UDL and popular education inform a range of inclusive teaching approaches that emphasise access, agency, and responsiveness to students' needs.

Leading feminist scholar, bell hooks, also offers us an approach to engaged scholarship and teaching practice through prominent works such as *Teaching to Transgress* and *Teaching Critical Thinking*, where she states,

When students are fully engaged, professors no longer assume the sole leadership role in the classroom. Instead, the classroom functions more like a cooperative where everyone contributes to make sure all resources are being used, to ensure the optimal learning well-being of everyone. (Hooks 2009)

Furthermore, she emphasised that

To educate for freedom, then, we have to challenge and change the way everyone thinks about pedagogical process. This is especially for students...Engaged pedagogy establishes a mutual relationship between teacher and students that nurtures the growth of both parties.(Hooks 2009, 2014)

While difficulties of adapting engaged practices and feminist approaches to teaching have been documented (Webber 2006), it does not mean that we give up. Instead, as hooks and others note, we take on the challenge of changing how we understand and enact teaching and learning for our common good (Spencer 2015).

The urgency of engaged pedagogy intensified in the wake of the COVID-19 pandemic, which profoundly disrupted educational norms and highlighted longstanding inequities in access to technology, support services, and safe learning environments (Yukhymenko-Lescroart 2024; Chu 2022; Lungu and Lungu 2021). These challenges prompted educators to reassess not only their tools and platforms but also the fundamental purpose and ethics of teaching in crisis contexts. This shift has led to an increased focus on care-centered, trauma-informed pedagogies, as well as a return to analogue, relational practices in some classrooms.

At the same time, the rapid emergence of GenAI tools, such as ChatGPT, has raised complex questions about authorship, assessment, and academic integrity in post-pandemic education. Some scholarship frames AI as an opportunity to reimagine learning through collaboration with intelligent systems (Gimpel et al. 2025; Mollick and Mollick 2022), while others caution against uncritical adoption due to concerns about algorithmic bias, surveillance, dehumanisation, and the erosion of critical thinking skills (Williamson, B., Molnar, A., & Boninger, F. 2024; Bender 2024) For instructors, this technological shift has prompted a re-evaluation of writing and assignment design

to ensure students develop both ethical awareness and meaningful engagement with course content.

There is rise in public discourse about GenAI and its impact on higher education and reveals several recurring themes. As of November 2025, some pieces argue that incorporating low-tech approaches is not a step backward but reasserting human knowledge and relationships, echoing bell hooks' emphasis and human-centered engagement (Good 2025; Mounk et al. 2025). Others adopt a negative outlook, focusing on cheating and academic dishonesty. Some frame blue books as punishment, rooted in the belief that students can't be trusted to avoid AI when asked (Teague 2025; Shirky 2025; Ropek 2025). Several describe handwritten reflections as outdated or old-fashioned (Porter 2025; Cohen 2025), while others argue they are ineffective, slow progress, or impede adaption to new technology (Sarofian-Butin 2025; Sturgill 2025). Still others portray instructors who rely on handwriting as unprepared or resorting to last-ditch measures (Bereny 2025; Bernhold 2025).

To that end, the field of writing and learning studies has long emphasised writing as a process of inquiry and reflection rather than product alone. Scholars argue that writing assignments should encourage critical thinking, positionality, and metacognition (Hood 2010; Horbury and Edmonds 2021; Yancey 2009). In this context, the return to in-class, analogue forms of reflections such as handwritten journals, can be seen as a response to both the limitations of digital processes and the desire to support deeper engagement (Klimova 2015; M. Silva and Limongi 2019; Berezan, Krishen, and Garcera 2023).

Finally, research on assignment design and assessment have increasingly centered flexibility, creativity, and student agency. Multimodal final projects, collaborative presentations, and self-assessments are frequently cited as ways to support inclusive learning outcomes (Hew 2015; Grossman et al. 2019; Huston 2009). These approaches align with broader trends in critical information literacy, which challenge students to interrogate not just content but the systems through which knowledge is produced, accessed, and valued.

Teaching strategies and practices

Reflections: This format has two purposes: Superficially, we relate to a time when analogue assignments ruled college courses. Akin to the scantron, and artifact of multiple-choice quizzes, no.2 pencils, and standardised tests. It represents a time when we didn't always have to guess if the students *actually* did the writing. Popular discourse frames it as the natural antidote to GenAI, but some of these stances are misguided, as there is no 'undo' button on this technology. As educators in the information field, we must grapple with that reality, and it is our task to manage and adapt.

Instead, the blue book offers an opportunity to enhance learning, engagement, and experiences. It is a tool that helps students do what GenAI cannot, by providing *experience* in all its facets: feeling, sensing, smelling, thinking, remembering, struggling, succeeding, etc. In short, GenAI cannot *experience*, it does not feel the way humans do. It does not experience the feelings of frustration in trying to compose your thoughts, and the feeling of satisfaction when you succeed in getting your point across.

When I introduce this practice, I ask students if they used it before, and I explain how integral it was to my own education. I then outline how we will use it in class and what I expect. Almost immediately, a flurry of questions arises: *Can I use my computer? Can I look at the readings again? Can I go back and review my notes from the last lecture? What if I don't have a pen or pencil?* My answers are typically 'no and don't worry, I have pencils to lend.' I reframe the exercise by reminding students that they will have a lifetime to be connected to their devices, but this is thirty minutes of their day where they are not asked to use one. I emphasise that I am not interested in spelling,

neat handwriting, or the ability to copy and paste quotes; I am interested in their thoughts and ideas. I ask them to think of it as a conversation: if I were to ask about a show they were watching or a book they were reading, they would not stop and say, 'wait, I need to check my computer.' Instead, they would respond to the best of their recollection and continue the exchange, and that is precisely the kind of engagement I am looking for.

I also point out that as an instructor I genuinely enjoy reading their reflections, the paper in my hand, and seeing the uniqueness in handwriting. It is a sensory experience for me as well, and I get to understand their voice and writing style without a digital filter. This is a tangible example of what hooks emphasises, the idea of shared learning, I too learn not just about the effectiveness of strategy, but about my students as individuals.

These experiences go hand in hand with other components of this course that aim to help students find meaning and engagement in what could otherwise feel like an intense and overwhelming course given the topics we cover.

Student-led facilitation: This practice positions students as active contributors to the learning environment by allowing them to lead class discussions or activities. It promotes deeper engagement with course material, builds public speaking and collaboration skills, and supports peer-to-peer learning. When rooted in inclusive design, student-led facilitation allows diverse voices and interpretations to shape the conversation. It also helps redistribute power in the classroom by recognising students as knowledge producers.

Diversifying reading lists refers to intentionally including authors across disciplines from historically marginalised communities, including works by Black, Indigenous, Latinx, disabled, queer, and women scholars, especially in fields traditionally dominated by white, male voices (Harris et al. 2020). A diverse reading list not only broadens intellectual horizons but also affirms the value of lived experiences and epistemologies that challenge dominant narratives in technology and information science.

Annotations: This practice involves students marking up digital or printed texts with comments, questions, and connections. This can be done individually or collaboratively, using tools like Hypothes.is, and is often used to scaffold reading comprehension and engagement (Wolfe 2000). Annotations democratise participation, especially for students less comfortable speaking in class, and create a visible record of collective learning. They encourage students to slow down and reflect critically, rather than passively consume texts.

Multimodal assignments: Finally, offering students choice in final assignment format, whether a research paper, podcast, digital exhibit, game, video, or zine, supports varied interests, skill sets, and ways of expressing their understanding. This practice aligns with Universal Design for Learning (UDL) by acknowledging that students learn and communicate differently. It also invites creativity and empowers students to connect course themes to their personal or professional goals.

Future work and limitations

This paper focuses on the author's own experience and teaching strategies. It does not speculate on student experience or use student work as data. While this reflective approach offers insight into pedagogical intentions and course design, it also presents limitations that can be addressed with future work.

Future research should capture student perspectives and examine how doctoral students and early career instructors develop their teaching practices under conditions shaped by GenAI and post-pandemic learning environments. Another angle could be exploring the challenges faced by seasoned instructors in adapting to changing technologies and incorporating engaged pedagogy.

A participatory study could invite students to co-define research questions and evaluate their learning experiences through voluntary reflections or collaborative focus groups. Such work could deepen understanding of how analogue practices shape engagement, especially for students navigating other challenges like digital fatigue, or structural barriers. Future research might also explore intersections between analogue and digital learning environments, identifying when and how non-digital tools foster deeper attention and connection, questions particularly urgent in fields like Information Science, where access, equity, and ethics are central to both research and teaching.

Conclusion

Yes, bring back the blue book! But not as a rewind button and a piece of nostalgia, nor resistance for resistance's sake, or worse as punishment. Bring it back through a pedagogy of engagement, as an intentional practice of care, attention, and community. When paired with inclusive strategies like student-led facilitation, diverse readings, and multimodal assignments, handwritten reflection becomes more than a workaround to GenAI; it becomes a powerful pedagogical tool. As educators, our challenge is not to compete with technology, but to create human-centered spaces where learning still matters. As educators in the Information field, we have the privilege to teach the next generation of information scholars, and we have the responsibility to adapt and grow and do what GenAI tools cannot, and that is to be human and facilitate human experience.

As an educator in the early stages of my teaching career, the blue book was not only a tool for student engagement, but also a tool for my own pedagogical growth. It reminded me that teaching itself is a process of learning, especially in a time when GenAI and post-pandemic challenges reshaped the classroom. It affirmed not to capitulate to GenAI tools by giving them more credit than they are worth. While they are powerful tools, this is not about surviving another technological advance or accepting that these technologies are here and there is nothing to be done about it. Our students deserve more fight for their education, and the academic community needs to value itself more than it values this singular piece of technology. We must resist the urge to be complacent to a defeatist attitude, and we must not dismiss this as a student-centred issue, instead we must meet the challenge and reflect on the changes we must make in our own practices to help our students meet this moment.

About the author

Yvette Iribe Ramirez is a qualitative researcher focused on participatory methods and topics at the intersection of information, technology, and community engagement. She received her PhD and MLIS from the University of Washington's Information School and can be reached at yiribe@uw.edu

References

- Ahmed, Mohammad. 2024. 'Implement Universal Design for Learning with Assignments.' May 14, 2024. https://academictech.uchicago.edu/2024/05/14/implement-universal-design-for-learning-with-assignments/?utm_source=chatgpt.com.
- Bender, Emily M. 2024. 'Resisting Dehumanisation in the Age of 'AI.' Current Directions in Psychological Science, February. <https://doi.org/10.1177/09637214231217286>.
- Bereny, Annika. 2025. 'Blue Books Are Back: The Revival of Pen and Paper Exams.' Blue Books Are Back: The Revival of Pen and Paper Exams - The Daily Cardinal. November 6, 2025.

- <https://www.dailycardinal.com/article/2025/11/blue-books-are-back-the-revival-of-pen-and-paper-exams>.
- Berezan, Ori, Anjala S. Krishen, and Sara Garcera. 2023. 'Back to the Basics: Handwritten Journaling, Student Engagement, and Bloom's Learning Outcomes.' *Journal of Marketing Education* 45 (1): 5–17.
- Bernhold, Redmond. 2025. 'More Blue Books Are Hitting Classrooms. Embrace It.' *More Blue Books Are Hitting Classrooms. Embrace It. - The Observer*. September 5, 2025. <https://www.ndsmcobserver.com/article/2025/09/more-blue-books-are-hitting-classrooms-embrace-it>.
- CAST, Inc. n.d. 'The UDL Guidelines.' Accessed September 15, 2025. <https://udlguidelines.cast.org/>.
- Chu, T. L. A. 2022. 'Applying Positive Psychology to Foster Student Engagement and Classroom Community amid the COVID-19 Pandemic and Beyond.' *Scholarship of Teaching and Learning in Psychology*. <https://psycnet.apa.org/fulltext/2020-77538-001.html>.
- Cohen, Ben. 2025. 'They Were Every Student's Worst Nightmare. Now Blue Books Are Back. Cheating with ChatGPT Has Become a Huge Problem for Colleges. The Solution Is Painfully Old-School.' May 24, 2025. [https://www.proquest.com/docview.docviewusetools_0.usetoolsotherformatlinks.saveaspdf_0:saveaspdfevent/MSTAR_3207036079/1/\\$N?_csrf=3fdcf507-da2b-4249-8bd0-3a225980e986&t:ac=3207036079](https://www.proquest.com/docview.docviewusetools_0.usetoolsotherformatlinks.saveaspdf_0:saveaspdfevent/MSTAR_3207036079/1/$N?_csrf=3fdcf507-da2b-4249-8bd0-3a225980e986&t:ac=3207036079).
- Freire, Paulo. 2005. *Pedagogy of the Oppressed*. Translated by Myra Bergman Ramos. New York: Continuum International Publishing Group.
- Gimpel, Henner, Kristina Hall, Stefan Decker, Torsten Eymann, Niklas Gutheil, Luis Lämmermann, Niklas Braig, et al. 2025. 'Using Generative AI in Higher Education: A Guide for Instructors.' *Journal of Information Systems Education* 36 (3): 237–56.
- Good, Katie Day. 2025. 'Bring Back the Blue-Book Exam: In an Age of AI, We Need to Return to Handwritten Assignments.' *Calvin Digital Commons*. 2025. https://digitalcommons.calvin.edu/calvin_facultypubs/981.
- Grossman, Pam, Elham Kazemi, Sarah Schneider Kavanagh, Megan Franke, and Elizabeth Dutro. 2019. 'Learning to Facilitate Discussions: Collaborations in Practice-Based Teacher Education.' *Teaching and Teacher Education* 81 (May): 97–99.
- Harris, Jenine K., Merriah A. Croston, Ellen T. Hutti, and Amy A. Eyler. 2020. 'Diversify the Syllabi: Underrepresentation of Female Authors in College Course Readings.' *PloS One* 15 (10): e0239012.
- Hew, Khe Foon. 2015. 'Student Perceptions of Peer versus Instructor Facilitation of Asynchronous Online Discussions: Further Findings from Three Cases.' *Instructional Science* 43 (1): 19–38.
- Hood, C. 2010. 'Ways of Research: The Status of the Traditional Research Paper Assignment in First-Year Writing/Composition Courses.' *Composition Forum* 22. <https://eric.ed.gov/?id=EJ1080510>.
- Hooks, Bell. 2009. *Teaching Critical Thinking: Practical Wisdom*. London, England: Routledge.
- . 2014. *Teaching to Transgress*. London, England: Routledge.

- Horbury, Simon R., and Caroline J. Edmonds. 2021. 'Taking Class Notes by Hand Compared to Typing: Effects on Children's Recall and Understanding.' *Journal of Research in Childhood Education* 35 (1): 55–67.
- Huston, Therese. 2009. *Teaching What You Don't Know*. London, England: Harvard University Press. <https://doi.org/10.4159/9780674054028>.
- Klimova, Blanka. 2015. 'Diary Writing as a Tool for Students' Self-Reflection and Teacher's Feedback in the Course of Academic Writing.' *Procedia, Social and Behavioral Sciences* 197 (July): 549–53.
- Lungu, Bwalya, and Maria Lungu. 2021. 'Exploring the Effects on Student Learning and Engagement of COVID-19: An Innovative and Interdisciplinary Approach.' *Journal of Microbiology & Biology Education: JMBE* 22 (1). <https://doi.org/10.1128/jmbe.v22i1.2429>.
- M. Silva, Angelica, and Roberto Limongi. 2019. 'Writing to Learn Increases Long-Term Memory Consolidation: A Mental-Chronometry and Computational-Modeling Study of 'Epistemic Writing.' *Journal of Writing Research* 11 (vol. 111): 211–43.
- Mollick, Ethan R., and Lilach Mollick. 2022. 'New Modes of Learning Enabled by AI Chatbots: Three Methods and Assignments.' *SSRN Electronic Journal*, December. <https://doi.org/10.2139/ssrn.4300783>.
- Mounk, Yascha, Arvind Narayanan, Emily M. Bender, Jane Rosenzweig, Rebecca Lowe, Jason Gulya, Joseph E. Aoun, et al. 2025. 'How AI Is Changing Higher Education.' *The Chronicle of Higher Education*, November 6, 2025. <https://www.chronicle.com/article/how-ai-is-changing-higher-education>.
- Porter, Ira. 2025. 'A Blast from Finals Past, Blue Books Enjoy a Resurgence in an AI World.' *The Christian Science Monitor*, May 23, 2025. <https://www.csmonitor.com/USA/Education/2025/0523/college-ai-blue-book-finals>.
- Ropek, Lucas. 2025. 'AI Cheating Is So Out of Hand In America's Schools That the Blue Books Are Coming Back.' *Gizmodo*. May 27, 2025. <https://gizmodo.com/ai-cheating-is-so-out-of-hand-in-americas-schools-that-the-blue-books-are-coming-back-2000607771>.
- Sarofian-Butin, Dan. 2025. 'Return of Handwritten Essays Is a Hopeless Response to ChatGPT.' *Times Higher Education (THE)*. August 22, 2025. <https://www.timeshighereducation.com/blog/return-handwritten-essays-hopeless-response-chatgpt>.
- Shirky, Clay. 2025. 'Students Hate Them. Universities Need Them. The Only Real Solution to the A.I. Cheating Crisis.: Guest Essay.' August 26, 2025. [https://www.proquest.com/docview.docviewusertools_0.usertoolsotherformatlinks.saveaspdf_0:saveaspdfevent/MSTAR_3243246361/1/\\$N?_csrf=3fdcf507-da2b-4249-8bd0-3a225980e986&t:ac=3243246361/Record/F64E250115DD449CPQ/1](https://www.proquest.com/docview.docviewusertools_0.usertoolsotherformatlinks.saveaspdf_0:saveaspdfevent/MSTAR_3243246361/1/$N?_csrf=3fdcf507-da2b-4249-8bd0-3a225980e986&t:ac=3243246361/Record/F64E250115DD449CPQ/1).
- Spencer, Leland G. 2015. 'Engaging Undergraduates in Feminist Classrooms: An Exploration of Professors' Practices.' *Equity & Excellence in Education: University of Massachusetts School of Education Journal* 48 (2): 195–211.
- Sturgill, Amanda. 2025. 'Blue Books and In-Class Writing Are Not a Panacea.' *Center for Engaged Learning (Blog)*. August 19, 2025. <https://www.centerforengagedlearning.org/blue-books-and-in-class-writing-are-not-a-panacea/>.

- Teague, Will. 2025. 'I Set A Trap To Catch My Students Cheating With AI. The Results Were Shocking.' HuffPost. November 20, 2025. https://www.huffpost.com/entry/history-professor-ai-cheating-students_n_69178150e4b0781acfd62540.
- Webber, Michelle. 2006. 'Transgressive Pedagogies? Exploring the Difficult Realities of Enacting Feminist Pedagogies in Undergraduate Classrooms in a Canadian University.' *Studies in Higher Education* 31 (4): 453–67.
- Williamson, B., Molnar, A., & Boninger, F. 2024. 'Time for a Pause: Without Effective Public Oversight, AI in Schools Will Do More Harm than Good.' Boulder, CO: National Education Policy Center. <http://nepc.colorado.edu/publication/ai>.
- Wolfe, Joanna L. 2000. 'Effects of Annotations on Student Readers and Writers.' In *Proceedings of the Fifth ACM Conference on Digital Libraries*, 19–26. New York, NY, USA: ACM.
- Yancey, Kathleen Blake. 2009. 'Writing in the 21st Century: A Call to Support 21st Century Writing.' National Council of Teachers of English. https://cdn.ncte.org/nctefiles/press/yancey_final.pdf.
- Yukhymenko-Lescroart, Mariya A. 2024. 'Student Academic Engagement and Burnout amidst COVID-19: The Role of Purpose Orientations and Disposition towards Gratitude in Life.' *Journal of College Student Retention: Research, Theory & Practice* 26 (2): 544–66.

© [CC-BY-NC 4.0](#) The Author(s). For more information, see our [Open Access Policy](#).