

2018 SYMPOSIUM

on Scholarship of Teaching and Learning

PROGRAM SCHEDULE



BUILDING SoTL COMMUNITIES

Within, Between, and Beyond

November 8 – 10, 2018 | Banff, Alberta, Canada



Institute for Scholarship of
Teaching and Learning



WELCOME TO THE 2018 SYMPOSIUM

on Scholarship of Teaching and Learning



Message from the Academic Director

Dear Symposium Presenters, Attendees, Friends, and Guests:

On behalf of the Institute for Scholarship of Teaching and Learning, at Mount Royal University, I would like to warmly welcome you to the 8th Annual Symposium on Scholarship of Teaching and Learning. With the exception of 2017, when we hosted ISSOTL 2017 with our partners at the University of Calgary, we have gathered each year since 2010 as a scholarly community to share our questions and discoveries in teaching and learning in the post-secondary context.

This year, we have an exciting line-up of keynote speakers, pre-conference sessions, presentations, and posters. New this year is a cracker barrel session being held on Friday, which provides a more intimate format for presentation and discussion. Concurrent sessions have

been organized into themes of research on teaching and learning, involving undergraduate students in SoTL, teaching and learning with technology, collaboration beyond the single classroom, methodologies and innovative approaches to data gathering and analysis, and calls for collaboration and development.

Our Symposium begins with four preconference sessions designed for participants in various stages of their research. Following these workshops, we will open the Symposium with a reception, banquet, and keynote presentation by Dr. Mills Kelly, President of the International Society for the Scholarship of Teaching and Learning (ISSOTL). His talk will speak to mentorship in the SoTL community.

During Friday's plenary, we welcome three undergraduate research assistants who have worked on SoTL projects. These students will speak to what they've learned from the experience and will provide advice to other students and to faculty members interested in partnering with students in meaningful ways.

Saturday's closing keynote will feature Dr. Brett McCollum, Mount Royal University, in his role as Chair of SoTL Canada and a Board member of the Society for Teaching and Learning in Higher Education. He will be speaking about bringing together our research commitments from various aspects of our academic lives. Full bios and synopses of the talks are found in the following pages.

As we begin, I would like to thank those that have worked so hard to make this year's Symposium a success: Karen Manarin, Sally Haney, and Margy MacMillan. A special thank-you to Anne Johnston, co-ordinator of the Institute for Scholarship of Teaching and Learning, who makes it all happen - at the Symposium itself and preparing throughout the year. I would like to acknowledge the generous funding support from MRU's Academic Development Centre providing the opening reception, and the Office for Teaching and Learning in sponsoring the Wine & Cheese at the poster session. Finally, thank you to all of the reviewers who gave of their time to ensure a quality peer-review process.

Just over a year ago, the Institute for Scholarship of Teaching and Learning moved into its new home in the Riddell Library and Learning Centre. One of the special things about this building is the Blackfoot translations that are included in all of the building's signage. On our wall, under the Institute name is the Blackfoot word *ksimstaani*, which means imagining. Translator Leo Fox suggested this word to capture the work that we do as it was described to him. We are honoured by this rich translation, working toward enacting it in our day-to-day endeavours, and in the coming together of SoTL scholars at this symposium. Let us imagine together.

Sincerely,

A handwritten signature in dark ink, appearing to read 'm yeo'.

Michelle Yeo, PhD

Academic Director, Institute for Scholarship of Teaching and Learning,

Faculty Development Consultant, Academic Development Centre,

President Elect, International Society for the Scholarship of Teaching and Learning (ISSOTL)

INVITED KEYNOTE SPEAKERS



Mills Kelly, PhD

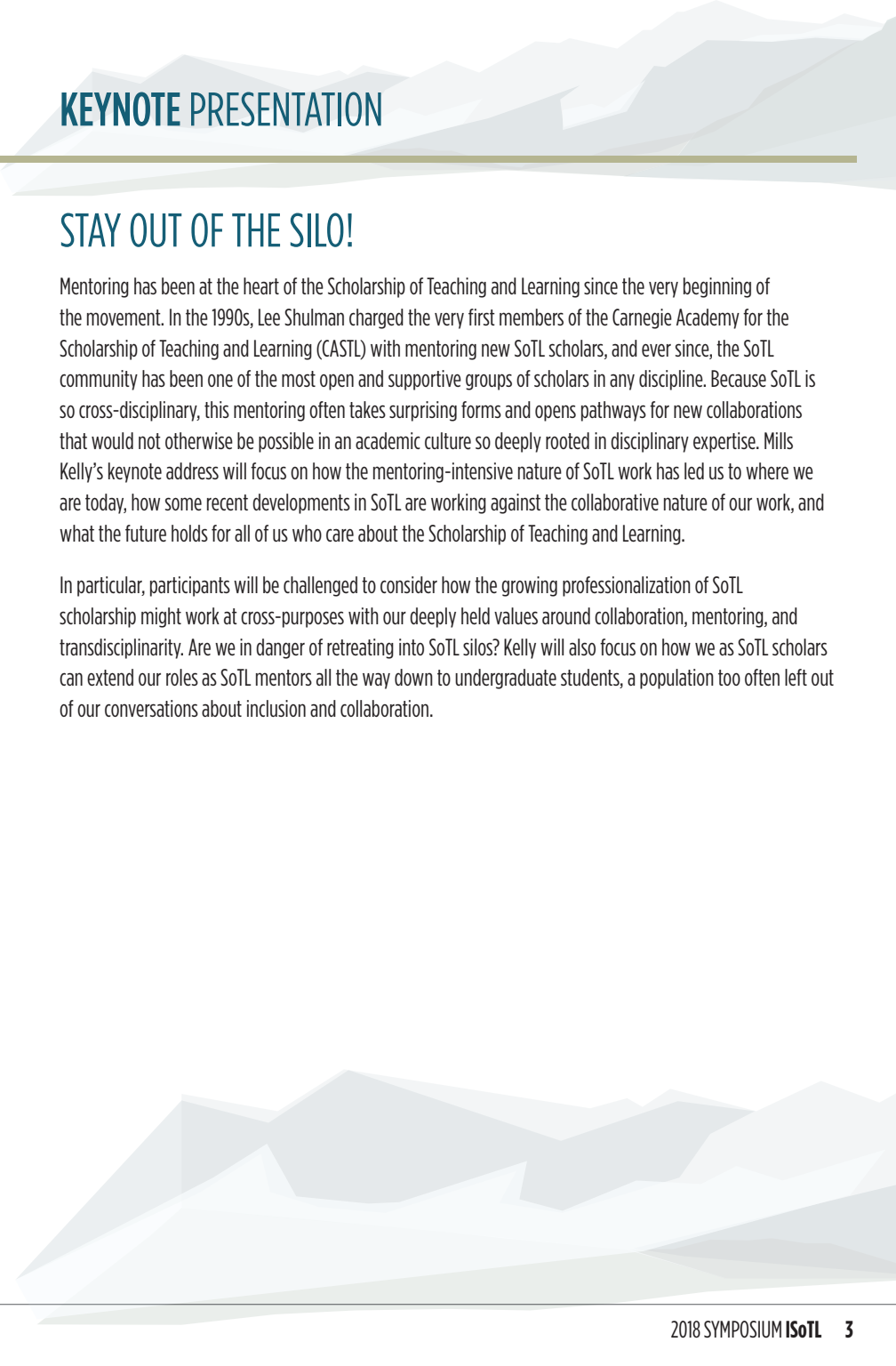
Mills Kelly is Professor of History at George Mason University, where he has taught since 2001. From 2001-2010 he was an Associate Director of the award-winning Roy Rosenzweig Center for History and New Media (<http://chnm.gmu.edu>). In 2009 Mills served as the Associate Dean for Enrollment Development in the College of Humanities and Social Sciences at George Mason, from 2010-13 he was the Director of the Global Affairs Program, Mason's largest interdisciplinary undergraduate program, and in 2014-2015

was the university's Presidential Fellow. Mills is currently the President of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and began his term in July, 2018.

Mills Kelly is the author or co-author of three books, more than 25 articles, and numerous book reviews in Central European history, digital humanities, and the scholarship of teaching and learning in history. His most recent book is *Teaching History in the Digital Age* (University of Michigan Press, 2013, paperback 2016). His current project, *Appalachian Trail Histories*, brings together his interests in environmental history, students as research partners, public history, and digital humanities.

His work in the scholarship of teaching and learning in history has resulted in numerous awards, including the Commonwealth of Virginia's Outstanding Faculty Award, the highest honor the state bestows for faculty excellence. He is also a winner of George Mason University's Teaching Excellence Award. In 1999 he was a Pew National Fellow with the Carnegie Foundation for the Advancement of Teaching and Learning and is a founding member of ISSOTL. He is the co-author of four successful grants from the National Endowment for the Humanities (\$920,000 in total funding) and projects resulting from two of these grants won the American Historical Association's James Harvey Robinson Award in 2008. He consults regularly with colleges and universities in the United States and internationally on the digital humanities, pedagogy, and ways to improve student learning outcomes.

Since 2011, Kelly has been a trustee of the Romanian-American Foundation, that country's largest private philanthropy (\$4 million in annual giving), and was a director of the Romania-American Investment Fund, at a time when it had more than \$65 million under management. From 1996-2006, Professor Kelly helped to direct the Civic Education Project, an international educational NGO working to bring about democratic reform and the improvement of higher education in the countries emerging from dictatorship. At its height, the project had an annual budget of \$4.5 million and supported programs in 22 countries. From 1998-2002, he was the Chair of the Board of Directors of the organization.

A stylized, low-poly mountain range in shades of light blue and grey serves as a background for the top and bottom of the page. A thin gold horizontal line is positioned below the 'KEYNOTE PRESENTATION' header.

KEYNOTE PRESENTATION

STAY OUT OF THE SILO!

Mentoring has been at the heart of the Scholarship of Teaching and Learning since the very beginning of the movement. In the 1990s, Lee Shulman charged the very first members of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) with mentoring new SoTL scholars, and ever since, the SoTL community has been one of the most open and supportive groups of scholars in any discipline. Because SoTL is so cross-disciplinary, this mentoring often takes surprising forms and opens pathways for new collaborations that would not otherwise be possible in an academic culture so deeply rooted in disciplinary expertise. Mills Kelly's keynote address will focus on how the mentoring-intensive nature of SoTL work has led us to where we are today, how some recent developments in SoTL are working against the collaborative nature of our work, and what the future holds for all of us who care about the Scholarship of Teaching and Learning.

In particular, participants will be challenged to consider how the growing professionalization of SoTL scholarship might work at cross-purposes with our deeply held values around collaboration, mentoring, and transdisciplinarity. Are we in danger of retreating into SoTL silos? Kelly will also focus on how we as SoTL scholars can extend our roles as SoTL mentors all the way down to undergraduate students, a population too often left out of our conversations about inclusion and collaboration.

INVITED KEYNOTE SPEAKERS



Brett McCollum, PhD

Brett McCollum is a Professor of Chemistry at Mount Royal University, a Nexen Scholar of Teaching and Learning, an Apple Distinguished Educator, and an educational software developer. He writes a column about innovations in educational practices for ACCN (*L'Actualité chimique canadienne* / the Canadian Chemical News) to connect chemists in government, industry, and academia to evidence and practices emerging from the Scholarship of Teaching and Learning. In 2016-2017, McCollum served as the Acting Academic Director of the Institute for

Scholarship of Teaching and Learning at Mount Royal University, and co-Chair of the International Society for the Scholarship of Teaching and Learning 2017 Conference. McCollum is currently the Chair of SoTL Canada and a Board member of the Society for Teaching and Learning in Higher Education.

Recipient of the prestigious Gordon M. Shrum Scholarship, Simon Fraser University (1999), McCollum developed a passion for students as partners as a first-year undergraduate student engaged in research at Canada's National Facility for Particle and Nuclear Physics. In his current role as a faculty member, he has participated in student as partner structures with his classes, and has partnered with undergraduate Peer Leaders to support team-based learning in his classrooms. He has engaged in research with more than 25 undergraduate student partners, his SoTL team members twice winning awards at the Conference of the Canadian Society for Chemistry (2014 and 2018).

Brett McCollum has contributed to three books and 24 articles on ylidene chemistry, muon spin spectroscopy, chemistry education research, and the scholarship of teaching and learning. He is an Associate Editor of LibreTexts, the highest ranked and most visited online OER textbook project. McCollum's SoTL focuses on effective uses of technology for teaching and learning, chemistry language learning, open education resources, and research partnerships with students. In collaboration with Layne Morsch (University of Illinois – Springfield) and Michael Wentzel (Augsburg University), McCollum co-founded INCLD, the International Network for Chemistry Language Development, which engages in SoTL to enhance student communication in chemistry using oral, written, symbolic, and manipulable representation modalities.

McCollum's efforts to connect SoTL and scholarly teaching practices have been recognized through the ACIFA Scholarship of Teaching and Learning Award (2012), a Petro-Canada Young Innovator Award (2015), the MRFA Teaching Award (2016), and a MRU Distinguished Faculty Award (2017). He continues to advocate for national funding in Canada for STEM educational research, and increased collaboration between discipline-based educational researchers and scholars of teaching and learning.

KEYNOTE PRESENTATION

Saturday, November 10, 2018

Anthems and Pledges of Allegiance:

Redirecting Our Trajectories to Connect SoTL, DBER, and Disciplinary Research Communities

Communities for the Scholarship of Teaching and Learning have moved along parallel trajectories with communities of Discipline-Based Educational Research (DBER) in higher education. Both communities care deeply about student learning; both communities strive to advance institutional teaching practices; both communities employ theoretical frameworks and systemic inquiry to meet our goals. However, despite our aligned goals, SoTL and DBER have often behaved like two independent armies, rather than overlapping collaborative communities. The separation of SoTL and DBER communities has become a point of tension in academic publishing. Furthermore, both of these communities can experience similar barriers when advocating for the adoption of evidence-based teaching practices by disciplinary research colleagues. Brett McCollum's keynote address will explore the anthems of SoTL and DBER, the pledges of allegiance we require of inductees, and how these community characteristics determine our paths.

Participants will be invited to examine the biases they bring to their scholarship, and how those biases impact the journals they read, the reviews they write, and the scholarly practices they adopt. McCollum will share the actions that SoTL Canada is taking to achieve strategic points of intersection with our DBER colleagues and our disciplinary-research peers. We will explore the harmony between our community anthems. Through cooperative discussions, we will identify the values and visions that we share with other communities, redesign our pledges, and propose personal and collective actions that we can take back to our institutions to realize new trajectories.

SESSION TYPES, TIMES AND LOGISTICS

CONCURRENT SESSIONS

All concurrent sessions will occur Friday and Saturday in the Aspen, Birch, Cedar, Pine, Maple Willow, Black Bear, and Lynx Rooms on the Main Level of the Hotel. Each session is forty minutes in length which will include questions and comments.

POSTER SESSION

Although posters will be available for viewing throughout the Symposium, the formal poster session will begin Friday at 5:20 p.m. – 6:30 p.m. in the Castle / Assiniboine Rooms.

Poster presenters will be available to discuss their work.

CRACKER BARREL PRESENTATIONS

New to the Symposium this year, the Cracker Barrel is a short session repeated three times in 90 minutes. The presenter usually provides a brief introduction to the topic, and participants are invited to comment and ask questions. After 25 minutes, when the bell rings, participants will move on to another table, and the presenter will repeat the presentation to a new group. Three groups will pass by each table in a 90 minute period. Cracker Barrel presentations will take place Friday at 11 a.m. – 12:30 p.m. in the Black Bear and Lynx Rooms.

TECHNICAL DETAILS

Each concurrent session room is equipped with a screen, projector, laptop pc, and appropriate cabling (**Mac users must provide their own computers and cables**). There is limited technical support available. For assistance, please speak to someone at the Symposium Registration Desk.

2018 SYMPOSIUM

SPONSORSHIPS AND ACKNOWLEDGEMENTS

The Institute for Scholarship of Teaching and Learning would like to acknowledge support provided by:

Office of the Provost and Vice-President Academic, Mount Royal University

(sponsorship of Invited Keynote Speaker, Mills Kelly, PhD)

Office of the Vice-Provost and Associate Vice-President Teaching and Learning, Mount Royal University

(sponsorship of the Poster Session and Cocktails)

Academic Development Centre, Mount Royal University

(sponsorship of the Opening Reception)

And the following who reviewed proposal submissions:

Sanobar Anjum University of Calgary

Oluwagbohunmi Awosoga University of Lethbridge

Carrie Bailey

Oregon Health and
Science University

Kathleen Bortolin

Vancouver Island University

Katrin Becker	Mount Royal University	Stephania Luciuk	Mount Royal University
Deb Bennett	Mount Royal University	Karen Manarin	Mount Royal University
Carol Berenson	University of Calgary	Jen Marran	Southern Alberta Institute of Technology
Jamie Borchardt	Tarleton State University, Texas	Lisa Martin	Mercy College, New York
Derek Briton	Athabasca University	Caitlin McClurg	University of Calgary
Miriam Carey	Mount Royal University	Brett McCollum	Mount Royal University
Ian Cowley	Southern Alberta Institute of Technology	April McGrath	Mount Royal University
Luciano da Rosa dos Santos	Mount Royal University	Jane McNichol	Mount Royal University
Patricia Danyluk	University of Calgary	Jessie Moore	Elon University
NancyAngel Doetzel	Mount Royal University	Robin Mueller	University of Calgary
Lee Easton	Mount Royal University	Sam Nolan	Durham University, United Kingdom
Sarah Elaine Eaton	University of Calgary	Kevin O'Connor	Mount Royal University
Anna Ferenc	Wilfrid Laurier University	Brent Oliver	Mount Royal University
Anne Grant	Clemson University	Subhadra Rai	
Kimberley Grant	University of Calgary	Nicki Rehn	Ambrose University
Joel Hawbaker	Western Christian School, Alabama	Timothy Schaffer	Mercy College, New York
Christina Hendricks	University of British Columbia	Nicola Simmons	Brock University
Steve Hammel	Queensborough Community College, New York	Joanna Szabo Hart	Mount Royal University
Charles Hepler	Mount Royal University	Annette Tezli	University of Calgary
Nina Johnson	Thompson Rivers University	Pamini Thangarajah	Mount Royal University
Joseph Leydon	University of Toronto	Maureen Toews	Red Deer College
Wallace Lockhart	University of Regina	Michelle Yeo	Mount Royal University
		Stephanie Zettel	Mount Royal University

2018 SYMPOSIUM

on Scholarship of Teaching and Learning

BUILDING SoTL COMMUNITIES – Within, Between and Beyond

SYMPOSIUM AT A GLANCE

Thursday, November 8, 2018

8:00 a.m. – 7:00 p.m. **HOTEL LOBBY**

REGISTRATION OPEN

PRE-SYMPOSIUM WORKSHOPS

9:00 a.m. – 12:00 noon **LYNX**

Getting SoTL Started

Michelle Yeo, PhD and Karen Manarin, PhD
Mount Royal University

9:00 a.m. – 12:00 noon **BLACK BEAR**

Getting to the Heart of Matters: An Introduction to Individual and Group Interviewing Skills for Researchers

Sonya L. Jakubec, RN, PhD and Genevieve Currie, RN, MN
Mount Royal University

10:30 a.m. – 10:45 a.m. **1st FLOOR HALLWAY**

COFFEE

12:00 noon – 1:30 p.m. **LA TERRAZZA LOUNGE
MAIN FLOOR**

LUNCH (provided for all Workshop Participants)

1:30 p.m. – 4:30 p.m. **LYNX**

Asking the Right Questions: Using Surveys in SoTL

April McGrath, PhD - Mount Royal University

1:30 p.m. – 4:30 p.m. **BLACK BEAR**

Let's Start at the Beginning: Training and Supporting Undergraduate Research Assistants for Qualitative Research Work

Sonya L. Jakubec, RN, PhD and Genevieve Currie, RN, MN
Mount Royal University

3:00 p.m. – 3:15 p.m. **1st FLOOR HALLWAY**

COFFEE

5:30 p.m. – 6:30 p.m. **GLACIER SALON**

OPENING RECEPTION

Please join us for an informal gathering at the beginning of our eighth Symposium. This is a perfect time to reconnect with friends and colleagues, meet other scholars of teaching and learning, and enjoy the company of our participants. This reception is sponsored by the Academic Development Centre at Mount Royal University.



6:30 p.m. – 7:30 p.m. **CASTLE / ASSINIBOINE** **OPENING BANQUET**

Experience has taught us that beginning with an opening banquet provides for an easy entrée into the community and good work of the Symposium. This is a chance to get acquainted with new colleagues and prepare for the rigor and excitement of the days to come.

OPENING REMARKS: Michelle Yeo, PhD - Academic Director, Institute for Scholarship of Teaching and Learning, Mount Royal University

WELCOME REMARKS: Lesley Brown, PhD - Provost and Vice-President, Academic - Mount Royal University

7:30 p.m. **CASTLE / ASSINIBOINE** **OPENING PLENARY KEYNOTE SESSION**

Sponsored by the Office of the Provost and Vice-President Academic, Mount Royal University

Stay Out of the Silo! Mills Kelly, PhD - George Mason University

Friday, November 9, 2018

7:00 a.m. – 9:00 a.m. **ALPINE MEADOWS /
CASTLE / ASSINIBOINE** **Breakfast available until 9:00 a.m.**

8:00 a.m. – 2:00 p.m. **HOTEL FOYER** **REGISTRATION OPEN**

CONCURRENT SESSIONS

9:00 a.m. – 9:40 a.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

9:45 a.m. – 10:25 a.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

10:30 a.m. – 11:00 a.m. **ALPINE MEADOWS** **COFFEE**

11:00 a.m. – 12:30 p.m. **LYNX AND BLACK BEAR** **CRACKER BARREL PRESENTATIONS**

12:35 p.m. – 1:30 p.m. **ALPINE MEADOWS /
CASTLE / ASSINIBOINE** **LUNCH**

1:30 p.m. – 2:30 p.m. **CASTLE / ASSINIBOINE** **STUDENT PLENARY SESSION**

SYMPOSIUM AT A GLANCE CONTINUED

CONCURRENT SESSIONS

2:35 p.m. – 3:15 p.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

3:15 p.m. – 3:45 p.m. **ALPINE MEADOWS COFFEE**

3:50 p.m. – 4:30 p.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

4:35 p.m. – 5:15 p.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

5:20 p.m. – 6:30 p.m. **CASTLE / ASSINIBOINE POSTER SESSION and WINE & CHEESE**

Sponsored by the Office of the Vice-Provost and Associate Vice-President Teaching and Learning, Mount Royal University

6:30 p.m. **Dinner on your own**

Saturday, November 10, 2018

7:00 a.m. – 9:00 a.m. **ALPINE MEADOWS / CASTLE / ASSINIBOINE BREAKFAST AVAILABLE UNTIL 9:00 a.m.**

8:00 a.m. 11:00 a.m. **HOTEL FOYER REGISTRATION OPEN**

CONCURRENT SESSIONS

9:00 a.m. – 9:40 a.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

9:45 a.m. – 10:25 a.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

10:30 – 11:00 a.m. **ALPINE MEADOWS COFFEE**

11:00 a.m. – 11:40 a.m. **ASPEN / BIRCH / CEDAR / MAPLE / PINE / WILLOW / LYNX**

11:45 a.m. – 1:00 p.m. **ALPINE MEADOWS / CASTLE / ASSINIBOINE LUNCH**

1:00 p.m. – 1:15 p.m. **FAREWELL REMARKS**

Jim Zimmer, PhD - Vice-Provost and Associate Vice-President Teaching and Learning, Mount Royal University

1:00 p.m. – 2:30 p.m. **CASTLE / ASSINIBOINE CLOSING PLENARY: Anthems and Pledges of Allegiance: Redirecting Our Trajectories to Connect SoTL, DBER, and Disciplinary Research Communities**
Brett McCollum, Ph.D. - Mount Royal University

2:30 p.m. – 2:45 p.m. **CASTLE / ASSINIBOINE SYMPOSIUM CLOSING**

Michelle Yeo, PhD, Academic Director
Institute for Scholarship of Teaching and Learning
Mount Royal University

SYMPOSIUM PROGRAM

2018 SYMPOSIUM on Scholarship of Teaching and Learning

BUILDING SoTL COMMUNITIES – Within, Between and Beyond

THURSDAY November 8, 2018

8:00 a.m. – 7:00 p.m. HOTEL LOBBY REGISTRATION OPEN

PRE-SYMPOSIUM WORKSHOPS

9:00 a.m. – 12:00 noon LYNX

Getting SoTL Started

Do you feel like there is a lot of interest and potential in SoTL at your institution, but no organized effort or programs to bring people together? Are you thinking about how to help them get started, learn about resources available, or support them in sharing their great work? Is there confusion about research ethics related to SoTL, and does this create a barrier? This half-day workshop is aimed toward educational developers in formal roles, SoTL enthusiasts in leadership positions, as well as informal SoTL leaders who wish to galvanize SoTL energy on their campus. We will share our own experience and lessons learned, and participants will begin to map out a plan to “get SoTL started” where they work.

Michelle Yeo, PhD and Karen Manarin, PhD
Mount Royal University

9:00 a.m. – 12:00 noon BLACK BEAR

Getting to the Heart of Matters: An Introduction to Individual and Group Interviewing Skills for Researchers

The heartbeat of your research discoveries resides in what your participants have to say, their experiences, knowledge of the everyday or understanding of educational concerns. Your skills as an interviewer can serve to unlock data that may be hidden from view. You are the pacemaker for the integrity and quality of this heartbeat. In this workshop we will share and practice tools, techniques and examples of individual and group interviewing approaches from diverse methodologies. Unlocking quality, trustworthy data is an act of respect for your participants and your knowledge making process. Through the following objectives, this workshop will build your skills for the interview process and help you get to the heart of matters for your qualitative discoveries:

1. Choosing the right tools when planning your qualitative interviews
2. Rigorous and relational techniques for individual and group interviews with diverse participants
3. Addressing common pitfalls and challenges – keeping the quality in your qualitative discoveries

Sonya L. Jakubec, RN, PhD and Genevieve Currie, RN, MN
Mount Royal University

THURSDAY November 9, 2018

10:30 a.m. – 10:45 a.m. 1st FLOOR HALLWAY COFFEE

12:00 Noon – 1:30 p.m. LA TERRAZZA LOUNGE MAIN FLOOR LUNCH (provided for all Workshop Participants)

1:30 p.m. – 4:30 p.m. LYNX

Asking the Right Questions: Using Surveys in SoTL

Surveys are an incredibly popular tool to gather data about people's behavior, attitudes, knowledge, and characteristics. Given the wide variety of data you could collect about teaching and learning through surveys, you may want to use surveys in your SoTL work. In this workshop, we will consider the purpose of surveys in SoTL and the types of outcomes a scholar can expect from using this method. We will review some established questionnaires and discuss the principles of good question writing. We will also discuss different question types, response options, and issues to be aware of when collecting self-reported responses. Participants can expect a mix of facilitator presentation and exercises. This workshop will serve as an introduction to using surveys in SoTL; conference attendees with training or experience in survey delivery would benefit from attending an alternative workshop.

April McGrath, PhD
Mount Royal University

1:30 p.m. – 4:30 p.m. BLACK BEAR

Let's Start at the Beginning: Training and Supporting Undergraduate Research Assistants for Qualitative Research Work

While pursuing unanswered questions and generating new knowledge, faculty researchers and scholars can guide, prepare and inspire the next generation of researchers who will shape the future of knowledge development. In order to attract and motivate undergraduate students as current and future researchers, faculty members must open the space for students to join their research community, while providing the necessary tools to guide and inspire research. Many positive outcomes can arise when students and faculty members work together on research activities or projects that are led by the faculty member. Through stories and case examples, in this workshop you will define the roles and responsibilities of research assistants for qualitative research work and will address the following:

1. Recruiting and selecting student researchers (volunteers and employees)
2. Setting students and faculty up for success with training and successful working relationships
3. Involving students in knowledge mobilization activities

Sonya L. Jakubec, RN, PhD and Genevieve Currie, RN, MN
Mount Royal University

3:00 p.m. – 3:15 p.m. 1st FLOOR HALLWAY COFFEE

5:30 p.m. – 6:30 p.m. GLACIER SALON

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OPENING BANQUET

OPENING REMARKS Michelle Yeo, PhD
Academic Director, Institute for Scholarship of Teaching and Learning, Mount Royal University

WELCOME REMARKS Lesley Brown, PhD
Provost and Vice-President Academic, Mount Royal University

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7:30 p.m. CASTLE / ASSINIBOINE

OPENING PLENARY KEYNOTE SESSION: Stay Out of the Silo!

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Mills Kelly, PhD,
George Mason University

FRIDAY November 9, 2018

7:00 a.m. – 9:00 a.m. ALPINE MEADOWS /
CASTLE / ASSINIBOINE

BREAKFAST AVAILABLE UNTIL 9:00 a.m.

8:00 a.m. – 2:00 p.m. HOTEL FOYER

REGISTRATION OPEN

CONCURRENT SESSIONS

9:00 a.m. – 9:40 a.m. ASPEN

It's Time to Stop Using Compartmentalized Scoring

The consequences of this are that students need consistently good marks for a good grade. Exams typically happen on single days. If a student has a crappy day, they're hooped.

Does this really reflect a student's mastery of the course material?

The author has known students who were genuinely talented and dedicated fail courses, or lose out on an 'A' because of circumstances that had nothing to do with mastery of the material.

Is that reasonable that one could at some point be unable to pass a course, even if they get 100% on everything from that point on?

If the goal is to help students master the course content, then how does compartmentalized grading further that goal?

The truth is, it doesn't.

This presentation will present a simple alternative to this approach; namely, strictly cumulative scoring.

Cumulative scoring starts with zero.

This presentation will explain a variety of ways this can be made to work without substantially adding to the instructor's workload.

We design courses to fit into the tech we have rather than requiring tech to adapt to sound instructional design.

We shouldn't.

Katrin Becker, Mount Royal University

Teaching and Learning With Technology

9:00 a.m. – 9:40 a.m. BIRCH

Wadsworth: An Online Virtual Companion

A challenge in online learning is to create an engaging and informative instructor presence. Toward this aim, Wadsworth, a virtual cat, was introduced as a teacher's assistant in an undergraduate statistics class. Wadsworth, drawn by an avocational artist, presented himself in the discussion each week. The instructor (as Wadsworth) responded to each post and provided clarifications and encouragement. End-of-course surveys were improved from the previous semester. In reflecting on the course, the instructor noted that responding as Wadsworth contributed to a livelier, more student-centered instructor presence in the discussion. The theoretical background for this method will be discussed and participants will consider the use of a virtual companion in their own classes.

Lisa Martin, Mercy College

Teaching and Learning With Technology

9:00 a.m. – 9:40 a.m. CEDAR

Do the Write Thing: How to Make Peer Assessment Activities More Effective for Written Assignments

Peer assessment (also called peer editing or peer review) is the evaluation of a student's work by another student of an approximately equal academic level. Some scholars suggest that peer assessment is a counterpart to assessment by a teacher, but, often, peer assessment is a more dynamic process than marking is between a student and a teacher. I am interested in the qualities that make in-person peer assessment most effective, particularly in regard to improvement in student writing: breaking students into groups based on similar ability, explaining to students why peer assessment is useful, providing training for how to effectively assess peer work, and allowing time for students to discuss or interact with the feedback they receive. Giving students clear instructions is important to the success of a peer assessment exercise, and these instructions should recommend that the student assessors identify problems in the writing with localized comments, separate their praise from their criticism, and refrain from noting every error. A few thoughtful and precise comments are significantly more likely to be implemented by the writer than an exhaustive list of low-prose issues, while the implementation of substance and high-prose issues are more likely to lead to assignment improvement overall.

Janice Niemann, University of Victoria
Research on Teaching and Learning

9:00 a.m. – 9:40 a.m. MAPLE

Incentivizing Good Reading Habits Through Peer Relationships

In this era of presentation slides and online videos, faculty need to re-think how the textbook is integrated into their pedagogy (McGuire, 2015). In the field of chemistry, students perform worse at solving problems when text descriptions accompany chemical symbolic notation than if only the symbolic representation is presented (Bhattacharyya and Bodner, 2005), perhaps due to insufficient practice with textbook reading.

To promote familiarity with course terminology and communication styles through improved reading habits, we engaged in iterative pedagogical redesign: adoption of collaborative and flipped learning methods (Smith & MacGregor, 1992; Bergmann & Sams, 2012), and integration of online collaborative assignments between international student pairs (Skagen et al., 2018).

Our research question was: how does the formation of local and international peer relationships influence the reading behaviours of students in university chemistry courses? Using a mixed-methods approach, we find that students engage with assigned readings if properly motivated. Problem-solving online with a non-local peer motivates learners to complete reading assignments and become familiar with appropriate terminology so that they can understand, and be understood by, their partner. When an appropriate instructional style is employed, it is peer relationships – more so than course content – that incentivizes good reading habits.

Layne Morsch, University of Illinois – Springfield
Brett McCollum, Mount Royal University
Research on Teaching and Learning

9:00 a.m. – 9:40 a.m. PINE

Leading with Heart and Mind: Honoring Indigenous Ways of Knowing

In this paper presentation, the presenter will summarize some major themes found within her research titled: Synergizing Heart and Mind. Within her study, participants suggested ways of “bridging hearts and minds” in their educational leadership practices. They shared some challenges they faced in the past when aiming to lead with both heart and mind. Additionally, they discussed how muting discourses about spirituality within educational systems can result in: 1. ignoring Indigenous ways of knowing and educators 2. tuning out heart intelligence.

In this presentation, the presenter will refer to some scientific studies that affirm our hearts and brains share electromagnetic fields and memories. Such research, introduced in her study, has suggested that in an efficient biological unfolding, heart intelligence and head intelligence should function as an interdependent dynamic; if no nurturing or modelling of heart intelligence is modelled in education, the powers of the heart can’t unfold and may lay dormant for life. Additionally, Indigenous Ways of knowing may be forgotten.

Nancy Angel Doetzel, Mount Royal University

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m. WILLOW

The Status of Scholarship of Teaching and Learning in the Accounting Discipline: A Multi-Case Study of Academic and Administrators’ Perspectives

There is paucity of scholarship in accounting education (Rebele & St. Pierre, 2015). The scholarship of teaching and learning in the accounting discipline refers to systematic dissemination of education related research pertaining to scholarly teaching in accounting discipline to enhance student learning. The following multi-case study will explore the perception of accounting academic’s engagement in scholarship of teaching and learning. Furthermore, the purpose of this qualitative study is also to examine the administrators’ perspectives and the incentives provided by organizing professional development programs and linking teaching awards, promotion, and tenure to scholarship of teaching and learning. Mezirow’s (1991) transformative learning theory is chosen to be the theoretical framework underpinning this doctoral research because of the linking of reflection to reinterpret the impact of scholarship of teaching and learning on accounting academics and administrator’s professional lives. Four universities operating in Ontario are chosen for this multi-case study. Semi-structured interviews, the primary data collection method, will be conducted with two accounting academics and one accounting administrator from each university. In addition, documents or artefacts which document their engagement with scholarship of teaching and learning will be collected to answer the central research question of this doctoral study.

Sanobar Anjum, University of Calgary

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m. LYNX

Learning How to Think During Simulation Debriefing

The demands of the 21st century health care environment requires of students to take responsibility for planning, monitoring and regulation of learning. Educators need to create student-centred, self-regulated, reflective and significant learning opportunities. Simulation with debriefing allows educators to achieve this goal. Literature on the use of metacognition and self-regulation during simulation debriefing is limited, prompting the authors to ask the following question: “How is metacognition promoted during simulation debriefing?”

A comprehensive literature review were performed on the 37 publications that addressed the research question.

The concepts of simulation debriefing and metacognition is defined, the applicable learning theories discussed and recommendations on how to promote metacognition during simulation debriefing made.

Some of these recommendations include the debriefing of students within a group and the facilitation of the session in such a way that students are allowed to reflect-beyond their current actions and consider how the knowledge will be applied during future situations. Socratic and epistemic questioning are techniques that can be used to promote metacognition development and the regulation of cognition.

Anna Marie Welman, University of the Free State

Research on Teaching and Learning

9:45 a.m. – 10:25 a.m. ASPEN

Increasing Positivity and Emotional Intelligence in College Students Through Service Learning at Hospice

Service learning is an opportunity for self-advancement and growth within the classroom and with potential future vocations. Employers state that recent college graduates come into the workforce with the textbook knowledge, but not with the know how to work with individuals in a variety of difficult settings. Particularly, students may not know how to work with others related to social class differences, cultural or religious differences and with conflict management. Service learning will bridge the gap between traditional and transformational learning because students were able to relate the terminology related to Social Psychology to the volunteer aspect of Hospice. This project was set up to determine if volunteering for a semester at Hospice had any effect upon emotional intelligence and positivity. A graduate Social Psychology course participated in opportunities with Solaris Healthcare for 4.5 months in order to meet the needs of the community partner, and to foster transformational learning.

Jamie Borchardt, Tarleton State University

Research on Teaching and Learning

(Un)Divided Attention? – A Review of the Empirical Literature on the Effects of Students' In-Class Electronics Use on Learning in Large University Classrooms

Over the past decade, numerous scholars have conducted empirical research on the impact of students' in-class use of electronic devices on learning processes and outcomes. Some have suggest that in order to remain pedagogically relevant approaches to university teaching must effectively integrate digital technologies. Others have pointed to the distracting qualities of digital technologies, both for technology users and those around them and thus have suggested banning electronic devices from lectures altogether, or at least confining their use to certain sections of the lecture hall. Yet others have noted that banning electronic devices will undermine educational outcomes for those whose success in higher education relies on these devices, for example students living with various disabilities.

The purpose of this presentation is to systematically review and evaluate the available empirical evidence pertaining to the effects of in-class use of electronic devices on students' learning processes and outcomes, with particular focus on large lectures. This presentation will discuss disciplinary representation, research methods frequently employed by researchers, operationalization of key variables (if applicable), central research findings, and recommendations for practitioners. This discussion will be followed by a critical reflection on the strengths and weaknesses of the existing empirical research in the area.

Annette Tezli

University of Calgary

Teaching and Learning With Technology

Transforming the Way Academic Librarians Think About Teaching

Most MLIS programs do not include courses specifically focused on teaching, yet many academic librarians must teach in one form or another during their careers. This study seeks to determine if a series of workshops focused particularly on honing teaching and learning skills would change the way that these librarians perceived themselves as teachers. These workshops will focus on pedagogy and self-reflection. In thinking about transforming the way that librarians think about themselves as teachers, the ideology involved with Transformative Learning Theory as asserted by Jack Mezirow seem to fit. Mezirow defines transformative learning as “the social process of constructing and appropriating a new or revised interpretation of the meaning of one’s experience as a guide to action” (Mezirow, 1994). Data will be collected using entry and exit surveys based off of the work of Julien and Genius (2011), semi-structured interviews, classroom observations, and self-reflections of teaching.

Anne Grant

Clemson University

Research on Teaching and Learning

9:45 a.m. – 10:25 a.m.

PINE

Truth and Reconciliation Calls to Action: Culturally Responsive Pedagogy and Language Revitalization

Our commitment to a diverse and inclusive worldview of education informs our collaboration with the Tsuut'ina Nation. Situated on Treaty 7 land, our University is in close proximity to the Tsuut'ina Nation. The impetus for collaboration grew from an expectation for all of us to respond the Truth and Reconciliation Commission of Canada: Calls to Action. Our project, specifically, addresses the calls to action in reference to language education.

In this presentation we will share our experiences of working with Tsuut'ina First Nation Education. The collaboration between our Faculty of Education and Tsuut'ina Education focuses on strengthening and revitalizing the Tsuut'ina culture and language in both the Guhana Language Institute and in their K to 12 schools. This initiative is an essential component of Tsuut'ina Education's plan to strengthen and re-invigorate the language and cultural identity of their students.

Paolina Seitz, Laurie Hill

St. Mary's University

Research on Teaching and Learning

9:45 a.m. – 10:25 a.m.

WILLOW

Investigating the Impact of a Practicum Above and Beyond Simulation and Role Playing

We will present the Scholarship of Teaching and Learning (SoTL) research we are currently conducting in the context of a course for graduate students. The course is focused on developing students' statistical consulting skills to support faculty conducting their own SoTL research. Our research investigates whether the course practicum benefited students above and beyond the in-class experiential components. These experiential components consisted of role playing and simulation of consultation sessions. The aim of these experiential exercises was to help prepare students for their practicum, which required them to provide one-on-one statistical support for faculty. Students were interviewed about the use of simulation and role-playing techniques. The corresponding data were assessed for common themes speaking to the perceived effectiveness of these techniques to prepare them for future consulting. Additionally, students were interviewed about the impact their practicum experience had on their potential future consulting work. These data were also analyzed for common themes and compared to themes extracted from the simulation and role playing data. This work is currently in progress and will help refine the design of the future offerings of this course, which in turn will impact the experience of future cohorts of students and their faculty partners.

Alice Kim, Natasha May

York University

Research on Teaching and Learning

Contract Cheating: An Inter-Institutional Collaborative SoTL Project from Alberta

Our project showcases perspectives from three Alberta post-secondary institutions, using a collaborative action research approach to reflect upon and then develop interventions to advance awareness of, and responses to, contract cheating. Contract cheating includes, but is not limited to essay mills, custom writing services, assignment completion services and professional exam takers. Contract cheating also occurs when parents, partners or another student do the work for a learner. In short, contract cheating happens when students have someone else complete academic work on their behalf, but submit their work as if they had done it themselves.

Our project is framed as an action research project that extends SoTL beyond the individual classroom to a broader institutional context. Using narratives, observations and institutional documentation as data sources, we use informal interventions such as hallway conversations and in-class discussions, designed to help both faculty members and students develop greater awareness about what contract cheating is and why it deserves attention from a teaching and learning perspective. We conclude with preliminary practical and evidence-informed recommendations for practitioners, educational developers and decision-makers.

Sarah Elaine Eato, University of Calgary

Margaret Toye, Bow Valley College

Silvia Rossi, Mount Royal University

Nancy Chibry, University of Calgary

Research on Teaching and Learning

CRACKER BARREL PRESENTATIONS

Team-Based Learning – Motivations, Benefits & Limitations

Team-Based Learning (TBL) provides a framework that can be used to engage students more deeply in the content of our courses. It is important to understand not only the motivations behind selecting this method of delivery, but also how these practices are enacted in the classroom. Michaelsen, Sweet and Parmelee emphasized that TBL must go beyond merely covering content, it must provide students with the opportunity to practice using course concepts to engage in higher level critical thinking, including analysis, synthesis, evaluation, and problem solving. Using data gathered from course offerings over several academic semesters, we will engage the participants in a discussion about the motivations, strengths, weaknesses, benefits and drawbacks to TBL in our experience.

Oluwagbohunmi Awosoga, Jeff Meadows, Janice Newberry

University of Lethbridge

Research on Teaching and Learning

Intentional Teaching and Learning Practice in Librarianship: A Conversation

In the Spring of 2018 a team of three librarians collaborated with the three units within the Taylor Institute for Teaching and Learning (TI). Two goals of the team approach was to boost collaborative opportunities between Libraries and Cultural Resources and the TI, and to bring an intentional approach to teaching and learning at the University of Calgary Libraries and Cultural Resources (LCR). This cracker barrel session will discuss the first 6 months of this team approach and our experience thus far.

Caitlin McClurg, Marc Stoeckle

University of Calgary

Collaborating Beyond the Single Classroom

Building SoTL Communities Through Cohort-Based Graduate Student and Postdoctoral Teaching Development Programs

While many professional learning opportunities for graduate students and postdoctoral scholars emphasize flexibility due to the logistical challenge of scheduling consistent meetings, our university recently introduced cohort-based opportunities in addition to flexible programming. During the pilot year, we have seen marked increase in participation and signs of nascent SoTL communities.

We believe a number of factors contribute to “significant conversations” and new scholarly networks among graduate students and postdoctoral scholars (Roxå & Mårtensson, 2009). The academic experiences of both groups are often characterized by isolation and liminality, and cohorts provide opportunities for likeminded peers to gather around SoTL literature and teaching and learning issues. Through engaging in collaborative work (Chen, McAlpine, & Amundsen, 2015), participants begin to form clusters of influence both within and across their departmental borders. By developing trust and engaging in activities such as peer teaching, graduate students and postdoctoral scholars participate in making teaching and critical reflection public, shared activities (Brookfield, 1995; Shulman, 1993). In this session, we will describe our pilot program and engage participants in conversations about the benefits and challenges of cohort-based educational development programs.

Kimberley Grant, Lorelli Nowell, Kiara Makita, Carol Berenson

University of Calgary

Collaborating Beyond the Single Classroom

General Education at the Street-Level: A Call for Assessment Reform

General Education (GE) is typically thought of as the home for a well-rounded education, encompassing mandatory course requirements that fall outside of a student's disciplinary concentration and nurturing skills in communication, numeracy, and critical thinking. Today, GE exists in the majority of American colleges and universities and in a growing number of Canadian institutions, comprising a third of a student's undergraduate requirements on average. Assessment literature champions engaging all stakeholders—faculty, administration, staff, and students—to most effectively evaluate such programs to better enhance student learning, improve institutional practice, and reaffirm the public's confidence in graduates' capabilities. In practice, what little authority is afforded to student experience is often diminished to mere perception if not overlooked entirely. Scholars in the field have voiced the need to investigate and include student experiences to foster more effective and holistic GE assessment practices. Participants at this roundtable will be invited to consider, reflect, share, and facilitate greater understanding on issues surrounding student experience, the value of the student voice in assessment practice, and how, together, academic communities can create meaningful, lasting, and effective assessment in GE.

Sam UlmerKrol

University of Calgary

Calls for Collaboration, Triangulation, and Development

SoTL: Getting More People to the Party

If SoTL's a party, then it's a good one. It's a little bit quirky and on the fringes. Yes, still. Most need an invitation and good directions, but once they find it they're rewarded, and so are their guests. Boyer is there. Just over by the turntables, surveying the room, subtly fist-pumping to the music. Who else is there? A whole lot of faculty developers. The ratio for faculty developers promoting the party to actual SoTL practitioners at the party? 5:1. Maybe 8:1. Betting and greedy, maybe even 11:1. It's an awkward ratio. I've often wondered about this disproportionate number of faculty developers sweating it out to encourage faculty members to come to the party, to take up SoTL. Why exactly are we working this hard to drum up interest in this cool hipster party? Does it not speak for itself yet? And if not, how much longer will it take?

In this cracker barrel session, I hope to gain insight and advice on how to support faculty at a teaching-focused university to engage in more focused scholarly inquiry. Like many faculty developers, I'm committed to supporting systematic, reflective and focused inquiry into teaching that "challenges us to deepen and complicate our understanding of the practices of teaching, the processes of learning, and the purposes of education" (Bloch-Schulman, Conkling, Linkon, Manarin and Perkins, 2016). I am looking to engage in a conversation with SoTL practitioners and faculty developers regarding models and incentives for supporting the SoTL party.

Kathleen Bortolin

Vancouver Island University

Calls for Collaboration, Triangulation, and Development

Melting the Cultural Iceberg in Higher Education: An Indigenist's Becoming with / in a Literacy of Equity

I am a non-indigenous ally, a francophone with plurilingual perspective, and as a mother on unceded (Anishinaabeg) land. My research as PhD candidate points out the limitations of entering indigenous epistemologies from a cultural perspective and its potential in restorying space, place, and race are at stake in the shaping of our learning experiences. My practice as college educator aims at enacted equity literacy with/in reconciliation. I share stories of lived experiences and ethical considerations in relating to indigenous and/or contemplative pedagogies in teaching practices and research at the college. I discuss teaching strategies addressing tensions such as cultural appropriation and time-constraints of our everyday spaces as educators. I discuss how indigenous pedagogies engage us in critical and embodied practices in our respective environments.

Julie Vaudrin Charette

University of Ottawa

Methodologies and Innovative Approaches to Data Gathering and Analysis

Designing a Collaborative Framework for Bridging the Gap: The Role of the School Research Lead

Universities conduct and produce high quality educational research on teaching and learning, which ultimately benefits student outcomes. However, educators in secondary schools often do not have access to this research. A collaborative partnership between educational researchers in universities, and educators in secondary schools can enable us to narrow the gap between research and practice in secondary schools. This cracker barrel session will discuss what this partnership might look like, and within it, the possible role of a School Research Lead in enabling and facilitating the two-way conversation between researchers and educators. Recent research in the science of learning will be discussed, and the implications that this understanding has on teacher professional development, and student learning. The session will draw upon case studies outlining the experience of School Research Leads in England and Australia, with the aim to discuss how this role might look within a Canadian context.

Arushi Manners

University of Calgary

Calls for Collaboration, Triangulation, and Development

**12:35 p.m. – 1:30 p.m. ALPINE MEADOWS
CASTLE / ASSINIBOINE**

LUNCH

**1:30 p.m. – 2:30 p.m. ALPINE MEADOWS /
CASTLE / ASSINIBOINE**

STUDENT PLENARY SESSION

From Book Group to Research Group: Shared Grading Concerns Lead to Experiments with Specifications Grading

Grading is a perennial challenge for instructors. How do we know if the grade awarded actually reflects what a student has learned in the course? This question prompted our investigation into specifications grading. In this SoTL project we explored an alternative grading practice designed to increase student engagement and motivation with course material. Using a mixed-methods research design for a pilot project case study of a large Nutrition class, we investigated if specifications grading would not only increase student engagement with course materials but also help students meet the course's learning outcomes. We also reflected on the value of SoTL projects to connect and support faculty across disciplines to experiment with pedagogical reform in higher education.

Lizzy Pope, Sharon Ultsch, Holly Buckland Parker

University of Vermont

Research on Teaching and Learning

Critical Conversations in Field Experiences and Reflexive Inquiry

The task of preparing student teachers for the profession of teaching is a complex and dynamic process. The many dimensions that support the development of a thoughtful, qualified, and skilled professional are not easily identified and at times are unevenly applied in teacher education programs. Teaching requires constant preparation and critical self-reflection (Frère, 1998). Critical reflection is the process of questioning, analyzing, and revisiting experiences in order to arrive at a deeper awareness and understanding. Reflexivity is a shift from a deep awareness to one of connectedness. "The term 'reflexive' is used to denote actions that direct attention back to the self and foster a circular relationship between subject and object" (Probst, 2015, p. 38). While the act of reflection is usually individual in nature, reflexivity is relational. As teacher educators who value deep learning and transformation of understanding and self for our student teachers, we believe reflexive inquiry is an essential process in achieving this goal.

Laurie Hill, St. Mary's University

Amy Burns, University of Calgary

Kathryn Crawford, Ambrose University

Patricia Danyluk, University of Calgary

Research on Teaching and Learning

2:35 p.m. – 3:15 p.m.

CEDAR

Rethinking the Teaching of Accounting Concepts: The Case of Hybrid Classroom Assessments

The use of group activities cannot be overemphasized. However, these activities have some shortcomings. One such is that it could cause lopsidedness in work assignment among group members. The aim of this paper is to address the shortcoming of group activities through the use of hybrid classroom assessments. The procedure allows students to work together however each student would be individually accountable for their submissions.

Abidemi Akinloye, Olayemi Olabiyi

Southern Alberta Institute of Technology

Research on Teaching and Learning

2:35 p.m. – 3:15 p.m.

MAPLE

Reaching Across the Institution: Foundations for Student Success

SOTL work in isolation has limits: impact requires collaboration and at micro (instructor), meso (faculty / support) and macro (institution) levels.

Over the past eight years we have been working to understand student diversity (stage one), pedagogical strategies (stage two), and partnering across the institution (stage three). Our research has informed our efforts, which have in turn affected subsequent outcomes. However, by working only at the micro and meso levels, we have reached our limits and many students are dropping off. This is just wrong – they all have the capacity to learn!

Stage four of our research expands the scope to the macro level. We call this stage “Advocacy for student success”. We employ our past learning, the data, and a realistic picture of institutional limitations. Our strategy is based on the $I + E = O$ model: We accept the status quo for I , and we propose innovative set of strategies for E (pathways, supplemental courses and advising, and pedagogies designed to suit student needs) which we believe will serve the needs of our diverse mix of students.

We will be glad to share our journey, methods, outcomes and ultimately successes we hope to have achieved by November.

Wallace Lockhart, University of Regina

Brad Wuetherick, Dalhousie University

Nola Joorisity, University of Regina

Collaborating Beyond the Single Classroom

Using Classroom Response Systems Does Not Need to be a Distraction: How to Properly Exploit Them in your Teaching

A number of research studies showed that classroom response systems (CRS) can improve student engagement and learning experience. However, a few other studies suggested that the use of CRS may introduce learning obstacles. In some of these studies, it was reported that the use of a CRS did not result in a student performance improvement and that exposure to differing perspectives, which may include CRS discussions, might cause confusion among students and distract them from their actual learning outcomes.

These concerns cannot be summarily dismissed. Nevertheless, we believe that they can be addressed by an integrated approach. We argue that when CRS activities are carefully integrated into the classroom, these potential barriers will be eliminated. Our argument is supported by the analysis of 516 student surveys in two courses over a period of 2 years, forming 60% of the registered students. An overwhelming 74% of the surveyed students mentioned CRS as the most effective aspect that improved their learning. In addition, only 4 (merely, 0.78%) of the surveyed students considered CRS to be a distraction. In this talk, we will share our experience and provide a guide to educators how to best exploit CRS into their classrooms.

Jalal Kawash

University of Calgary

Teaching and Learning With Technology

Creating Community Around Transformative Assessment of a SoTL Culture

SoTL conferences often include sessions focusing on assessment of teaching and learning cultures. Scholars have identified the ongoing challenges of moving the SoTL forward institutionally and the bottlenecks that can occur as an impediment to doing so (Roxå & Mårtensson, 2009; author refs). While assessment is not, in and of itself, culture change, assessment does illuminate the factors and issues being assessed. Therein lies its educational power towards culture shifts.

Institutional assessment of the SoTL faces the same challenges as other institutional change assessments: It can be only too easy to focus assessments on what is easy to assess. Often these are questions such as “is a SoTL conference held on your campus?” or “is there a person whose role is to support the SoTL?” I draw on Mezirow (1991) to suggest a framework that examines instrumental, communicative, and emancipatory assessment of the SoTL towards transformative shifts in building community around SoTL’s assessment.

In this session, I will ask you to consider how you might apply a framework of assessment that focuses on transformation. While the examples given will be about institutional SoTL, I invite you to consider also how they might apply to your own teaching and learning.

Nicola Simmons

Brock University

Research on Teaching and Learning

3:15 p.m. – 3:45 p.m.

ALPINE MEADOWS

COFFEE

3:50 p.m. – 4:30 p.m.

ASPEN

From the Margins to the Mainstream: A Documentary and Discourse Analysis Affirming the Central Importance of SoTL in Core Academic Strategic Documents in Canada

This presentation examines the future for SoTL in Canada as projected in academic strategy documents. Academic plans are official postsecondary documents articulating an institution's priorities and recommendations for continuous academic success. Academic plans are Janus-like political documents that communicate key messages to external stakeholders and provide internal alignment to future directions for student learning. The Scholarship of Teaching and Learning (SoTL) began on the margins, but a documentary analysis of academic plans covering the current period and immediate future reveals SoTL has become a strategic academic priority for many Canadian postsecondary institutions.

This presentation also outlines deductive and inductive methods of documentary analysis, including content analysis and sociopolitical discourse analysis. Documents are “social facts” that are interpreted in order to elicit meaning and develop empirical knowledge. Documentary analysis “is a systematic procedure for reviewing and evaluating documents” (Bowen, 2009, p. 27), and it provides an unobtrusive way to investigate trends in postsecondary education. Word frequency analysis, coupled with inductive methods such as political discourse analysis reveal the projected reality of SoTL in Canada. The limitations of data collection and analysis will be covered in order to promote discussion about what strategic recognition means for the future of SoTL in Canada.

Jason Openo

Medicine Hat College

Methodologies and Innovative Approaches to Data Gathering and Analysis

3:50 p.m. – 4:30 p.m.

BIRCH

Building SoTL Communities Beyond the Single Institution: Multi-institutional SoTL Practices and Outcomes

Because SoTL inquiries often emerge out of what Randy Bass has called “a teaching problem” (1999), SoTL research frequently is a solo act. Individual faculty study the learning of specific students in a particular classroom, making SoTL highly practical but not necessarily generalizable (Felten 2013). This approach to SoTL can and should be complemented by a more collaborative approach to inquiry. Drawing from a multi-year study of multi-institutional SoTL research seminars, the presenter briefly outlines the seminars' research design and practices, emphasizing how the hub-and-spoke collaboration model can be scaled to fit different contexts and inquiry questions. The presenter then shares findings from observations, surveys, and content analysis to explore the challenges and affordances of building SoTL communities through multi-institutional research.

Jessie Moore

Elon University

Collaborating Beyond the Single Classroom

Reinventing Undergraduate Engineering Curricula Around Relevance, Accessibility and Quality

This paper describes an ongoing project to reinvent an undergraduate engineering curriculum in a post-92 University in the United Kingdom, based on the principles of relevance, accessibility and quality. The impetus for the project arose from institutional data that showed not only poor overall progression statistics, but stark differences in attainment and progression (students progressing from the 1st to the 2nd year of undergraduate study) between students arriving with traditional academic qualifications (A levels) and those arriving with vocational qualifications. The project involved twice-weekly hands on workshops with faculty from across the School of Engineering to address a series of problematic progression chains – sets of modules that build on each other in each year of study; propagate assumptions and attitudes about the quality and potential of the students at each level; and which currently exhibit the largest attainment gap between students arriving with academic and vocational qualifications. Redesigning the curriculum across a chain of modules is by definition a team based, and cross-classroom approach and the shared understanding that is developed is proving a powerful mechanism for a bottom up pedagogically driven approach to curriculum redesign.

Fiona Saunders (Presented by Margaret Fowler)

Manchester Metropolitan University, Manchester, United Kingdom

Collaborating Beyond the Single Classroom

Applying Phenomenography as a Qualitative Methodology for a Supervisor Needs Assessment in Athletic Therapy

Athletic therapists are allied health care professionals educated to provide injury assessment and rehabilitation for active individuals. Athletic therapy (AT) education in Canada is transitioning to competency-based education (CBE) from a time-based model which previously included a high-stakes practical exam for certification. Supervisors who provide AT student education and mentorship in sport- and clinic-based practicums are now responsible to ensure that students demonstrate the technical and interpersonal skills required for entry-level practice. This mixed methods study involved identifying supports needed by supervisors across Canada to facilitate quality teaching opportunities to promote student development in CBE.

The application of phenomenography as a qualitative methodology in this study will be demonstrated in this session. The phenomenographic approach involves developing discrete categories from the interview responses that describe the limited number of ways in which a phenomenon is perceived. Using the phenomenographic approach assisted identification of supervisory supports necessary to promote an ‘assessment for learning’ culture in CBE. Additionally, conceptualizations of supervisory role were supplemented with descriptions of supervisors’ faculty development preferences obtained in the survey phase of this project. These findings informed recommendations made to Canadian program directors for ways to support supervisors to facilitate the education of competent AT professionals.

Jeffrey Owen, Katie Caldwell

University of Calgary *Methodologies and Innovative Approaches to Data Gathering and Analysis*

3:50 p.m. – 4:30 p.m.

PINE

Using Professional Learning Communities to Foster Scholarly Practices of Teaching: How Centres for Teaching and Learning Can Support Faculty in Collective Capacity Building for SoTL

Centres for Teaching and Learning provincially and nationally are continually adapting to the ever-growing scope of services offered to their respective institutions (STLHE). Educational Developers can play a critical role in supporting system improvements through collective capacity building initiatives (Dawson, Britnell & Hitchcock, 2009; Harris, 2011). For the purpose of this research project, we were interested in investigating how professional learning communities (PLCs) can be facilitated through a Centre for Teaching and Learning to support faculty conducting research on a specific aspect of their teaching such as course design renewal, pedagogical shifts or assessment practices. This project explored the effectiveness of using a professional learning community as a means of increasing faculty members' SoTL capacity. Faculty members' research efficacy (level of comfort conducting SoTL) was measured pre and post participation in one round of the program. This project includes qualitative and quantitative results, alongside recommendations and way forwarding.

Robyne Hanley Dafoe

Trent University

Research on Teaching and Learning

3:50 p.m. – 4:30 p.m.

WILLOW

HEAL 100 – A Health Course For All First Year Students: Implementation, Impact and Beyond

This SoTL project involved developing and implementing a first year health course and evaluating its success based on health and resiliency outcomes, course content and delivery, and instructor approaches. Now in the second phase of research, impact on academic success and alternative modes of delivery are being investigated to broaden student reach of the course. The long-term goal is to offer, and hopefully require, this course for all first year UBCO students. The transition to post secondary learning poses many health challenges for students. Student wellbeing is linked to learning, academic tenacity and success yet few, if any, higher education institutions offer credit courses in this area. In addition, there is a lack of scholarly approaches to curriculum reform and leadership to improve undergraduate learning experiences. Appreciative Inquiry methodology was used to determine best practices for development and implementation of the course. Teaching practices and approaches must be considered in terms of providing optimal learning experiences. This course is timely considering the need for scholarly approaches to curriculum reform, significant student health issues, retention and success challenges, and the recent adoption of the Okanagan Charter for Health Promoting Universities and Colleges. Student health literacy is paramount to student success.

Sally Stewart

University of British Columbia Okanagan

Research on Teaching and Learning

Conceptualizing Educational Leadership in an Academic Development Program

Promoting the development of educational leadership across post-secondary institutions is essential for strengthening and sustaining the quality of teaching and learning environments. Further research is needed to conceptualize educational leadership, particularly within the context of informal roles assumed by faculty members. We analysed how cross-disciplinary faculty members participating in a pilot three-year academic development program conceptualized educational leadership, at a research-intensive university. Our analysis was the first of a two-phased evaluation to assess the progress of the program at its mid-point and end of the three-year period. Using qualitative thematic analysis of semi-structured interviews, five key attributes that help inform the development of educational leadership capacity in postsecondary contexts emerged: (1) affective qualities, (2) mentoring and empowering, (3) action-orientation, (4) teaching excellence, and (5) research and scholarship. Three features of this academic program were also identified: (1) funding and resources to implement a change initiative, (2) building interdisciplinary communities, and (3) embracing identity. Our analysis suggested that these features enhance teaching practices and student learning, and support the overall development of educational leadership.

Keywords: educational leadership; distributed leadership; educational development; academic development; higher education

Jacqueline Fields, Natasha Kenny, Robin Mueller

University of Calgary

Research on Teaching and Learning

Growing a SoTL Community with a Physics Lab Course Redesign Project

This talk tells the story of how the redesign of our first year physics lab course grew into a complex SoTL project. Our initial goal was to move from a “cook book” style lab that had students take basic measurements, reproduce known results and overemphasize error propagation to an inquiry-based approach focusing on a “research” question, data analysis and refining their measurements.

Starting the course redesign from the principle of constructive alignment [1] we applied SoTL results to various aspects of the course including the design of learning spaces [2], and implementing team work with assigned roles.

We tested our course design in a two-stage process involving faculty, high school/first year students and grad students, thereby introducing a new generation to the field of SoTL/Physics Education Research. We used established Physics Education Research instruments such as pre- and post-concept inventories [3], [4] to assess learning, and triangulated the results with our findings from focus groups and classroom observations that also addressed the students’ perception of their learning.

We will show examples for the redesign, results from the testing and how they were used to refine the course, as well as observations and feedback from the first two rounds of implementation.

Daria Ahrensmeier, Simon Fraser University

Collaborating Beyond the Single Classroom

Using the Right Words: Communication Skills and Professional Identity Emerge From International Collaborative Learning

Communication among peers can result in the formation of local dialects known as interlanguage (Selinker, 1972). Campus environments foster these types of close-knit communities, impacting student development of professional communication skills. To support both student learning of course content and to improve students' communication skills, faculty at universities in Alberta and Illinois designed a series of international learning experiences in chemistry based on collaborative learning methods.

Collaborative learning involves the weaving together of self-driven (asynchronous) and group-based (synchronous) learning through active approaches (Smith & MacGregor, 1992). For 6 weekly assignments, students completed a portion of the assignment on their own and then communicated over video chat with an international partner to complete the assignment.

We will present data related to the research question: what is the impact of using information and communication technologies to foster collaborative learning between unfamiliar learners? Course artifacts and interviews were analyzed using thematic analysis (Braun & Clarke, 2006) and phenomenography (Marton, 1981). The resulting outcome space categorized student descriptions of their experience, including communication confidence and professional identity (Skagen et al., 2018). Additionally, communication between unfamiliar peers appears to have successfully minimized interlanguage. Revisions to the assignments design, based on our results, will be discussed.

Brett McCollum, Mount Royal University

Layne Morsch, University of Illinois – Springfield

Darlene Skagen, Brandon Shokoples

Mount Royal University

Research on Teaching and Learning

Don't Say a Word...or Should We? Faculty's Perceptions on Reporting Academic Dishonesty in Post-Secondary Education

The incidence of academic dishonesty in post-secondary institutions has become a world-wide phenomenon. A student's academic dishonesty comes in many forms such as plagiarism, "sharing", copying, or using cheat-notes during a test. Although most of us can agree that acts of academic dishonesty are unacceptable behavior, our research indicates that there are numerous reasons among post-secondary educators on whether or not they choose to report it.

The purpose of our research was to investigate why faculty members do not report incidences of academic dishonesty and to gain a better understanding of what they perceive as barriers to reporting this type of behaviour. This SoTL research project was conducted in two comprehensive community institutions (CCI) within Alberta which resulted in more than 100 post-secondary faculties who participated in the online survey.

This presentation will outline the rationale, planning, methodology, and preliminary findings of our research study. We will discuss responses to the research questions about the importance of academic integrity, the occurrence of academic dishonesty, and the reasons faculty members chose not to report it. During the presentation, we will engage participants in a discussion of their own perceptions of academic dishonesty and gather their insights on the lack of reporting.

Melanie Hamilton, Lethbridge College

Louise Rawluk, Grande Prairie Regional College

Karla Wolsky, Lethbridge College

Research on Teaching and Learning

A Culture for Learning: Building Interdisciplinary Understanding and Collaboration Among Business and Social Work Students

Socially engaged students cross all disciplines. Today's complex and rapidly changing environment pose new challenges to practitioners, students and educators who are working within the postsecondary educational system. This research explores how business and social work students interpret and perceive the world's greatest challenges.

Drawing on literature on social innovation, change making, and inter-professional practice, this mixed methods study presents results from a series of workshops delivered to four undergraduate classes in the Faculty of Business and Communication Studies and the Faculty of Health, Community and Education at a Canadian University.

Eighty- four students participated in the workshop which provided a forum for students to explore their perspectives on the world's greatest challenges individually and as part of a group. Differences and similarities are reported and discussed in the context of millennials as students, the shift in business and social work student perspectives, change making and inter professional practice as an approach for student engagement in social impact community projects. The results reinforce a change in the millennial mindset that is necessitating major

shifts in the development and delivery of social impact curriculum as well as considerations relative to evolving work environments.

Brent Oliver, Catherine Pearl

Mount Royal University

Collaborating Beyond the Single Classroom

4:35 p.m. – 5:15 p.m.

PINE

Embracing Entanglement: Faculty and Students from 6 Disciplines Report on Succession Planning and Distributed Leadership in an International Field School

Planning and implementing an international field school is an iterative process whereby principles of sustainability, active succession planning and intentional partnerships are nurtured in ways that allow for innovation and growth for all partners. This conference presentation will unpack our experience with deliberately inviting students, other interested faculty members and our host partners into the design and coordination of our India Field School. Our experience of returning to the same location and working with the same partners has served to deepen commitments to relationships and community. All partners are invested in making the next field school better than the one before. And more recently, host partners have begun to develop unique relationship outside the confines of the formal field school. Participants will understand the power and importance of sustaining relationships with host partners so that all involved can become invested over the long term.

Sally Haney, Yasmin Dean

Mount Royal University

Collaborating Beyond the Single Classroom

POSTER SESSION and WINE & CHEESE

5:20 p.m. – 6:30 p.m.

CASTLE / ASSINIBOINE

Sponsored by the Office of the Vice-Provost and Associate Vice-President Teaching and Learning, Mount Royal University

Seeking Goldilocks Online: How User Experience Enters Learner Experience through the Learning Management System (LMS)

This project seeks to identify the “Goldilocks Principle” through a usability test in different Learning Management Systems (LMS) to analyze indicators of successful navigation and differentials between or within higher education LMS systems in an effort to find a margin between manageable cognitive load and intellectual rigor. User experience is not learner experience, but learners in a LMS university course occupy the internet’s neighborhood. Higher educational students, accustomed to internet user experience and web design must quickly adapt reading habits to a learning management system, designed explicitly built for a higher cognitive load, and sustained intellectual engagement and activity. This project seeks to understand how dominant visual aspects of web design influence how individuals read and navigate in a LMS. In short, what is the margin of “just right” in between reading for quick reference and avoiding an unnecessary overload of working memory while learning online?

Carrie Bailey, Oregon Health and Science University

Teaching and Learning With Technology

A Natural Fit in Education: High School & College Collaboration Through EcoliteracySCHOOL

The purpose of this poster presentation is to describe the collaborative process of creating, operating, and sustaining an immersive, multi-educational level program called EcoliteracySCHOOL. Ecoliteracy Students Collaborating in Health-Oriented Outdoor Learning (EcoliteracySCHOOL) incorporates experiential learning that engages undergraduate students in public health leadership while mentoring high school students interested in the health sciences.

Through a semester-long directed study, undergraduate students are responsible for the development of a 15-week mentorship program and implementation of a three-day outdoor environmental and public health immersion field experience (EcoliteracySCHOOL) for high-school students. Furthermore, each college student is responsible for the design, implementation and evaluation of a public health initiative during the field experience. High school students reap the benefits of mentorship, participation in student-led research, and living out classroom concepts during the field experience.

In our poster presentation we will:

- Describe the process of creating a partnership between two educational institutions
- Discuss the development of learning outcomes, shared curriculum, and experiential learning pedagogy
- Share learning artifacts, student leaders' public health projects, and project logistics
- Identify evaluation plans and potential for sustainability
- Offer critique of the program's first two years and gather input from SoTL conference attendees

Jessie A. Barnett, The University of Minnesota Rochester

Megan Schimek, Pine Island High School

Kristin Osiecki, The University of Minnesota Rochester

Kurt Mead, Tettegouche State Park

Calls for Collaboration, Triangulation, and Development

Flexible Learning and Teaching – What Does it Take to Make it Work?

Many institutions of Higher Education are committed to offering Flexible Education, i.e. some flexibility of their offerings regarding time and place, pace and mode of instruction, and sometimes even content. The reasons given are typically changing student needs (e.g. students working part or full time, or with family obligations), changing student expectations (e.g. use of technology and modern media), or simply the availability of technology. [1]

Less well known than students' and university administration's interests are those of faculty: What attracts them to a particular kind of flexible education? Which kind of support do they need to get started and make it sustainable? How do they assess its effect on student learning?

To start addressing these and related questions, I am inviting instructors to share their flexible education stories with me. I will compile those case studies and make them publicly available (anonymized or attributed as desired), and distill common answers to the questions above that can be used to inform strategic planning as well as faculty development in various institutions. It will also be useful to compare the findings to results on the adaptation or refusal of other kinds of teaching innovation, as reported in, e.g., [2].

Daria Ahrensmeier, Simon Fraser University

Calls for Collaboration, Triangulation, and Development

Are Student Responsibilities in Blended and Flipped Classrooms a Threshold Concept?

Threshold Concepts share characteristics, including: transformative; probably irreversible; often bounded (Meyer & Land, 2003). Pedagogical principles have been established for application of threshold concepts to learning activities (Davies & Mangan, 2006). Threshold concepts have also been discussed in terms of the faculty experience with blended learning (Garrison & Vaughan, 2007). Blended and flipped classrooms (Garrison & Kanuka, 2004; Bergmann & Sams, 2012) are becoming more common, but little research exists on the student experience as they cross the threshold of understanding for these learning environments.

As faculty that have crossed the threshold for blended and flipped teaching, we have observed transformations in behavior and attitudes among learners in flipped and blended classrooms. In this study, we sought to better understand these transformations from the student perspective.

Our research question is: are student responsibilities in blended and flipped classrooms a threshold concept? Questionnaires, reflections, and semi-structured interviews were analyzed using thematic analysis (Braun & Clarke, 2006; Saldana, 2009) and results were evaluated against the defining characteristics of threshold concepts. Our results explain the variability of successful deployment of these pedagogical approaches, and have implications for the observations that relationship formation can shape the student experience (McCollum et al., 2017).

Brett McCollum, Mount Royal University

Vladimir Pitchko, Concordia University of Edmonton

Research on Teaching and Learning

“Not Off the Side of My Desk” – Writing a SoTL Research Proposal With a 3-Credit Course Release

[COLLEGE] has an application process for faculty interested in pursuing SoTL research. However, review of applications reveals that omission of key information delays application approvals. In some situations, faculty withdraw their applications given the extent of changes required. Faculty have indicated that development of such documentation requires considerable time, and that pursuit of such work is often done “off the side of their desk.”

Mighty (2013) emphasizes that fostering SoTL is more achievable in scholarly communities when faculty share ideas about methodologies and experiences. McBride and Cohen (2013) state that lack of experience in research and SoTL can impede a successful project, therefore supporting faculty at the micro-level can build capacity.

The purpose of our current study was three-fold. First, to explore faculty’s experience in developing a SoTL research proposal. Second, to examine whether a 3-credit course release (48 hours) is sufficient to create a research proposal. Lastly, to identify the supports faculty require when developing a SoTL research proposal.

This poster presentation will explain our study methods and results, present the preliminary data and analysis. We are interested in discussing future research projects and in exploring opportunities for collaboration related to this topic.

Melanie Hamilton, Andy Benoit

Lethbridge College

Research on Teaching and Learning

Using Interactive Practices to Improve Students' Mastery of Mental Health Concepts and Medication Management with Undergraduate Bachelor's of Science Nursing Students

Undergraduate nursing students play pivotal therapeutic roles in the care of patients suffering from mental illness. Their recognition of presenting symptoms and use of evidenced-based treatment to support optimal levels of functioning emphasize the need for best practices in preparing future BSN nurse advocates. Clients suffering from mental illness are represented in an array of clinical settings where nurses may impact their well-being. Undergraduate students need to develop knowledge, competence, compassion, and judicial understanding of presenting symptoms and may have difficulty recognizing these manifestations. Moreover, knowledge of mental health core concepts linked to relatedness, vulnerability, and integrity are difficult to master from a lecture based teaching format. Educators must employ a variety of teaching methods to assess and evaluate students' competence of these core concepts and medication considerations in their future careers.

Kim Johnson

Middle Georgia State University

Involving Graduate Students in SoTL

Investigating the Impact of Course Engagement Activities in an Organic Chemistry Course.

A suite of four course engagement activities was recently introduced to a second year organic chemistry course. Students were given the choice of which activity to complete for a 5% course engagement activity grade. Activities included: weekly online homework assignments, responses to in-class audience polling questions, participation in an online discussion board, and completion of several literature assignments. This presentation will explore the relative impact of these activities on students' academic performance in the course, as well as their attitude toward the course material and subject in general.

Effie Sauer

University of Toronto

Research on Teaching and Learning

An Innovative Strategy to Improve Classroom Engagement in a University Anatomical Science Class

INTRODUCTION

Instructional methods, such as embodied learning, which enhance engagement and appeal to multiple learning styles have shown significant benefits in retention and understanding.^{1,2} Both are critical for students studying anatomical sciences.² Little research has investigated embodied learning in higher education; therefore this study examined whether an embodied instructional style changed students' engagement with and learning of applied kinesiology.

METHODS

Applied Kinesiology students were separated based on major and received either a traditional didactic or embodied lecture on the shoulder. Students completed pre- and post-participation surveys on their experience and class engagement. Students who received a didactic lecture on the shoulder then received an embodied lecture on the wrist and hand, and vice versa. Student examination grades were also analyzed.

RESULTS

Analysis of exam results demonstrated significant improvement in learning of shoulder anatomy content when an embodied instructional style was utilized. Students receiving the embodied instructional style reported greater ability to learn, learning of material, and motivation to learn content. Students reported increased engagement, participation, class involvement, interest, and enjoyment in learning new material.

CONCLUSION

This research demonstrates that embodied instructional techniques may increase engagement and physical activity in an anatomical science classroom when compared to traditional didactic instructional techniques.

Karen Westervelt, Katrina Kunker

University of Vermont

Research on Teaching and Learning

6:30 p.m.

DINNER ON YOUR OWN

SATURDAY November 10, 2018

7:00 a.m. – 9:00 a.m.

ALPINE MEADOWS/
CASTLE / ASSINIBOINE

BREAKFAST AVAILABLE UNTIL 9:00 a.m.

8:00 a.m. 11:00 a.m.

HOTEL FOYER
RECEPTION AREA

REGISTRATION OPEN

CONCURRENT SESSIONS

9:00 a.m. – 9:40 a.m.

ASPEN

What Do Students Talk About During a Group Exam? A Study on Cooperative Learning During a Two-Stage Exam

For a two-stage exam, students first write their exam individually and then repeat it in a small group. The majority of research on two-stage exams suggest that they improve student learning because exam scores increase from the individual to the group stage. Yet, why this increase occurs and what students actually talk about during these exams has been minimally investigated. In our study, we analyzed the transcripts of audio-recordings of students' conversations during the group stage of a first-year calculus exam. As part of our analysis, we focused on whether cooperative learning occurred during the group discussions and, if so, what it looked like. In our presentation, we will provide examples of the different ways that the students engaged in cooperative learning and discuss how this research helps us understand why students' marks improve in the group stage.

Collette Lemieux, Eric Roettger

Mount Royal University

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m.

BIRCH

Partners Learning Through Place: Researching the Facilitation and Impact of Experiential and Place-Based Education Within a School-University Partnership

The purpose of our SOTL research is to investigate how educators' experiences in field studies with community partners can inform an interdisciplinary educational program (EXPO-Experiential Place-based Outdoor) based on a curriculum of place. Many contributions to the field of place-based education have been made through non-Indigenous perspectives of place. Emerging research suggests that place-based education is limited because it does not critique colonial legacies in theoretical frameworks of place.

Our interdisciplinary SOTL research, in a western Canadian context, explored this tension as we come to a deeper and shared understanding of our co-responsibility within Treaty 7 relationships. Learning from place emphasizes a relationship with the land, something deeply respected in Indigenous communities and something absent from much of place-based education. Our project seeks to close this gap by considering varying perspectives of place as it informs educational pedagogy.

Our research is ongoing but emerging results show that our attempts to enact a curriculum of place that recognizes the intimate relationship that Indigenous people have with the land and emphasizes relational ways of knowing were impactful. However, we were disappointed that many of the teachers seemed to experience a place-based curriculum that was not linked explicitly to Indigenous ways of knowing.

Kevin O'Connor, Tanya Stogre

Mount Royal University

Phil Butterfield, Connect Charter School, Calgary, Alberta

Collaborating Beyond the Single Classroom

9:00 a.m. – 9:40 a.m.

CEDAR

Bloom's Taxonomy in the Digital Age, Revisited

Some years ago Andrew Churches published a revised version of Bloom's Taxonomy that included digital technologies, and it is still being discussed. Though his taxonomy was a bold effort, it highlighted some common, but fundamental misunderstandings about the nature of digital technology. This presentation will explore Churches' digital Bloom's and invite discussion on what a true updated version of Bloom's might look like.

Being able to use technology is NOT the same as actually understanding it, in the same way as being able to drive is not the same as knowing how the car works. Those who embrace the use of technology in the classroom need to be more than mere drivers, and this has broad implications for the utility and impact of technology for teaching and learning,

Figuring out where modern digital technologies fit into Bloom's classic is a worthwhile endeavor. BUT, there is a tendency for people to be overly impressed by technology and to imbue it with too much power (especially if they don't really understand how it works). While Churches' work is a good start, it misses the mark in a number of ways that reveals a misapprehension of the role of technology in learning.

Katrin Becker

Mount Royal University

Teaching and Learning With Technology

9:00 a.m. – 9:40 a.m.

MAPLE

Development and Calibration of the Augustana Interdisciplinary Scientific Literacy Evaluation to Measure Gains in Scientific Skills and Attitudes in Interdisciplinary Studies 137

Undergraduate science courses designed for students who are not science majors are common in North America. We have recently developed a 3-week "block" laboratory experience course for non-science majors in which the students perform four experiments in each of biology, chemistry and physics. The course objective was to develop students' non-disciplinary scientific skills, as well as scientific attitudes or thinking. Using one or more of the validated concept inventories to measuring gains in student understanding and recall of scientific facts is of limited value when assessing this course, since acquisition of factual knowledge was not the explicit objective

SATURDAY November 10, 2018

of our course. Measuring gains in both scientific attitudes and skills has not traditionally been a focus for non-science students, although such skills and attitudes are more useful to this population than factual knowledge. To address this need, we developed the Augustana Interdisciplinary Scientific Literacy Evaluation (AISLE) to quantify gains in scientific skills and attitudes, without focusing on measuring gains in factual knowledge. Twenty multiple-choice questions were designed to provide a quantitative measurement of students' scientific skills and attitudes. Samples of AISLE questions and answers, development criteria and process, and calibration data with different student populations will be presented.

Brian Rempel, Ian Blokland, Sheryl Gares

Augustana Campus, University of Alberta

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m.

PINE

Disrupting to Decolonize

As explored in the 2016 SoTL Symposium, “Decoding the disciplines” is a process developed by Middendorf and Pace (2004) to help university teachers deal with bottlenecks – disciplinary concepts we understand implicitly but have a difficult time explaining to students. In this model, a key step is a decoding interview, whereby interviewers help teachers unpack crucial mental operations and the origins of their own knowledge (p. 6).

While decoding the disciplines as offers important insights, the approach is strongly cognitivist (Yeo, 2017, p. 49). While “finding” the moment of learning (now forgotten) and rendering the “ah ha!” moment visible can indeed make for better teaching, lost in the moment of improvement is the more difficult critical question of complicit knowledge, that which has functioned to reproduce settler-colonial knowledge.

Battiste, Bell, and Findlay (2002) note that decolonization within the academy, “requires multilateral processes of understanding and unpacking the central assumptions of domination, patriarchy, racism, and ethnocentrism that continue to glue the academy’s privileges in place” (p. 84). We will share how we’re exploring an adapted decoding process to discover a different sort of blind spot: tacit colonial structures within faculty member’s discipline in order to work toward a decolonized curriculum.

Roberta Lexier, Gabrielle Lindstrom, Lee Easton, Michelle Yeo

Mount Royal University

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m.

WILLOW

What Works? Using SoTL to Enhance Nursing Students Experience with Learning Contracts in the Clinical Setting

Students in the [COLLEGE] Bachelor of Nursing program take courses in both the classroom and the practice setting. Students are evaluated in the practice setting using both formative and summative assessments. Locally, learning contracts are used in each clinical course, as a means of formative assessment. Recently, we have piloted a new version of our learning contracts to improve learning. From our anecdotal evidence, we found that students' preferred this new formative assessment, thus developed a SoTL research project to further investigate this phenomenon.

The purpose of this presentation is to highlight the importance of using learning contracts in the practice setting in nursing education. Our SoTL research will be investigating how nursing student's self-identified weekly "action steps and evaluation" and purposeful weekly reflections impact the overall clinical learning experience.

The presentation will explain how we are using the principles of SoTL to improve student learning. We will discuss the history of learning contracts and introduce participants to a new template we piloted for this formative assessment. We will invite participants to give feedback on our new process and engage everyone in a discussion about their own experiences with learning contracts in their own context.

Melanie Hamilton, Robyn Brownlee

Lethbridge College

Research on Teaching and Learning

9:00 a.m. – 9:40 a.m.

LYNX

When Pedagogy Becomes Concrete: Physical Spaces and Active Learning Pedagogies

Learning spaces can inhibit or enhance teaching and learning practices. Classrooms built with active learning principles in mind demonstrate a positive impact on student learning (Cotner et al, 2013, Baeppler et al, 2016). At Mount Royal University, the vast majority of classrooms are still reminiscent of old design paradigms where students are organized in rows all facing the same direction, where typically there is a projection unit and where the instructor resides. Considering the prohibitive financial investment necessary to convert all classrooms into spaces designed for active learning, we began to collect data on how our current classroom spaces support active learning principles. Using existing space evaluation instruments (e.g., Brown et al, 2017), this presentation will report on our preliminary investigation of the current classroom inventory, in terms of "classroom readiness" to support active learning pedagogies within our institution. Based on the data presented, we will lead a discussion on how learning spaces may affect student learning and faculty teaching in participants' context.

Luciano da Rosa dos Santos, John Cheeseman, Andrea Phillipson

Mount Royal University

Research on Teaching and Learning

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9:45 a.m. – 10:25 a.m.

ASPEN

Inquiry-Based Learning in Interdisciplinary Post-Secondary Education: A Case Study Exploration

Inquiry-based learning is typically characterized by learner-centered and student driven design, where students are actively involved in shaping and enacting the learning process (Aditomo, Goodyear, Bliuc, & Ellis, 2013; Friesen & Scott, 2013). The College of Discovery, Creativity, and Innovation at the University of Calgary has adopted inquiry-based learning as a flag-ship pedagogy, and piloted several courses that are designed to engage students in the process of exploring complex challenges by way of immersive inquiry-based learning. Our design and research team has implemented a study to explore how students characterize and provide evidence of their learning in this inquiry-based learning context. We will share the preliminary results of our study and engage in a series of critical conversations with participants to explore how our model of inquiry-based learning could be adapted or adopted across a range of disciplines and institutions.

Robin Mueller, Haboun Bair

University of Calgary

Research on Teaching and Learning

9:45 a.m. – 10:25 a.m.

BIRCH

Building, Sustaining, and Studying SoTL Communities: An Analytical Framework and Methodology

In this paper, an international team of Carnegie Scholars, CASTL Institutional Leaders, and faculty affiliates present a methodology for studying and supporting the development of sustainable SoTL communities within, between, and beyond institutional contexts. Using social network analysis and systems thinking, we offer and discuss a strategy for building and empirically assessing SoTL community/communities. Our framework and methods reflect our continuing commitment to Building SoTL Communities as part of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) and our current research on SoTL communities in the 20 years since the CASTL's inception. Preliminary results from our study will be shared to illuminate the plausibility and applicability of our model to the development and analysis of sustainable SoTL communities.

Brian Smentkowski, University of Idaho

Mary Huber, Carnegie Foundation for the Advancement of Teaching and The Bay View Alliance

Pat Hutchings, National Institute for Learning Outcomes Assessment, The Carnegie Foundation for the Advancement of Teaching and The Bay View Alliance

Teresa Johnson, Ohio State University

Balbir Gurm, Kwantlen Polytechnic University

Lara Cruz, Educational Development Consultant, Formerly Tennessee Tech University

Methodologies and Innovative Approaches to Data Gathering and Analysis

9:45 a.m. – 10:25 a.m.

MAPLE

Utilizing Social Network Analysis Methodology in Research on Teaching and Learning

Social network analysis (SNA) is a methodology and approach to analyzing social data that has been shown to capture the dynamicity of relationships and the information nested within them to provide new insight into the mechanisms of social change and institutional reform. Ego-networks are produced based on the survey data of one person of interest, showing the details of the relationships within their professional network, which can be used to track the changes within that person's network over a period of time. We at the MacPherson Institute at McMaster University are using SNA to probe the meaningful conversations and connections between faculty members in our Leadership in Teaching and Learning Program and the individuals in their networks, gathering information on respondents' professional relationships in terms of resources shared, flow of information and level of trust, among other measures. We hope to extend our preliminary analysis into a longitudinal study assessing the association between changes in their network to their development and capacity as leaders in teaching and learning. We will present SNA as an emerging analytical tool in the field of educational research, using our preliminary data as a springboard for discussion and exploration of the methodology.

Cherie Woolmer, JeeSu Suh, Nancy Fenton

McMaster University

Methodologies and Innovative Approaches to Data Gathering and Analysis

9:45 a.m. – 10:25 a.m.

PINE

Critically Examining Our Teaching Practice: A Case Study of Interdisciplinary Health Conversations Amongst Undergraduate Students Using Linked Learning

In a variety of university undergraduate programs, students are expected to gain insights about and beginning competencies in working with interdisciplinary teams in anticipation of future work realities. Yet, embedding meaningful interdisciplinary learning experiences hold particular challenges for university educators who are enculturated in their own disciplinary approaches, teaching histories and (at times) traditional practices. This presentation centers on a case study of one university class using a linked learning activity and affords rich opportunity to critically examine our teaching practice in efforts to uncover and share enabling factors, contexts, and conditions in support of interdisciplinary learning experiences. A framework for critical analysis of our teaching practice provides structure to the scholarly inquiry, drawing on concepts from self-study. Thoughts on how interdisciplinary learning can be fostered based on the case study analysis will be shared. Participants will be invited to reflect on and discuss relevance and applicability of the key insights to their current and future teaching practice considering similarities and differences across disciplines.

Laureen Styles, Capilano University

Joanne Schroeder, Vancouver Island University

Collaborating Beyond the Single Classroom

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9:45 a.m. – 10:25 a.m.

WILLOW

Supporting, Facilitating and Building Community: Insights From the Study of a Research-Informed Peer-to-Peer (P2P) Faculty Mentoring for Teaching Program

Our centralized Teaching and Learning Centre at a large, urban research-intensive university piloted the Peer-2-Peer (P2P) Faculty Mentoring for Teaching faculty peer mentoring program in 2016-17. It drew on our institution's Faculty Mentoring for Teaching Report (Centre for Teaching Support & Innovation, 2016) and included a research study to assess the P2P program elements, intentional design and effectiveness. Focus group and survey data results found that the program was well received and highly regarded by participants. These results have also informed changes to the 2017-18 P2P Program and current research on this 2nd iteration will offer important insights into how mentorship of faculty can support teaching at our university. This presentation will share the program designs and research findings and open a discussion on our collective understanding of how to support and facilitate effective mentorship for teaching.

Cora McCloy, Andrea Graham, Gregory Hum

University of Toronto

Research on Teaching and Learning

9:45 a.m. – 10:25 a.m.

LYNX

Undergraduate Research Experiences Nurture Employment Relevant Skills

We investigated whether course-based and extra-curricular programming in undergraduate research at a mid-sized Canadian university provided gains for students in the five employment-relevant skills: collaboration, communication, problem-solving, analytical capabilities, and resiliency (Morneau Shepell, 2018). The Business Council of Canada (2018) indicates that practicums, internships and co-ops suitably prepare students for the workforce. However, our multi-year surveys revealed that academic undergraduate research experiences (URE) instill a commensurate range of skills. In fact, we have found that UREs provide gains in the four of the five skills employers seek when hiring new graduates. Results so far using course-based and extra-curricular data show that faculty and staff mentored activities are lead to increased capabilities for learners in group work, complex communication tasks, and effortful learning via authentic problem-solving and analysis in and beyond the classroom, studio, and lab. While the current research has not yet assessed resilience in students, the supplemental data from mentored summer 2018 research assistantships may help to determine whether UREs also gain in this skill area. The current results show that academically provisioned UREs facilitate the graduate attributes that employers value in four of the five areas identified by Morneau Shepell (2018) and do so in ways similar to practicums and other work-integrated learning.

Kara Loy, Brittany Thiessen, Liv Marken

University of Saskatchewan

Research on Teaching and Learning

10:30 – 11:00 a.m.

ALPINE MEADOWS

COFFEE

11:00 a.m. – 11:40 a.m.

ASPEN

QUESTion Everything: Teaching Takeaways from a Term at Quest University

In Fall '17, I took a leave of absence from Guelph and went to Quest University Canada in Squamish, BC to teach and research in their unique educational environment. What's unique about Quest? The "Block Program" for starters — students take one course at a time for 18 days in a row. Classes meet for 3-hours/day every day; students expect 3-5+ hours/day of work outside of class. Purpose-built teaching classrooms that seat no more than 21 (20 students and 1 tutor). A strongly Socratic approach to everything — hence the "Question Everything" tagline for the University as a title for this talk.

My presentation will focus on the SoTL research questions I was pursuing during my time at Quest: what teaching methods do Quest tutors use in their classroom? With what frequency? To what end? I used the "Classroom Observation Protocol for Undergraduate STEM (COPUS)" developed at UBC as my main instrument of study. The ultimate goal of this research was to establish whether or not the methods used in a Quest classroom can be "scaled up" to a more traditional classroom model (general purpose lecture style classrooms of more than 20 students on a traditional 12-week term)?

Trent Tucker

University of Guelph

Research on Teaching and Learning

Saturday, 11:00 a.m. – 11:40 a.m.

BIRCH

How Story-Based Tasks Can Help Students Personalize Their Understanding of Concept

This study investigated how innovative story-based tasks facilitated students' understanding of statistical concepts. The stories included characters, a problem that needed resolution, a plot and were situated in real-world business contexts. At key points in the story, students wrote dialogue for the characters to explain key statistical concepts and to apply their understanding of the concepts. Narrative learning is the key theoretical perspective used in the design of the stories and provides the framework to explain how the stories helped the students learn. The nineteen participants were enrolled in a post-secondary introductory business statistics course. Data, consisting of students' written responses to the story-based task, were analyzed qualitatively. Results suggest that the story approach allowed students to personalize their understanding of the statistical concepts by writing their understanding in their own words and considering the statistical concepts from multiple perspectives. In this presentation, samples of student work will be provided to show the various ways that students personalized their understanding.

Collette Lemieux

Mount Royal University

Research on Teaching and Learning

SATURDAY November 10, 2018

Saturday, 11:00 a.m. – 11:40 a.m.

CEDAR

Sketching to Learn: Evaluating Sketching as a Learning Strategy in a Psychology Course

We investigated the effects of sketching as a learning tool for students enrolled in a second-year psychology course. In the first condition, students were exposed to a biological psychology course as it was traditionally taught (where in-class exercises typically involve written responses, and most of the visuals used in class are computer generated); in the second condition, students received instruction in sketching techniques, and the instructor and course assessments encouraged students to use sketching as a learning tool. Findings from the quantitative analysis will be presented along with key issues and themes that emerge from the qualitative data. Sketching registered with many of the interviewees as a useful learning strategy and some students began to sketch outside of class to understand the material and prepare for course assessments. However, this was not the case for all students and we will discuss differences between those who became sketchers and those who did not. Furthermore, challenges in conducting this type of study (e.g., student engagement, instructor consistency across sections) will also be reviewed. We hope this work may contribute to a broader discussion about the role for learner-generated drawings in enhancing student learning and engagement in a wide range of disciplines.

Karen Atkinson-Leadbetter, April McGrath

Mount Royal University

Research on Teaching and Learning

11:00 a.m. – 11:40 a.m.

MAPLE

Nanoscience as a Bridge for Undergraduate Interdisciplinary Collaboration

Getting undergraduate science students to work and think across the disciplines is a challenge that extends far beyond the single classroom environment. However, in the Nanoscience program, undergraduates are empowered to work collaboratively with students from across the faculty of science to complete a series of authentic research tasks in their second, third, and fourth years of study. In second year, nanoscience students are expected to write a research paper on a nanoscience topic of their choice as a team. In third year, students write a team research proposal based on a question of their choosing. And in their fourth year, students implement their previously devised research proposal into a laboratory setting and write a research paper as a team on their results.

In order to assess how well students are developing as scientists, we used constructivist grounded theory (Charmaz, 2014) to analyze a set of coursework, course surveys, and interviews conducted with course representatives, a growing trend in higher education work on student experiences (Carey, 2012). Specifically, we looked at how well students were developing a set of science-process skills and science-practice competencies that are fundamental to doing nanoscience work.

Brian Gilbert, Hagar Ibrahim Labouta, Jennifer Dawn Adams, David Thomas Cramb

University of Calgary

Collaborating Beyond the Single Classroom

11:00 a.m. – 11:40 a.m.

PINE

New Insights, New Perspectives: Benefits from Participation in an Interprofessional Case Study

Interprofessional collaboration is a key component of professional practice in contemporary health care. Thus, providing pre-service students in professional programs with experiences to develop skills necessary for interprofessional team situations is called for. The purpose of this presentation is to present findings from a qualitative study exploring the benefits to nursing and child studies students from participation in an interprofessional education (IPE) learning activity called an 'unfolding case study'. An unfolding case study simulates professional practice by requiring students from multiple disciplines to work together to create a care plan for a family with complex needs. Data was comprised of 38 one-minute learning reflections completed by participants. Data were analyzed through three cycles of analysis. An initial list of 54 descriptive codes were developed, out of which three themes emerged: care, collaboration and perspective. The ability to "dig deep" and "look at the bigger picture" were identified by participants as beneficial aspects of the IPE activity. This presentation will conclude with a discussion of the benefits of participating in cross-disciplinary learning initiatives to both students and faculty, and describe next steps in expanding the activity to include additional professional disciplines.

Scott Hughes, Lisa Semple, Genevieve Currie

Mount Royal University

Collaborating Beyond the Single Classroom

11:00 a.m. – 11:40 a.m.

WILLOW

Investigating the Effectiveness of a Partially Flipped Classroom on Conceptual Learning and Engagement: Success and Failures

Compared to non-flipped class groups, flipped class groups were able to demonstrate better performance when answering conceptual questions over rote memorization-type questions. We compared final grades (%) between regular lecture class semesters ($n=3$) and flipped semesters ($n=2$). Grade distributions appeared similar among regular vs. flipped class approaches, in mean grades or distributions, with no significant grade differences between the two approaches ($t(306)=-0.493$, $P=0.62$). If the graded activities had similar levels of difficulty across the two different approaches, this would have suggested that student success in terms of grades did not improve in the flipped approach. However, more difficult, conceptual questions were asked on exams in the flipped approach, indicating that students acquired similar grades despite receiving 'harder' conceptual questions. Direct comparisons of performance on the same type and difficulty level of questions would help to confirm whether this is indeed the case. Several of our results suggest that the flipped class approach holds promise and shows potential to help improve conceptual understandings. Some suggested changes for future semesters emerged from both student comments and group observations. Successfully implementing the group discussion component appears particularly challenging, and may to some degree depend on individual class dynamics.

Mala Fernando, Birgit Schwarz

Simon Fraser University

Research on Teaching and Learning

SATURDAY November 10, 2018

11:45 a.m. – 1:00 p.m.

ALPINE MEADOWS /
CASTLE / ASSINIBOINE

LUNCH

1:00 p.m. – 1:15 p.m.

FAREWELL REMARKS

Jim Zimmer, PhD - Vice-Provost
and Associate Vice-President Teaching and Learning
Mount Royal University

1:00 p.m. – 2:30 p.m.

CASTLE / ASSINIBOINE

CLOSING PLENARY

Anthems and Pledges of Allegiance: Redirecting Our Trajectories to Connect SoTL, DBER, and Disciplinary Research Communities

Communities for the Scholarship of Teaching and Learning have moved along parallel trajectories with communities of Discipline-Based Educational Research (DBER) in higher education. Both communities care deeply about student learning; both communities strive to advance institutional teaching practices; both communities employ theoretical frameworks and systemic inquiry to meet our goals. However, despite our aligned goals, SoTL and DBER have often behaved like two independent armies, rather than overlapping collaborative communities. The separation of SoTL and DBER communities has become a point of tension in academic publishing. Furthermore, both of these communities can experience similar barriers when advocating for the adoption of evidence-based teaching practices by disciplinary research colleagues. Brett McCollum's keynote address will explore the anthems of SoTL and DBER, the pledges of allegiance we require of inductees, and how these community characteristics determine our paths.

Participants will be invited to examine the biases they bring to their scholarship, and how those biases impact the journals they read, the reviews they write, and the scholarly practices they adopt. McCollum will share the actions that SoTL Canada is taking to achieve strategic points of intersection with our DBER colleagues and our disciplinary-research peers. We will explore the harmony between our community anthems. Through cooperative discussions, we will identify the values and visions that we share with other communities, redesign our pledges, and propose personal and collective actions that we can take back to our institutions to realize new trajectories.

Brett McCollum, Ph.D.

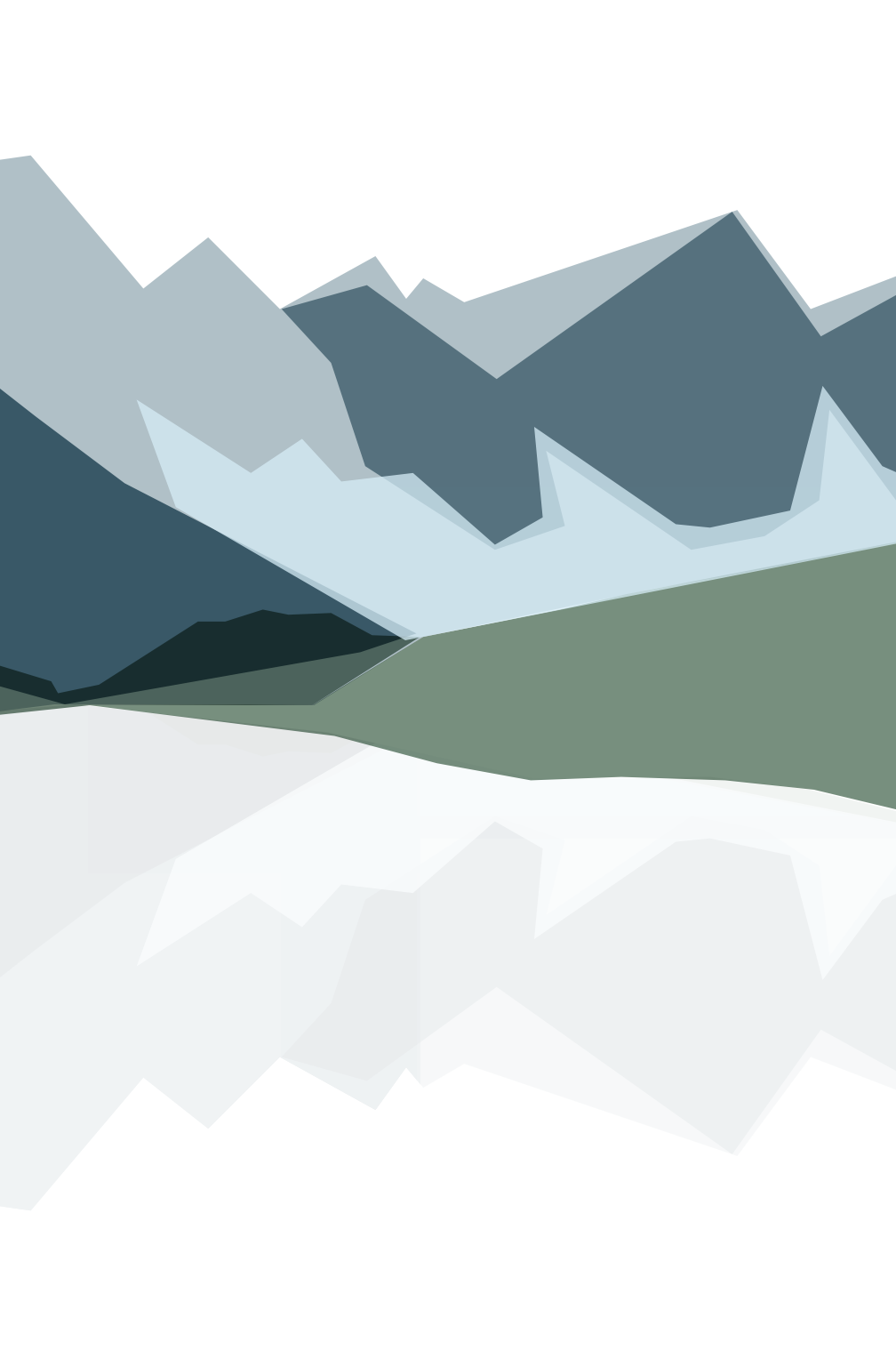
Mount Royal University

2:30 p.m. – 2:45 p.m.

CASTLE / ASSINIBOINE

SYMPOSIUM CLOSING

Michelle Yeo, PhD, Academic Director
Institute for Scholarship of Teaching and Learning
Mount Royal University





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