ISSOTL 2016:

Telling the Story of Teaching and Learning
Exploring What Works, When, How, and Why

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Loyola Marymount University

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Table of Contents

Keynote Addresses

Plenary Session:

Wednesday, October 12th, 6:45 pm – 8:00 pm

Reading the Stories of Teaching and Learning

Karen Manarin, Mount Royal University

To begin this conference about Telling the Story of Teaching and Learning, I ask us to identify and consider our assumptions about the genres of SoTL. Genres like poetry, fiction, or scholarly articles invite different types of reading; within each genre, and subgenre, conventions shape our expectations and reading practices. How does the way we read SoTL influence (and constrain) the way we understand teaching and learning? Moving beyond Ashwin and Trigwell's (2004) levels of scholarly investigation and Hutching's (2000) taxonomy of questions, we will explore the generic conventions that shape the stories we tell. Genre provides a necessary frame of reference that helps readers understand text. As genre-theorist Chandler (1997) notes, "Generic frameworks may function to make form (the conventions of the genre) more 'transparent' to those familiar with the genre, foregrounding the distinctive content of individual texts." While stories and storytellers who fit easily within a dominant generic framework often benefit from this transparency, stories and storytellers who are too far outside the framework risk being silenced. Readers who experience generic conventions as transparent may expend less energy understanding text, but they lose the opportunity to experience a productive friction which allows them to see the familiar anew. In this plenary, I will use a combination of poetry, literary theory, and SoTL studies to explore different ways of reading in order to make the conventions of SoTL less transparent.

Plenary Session:
Thursday, October 13th, 1:40 pm – 3:00 pm

Pedagogy of the People in the Room: Shifting the Conversation Back to Who, What, and Why

Edward Taylor, University of Washington

Critics (and even some friends) argue that higher education is broken. We are simultaneously described as: too expensive for students yet lacking the resources necessary for our institutions to function effectively; too focused on research yet increasingly staffed by adjunct faculty who struggle to make a living on part-time teaching; too out-of-touch with the needs of the real world yet dominated by neoliberal managerialism; too reliant on antiquated teaching methods yet willing to jump on the latest pedagogical bandwagon (MOOCs and flipping, anyone?). This session will attempt to see through the clutter to offer perspectives on who, what and why we teach. The session begets the question: What stories about teaching, learning and the role of the university help us to live into our aspirations for our work and our world?

Plenary Session:
Friday, October 14th, 9:00 am – 10:30 am

Visual Logic as a Thought Structure for Framing Stories

Tom Klein, Loyola Marymount University

A visually-based idea exemplified by the saying "a picture is worth a thousand words" can be further framed by imposing a logic that reveals how a thing works. A picture, thus, assumes a functional nature, no matter how inventive or fanciful it may be. This, in essence, offers a key for a beholder to quickly unlock a 'puzzle', allowing the designer of the visual concept to logically extend very abstract or complex concepts in a clear, intuitive manner. The notion of "Headquarters" staffed by five emotions in the Pixar film Inside Out (as a metaphor to depict childhood depression) is a recent example from cinema. Such creative approaches need not be confined to animators and artists. They are also a powerful tool for pedagogical exercises, allowing students to think visually and to turn ideas into story-based imagery. Inspired by examples of imaginative yet logical absurdities from cartoonists, a hands-on collaborative exercise will allow all participants to attempt some practical applications (no more than bravely doodling needed for non-artists). In this workshop, we will explore ways that anyone can use simple pencil drawings to become a creative visionary - an opportunity to frame our stories and to convey abstract concepts in any field of study.

Plenary Session:
Saturday, October 15th, 10:45 am – 12:15 pm

"Oh, the Places You'll Go!" Imagining the Future of and with SoTL

Tony Ciccone, University of Wisconsin-Milwaukee
Nancy Chick, University of Calgary
Qi Gao, Beijing Institute of Technology
Kelly Matthews, University of Queensland
Thomas Olson, Lund UniversityJackie Dewar, Loyola Marymount University

Since Boyer's Scholarship of Teaching: Priorities of the Professoriate (1990), the scholarship of teaching and learning as a perspective on our work in higher education, as an evolving set of practices, and as an expanding body of evidence and insights continues to influence and be defined by new colleagues, programs and international contexts. And yet, "not everything is SoTL" and "SoTL is not everything." Fortunately, as the SoTL "big tent" becomes global and more integrated into individual and institutional work, we have unprecedented new resources to discuss how to expand and refine what SoTL can and should become. In this final plenary, the presenters will take stock of SoTL in their context, addressing how they define and use SoTL in their work and how their experiences can help us imagine its future.

Wednesday, October 12

Pre-Conference Workshops:
All Day Workshops, 9:00 am – 5:00 pm

PCW2   Student Learning

Drafting Your Own SoTL Story: A Beginner's Guide to the Scholarship of Teaching and Learning

Jackie Dewar, Loyola Marymount University

This hands-on interactive workshop is designed as a beginner's guide to the scholarship of teaching and learning (SoTL). It will introduce participants to the scholarship of teaching and learning (SoTL), help them begin projects of their own, and provide a set of worksheets and resources so they can leave with their own research plan. Participants will become familiar with a taxonomy of SoTL questions and details of SoTL projects in a variety of disciplines. Participants will learn about research design issues, different methods for collecting and analyzing evidence, dealing with human subjects requirements, and selecting venues for presenting or publishing their work. With the presenter's guidance, participants interactively select and transform a teaching problem of their own into a question for scholarly investigation, identify several types of evidence to gather, and make their own action-plan.

PCW10

Council on Undergraduate Research (CUR) Workshop

Susan Larson, Concordia University
Trent Maurer, Georgia Southern University

This workshop is designed to facilitate the dialogue between the Scholarship of Teaching and Learning (SoTL) and Undergraduate Research (UR) communities to explore how our two communities of practice can inform and enrich one another's respective missions. Brief presentations by presenters will play a key role in this symposium. Presenters are invited to make brief (2-3 minute presentations) about undergraduate research, SoTL or the intersection between the two. Presenters will be asked to provide a take-away handout or poster that will be shared on-line with workshop participants.

Pre-Conference Workshops:
Morning Workshops, 9:00 am – 12:30 pm

PCW3   Student Learning

Changing the Storyteller, Changing the Story: Supporting Student Success in the Blended and Flipped Classroom

Keith Foggett, University of Newcastle
Carol Miles, University of Newcastle

This preconference workshop will challenge participants to consider the impact on students of the fundamental change in university teaching and learning that has been effected by the global introduction of the blended and flipped classroom. This change to course delivery could be argued to render all university students as 'first in family', as no previous university student has been expected to construct their own learning in this manner. Consideration will be given to the types of support mechanisms required to support students in succeeding in this diametrically different form of learning – one that has previously never existed. A variety of definitions of blended learning will be explored and modified based on participants' experience within their own institutions. Research into the needs of students in the blended environment will be considered and delineated. A framework for action research into student academic support needs will be defined and refined within the workshop.

PCW4   Student Learning

Representing Complexity Well: A Workshop on Qualitative Research on SoTL

Carol Berenson, University of Calgary
Nancy Chick, University of Calgary
Robin Mueller, University of Calgary

Invoking Gary Poole's (2013) call for SoTL to "represent complexity well," this workshop will explore the assumptions, strengths, limitations, and methods of collection and analysis for doing qualitative research in SoTL. Participants will consider what they can glean about student thinking and learning from formative in-class writings, think-alouds, narratives, formal essays, interviews, drawings, and other rich (and frequently messy) sources of 'data.' What questions about student learning and our own teaching do these materials help us answer? What kinds of claims can be made based on such methods? When is there too little or too much information to be meaningful, or manageable? What does rigor look like in these processes? How do we effectively describe these processes to others? Participants will return to their campuses with strategies for collecting and analyzing relevant, rich, and meaningful evidence of learning from their own students.

PCW5   Effective Teaching

Making Expert Thinking Explicit: Decoding Methods in Your Context

Joan Middendorf, University of Indiana

Experts often hold their knowledge in tacit and implicit ways that are not easily accessible to novices. Thus, it can be difficult for disciplinary experts to show students how to operate in their fields. Decoding the Disciplines provides a process for uncovering these mental processes and epistemologies that help teachers move beyond "folk wisdom" about teaching and gain a real understanding of their disciplinary mental moves. Of the Decoding the Disciplines steps, Step 2 Decoding is the most challenging to learn. Alternate interview strategies and questions for making implicit disciplinary operations explicit have been developed, and a wide range of methods is now available to scholars. Participants will explore decoding strategies and experiment as a group with several, empowering all with tools to transform their teaching. Besides discussing the advantages and disadvantages of the different approaches to decoding, we will discuss their applications to our own contexts.

Pre-Conference Workshops:
Afternoon Workshops, 1:30 pm – 5:00 pm

PCW6   Student Learning

Efficient Inquiry: Mining Existing Student Assignments for Evidence Relevant to SoTL Questions

Dan Bernstein, University of Kansas

Evidence of student learning is the central element of SoTL inquiry, but many faculty members are not confident that they provide sufficient analysis of student work to make a contribution. Participants will examine their own assignments and some samples of their students' work to produce evidence of understanding that arises directly from the students' own voice. Rather than adding surveys or other instruments that tap students' perceptions of their learning, this approach works directly with students' performance on regular course assignments. Participants will develop tools for close reading of the quality of student work, and they will consider forms of visual representation of large trends. Informed by what their analysis reveals about student performance, they will also reconsider the design of their assignments. Participants will learn to organize qualitative judgments of complex work so that trends in successful learning over time are visible to colleagues.

PCW7   Narrative of Course Design

Designing an Interactive Learning Experience with Decoding and Just-in-Time Teaching

Kimberly de La Harpe, U.S. Air Force Academy
Gregor Novak, U.S. Air Force Academy
David Pace, Indiana University

Implementing a new pedagogical approach in the classroom can be a daunting task – requiring instructors to not only rethink their teaching approach, but also redesign course materials. This workshop will provide participants with a starting point for developing an active-learning lesson plan through the use of two paradigms, Decoding the Disciplines and Just-in-Time Teaching (JiTT).

The Decoding Cycle guides instructors through identifying bottlenecks within a specific concept. Through identification, it is then possible to develop a pedagogically-sound approach to address them in pre-class, in-class, and post-class experiences. The JiTT pedagogy utilizes on-line pre-class assignments to specifically target student bottlenecks before class and provide instructors with pre-class feedback that informs the direction of the in-class experience.

As part of the workshop, participants will participate in a mini-decoding session. They will also create pre-class assignments, in-class activities and assessment modules to address a specific bottleneck in their subjects.

PCW8   Effective Teaching

Using Personal Networks and Social Network Theory to Improve Teaching and Learning

Gary Poole, University of British Columbia
Roselynn Verwoord, University of British Columbia
Isabeau Iqbal, University of British Columbia

How do we improve our teaching and, in turn, our students' learning? In addition to attending workshops and reflecting alone on our craft, we engage in conversations with others. The nature of these conversations has become the subject of important research, based on the traditions of social network analysis. It has been posited that such conversations are central to our improvement as teachers and SoTL researchers.

In this workshop, we will explore the nature of our "small significant networks." We will learn more about their nature, and how they can be put to even better use. We will practice our network-based conversations, and explore ways in which our institutions can better support these conversations.

We Know SoTL is Important – Why Doesn't Everybody?

Arshad Ahmad, McMaster University
John Kissell, Loyola Marymount University
Lauren Scharff, U.S. Air Force Academy

As a profession of SoTL scholars, we (the big "we") could have a stronger voice and a greater impact on broad educational discussions and policies if we sharpened our communications. Imagine your SoTL research being disseminated like never before. Or it becoming better targeted to a specific audience(s) you wished to engage and influence. Or it becoming better supported by non-SoTL colleagues and administrators. Our SoTL work is always part of a bigger whole, and we are in the business of making a difference in the communities we serve. We often aren't, however, experts in communication beyond the realms of our disciplinary or SoTL expertise. Therefore, this workshop will incorporate worked examples, strategies from professionals who engage in broad-based communications, and hands-on opportunities for you to practice the translation of SoTL research messages into those framed as public press releases, or for other non-SoTL audiences within higher education. Join us!

Thursday, October 13th

Parallel Sessions A:
Panels, 9:00 am – 10:30 am

A1   Public Discourse about Teaching and Learning

Externalizing Teaching and Learning

Cathleen Morreale, University at Buffalo
Thomas Slomka, University at Buffalo
Carol Van Zile-Tamsen, University at Buffalo

The dialogue of teaching and learning typically occurs between instructors and their students, and faculty and their chairs. This panel seeks to challenge that dialogue and to externalize it beyond these dichotomous relationships to maximize the value of teaching and learning for both instructors and students. Three panel topics will be presented. The first will demonstrate the value of using teaching portfolios to share the scholarship of teaching and learning, as well as curriculum development, within the context of developing a teaching portfolio to utilize it as a model as a mode of teaching to students via ePortfolios in a general education program. The second will expand on the idea of ePortfolios from the students' perspective and share a piloted student capstone ePortfolio program for demonstrating general education learning outcomes. The third will share a web application designed to externalize course evaluation data with the goal of improving student engagement and teaching effectiveness.

A2   International Stories

Faculty Learning Communities and Communities of Practice: Stories by U.S. and Australian Dreamers, Schemers, and Seamers

Milton Cox, Miami University
Jacquie McDonald, University of Southern Queensland
Tara Newman, University of Southern Queensland

The panel members articulate stories about the independent emergence of Faculty Learning Communities (FLCs) in the United States and Communities of Practice (CoPs) in an Australian higher education setting. Based on 35 years of experience with FLCs and 10 years of experience with CoPs, the panel members report stories about what they see as the defining features of FLCs and CoPs as separate and then as hybrid models within their institutional, national and international contexts. Similarities and differences are outlined, with a discussion around why each approach evolved within the particular local and then national context. Panel discussion includes the SoTL generated by participants in each model. The panel concludes with ideas about collaborative activities and practical adaptions of each approach to suit different higher education contexts and needs.

A3   International Stories

Using SoTL to Advance Undergraduate Research

Cassidy Keim, Georgia Southern University
Karen Manarin, Mount Royal University
Trent Maurer, Geogia Southern University
Paul Taylor, University of Leeds

This international panel will discuss synergistic connections between the Scholarship of Teaching & Learning [SoTL] and undergraduate research [UR]. Faculty from Canada, the U.S., and the U.K., and one undergraduate student, representing the natural sciences, the social sciences, and the humanities, will discuss how SoTL informs and advances UR. Panelists will share their experiences with UR and SoTL at different levels in the classroom and other educational settings. Topics will include the disconnect between UR-driven focus on process and assessment-driven focus on products, how to use a SoTL framework to assess student learning from UR, the political issues involved in evaluating UR through a SoTL lens, and the limits of assessing UR only in classroom contexts. This panel will also discuss ways SoTL can enhance UR outside of the classroom. The discussants will highlight how international collaborations—particularly with a SoTL focus—both inform and advance UR.

Parallel Sessions A:
Papers, 9:00 am – 10:30 am

A4   Learning to Tell Stories

Lost in Translation: Employing Thomas Merton's Taoist Writing to Translate Multiple Intelligences Theory to Chinese Graduate Teachers

James Cronin, University College Cork

This position paper seeks to open discussion on the value of using classic educational writings to inform reflective practice in the Scholarship of Teaching and Learning internationally. This study focuses on using Thomas Merton's Taoist writings as an entry point for translating Multiple Intelligences (MI) in China. The author has selected a story from the application of Merton's The Way of Chuang Tzu (1965) to translate holistic experiences of neo-Confucian educational philosophy that has resulted in the positive reception of Howard Gardner's MI framework on mainland China. This paper argues for cultural nuance to translate SoTL in globalized contexts.

A4   Learning to Tell Stories

School of Rock: Narrating Cultural Shifts in France through Musical Performance

Sarah Glasco, Elon University

This presentation will showcase an upper-level French course in which students explored the events of May 1968 in France via musical, literary, historical, cultural and socio-political texts as well as film and media clips. The culminating capstone experience entailed class collaboration and public performance of original music with lyrics in French, original instrumental music, slam poetry, and oral narration, for example. All students played an active role in the production as musicians and composers, or as narrators, technical support, etc. to display their linguistic, disciplinary, and intercultural gains.

The presenter will share feedback on the global implications of the stories that students constructed and told in this class via the public performance and how these stories impacted them and the community. This project considered and benefited from a "real-world" audience, and how that influenced students' perception of the topic and their self-image as scholars and citizens will be detailed as well.

A4   Learning to Tell Stories

Swimming up Stream: Recounting the Journey Towards SoTL through Personal Narratives

Corinne Laverty, Queen's University
Klodiana Kolomitro, Queen's University
Denise Stockley, Queen's University

In examining our teaching practice, we experience many stages of learning that challenge our perceptions and assumptions of ourselves as educators. We use the metaphor of "swimming upstream" to capture the journey of self-discovery, struggle, and transformation during educational research on our teaching practice.

In our study we look at the personal narratives describing events and experiences that triggered participant's awareness of and interest in the scholarship of teaching and learning (SoTL). In sharing these stories, we hope to engage participants in thinking about the power of narrative as a tool for bringing a focus to the learning journey as both an intellectual endeavour and as an emotional experience. The impetus from the power of story may draw participants into a culture of sharing and provide a strong foundation for building a community of learners.

A5   Effective Teaching

Fostering Student Learning through the Activity-Based Discussion Curriculum in a Large Lecture Introductory Journalism Course

Jae-Eun Russell, University of Iowa
Frank Durham, University of Iowa
Sam Van Horne, University of Iowa
HyeJin Lee, University of Southern California

The purpose of this paper is to share how student learning was fostered through an activity-based discussion curriculum that incorporated various visual elements and historic documents, and to examine the effectiveness of this curriculum in student learning in a large lecture introductory journalism course. The instructor of the course developed a curriculum and implemented it in the discussion sessions led by teaching assistants to enhance students' critical concepts and thinking skills for evaluating the stories told through media. Based on 177 participants, this research study found that the curriculum increased students' engagement in the course and also contributed to the positive learning outcomes through engagement after controlling for cumulative GPA, writing self-efficacy, and preference for visual learning. The design of the curriculum, pedagogical and technological training for the teaching assistants, and instructor's ongoing support for TAs proved to be the key to the successful transformation of the course.

A5   Effective Teaching

Gender, Classroom Environment, and Student Participation

Susan Larson, Concordia College
Bethany Leraas, Concordia College
Nicole Kippen, Concordia College

Many factors influence how much, or how little, college students participate in their classes. Our study sought to evaluate the relationships between student and professor gender (masculinity, femininity, and androgyny), sex (male, female), classroom connectedness, professor-student rapport and participation. We found significant correlations between in-class participation and both masculinity and androgyny; femininity and androgyny correlated with interacting with the professor outside of class. Male students reported higher levels of in-class participation. Connectedness and rapport significantly correlated with each other, and with student participation in and outside of class. Gender of the professor did not correlate with participation. Based on these data, it appears that student's gender type influences the context in which they participate and interact with their professors, suggesting that consideration of gender as well as classroom climate variables, such as connectedness and rapport, may be important for student learning and creating engaging, inclusive learning spaces.

A5   Effective Teaching

The Minimal Link of a Thing in Common: Widening Participation in English Studies

Melissa Hardie, The University of Sydney
Kieryn McKay, The University of Sydney

In Australia, students from socioeconomically disadvantaged backgrounds are persistently underrepresented across higher education and within the discipline of English. How do we harness our expertise as teachers and as students of narrative – the art of storytelling – to reverse a tendency for our discipline to enforce the narrowing of the cohort of students that decide to study at our university?

This paper describes the work done since 2012 by colleagues in the English Department of The University of Sydney to change the profile of its undergraduate student body. It presents a case study learning module (on To Kill a Mockingbird) delivered to a highly diverse classroom within an 'outreach' program that aims to create links with diverse sets of students through the texts we teach or study in our classrooms.

The paper considers what it means to conduct 'effective teaching' and 'effective engagement' in this context of cultural and institutional incongruence (Devlin 2013). It reflects the program's successful strategies for engagement that recommend the seeking of "spaces where multiple knowledges can co-exist" (Sefa Dei 2008) and puts forth a potential framework through which to approach such spaces: Jacques Rancière's (1987) "the minimal link of a thing in common".

A6   International Stories

Exploring Students as Partners across Countries and Contexts through a Systematic Literature Review Conducted by Students and Staff

Lucie Sam Dvorakova, The University of Queensland
Peter Felten, Elon University
Beth Marquis, McMaster University
Kelly Matthews, The University of Queensland
Lucy Mercer-Mapstone, The University of Queensland

Students as Partners is a way of thinking premised on shared responsibility for learning and teaching amongst students and academic staff. In practice, approaches to student-staff partnerships vary significantly, and are typically described as involving co-researching, co-producing, co-creating or students as change agents. Empirical research is beginning to emerge, offering insights into effective practices, likely outcomes, and common challenges and risks. An international team of students and staff from the US, Canada, UK, and Australia are conducting a systematic review of students as partners literature to contribute evidence-based insights into overachieving themes, gaps, and potential avenues for future research and practice. This session will be co-led by students and staff who will present findings from the literature review, highlighting a range of practices mapped against several existing frameworks of partnership, and will facilitate discussion about the implications of these findings for both scholars and practitioners of students as partners.

A6   International Stories

Supporting the Partnership Narrative: The MIIETL Summer Institute and International Experiences of Student-Staff Partnerships

Christine Black, McMaster University
Mick Healey, Healey HE Consultants
Beth Marquis, McMaster University

SoTL scholars are increasingly contributing to the development and dissemination of a powerful narrative about the potential for student-staff partnerships to transform higher education. Engaging students as active collaborators in teaching and learning initiatives has been shown to have far-reaching benefits (Healey, Flint, & Harrington, 2014), though scholars have also demonstrated that such approaches are difficult to establish, maintain, and navigate (Allin, 2014). Against this backdrop, this session will present the results of a study that examined the experiences of students and staff participating in a weeklong international summer institute designed to support student-staff partnerships in teaching and learning. Drawing from data collected via focus groups and participant responses to reflective prompts, we will share international perspectives on partnership and what's required to support it, and engage attendees in considering how they might contribute to this developing story by engaging in and facilitating partnership initiatives in their own contexts.

A6   Student Stories

Power and Voice: A Critical Analysis of the Students-as-Partners Literature

Angela Kehler, The University of Northern British Columbia
Roselynn Verwoord, The University of British Columbia
Heather Smith, The University of Northern British Columbia

In this paper, we (one administrator, one graduate student, and one undergraduate student) use aspects of story and narrative to build on our previous analyses (see Authors, 2016, Authors, 2015) of the students-as-partners literature. Informed by critical and feminist perspectives and critically informed work on SoTL (Felten et al., 2013, Allin, 2014) our paper tells the story of our research collaboration and explores three intersecting questions: 1) Given our concern about the underestimation of power in the students-as-partners literature, what can we learn from examination of our own collaborative research practices? 2) Using the Healey et al. (2014) model as a guide we ask ourselves, how have our own collaborative research practices undermined or reinforced traditional practices and processes? 3) How have we as individuals managed in the liminal space required to change norms (Felten et al., 2013, p. 65) and do we think we achieved any normative change?

A7   Student Learning

Revising the Story of Transfer: Teaching Students to Read Like a Writer

Michael Bunn, University of Southern California

This paper discusses the benefits of teaching students to Read Like a Writer (RLW)—an approach that helps them to identify genre conventions in the various texts they encounter (both in their coursework and outside of school). RLW prepares students to analyze new and unfamiliar texts and then to produce those same types of texts by recognizing and duplicating genre features. In this way, RLW serves as a highly effective bridge between what students learn in their writing courses and what they are asked to produce in their other courses and in non-academic settings.

The paper will discuss several strategies employed in required writing courses at the University of Southern California to teach students to Read Like a Writer, and also present excerpts from a writing assignment in which students were asked to discuss and analyze their own experience of practicing RLW across a range of courses. These responses illuminate challenges inherent in adopting RLW for non-writing courses, and hint at what instructors and students might do to overcome these challenges.

A7   Student Learning

Tracking a Dose-Response Curve for Peer Feedback on Writing: A Pilot Study

Christina Hendricks, The University of British Columbia-Vancouver

Though a good deal of SoTL literature shows that engaging in peer feedback can help improve student writing, most studies consider the effect of peer feedback on revisions to a single essay, rather than on whether students use peer comments on one essay when writing another essay. In addition, there is little analysis of a "dose-response" curve—is peer feedback is more effective in improving writing after a certain number of such activities? We analyzed whether peer comments given and received affects how students change their writing on later essays, in a course in which students write 10 essays over a year and engage in peer feedback on each. Our pilot study had just 12 students, and though we didn't find the results we had hoped for with this small sample, we believe the design of the study will be useful for others studying peer feedback on writing.

A7   Student Learning

Deep Reading and Student Writing: Why Investing in the Text Wins out over Investing in Online Writing Services

Judith Seaboyer, The University of Queensland

Despite "a consistent pattern" over 40 years of research that establishes reading compliance "at 20-30% for any given day and assignment" (Burchfield and Sappington), the failure of twenty-first-century students to read, and the effects of this on writing, is blamed on the rise of digital scanning for information exacerbated by the normalisation of recourse to digital cheating sites. I argue digital natives need not be distracted from what is at the heart of an education in the Humanities: "the slow and meditative possession of a book" (Sven Birkerts).

I set aside the question of academic integrity to ask why, in a return-on-investment culture, a time-poor student might invest 36 hours in reading Middlemarch when she could instead invest $100 in a bespoke essay? My research shows rewarding reading investment with marks results in exponential improvements in reading compliance and that good reading fosters not just the skills but also the desire to develop intellectual ideas through writing.

A8   Student Learning

Student Stories of Growth in an LGBT Statistics Course

Michele DiPietro, Kennesaw State University

A challenge of diversity work is incorporating diversity content into seemingly unrelated disciplines, such as mathematics or hard sciences. As a statistician, I have taken up the challenge of breathing life into abstract numbers by focusing on a specific population to study. I radically re-conceived how statistics can be taught in such a way to bring marginalized perspectives to the center. Beyond traditional problem sets, the course made heavy use of journals as a learning and reflection tool. Over time, the journals have become a precious archive of students stories and developmental trajectories, which this session will showcase. Beyond the learning gains the students made in statistical knowledge, their stories reveal the growing pains of intellectual development, critical thinking, ally/LGBT identity development, and social justice skills. We will conclude with a discussion of how this approach can transfer to other disciplines as well as extend to other diversity perspectives.

A8   Student Learning

Stories of Mastery: The Relative Mastery Measurement Scale in Professional Development

Nancy Krusen, Pacific University

Success in learning is often measured by acquisition of specific skills. In contrast, the Relative Mastery Measurement Scale (RMMS) is an instrument developed for an individual to measure

perceived effectiveness, efficiency, and satisfaction to self and others. The primary aim of the paper was to evaluate the sensitivity of the RMMS to change over time as applied to individual

learners meeting specific course goals. A secondary aim was to examine how learners make sense of their professional development through narratives prompted by use of the RMMS. Data

and narrative analysis confirm the usefulness of the RMMS as a prompt for professional growth toward an identified goal and support the concept of negative relative mastery, learning from

what goes. The instrument has promise for learners and instructors to evaluate responses to learning challenges.

A8   Student Learning

Learning Science by Doing Science: Exploring a Pedagogical Model in Post-Secondary Science Education

Hagar Ibrahim Labouta, University of Calgary
Rui Li, University of Calgary
Leslie Reid, University of Calgary
Natasha Kenny, University of Calgary
David Cramb, University of Calgary

A pedagogical model "learning-science-by-doing-science" (LSDS) has been adopted by one of the science programs at University of Calgary. LSDS is a student-driven learning model exposing students to real-case scenarios where they have to act like scientists. A key research question is whether this model an effective model for Science learning at higher education and whether students are benefitting from this approach. To answer this, this study takes on curricula mapping within this program to identify the skills, knowledge and abilities students attain as planned and enacted by the program instructors, and to determine how much is actually perceived by the students. A main research focus of the project is to identify both the program gaps and strengths to further improve the pedagogical model in question, LSDS model. This study will also provide a novel methodology for curriculum mapping of Science programs in higher education in North America and elsewhere.

A9   Public Discourse about Teaching and Learning

Where's the Transformation? Unlocking the Potential of Technology Enhanced Assessment

Aeron Haynie, University of New Mexico
Bettie Higgs, University College Cork
Janet Macaulay, Monash University

Do technology-enhanced forms of assessment really transform the way students learn? Using a framework analytic tool to gather qualitative and quantitative data, this study looked at recent scholarly articles (n=139) across international journals (n=19) to find out the kinds of questions being asked of technology-enhanced assessments (such as online quizzes, student blogs, and online embedded comments). Our results show that TEA is used most frequently for formative learning (through social media) but evidence of any substantive improvements in student learning is often lacking. This study was itself conducted using technologies that bridged distances from Australia, Canada, Ireland, and the U.S.

A9   Student Learning

How Lecture-Capture Technology Transformed Student Learning at a Bilingual University

Kristin Mulrooney, Gallaudet University

Gallaudet University is a bilingual university using English and American Sign Language (ASL) as languages of instruction. Students study English for over 12 years prior to coming to college, however most are introduced to ASL composition for the first time their freshman year in our general studies course GSR 103 - ASL and Deaf Studies. Using Echo360 lecture capture technology, students presented article summaries in class that became frozen text which could be later viewed and revised and eventually presented again. Student final reflective essays about this process revealed how transformative it was on their understanding of ASL and academic texts. Narrative analysis of the essays highlighted three themes. The first was that ASL and written English were more similar than they had expected. The second was how labor intensive it was to produce a strong ASL text. And finally, a how students consistently referred to academic text as 'sophisticated stories'.

A9   Student Learning

Science to Stories: Creating Evidence Based Educational Technology to Foster Twenty-First Century Learning Skills

Aakriti Kapoor, University of Toronto

A tool called "mindJig" was created that helps students explicate a piece of information, participate in debate, and work collaboratively with their peers to produce a piece of writing. The tool fosters the twenty-first century skills of communication, collaboration, critical thought, creative thought, and self-reflective thought. The high level design of the software was informed by research in pedagogical sciences, humanities, and design think. A key focus of the tool revolves around the concept of science to stories: mindJig incorporates the arts and sciences into a holistic curriculum that allows students to analyze data like they would analyze stories. This tool is currently being tested in University of Toronto Scarborough's Introduction to Psychology class which houses almost two thousand students. In the paper presentation of this tool, participants will get to see screenshots of a sample mindJig assignment and learn how the software is faring in pilot tests.

A10   Student Stories

Our Stories as a SoTL Design Team: Designing a Participatory Online Learning Environment

Laurie Hill, St. Mary's University
Jennifer Lock, University of Calgary
Chris Ostrowski, University of Calgary
Noha Altowairiki, University of Calgary
Carol Johnson, University of Calgary
Luciano da Rosa dos Santos, University of Calgary

This paper examines the way a team of academic staff members and graduate students engaged in a two-year SoTL project. The team collaborated to develop an online learning environment informed by Universal Design for Learning (UDL) principles in a Bachelor of Education's Field Experience courses. Through common learning experiences (e.g., book club) and individual tasks (e.g., course content design, data analysis), the team developed a common understanding of UDL and a shared appreciation of the use of UDL principles in online course design. Professional growth and expertise of the research team were also outcomes from the iterative design project.

A10   Student Stories

Informing Teaching and Research Practices with Students' Stories: Are We Really Listening?

Chris Ostrowski, University of Calgary

As instructors work to continually improve teaching and learning, they need to consider ways of gathering evidence that incorporates students' stories. This presentation shares the stories of six Canadian undergraduate students with visual impairments and their experiences interacting with instructors and peers. A narrative inquiry methodology was used to engage students through in-depth interviews. Findings indicate a disconnect often occurs between instructors' assumptions and students' needs, which can put student learning at risk. By honoring students' voices and engaging in meaningful dialogue, the individual stories that instructors and students bring to the classroom can lead to shared stories of high quality teaching and learning. This session will engage attendees in conversation about how to incorporate stories into teaching and SoTL research practices.

A10   Public Discourse about Teaching and Learning

Digital Storytelling in Higher Education and the Four Scholarships

Yngve Troye Nordkvelle, Lillehammer University College
Pip Hardy, Manchester Metropolitan University
Grete Jamissen, Oslo and Akershus University of Applied Sciences
Heather Pleasants, University of Alabama

This presentation aims to broaden the scope and impact of the particular form of audiovisual communication that is known as "Digital storytelling", in higher education. Our core theme is to describe and explain how we may teach, research and build communities in higher education and use digital storytelling to develop relations with the professions, workplaces and the civil society at large. We believe this particular way of doing media may offer solutions to important issues that higher education is confronting in terms of relevance, significance and vocation for students, teachers and the civil society. We connect this use of digital media with the four scholarships. We argue that telling stories digitally may improve the capacity of higher education to teach better, to improve research, to enhance the meaning making of higher education to students as well as building better and more collaborative relations to the society at large.

Parallel Sessions A:
Workshops, 9:00 am – 10:30 am

A11   Learning to Tell Stories

What's Your Story? Using Story Templates to Enhance Learning

Claire Hamshire, Manchester Metropolitan University
Rachel Forsyth, Manchester Metropolitan University

Universities are increasingly paying attention to students' learning experiences, with a focus on the concept of the 'student voice'. However, 'student voice' is difficult to define, and the emphasis is often placed on institutional performance indicators that present a quantitative account of students' individual experiences.

There is therefore a need to explore how students' experiences change over time, to gain an in-depth insight into the temporality of their learning and a more comprehensive understanding of their circumstances over the time frame of their studies.

Using story templates created from a three-year narrative inquiry this workshop will provide an opportunity for participants to engage with the process of creating their own narrative through group work; subsequently share these via presentation and critique the use of story making for SOTL research and dissemination.

Public Discourse about Teaching and Learning

Capturing SoTL Stories: Using Episodic Narrative Interviews in SoTL Research

Robin Mueller, University of Calgary

The value of qualitative inquiry is widely acknowledged; however, qualitative methods can also pose challenges to SoTL researchers. Qualitative approaches are notoriously time consuming and highly contextualized, which leads to difficulty with respect to identifying patterns and proposing generalizability. Episodic narrative interviewing is an innovative research method that allows researchers to delve deeply into the personal experiences and stories of university teachers and learners, while also enabling assessment of broader trends and themes across a number of research participants and locations.

This workshop will allow for an in-depth exploration of the episodic narrative interview method. It will feature a combination of presentations, collaborative group work, and time for individual development and practice. Following brief introductions to each aspect of the episodic narrative interview method, participants will work in pairs or small groups to explore options for application and implementation.

Parallel Sessions B:
Panels, 11:00 am – 12:30 pm

B1   International Stories

Historia Reimagined: Stories of Teaching and Learning in Latin America

Laura Cruz, Tennessee Technological University
Ann Manginelli, Tennessee Technological University
Michele Parker, University of North Carolina Wilmington
Harriet Strahlmann, Cumberland County Schools
Susan Catapano, University of North Carolina Wilmington

Scholars identify the need for educational strategies that cross global boundaries in ways that are mutually beneficial (DeZure et al., 2012). This panel explores the use of evidence-based narratives focused on international cooperation in educational development. Structured as round-robin storytelling, each participant adds a "chapter" to a collaborative story about developing teaching and learning in Latin America, including South America, Central America and the Caribbean. The panelists provide structured accounts of extended periods of residency in which they provided educational development support, ranging from volunteer service to formal instruction, in Latin America. The panelists' stories establish the foundation for a discussion that addresses questions such as does Latin America, which consists of 20 sovereign states and multiple territories, constitute a meaningful unit of analysis or understanding when it comes to teaching and learning practice? To what degree are the language and practices of pedagogy and educational development culturally-derived and culturally-sensitive?

B2   Narrative of Course Design

Strong Starts Make Happier Endings: The Story of a First-Year Seminar Program

Sarah Crawford-Parker, University of Kansas
Andrea Greenhoot, University of Kansas
Aaron Long, University of Kansas

This panel will tell the story of how one university has maintained quality teaching of critical thinking in a rapidly expanding topical First-Year Seminar program. Participants will share and discuss strategies that have been put in place to ensure a sustainable model for faculty development, including a First-Year Seminar workshop series and course framework. This activity intentionally connects the scholarship of teaching and learning with materials designed to enhance faculty understanding of the experiences and structures that shape a first-year student's first semester of college. This approach combined with a strong focus on teaching as inquiry has proven effective in preparing faculty to teach First-Year Seminars while leveraging faculty disciplinary expertise to drive conversations about teaching innovations and continuous improvement within the program.

Parallel Sessions B:
Papers, 11:00 am – 12:30 pm

B3   Learning to Tell Stories

Storytelling as a Learning Tool in the Social Sciences: Fact or Fiction?

Beth Fischer, The University of Toronto

Storytelling can be employed in a variety of ways in higher education. At times stories arise spontaneously, while in other instances educators employ storytelling in a more formal, predetermined manner. Predetermined stories are carefully crafted before they are shared, with particular learning objectives in mind. When using stories in a predetermined manner educators confront a number of decisions. For example, what subject matter will the students explore, and what skills will they be developing? Educators have another – often overlooked – choice: will the story be fact or fiction? When social science instructors are considering using storytelling in a predetermined manner, what benefits might there be to crafting a fictional story instead of presenting a factual one? And what might be the challenges? This paper considers the benefits and challenges of using fictional stories in college-level social science courses.

B3   Learning to Tell Stories

What Are You Thinking? Using Theory of Mind in the Classroom to Share Our Stories

Soledad Caballero, Alleghany College
Aimee Knupsky, Alleghany College

Research on Theory of Mind (ToM) explores how we develop the capacity to understand that others have thoughts and feelings that differ from our own and that we are compelled to "read" them. None of this work has considered how teachers and learners might engage in open conversations about ToM to enhance their understanding of one another's thoughts and reactions during moments of interactive and collaborative learning. We are particularly interested in how the drive to consider what others may be thinking and feeling could inform teaching and learning. In this paper, we explore how making ToM "meta" may invite moments of vulnerability and of clarification when we engage in learning with our students, thus enhancing students' willingness to tell their stories. We will share a guide for introducing ToM in the classroom so that this strategy can be used to encourage more authentic and interactive engagement.

B3   Learning to Tell Stories

Using Digital Storytelling to Improve Undergraduates' Design Thinking Capability

Lih-Bin Oh, National University of Singapore

Design thinking capability is widely regarded as a critical competence for students in the applied disciplines. This paper examines the effectiveness of digital storytelling as an instructional method to improve undergraduates' design thinking capability. Data was collected from 38 students in an information systems undergraduate service system design course project that involves the creation of a digital story using the presentation software Prezi. We examine the relationships between the student's cognitive styles based on their emphatizing-systemizing quotients, gender, project experience reflections, and digital story project grades. We offer some insights to better understand the use of digital storytelling as a pedagogical tool to improve students' design thinking capability and also shed light on how individual differences in terms of cognitive styles and gender can affect the learning outcomes of digital storytelling.

B4   Effective Teaching

Using a Digital Game for Learning Core Concepts in Physiology

Sharon Herkes, University of Sydney
Meloni Muir, University of Sydney
Clare Gordon-Thomson, University of Sydney
Dane King, Macquarie University

A digital card matching game (eFlip) was developed to assist second year undergraduate medical science students to learn core concepts and memorise key associations in physiology. The development of eFlip and student usage profile will be described, and its impact on learning outlined. Students (n=231) were invited to use eFlip prior to and during the final examination period. Of those who used eFlip, 155 students consented to participate in a study of game use on learning outcomes. Within the students who consented, only 74 played the game. The course failure rates for consenting and non-consenting students were 11% and 22%, respectively. Playing eFlip decreased failure rates in consenting students (from 16% to 5%). Non-consenting students who played also had a lower failure rate (6%) than those that did not play (33%), but were unwilling to be profiled in detail. Overall, playing eFlip improved the probability of passing the course.

B4   Effective Teaching

Designing the Story: Self-Study Exploration in Game Writing Instruction

Seth Hudson, George Mason University

This paper investigates the ways instructor identity and practice are affected by moving a traditionally face-face (f2f) course into the online format by employing a self-study method that combines living educational theory, arts-based inquiry, and narrative inquiry to provide perspective and answer: "What is my role in the classroom?" Approaching best practices in teaching story design for computer games, a loosely defined genre of writing, the professor provides a background and rationale in regards to the self-study methods employed in addition to presenting and reflecting on the various data collected via classroom noise recordings, analytical narrative memos, and reflection on the personal teaching philosophy statement. Combined, these elements generate a story that speaks to the relationship between instructor identity, personal identity, and the interaction between the students and the field of game writing in the classroom. The author concludes with a self-critique and discussion of this self-study in hopes that it might be augmented and adopted by other practitioners in the discipline.

B5   International Stories

Towards Responsible Citizenship: The Story of Curriculum Renewal of a Master of Divinity Program in South Africa

Ian Nell, Stellenbosch University

In South Africa we have not only been grappling with the legacy of Apartheid in its many structural and institutional shapes, we have also been forced to engage with postcolonial discourses and the decolonization of the curriculum in Higher Education. The central research question that the paper wants to address is: In what ways can critical citizenship and the role of Graduate Attributes be integrated in what some scholars refer to as "responsible citizenship" and how can this notion help the processes of curriculum renewal of the Master of Divinity program? The paper will endeavour to answer the question by telling the plot of the story in concentrating on the changing scene of higher education in South Africa, explaining the phenomenological methodology that was used in the empirical part of the research, giving account of some pedagogical strategies for developing a new curriculum and proposing a hermeneutical-rhetorical framework as meta-theoretical approach.

B5   Effective Teaching

Engaged Citizenship: Teaching for the 21st C

Miriam Horne, Champlain College

In order to remain relevant in an era permeated by information, faculty must reimagine their identity and the stories they tell about teaching. They must challenge traditional models of teacher centric controllers of information and ask: How can students become characters in not only their own stories but also the stories of their communities to address complex problems outside the classroom? By looking at the teaching of specific academic skills thought to prepare students for democratic citizenship, the presenter will interrogate the ways in which classroom work can be connected to problem solving and a sense of political efficacy. This presentation will examine specific practices and processes designed to facilitate student political engagement in the undergraduate experience and advance ideas about faculty identity.

B5   International Stories

Promoting a Creative Society through Transformative Learning and Service Learning Partnership Model

Prompilai Buasuwan, Kasetsart University

In order to create future school administrators who are competent, critical, creative and responsible citizens, two course leaders in the Program of Educational Administration at Kasetsart University have designed and implemented a "Service-Learning Partnership Model" in their courses in 2013. This model has been developed based on three main concepts of transformative learning, service learning, and problem-based learning . The main aims of the present paper are to discuss how the model is designed and implemented and to present the preliminary results of a study of the impact of this model on student's transformative learning, teacher's transformation in the teaching and learning process, and on a community's well-being. This study used interviews and questionnaires to collect data with 41 students enrolled in the two courses and 9 teachers from partnering school, observation of student's activities, analysis of students' learning reflections and students' projects, and peer reviews and reflections. The results revealed that students learning by this approach have developed their consciousness in making contributions to the community, making connections with others, and being more critically and socially responsible citizens with the ability to apply their creativity and learned skills and knowledge for the good of the community. Course leaders have changed their teaching and learning approach from lecture-based to activity-based. The teachers at the partner school now have a wider view on teaching and learning techniques that make them more aware of their students' unseen potential.

B6   Student Learning

Transfer of Learning Following High Fidelity Simulation: A Qualitative Exploration

Theresa Harvey, Queensland University of Technology
Robyn Nash, Queensland University of Technology

This study explored the perceptions of 3rd year Bachelor of Nursing students regarding their ability to transfer knowledge and skills gained in High Fidelity Simulation (HFS) to their clinical practice in the workplace. Three focus groups were undertaken with final year students (n=25). Students valued the opportunity to participate in SIMs and expressed a strong desire for more SIM practice. However, they found it extremely difficult to identify learnings that they had applied in their clinical practice. A range of factors that facilitate and/or inhibit learning transfer were identified. Consistent with other literature, our findings highlight that learning transfer is not a straight forward process, particularly when students are in settings that are dissimilar to the HFS scenarios they have experienced. Given the significant take up of HFS within nursing curricula, there are important implications for scenario design, especially debriefing, and the provision of learning support in the workplace.

B6   Student Learning

A Tale of Two Classes: Pedagogical Interventions in Community-Service Learning

Roberta Lexier, Mount Royal University
Melanie Rathburn, Mount Royal University

Community-service learning (CSL) allows students the opportunity to participate in a service experience that is integrated within the curriculum, meets the actual needs of the community, and incorporates critical reflection to connect their academic learning with their experiences. This project examines how students understand community-service learning. Specifically, we were interested in determining how different pedagogical interventions help students prepare for and understand community-service learning. To answer this question we asked students to reflect on their understanding of CSL at the start of the course, after pedagogical interventions, and following their hands-on experiences. We compared data from two different cohorts, one of which had significantly more pedagogical interventions than the other. We will share our results with the ISSOTL community to create further dialogue on how others have approached this pedagogy and to develop a list of best practices that fully realize the potential of CSL.

UnMarked: Stories about Co-Curricular Activities and Their Unique Learning Opportunities

Noel Maloney, RMIT University

For many students, tertiary experience includes learning activities that are not formally assessed, such as student-led networks, industry-related events and work placements additional to course requirements. The support and recognition these unassessed activities receive, however, varies. 'Unmarked' often equates with being unseen and untold. Educators and students commonly see the co or extra-curricular as a distraction from the more important needs of formal curriculum.

There is strong evidence emerging, nonetheless, of the positive effects participation in certain types of co-curricular activity has on student experience, and undergraduate and graduate outcomes.

This paper will build on these findings by arguing that, when staged in conjunction with formal curriculum, co curricular projects offer unique learning opportunities that build employability skills and knowledge.

It will draw this argument from a qualitative-based research project involving educators and students across RMIT's College of Design and Social Context that was undertaken in 2015. Using a grounded theory approach, participants were asked to individually reflect on the pedagogical and employability value of co-curriculum activity. Secondly, educators and students were observed and interviewed while participating in two separate co-curricular projects, one the design and writing of a fiction anthology, and the other the mounting of a graduate design exhibition. The transcripts and notes from these interviews and observations were then coded and analysed for categories and themes. Overall, there was a strong belief that discipline-related, co curricular activity helped participants deal positively with ambiguity and contingency, experiment creatively and in particular, weave a narrative about their future career. At the same time, they highlighted issues of access and equity, and resourcing.

B7   Narrative of Course Design

Is the Formal Academic Essay the Most Valid Way for University Students to Tell the Story of Their Learning? An Australian Study Supporting the Case for Authentic Assessment

Keith Foggett, University of Newcastle
Carol Miles, University of Newcastle

Academic essays have been the mainstay of assessment in universities since their inception. The formal, structured, referenced essay is often overlain on a wide array of tasks in almost every discipline with the assertion that essay writing will assure that students develop critical analysis and problem solving skills. It is becoming apparent, however, that there are real issues with what this assessment actually measures. Writing an academic essay forces students to focus on the essay and referencing format rather than demonstrating achievement of learning outcomes.

A major Australian University has undertaken an analysis of the impact of the requirement for the formal academic essay on student success, attrition, academic integrity and grading and student feedback. This paper reports results of this study and recommends the design and deployment of authentic assessment tasks to more validly measure student achievement of learning outcomes that relate to future career preparation.

B7   Narrative of Course Design

The Subtle Stories We Tell about Our Discipline: Figured Worlds in Developmental Writing Class

Tina Shanahan, Herzing University/ Cardinal Stritch University

Discussion is an integral part of developmental writing classes. Stories about how writing is used and valued, also known as figured worlds, shape the discussion, but are also shaped by the discussion. Discussions are strengthened when participants reflect shared figured worlds about writing. Discourse analysis was performed to analyze how instructors and students in online and face-to-face developmental writing classes created shared figured worlds about what it means to write. The results indicate that context and discussion design influence the figured worlds created by class discussion in both modalities. As instructors, we can examine the figured worlds we reflect about our discipline and content. How do we tell the story of what it means to be in our field? What stories do we want students to internalize about our content? By carefully crafting the context surrounding our discussion activities, we can shape figured worlds through discussion face-to-face or online.

B8   Student Stories

Learning Evaluation and Reflection Narrative (LEARN)- Students articulating their workplace learning

Launa Gauthier, Queen's University
Natalie Simper, Queen's University

This presentation summarizes the use of the Transferable Learning Orientation (TLO) (Author 2015) as a reflection tool for workplace learning. It has been used for the last two years as a pre-post measure for what some researchers call non-cognitive skills. When the pre and post scores are overlaid, students can see their development visually on the spider diagrams. Students are then provided with a Learning Evaluation and Reflection Narrative (LEARN) framework to respond to a mock interview scenario. The LEARN activity, together with the open-ended responses in the TLO prompt students to effectively communicate their professional experience. The benefits of students engaging in the LEARN activity is twofold: (1) the quantitative results provide evidence of the effectiveness of the summer student program, which can be used for future summer student funding applications and recruitment; (2) students need to apply meta-cognitive processes to complete the survey and LEARN exercise. By focusing on specific non-cognitive skills, the summer students consistently demonstrated improved confidence and greater organization.

B8   Effective Teaching

Hub for Intellectual Dialogue: A Safe Place for Rational Discourse and Intellectual Inquiry

Micah Daily, Mount St. Mary's University

The Hub for Intellectual Dialogue and 24/7 News Feed are methodological devices developed at Mount Saint Mary's University, Los Angeles, to provide a safe space for sensitive and complex conversations. Our objective is to develop problem solving and critical thinking skills through rational discourse and intellectual inquiry and brave through uncomfortable conversations to develop a community of agents for change.

B9   Student Learning

Learning Across the Pond: Stories from a Student Teaching Experience in Eastbourne, England

Erin Mikulec, Illinois State University
Jill Donnel, Illinois State University

As the world becomes more connected through globalization, and university campuses look to internationalize the curriculum, teacher education must respond in a way that prepares teachers to meet these goals. Therefore, pre-service teachers must be culturally competent and not only be globally-minded themselves, but prepare their students to function in an increasingly global world. This session will present the findings of a SoTL study which examined student learning outcomes of an 8-week student teaching experience in Eastbourne, England. The participants are 17 pre-service teachers, majoring in early childhood, elementary and middle-level education. Results and findings will be presented in terms of personal and professional learning outcomes. The presenters will discuss how the findings from this study will be used to inform practices in the next iteration of the program in the spring. In addition, the presenters will also describe ways that attendees can structure SoTL research for study abroad experiences.

B9   Narrative of Course Design

Practicing What We Teach: The Story of Asking Students to Do What We Say and What We Do

Michelle Eady, University of Wollongong
Corrine Green, University of Wollongong

Despite a growing number of voices, including Herrington and Oliver (2000), McDougall (2015) and Teräs and Herrington (2014), advocating the implementation of authentic learning across all education levels, university learning remains largely didactic and separated from the workplace (Latham & Carr, 2015; Smith et al., 2015). We teach our pre-service teachers that they should be making learning relevant and significant for their students, and yet we typically do not do the same for them (J. Herrington et al., 2002; Smith et al., 2015). This paper will explore the adventure of designing a course for pre-service teachers that encourages them to practice what we teach by using the framework of authentic learning as a foundation for this course and implementing the elements of the framework (J. Herrington & Oliver, 2000) when placing pre-service teachers within the primary school context for their core pedagogy subject in their second year of study.

B9   International Stories

Stories, Histories and the Trainee Teacher: An Analysis of an Approach to Teaching and Learning in History Teacher Education in the UK

Peter D'Sena, University of Hertfordshire

Scholars have long acknowledged that the nation is no longer the basic unit of historical analysis, while those in migration and postcolonial studies have, for decades, understood the basic principle of the deterritorialisation of the nation state. This paper analyses the challenges and opportunities presented to trainee teachers in a UK university. Students' initial investigations centre on the historical processes by which 'race', gender and class discrimination developed and how the concepts of social construction, representation and discourse were created since the early modern period. Using a specific example – a story with a multiplicity of stories – this paper analyses the ways in which students utilise methodologies from a number of disciplines to migration history and the transnational turn. It also goes on to consider the influence of the intended learning outcomes of this pedagogic approach on the affective domain, and students' reflections on their own practise.

B10   Effective Teaching

Evaluating the Flipped Classroom: a Randomized Controlled Trial

Nathan Wozny, U.S. Air Force Academy
Cary Balser, U.S. Air Force Academy
Drew Ives, U.S. Air Force Academy

Despite recent interest in flipped classrooms, rigorous research evaluating their effectiveness is sparse. This study implements a randomized controlled trial to evaluate the effect of a flipped classroom technique relative to a traditional lecture in an introductory undergraduate econometrics course. Random assignment enables the analysis to eliminate other potential explanations of performance differences between the flipped and traditional classrooms, while assignment of experimental condition by section and lesson enables sufficient precision in the estimated effect of the flipped classroom with statistical tools appropriate for classroom-level interventions. The study finds that the flipped classroom increases scores on medium-term, high-stakes assessments by 0.16 standard deviations. Assessment data are consistent with students "catching up" on deficiencies identified through medium-term assessments, resulting in a lack of observed long-term effects. Students also appear to have limited awareness of the impact of the flipped classes on their abilities, perhaps indicating that improving metacognition would further enhance the flipped classroom's effect.

B10   Narrative of Course Design

The Impact of SoTL on a Transition to Hybrid Teaching Models

Jennifer Campbell, University of Toronto
Andrew Petersen, University of Toronto Mississauga
Michelle Craig, University of Toronto

Without mechanisms for making reasoned evaluations of pedagogical changes and disseminating successful innovations, individual course redesigns have little impact on the programs -- and communities -- of which they are a part. In this work, we tell the story of our community's shift to more student-centered and multi-modal forms of delivery, the resulting impact on the community of practice, and the role of the Scholarship of Teaching and Learning (SoTL) in our transformation. We describe factors, such as community ownership of learning materials and the availability of institutional funding, which enabled changes to our practice. We also document the use of SoTL to inspire, implement, evaluate, and ultimately, disseminate change across multiple courses and to transform the roles -- and identities -- of community members. These observations corroborate previously proposed models for encouraging the adoption of SoTL in a community and sustaining curriculum change.

B10   Student Learning

A Simple Way to Predict Who is Most Likely to Succeed in an Online Class

Richard Fendler, Georgia State University

Experienced instructors often complain about students not reading or following instructions. Some teachers even deduct points on an assignment or exam if a student does not adhere to provided directions. Although these point reductions may slightly impact a student's grade, failure to follow instructions in a face-to-face class will most likely have little impact on a student's overall learning. In an online class, however, carefully reading and following teacher provided instructions may be much more significant. In this study, we provide empirical evidence suggesting that failure to carefully read and follow the instructions on the first assignment in an online class is, all else constant, significantly correlated with a lower level of student learning.

Parallel Sessions B:
Workshops, 11:00 am – 12:30 pm

B11   International Stories

Mindful Gazing: How Can Educators Use Visual Narrative to Foster Presence?

Marian McCarthy, University College Cork
James Cronin, University College Cork

This three-hour workshop proposes to work with participants in a real gallery setting to view works of Art from the perspective of how we learn. The workshop will draw on the work of the Project Zero at the Harvard Graduate School and its focus on Project Muse (Museums united with Schools in Education) and on Howard Gardner's Entry Points to Learning. The act of "looking" in this context is intentional, investigative, and reflective and is used to identify and chart the nature of an authentic learning experience in real time. The significance of the topic lies in its SoTL potential to guide participants in making performances of understanding explicit.

B12   Student Learning

Oral and Written Story-Telling in Student Service-Learning Experiences

Jennifer Bendele, Our Lady of the Lake University
Evangeline Nwokah, Our Lady of the Lake University
Weldon Paul Hardee, Our Lady of the Lake University

This workshop provides opportunities for participants to share information on course design and opportunities for students to tell their stories about their expectations, experiences, knowledge and skills learned through service-learning in academic coursework. Participants will develop their own preplanning and implementation for a service-learning experience supported through the process of step-by-step plans for their own projects; role-play student oral and written story-telling based on student case studies; discuss changes in student beliefs and perceptions as part of learning; and share solutions for organizational challenges and student support. Information on processes and paperwork related to teaming with community agencies, faculty and service-learning staff will be shared, and opportunities to discuss how to address community need, student learning outcomes, and faculty teaching in service-learning, will be provided.

Parallel Sessions C:
Panels, 3:30 pm – 5:00 pm

C1   International Stories

Telling Stories about SoTL in Chinese Colleges and Universities: Pedagogy, Practice and Related Research

Caishen Yue, Southwest University of Political Science and Law
Haishao Pang, Beijing Institute of Technology
Yuhao Cen, Shanghai Jiao Tong University
Ju Wang, Yunnan University
Qi Gao, Beijing Institute of Technology

China has the world's largest higher education, but the quality still could not fully meet the needs of Chinese fast economic and social development. In response to the demand, numbers of research projects on teaching and learning have been launched. This panel is organized to present an overview of current status of SoTL in Chinese HEIs. Four panelists on different position from various representative universities will present and reflect on SoTL in Chinese HEIs to the audiences, and try to provide reliable and valuable information about SoTL in the Chinese context. The content of the presentations will include widely used pedagogies, effective practices and related research. The communication and cooperation in higher education between China and other nations are frequent and effective. An in-depth understanding of teaching and learning in Chinese HEIs would help to establish and enhance interaction in higher education between China and the rest of the world.

C2   Public Discourse about Teaching and Learning

Leadership Reflections: Embedding the Scholarship of Teaching and Learning in Institutional Culture

La Vonne Cornell-Swanson, St. Cloud State University
Kimberly de La Harpe, U.S. Air Force Academy
Katarina Mårtensson, Lund University
Renuka Vithal, University of Kwazulu-Natal
Joanne Stewart, Hope College

In 2015 we sent out a call to The Scholarship of Leading Interest Group members requesting stories about good leadership experiences that illustrate how SoTL has been embedded in institutional culture at various institutions of higher education, and the role of leadership in such embedment.   During this panel session some of the Scholarship of Leading interest group members will share a few leadership stories such as "Changing the culture with physics education research"; "SoTL and the 2 year college" and "Preparing universities to accept SoTL for promotion and tenure". Following the story telling we will build on participants' interest and knowledge by engaging them in reflective exercises designed to further explore questions such as How can we assess the impact of strategies designed to integrate SoTL into institutional cultures?, What are the roles of leaders in these efforts? and What impact does SoTL have on leadership development?

C3   Narrative of Course Design

Solving Technical and Artistic Problems in Interdisciplinary Teams

Adriana Jaroszewicz, Loyola Marymount University
Ari Danesh, Side Effects Software
Stephanie August, Loyola Marymount University
Mark Marino, University of Southern California

Anyone who has enjoyed Toy Story 3 or WALL-E can appreciate the amalgamation of animation, visual effects and custom software tools needed to drive a story forward. This panel explores both the creation of narrative required to communicate effectively in academic and professional settings and the value of diversity in problem solving, especially in situations that require both creative and technical expertise. The benefits and challenges inherent in designing and executing interdisciplinary courses that integrate technical and artistic skills will be examined. The panelists will begin with a brief summary of experiences with their own courses. The moderator will then pose questions to the panelists on topics such as narrative, interdisciplinary teams, delivering a message to and engaging a diverse audience, courseware, assessment, student deliverables, and evaluating student projects. The audience will be encouraged to ask questions and contribute to the discussion.

Parallel Sessions C:
Papers, 3:30 pm – 5:00 pm

C4   Learning to Tell Stories

Improving the "Art" of Interpreting Patients' Stories: Health Science Students Learn Visual Thinking Strategies through an Interprofessional Arts-Based Course

Bridgett Piernik-Yoder, University of Texas Health Science Center at San Antonio
David Henzi, University of Texas Health Science Center at San Antonio

The purpose of this session is to present the learning outcomes of health science students who participated in an interprofessional arts-based course that included medical, nursing, and health professions students. The course was conducted in collaboration with art educators at a private art museum in the community. Students learn a structured observation technique and apply this skill throughout a variety of course activities. Pre-test and post-test data were collected to assess change in students' observation and communication skills. A focus group was conducted with a set health professions at the conclusion of the course to explore their experiences as first-time course participants. Results indicate the course enhanced the observation and communication skills of the students, and health professions students identified the course supported their development as future practitioners and enhanced their performance in their current academic activities.

C4   Student Stories

Navigating Professional Practice and Principles: Using Narrative to Enrich Our Understanding of How Journalism Students Experience Ethics

Sally Haney, Mount Royal University
Amanda Williams, Mount Royal University
Victoria Guglietti, Mount Royal University

This presentation will discuss the results of a study investigating how a group of journalism students is navigating professional practice. With a focus on ethics, 13 students from various years in our undergraduate degree program were invited to tell their stories. Each participant not only recounted a detailed anecdote that best represented their experience with ethical practice, but also brought one artifact that represented some aspect of that experience. The conversations were structured and analysed following the work of Flick (2000) and Bates (2004) on episodic narrative. An examination of the research team's experience with narrative-driven methods, as well as a discussion about how we could more intentionally utilize and situate student stories in our approaches to teaching and learning will be considered.

C4   Learning to Tell Stories

Learning to Tell the Story of Laryngeal Cancer through an Innovative Independent Study Experience

Jennifer Friberg, Illinois State University
Lisa Vinney, Illinois State University

This session tells the story of the design, implementation, and impact of an innovative independent study experience focusing on the interdisciplinary assessment and management of laryngeal cancer. Presenters will describe the inclusion of perspective taking, interactive discussion, and service learning as a vehicle to facilitate students' storytelling of learning and content knowledge. This independent study's impact on students will be discussed with recommendations for others considering the implementation of similar learning experiences.

C5   Narrative of Course Design

Analyzing Stories of Developing the Curriculum through Staff-Student Partnerships: Processes, Experiences and Engagement

Ruth Healey, University of Chester

This paper analyses stories of staff-student partnerships within 'Curriculum design and pedagogic consultancy'. Whilst it is common for the 'student voice' to be heard through programme evaluations and staff-student committees, partnership approaches go beyond this by involving students in course design as equal members of the development team (HEA 2015) yet this is the least developed part of partnership research (Healey et al. 2014). Working in partnership with students has the potential to contribute to a range of goals including the development of graduate attributes, improving staff-student relationships, enhancing employability, and adopting more scholarly approaches to teaching, student learning and engagement (Bovill et al., 2015). This project seeks to assess the extent to which these goals are achieved through partnership with students to design and develop four new second year undergraduate Geography courses in a British university, and aims to identify the characteristics of effective staff-student partnerships when co-designing curriculum.

C5   Narrative of Course Design

Collaborative Learning Design: Co-Design, Translation and Making Sense of Course Design Narratives

Elizabeth Branigan, Swinburne University of Technology

In this paper, we explore how we can develop narratives that engage teaching teams to take ownership of creating effective whole course design for higher education programs. Course design, wherein learning outcomes, learning activities, and learning assessments are aligned across a whole program of study, has emerged as a key means of achieving both positive educational outcomes and effective quality management in higher education.   This paper uses an action-learning case study to explore the early phases of the 'Learning Design' process, a systems change approach being implemented at Swinburne University of Technology in Australia, which seeks to enable the active engagement of teaching teams in co-creating quality re-designs of their courses.

C5   International Stories

International Student Perspectives on The Ethics of SoTL Research

Sophia Abbott, Trinity University
Sarah Bunnell, Ohio Wesleyan University
Peter Felten, Elon University
Gali Katznelson, McMaster University
Beth Marquis, McMaster University
Kelly Matthews, University of Queensland
Kelly Swaim, Elon University

Almost fifteen years ago, CASTL published a compilation of essays by faculty, highlighting many of the ethical issues surrounding SoTL research; these ethical challenges continue to influence current SoTL research design and implementation. Despite the fact that students are critical stakeholders in the teaching and learning enterprise, however, the student voice on these issues is notably absent. In an attempt to bring student voices into the discussion, we asked students to share their perspectives on the ethical challenges inherent to teaching and learning inquiries, using both focus group and survey methodologies. This paper will present undergraduate student perspectives from three countries (Australia, Canada, United States) and from both research-intensive and liberal arts universities. Session participants will be encouraged to consider the ethical issues present in their own scholarly teaching, as well as the ways in which student perspectives can and should inform SoTL work.

C6   Student Learning

Developing the Research Self: Narratives of Disciplinary Identity Formation in Undergraduate Students

Margy MacMillan, Mount Royal University
Karen Manarin, Mount Royal University

Students develop disciplinary identities through their engagement with content, research projects and faculty. Stories of this 'becoming' emerge from interviews with 96 senior students, part of a multiyear project to capture the experience of over 300 students at a public undergraduate university. While students occasionally describe disciplinary development explicitly, more often the evidence appears subtly in their vocabulary, the projects they choose, and their confidence in speaking about and for their discipline. In this presentation, we identify recurring themes in the interview data that marked barriers and breakthroughs in discipline-based thinking, and indicators of the process of 'becoming' members of their disciplines. Using this information, we will invite participants to discuss how these stories of disciplinary identity development can enhance student learning in their own contexts. Insights from the study may be relevant to those conducting SoTL work on undergraduate research, students as partners, and student identity formation.

C6   Student Learning

"Research Helped Me Identify My Passion": Student Narratives of Undergraduate Research Mentorship and Identity Development

Brad Wuetherick, Dalhousie University
Andrea Hunt, University of North Alabama
Michael Neal, Florida State University
Ruth Palmer, The College of New Jersey

"Research helped me identify my passion." This quote, part of a narrative shared by an undergraduate student in a research study exploring the impact of undergraduate research mentorship, is an exemplar of the stories institutions hope participants in undergraduate research tell about their experiences. This paper explores the short narrative responses of students who were asked to articulate the role their undergraduate research experience on their own development. We aim to use the findings from this study to ground a conversation about: (a) variations across the mentored undergraduate research experience and their impact on students' perceptions of their learning benefits; and, (b) students' perceptions of the relationship between their mentored research experiences and their identity development. We also conclude that it is increasingly important for mentors to be more aware of the challenges that students may face in negotiating personal and professional identities as part of undergraduate research experiences.

Storytelling as Strategy: Building Support for SoTL in Art History

Virginia Spivey, Maryland Institute College of Art
Michelle Fisher, Museum of Modern Art
Karen Shelby, The City University of New York
Renee McGarry, Sotheby's Institute of Art
Parme Giuntini, Otis College of Art and Design
Kathleen Wentrack, Queensborough Community College, The City University of New York
Naraelle Hohensee, Independent Art Historian

This paper highlights the use of storytelling as a strategy to build community and to foster widespread support for SoTL in art history. As a practitioner-driven open education resource, AHTR (Art History Teaching Resources) has grown rapidly by providing opportunities for faculty to share stories and to connect across lines of geographic region, institutional affiliation, and academic rank. Today, the AHTR community includes educators in 185 countries teaching art history in higher education, museum, and K-12 settings, who have visited the website over 400,000 times since its launch in 2013. In October, 2016, AHTR will publish the inaugural issue of Art History Pedagogy and Practice, the first peer-reviewed SoTL journal in the discipline, which will be housed on the Digital Commons in partnership with the City University of New York. Its success in these efforts offers an effective model of SoTL advocacy, applicable throughout the humanities.

Reimaging the Tenure Process: Teacher Perceptions of the Scholarship of Teaching and its Purpose in Faculty Assessment

Aaliyah Baker, Cardinal Stritch University
Rhanda Suleiman, Cardinal Stritch University
Stacey Floyd, Cardinal Stritch University
Patricia Becker, Cardinal Stritch University

This paper describes a research project undertaken in the 2015-2016 academic year to explores faculty members' understanding of the Scholarship of Teaching and Learning at a small, private university that has recently adopted the Boyer model. The paper describes the process used to gain faculty input, the topic's relationship to rank and tenure, the results, and intended recommendations of the group conducting the project.

C7   Public Discourse about Teaching and Learning

Leading SoTL in the Disciplines: A Story of Building a SoTL Community in One Discipline

Curtis Bennett, Loyola Marymount University
Jackie Dewar, Loyola Marymount University

This paper tells the unfinished story of work done to promote SoTL in a discipline at a national level in the United States. Substantial progress has been made, but challenges remain. Next steps will be explored in dialogue with the audience. The authors seek the perspectives of those in attendance and are open to their insights.

C8   Effective Teaching

Teaching the International Classroom: An Institutional Case Study and Faculty Development Initiative

Stacey Kikendall, Park University
Glenn Lester, Park University

While research has identified strategies for promoting L2 and international students' learning, persistence, and retention, that research remains out of reach of many teaching faculty. Thus, reaching international students remains a challenge for many college teachers, particularly outside of composition studies. Our presentation will tell the story of how two junior faculty at a small, midwestern liberal arts university addressed a need to identify and promote effective practices in teaching international students. We will describe our preliminary research and faculty development initiative, the results of our qualitative and quantitative survey into how our faculty perceive their teaching of international students, and our plans going forward. We hope our methods and findings can be used by multidisciplinary faculty.

C8   International Stories

International Models of Employability and Their Interaction with Learning and Teaching

Aysha Divan, University of Leeds

This workshop will bring together academics and teaching and learning advisors interested in enhancing student employability. During the workshop, participants will explore three key quiestions: i) what employability development models are being utilised by universities; ii) on what conceptual frameworks are these models based and iii) what do these mean for learning and teaching. The workshop will draw upon evidence collated through website content analysis of 107 universities across four geographical locations; Australia, Canada, UK and the US and explore defining features of four different employability models; Portfolio, Hands-off, Award and Non-embedded. These models will be mapped to employability development approaches; position, possession and process. The workshop will provide participants with a framework against which they might understand how employability is being enacted within their own university and challenge them to consider alternative learning and teaching initiatives that might enable a pedagogical shift from one strategy to another.

C8   Narrative of Course Design

Theory and Practice as We Approach the "Global"

Josephine Hook, Monash University
Susanna Scarparo, Monash University
Sarah McDonald, Monash University
Gabriel Garcia Ochoa, Monash University

Monash University's Bachelor of Global Studies (BGS) is designed for students who aspire to lead social change, enabling them to develop the skill sets they will need to become "global leaders". Underpinning students' disciplinary specialisations are the twin pillars of transformative dialogue and cultural literacy, taught as cognitive competencies in the "Leadership for Social Change" core units. In these units, students reflect on how they perceive themselves in relation to the world, and learn how to relate to "otherness" in order to engage with the complexities of global perspectives. This paper discusses the narrative of course design that defines the BGS. By anchoring our interdisciplinary degree in transformative dialogue and cultural literacy, students reconceptualise the way they "think about thinking". Our course is distinguished from other "global" degrees in the Asia-Pacific by our praxis approach to teaching and learning, and pursuit of "global" as a field of inquiry that leads the disciplines.

C9   Student Learning

The Story of Planned Creativity in the Classroom

Kurt Steadman, The University of Montana Western
Christian Gilde, The University of Montana Western
Fred Chilson, The University of Montana Western

One SoTL area that has become more prominent are student-learning approaches that foster individual and group creativity (e.g., when telling stories). In this respect, setting goals and being creative can work together; however, does this approach work even better when students set specific goals? Literature on planned behavior, goal setting and creativity theory was examined in a setting where stories are told in order to create a connection between goal setting and creativity in the classroom. A two-by-two factorial design was used to undertake this exploratory research. To assess creativity in this study the Torrance Test of Creative Thinking was employed. Preliminary results suggest that individual students and groups with goals working on a story-telling task had a higher level of creativity compared to individual students and groups with no goals. Therefore, it appears that in order to be most creative, students should set goals for their creative learning performance.

C9   Narrative of Course Design

Running and Chewing Gum at the Same Time: a SOTL Study of Performance Skills Integration in a Foundational Acting Course

Kathleen Perkins, Columbia College Chicago

This paper discusses the most recent SOTL contribution to the on-going development of a foundational performance skills course in a large Theatre program. The study used diverse data sources and analytical methods to probe students' ability to integrate the performance skills of acting, voice, movement and cognitive analysis of text in a multi-sectioned, team-taught freshman acting course. The study's methodology, conclusions and recommendations for the continuing development of the course are covered as well as its place in the historical narrative of the course in the overall curriculum of the Department's various degree programs.

C9   Student Learning

Using Arts-Based Teaching and Learning Strategies to Promote Deeper Learning among Undergraduate Students

Mousumi De, Indiana University

This paper describes a SoTL study that examined the teaching strategies and learning outcomes of an arts-based General Education course on the subject of Peace and Conflict Transformation through the Arts. The study utilized a qualitative analysis of students textual and visual works created as part of the course requirements and investigated the (1) affordances and challenges of using arts-based teaching and learning strategies, (2) effectiveness of visual works in demonstrating student learning of disciplinary content, and (3) effectiveness of arts-based assessment approaches as an alternative to text-based assessments. Preliminary findings from the study reveal the potential of using arts-based teaching, learning, and assessment strategies in facilitating deeper learning of disciplinary content and promoting critical thinking skills, despite students' limited experience in art making. This study hopes to extend existing scholarship in arts-integrated learning and promote synergy between the SoTL and arts-based teaching communities.

C10   Student Stories

Student Reflections on Musical Composition

Gary Don, University of Wisconsin-Eau Claire

My completed SOTL project fits the "Student Learning" and "Student Stories" topics for ISSOTL 2016. I elicited student metaphors for effective and ineffective musical compositions through a two-part survey, and analyzed the data using a grounded theory approach. The first part, administered early in the semester on 20th century music, asked students to reflect on the properties of effective and ineffective musical compositions, and to describe those properties in terms of metaphors, similes, or analogies. The second part, administered later in the semester, asked students to rate the effectiveness and their level of enjoyment of Debussy's Sarabande from Pour le piano on a five-point scale, and to describe the piece in terms of prose, a metaphor, poetry or artwork, followed by the same exercise for the first movement of Webern's Variations Op. 27. I will discuss the ways that I have changed my teaching as a result of this project.

C10   Narrative of Course Design

Using Course Time Efficiently in an Introductory Undergraduate Biology Course

Krys Strand, Concordia College

As we incorporate more investigative, quantitative, and experiential laboratory components into our science courses, we are faced with scrutinizing the workload expected of both students and faculty. At a small liberal arts institution, we have compared student learning gains and retention in an introductory cell biology course taught in two formats: lecture and laboratory sections with different instructors and peer groups (7.2 hours per week) and integrated lecture-laboratory with a single instructor and peer group (5.5 hours per week). We found no difference in final course achievement (p=0.2431) and experienced increased retention in the integrated (96.4%, 53/55, SD=0.094%) over separate (79.9%, 59/75, SD=10.2%) format. Qualitative data illuminated challenges perceived by students in adjusting to longer blocks of class time and benefits of single peer cohorts and integration of lecture and laboratory experiences. We invite discussion as we consider next steps toward an integrated, experiential lecture-lab course design for all students.

C10   Student Stories

Economics through Film: A Qualitative Analysis

Daniel Diaz Vidal, University of Tampa

This paper analyses the content, assignments and design of a course that revisited basic economics concepts by relating them to a number of films such as "Scarface" and "The Wizard of Oz" amongst many others. The paper also addresses the effectiveness of the course, which set out to kindle a deeper interest in economics and film, to engage the students in the subject matter, to promote critical thinking and to help them retain and assimilate the material they learned in the classroom well after they left it. Research interviews, their stories about the course, are used as the field texts which are then transcribed and used to compose a research paper. The students report to have found the course to be memorable, to have given them a clearer and more applicable understanding of economics and they still reference it and continue to think critically about movies in meaningful ways.

Parallel Sessions C:
SoTL Spotlights, 3:30 pm – 5:00 pm

C11   Public Discourse about Teaching and Learning

The Impact of Senior Leadership Roles in Teaching and Learning: Evaluating Strategic Approaches to Culture Change

Jill Scott, Queen's University
Peter Wolf, Queen's University

In recent years in Canada, senior leadership positions with strategic oversight of teaching and learning have emerged across post-secondary institutions. In the past three years, Queen's University, a mid-sized Canadian university, has implemented two such positions: Vice-Provost (Teaching and Learning) and Associate Vice-Provost (Teaching and Learning). This session assesses and articulates the impact of these strategic roles.

The session will apply the Henard & Roseveare (2012) framework and subsequent work by Kustra et al. (2015) to frame the intense efforts to enhance the student learning experience through a combination of strategic and grassroots initiatives, all intended to further entrench a rigorous and reflective approach to teaching and learning at Queen's. We will identify the value of these new roles, provide examples of strategic approaches and initiatives, and highlight successes and failures in our journey thus far.

C11   Effective Teaching

The Graded Response Method: An Approach to Encourage Higher Order Thinking Skills Using a Multiple Choice Format

Michael deBraga, University of Toronto
Nicole Laliberté, University of Toronto

Using a second-year geography course, 176 students were exposed to a set of assessment and instructional approaches using the Graded Response Method (GRM). Unlike traditional testing, especially multiple-choice testing, the GRM requires students to organize the choices provided in a manner that ranks the responses from best to worst. The ability to explore the underlying rationale for an answer requires higher order thinking skills that reflect the higher cognitive levels that comprise Bloom's taxonomy.

Preliminary results indicate that the GRM approach is able to target higher order thinking skills, which effectively reach beyond traditional multiple choice (MC) testing. Qualitative and quantitative evidence supports the GRM methodology as a tool capable of encouraging critical thinking. However, although the GRM is an improvement on MC testing, the approach currently being used to design the GRM assessment questions can prove challenging, as students surveyed were split on the assessment's degree of difficulty.

C11   Public Discourse about Teaching and Learning

A Strategic Initiative Harnessing Stories of Teaching and Learning

Erin Macnab, University of Toronto
Carol Rolheiser, University of Toronto
Kathleen Olmstead, University of Toronto
Kelly Gordon, University of Toronto
Megan Burnett, University of Toronto

This spotlight session focuses on a 2016 initiative undertaken by a teaching and learning centre in a large, research-intensive Canadian university. The initiative grew out of the following inquiry: How can a centre for teaching and learning contribute to an enhanced public discourse that includes a focus on the Scholarship of Teaching and Learning (SoTL), scholarly and reflective teaching, and innovations in teaching and learning? The initiative includes a university-wide symposium using a facilitated design process (creating an opportunity for the unexpected), as well as the launch of a new print and digital publication, that captures teaching and learning stories of pedagogical research, innovation and risk-taking. Reporting on core goals and data from this initiative, this session offers an important reflective analysis on how teaching and learning centres invite change in institutional teaching and learning cultures and convey meaningful and public stories about innovative and challenging teaching and learning practices.

C11   Narrative of Course Design

Seeking Student Voice: Connecting Enthusiasm with Engagement in a "Students as Partners" Curricula Collaboration

Joanne Ramsbotham, Queensland University of Technology
Karen Theobald, Queensland University of Technology

Is a partnership with students in curricula design the first step in embedding a genuine student-centred learning approach? Conversely without the inclusion of meaningful collaborative mechanisms that integrate student voice, is the traditional student–teacher power imbalance perpetuated[1,2] and does this result in the views of the end user of curriculum, the student, being largely unheeded? This spotlight shares a story about acting differently as academics to partner with students to consider new ways to teach and develop applied critical thinking capability in a Bachelor of Nursing program.

Utilising an action research design based on a partnership process and focus, students and academics identified key curriculum sequencing and learning options to support critical thinking capability in nursing. Engaging in genuine partnership provided insightful discovery that engendered new ways of learning core discipline practices. Commitment and enthusiasm demonstrated by students was a welcomed reward in the redesign of curricula.

Parallel Sessions C:
Workshops, 3:30 pm – 5:00 pm

C12   Learning to Tell Stories

How Learning Processes are Described and Analyzed in Teaching Portfolios – Teachers' Storytelling Revealed

Roy Andersson, Lund University
Thomas Olsson, Lund University
Torgny Roxå, Lund University
Anders Ahlberg, Lund University

In this workshop we will explore and discuss the nature of the narratives – teachers´ personal reflections and analyses of teaching and student learning – that are a central and critical part of a teaching portfolio. Participants will actively work with and share ideas with each other and the workshop leaders in relation to the nature and effectiveness of such narratives. We will especially focus on critical events (Webster and Mertova 2007). Which events are critical? What is the nature of critical events in a narrative about teaching and learning? How are they detected in different types of portfolios? We will also focus on the pedagogical content knowledge (Shulman 1986) – the critical importance of teachers´ ability to put their discipline in a pedagogical context – and how this appears in the narratives. The workshop agenda will, after a short introduction about portfolios, narratives and critical events, focus on studies and discussions of narratives from authentic teaching portfolios – mainly from the areas of engineering, social science and medicine. After the workshop the participants should have reached an improved understanding of how narratives are used in teaching portfolios. They will especially have shared a practical experience of examining critical events in these narratives.

C13   Student Learning

Telling Tales: Using Stories To Engage Students in Deep Learning

Shamini Dias, Claremont Graduate University

We are neurologically wired for stories. We learn and know most powerfully through stories. And yet, stories are an underused mode of teaching and learning in college classrooms. This workshop helps participants understand how storytelling structures and processes facilitate active and meaningful knowledge construction while nurturing mindfulness capacities (deep listening and attention, self-awareness, and cognitive agility) that support creative and critical thinking as well as metacognition and self-direction in learning.

Using storytelling methods to build visual and narrative stories, we will connect storytelling to principles of reflective practice, mindfulness, metacognition, and theories of learning and motivation. Through this distillation of storytelling as active, intentional patterning of information into knowledge, we will design learning activities for our students based on story making and storytelling. As part of this process, we will also create a transformative meta-story of our own teaching journey toward engaging students in holistic, meaningful learning for life.

Poster Session: 5:00 pm – 7:00 pm

P1   Student Learning

Assessing Students' Learning Gains in Undergraduate Research Abroad Programs

Carol Bender, The University of Arizona

Do students' learning gains differ as a consequence of the structure of the international undergraduate research program in which they participated? Twenty undergraduate STEM majors from the University of Arizona (UA) participated in ten weeks of paid research in another country during the summer of 2015. Ten traveled together to work in different research groups at the Czech Academy of Sciences Institute of Parasitology. Ten students traveled to ten different institutions in eight countries. Students took a pre-departure and post-experience surveys as well as the Survey of Undergraduate Research Experience (SURE). They also kept reflective journals and these provided useful qualitative data. Findings presented in this poster suggest that all students made gains, but in different ways. Students' background and experience as well as program structure played a role in how students benefitted. Solo (BRAVO!) students become more fully immersed in the host culture and developed close relationships with their hosts. Group (Prozkoumat) students developed close relationships with one another and were less integrated into the host culture. Prozkoumat students reported greater scientific learning gains than did BRAVO! students.

P2   Student Learning

The Guided Revision of Laboratory Reports in a Chemistry Class for Science Majors Identifies Strategies for Effective Development and Assessment of Student Quantitative Reasoning

Nelson Nunez Rodriguez, Hostos Community College of CUNY
Travis Bernardo, Albert Einstein College of Medicine
Punita Bhansali, Albert Einstein College of Medicine
Na Xu, La Guardia Community College of CUNY

To improve the scientific writing and quantitative reasoning (QR) of Science and Engineering students, we employed a revision strategy in the writing of laboratory reports for a Chemistry class. Students wrote ten scientific reportsbased onlaboratory experiences over the course of the semester, three of which were revised by the students. The process allowed students to answer guiding questions and write a reflective piece to evaluate their own thinking process. The preliminary analysis of this intervention indicates that guided revisions yield some improvements in students' QR skills. However, the analysis also revealed the need for changes to the revision intervention, as well as a systematic overhaul of the assessment scheme used by instructors to evaluate QR. Current efforts are centered on improving the alignment between guidelines provided to the students and the tools used to track student progress over the semester.

P3   Learning to Tell Stories

Battle Rattle to Books, Combat to College: Unlocking the Experience of Student Veterans in Higher Education

Ashley Akenson, Tennessee Technological University

Story is an all-too-often underutilized tool in academia. Western culture frequently forgets essence of story: communication of meaning and engaging community. This emerging study employs a lens of basic goodness in artifact review, observation, and mindfulness-based semi-structured interviews with 3-6 recent combat student veterans, 1-2 teachers, and the Director of Military and Veterans Affairs at a 4-year doctoral university in the southeastern U.S. to determine what stories veterans use in understanding their academic experiences, what impact these stories and implicit assumptions—which reflect ideas of self worth and capability—have on their academic success, and how these assumptions might be challenged. The study uses story as both a platform for communication and a method of identifying underlying cultural schemas that significantly influence student veteran academic success. The study also hopes to uncover foundational elements to address for successful and long-lasting supportive programs and initiatives implemented by educational institutions.

P4   Student Learning

Stories from Black Minority Ethnic Students: How Can We Enhance Their University Experience to Improve Their Degree Attainment?

Susan Smith, Leeds Becket University

This presentation focusses on the story of how students and staff worked together to improve BME students' degree attainment. Elements of the BME undergraduate students' experience were narrated via focus groups. The presentation will be a structured "illustrated tale" highlighting six interventions implemented to support BME students more effectively to achieve more 2:1 and 1st class good degrees. Changes in progression and achievement rate will be monitored longitudinally over the next 3 years but reflections on emergent findings will be reviewed innovatively in terms of the realities of the "happy ending." The interventions are wide-ranging and attempt to solve some of the challenges described by the students. They focus on i) the development of one- stop, inclusive assessment guidance, ii) an exploration of "white curricula", iii) enhancing their student voice, iv) staff development about unconscious bias and v) strategic initiatives and collaborative curricular projects in the Faculties.

International Stories

The Grounded Scholar Who Took to the Sky!

Christel Brost, Malmö University
Marie Leijon, Malmö University
John Storan, University of East London

This poster presentation, represented as a saga, shares the results from a one year pilot project at a Swedish University. The aspiration for the "Grounded Scholar" project was to create a space for teaching staff (adjuncts) without a PhD to enhance their scholarship capacity. The programme – a combination of workshops and mentoring – was based on a negotiated curriculum model and has so far resulted in six national and international conference presentations, two articles and one book chapter based on the adjuncts scholarly work, with special focus student diversity. The collaborative design of the program seems to be pivotal to the success. Furthermore, the adjuncts have developed their selfefficacy in terms of working in a scholarly way. The project has also opened a door to the international community of scholarship and teaching and learning. Still, the challenge of establishing a scholarly discourse at the university – a matter of both culture and structure – remains.

Student Learning

Writing, Technology and Visual Communications: An Odd Partnership?

Phillip Motley, Elon University

This Scholarship of Teaching and Learning research project addresses the following question: Can writing be used to enhance and improve students' practice-based learning experiences in the culminating capstone course of a one-year professional master's degree program in mass communications and interactive media? This poster presentation will share the results of an ongoing investigation into the effects that writing assignments may have on the discipline-specific learning in a course that requires students to create a semester-long project focused on visual communication and interactive media technologies. To date, data has been collected from two sections of a graduate capstone course (COM 590: Interactive Media Capstone) over two years (2015 & 2016) of the Master of Arts in Interactive Media program at Elon University.

Public Discourse about Teaching and Learning

Feminist Activism In and Outside the Classroom: Ensuring that Women's Stories are Part of Public Discourse

Rebecca Johinke, University of Sydney

This poster presentation reports on an initiative with the dual aims to create innovative and authentic assessment tasks and to increase the number and quality of articles about Australian women on Wikipedia. In making women's stories visible we will actively model how students can shape the topics and narratives that are being discussed in public. Students will be able to communicate what they have learnt in and beyond the classroom both as a pedagogical tool and as a means of public engagement. This will influence students' perceptions of their self-image as researchers, writers, scholars and connected global citizens.

This poster reports on the next stage of an on-going initiative to make academic writing and assessment tasks more engaging and meaningful and to encourage students to be active creators of networked content. The highlight of the next stage of the project will be an edit-a-thon on International Women's Day in 2017.

Learning to Tell Stories

Visualizing Data to Tell Students' Stories

Charissa Jefferson, California State University Northridge
Lauren Magnuson, California State University Northridge
Elizabeth Altman, California State University Northridge

The focus of this poster is of a series of digital learning objects on interpreting, evaluating, and creating data visualizations (including charts, graphs, and infographics) created for undergraduate college students. In each digital learning object, data visualization is presented as a form of digital storytelling. The digital learning objects created in this project emphasize using data to tell a story, whether the story is meant to be informative, persuasive, or entertaining. Focusing on using the art of storytelling, this tutorial program empowers students to tell their own evidence-based stories with powerful and appropriate visualizations. As evidenced from an online form completed by students after finishing the first module (focused on understanding data), almost all of the students have indicated that the module was at least valuable to their learning of what is and is not data as well as contributing to their understanding of the differences between types of data.

P9   Student Learning

The Influence of Learner Proficiency on Foreign Language Learner Responses to Direct and Indirect Written Corrective Feedback

Britney Paris, University of Calgary

This proposed study investigates the stories of student learning through semi-structured topical interviews investigating how foreign language learners perceive and use feedback to improve their writing. Written Corrective Feedback (WCF) is a common formative assessment strategy in foreign language classes, which has been shown to improve the grammatical accuracy of student writing and improve learning outcomes (Ferris, 2010; Kang & Han, 2015; Shute, 2008). However, the efficacy of WCF depends on how learners make use of this feedback (Chappuis & Chappuis, 2008; Hattie & Timperley, 2007). Most research on WCF focuses on the effectiveness of feedback types, but ignores the interaction between the learner and the feedback. By eliciting these stories and sharing them with teachers, they will be better equipped to make informed decisions about the feedback they provide to learners.

P10   Learning to Tell Stories

Becoming Better Storytellers: The Use of Writing Workshops in an Introductory Journalism Course

Renee Michael, Rockhurst University
Katie Fischer Clune, Rockhurst University

This poster describes the use of interactive writing workshops in introductory journalism. These 60-minute workshops allowed students to practice journalistic writing in pairs or small groups and gain an understanding of how journalistic style differs from "academic" style. In other words, these workshops equipped students to write clearer, more accurate, more engaging stories. Students were given the opportunity to demonstrate their proficiency as journalist-storytellers in their final project, a collaborative multimedia story package.

Public discourse: Data analytics to the Fore - Does it Inform Student Learning, Student Successes and Educational Decision Making at All Relevant Levels at a South African University?

Ashwini Jadhav, University of the Witwatersrand
Innocent Mamvura, University of the Witwatersrand

The higher education landscape in South Africa is characterized by multicultural and economically-diverse student body. Under these circumstances, entry level requirements such as the academic point score (APS) and the choice of courses impacts student learning and student throughput (Letseka and Maile, 2008; Letseka et al., 2009) thereby highlighting the need for interrogating historical institutional data. To this end, this study examined the use of data analytical techniques to interrogate a five year historical undergraduate dataset through the use of regression model to test whether a correlation exists between APS and academic performance in the first quarter of the academic calendar. The regression model showed a very strong correlation between high admission point scores and high scoring patterns. The analysis also highlighted that courses like Physics and Math were most problematic thereby impacting overall graduation rates. The conclusions drawn from this study were instrumental in initiating relevant interventions to be instituted at the university level, and the availability of real-time insight into the student profiles and performances through data analytics only serves to underline the importance of using big data to aid SOTL conversations.

You Won't Believe What Librarians and SoTL Scholars Have in Common! Stories of Support, Partnership, and Integration

Nancy Chick, University of Calgary
Mary MacMillan, Mount Royal University
Caitlin McClurg, University of Calgary

This poster began with the sharing of stories about the intersection of librarianship and SoTL. Our group is comprised of a leader in SoTL and two librarians, one of whom is starting in a new position supporting teaching and learning and the other a more seasoned researcher. The common ground among the three of us was the desire to improve teaching by understanding student learning. With Pat Hutchings' (2000) "vision of the possible" in mind, we realized that our stories ultimately documented a range of possibilities for the field at the intersection of instructor-librarian goals and practices. Over time, we developed a guide to the 'why' and 'how' of instructor-librarian collaborations to enhance SoTL projects at individual, institutional, and even international levels. The poster uses (very) short stories to illustrate different models for these collaborations, highlight potential pitfalls, and invite viewers to share their stories of working with library colleagues.

P13   Narrative of Course Design

Changing the Guard to Support Innovative Pathways for Health Service Delivery

Amanda Fox, Queensland University of Technology
Karen Theobald, Queensland University of Technology
Patsy Yates, Queensland University of Technology

Traditionally tertiary education sector course providers have engaged superficially with industry partners and professional bodies to design courses. This spotlight shares a story of breaking from tradition to produce a corporate funded education program for nurse endoscopist. The plot encapsulates a number of challenges overcome by various characters to deliver a program that well exceeded expectations.

Faced with a growing demand for endoscopy services within Australia and positive outcomes from an Endoscopy pilot, the university was contracted to provide a suitable postgraduate pathway. Challenges included: provision of knowledge to enhance students' limited groundings in the field of gastroenterology and overcoming change in the workplace as nurse endoscopy students would be charged to perform colonoscopy procedures which had traditionally been the domain of medical staff. A collaborative team approach facilitated the delivery of a highly successful program and the success is measured in the request for a number of future programs.

P14   Student Learning

Students' Learning Stories About the Use of Technology in Different Types of Learning Environments

Krista Lambeth, University of Central Oklahoma

The advancements of technology in the last decade has changed the way educators use technology in the educational learning environments. This presentation discusses two of the presenter's SoTL studies about the use of technology in the learning process: one in the traditional learning environment: "Students' Perceptions of using iPads in a Learner-Centered Learning Environment"; and the other in the online learning environment: "Digital Communication Applications in the Online Learning Environment" and answers the question "What is students' perception of using different types of technology in an educational learning environment?" Through students' experiences, common themes began to emerge that answered the question and told the story about the advantages and disadvantages of using technology in the learning process. As technology continues to advance, educators need to listen to students' stories about their learning experiences with technology and reflect on the advantages and disadvantages of incorporating technology in curriculum.

International Stories

Scholarly Personal Narrative and the International SoTL Conversation

Laura Ng, University of North Georgia

Scholarly Personal Narrative (SPN) extends the methodologies by which researchers practice the Scholarship of Teaching and Learning (SoTL). This poster will define SPN, connect it to SoTL identity development, and show its value to international discourse.

SPN interprets personal experience through scholarly frameworks, leveraging the power of reflective practice to understand the dynamics of both the classroom and wider communities. No matter the discipline or country, teaching and learning occurs within cultural/political contexts and personal experiences. Shulman (2013) emphasizes these "local contexts" as we build a cross-disciplinary, international SoTL dialog. This poster will examine how widely-accepted definitions of scholarship (Glassick, Huber, and Maeroff 1997) apply to SPN. Additionally, SPN's connection to Hutchings's types of SoTL studies (2000) will be presented. The practices of SPN may enrich SoTL pluralism and contribute to the knowledge of the complex contexts that shape our international array of instructors, learning environments, and student experiences.

P16   Effective Teaching

Efficacy of Video Lectures as Supplementary Materials for English Language Learners

Raylene Paludneviciene, Gallaudet University

There is still the question if lectures that have been videotaped and made available to students will help them obtain a better understanding of content, leading to improved course grades. As for bilingual students, the availability of videos might enhance their understanding of content in textbooks, which are in written English. This study examines the efficacy of video lectures by looking at two major factors: motivation of students to view the video lecture and if the videos lead to an improvement in academic performance. The results of this study might help shape best practices when it comes to using videos as teaching tools.

There seems to be mixed reports of efficacy of video lectures on learning, with some studies showing a positive effect and others mixed or negative effect on academic performance (Danielson, et al, 2013). Self-motivation is also a factor in the efficacy of video lectures, especially with English Language Learners (Costa-Guerra & Costa-Guerra, 2015). However, both studies examined performance in online courses, of which motivation and self-discipline play a large role. The second study examined performance of high schoolers who are also English Language Learners, which is a different population from this study. There have been a number of studies examining factors that support acquisition of English and academic content in English. Students who had formal schooling in their first language tend to acquire proficiency in English faster than peers, and socioeconomic status is related to students' English proficiency (Center for Public Education, 2007). Finally, Setz & Bauman (2013) questions the efficacy of video lectures as opposed to activities that promote critical thinking, and the fact that lectures usually repeat content already in textbooks. Since this population is composed mostly of American Sign Language-dominant bilingual students, it is not clear whether video lectures will help improve academic performance, and if these students are sufficiently motivated to watch the video lectures.

Students from three classes over successive semesters were recruited to participate in this study. The students were asked to fill out a consent form, background questionnaire, and then a survey asking about their experience watching (or not watching) the video lecture after they took an exam covering concepts from the video. Upon completion of the survey, they were asked to participate in a focus group to be held on a different date. At the beginning of the focus group, the students were asked to sign the video release form, and then the focus group was videotaped and then transcribed for data analysis. Data analysis is ongoing and will be completed by the end of July 2016.

P17   Effective Teaching

McMaster's Teaching and Learning Certificates of Completion Program: A Narrative of Participants' Experiences

Erin Allard, McMaster University
Rayna Friendly, McMaster University

Given the competitive post-secondary teaching job market, graduate students have reported a need for training in teaching and professional skills (Sekuler, Crow, & Annan, 2013). In Winter 2015, McMaster University launched a blended Teaching and Learning Certificates of Completion Program for graduate students and postdocs. Participants may earn one, or both, of two certificates of completion offered. The program was designed to include many components common to teaching and learning certificate programs, but it also included several identified opportunities for enhancement (Kenny, Watson, and Watton, 2014) and incorporated discussion on the post-secondary teaching labour market. The poster tells the story of participants' experiences in the program, detailing the program's structure, the methods used to evaluate it (a pre/post/post survey design and focus groups with earners), and the key research findings. It is hoped that the research will support the growth of effective teaching and good practice in pedagogical programming.

What is the Potential of Digital Learning Environments and Their Impact on Student Learning?

La Vonne Cornell-Swanson, St. Cloud State University
Renee Pfeiffer-Luckett, University of Wisconsin System

As a result of the dynamic learning environments we create with learning technology, the landscape of teaching and learning is changing rapidly. We set out to better understand how these transformations of teaching and learning environments are impacting the needs of educators, students and administrators by conducting a Learning Environment Needs Analysis (LENA) with fourteen public universities.

To accomplish this study we traveled over 3,000 miles during three seasons of inclement weather, visited 14 public universities twice, hosted 45 focus group interviews, and met with 450 participants. Each passage of the journey was rewarded with many rich conversations and insights, including those about their learning environment needs and the influence of learning technology on student learning and course design.

Recent EDUCAUSE research articulates trends that indicate a "next generation" digital environment is emerging, as discussed in "The Next Generational Digital Learning Environment: A Report on Research," by Brown, Dehoney and Millichap (2015). In this paper, it was recognized that the following five primary functionalities must be in place to fully realize the future of the digital teaching and learning environment: 1) integration, 2) personalization, 3) advising and learning assessment analytics, 4) collaboration, and 5) accessibility and universal design. Capitalizing upon the EDUCAUSE research, the LENA project research questions centered around the following key areas: the changes perceived in the digital teaching and learning landscape, how the changes impact teaching and learning, explore how technology is used to support teaching and learning, the strategies and technologies used to collaborate internally and externally to the institution, and how accessibility and universal design is impacting teaching and learning. Project findings illustrate differences in understanding between faculty, students, and administrators as to the value and role of learning technology in teaching and learning (between now and 2020), and also articulates that collaborative pedagogy continues to be a challenge for faculty and students. This poster is designed to tell the story of our journey, articulate research methodology, share key findings from our interviews with faculty and students, and explore future SoTL questions around the potential of digital environments and whole person learning.

P19   Student Learning

Information Literacy Learning Outcomes in Multiple Disciplines: An Approach for Teaching, Learning, and Assessing Evidence-Based Innovation in Undergraduate Curricula

Brian Winterman, Indiana University

Information literacy provides an ideal framework for curriculum design and assessment because of its pervasive relationship with other disciplinary skills, literacies, and ways of thinking. Outcomes, assignments, and assessment tools based on information literacy are often transferable from one discipline to the next with only minor adaptations necessary to accommodate disciplinary differences. Evidence-based innovation is represented in "top-level" learning outcomes developed by most disciplines, further strengthening the transdisciplinary potential of the related assignments and assessment approaches that are used throughout all levels of undergraduate programs. The author will present results of several research projects with instructors in a variety of programs that aimed to develop learning outcomes, assignments, and assessment approaches to address information literacy and many other program goals.

P20   Student Stories

Mathematical Autobiographies: Academic Reflection and its Impact on Affect

Jonathan Hulgan, Oxford College of Emory University

This study will investigate whether a semester-long reflective writing project in mathematics courses has any impact on student affect with regard to mathematics and their learning thereof. The writing assignments will guide students to reflect on their high school mathematical experiences, their perceived understanding of topics in the current course, and their expectations of how mathematics will be used in their future courses and occupations. Students will edit these reflections to create their personal mathematical autobiography at the end of the course. Attitudinal changes will be measured through a survey administered at the beginning and end of the semester.

P21   Public Discourse about Teaching and Learning

Talking to Ourselves: Academics' Anonymous, yet Public Discourse about the Academy

Amanda Sturgill, Elon University
David Sturgill, North Carolina State University

This poster examines the discourse of anonymous Twitter accounts dealing with academia and higher education issues. The authors examined 3 months of Tweets from popular anonymous accounts, and propose that these accounts bring into the public view the successes, frustrations and inside moments of today's academy.

P22   Student Stories

Life-Science Calculus: Student Stories

Curtis Bennett, Loyola Marymount University
Yanping Ma, Loyola Marymount University
Christina Eubanks-Turner, Loyola Marymount University

This poster looks at student stories in a calculus for the life sciences class. Students in this class are primarily interested in biology, medicine, physical training, and other health sciences. In general, these students often perceive calculus as a hoop that they need to jump through, not as something that can help them describe and understand the world around them. These beliefs inhibit students from treating calculus as a language and a tool of understanding. Throughout the term, the professor utilized specific stories from students (and others) to try to make calculus concepts more meaningful to students in the class. On a take-home portion of the final exam, students were given a graph and asked to write a story in which the graph was of a rate of change for the story and to then interpret how calculus applied. This poster analyzes the success of this assignment and the class.

P23   Student Learning

Flipping the General Chemistry Laboratory: Increasing Student Engagement by Enhancing Self-Directed Learning

Roslyn Theisen, University of Wisconsin-Eau Claire
Jason Halfen, University of Wisconsin-Eau Claire

A flipped course combines the best features of face-to-face teaching with those of the online learning environment. While flipped chemistry lecture courses have appeared throughout the undergraduate

curriculum, flipped laboratory experiences are rare. Our flipped laboratory experience demands independent student preparation before lab meets, with the goals of reducing instructor-centered lecture time and enhancing participatory learning during the laboratory period. To prepare for lab, students' watch and study a series of locally produced, experiment specific videos, and participate in an online pre-laboratory assessment. These activities provide a conceptual foundation and test student preparedness for the experiment. During the laboratory period, time previously reserved for pre-lab instruction is reinvested in additional active learning exercises and enhanced student-faculty interactions. This presentation will describe implementation of the flipped lab curriculum, formative data garnered from student surveys and summative assessment data collected from ACS standardized exams.

P24   Student Learning

Investigation of Student Attitudes and Understanding in Inorganic Chemistry

Roslyn Theisen, University of Wisconsin-Eau Claire
Laura Ley, University of Wisconsin-Eau Claire

Strengthening instruction in STEM fields can benefit student learning as well as foster positive attitudes towards the sciences. This project tries to answer the question whether there is a measurable difference in understanding of and attitudes towards chemistry of two groups: students who complete an online or a face-to-face inorganic chemistry course. Participants will have completed a 200-level, lecture-only inorganic chemistry course at a large, Midwestern, public, undergraduate-only institution. In this study, online and face-to-face student attitudes and understanding will be assessed by several quantitative measures. Before the start of the course (pre-) and after the course has been completed (post-), a published, validated and reliable attitude survey on the subject of chemistry will be given to student participants. To quantitatively assess student understanding of inorganic chemistry of all groups, several measures will be examined and statistically analyzed, such as exam and quiz questions. Determining what the students gain from the online versus the face-to-face learning environment will help us to determine whether we should integrate similar types of online course offerings into other courses within STEM fields.

P25   Student Stories

The Stories of Graduate Students Preparing to Teach in Higher Education: An Ethnographic Investigation

Kirk Robinson, Miami University

Attendees will learn about the initial results of a 15-month long ethnographic research project examining how graduate students in three different, multidisciplinary teaching preparation seminars at a Midwestern public university experience formal teaching preparation for higher education. In addition to understanding students' experiences, this project also explores how peer-to-peer, and student-to-instructor interactions within these seminars shape students' preparation for higher education teaching. A key initial result suggests students experience tension between the brevity and convenience of the seminars with wanting greater depth in their learning.

P26   Student Learning

Improving Student Metacognition through Reflection on Exam Preparation Practices

Gary Muir, St. Olaf College

The present research attempted to determine whether students' metacognitive ability to accurately estimate their level of preparation prior to the Midterm and Final Exams in an introductory psychology course would be enhanced through the use of an "Exam Wrapper" survey following the Midterm that asked them to reflect on their exam preparation practices. Students were asked to estimate their actual exam scores immediately prior to taking the Midterm and Final (PRE) and again once they were completed (POST). Results showed that students who completed the Wrapper (n = 110) made significantly more accurate PRE estimates for the Final than students who did not complete the Wrapper (n = 30), with no difference in actual Final scores across the two groups. This suggests that use of the Midterm Exam Wrapper conferred some benefit by helping provide students access to a more accurate assessment of their level of preparedness for the Final.

P27   Effective Teaching

Faculty Responses to the Teaching Practices Survey Based on Time Spent Lecturing

Gülnur Birol, University of British Columbia
Andrea Han, University of British Columbia
Adriana Brisenõ-Garzón, University of British Columbia

We implemented a campus-wide survey on faculty teaching practices and perceptions. All 11 Faculties participated, resulting in a total of 1177 responses for an overall response rate of 24%. The survey included multiple-choice and open-ended questions. We compared response patterns of faculty who reported spending less than 25%, between 26-50%, between 51-75% and more than 75% of classroom time lecturing. Using this breakdown, we analyzed survey responses related to in and out-of-class practices and expectations for students, use of Teaching Assistant time, participation in professional development opportunities, and perceptions of whether the institution valued teaching. Our findings provide information on the range of teaching practices employed by faculty at a large research-intensive institution and may provide baseline information for other institutions of similar scale and focus. In this presentation, we will share our findings and discuss the broader implications.

Friday, October 14th

Parallel Sessions D:
Panels, 11:00 am — 12:30 pm

D1   International Stories

Exploring Stories about SoTL International Collaborative Writing Groups (ICWGs)

Lucie Sam Dvorakova, The University of Queensland
Mick Healey, Healey HE Consultants
Bettie Higgs, University College Cork
Beth Marquis, McMaster University
Katarina Mårtensson, Lund University
Jacquie McDonald, University of Southern Queensland
Kelly Matthews, The University of Queensland

ISSOTL has hosted two International Collaborative Writing Groups (ICWGs) since 2012 involving over 125 scholars from over 15 countries contributing to two special issues of Teaching, Learning and Inquiry. The ICWG are becoming a 'signature pedagogy' for how ISSoTL operates as an international community of practice. This 90 minute panel will explore the stories of the facilitators, leaders, participants and students engaged in the ICWGs, analyse what the evidence of these experiences tell us, and discuss the implications for the development of future international, national and institutional collaborative writing groups. Evidence was gathered via questionnaires, focus groups and interviews at differing times throughout the experience. A tightly structured yet highly interactive plenary is proposed to give voices to participants with different roles in the process alongside two more substantive presentations of key research findings followed by implications for future ICWGs.

D2   Public Discourse about Teaching and Learning

Changing the Narratives of SoTL Influence Through a State System SoTL Fellows Program

Mary Carney, University of North Georgia
Denise Domizi, University System of Georgia
Richard Fendler, Georgia State University
Laura Ng, University of North Georgia

The University System of Georgia (USG), comprised of 29 public institutions, has established a system-wide SoTL fellows program to support and promote SoTL. Despite a system-wide policy that calls for institutions to "support and reward faculty who participate in significant efforts to improve teaching and learning…through decisions in promotion and tenure," SoTL researchers continue to face challenges when arguing for SoTL to be recognized as research. This program, with representatives from ten institutions, was designed to advocate for cultural change while fostering a "community of learners and [providing] support while participants design and implement a classroom-based research project." The panelists will draw on this program and other experiences to offer their diverse perspectives on the climate of SoTL and their efforts to enrich the conversation. Incorporating attendees in their exchange, the panelists will lead a discussion regarding the changing narratives of SoTL at the institutional, system, disciplinary, and international level.

D3   Public Discourse about Teaching and Learning

Finding SOTL Audiences: Stories of our Field in Publications and Advocacy

Mary Huber, The Carnegie Foundation for the Advancement of Teaching
Margy MacMillan, Mount Royal University
Jennifer Robinson, Indiana University

Stories need audiences. Who do SOTL scholars and advocates speak to and where? In what voices? How do we find new listeners as our circumstances, students, know-how, and know-about change? This panel analyzes where we tell the stories of SOTL and proposes new ways to expand the audience. A collaboration of ISSOTL's Publications and Advocacy & Outreach Committees, the panel provides research on the current contexts of where publication takes place (the current "SOTL-scape") and proposes ways to move policy, practice, and public debate forward by strategically improving its findability by particular audiences. During the discussion period, we invite participants to participate in the ISSOTL matrix posted online, contribute to TLI, recommend additional vehicles for publication that might be sponsored by ISSOTL, and imagine broadly how scholars of teaching and learning could more effectively reach audiences both near to and far from their campus and disciplinary homes.

Parallel Sessions D:
Papers, 11:00 am – 12:30 pm

D4   Effective Teaching

Use of a Guided Journal to Support Development of Metacognitive Instructors

John Draeger, SUNY Buffalo State
Leli Pedro, University of Colorado
Sarah Robinson, U.S. Air Force Academy
Lauren Scharff, U.S. Air Force Academy
Charity Peak, Educational Consultant
Tara Beziat, Auburn University of Montgomery

This presentation shows teacher-scholars the benefits of using a guided journal to support the development of metacognitive instruction. 'Metacognitive instruction' is the use of reflective awareness to make timely adjustments to teaching a specific individual or group of students. Faculty and students from five institutions participated, with intervention instructors completing a semester-long reflective journal and everyone completing a series of surveys. We found that the more instructors engaged in the journal, the more likely they were to engage in pre-class planning and post-class reflection, particularly with regard to student engagement, achieving learning objectives, and identifying alternative learning strategies. Based on our findings, we argue that guided reflective journals might help accelerate instructors along a developmental arc from being teacher-centered and content-focused to being able to deliver differentiated and customized learning to a group of students, individuals within the group, or to isolated individuals in a mentor situation.

D4   Effective Teaching

Conceptual Mapping as a Tool for the Representation of Teachers' Stories in Reflexive Practice

Claude Savard, Université Laval
Marie-Claude Gagnon, Université Laval
Jean Roger, Université Laval

This paper session presents the results of a 3 year experiment where the technique of conceptual mapping (Hyerle, 2009) was used to represent stories of teachers for reflective practice purposes. Three groups of university teachers participated in a learning community where they met each month to tell and share stories that describe a preoccupation they had in their teaching practice. The paper focuses on the use of concept mapping as a tool for summarizing the thoughts of teachers and representing their stories in a way that it can be reflected on. Literatures on mental models (Jonassen and Cho, 2008) and reflective practice (Vacher, 2011) reveal that in order to be able to reflect on thinking, thoughts should be conceptualized and externalized. Concept mapping was efficient to represent teacher's thoughts as objects that can be questioned and commented in a systematic way.

D4   International Stories

SoTL Report From Hong Kong: Hybrid Faculty Learning Community CoPs Generate 10 Papers

Milton Cox, Miami University

In 2010, the University Grants Committee of the Hong Kong Special Administrative Region provided grants to establish communities of practice (CoPs) to address major curricular changes and related impacts on teaching and learning. This paper describes the opportunities and challenges faced by a Hong Kong university in its CoP Initiative and the related outcomes of educational development, student learning, and the production of SoTL. The university selected a hybrid faculty learning community CoP approach that generated 7 CoPs and resulted in 10 SoTL articles authored by members of the CoPs. These articles have been peer reviewed and accepted for conference presentations and SoTL publications. This paper session will note the SoTL outcomes generated by the articles and the hybrid FLC-CoP process used to create these. Discussion will include the feasibility of extending this approach to other venues.

D5   Public Discourse about Teaching and Learning

Valuing Relationships: Stories of Pedagogical Innovation and Leadership

Nancy Fenton, McMaster University
Juliana Evanovitch, McMaster University
Melec Zeadin, McMaster University
Lori Goff, McMaster University

In the spirit of "Telling the Story of Teaching and Learning", we present the narratives of pedagogical innovation and leadership that came from six faculty members who assumed fellowships aimed at assessing impact of their new teaching and learning practices. We consider their perspectivs withing a cultural framework that views the importance of teaching and learning networks, micro-cultures, and local level leadership (Roxa et al., 2010; Martensson et al., 2014; Martensson & Roxa, 2015). Based on our research findings, we argue that relationships need to be valued and developed in context, at all levels, to affect culture and to build sustainable continuous improvement in the quality of student learning experiences.

Finding a Voice Through a Collegial Teaching and Learning Culture

Roy Andersson, University of Lund
Vigdis Vandvik, University of Bergen
Oddfrid Førland, University of Bergen

University professors are conspicuously absent from public debates on higher education, teaching and learning. We propose that the problem is, at least partly, rooted in a teaching and learning culture which is weaker and more fragmented than the strong research culture characterizing many universities. We show how bioCEED – Norwegian Centre of Excellence in Biology Education, managed to stimulate the development of a collegial and scholarly culture of teaching and learning within the partner biology departments. The staff is provided with tools to become better teachers individually and active and supportive members of a teaching and learning community. They develop a shared responsibility and a common language for sharing and discussing knowledge and experiences. As the biology teaching staff find their own voices in the discourse about teaching and learning, this transforms the discourse within the collegium and also paves way for participation in the public debate.

From Personal to Public: Sharing Faculty Experiences in Mentoring for Teaching

Carol Rolheiser, University of Toronto
Cora McCloy, University of Toronto
Megan Burnett, University of Toronto

Our story involves how a centralized Teaching and Learning Centre at a large, urban research-intensive university came to know and more fully understand the ways in which faculty experience both informal and formal mentoring in their teaching. This descriptive and exploratory qualitative SoTL study included in-depth interviews with faculty (n=44), from both mentor and mentee perspectives. Core themes to discuss include: the varied descriptions of mentoring for teaching experiences, challenges and facilitators in mentoring relationships, and the broad continuum of formal and informal mentoring that exists. Faculty felt they benefitted from teaching centres ('hubs'), formal and informal peer networks and larger institutional teaching networks and communities. We will engage with these findings in a critical dialogue with participants to ascertain what mentoring models show a promising impact on enhancing effective teaching at our institutions, and how we meet the myriad teaching needs of instructors at all career stages.

D6   Narrative of Course Design

Teaching Classical Languages in the New Millennium: A Story of Curriculum Design and Innovation, Student Engagement, Learning and Achievement

Janette McWilliam, University of Queensland

Many students in Universities across the world today want to study Latin language at beginner level. At my University, the Introductory course attracts around 80 students every year. The cohort comprises not only students majoring in Classics, but also those studying Philosophy, History, Law, Linguistics, Modern Languages, Medicine, Botany, Zoology, Music, Engineering and Forensic Accounting. This paper presents the findings of a SOTL project employing Action Research methodologies (McNiff & Whitehead 2006; Yin 2014) to help address key first year transitional issues through improving the resilience skills and learning outcomes of students in Introductory Latin. It tells the story of how understanding the background of students and their learning needs assisted in the design of a new innovative pedagogy. By sharing my story of course design and impact on student learning with colleagues, my innovative pedagogy is now firmly embedded across the curriculum for programs in both Latin and Greek.

D6   Student Learning

Decoding Disciplinary Epistemologies: Making Expert Ways of Knowing Explicit for Students

Joan Middendorf, Indiana University
Janice Miller-Young, Mount Royal University

Expert knowledge can become tacit, making it difficult for teachers to show students how to operate in their discipline. Decoding the Disciplines provides a framework for inquiry into the teaching and learning of not only disciplinary concepts, but also disciplinary epistemologies. Defining the epistemology can keep instructors focused on the most essential learning in a field and has been shown to increase student learning. In this session, we will compare the similarities and differences from Decoding across various disciplines which have facilitated seeing disciplinary epistemologies, and have small and large group discussion of meta epistemologies which may be useful in participants' own fields. By learning to compare epistemologies across disciplines, we can make it more central to teaching and learning.

D6   Student Learning

Using Signature Pedagogies to Identify a "Toolkit" for Disciplinary Habits of Mind

Brenda Harmon, Oxford College of Emory University
Nicole Powell, Oxford College of Emory University

Undergraduate research has been identified as the signature pedagogy of chemistry. In this paper, we respond to the call to examine "the extent to which undergraduate laboratory research engages students in how chemists think and know". The fundamental questions we explore in this SoTL project include: How do chemists in the laboratory environment think and know, and what do they value? How do we use these characteristics to identify chemistry specific habits of mind? Building on the work of others and incorporating the cognitive and affective gains self-reported by our students, we have identified a laboratory research "toolkit": a set of thinking skills, habits of mind, and attitudes that students must acquire in order to accomplish a culminating research task. We will present the "toolkit" and the chemistry habits of mind (CHoM) which have emerged through an iterative process of study and conversations with practicing chemists, educators, and students.

D7   Student Stories

Student Storytelling in Asynchronous Online Discussions: Structure, Dynamics, and Influence of Familiarity on Student Interactions

Nancy Novotny, Illinois State University
Elahe Javadi, Illinois State University

Students' stories often enhance their understanding of course subject matter, particularly stories about related work experiences shared in graduate courses. Online discussions enable students to communicate stories about what they learned in and beyond the classroom, hence fostering peer learning. Asynchronous online discussions are effective storytelling tools because they remove barriers such as production blocking and cognitive interference. In this study we collected discussion data over three weeks in an online graduate nursing course in which students from three nursing programs were enrolled. We used social network analysis to examine the structure and evolutions of students' interactions, and the influence of familiarity defined by program membership, on who 'listened' and responded to other students' stories. Our findings provide insight on optimal student discussion groups to avoid interaction fault-lines or individual dominance in online storytelling. These results help course instructors craft fine-grained design and instructions for effective student online discussions.

D7   Narrative of Course Design

The Plot Thickens: From Face to Face Encounters to Online Learning – A True Story

Marian McCarthy, University College Cork

The narrative of an online course design is different to its face to face encounter and impacts teaching and student learning differently. This paper explores the multimodal and interactive interface of an online course and tells a different story about how teaching and learning are constructed and experienced. It examines the online telling of the story as a different genre in which to teach and learn, revealing new ways of knowing and of experiencing learning, through more visual, narrational and sensory media. The way we create suspense and engagement is also different in an online course. As teachers, we develop different identities and a new persona to reach virtual students. We need to be more explicit and holistic in outlining and presenting online, for example. Such a course is constructed differently and provides more visual cues. Video clips from the Hollywood canon, for instance, can be used as dramatic stories about teaching and learning: Mona Lisa Smiles foregrounds identity, pedagogy and assessment; The Wizard of Oz critiques intelligence and courage; Stand and Deliver problematises student identity, cultural context and new ways of knowing; while the Mirror has Two Faces contrasts pedaogogical approaches and disciplines. By definition, an online programme must speak for itself – this paper examines its emerging voice and character in the Postgraduate Certificate in Teaching and Learning in Higher Education in the 2015-2016 academic year at University XXX. It charts the SoTL journey of 80 faculty as they research their teaching and document their own and their students' learning.

D7   Narrative of Course Design

Blended Learning Report: Evidence of Gains

Ann Kwinn, Azusa Pacific University

Technology affords learning in ways unconstrained by time and place. As more education happens online, institutions that do not develop a purposeful approach to blended learning that integrates classroom-based and online instruction will fail to attract the next wave of students. APU faculty were selected for this study, based on their ability to teach the same course in face to face and online formats in consecutive semesters to sufficient numbers of undergraduates. The data showed that students' academic performance was significantly greater in two of the three blended learning sections. In other words, students seemed to learn just as much, and in two of three sections they learned more, than in the traditional class format. However, when we examined students' perceptions of their learning gains, it was clear that students did not believe they had learned more. Faculty were also interviewed and recommendations for rolling out a blended learning program were distilled.

D8   Effective Teaching

The Mysteries of Critical Thinking: A Story Grounded in the Scholarship of Teaching and Learning

Mark Nicholas, Framingham State University
Brittany Brown, Framingham State University
Marian Cohen, Framingham State University

As assessment in higher education moves toward course-embedded models, the focus on well-constructed assignment prompts has moved center-stage. This paper focuses on insights we gained from a sustained, multidisciplinary approach to faculty development in assignment design and assessment of critical thinking (CT). Through examination of assignment prompts and rubrics that faculty created and examining the institutional rubric for CT, we attempted to find clues to unravel mysteries of implementing CT as an institutional outcome. Findings are insightful for assessment of CT and faculty development in assignment design and rubric creation.

D8   Effective Teaching

Visual Methods for Enhancing Critical Thinking Skills among Undergraduate Students

Mousumi De, Indiana University

This paper reports on a SoTL study that analyzed the experiences and effectiveness of applying visual methods for promoting critical thinking skills in a General Education course. In particular, the course utilized Visual Thinking Strategies and other art critiquing techniques to provide a framework for looking and talking about art. This starts a process of learning to think deeply, which transfers to other domains of learning across different disciplines. Findings from the study reveal that applying such visual methods broadened students' curiosity, dispositions to engage with ambiguity, observational, analytical, and interpretive skills, and deductive reasoning. This paper seeks to extend existing SoTL scholarship on issues of critical thinking skills and highlight the potential of using visual methods as an alternative to text-based approaches for promoting critical thinking skills.

D8   Effective Teaching

Exploring Metacognition as Support for Learning Transfer

Marie Devlin, Newcastle University
John Draeger, SUNY Buffalo State
Lucie Sam Dvorakova, University of Queensland
Lauren Scharff, U.S. Air Force Academy
Susan Smith, Leeds Beckett University
Dominique Verpoorten, IFRES-University of Liège
Jason Lodge, University of Melbourne

This presentation will share our efforts to investigate how metacognition might enhance the transfer of learning from one context to another. This topic is of relevance because the ability to transfer one's learning to new situations lies at the heart of lifelong learning and the employability of university graduates. Our exploratory study investigated whether students (N=118) and instructors (N=74) from five institutions reported similar or different perceptions and behaviors related to transfer and metacognition. Our survey data indicate that many instructors and a majority of students do not have a clear understanding of what learning transfer entails, and that there are many mismatches between instructor and student perceptions, attitudes, and behaviors regarding learning transfer. Significant correlations between thinking about transfer and thinking about learning processes and the likelihood to use awareness to guide practice support further inquiry into the use of metacognitive practices to support learning transfer.

D9   Effective Teaching

Progressing Quality Teaching: Effective Reflective Practices with Casual Tutors

Robyn Bentley-Williams, Australian Catholic University

Changes in our approach to university teaching have come about due to the casualization of academic staff. The emerging 'uberisation of work' model of employment characterises many university faculties facing academic teaching staff shortages. Typically, casual tutors fill the staffing gap, yet their voices tend to go unheard when it comes to making improvements for effective teaching. This research investigated whether casual tutors' perspectives offer an untapped source of knowledge that could benefit lecturers in-charge of subject design and delivery. Telling the story of the collaborative process used in undertaking qualitative reflective moderation and online tool development with five casual tutors, may provide a new community of practice model relevant to others who are keen to progress quality teaching.

D9   Student Stories

Graduate Assistant Teachers' Interventions in their Classroom Practice to Enhance Student Learning : The Value of Narratives About the Self

Jacinta McKeon, University College Cork

Encouraging graduate assistant teachers to increase participation in their classes and the quality of classroom interaction involved them getting their students to talk about themselves. These occasions of narratives of the self, provided important information for graduate assistant teachers to help them improve their pedagogical practice. This paper explores 10 research papers written by graduate assistant teachers as they completed post-graduate modules on teaching and learning at university level in 2015-2016 in University XXX. Hearing narratives about their students provided graduate assistant teachers with information they could use to modify module content, group students, design more meaningful tasks and build a more supportive learning environment. Identity-affirming pedagogy includes telling stories about the self and these stories contain key information which can transform the quality of teaching and learning in a myriad of ways.

D9   Effective Teaching

Transforming Envisionments of Teaching and Learning and Ways to Do it

Ingrid Mossberg-Schüllerquist, Karlstad University

The presentation will tell the story mof how to develop extended professionality in teaching and learning in different subjects in higher education. The story uses experiences from courses and inquiry based groups for university teachers. the extended story of teaching calls for transformation of theories into ways of teaching and learning. recistance in the process often comes from another story of teaching, the restricted one, who relies only of the experience of the classroom. with empirical findings from papers written by teachers involved in developing an extended professionality in subject teaching and assessment, the presentation will show how this leads to improvement in student learning. the transforming process is built on research from John Biggs, Caroline Kreber, Lee Shulman and research on assessment, feedback and blended learning, and from experiences from the teachers themselves.

D10   Student Stories

Perceptions of Assigned Roles in a Team Laboratory Learning Environment

Laura Ott, University of Maryland, Baltimore County
Kerrie Kephart, University of Maryland, Baltimore County
Kathleen Stolle-McAllister, University of Maryland, Baltimore County
William LaCourse, University of Maryland, Baltimore County

Using a cooperative learning framework in a laboratory course, students were assigned to static teams of four in which they adopted roles that rotated regularly. The roles included: team leader, protocol manager, data recorder, and researcher. Using a mixed-methods approach, we investigated student perceptions of the team roles and specifically addressed: 1) students' understanding of the roles, 2) students' beliefs in their ability to enact the roles, 3) if working with assigned team roles assisted the teams to work effectively and cohesively. Student understanding of the team roles differed from the initial description, suggesting students' perceptions of team roles may be influenced by their experiences within their teams. The findings also imply that for roles to be successful, they must have a clear purpose. Finally, the fact that many students reported ignoring the team roles suggests that students do not perceive roles as a requirement for team productivity and cohesion.

D10   Narrative of Course Design

The Hero's Journey: Narrative for a High-Impact Educational Practice

Carol Hostetter, Indiana University

Higher education is a quest for knowledge, for both students and faculty. My students are on a quest to learn and establish themselves in the world. I am on a quest to understand how best to support their journeys through a course design that facilitates knowledge and growth. This undergraduate research class is framed as Campbell's "Hero's Journey." The paper presents the results of a study assessing students' learning in a required research class, using team-based and project-based learning. The professor engaged students in conducting an IRB-approved research study with interviews and surveys. Students' knowledge was high and attitudes were positive. The majority of students indicated that doing a research project in a team enhanced their interest and learning. Engaging undergraduates in research has been designated as a high-impact educational practice and the growth it can produce is an important area of study.

D11   Student Learning

Running a Skills Assessment Project: Working with Instructors and the Utility of Tools

Jill Scott, Queen's University
Natalie Simper, Queen's University

This session will highlight the strengths and challenges of multiple approaches to institutional scale assessment of transferable learning outcomes. Evidence from the Queen's University Learning Outcomes Assessment Project (queensu.ca/qloa/home) highlights student engagement, motivation and effort as critical factors for success. In addition, findings show improved student outcomes in courses where instructors embrace assessment processes, and embed skills assessment within their course. The presentation will compare approaches to skills assessment, and highlight some challenges, including faculty engagement, cost, complexity, participation rate, and utility of information gathered. The presenters will share their perception of how each of these impacts thoughtful development and assessment of transferable learning outcomes.

D11   Student Learning

Developing a Taxonomy to Assess Out-of-Class Learning

Jennifer Friberg, Illinois State University
Erin Mikulec, Illinois State University

This session will focus on the development of a taxonomy to explain hierarchical changes in learning as a result of out-of-class learning (OOCL). We view this taxonomy as functional across disciplines, reflecting the dual lenses of personal and professional outcomes of OOCL experiences. Attendees will learn how to identify possible contexts for OOCL experiences and will understand the steps taken to develop our taxonomy for OOCL. Ideas for integrating this taxonomy into teaching and learning research will be shared, as well.

Parallel Sessions D:
Workshops, 11:00 am – 12:30 pm

D12   Effective Teaching

Tales of Teaching and Learning: Whose Stories Matter to You and Why?

Gary Poole, University of British Columbia
Roselynn Verwoord, University of British Columbia
Isabeau Iqbal, University of British Columbia

Social network theory examines with whom instructors share their stories of teaching and learning and why. As such, it can grow our understanding of ways instructors develop their identities as post-secondary educators and SoTL scholars and has the potential to reveal how educators select and use their networks to further their professional growth in teaching. By the end of this workshop, participants will have:

(1) Gained insights into their significant networks, the stories they share with their networks, and the ways their participation in networks contributes to their growth as educators and SoTL scholars;

(2) Examined their perceptions about the value of the interactions and the similarity of beliefs among those in the networks; and

(3) Generated strategies to enhance the value of their networks.

In addition, participants will be invited to be part of an on-going research project on these networks by submitting some of their workshop output as data.

D13   Student Learning

From Words to Conclusions: Converting Qualitative Data into Evidence for Your SoTL Story

Jackie Dewar, Loyola Marymount University

Workshop participants will gain basic knowledge about analyzing qualitative data and increased confidence in their ability to draw and justify conclusions from qualitative data. After comparing the strengths and weaknesses of qualitative and quantitative data as evidence in scholarly studies, we will present two approaches to analyzing (coding) qualitative data. Concepts such as "inter-rater reliability" and "predetermined" and "emergent" categories will be explained in simple terms. Participants will engage in coding a data set both individually and with a partner. They will be given options for which coding techniques to practice. Accessible resources will be provided for future reference.

Parallel Sessions E:
Panels, 2:00 pm – 3:30 pm

E1   International Stories

International stories of student-staff collaboration and engagement: The role of ISSOTL Special Interest Groups (SIGs) in connecting like-minded scholars

Lucie Sam Dvorakova, University of Queensland
Kelly Matthews, University of Queensland
Trent Maurer, Georgia Southern University
Paul Taylor, University of Leeds
Roselynn Verwoord, University of British Columbia
Shevell Thibou, Western Washington University

ISSOTL encompasses a diverse, international community of scholars dedicated to SoTL. Special Interest Groups (SIGs) are smaller communities that share a passion and commitment for a specific sub-strand within SOTL. The aim of this 60-minute, interactive panel session is to explore the stories - drawing on reflective evidence - of three ISSOTL SIGs that are student facing in purpose: student engagement, students as co-inquirers, and undergraduate students in research. We will discuss how the SIGs acts as hubs for, and connectors of, SoTL scholars who are geographically distant yet similarly dedicated to advancing meaningful student learning as a central tenet of SOTL. Students and staff panelist from three countries will briefly outline the differences and similarities between the SIGs and reflect on experiences. The majority of the session will involve small group brainstorming and whole group discussions on the role of SIGs as essential connectors in the broader ISSOTL network.

E2   Student Learning

Critique as a Signature Pedagogy in the Arts and Humanities: Further Discussion

Phillip Motley, Elon University
Nancy Chick, University of Calgary
Emily Hipchen, University of West Georgia
David Hastings, University of Wisconsin-Stevens Point
Jill Stukenberg, University of Wisconsin Colleges

Critique is a distinct pedagogy that is often a component of teaching and learning activities in many arts and humanities disciplines. This panel is a follow up to a panel session held during the 2014 ISSOTL conference that discussed critique as a signature pedagogy in arts and humanities disciplines. Since the 2014 conference, the panelists, along with several other faculty at multiple institutions, have produced a special issue of Arts and Humanities in Higher Education on this topic. The process of creating the issue has

deepened our understanding of the value of critique in arts and humanities courses and programs and created a more nuanced and sophisticated grasp of why critique is indeed a signature pedagogy of arts and humanities curriculum. Our goal with this panel is to share this new knowledge.

Parallel Sessions E:
Papers, 2:00 pm – 3:30 pm

E3   Learning to Tell Stories

SoTL Stories: Phenomenology as a Methodology for SoTL Research

Andrea Webb, The University of British Columbia
Ashley Welsh, The University of British Columbia

SoTL is a rich forum where scholars from different fields and philosophical orientations find space to share their research. Within this paper presentation, we will share our individual and collective experiences of why we perceive phenomenology as a well suited methodology for a broad range of SoTL purposes. Phenomenology is a research approach that focuses on describing the common meaning of the lived experience of several individuals about a particular phenomenon. In our presentation, we will discuss how phenomenology informed our own SoTL research projects exploring the experiences of faculty and undergraduates in higher education. We will highlight the challenges and affordances that emerged from our use of this methodology and will also invite the audience to share their experiences and questions with one another. Phenomenology has motivated us to tell our stories of SoTL research and within those, to share the stories that faculty and students told us.

E3   Learning to Tell Stories

Dress Rehearsal! Writer Roles and Language Functions - Tools to Learn to Tell an Academic Story

Patricia Staaf, Malmö University

Can teaching academic writing based on language functions and writer roles, be a way to crate an understanding of academic demands and at the same time introduce a useable tool for feedback? Together with the audience, I explore some results of my licentaiate thesis and their pedagogical implications. I suggest a teaching method to introduce students to academic writin in wich the teacher is the director who offers studentds different roles to set up a play. By combining the roles in in expected ways, the students will be able to tell a story that meets the critera for academic text. Students will themselves take over the role of the director and control their different roles when telling an academic story. The aim of this presentation i to, together with the participants; explore how this can be done.

E3   Learning to Tell Stories

How Graduate Students Learn to Tell the Story of their Teaching and What That Has to Do with SOTL: Results from a Multidisciplinary, Multinational Comparison of Pedagogy Courses

Jennifer Robinson, Indiana University
Valerie O'Loughlin, Indiana University
Katie Kearns, Indiana University
Catherine Sherwood-Laughlin, Indiana University

Most faculty teaching pedagogy courses have never taken one, yet this is increasingly where graduate students are learning to tell the story of their teaching. We studied this lynchpin moment in the future of higher education: the courses that teach future faculty to tell the stories of their teaching long before they reach classrooms of their own. This study surveyed 200 faculty in the U.S. and Canada to maps and analyzes the genre of the "pedagogy course" and the teaching statements future faculty write within them. This presentation sketches the international landscape of graduate pedagogy courses and details the practices of discipline-specific and interdisciplinary graduate pedagogy courses offered at a single case study university. The results offer a rich portrait of how future faculty are being taught, strengths we can build on, and assumptions, missed opportunities, and unfounded protocols that deserve scrutiny by those who take graduate education seriously.

E4   Effective Teaching

Sharing Practices, but What is the Story? Exploring Teachers' Conceptions to Teaching and Learning

Mark Gan, National University of Singapore
Johan Geertsema, National University of Singapore

SoTL can be an important strategic instrument for institutions of higher education to build faculty effectiveness in order to improve the quality of teaching, and thereby of student learning (Mårtensson, Roxå and Olsson 2011) and is recognized to play a key role in academic/faculty development (Hutchings, Huber, & Ciccone, 2011). In line with SoTL's emphasis on making practice public and visible, the faculty development center at the National University of Singapore developed an e-book with the aim of drawing on and disseminating the practices of teaching award winners. In this paper, we build on the two-dimensional matrix by Antman and Olsson (2007) to investigate two key questions:

- What do the vignettes suggest about the connection between teachers' conceptions of teaching and learning on the one hand, and scholarly investigations of practice on the other?

- To what extent does the e-book meet the aim of using SoTL as an instrument of effective academic development?

E4   Effective Teaching

Get Conscious of the Interactions between Hidden Disciplinary Knowledge Structures and How You Teach

Leli Pedro, University of Colorado Denver
Jacqueline Jones, University of Colorado Denver
Candace Berardinelli, University of Colorado Denver

What do teachers mean when they say, "I want students to be able to connect the dots"? What do students mean when they say, "I am a good student, and this is the first time I have done poorly in school"? Is the commonality a learning bottleneck? This interactive session offers the teacher scholar findings from employing the Decoding the Disciplines methodology in nursing to explore disciplinary knowledge structures. Passionate stories from nurse educators brought to life the value of getting conscious to the interactions between hidden/tacit disciplinary knowledge and instructional methods. When slowing down to be fully present to what is going on in the mind and environment—i.e., purposefully activating "sensory radars"—experts' hidden ways of knowing can be made visible to learners. Slowing down instruction to draw out disciplinary knowledge structures lets learners meaningfully connect the dots and provides the backdrop for critical dialogue among session attendees.

E4   Effective Teaching

Teaching as a Journey: Recognizing Tacit and Explicit Disciplinary Pedagogical Content Knowledge as Signposts in Good Teaching Practice

Gwendolyn Lawrie, University of Queensland
Madeleine Schultz, Queensland University of Technology

There is a large body of research that has examined pedagogical content knowledge (PCK) in the secondary teaching context, including the development of a recent consensus model for teacher professional knowledge and skills. In contrast, tertiary discipline-specific PCK has received relatively little attention hence there are relatively few examples of discipline-based professional development for early-career academics. In the current study, the shared experiences and practices of chemistry faculty have been captured, through workshops and interviews, to distil elements of tertiary chemistry-specific professional knowledge. The findings are presented in terms of the shared insights and stories that represent academics' journeys in teaching, along with evidence of the significance of tacit knowledge in practice. Examples of resources, practices and effective teaching strategies in tertiary chemistry have been reframed and disseminated through a disciplinary network website, designed as an outcome from this project.

E5   Student Learning

Working Better Together: The Story of the RAISE Network

Colin Bryson, Newcastle University
Claire Hamshire, Manchester Metropolitan University
Tom Lowe, Winchester University
Sam Elkington, Higher Education Academy

RAISE (Researching, Advancing and Inspiring Student Engagement) is a network of staff and students drawn from those who are working and/or interested in promoting the scholarship and practice of student engagement in higher education around the world. The aim of this session is to share the story of RAISE with delegates and to consider future transnational collaborative activities, and any other opportunities that there might be.

E5   Student Learning

The Story of Inter-Professional Learning… We Don't Speak to Each Other!

Bettie Higgs, University College Cork

Trainee nurses and doctors don't speak to each other, even within one institution. No-one speaks to the trainee pharmacist! Yet when these students graduate they will work in 'health care teams'. This study asked 'how can we better prepare students for inter-professional practice?' A nationally-funded pilot project, ePrePP, was implemented and gained insights into this question through student and tutor surveys and focus groups. ePrePP focused on work placement within three health-care disciplines (nursing, pharmacy and medicine), and five higher education institutions. An eportfolio facilitated students in sharing work, giving and receiving feedback, and reflecting on and monitoring their own progress. The project identified common competencies required of nursing, pharmacy and medical graduates. These provided the focus for assessment, feedback and building capacity to see from multiple perspectives. Open access resources were developed to stimulate inter-professional learning before/during/after student placements. Participants will be invited to discuss ways forward for IPL.

E5   Student Learning

Implementing Learning Techniques that Work: Sharing Practices to Improve Student Learning

Bradley Dewees, U.S. Air Force Academy
Leslie Perez, U.S. Air Force Academy
Lauren Scharff, U.S. Air Force Academy
Chase Lane, U.S. Air Force Academy
Amy Munson, U.S. Air Force Academy

We aim to understand the gap between what Scholarship of Teaching and Learning (SoTL) researchers have shown are effective learning techniques, and the awareness and use of these techniques by faculty and students. We address the following: Given a well-supported learning technique, what are effective means of sharing that technique and improving student learning practices? What types of dissemination efforts are more influential? We focused on 11 strategies categorized as low-, medium- or high-efficacy in a meta-analysis of learning techniques by Dunlosky and Rawson (2015). General findings include: Patterns of awareness were highly similar for both faculty and students; awareness was highest for highlighting, re-reading and practice testing. Rates of application were much lower than rates of awareness, and there were distinct differences between faculty and students. Faculty were likely to report encouraging the use of high-efficacy strategies and medium-efficacy strategies. Students were more likely to engage in low-efficacy practices.

E6   Effective Teaching

Gradetude: How our Perceptions of Grades Influence Who We Think We Are

Ashley Akenson, Tennessee Technological University
Paulina Julia Bounds, Tennessee Technological University
Lindsey Harding, University of Georgia

We conducted a study to understand how grades and perceptions surrounding grades work in the current higher education. The results of the pilot study reveal that grades implicitly demonstrate students' abilities to navigate instructional environments. Successful navigation of those, as demonstrated by "good" grades, translates to positive perceptions while failure to navigate academic expectations, as reflected by "bad" grades translates, to negative perceptions. Therefore, grades are ultimately interpreted as reflections of students' worth to both teachers and students. Equipped with this knowledge, we designed the Gradetude instrument as a questionnaire with serious of statements assessed via a Likert scale. The statements designed for both students and teachers, aim to describe conditions contributing to the understanding and perception of the grades in the classroom. The goal is to investigate, on a larger scale, if certain behaviors and conditions in the student-teacher relationship contribute to the way grades are treated and understood.

E6   Student Learning

A Tale of Plagiarism: How Serious is the Offense to Our Students

Michelle Eady, University of Wollongong

Despite increasing rates of plagiarism in North American universities, little research has been conducted Canadian university students' attitudes toward plagiarism. To address this, we surveyed 377 undergraduate students at a Canadian univeristy using a psychometrically validated instrument to understand their stories about plagiarism (the Attitudes Toward Plagiarism Questrionnaire - Revised; Howard, Ehrich, & Walton, 2014). Although only a concerning minority of student reported engaging in plagiarist behaviours, there was a more pervasive tendency for students to take a permissive stance on plagiarism. These findings will allow educators and educational institutions to better understand students' self-reported stressors and attitudes of plagiarism and enact and create new stories to proactively address these issues.

E6   Student Stories

Spurring High Achieving Students On: 'Nothing Succeeds Like Success'?

Juliette Gaunt, Birmingham City University

Considerable research in the UK has been conducted on ways of supporting high achievingstudents to make the transition into Higher Education. Much less scholarlyactivity has focussed on the generic support that high achieving students can benefit from once in HE. In this paper the presenters will reflect on the impact of a High Achievers Recognition Scheme (HARS) at Birmingham City University. HARS offers high achieving students individual needs assessment and profiling alongside access to extra-curricular experiences in three tracks;advanced academic skills; leadership; and community engagement. Staff at the University were keen to develop a recognition mechanism fit for a very diverse student population with high proportions of 'commuter students' in a City centre, 'widening participation' institutional context. The tactic chosen was the addition of an 'academic distance travelled' metric. Colleagues attending the workshop will have the chance to hear and debate students' stories describing and evaluating their experiences of the High Achievers Recognition Scheme.

E7   Narrative of Course Design

Making a Graduate English Course an Organic and Integrated Learning Process

Radhika Jaidev, National University of Singapore

This paper will report on the curriculum review conducted on an intermediate level Graduate English Course (GEC) at the National University of Singapore (NUS). The review involved examining the feedback of slightly over 200 students in the previous semester on the course as it existed, materials and pedagogy. It also involved conducting in-depth interviews with students and tutors. The review revealed that the course, thus far, had in fact aimed to: 1) develop students' general writing skills, 2) equip students with strategies for the development of productive vocabulary, and 3) develop students' ability to produce texts with general characteristics of academic writing. However, the piecemeal nature of the course curriculum though useful in addressing students' lack of grammar and vocabulary while also trying to introduce text-patterns and rhetorical moves associated with writing of a research paper, caused the teaching to be atomistic in nature. That is to say that at the end of the course students were able to appreciate the separate pieces of the puzzle without seeing the whole, big picture. This became obvious in the fact that while students responded well to the assessment of individual aspects of the curriculum, they still demonstrated difficulty when called upon to communicate their research in their disciplines, in English, which in fact was what this course was aimed to facilitate. This inability to engage in the discussion of their research on a deeper level both in writing and speaking was perceived by the researchers as an inability to connect the individual pieces to produce a whole picture. Therefore the aim was to design a more integrated curriculum through which students could see the purpose of every aspect that they were learning in class as a significant part of the whole and before we embarked on this process, we designed and administered a pre-course survey on 94 students in the incoming cohort of the new semester. This paper documents the re-designing of this course to one that facilitates a more organic and integrated learning process for the students.

E7   Effective Teaching

Reframing the Narrative of Supporting Students' English Language Development in Higher Education Across the Disciplines

Valia Spiliotopoulos, Simon Fraser University

As many Canadian universities are becoming increasingly diverse and globalized, a fundamental contradiction has emerged between the aspirations of inclusion and internationalization, and the challenge of meeting the unique teaching and learning needs of students for whom English is an additional language. Students are expected to read and write in more sophisticated ways, to engage in increasingly cognitively challenging tasks, and to develop skills and strategies to think critically, communicate, and inquire like a member of their disciplinary community. Moreover, faculty in the disciplines expect high standards for oral and written communication, but tend not to understand how to assist multilingual students to meet these expectations and learning outcomes while teaching disciplinary content. Responding to these circumstances, Simon Fraser University (SFU), a large comprehensive university in western Canada, has recently launched the Centre for English Language Learning and Teaching Research (CELLTR). This Centre is a response to an

institutional strategy to address the needs of EAL students on campus in collaboration with faculty within the various disciplines. Using a case-study methodology and narrative inquiry (Cresswell, 1998) this paper will analyze the various collaborative activities and projects amongst faculty and staff in various programs across the disciplines. The analysis will be based on a framework for understanding key processes in developing disciplinary literacy in higher education, including: linguistic competence, cognitive processes, critical disciplinary thinking and self-regulated learning. The paper concludes with implications for faculty developing appropriate pedagogies for teaching students from diverse linguistic backgrounds within the disciplines. It also provides suggestions for changing the culture and reframing the narrative at the institutional level in addressing multilingual learners' needs on campuses where English is the medium of instruction.

E8   Public Discourse about Teaching and Learning

Critical Realism as a Bridge to Understanding Threshold Concepts in SoTL

Robin Mueller, University of Calgary

The story surrounding the development of teaching and learning as a scholarly discipline has recently evolved to include a focus on the notion of threshold concepts. One important and challenging SoTL threshold concept revolves around the purposes underpinning research. The primary purpose of SoTL inquiry departs in significant ways from that in many other disciplines; that is, the goal of SoTL research is understanding rather than prediction. This goal mirrors many of the foundational principles of critical realism, which is an inherently inter-disciplinary theoretical lens that could be useful for facilitating understanding of difficult SoTL threshold concepts. This presentation will provide brief summaries of ideas pertaining to: threshold concepts, the purpose of SoTL reseach, and foundations of critical realism. Strategies for using critical realism as a theoretical bridge to SoTL threshold concepts will be explored, including applications to educational development practice.

E8   Public Discourse about Teaching and Learning

Telling our Curriculum Review Leadership Story: The Beginning, the Middle and Still Editing the End

Jennifer Lock, University of Calgary

As post-secondary institutions embrace quality assurance strategies and frameworks, who is leading the work both at the institutional and program levels? As these leaders structure processes and engage faculty members in a curriculum review as part of a quality assurance framework, what are the attributes of their work that impact the success of the review process? As an institutional and a faculty leader charged with leading two curriculum reviews in a School, we share our leadership stories. Using Schön's (1983) reflective framework, reflection-in-action and reflection-on-action, along with Killion and Todnem (1991),

reflection-for-action, we identify key attributes of leadership, as well as what we have learned in moving forward with quality assurance work, to tell our story.

E8   Effective Teaching

The Implications of Collaborative SoTL Research: From Local to Global Impact

Ekaterina Pechenkina, Swinburne University of Technology

Drawing on data from three collaborative SoTL projects evaluating the impact of teaching innovation on student learning, this paper investigates the complexities of evaluation research and offers some practical considerations on how to go beyond the 'local' impact of SoTL and towards 'global' implications of findings. While the three projects in question differed by their intended level of impact (ranging from a unit to a course level, to the university level and potentially transcending the confines of one institution) and the types of teaching innovations introduced, they shared an aim of improved student outcomes and experiences. Guided by the framework positioning SoTL as a transformative education practice, potential global implications of these projects are discussed in regards to three main groups of intended stakeholders: students, educators and universities.

E9   Public Discourse about Teaching and Learning

Making Meaning of "Quality:" Exploring Multiple Perspectives of Quality Assurance

Amy Gullage, McMaster University

This panel will examine a story that has unfolded as we have explored the various ways in which quality is understood in a Canadian university context. There is a discernable gap in Canadian educational literature with regards to definitions and approaches to quality, as well as different stakeholders' views on quality. Stakeholders, such as faculty members, administrators, undergraduate students and educational developers, define what is meant by quality assurance and engage in cyclical program reviews. Drawing on our qualitative research that reflects these multiple positions and experiences within the university, the panelists will explore the complex and often contradictory understandings of quality assurance.

E9

SPONSORED SESSION: Higher Education Academy: Narratives of Transformation - Accounts of Excellence and Impact

Julie Baldry Currens, Higher Education Academy
Alison Robinson-Canham, Higher Education Academy

Parallel Sessions E:
SoTL Spotlights, 2:00 pm – 3:30 pm

E10   *Learning to Tell Stories*

The Storyteller's Story: A Year of Student Learning Through the Experience of Producing a College Campus Newspaper

Maria Moore, Illinois State University

This study, employing the storytelling method of documentary research, explores the lived experiences of students producing a daily newspaper on a Midwestern university campus in the United States. Student stories and student storytelling are the foundation of this project. What do you learn as a student reporter, editor, photographer, or cartoonist with the incredible responsibility to produce both printed and digital versions of a daily newspaper? This documentary tells the story of the journalist storyteller.

E10   *Learning to Tell Stories*

Learning to Tell a Story from the Bank of the Seine

Ingrid Steiner, California State University, Dominguez Hills

This 10 minute SOTL Spotlight session will focus on an assignment which was created for a general education art history class at a public university, based on Claude Monet painting, On the Bank of the Seine, Bennecourt, 1868. It will present the assignment, assessment criteria, evaluation and lessons to be applied in the future. Taking into consideration course learning objectives of developing research, critical thinking and creativity, how can student experiences be crafted which eschew rote memorization? How could I develop an assignment which would meet the course SLOs, but still gain the student's attention, provide relevance, increase their confidence, and ultimately create student satisfaction? This type of project is not just for the Humanities, it can be applied to many different disciplines. All that is needed is a visual prompt, subject matter materials, and clear instructions. Then the sky is the limit with the student's creativity.

E10   Learning to Tell Stories

Life Story Legacies: Lessons Learning from an Experiential Writing Course

Lynn Ludwig, University of Wisconsin-Stevens Point

"Faculty members who view learning holistically also encourage their students to use learning that occurs in one setting to reinforce the learning that occurs in another." Bowen, Glenn (2010) "Service Learning in the Scholarship of Teaching and Learning: Effective Practices," International Journal for the Scholarship of Teaching and Learning: Vol. 4: No. 2, Article 18, 9). The Life Story Legacies experiential writing course provides an opportunity for students to interview and write the life story of seniors in the community. This experience nurtures a powerful connection between the student and senior, providing a permanent keepsake. End-of-course interviews with students draw connections between core competencies in writing classes and the experiential writing course. I will share entertaining snapshots from this writing opportunity, cover basic requirements for teaching the course, and challenge audience members to offer more experiential writing opportunities to their students, or at least question why they have not.

E10   Student Stories

Leveling the Playing Field: Using Dialogue for Storytelling

Nathan Romond, Western Washington University
Autumn Simmons, Western Washington University

This spotlight presentation will share how the Teaching-Learning Academy at Western Washington University uses dialogue as a way for students and faculty to share their stories related to teaching and learning. Intergroup dialogue is "aimed at building affective self-other relationships through personal storytelling and sharing" (Maxwell et al., 2011) and can be empowering for students and faculty when conducted appropriately. By allowing individuals to connect and collaborate on a personal level, as opposed to more formal context, participants have the opportunity to forge personal connections with each other. Presenters will share two key elements to fostering effective dialogue: uninterrupted air-time and and the cultivation of a flattened hierarchy. Specific student stories will also be shared to highlight how individual experiences lead to collective changes at Western Washington University.

Parallel Sessions E:
Workshops, 2:00 pm — 3:30 pm

E11   Effective Teaching

Our Students' Perspective: Assignment Prompts, Assessment, and Alignment

Patricia Lynne, Framingham State University
Sarah Mulhall Adelman, Framingham State University
Mark Nicholas, Framingham State University
Rebecca Shearman, Framingham State University
Ellen Zimmerman, Framingham State University

In this workshop participants will acquire strategies for designing assignment prompts and assessment tools focused on student writing across the disciplines while exploring a model for faculty development that simultaneously generates a source of artifacts appropriate for institutional assessment. We offered a similar workshop series twice over a two-year period, and analyzed the participants' assignments and assessment instruments, their feedback, and student work. We saw stronger student writing and stronger faculty support for assignment/assessment alignment as a consequence of the workshops; the results highlight the centrality of assignment design and the importance of aligning assignments with learning outcomes and assessment. In this workshop, participants will experience an abbreviated version of our workshop series using provided assignments and assessment tools. They will brainstorm ways such faculty development activities may work at their institutions and consider ways their own communication of expectations for student work can be strengthened to increase student learning.

Parallel Sessions F:
Panels, 4:00 pm – 5:30 pm

F1   International Stories

Engaging Students as Partners in Australia, Canada, UK and USA: Students and Staff Telling Their Stories

Ashley Akenson, Tennessee Technological University
Lucie Sam Dvorakova, The University of Queensland
Peter Felten, Elon University
Kelly Matthews, The University of Queensland

Engaging students as partners is a principle of good practice in SoTL (Felten, 2013). What does engaging students as partners look like? What does student-staff partnership feel like? This panel session will contribute to our understanding of students as partners through two interactive formats (short stories; panels). First, four stories of partnerships shared by student and staff partners from four differing institutional contexts across three counties will be shared with question and answer (Q&A) time. Second, two panel sessions - one comprising students and the other of staff - will respond to provocative questions provided from attendees. This unique, highly interactive session is co-chaired by a student and faculty (academic), involves students and faculty from four countries with diverse experiences of partnerships, and promises to further our insights into student-staff collaborative practices to enhance higher education and advance the practice of SoTL.

F2   Public Discourse about Teaching and Learning

Discourses about SoTL in Research-Intensive Universities: Challenges and Opportunities

Huang Chng, National University of Singapore
Johan Geertsema, National University of Singapore
Suzanna Klaf, Columbia University
Kathy Takayama, Columbia University

This panel will feature two different models of SoTL development at research universities, one model in the context of a Southeast Asian University with an established Center for Teaching and Learning (CTL) and the other in the context of a North American University with a new CTL. Featured panelists serving varied institutional roles will discuss their meta-level thinking about the ways in which SoTL contributes strategically to their research institutions, the work of Centers for Teaching and Learning (whether established or establishing), and the ways they promote scholarly engagement with teaching and learning on their campuses while being attuned to local 'sagas' (for instance by developing new reward structures for faculty). Following this, participants will reflect on their own evolving 'sagas', their role in their networks,

and the ways in which SoTL strengthens narratives while it influences teaching and learning cultures with a sensitivity to the different sagas that make up these cultures.

F3   Student Learning

Enhancing Student Learning Through Innovative Response

Glenn Lester, Park University
Brad Osborn, University of Kansas

This panel discusses innovative approaches to responding to student work in music, theatre, and composition studies. Speaker 1 addresses the use of rubrics and recorded verbal feedback in responding to student papers. Speaker 2 engages with the process of responding to "real world" student work by submitting select student-authored plays to the Acting Studio Consortium. Speaker 3 discusses a methodology for using student work and instructor responses to craft assessment rubrics to respond to future student work. All presenters are faculty participants in the Collaborative Humanities Redesign Project (CHRP), a three-year cross- institutional collaboration focusing on transforming humanities courses to enhance student learning.

Parallel Sessions F:
Papers, 4:00 pm – 5:30 pm

F4   Effective Teaching

Building "Stages for Sages" or Training "Guides on the Side?" SoTL Metaphors in International Studies

William Flanik, Colorado Mesa University

This paper links conceptual metaphor theory (CMT) to international studies pedagogy. CMT posits the existence of a universal, naturalized, and largely subconscious set of "sticky" metaphors that structures human language and cognition. The "conduit" metaphor for communication is "sticky" in this sense. The "conduit" metaphor frames teaching as the "transmission" of objectified knowledge from teacher to student. It therefore supports an objectivist, teacher-centered paradigm while undermining learner-centered models in which students "construct" knowledge collaboratively. This raises some interesting questions: Is the "conduit" metaphor as widespread in the international studies SoTL as CMT would predict? If so, what challenges might this pose to proponents of learner-centered instruction? What alternative metaphors structure this discourse, and how do they cohere with teacher and student-centered paradigms? The paper addresses these questions with a detailed metaphor analysis of ten SoTL articles published in political science and international studies journals.

F4   Effective Teaching

Interpreting the Stories of SoTL Peer Reviews

Galicia Blackman, University of Calgary
Nancy Chick, University of Calgary
Gary Poole, University of British Columbia

This presentation will focus on the stories about SoTL embedded in its journal peer reviews, brief texts that play a significant role in framing the narrative of the entire field: which stories of teaching and learning get told, how the stories get told, and who gets to tell them. The details of these reviews—from their basic content to the nuances of how they communicate that content—resonate out into the culture and values of SoTL. Bringing these details into the public discourse of SoTL will allow us to better understand how the narratives emanating from reviews reflect, affect, and shape the culture of SoTL and its concomitant values. The stories told in peer reviews also help us understand what it means to be a peer in SoTL—how to provide constructive critique that will help strengthen and grow the field while also nurturing participation in the culture of SoTL.

F4   Student Learning

Fostering "Evidence 3" Scholarship of Teaching and Learning with a Data Archive

Jessie Moore, Elon University

In his 2013 ISSOTL plenary, Lee Shulman addressed the challenge of balancing large-scale studies and bodies of published research (Evidence 1) with continual data collection and assessment in local contexts (Evidence 2). He also argued that education stakeholders need a "systematic set of protocols" for reexamining evidence and the categories of evidence in play and for combining types of evidence to form practical arguments (Evidence 3). Of course, to reexamine evidence, scholars need shared access to that evidence. The Center for Engaged Learning Scholarship of Teaching and Learning Data Archive (CEL-SoTL) is a curated SoTL data archive designed to facilitate additional analysis of – and across – existing quantitative and qualitative SoTL data sets. The speaker will demonstrate how to submit a data set and how to search the data archive before facilitating a discussion about the Evidence 3 inquiry questions SoTL researchers might answer using the CEL-SoTL data archive.

F5   Effective Teaching

Effect of Inverted Classrooms on Pólya's Steps on Mathematical Problem Solving

Kirthi Premadasa, University of Wisconsin-Baraboo/Sauk County

We investigate the effect of inverted classrooms on the "Device a plan" and "Carry out the plan" steps of Pólya's problem solving process. The study was done through a period of five semesters on a calculus II section of a small liberal arts college in the United States. Eight topics were taught under the inverted classroom model and performance was measured using weekly quizzes and a rubric based on Pólya's steps.

F5   Narrative of Course Design

Building a Culture of Integrating Mathematics, Statistics, and Computing into the Life Sciences at a Small Liberal Arts Institution

Krystle Strand, Concordia College

Our story is one of course redesign aimed at improving student learning and supporting a culture of elevating attitudes and competencies in mathematics, statistics, and computing (MSC) among students in life science programs at a small, private, liberal arts institution in the United States. Pre-service biology and mathematics teachers aided in curriculum writing and online resource development for integrating concepts into an introductory cell biology course pertaining to classifying and graphing data; ratios, proportions, concentrations, and dilutions; variation; inference; logistic growth models and logarithms; categorical models; quantitative models; and selecting statistical measurements. Learning gains in MSC concepts as well as changes in perceived value of, motivation for, enjoyment of, and confidence in learning mathematics will be reported along with a discussion of how we have shared our narrative of course design and resource development with faculty and students toward building momentum for more integrated quantitative life science programs.

F5   Student Learning

Peer Review in a First-Year Science Course: Mapping Pedagogical Practices to Student Perceptions and Engagement

Joanne Fox, University of British Columbia
Ashley Welsh, University of British Columbia

This presentation will showcase a SoTL research project about how our pedagogical design and implementation of peer review activities in a first year science communications course improved and

challenged English Language Learners' use and perceptions of peer review. An interpretive case study approach employing classroom observations, in-class worksheets, and student reflections helped us to understand how students' engagement with the activities influenced their ability to give and receive feedback to/from their peers. Preliminary analysis reveals the importance for: 1) clear reasoning for why students will engage in peer review; 2) modeling effective peer review strategies; and 3) addressing students' concerns and improvements with giving and receiving feedback. The pedagogical strategies used in this study not only improved students' ability to review their peers' work, but also helped them to become more metacognitive about their own writing and learning.

F6   Student Stories

African American Male Academic Achievement: An Ethnographic Film of Student Story and Voice

Maria Moore, Illinois State University

Currently African-American men are the worst academically performing group on the post-secondary level with the lowest graduation rate and retention rate. Coupled with their comparatively low college enrollment rate, they have little institutional power in colleges and universities. This cinéma vérité film explores the lived experience of African-American male undergraduate students at a Midwestern university, examining how their status within the African-American community on campus influences their academic success. We explore the impact of African- American social identity's effect on academic performance. The film also includes expert interviews and participant reflection on mentorship and pre-college preparation.

F6   Student Stories

Writing the Self: Implementing and Assessing Autoethnography

Anne Catherine Auten, North Carolina State University

Though autoethnography is gaining ground as a salient genre in higher education, it is still met with some resistance. Yet as Ellis, Adams, and Bochner (2011) contend, autoethnography "expands and opens up a wider lens on the world." This particular brand of socially-conscious exploration and research is especially valuable for undergraduates who are beginning to navigate their personal and professional identities. The speaker will explain how autoethnography can cultivate both individual and collective change in the undergraduate classroom. The speaker will also demonstrate a mechanism to assess autoethnography in the context of a research university's Quality Enhancement Plan (QEP), which is focused on enhancing students' critical and creative thinking across disciplines. This presentation ultimately demonstrates how the speaker is able to bring creative nonfiction (storytelling) into the classroom in a meaningful way that also utilizes traditional academic conventions and assessment.

F7   Effective Teaching

Using the Decoding Interview to Reveal Implicit Mental Operations

David Pace, Indiana University

Using an interview conducted by the Indiana University History Learning Project, a presenter will demonstrate how the implicit steps that a professional historian uses to make historical sense out of a 19th century short story can be made explicit and taught to students.

F7   Effective Teaching

The Challenge of Teaching Disciplinary Thinking in the Community College History Classroom

David Arnold, Columbia Basin College

Inspired by work at Alverno College and by the History Learning Project, the history department at Columbia Basin College redesigned its curriculum and teaching strategy to promote disciplinary thinking, but faculty there have encountered their own "bottlenecks."

F7   Effective Teaching

Bottlenecks in Cross Disciplinary Courses - A Case Study in Heritage Studies

Peter D'Sena, University of Hertfordshire

Decoding has generally focused on the problems that students encounter when they attempt to function within an academic field. But bottlenecks can also appear when they experience a course that does not fit securely in traditional disciplines. This paper will explore how instructors sought to minimize the negative impact of bottlenecks that emerge when students seek to understand the past in a course on heritage studies.

Exploring Student Engagement - The Next Chapter

Andrea Jackson, University of Leeds

This presentation is the next chapter in a story, started at ISSoTL 2012, of a UK Higher Education Academy funded research project which showed how engagement of undergraduate students varied between degree programmes and year of study. Focus groups and interviews have been conducted with data analysed using Kahu's (2013) conceptual framework of engagement, antecedents and consequences to explore the conplexity of the construct and diversity of student experience and to evaluate the factors impacting student engagement. Listen to stories of student engagement and the results of our findings which support previous research suggesting that engagement is an incredibly nuanced construct and that, not only does the state of being engaged vary between students, but a complex mix of structural, psychological and sociocultural influences impact whether or not a student is likely to become engaged.

From Good Teaching to SoTL: Stories on Becoming a Scholarly Teacher

Josephine Csete, The Hong Kong Polytechnic University

This paper reports on multiple forms of feedback collected from thirty teachers attending an extended SoTL workshop series. The information presented and skills practiced were intended to be useful for teachers interested in reflecting on their own teaching (drawing on theory and evaluation data) and/or developing a plan for a small SoTL project.

The following questions will be addressed to assist other universities in planning effective support structures for enhancing SoTL:

- What are the main SoTL topic areas and skills that should be provided to university teachers?

- What are teachers' perceptions of which information and skills are "new" or "most useful" to them?

- What kinds of "changes in practice" and "further supports required" do teachers report several months after receiving initial SoTL training?

- What are the implications of findings analyzed across teachers from different disciplines to inform "next steps" for supporting SoTL in our organization?

F8   Student Stories

Stories from a Student's Perspective

Marie Hauso, University of Bergen

As a student our stories can come from anywhere. We learn through the experiences of collaboration in storytelling. The knowledge can come from humour, through field courses, making comics and presentations with other students. bioCEED - a Centre of Excellence in Biology Education at the University of Bergen has promoted changes to the traditional way biology is taught. Now students are becoming more active with help from the teachers. The focus being on both the academics and social collaboration between students and professors at all levels. We find, tell and retell stories through our experiences.

F9   Narrative of Course Design

Designing Microteaching about the Refugee Issue in a Civics Course in Teacher Education

Martin Kristiansson, Karlstad University

An important theme for social studies in Swedish elementary schools is to learn about society based on current social issues. However, this theme often seems to be diminished or devalued by a traditional content taught within a "mile wide-inch deep curricula". My story is about the implementation of a design of what it means to teach about social issues within civics and social studies at an elementary teacher education program in Sweden. By combining the concept of "a knowledge base for teachers" with "microteaching" as a tool for practice, using the "refugee-issue" as a current example, the purpose was to teach student-teachers to break with social studies tradition in order to give more room for learning about social issues in today's society. The story includes both challenges and possibilities during the implementation discussed further in the paper.

F9   International Stories

Cultural Change in Learning and Teaching: Introducing a Post Graduate Certificate in Learning and Teching in the Middle East

John Deane, Birmingham City University
Julie Baldry Currens, Higher Education Academy

This paper seeks to consider cultural change in learning and teaching in the Middle East through obtaining the view of participants on a UK Higher Education Academy PG Cert programme. At the end of the programme participants were able to apply for Fellowship of the HEA. 30 Participants all Saudi nationals

split equally between male and females gave their perceptions of learning and teaching on the programme obtained via questionnaires prior to the delivery of each teaching block during the spring of 2016. A thematic analysis approach was used to derive the key themes and categories. On programme commencement, most participants reported extensive teaching experience. As the programme progressed, personal teaching philosophies and conceptions of learning became more expansive. By the end of the course participants were using a range of new pedagogies, experimenting with some of the techniques from the course and engaging in peer review of teaching.

Parallel Sessions F:
SoTL Spotlights, 4:00 pm – 5:30 pm

F10   Student Learning

Stories from Black Minority Ethnic (BME) Students: How Can We Enhance Their University Experience to Improve Their Degree Attainment?

Susan Smith, Leeds Becket University

This presentation focusses on the story of how students and staff worked together to improve BME students' degree attainment. Elements of the BME undergraduate students' experience were narrated via focus groups. The presentation will be a structured "illustrated tale" highlighting six interventions implemented to support BME students more effectively to achieve more 2:1 and 1st class good degrees. Changes in progression and achievement rate will be monitored longitudinally over the next 3 years but reflections on emergent findings will be reviewed innovatively in terms of the realities of the "happy ending." The interventions are wide-ranging and attempt to solve some of the challenges described by the students. They focus on i) the development of one- stop, inclusive assessment guidance, ii) an exploration of "white curricula", iii) enhancing their student voice, iv) staff development about unconscious bias and v) strategic initiatives and collaborative curricular projects in the Faculties.

F10   Narrative of Course Design

An Immersive Semester in Design Thinking and Social Innovation

Phillip Motley, Elon University

This SoTL Spotlight presentation will share the story of the development of an immersive semester program in design thinking and social innovation. Given permission to run the semester program on an experimental, pilot basis, we have many objectives that we'd like to achieve. At the broadest level, we want students to learn about design thinking—what it is, how it works, where it can be applied—and social innovation— ways to use design thinking to attack some of the systemic social problems faced by communities in our

county, state, country, even world. At the pedagogic level, we'd like students, for the semester, to forget about concerns over grades; to focus on only one primary assignment instead of many disparate ones; to work in both community and lab environments--but not in a typical classroom; and to focus as much energy on identifying and defining important problems as they normally do on solving them.

F10   Narrative of Course Design

How to Direct a New Course Blockbuster

Christina Campbell, Queensland University of Technology
Karen Theobald, Queensland University of Technology

Our blockbuster, NS42: 2020 Vision is shaping up to be a box office smash hit! It is a drama based upon the writing and accreditation of a new course. Let our Director share with you the lessons learnt in producing this dynamic piece of academic work that promises to shed light on how to navigate the complexities of working with a multifaceted plot where more than one script needs to be adhered to and many actors are wanting to take centre stage even if the scene does not call for their involvement. There are complex negotiations behind the scenes as the various stakeholders have requirements that must be met or accreditation will not be achieved in time for the summer season. The Director will share how the production team used relationship and rapport building, communication and collaboration, and project management to bring the cast and crew together.

F10   Student Stories

Whose World is This?: Troubling Whose Stories are Welcomed into the Academy by Bringing Rap into the Classroom

Stephen Block-Schulman, Elon University

Two students (a Black male and white female) and one professor (who is a white male) will describe one course that sought to question whose stories are welcomed in academic spaces by creating dangerous spaces where we can question whose world this is (both the larger world, and the academic world). The class utilized the stories of people of color, as rappers and as authors of academic texts, as well as the stories of the students in the class--as they created stories for the class in rap form--to explore America, both as we wish it was and as it really is; in particular, this was to explore the US as a site of racial and gender inequality and oppression. And we offer our reflection on this class, and what made this class successful, from male and female, Black and white, student and teacher perspectives.

F10   Student Stories

A Colorful Experience of a Future Scholar

Rena Bokosmaty, The University of Sydney

Over recent years, international scholars in the higher education sectors have acknowledged the significance of student-academic partnerships, particularly engaging students as co-inquirer to contribute to and transform aspects of the Scholarship of Teaching and Learning (SoTL). This talk shares the experience of an Australian postgraduate student in the 2015-2016 International Collaborative Writing Group (ICWG) initiative. A personal recollection, documented by journal entries, captured the student's learning experience throughout this initiative. The talk will outline the benefits to students of participating in SoTL research and will offer encouragement for their engagement in similar initiatives. It also will identify the challenges faced and overcome during this student-academic partnership. Finally, insight and suggestions for future strategies that can be implemented to further support the learning opportunities during such an experience will be discussed as student-academic partnership can contribute significantly to the professional growth and development of students as future scholars.

Parallel Sessions F:
Workshops, 4:00 pm – 5:30 pm

F11   Effective Teaching

What if I'm Not Funny?: Using Humor as a Teaching Tool

Mike Polites, Indiana University-Purdue University Indianapolis

Whether or not you are "funny", you can learn to incorporate humor into the classroom. Research has indicated a number of benefits including increased class cohesiveness, retention of material, and even stress reduction in students (Weimer, 2013). Learning outcomes for this energizing and interactive session workshop supported by research include:

1. Explain the reasons (theories) of why students laugh

2. Compare and contrast different teaching methods using humor

3. Distinguish which methods work, how, and why (including Superiority, Incongruity, and Relief from Meyer, 2000)

4. Identify and outline the faculty's own criteria for using humor in the classroom

5. Practice reducing faculty humor anxiety

6. Practice elements of effective story telling for maximum impact

7. Demonstrate the use of nonverbal techniques as a means of incorporating humor

8. Utilize vocal variety to enhance student engagement

9. Implement ways to use humor as a critical thinking tool

10. Illustrate how to use humor as a way to build rapport and connect with students

11. Rate the effectiveness and applicability of various teaching games/activities as demonstrated by the facilitator

12. Create a new lesson plan using what you learn

Led by a 12 year faculty member and professional standup comedian, in this hands-on workshop (divided into 3 segments of 30 minutes of lecture/research, followed by 45 minutes of activity and 15 minutes for questions) you get to learn by doing and walk away with a smile on your face!

F12   Student Learning

Supporting the Use of Academic Analytics to Improve Teaching and Learning

Brad Wuetherick, Dalhousie University

Academic analytics have become increasingly important as universities grapple with challenges of retention and student success (Campbell, DeBlois, and Oblinger, 2007). There remain, however, challenges in using of analytics data to help faculty, programs, departments, and faculty improve teaching and learning. This workshop will briefly outline the process for initiating an institutional academic analytics project, and initial results of the academic analytics project at Dalhousie University. The workshop will use cases to engage the workshop participants in key conversations around: the ethical use of analytics data; using analytics data to inform individual course redesign; using analytics data to support curriculum renewal at the program level; and using analytics data to support Institutional conversations about teaching and learning. Finally, the workshop will end by exploring strategies to ensure the readiness of individuals (for example, educational developers and SoTL scholars) who might be tasked with supporting the use of academic analytics.

Saturday, October 15th

Parallel Sessions G:
Panels, 9:00 am – 10:30 am

G1   Effective Teaching

Teaching Students to Think, Write, Speak, and Collaborate Like Expert Historians

Cecilia Samonte, Rockhurst University
Kim Warren, University of Kansas
Jenny Weber, University of Kansas

In this panel, three professors (from University of Kansas and Rockhurst University) discuss their innovative methods to teaching history. All presenters are faculty participants in the Collaborative Humanities Redesign Project (CHRP), a three-year cross-institutional collaboration focusing on transforming humanities courses to enhance student learning. This collaboration enabled faculty across institutions and disciplines to share stories, insights, and strategies with an eye toward cultivating the most effective teaching in their unique classes. Each speaker will discuss redesigns they have applied to their history courses, including their use of primary sources, rubrics, and iterative assignments, with the goal of teaching their students to think, write, and collaborate like historians.

Session Chair:

Speaker 1: Building the Historian's Toolbox

Historians tell stories—all sorts of stories. One of the goals in a history course is to help students learn how to write their own stories about the past. In the process of redesigning a course, the presenter will share how she has shifted assignments to allow students to become producers of knowledge as well as consumers of knowledge. In order to become producers, students have to learn skills to put in their Historian's Toolbox (a metaphor for master-level skills that historians use to interrogate the past.) The presenter has redesigned a mid-level course history class that focuses on the diversity of women's experiences in the United States. With a focus on training students (majors and non-majors) to identify, analyze, and synthesize primary sources, the presenter will present assignments that build a mastery of these historical skills. She will also present how new rubrics have helped her to communicate to students how to improve their mastery of historical skills with regard to primary sources.

Speaker 2: Flipping a Course for More Interaction and Feedback

This instructor has made four significant changes to her classes over the two years she has been involved in the Collaborative Humanities Redesign Project. Her portion of the presentation provides a brief overview of some of the most meaningful changes: flipping the class, changing her approach to small-group discussion, assigning iterative work, and adopting rubrics.

Speaker 3: Developing Argumentative Interpretations

This instructor redesigned her course with the goal of improving students' skills in textual analysis. The reading response assignment requires students to demonstrate their ability to identify arguments made by authors, cite evidence in a thorough and productive manner, and discuss the meaning and implications of major ideas to present-day political, economic, and social realities. In helping students develop their skills, the instructor aims to employ different scaffolding strategies. These include requiring students to write short reflections, exposing them to a variety of historical sources, promoting shared inquiry, and engaging them in class discussion and debates. Through this assignment, the author also hopes to hone students' skills in undertaking historical research.

G2   Student Learning

Using Student Reflection to Achieve Deeper and More Visible Learning

Silvia Byer, Park University
Olivia Choplin, Elon University
LaKresha Graham, Rockhurst University
Ketevan Kupatadze, Elon University
Amy Rossomondo, University of Kansas

This panel consists of faculty participants in the Collaborative Humanities Redesign Project (CHRP), a three-year cross-institutional collaboration focusing on transforming humanities courses to enhance student learning. Communication and Language instructors from four institutions explore the role of student reflections as ways of making learning visible and meaningful to students and to instructors with respect to assignment design, enhancing the development of intercultural learning, facilitating participation and collaboration among students and creating relationships between instructors and students. Participants will facilitate interactive engagement among the audience participants with themes addressing student learning and effective teaching. Examples of student reflections across disciplines and institutional contexts are presented, as participants reflect on evidence of improvement in student engagement. The panel will also discuss the process of evaluating reflections and using student work to create prompts for reflections, thus encouraging audience participants to explore the role of reflection both as a tool for students' learning and as a necessary feature of SoTL as a faculty activity.

G3   Public Discourse about Teaching and Learning

Documenting and Disseminating the Impact of Course Redesign with Technology in the CSU

Victoria Bhavsar, California State Polytechnic University, Pomona
Marty Bonsangue, California State University, Fullerton
Brett Christie, California State University
Leslie Kennedy, California State University
Angela Shih, California State Polytechnic University, Pomona

The panelists in this presentation will share their successes and challenges within the California State University's (CSU) Course Redesign with Technology initiative. This initiative is deeply committed to maximizing student access, reducing time to degree, improving graduation rates, and, most importantly, shrinking the achievement gap. This collaborative effort focuses on infusing innovative teaching and learning models into courses where students struggle because of insufficient academic readiness, limited course options, and/or the lack of facilities to meet critical lab requirements.   Participants in this session will gain familiarity with a large-scale faculty development collaboration that concentrates on improving student persistence through course redesign with technology. The panelists who are STEM faculty will share their course redesign stories documented via faculty-created ePortfolios which describe their motivations, findings and reflections. They will also address the faculty development process including expanding quality instructional practices, participation with institutional coordination and departmental leadership.

Parallel Sessions G:
Papers, 9:00 am – 10:30 am

G4   Effective Teaching

Stories from the ground up: Reducing the Knowledge Translation Gap in Online Teaching and Learning

Arshad Ahmad, McMaster University

While research on teaching and learning is active, productive, and innovative, it has disappointingly limited impact upon, and application to, real-world teaching and learning. The engine of translation, which powers advances in other fields, sputters and runs intermittently in post secondary education, leaving practitioners to reinvent methods and techniques that are known elsewhere but poorly shared or communicated. In this paper, we identify stories from a variety of stakeholders that aim to improve the practice of effective online teaching and learning. We have been involved in developing an online portal support hub for eCampusOntario.ca that is intended to provide evidence-based supports for faculty members and professional staff involved in developing and teaching online and blended courses. We

describe this process in detail, and critically discuss corresponding insights about the utility of a digital support hub for bridging the knowledge translation gap in the context of online teaching and learning.

G4   Effective Teaching

A Flipped Classroom Model to Teaching Chemistry: Students' Approaches to Learning in the Online Component

Rena Bokosmaty, The University of Sydney

In the last decade, the Flipped Classroom Model (FCM) has received increased recognition for revolutionising traditional didactic teaching paradigms. This paper examines students' approaches to learning in the online component of the FCM implemented in a first year undergraduate chemistry course at the University of Sydney. It identifies key aspects in the design of the online learning activities and factors that influenced students' learning approach. The R-SPQ-2F questionnaire identified students with different learning approach preferences for follow-up observation of their interaction with the online learning activities. An inconsistency between students' identified learning approach and observed approach interaction revealed that students who engaged with all learning activities adopted a deep rather than surface approach. Interviews identified presage factors from Biggs's Presage-Process-Product Model (3PM) that influenced students' use of a particular learning approach. These results inform future initiatives to improve the online component to support students' deep approach to learning chemistry.

G4   Effective Teaching

Tales of Technology Enabling Feedback in Tertiary Settings

Rena Heap, The University of Auckland

The story we know is that enabling effective forms of feedback is essential to enhancing the learning of students. However, within the typical teaching and learning model in tertiary settings, the orthodox way of providing this feedback tends to be through assignments and exams—primarily summative as a measurement and accountability tool. Much less common is the use of assessment to provide the kind of ongoing formative feedback that helps lecturers support and guide students' learning. Much less common still is feedback on learning from the students to the lecturer. Four of us in a Faculty of Education, supported one another to develop a professional learning community (Alton-Lee, 2003) and to record the narrative of our evolving pedagogies as we explored the question, 'how can mobile technologies be used to facilitate formative feedback and rich visible learning in a tertiary setting?'

G5   Student Stories

Shock and Awe - Healthcare Students' Stories of Their Clinical Placement Experiences

Claire Hamshire, Manchester Metropolitan University

This paper reports on a regional study of undergraduate healthcare students' expectations and perceptions of their learning experiences, at nine institutions in the North West of England. The purpose of the study was to gain a greater insight into students' stories to identify factors that contributed to both student satisfaction and their learning. The students' temporal narratives offered an insight into their experiences providing a greater understanding of the importance of belongingness on their learning. The study demonstrates that studying on clinical placement involves students developing a sense of themselves and also of belonging to a profession. Ultimately higher education is necessarily a process of becoming and as such can be considered as a transformation as students develop into healthcare professionals over time.

G5   Narrative of Course Design

Developing Aboriginal and Torres Strait Islander Cultural Competence in Dental and Oral Health Higher Education Curricula

Cathryn Forsyth, The University of Sydney

Indigenous people in Australia experience higher rates of disease related to poor oral health. Cultural competence of dental practitioners is increasingly being recognised as fundamental to health care and quality of life in addressing these health disparities. A systematic review was conducted to explore current cultural competence curriculum interventions in dentistry and oral health higher education. An Indigenous cultural competence curriculum review is being conducted with the Dental Faculty at the University of Sydney, to identify current Indigenous cultural competence practices incorporated into Dental Faculty program curricula and pinpoint suitable cultural competence changes to the Doctor of Dental Medicine (DMD) and Bachelor Oral Health (BOH) programs. Findings of the systematic review and preliminary findings of the cultural competence curriculum review will be presented demonstrating how the scholarship of teaching and learning has informed dentistry and oral health higher education curriculum design.

G5   Student Stories

Good Grief: Modeling Community Health Engagement Via Storyboarding

Laura Cruz, Tennessee Technological University

This session presents a model for integrating storyboarding, student learning, and community engagement. Baccalaureate nursing students partnered with a community health organization to reinforce healthy coping strategies in children through the use of storyboards. The nursing students, the children enrolled in the program, and the community partners all experienced tangible benefits from the project. The session is designed so that researchers will display representative examples of the storyboards and provide insight into and analysis of these student products from three perspectives: teaching, student learning; and community impact.

G6   Public Discourse about Teaching and Learning

Engaging Popular Narratives of Higher Education: SoTL, Public Pedagogy and the Promise of Filmic Analysis

Beth Marquis, McMaster University
Katelyn Johnstone, McMaster University
Varun Puri, McMaster University

As examples of 'public pedagogy', popular films focusing on higher education have the potential to shape understandings of teaching, learning, and the university and influence significantly the ways in which students and faculty approach educational encounters (Giroux, 2008). In line with the conference focus on exploring stories of teaching and learning, this project analyzed representations of higher education within eleven narrative films released in 2014. Through qualitative close reading, we identified three broad themes that figure within these texts: the purpose of higher education, student-professor relationships, and the nature of academic identities. This session will explore these themes in greater detail, and engage attendees in considering how popular narratives might impinge upon teaching and learning in the contemporary university. Consideration will also be given to how we might engage such representations in our teaching, learning, and SoTL work, constructing counter-narratives that speak back to problematic popular visions when necessary.

G6   Public Discourse about Teaching and Learning

Translating the Story of Global Learning: Lessons from Multi-institutional Research

Amanda Sturgill, Elon University

This presentation will share results from 5 multi-institutional teams working to answer questions about global learning. Team projects include the effects of institutional perspective and structure, intra-learner characteristics, course components and faculty development on student learning in both study abroad and domestic, off-campus study contexts. The research is in its second year of three, and in addition to presenting existing findings, the presenters will also highlight the plans for the third year of data collection and analysis.

G7   Student Learning

Impact of Mixing Freshmen Students into an Upper-level Course

John Reid, U.S. Air Force Academy

Freshmen are often enrolled in upper-level courses with little thought given to how the presence of upper-classmen might impact their performance and comfort. We are especially interested in these effects at our military institution where there are clear rules against fraternizing between freshmen and upper-classmen, and where upper-classmen lead military training sessions for freshmen. We examine the performance and comfort of students (N=223) in sections of a sophomore-level course that included freshmen-only, upper-class students only, or "mixed" class years of students. We focused on three distinct graded assignments: an individually written paper, a cooperative team-based assignment, and an adversarial debate assignment. Our data include responses on both general pre-post questionnaires and specific assignment feedback forms, and focus group feedback. Our presentation will share our findings as well as interpretations related to the literature on belongingness and comfot related to minority groups with lower status.

G7   Student Learning

Collaborative Exams as Learning Tools: Student Perspectives

Silvia Bartolic, University of British Columbia

Evidence of the positive effects of peer collaboration on student learning has been vast (e.g. Quarstein & Peterson, 2001). There is much less research on the effectiveness of collaborative exams as an effective learning tool. This project examines students' perspectives on collaborative exams. Preliminary results reveal students' perceptions of positive learning outcomes include the ability to gain instant feedback, increase clarity in reasoning, learning through teaching and improved confidence. Negative outcomes

include difficulty influencing the group and insecurity. By understanding students' perspectives on this collaborative exercise, we can develop best practices in the administration and use of this learning tool.

G8   Student Learning

Graduate Learning Attributes in Science: Does Everyone Get the Same Value?

Lucie Sam Dvorakova, University of Queensland
Kelly Matthews, University of Queensland

The development of transferrable skillsets, articulated in statements of graduate learning outcomes, are emphasised in undergraduate science degree programmes. Science students enrolled in dual (double) degrees comprise a significant minority of Australian science undergraduates, yet comparing perceptions of single and dual degree students on their science learning outcomes has rarely been explored. Dual and single degree students study the same subjects, so in theory they should be getting the same value and experiencing the same progress in their learning. We analysed the differences in perceptions of single and dual degree undergraduate science students on the importance, the extent to which outcomes were included and assessed, the improvement, confidence and likely future use of science graduate learning outcomes. Employing the planned-enacted-experienced curriculum framework, we present a range of recommendations designed to improve the experience of students in generalist degrees.

G8   Student Learning

Invisible Undergraduate Learning Attributes

Barbara Kensington-Miller, University of Auckland
Andrea Mead, University of Auckland

Although academic transcripts record students learning, they are only a grade suggesting an indication that the student has acquired a certain level of content and skills. The transcript records what can be visibly evaluated. However, learning also includes each student's approach to learning, confidence, professional readiness and disciplinary awareness. Nevertheless, this learning is invisible on university academic transcripts, and often to employers and students themselves.

In this paper, we discuss the concept of invisible learning attributes at the tertiary level, what they are and why they are important for graduates. We present the findings of five invisible learning attributes at the undergraduate level. Although outwardly generic in that they appear in all the disciplines, how they appear in the disciplines of English (Arts), Psychology and Chemistry (Sciences), Dance and Music (Creative Arts), and Law (Professional) will be described and the similarities and differences in terms of disciplinary definition and pedagogy.

Parallel Sessions G:
SoTL Spotlights, 9:00 am – 10:30 am

G9   Student Stories

Students' Stories - Creating Space and Opportunity for Students to Demonstrate Their Learning with the Topic of Human Flourishing

Andrea Mead, University of Auckland

This teaching spotlight will reflect on the development of an innovative coursework assessment within a large (550+ students) first year Psychology course at the University of Auckland in New Zealand.

The assessment created the opportunity for students to demonstrate their understanding of human flourishing concepts by sharing their story of an activity or setting that helps them flourish.

Students shared stories that encompassed a vast range of experiences. Many shared stories of dance, music, drama, drawing, gaming and sporting endeavours. Others shared cultural aspects of their lives; dancing, cooking and religion. Connections were made to flow, meaning and belonging at a personal level with students demonstrating their understanding of concepts.

This spotlight will reflect on the development of this assessment and the benefits and challenges in engaging students in an assessment which invoved the story telling process.

G9   Student Learning

Students' Use of Digital Storytelling to Reflect on Occupational Justice Issues in the Community

Bridgett Piernik-Yoder, University of Texas Health Science Center at San Antonio

The presentation will highlight the use of digital storytelling as an innovative approach to facilitate students' learning and reflection on challenging concepts. This learning method was used with Master of Occupational Therapy students' to explore challenging and abstract concepts related to occupational justice, injustice, and marginalization in the community. A variety of applications and online tools make digital storytelling an accessible learning method that can apply across disciplines and to a variety of content areas. The process of utilizing digital storytelling for a learning method and brief examples of students' digital stories will be shared as part of the presentation, as well as students' assessment of this learning method to enhance their reflection on specific concepts.

G9   Student Stories

Student Stories of Free Speech Acts on Campus: a Digital Documentary Film

Maria Moore, Illinois State University

This Spotlight Session will exhibit video segments via laptop showcasing acts of student free speech and reflection about the experience, thus spurring participant discussion. During the 2015-16 academic year, a team of four undergraduate documentary producers, collaborating with a teacher/producer advisor, documented Free Speech Act experiences of twenty undergraduate communication students. The speech acts were based on a topic of the student's choosing and were conducted in person and in public. Topics included testing on animals, body image, Black Lives Matter, the misrepresentation of women in the media, mental health awareness, and various aspects of state and federal politics. The speech act students allowed the student producers to document the context and experience of their speech acts and, through a reflective interview, about the learning they gained about Free Speech itself.

G9   Student Learning

In Their Own Words: Student Narratives About Desirable Difficulties

Sarah Lashley, Center College

What happens when faculty intentionally place roadblocks in the paths of student learning? The practice of creating desirable difficulties, a situation or condition that initially makes learning more difficult for students, is known to improve students' long-term retention and performance. However, the practice has the potential to frustrate students and faculty alike. To help us understand this frustration, this presentation will tell the story of intentionally challenging learning experiences from the perspective of students. Drawing on actual student narratives about the role of desirable difficulties in their learning, this talk will highlight teaching strategies that are designed to enhance long-term retention of information and students' emotional and cognitive responses to such strategies.

Parallel Sessions G:
Workshops, 9:00 am – 10:30 am

G10   Public Discourse about Teaching and Learning

Faculty Evaluation: Directing an Academic Life Narrative

Joanne Farrell, Champlain College
Miriam Horne, Champlain College

Working with prompts to generate narratives about our principle activities—teaching, scholarship and service—this workshop seeks to nourish vigorous successful professional development. The facilitators, with their theoretical backgrounds in rhetoric, education and theatre, and their leadership experience in shared governance practices around the evaluative process, argue that the evaluative process is a form of strategic planning on the individual and professional level, or what Peter Seldin calls "a life story model of academic identity." Participants will emerge with a deeper understanding of their own academic identity through the interrogation of their evaluation practices and will have the tools to structure their own professional anthology in ways that best reflect their classroom practices and best facilitate student learning without feeling disingenuous.