October 11-14, 2017

International Society for the Scholarship of Teaching and Learning 14th Annual Conference

HOSTED BY THE UNIVERSITY OF CALGARY & MOUNT ROYAL UNIVERSITY
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<tr>
<th>Time</th>
<th>Wednesday, October 11</th>
<th>Thursday, October 12</th>
<th>Friday, October 13</th>
<th>Saturday, October 14</th>
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<tbody>
<tr>
<td>7:00-8:30</td>
<td>Breakfast on your own</td>
<td>Breakfast (everything in CTCC now)</td>
<td>Breakfast &amp; Interest Group Meetings</td>
<td>6:45-8:00 Breakfast</td>
</tr>
<tr>
<td>8:30-10:30</td>
<td>Preconference Workshops (in the Hyatt)</td>
<td>Concurrent Sessions A</td>
<td>Concurrent Sessions E</td>
<td>Concurrent Sessions I</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Break</td>
<td>10:00-10:30 Break</td>
<td>9:30-10:00 Break</td>
<td>11:45-1 Closing Plenary: Helen Sword</td>
</tr>
<tr>
<td>10:30-noon</td>
<td>Concurrent Sessions B</td>
<td>10:30-noon Concurrent Sessions F</td>
<td>Concurrent Sessions J</td>
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</tr>
<tr>
<td>Noon-2:00</td>
<td>Lunch &amp; Plenary: Alicia R. Crowe, Karen Andrus Tollafield, &amp; Chad Everett Allan</td>
<td>Noon-2:00 Lunch &amp; ISSOTL Members Meeting</td>
<td>10:00-11:30 Concurrent Sessions J</td>
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<tr>
<td>1:30-4:30</td>
<td>Preconference Workshops (in the Hyatt)</td>
<td>Concurrent Sessions C</td>
<td>Concurrent Sessions G</td>
<td>1:00+ Lunch on your own</td>
</tr>
<tr>
<td>3:30-4</td>
<td>Break</td>
<td>3:30-4 Break</td>
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<tr>
<td>4:30-5:15</td>
<td>New to ISSOTL Session (Neilson 1 in the Hyatt)</td>
<td>Concurrent Sessions D</td>
<td>Concurrent Sessions H</td>
<td></td>
</tr>
<tr>
<td>5:30-7:00</td>
<td>Opening Session &amp; Plenary: Gary Poole (Exhibition Hall E in CTCC)</td>
<td>Poster Session &amp; Reception</td>
<td>Dinner on your own &amp; Interest Group Meetings</td>
<td></td>
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<tr>
<td>7:00+</td>
<td>Dinner on your own</td>
<td>7:30+ Dinner on your own</td>
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</tbody>
</table>

Follow @issotl7 on Twitter

Use #issotl17 hashtag in your Tweets

Wifi @ the Convention Centre
Connect to CTCCWiFi
Access code 32323
Join us in Bergen, the ‘gateway to the fjords’, on October 24th – 27th, 2018 for the 15th annual ISSOTL conference. We will explore how teaching staff, students, educational leaders, administrators and community members can collaborate to foster a learning culture.

The ISSOTL18 conference theme, *Toward a learning culture*, opens a space for discussions about the collegial, cultural, interprofessional and interpersonal dimensions of the Scholarship of Teaching and Learning:

- **A culture for learning**: How do we generate and sustain meaningful teaching and learning that have a lasting impact, within and across courses, programs, departments and institutions?

- **A culture of learners**: How do we engage and support the many players and complex relationships that together comprise a learning environment?

- **An inclusive learning culture**: What happens when we connect student learning to life and work experiences beyond the (physical or virtual) classroom? What does teaching and learning look like, and what does SoTL look like, when inclusivity (of diverse perspectives as well as a diversity of people) is not an add-on but core to our practices?

- **A culture that learns**: How is SoTL changing, and how can SoTL practice foster development and growth in higher education?

Keep your eyes open for the ISSOTL18 website, coming November 1st to issotl.com

Welcome to Bergen in 2018!

*University of Bergen and bioCEED – Centre of Excellence in Biology Education*
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ISSOTL17 CONFERENCE ORGANIZERS & VOLUNTEERS

**Conference Co-Chairs**
Nancy Chick, University of Calgary
Michelle Yeo, Mount Royal University

**Program Committee**
Carol Berenson, University of Calgary
Galicia Blackman, University of Calgary
Nancy Chick, University of Calgary (Co-Chair)
Kim Grant, University of Calgary
Sally Haney, Mount Royal University
Beth Marquis, McMaster University
Katarina Mårtensson, Lund University
Michelle Yeo, Mount Royal University
Janice Miller-Young, University of Alberta (Co-Chair)
Jessie Moore, Elon University
Robin Mueller, University of Calgary
Chris Ostrowski, University of Calgary
Heather Smith, University of Northern British Columbia

**Budget Committee**
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Miriam Carey, Mount Royal University
Nancy Chick, University of Calgary
Beth Marquis, McMaster University
Michelle Yeo, Mount Royal University (Chair)
Brett McCollum, Mount Royal University

**Sponsorship & Exhibit Coordinator**
Miriam Carey, Mount Royal University

**Publicity Coordinator**
Margy MacMillan, Mount Royal University

**Newcomers Coordinator**
Kim Grant, University of Calgary

**Student Presenters Coordinator**
Galicia Blackman, University of Calgary

**Student Volunteer Recruitment Coordinators**
Liza Choi, Mount Royal University
Brit Paris, University of Calgary

**Poster Session Coordinator**
Leanne Morrow, University of Calgary

**Registration Desk Coordinator (and Much More!)**
Anne Johnston, Mount Royal University

**Exhibition Site Coordinator**
Luciano da Rosa dos Santos, Mount Royal University

**Local Conference Planning Committee**
Carol Berenson, University of Calgary
Nancy Chick, University of Calgary
Bettie Higgs, University College Cork
Anne Johnston, Mount Royal University
Margy MacMillan, Mount Royal University
Karen Manarin, Mount Royal University
Michelle Yeo, Mount Royal University
Robin Mueller, University of Calgary

**Conference Commons Coordinator**
Rachel Braun, University of Calgary

**Social Media Coordinator**
Sally Haney, Mount Royal University

**Liaison with Council on Undergraduate Research**
Karen Manarin, Mount Royal University

**Liaison with Society for Teaching and Learning in Higher Education (STLHE), ISSOTL External Affiliate**
Melanie Rathburn, Mount Royal University

**Banff Excursion Coordinator**
Leanne Wu, University of Calgary

**Local Walks Designer**
Leslie Reid, University of Calgary

**‘Local Expert’ Food Guide**
Kelly Hewson, Mount Royal University

**ISSOTL17 WorkPlaybook Design**
Kiara Mikita, University of Calgary

**ISSOTL17 Logo Design**
Troy Kozma, University of Wisconsin-Barron County

**Local Campus Champions**
Janice Miller-Young, University of Alberta
Dave Hinger, University of Lethbridge
Jason Openo, Medicine Hat College
Brad Ackroyd, Southern Alberta Institute of Technology (SAIT)
Natasja Saranchuk and Alison Lewis, Northern Alberta Institute of Technology (NAIT)
Tim Loblaw, Bow Valley College
Carolyn Ives, MacEwan University
Gordon Gilchrist, Olds College
Welcome from the Conference Co-hosts

Welcome to Calgary and to the 14th annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL). Our institutions—the University of Calgary and Mount Royal University—are proud to be co-hosting such a prestigious and truly international gathering of faculty, staff, and students dedicated to understanding, improving, and advocating for postsecondary teaching and learning.

This year, nearly 600 participants from 20 countries are convening in downtown Calgary to share and learn about recent work, and to discuss how their collective efforts will elevate the future of higher education. Indeed, this year’s theme is inspired by the conference’s location in Calgary, a city that sits at 1,049 meters high with the Canadian Rocky Mountains shaping its western skyline. “Reaching New Heights” pushes our thinking about the scholarship of teaching and learning, urging presenters, practitioners, and participants to think about the future of SoTL and how we navigate the new routes for getting there. This theme asks us to take risks by venturing into the unknown, and to explore diverse landscapes as we gain wider views of teaching and learning. It invites discussions of both the peaks and the valleys of SoTL, and calls us to share our adventures in SoTL—what we’ve learned along the way, how far we’ve come, what we’ve left behind, when we’ve faced down adversity, whose hands have lifted us, when we’ve stopped short of the peak, and what’s accomplished by reaching the summit.

This year’s conference is the result of the thoughts and efforts of many volunteers (see page 4) and sponsors (see inside front cover). Mount Royal University and the University of Calgary have been so generous over the year, as countless colleagues have dedicated themselves to making this conference a success. We extend our gratitude to each and every one of them, and to the ISSOTL Board of Directors for their encouragement and confidence. Special thanks go to Peter Felten (our liaison with the Board), whose early morning email exchanges and late afternoon Skype sessions kept us going (and laughing), and to Jessie Moore for her tireless patience and empathy. We’re also grateful to Janice Miller-Young, now of the University of Alberta, for her original vision and leadership in co-chairing this conference when she was still at Mount Royal University, and to Brett McCollum for his co-chairmanship while he was Acting Director of the Institute for the Scholarship of Teaching and Learning at Mount Royal University.

We hope you enjoy the conference and the city of Calgary.

Nancy Chick
University Chair in Teaching and Learning
Academic Director of the Taylor Institute for Teaching and Learning
Teaching Professor, English Department
University of Calgary

Michelle Yeo
Academic Director of the Institute for the Scholarship of Teaching and Learning
Faculty Development Consultant, Academic Development Centre
Mount Royal University

As we welcome you to ISSOTL’17, we would like to acknowledge that the city of Calgary resides within the Treaty 7 region in Southern Alberta, the traditional territory of the Blackfoot, which includes the Siksika, the Piikani, and the Kainai. It is also the traditional territory of the Tsuut'ina, the Iyarhe Nakoda First Nation, and home to the Métis Nation of Alberta, Region III. We are gathering on land where the Bow River meets the Elbow River, and the traditional Blackfoot name of this place is “Mohkinstsis” which we now call the city of Calgary.
WELCOME FROM THE CO-PRESIDENTS OF ISSOTL

It is with utmost joy and pleasure that we bid you all a warm welcome ["varmt välkomna" in Swedish] to this year’s ISSOTL conference. 2017 marks the 14th anniversary of the conference, and we’re thrilled to be joined by over 700 participants from around the world to celebrate this milestone. As ISSOTL’s flagship, annual event, the conference provides a welcoming and inclusive arena for scholars from all disciplines to come together for conversations about teaching and learning in higher education. Students, academics, leaders, administrators, and faculty developers from a range of institutional and international contexts have an opportunity to engage in scholarly conversations about a wide range of issues related to tertiary education. In the global world of today, education matters tremendously, perhaps more than ever. Paying attention to and engaging with how to improve education thus becomes a truly important endeavour, individually and collectively.

The beautiful city of Calgary, with its inspiring surroundings, is reflected in this year’s conference theme, Reaching New Heights. This theme encourages us all to think about what we already know from previous SoTL work, and how we can build on that as well as extend and expand our knowledge. As co-Presidents of this society, we are so proud that this year, our membership numbers have risen to record levels with more than 740 members, from 24 different countries. The society’s journal, Teaching & Learning Inquiry, likewise continues to reach new heights, publishing its 10th issue in 2017 and continuing to set an example for the field by publishing high quality scholarship that reflects SoTL’s methodological pluralism. Our committees and interest groups are also flourishing, reflecting the interests and insights of our diverse, international membership and contributing to new opportunities for collaboration and development. We, and all who are engaged as conference hosts and volunteers, members of the Board of Directors, committee chairs and members, leaders of Special Interest Groups, and, not least, society members contribute jointly to such growth and development.

Our particular thanks to the Calgary hosts who have done such a remarkable job of organizing the conference this year. We are indebted to them for their meticulous organization, their fantastic ideas, and their continual good humour as they worked to bring together an event that will support the growth of new questions, new connections, and new collaborations that will shape the ongoing development of the Society and of SoTL more broadly.

As Fanghanel, Pritchard, Potter, and Wisker (2016, p.15) so intriguingly point out, “SoTL’s richness is not in the model originally devised by Boyer, but in what it has become.” We hereby welcome you all to contribute to what it is becoming.

Beth Marquis & Katarina Mårtensson
Co-Presidents
On behalf of ISSOTL, the Society for the Scholarship of Teaching and Learning

REFERENCES
The International Society for the Scholarship of Teaching and Learning (ISSOTL) serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. ISSOTL was founded in 2004 by a committee of 67 scholars from several countries.

Mission/Philosophy

The International Society for the Scholarship of Teaching and Learning, Inc. serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. Through building intellectual and collaborative infrastructure, the Society supports the associational life that fosters scholarly work about teaching and learning. The Society provides this support by

- recognizing and encouraging scholarly work on teaching and learning in each discipline, within scholarly societies and across educational levels,
- promoting cross-disciplinary conversations to create synergy and prompt new lines of inquiry,
- facilitating the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries,
- encouraging the integration of discovery, learning, and public engagement, and
- advocating for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

ISSOTL Conferences

October 21-24, 2004: “The Scholarship of Teaching and Learning: Perspectives, Intersections, and Directions” in Bloomington, IN, USA

October 14-16, 2005: “Commitment, Community, and Collaboration” in Vancouver, British Columbia, Canada

November 9-12, 2006: “Making a Greater Difference: Connecting to Transformational Agendas” in Washington DC, USA

July 2-5, 2007: “Locating Learning: Integrative Dimensions in the Scholarship of Teaching and Learning” in Sydney, Australia

October 16-19, 2008: “Celebrating Connections: Learning, Teaching, Scholarship” in Edmonton, Alberta, Canada

October 22-25, 2009: “Solid Foundations, Emerging Knowledge, Shared Futures” in Bloomington, IN, USA


October 20-23, 2011: “Transforming the Academy through the Theory and Practice of SoTL” in Milwaukee, WI, USA


October 2-5, 2013: “Critical Transitions in Teaching and Learning” in Raleigh, NC, US

October 22-25, 2014: “Nurturing Passion and Creativity in Teaching and Learning” in Quebec City, Canada

October 27-30, 2015: “Leading Learning and the Scholarship of Change” in Melbourne, Australia

October 12-15, 2016: “Telling the Story of Teaching and Learning” in Los Angeles, CA, USA

October 11-14, 2017: “Reaching New Heights” in Calgary, Alberta, Canada

October 24-27, 2018: “Toward a Learning Culture” in Bergen, Norway (See page 2 for details.)

2017-18 Board of Directors

Katarina Mårtensson, Co-President (2016-19)
Academic Developer, Division for Higher Educational Development, Lund University, Sweden

Beth Marquis, Co-President (2016-19)
Assistant Professor, Arts & Science Program, and Associate Director (Research), Institute for Innovation & Excellence in Teaching & Learning, McMaster University, Canada

Mills Kelly, President-Elect (2017-20)
Professor of History, George Mason University, Virginia, USA

Peter Felten, Past-President (2015-18)
Assistant Provost and Executive Director of the Center for the Advancement of Teaching Learning & the Center for Engaged Learning, Professor of History, Elon University, United States
Mary Ann Danielson, Secretary (2011-17)
   Associate Vice Provost for Academic Excellence and Assessment, Professor of Communication Studies, Creighton University, United States
Sarah Bunnell, Treasurer (2016-19)
   Assistant Professor of Psychology, Teagle Pedagogy Fellow, Ohio Wesleyan University, United States
Sam Lucie Dvorakova, Student Representative (2017-19)
   Student, University of Queensland, Brisbane, Queensland, Australia
Aaron Long, Student Representative (2016-18)
   Ph.D. student in English, University of Kansas, United States
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   Associate Professor, National University of Singapore, Singapore
Kelly Matthews, Asia Pacific Countries Regional Vice President (2016-19)
   Senior Lecturer in Higher Education, University of Queensland, Australia
Jessica Riddell, Canada Regional Vice President (2017-20)
   Stephen A. Jarislowsky Undergraduate Chair of Teaching Excellence, English Department Chair, Bishop's University; Sherbrooke, Quebec, Canada
Heather Smith, Canada Regional Vice President (2016-19)
   Director of the Centre for Teaching, Learning and Technology; and University of Northern British Columbia, Canada
Claire Hamshire, Europe Regional Vice President (2017-20)
   Head of Education for the Faculty of Health, Psychology and Social Care, Manchester Metropolitan University, Manchester, United Kingdom
Rie Troelsen, Europe Regional Vice President (2017-19)
   Associate Professor, University of Southern Denmark, Odense M, Denmark
Jessie L. Moore, United States Regional Vice President (2016-18)
   Director, Center for Engaged Learning, and Associate Professor of Professional Writing & Rhetoric, Elon University, United States
Lauren Scharff, United States Regional Vice President (2016-19)
   Director, Scholarship of Teaching and Learning Program, and Professor of Behavioral Sciences, U.S. Air Force Academy, United States

Membership Privileges, Categories, & Fees
ISSOTL membership entitles you to the following benefits:
   - Direct access to ISSOTL's journal, Teaching & Learning Inquiry
   - Voting rights in organizational business, including the election of officers
   - Discounted ISSOTL conference fees
   - Opportunities to develop or join ISSOTL Interest Groups
   - Access to members-only sections of the ISSOTL website
   - Opportunity for interaction and collaboration with an international scholarly community through the Society's email listserv and blog
   - Opportunity to shape an exciting international organization
   - Advance notices of ISSOTL activities and conferences

Beginning July 2012, ISSOTL's membership fees (expressed in US dollars), which include its official journal Teaching & Learning Inquiry, are $75 for administrator/faculty/staff, $65 for retired faculty/staff and part-time faculty/staff, and $40 for students.

Questions?
Visit issotl.com, or please direct questions to admin@issotl.com so that they can be forwarded to the appropriate Board member or committee.
Teaching & Learning Inquiry (TLI) is ISSOTL’s flagship publication. It represents one of the world’s most active organizations in the scholarship of teaching and learning (SoTL) with a worldwide readership of the field’s leading thinkers and those pursuing SoTL at every level. The TLI Editorial Board consists of widely published SoTL researchers and practitioners from eight countries.

Publishing in TLI then, is an effective way to reach a broad, influential audience. Teaching & Learning Inquiry has earned a strong reputation for scholarly excellence, and one valuing creative as well as traditional approaches to understanding teaching and learning and ways to share that understanding.

Aims & Scope of TLI

Published twice annually, TLI features original research and commentary on SoTL. TLI publishes insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. These may include empirical and interpretive investigations, theoretical analyses, thought-provoking essays, or works employing other genres.

TLI values quality and variety in its vision of the scholarship of teaching and learning. The journal showcases the breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages. TLI thus welcomes submissions from all disciplines, research traditions, and perspectives related to teaching and learning.

Authors should be mindful of the fact that the journal publishes for an international audience. Preference will be given, therefore, to submissions that are of interest and value beyond local contexts.

TLI encourages authors to take advantage of the new open and online platform.

TLI Sections

- **Articles**: Pieces documenting completed SoTL projects, theoretical or scholarly essays, systematic reflections, syntheses of literature, or reports on the field (3,000-7,000 words)
- **Dialogue**: Informed responses to articles in previous issues (1,500-5,000 words)
- **Innovation**: Systematic reflection through creative products (1,000-8,000 words)
- **TLI Reviews**: Reviews of books, external articles, web resources, or conferences (1,000-3,000 words)

Publication Frequency

Teaching & Learning Inquiry is published twice a year (March and September). Submissions are welcome at any time. Our editorial staff reviews manuscripts on a revolving basis.

Timeline for Review Process

- Days from submission to editorial decision: 97 (3.2 months)
- Days from submission to acceptance for publication: 172 (5.75 months)

Timeline to Publication

- Days from acceptance for publication to live pub: 168 (5.6 months)
- Days from submission to live pub: 342 (11.43 months)

Open Access Policy

TLI provides immediate open access to its content on the principle that making research freely available to the public supports a greater global exchange of knowledge. The only constraint on reproduction and distribution, and the only role for copyright in this domain, should be to give authors control over the integrity of their work and the right to be properly acknowledged and cited. There are no charges to authors for article processing (APC’s) or for submission.

Join ISSOTL

Please support Teaching & Learning Inquiry and the International Society for the Scholarship of Teaching and Learning (ISSOTL) by becoming a member. Go to issotl.com, click Get Involved, and then Join/Renew.
GENERAL INFORMATION

Conference Commons
The Conference Commons is a signature component of ISSOTL’s annual conferences. Conference participants are invited to visit with new and old colleagues here, leave or find messages for each other on the message board, or just sit and relax in the natural light. The Conference Commons is located outside of Exhibition Hall E.

Registration Desk Hours
The registration desk will be located in the foyer outside of Exhibition Hall D and will be open Wednesday from 7:30am to 7:30pm, Thursday from 6:30am to 7:30pm, Friday from 7:30am to 5:30pm, and Saturday from 7:30am to 1:00pm.

Exhibit Hours
The exhibits by Stylus, Epigeum, and Steelcase will be open outside of Exhibition Halls D and E Thursday from 8:00am to 7:30pm, Friday from 8:00am to 6:00pm, and Saturday from 8:00am to 1:00pm.

ISSOTL17 Volunteers
Volunteers will be available throughout the Convention Centre to assist you. They will be wearing blue t-shirts with “STUDENT VOLUNTEERS” printed on the back.

Conference Meals & Refreshment Breaks
Breakfasts (Thursday, Friday, and Saturday) and lunches (Thursday and Friday) will be available for all conference registrants in Exhibition Hall E. Morning and afternoon breaks will be available outside of the Exhibition Halls, the Glen rooms, and the Telus rooms. Please note that all meals on October 11, all dinners, and lunch on the final day of the conference are on your own. See “Dining Outside the Conference” below for where to find local restaurant ideas.

Dining Outside the Conference
For local restaurant recommendations, see the “Dining within Walking Distance of the Telus Convention Centre” handout (image right) at the Registration Desk and in the Conference Commons.

Emergencies
Dial 333 from any beige phone in the Convention Centre for emergency assistance. For police, fire, or ambulance services, dial 911.

Lost & Found
Lost and Found at the Convention Centre is located at the security office behind the Guest Services desk in the North building.

Parking at the Convention Centre
See the PDF posted on the “Logistics” or “Presenters” pages on the conference website.

Photos & Videos
Still photos and videos will be taken throughout the conference. These photos and videos could be posted on the conference and ISSOTL websites or included as part of published descriptions or archives of the conference activities. If you do not wish to have your photo taken, please consult the Registration Desk.

Program Changes
Changes to the program will be sent as notifications to the mobile program (Guidebook, see below). Please check for changes daily.
Mobile Program
In addition to the downloadable PDF on the conference website, we will be using the mobile app Guidebook to provide access to the most up-to-date information about our event, including schedules, maps, and much more. Get our program here: https://guidebook.com/g/issotl2017. Android and iOS users, tap the “Download” button to get the free Guidebook app. Open Guidebook, and you can find our “ISSOTL 2017” guide. You can also view it online at http://guidebook.com/guide/113423.

Calgary Telus Convention Centre Spaces
Starting with the opening plenary, the conference activities will be taking place in the three areas illustrated in the maps below: the Telus rooms, the Glen rooms, and Exhibition Halls D and E (and the large pre-function foyer in front of them).
Information for Presenters

Presentation Room Technology & Setup

Presentation rooms will be equipped only with an LCD projector and screen. Laptops will not be provided. Presenters using a Mac Laptop must, in addition, bring the adaptor to connect their Mac to an LCD projector. Additionally, the Convention Centre will have wifi, but there is an extra, high cost for each high-speed internet connection, so please download everything you need for your presentation (e.g., media files, presentation files, etc) before you arrive.

All concurrent session rooms will be set up classroom style (see image right), so if you want a different layout, please arrive early to rearrange, and then put the room back in its prior order for the next session.

Session Chairs

The lead presenter of the final paper in each group of 2 or 3 (as listed in the final program) has been designated the Session Chair. The Session Chair will introduce presenters by name, affiliation, and title of presentation and keep time throughout. Session Chairs should also intervene and cut each presentation off precisely at the 30 minute mark, to ensure that each paper in the session has adequate time.

Poster Setup

Poster presenters may set up their posters anytime after 1pm on Thursday, October 12, and at least one of the poster presenters should stand with their posters during the poster session.
# MEETINGS OF ISSOTL COMMITTEES & INTEREST GROUPS

## THURSDAY DURING BREAKFAST *

<table>
<thead>
<tr>
<th>Committee/Group</th>
<th>Location</th>
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<tbody>
<tr>
<td>U.S. Regional Meeting</td>
<td>Glen 201</td>
</tr>
<tr>
<td>Canada Regional Meeting</td>
<td>Breakfast Table in Exhibition Hall E</td>
</tr>
<tr>
<td>European Regional Meeting</td>
<td>Glen 202</td>
</tr>
<tr>
<td>Advancing Undergraduate Research Interest Group</td>
<td>Glen 203</td>
</tr>
<tr>
<td>Multinational Teaching Fellows Interest Group</td>
<td>Glen 204</td>
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</tbody>
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## FRIDAY DURING BREAKFAST *

<table>
<thead>
<tr>
<th>Committee/Group</th>
<th>Location</th>
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<tbody>
<tr>
<td>ISSOTL Advocacy &amp; Outreach Committee</td>
<td>Breakfast Table in Exhibition Hall E</td>
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<tr>
<td>Asia Pacific Regional Meeting</td>
<td>Breakfast Table in Exhibition Hall E</td>
</tr>
<tr>
<td>Arts &amp; Humanities Interest Group</td>
<td>Breakfast Table in Exhibition Hall E</td>
</tr>
<tr>
<td>Joint meeting of Students as Co-Inquirers &amp; Student Engagement Interest Groups</td>
<td>Breakfast Table in Exhibition Hall E</td>
</tr>
<tr>
<td>Scholarship of Leading Interest Group</td>
<td>Breakfast Table in Exhibition Hall E</td>
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## FRIDAY AFTER THE FINAL CONCURRENT SESSION **

<table>
<thead>
<tr>
<th>Committee/Group</th>
<th>Location</th>
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<tbody>
<tr>
<td>ISSOTL Communications Committee</td>
<td>Telus 103</td>
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* Breakfast is scheduled for 7-8:30am. Consult with IG and committee chairs for specific meeting times.

** The final concurrent session ends at 5:30. Consult with IG and committee chairs for specific meeting times.
ISSOTL CONFERENCE PEDAGOGY

ISSOTL conferences convene faculty members, staff, and students from across the disciplines and around the world as a community that fosters inquiry and disseminates findings about what improves and articulates post-secondary learning and teaching. This purpose leads to an inherently complex conference culture: participants with diverse backgrounds and common goals. ISSOTL conference participants bring high aspirations to do important work—to improve learning and teaching in higher education and to contribute to what's known about meaningful student learning. We also believe that we are working together (or at least side-by-side) toward these goals. Over time, these assumptions have led to a conference pedagogy—an approach to knowledge-sharing at the conference—that is scholarly, engaged, inclusive, and collegial.

We embrace the “S” of SoTL by taking a scholarly approach. In our conference sessions, we ground our work in relevant literature and connect it to significant issues in learning and teaching that matter to other conferees. Recognizing that SoTL is the common ground for everyone at the conference, we also situate our work within the field of SoTL, implementing, reflecting on, and problematizing its “principles of good practice” (Felten, 2013). We are also intellectually humble, curious about what we don’t know, eager to learn something new, and aware that our individual inquiries won’t lead to an answer that applies to all settings.

We are engaged with our audiences, and share our work interactively. In this way, how we present is also scholarly, or based on evidence-based teaching practices. We may have some slides (or a poster), prepare handouts to capture our main points, and read aloud an occasional excerpt, but our presentation styles—regardless of session type—encourage conversation, facilitate interaction (or even active learning), solicit feedback, and of course invite questions.

Because SoTL is situated in the particular contexts of discipline, institution, country, culture, language, etc., ISSOTL invites and embraces diversity. Its conferences are international and multidisciplinary. Its participants include instructors, students, academic developers, and administrators. Some are SoTL veterans, some are newcomers, and many are in between. This diversity of perspectives and experiences is one of ISSOTL’s strengths. It also reminds us to clarify our specific identities, contexts, and approaches, as well as the implications of these particularities. While acknowledging these differences, we also work to foster conversations about teaching and learning that bridge the differences, and we make a deliberate effort to engage with people we don’t know. This bridging is also reflected in the fact that our conferences take place in varying locations around the world, and our presentations use engaging pedagogies and the common language of English.

We support this diversity by being inclusive, making our work accessible, and providing a variety of ways for people to engage. We make sure our presentations, activities, slides, and handouts are accessible to audiences with varying intellectual, sensory, and physical needs. We explain our approaches and our contexts, define our terms and avoid unnecessary jargon, abbreviations or technical language, pace our presentations appropriately, and offer alternative formats for engaging with us and our materials (e.g., describe our presentation visuals, offer digital or paper text to augment spoken delivery, take written questions [index cards or e-polling] as well as spoken ones, bring materials to the audience rather than expect them to easily move around the room).

Because we are committed to ISSOTL’s diversity, we are collegial in ways that express inclusivity. We listen across differences, asking what we can learn from others about our own situations. We ask questions that call for answers by multiple scholars from a variety of cultural and disciplinary contexts. We strive to make our fellow conferees feel welcome in the field of SoTL while also maintaining space for respectful critique as we try to make sense of SoTL’s contradictions and messiness.

This statement was written in July 2017 by Nancy Chick, Sarah Bunnell, Peter Felten, Bettie Higgs, Aaron Long, Karen Manarin, Beth Marquis, Katarina Mårtensson, Kelly Matthews, Jessie Moore, and Lauren Scharff. It will evolve to meet the needs of the Society and its conferences.
Materials from the conference call for proposals provide some guidance on how this conference pedagogy is part of specific sessions. The descriptions of the format and methods for the different kinds of presentations, as well as the criteria for reviewing proposals, highlight the characteristics and typical components of ISSOTL’s conference sessions. See below.

**Types of Presentations at ISSOTL Conferences**

**Panel Discussions**
Panel discussions are particularly appropriate for topics that benefit from multiple perspectives, including disciplinary, institutional, and national perspectives. The goal for panel discussions is to provide panelists and audience members the opportunity to exchange insights, engage in discussion, and learn from each other’s experiences, so panel sessions will include at least 20 minutes for discussion among panelists and audience members.

**Papers**
Single paper presentations are ideal for presentations on completed SoTL projects but also include topics about or related to SoTL itself. The goal of paper presentations is to provide presenters the opportunity to share knowledge and facilitate critical dialogue with conference participants. Single paper presentations will be combined into groups of three, and the final presenter will serve as session chair. Each paper will last a maximum of 30 minutes, including 10 minutes for questions and discussion.

**Concurrent Workshops**
These workshops offer an opportunity for hands-on work on a SoTL question, research method, or topic during the concurrent sessions of the conference. Workshops are highly interactive and demonstrate effective practices in both SoTL and workshop pedagogy.

**Posters**
Posters present preliminary SoTL work, completed projects, or considerations of the field of SoTL in general. To inspire detailed dialogue and critical engagement, at least one author will attend the poster session to present and discuss the work with other conference participants. The poster session has become a central and lively component of ISSOTL conferences.

**Criteria from the Proposal Submission Process**

**Questions and Rationale**
- Important question(s) related to SoTL, the conference theme, and/or the conference threads are identified, articulated, and explored.
- An understanding of SoTL issues and/or existing scholarship in the field is demonstrated.

**Theory/Methods/Framework/Models**
- The theories/methods/frameworks/models being used are explained and justified.

**Outcomes and Insights**
- Evidence and/or findings are reported.
- A description of how the work contributes to the understanding or practice of SoTL is provided.

**Reflective Critique**
- A critical/reflective evaluation of the work is offered.

**Audience Engagement, especially for workshops**
- Planned opportunities for active audience engagement in the session are described.
- Opportunities for audience participation in the discussion are included.
- Effective pedagogical practices are demonstrated.
Opening Plenary: "Reaching for New Heights: Who Gets to Reach?" by Gary Poole

More than any other academic endeavor I have pursued, the scholarship of teaching and learning (SoTL) concerns itself with who does the work as much as the nature of the work itself. I have come to believe that it is this "who question" that most clearly separates SoTL from other educational research. The "who question", then, is central to the essence of SoTL, and it has invited some of the field’s most compelling metaphors—the big tent, the campground, and disciplinary walls, to name a few.

Ultimately, the "who question" motivates us to maintain a focus on inclusion, and I believe we can be proud of what that focus yields. Recent discussions of students’ roles in SoTL are just one example of the good that can come from caring about inclusion.

In this session, we will look at how inclusion is facilitated and inhibited in SoTL. We will look at work investigating the role that peer review plays in the shaping of patterns of inclusion (and exclusion) and the building of a SoTL culture. We will also look at some of the ongoing challenges inherent in forging a culture that values inclusion as we do in SoTL.

Gary Poole is a professor emeritus in the School of Population and Public Health in the Faculty of Medicine and Senior Scholar in the Centre for Health Education Scholarship at the University of British Columbia. For 10 years, he was the director of UBC’s Centre for Teaching and Academic Growth and the founding Director of the Institute for the Scholarship of Teaching and Learning. He is a past-president of the Society for Teaching and Learning in Higher Education (STLHE) and of the International Society for the Scholarship of Teaching and Learning (ISSOTL). He has received career achievement awards from both societies. He is also a 3M National Teaching Fellow. With Nancy Chick, Gary co-edits ISSOTL’s journal, Teaching & Learning Inquiry. With his family, he chases after his 4 young grandsons.

Thursday Plenary: "Ch-Ch-Ch-Ch-Changes: Using Self-Study to Engage Students in Studying Teaching and Learning" by Rachel Foot, Alicia R. Crowe, Karen Andrus Tollafield, and Chad Everett Allan

Like the lyrics of David Bowie’s famous song, academia and the doctoral journey involve a multitude of complex identity changes and transitions. In 2014, we partnered with our supervisor to undertake a self-study of our emerging identities as doctoral student practitioners and supervisor. That experience provided us with space to reflect as individuals while also connecting with peers about our experiences. Since then, all of our academic lives and identities have evolved and developed, but this self-study experience remains an important milestone in our academic work and development as researchers.

In this session, we will discuss our experiences as doctoral researchers collaborating on our first self-study and share how it shaped our work and lives in academia, as well as how our identities changed and developed as a result of this research experience. We will also propose practical steps for using self-study to engage students at all levels in the scholarship of teaching and learning and recommend ways self-study can be specifically used to empower doctoral students to reach new heights as active researchers and scholars.

Rachel Foot is a PhD Candidate of Curriculum & Instruction, an online instructor, and an Instructional Designer at Kent State University (USA). Originally from Bristol in the UK, Rachel completed her graduate studies in the USA where she became interested in adult education and exploring the ways we can provide the highest quality of education to students in higher education institutions. Rachel’s research interests intersect around three main themes: curriculum issues in higher education, adult student experiences of higher education, and the retention and socialization of doctoral students. She has published articles related to the benefits of self-study in doctoral education and various classroom strategies for enhancing the student experience in higher education.
Alicia R. Crowe is a Professor of Social Studies Education and Teacher Education in the School of Teaching, Learning, and Curriculum Studies at Kent State University (USA). She is currently the Associate Dean of Undergraduate Student Services and Director of Teacher Education. Her areas of interest and research include teacher education, social studies education, teacher learning, self-study methodology, and technology in social studies education. She is passionate about teaching and strengthening the study of one’s own teaching through self-study. Her edited book, Advancing Social Studies Education through Self-Study Methodology, was designed to introduce more social studies educators to self-study methodology and challenge them to use the methodology to better understand and enhance social studies teacher education.

Karen Andrus Tollafield is a retired teacher with 30 years experience in the elementary and middle school classroom. She recently received her Ph.D. in Curriculum & Instruction/Literacy from Kent State University (USA) studying the expressive outlets for LGBTQ young adults during their K-12 schooling and beyond. Furthering her work as an Ally (supporter for the equality of LGBTQ rights), Karen serves as the LGBTQ Liaison for the Ohio Council of Teachers of English Language Arts and works with GLSEN NEO (Gay Lesbian Straight Education Network NE Ohio) as a Safe Schools Trainer and Youth Programs Coordinator.

Chad Everett Allan is an adjunct instructor at Temple University in the College of Education’s Department of Teaching and Learning and in Dissertation II at Kent State University (USA) in Curriculum and Instruction. After teaching Spanish for 15 years at the secondary level, he taught 6 years in the Department of Modern and Classical Languages at Kent State University, where he was also a supervisor for student teachers in Spanish. He is currently a Chief Scoring Leader for ETS, working with SAT, AP, and Praxis exams, among others. His passion is for the classroom, assessment and evaluation, and teaching studies. His accolades include Spanish Teacher of the Year (2006) as well as the recipient of several national and international fellowships and scholarships. Outside the classroom, he enjoys tennis, traveling, and art.

Closing Plenary: "Writing to the Heights and From the Heart" by Helen Sword

SoTL scholars are passionate and creative people who care deeply about teaching and learning. But how do we bring that passion and creativity into our scholarly writing? What principles and techniques can help us communicate effectively across disciplines and share our research with the world? And how do we find the courage to write differently: in a more assured and personal voice, a more lucid and engaging style? Drawing on interview and questionnaire data about the writing backgrounds, habits, and emotions of academics from across the disciplines and around the world, this presentation will explore the challenges and pleasures of producing SoTL scholarship that aspires to reach new heights of craftsmanship even while remaining grounded in human experience and emotion.

Helen Sword is Professor and Director of the Centre for Learning and Research in Higher Education at the University of Auckland, where she received the 2007 Teaching Excellence Award for Innovation in Teaching and the 2013 HERDSA-TERNZ medal for researchers who have made a major impact on the tertiary education research environment in New Zealand. Trained as a literary scholar, she has published widely on modernist literature, digital poetics, higher education teaching and academic writing, including six books, numerous scholarly articles, and invited commentaries in international publications such as the New York Times, the Wall Street Journal, the Chronicle of Higher Education, and the Times Higher Education Supplement. Her recent books include Stylish Academic Writing (Harvard 2012), The Writer’s Diet (Chicago 2016), and Air & Light & Time & Space: How Successful Academics Write (Harvard 2017). For links to her online Writing BASE (behavioural, academic, social, and emotional dimensions of academic writing) and Writer’s Diet Test (“Is your writing flabby or fit?”) and see her website at www.helensword.com.
PRE-CONFERENCE WORKSHOPS

"How Learning Works: Seven Research-Based Principles for Smart Teaching" facilitated by Michele DiPietro

A tenet of learner-centered teaching is that learning is the litmus test of any pedagogy. Therefore, one of the most important investments we as educators and as SoTL practitioners can make is to understand the learning process so that our teaching and our scholarship are grounded in it. In this workshop we will synthesize 50 years of research on learning from the cognitive, metacognitive, motivational, developmental, and inclusiveness perspectives into seven integrated principles. This interactive workshop will illustrate the seven principles with demonstrations, discussions, and other activities that highlight how each of the principles might enhance participants' teaching and SoTL practice.

Dr. Michele DiPietro is the Executive Director of the Center for Excellence in Teaching and Learning and a Professor in the Department of Statistics and Analytical Sciences at Kennesaw State University. He is also a former President of the Professional and Organizational Development (POD) Network in Higher Education, the premier faculty development association in North America, and a Board Member of the International Consortium for Educational Development (ICED). With his former Carnegie Mellon colleagues, Dr. DiPietro is a co-author of How Learning Works: 7 Research-Based Principles for Smart Teaching. The book was listed at #3 in a “Top 10 Books on Teaching” list on the Chronicle of Higher Education. His scholarly interests include learning sciences, academic integrity, diversity and inclusion, the Millennial generation, statistics education, the consultation process in faculty development, and teaching in times of tragedy. He has presented dozens of workshops and keynotes at numerous colleges and conferences, in the US and abroad, and some of his scholarship has been translated into foreign languages (Chinese, Hebrew, Italian, Japanese, Korean, and forthcoming-Spanish). He won the POD Innovation award for the online consultation tool “Solve a Teaching Problem.” His innovative course “The statistics of sexual orientation” has been featured on the Chronicle of Higher Education and several other magazines. Dr. DiPietro is the 2015 recipient of the Bob Pierleoni Spirit of POD award, the highest honor bestowed in the field of educational development for professional achievement and legacy to the field.

"Openings and Opportunities: Making a Place for the Scholarship of Teaching and Learning in Your World” facilitated by Pat Hutchings and Peter Felten

Few faculty have formal preparation for work as scholars of teaching and learning, but the field has now progressed sufficiently to provide many models for meaningful engagement. This workshop will explore the range of purposes and practices that can characterize consequential inquiry into the work we do with our students. Though not strictly speaking a “how to” workshop, nor a primer in methodology, this session will consider different “openings and opportunities” that can help you get started or build momentum in SoTL in ways that can advance your own interests, contexts, and aspirations. Our intent is to ensure that you leave the workshop with a plan for concrete action informed by a broad array of resources available to ISSOTL members.

Pat Hutchings is a senior scholar with the National Institute for Learning Outcomes Assessment (NILOA). Her work has focused on a variety of strategies for creating a campus culture of teaching and learning: student learning outcomes assessment, integrative learning, the peer collaboration and review of teaching, and the scholarship of teaching and learning. Recent publications include The Scholarship of Teaching and Learning Reconsidered: Institutional Integration and Impact, co-authored with Mary Taylor Huber and Anthony Ciccone (2011); and, as part of the NILOA team, Using Evidence of Student Learning to Improve Higher Education (2015). Previously she was vice president at the Carnegie Foundation for the Advancement of Teaching, where she was part of the leadership team for the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL).
Peter Felten is assistant provost for teaching and learning, executive director of the Center for Engaged Learning, and professor of history at Elon University (US). His publications include the co-authored books The Undergraduate Experience (2016) and Engaging Students as Partners in Learning and Teaching (2014), and the co-edited Intersectionality in Action (2016). He is president (2016-17) of the International Society for the Scholarship of Teaching and Learning, and co-editor of the International Journal for Academic Development.

"Living Within the Circle: Decolonizing Education" facilitated by Jennifer Ward

How do we as educators, Indigenous and non-Indigenous, work together to create an engaging learning environment for Indigenous and non-Indigenous students? How do we reflect on our attempts to do so? In this workshop we will engage with Indigenous ways of knowing, being, doing and researching as a model for decolonizing education. Indigenous knowledge is naturally community based, holistic, and relationship orientated. Using SoTL principles and Indigenous methodologies as the lenses through which we view and reflect on our practice, we will explore strategies for Indigenizing courses and creating a space that is respectful to Indigenous peoples’ historical and contemporary realities.

Jennifer Ward (MA, Athabasca University) is of Umpqua and Algonquin ancestry. She has ten years experience as an English Instructor at the Northern Alberta Institute of Technology (NAIT), as well as two years experience as a Consultant in the First Nations, Métis, and Inuit Education unit with Edmonton Public Schools (EPSB). The use of Indigenous epistemologies and pedagogies in education and training staff are the foundational principles of her master’s thesis and the work she did with EPSB and the Government of Alberta. She has designed both face-to-face and on-line courses. She was short-listed for a student nominated Instructional Excellence Award in 2014. Working with Elders, students and community are some of her most cherished experiences. Hiy Hiy.

"Incorporating the Mentoring of Undergraduate Research into your Professional Portfolio": A Panel & Workshop Sponsored by the Council on Undergraduate Research (CUR) facilitated by CUR’s Susan Larson, Trent Maurer, Paul Miller, and Brad Wuetherick

As undergraduate research (UR) grows in prominence across higher education, institutions of all types are seeking ways to successfully enhance UR programs. During this workshop, panelists from different institutional types and across the globe will share models and best practices of incorporating undergraduate research into professional portfolios, including teaching, research and service. Participants will have the opportunity to discuss systematic approaches that departments can take to scaffold research skills and experiences into the curriculum and individual approaches that a faculty member might use to make research (including their own) accessible to students in their courses. Best practices for mentoring UR, strategies to assess effectiveness and impact, and integration of UR into workload will also be discussed. Participants will have time to develop an action plan for integrating research into their professional lives or for leading faculty through the process of developing UR experiences. This workshop is sponsored by the Council on Undergraduate Research, whose mission is to support and promote high-quality undergraduate student-faculty collaborative research and scholarship.

Susan Larson is currently Division Chair for Sciences and Mathematics and Professor of Psychology at Concordia College in Moorhead MN. She served as Concordia’s director of undergraduate research from 2009-2015 and serves as the 2016-2017 President of the Council on Undergraduate Research. An experienced leader of faculty professional development workshops, she has helped to coach more than 20 institutions in undergraduate research program development and best practices over the last decade.
Trent Maurer is a Professor of Child & Family Development and Director of the School of Human Ecology Undergraduate Research Program at Georgia Southern University. He teaches courses in Family Science, Child Development, and the University Honors Program. His most recent SoTL scholarship focuses on issues in shared authorship credit and student learning from collaborative research experiences. He currently chairs the ISSOTL Advancing Undergraduate Research Interest Group.

Paul Miller is the assistant provost for operations and communications at Elon University and a Professor of Exercise Science. He was the director of the Undergraduate Research Program at Elon from 2009-2017. He was the founding chair of CUR's Health Sciences Division and served on the CUR executive board from 2010-2013. His scholarly interests include investigation of the impact of nutritional strategies on muscle function and recovery; and undergraduate research mentoring. He co-led a multi-institutional, international research seminar on Excellence in Mentoring Undergraduate Research with Elon’s Center for Engaged Learning from 2013-2016.

Brad Wuetherick is the Executive Director, Learning and Teaching in the Office of the Provost and VP Academic and Centre for Learning and Teaching at Dalhousie University in Halifax, NS, Canada. Brad's research has focused on both undergraduate research and the scholarship of teaching and learning, in addition to work related to academic development, faculty attitudes towards teaching and learning, and change processes in higher education.