



CALGARY, ALBERTA, CANADA

OCTOBER 11-14, 2017

*PLAY*  
**OFFICIAL ~~WORKBOOK~~**

Adapted with permission from reflection/SoTL workbook designed  
by Todd Zakrajsek, Ph.D., for use at the Lilly Conferences.  
[todd@lillyconferences.com](mailto:todd@lillyconferences.com) or 919-636-8170



Whether this is your first ISSOTL Conference or you have been coming for years, we are so glad that you are here! Conferences are wonderful opportunities to network, to learn, to share your research, to get valuable feedback, to make new friends, to become inspired—and ISSOTL17 provides options for all of the above.

If you're anything like me, though, you may sometimes leave conferences feeling a bit overwhelmed. We recognize that it can be difficult to process all the learning that happens within the intense timeframe of a conference. This work/playbook has been designed to help us track our learning, record our new contacts, and make a plan for acting on our inspiration.

ISSOTL17 is an ideal place to reflect on your teaching, learning, and SoTL practices and to contemplate future SoTL research ideas. Surrounded by talented people who share a passion for SoTL, you may want to get some feedback on your questions. But you may also want to find a quiet corner to just be alone and record your thoughts. Feel free to use this book as it makes sense to you.

And if you see Dr. Kiara Mikita, please join me in thanking her for using her incredible creative talents to turn this work/playbook into a work of art!

Kind regards,

A handwritten signature in cursive script that reads "Kim Grant".

Kim Grant  
ISSOTL17 Newcomers Coordinator



New-to-ISSOTL Welcome & Meet-and-Greet Session:  
Wednesday, October 11 (4:30 to 5:15pm)

# 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 and members of the ISSOTL Board of Directors: 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.



SHOULD THIS WORK PLAYBOOK SOMEHOW BE MISPLACED, PLEASE NOTIFY

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(NAME)

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(CONTACT PHONE # OR EMAIL ADDRESS)

Take a brief second to set the timer on your phone or find a clock with a second hand to give yourself one minute to reflect on the following question: **What do you most hope to take away from the ISSOTL 2017 Conference?**



**ONE MINUTE REFLECTION**

## GARY POOLE

## REACHING FOR NEW HEIGHTS: WHO GETS TO REACH?

OPENING PLENARY



More than any other academic endeavour 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.

## NOTES

IMPACT DOODLES

LOTS · LITTLE

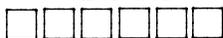


THIS TALK IMPACTS  
MY THINKING ABOUT

LEARNING



TEACHING



RESEARCH



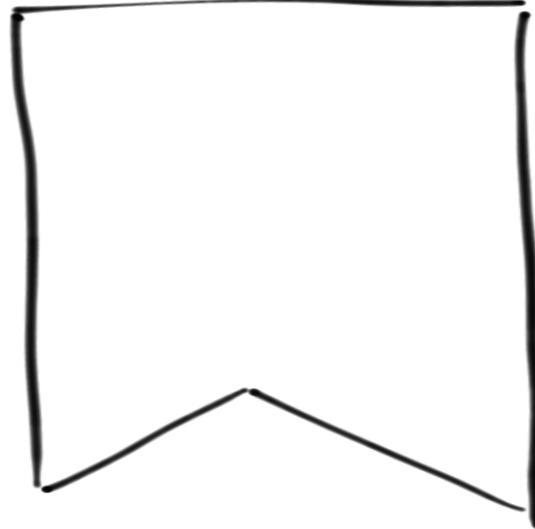
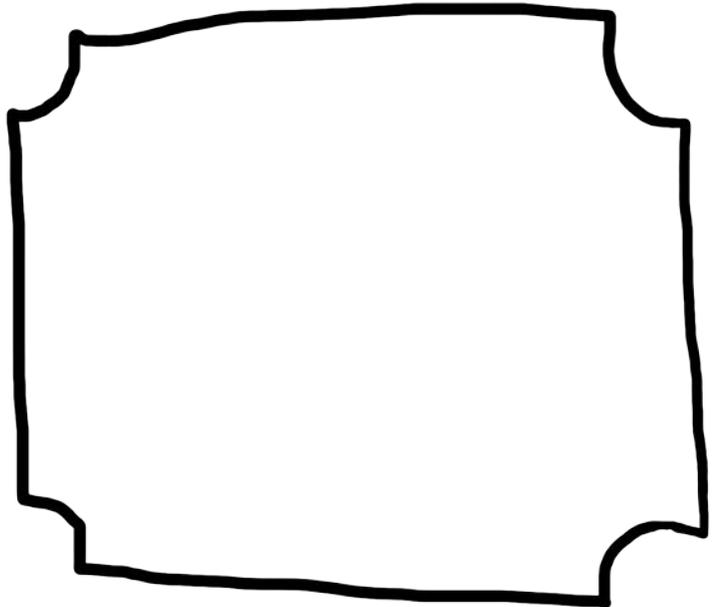
Wednesday's

# NOTES

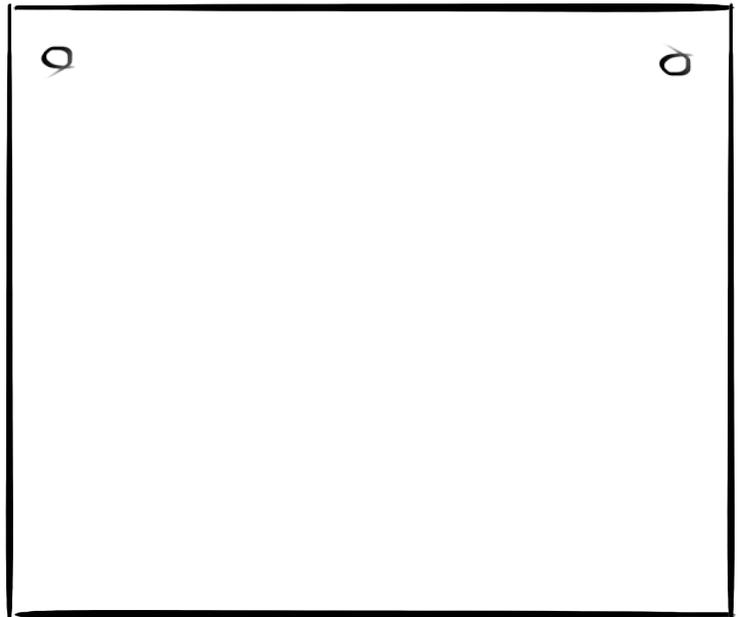
Use this space to list any new ideas formed, concepts considered, musings, or anything else that you want to remember.

# and REFLECTIONS

REFLECTIONS



One thing I'll remember most about today is...



## THURSDAY PLENARY

# CH-CH-CH-CH-CHANGES: USING SELF-STUDY TO ENGAGE STUDENTS IN STUDYING TEACHING AND LEARNING

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.

### NOTES & DOODLES



**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

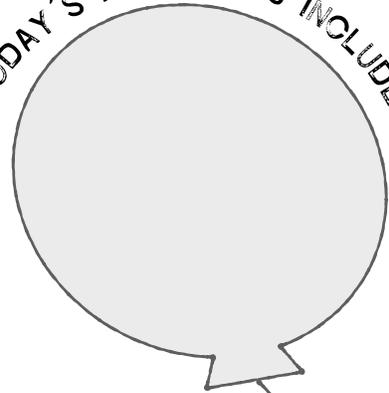
Spanish for 15 years at the secondary level, he taught 6 years in the Department of Modern and Classical Languages at Kent State University, where he was also a supervisor for student teachers in Spanish. He is currently a Chief Scoring Leader for ETS, working with SAT, AP, and Praxis exams, among others. 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.

**RACHEL FOOT**, the first author of his paper, regrettably, cannot attend the conference.

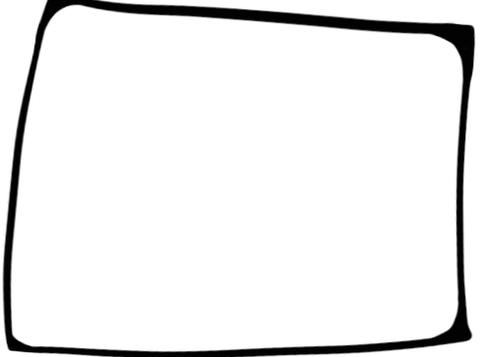
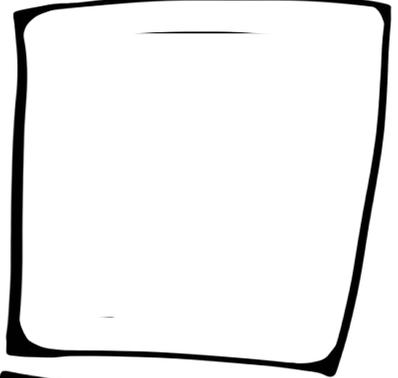
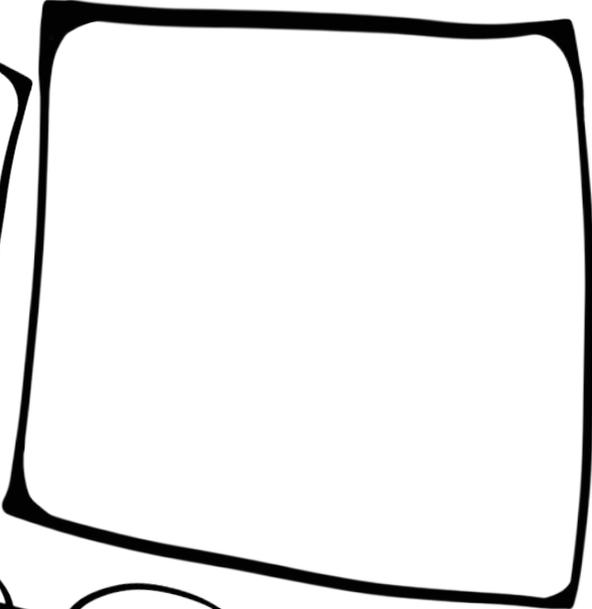
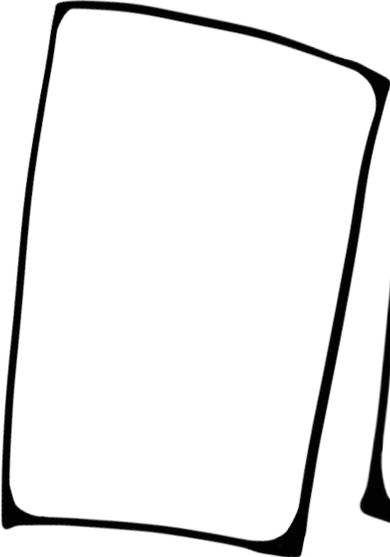
# THURSDAY'S **NOTES** AND **REFLECTIONS**



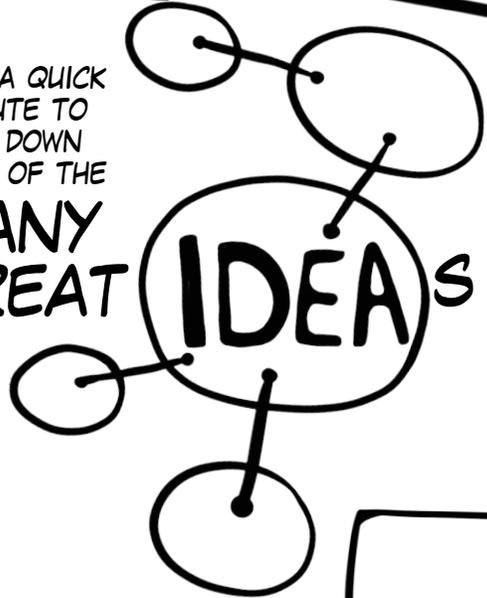
TODAY'S HIGHLIGHTS INCLUDE



AFTER TODAY, I FIND MYSELF THINKING MOST ABOUT...

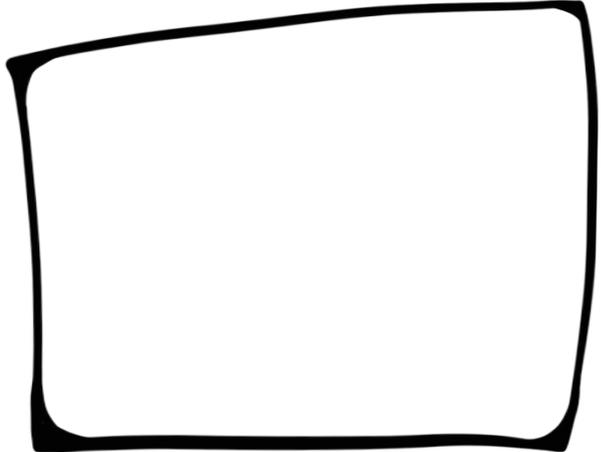
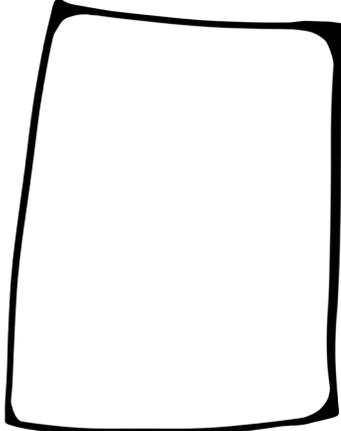
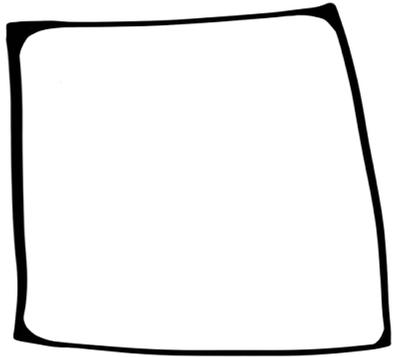
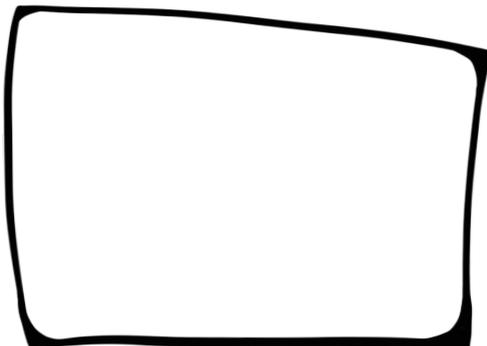
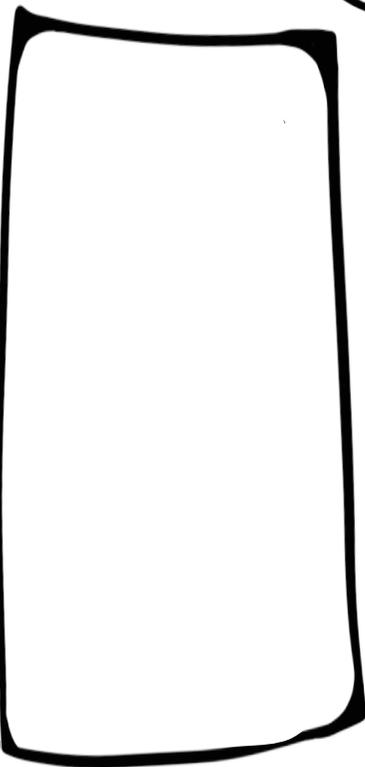


TAKE A QUICK  
MINUTE TO  
JOT DOWN  
SOME OF THE  
**MANY  
GREAT**



**AND OTHER  
THINGS TO  
THINK ABOUT FROM THE  
POSTER SESSION**

MAKE A NOTE OF NAMES, TITLES,  
AND WHAT YOU WERE LEFT THINKING ABOUT...



# FRIDAY'S NOTES AND REFLECTIONS

Use this space to list any new ideas formed, concepts considered, musings, or anything else that you want to remember.



ENERGY

INSPIRATION

IDEAS



# CLOSING PLENARY

## WRITING TO THE HEIGHTS AND FROM THE HEART

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.

### THOUGHTS

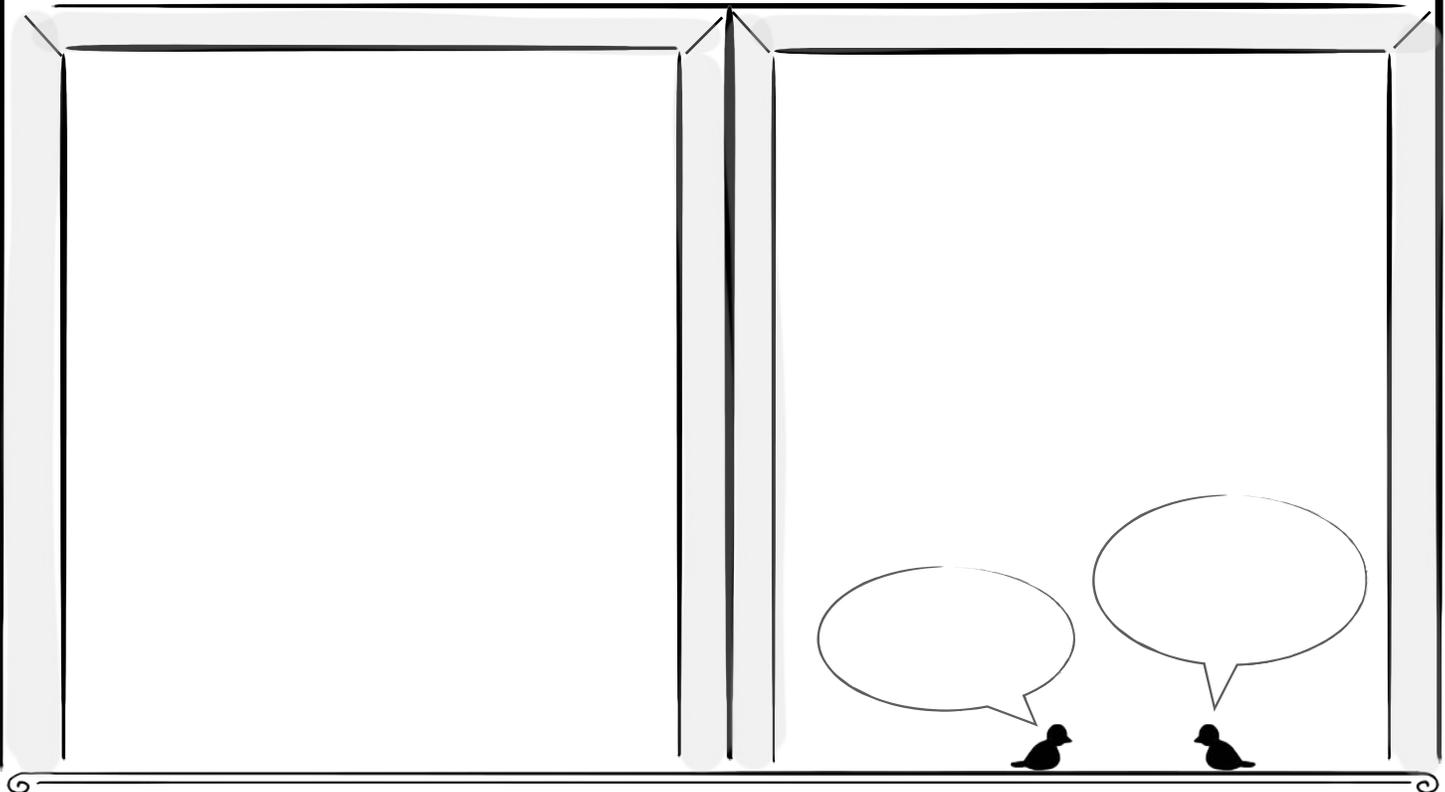


Helen Sword is Professor and Director of the Centre for Learning and Research in Higher Education at the University of Auckland, where she received the 2007 Teaching Excellence Award for Innovation in Teaching and the 2013 HERDSA-TERNZ medal for researchers who have made a major impact on the tertiary 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](http://www.helensword.com).



# SATURDAY'S NOTES AND REFLECTIONS

Use this space to list any new ideas formed, concepts considered, musings, or anything else that you want to remember.



# OVERALL REFLECTIONS

One of the best ways to learn is to teach others. Consider facilitating a workshop on your campus, based on your ISSOTL Conference experience.

Describe the things you have learned over the past few days that might be shared with your colleagues.

WORKSHOP TITLE

WORKSHOP DESCRIPTION

WHAT WOULD YOU WANT PEOPLE TO TAKE AWAY FROM YOUR WORKSHOP?

## NEXT STEPS

Consider specific things you want to do to follow up on what you've learned at the conference. This may include contacting individuals, ordering resources, or developing materials. Jot down a list of "next steps" below.

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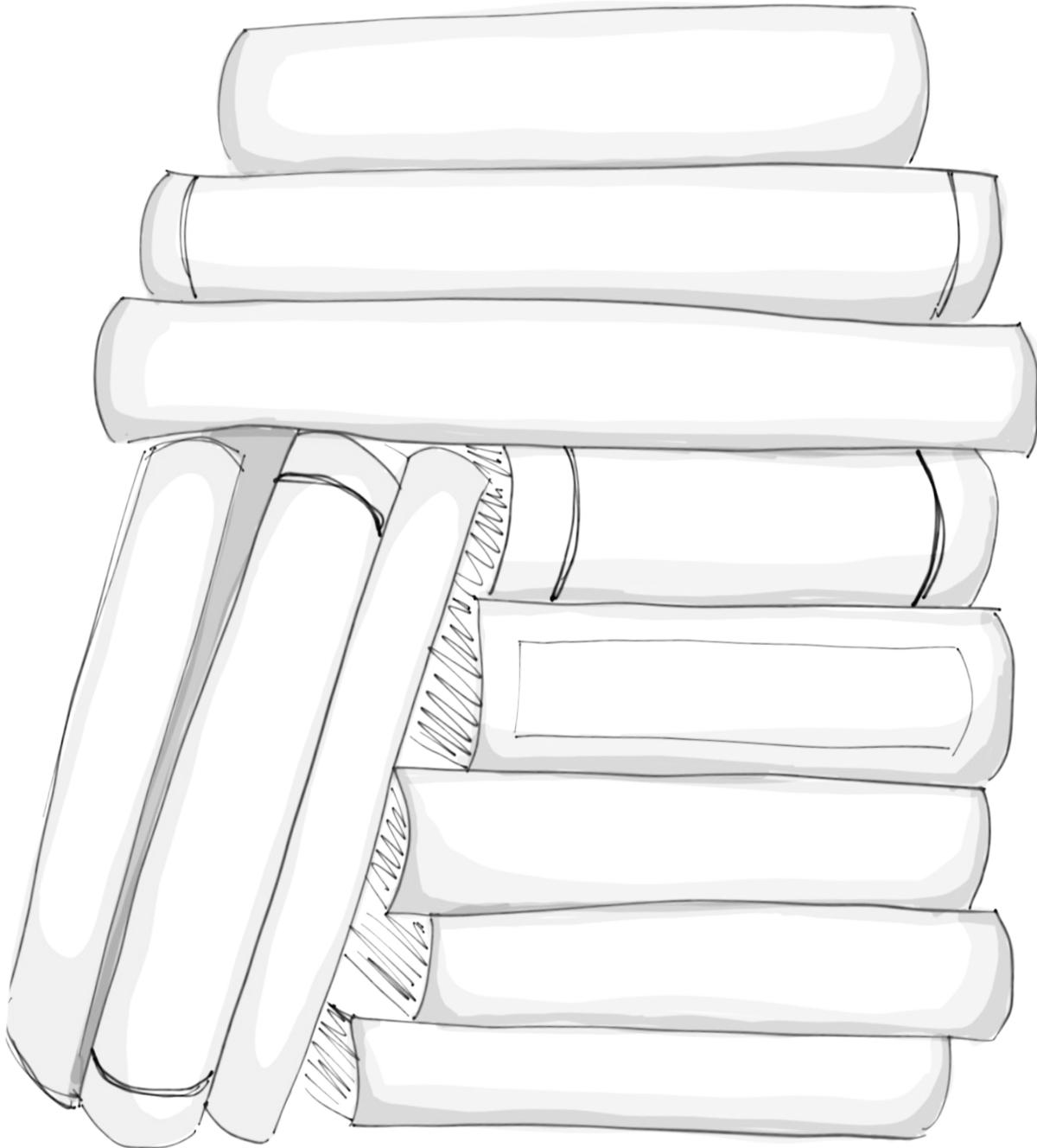
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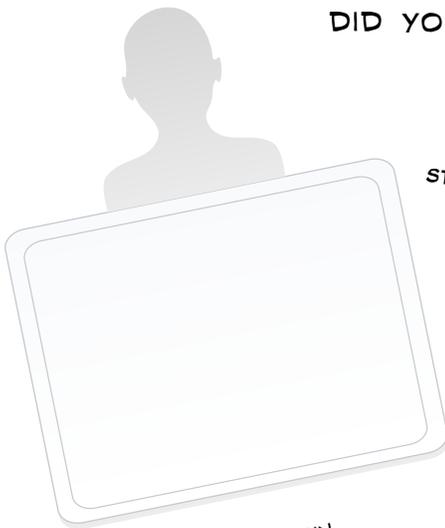
# ISSOTL *Inspired* **READING LIST**

*On the spines of the books stacked below, record the titles  
and/or authors of work you are interested in reading.*



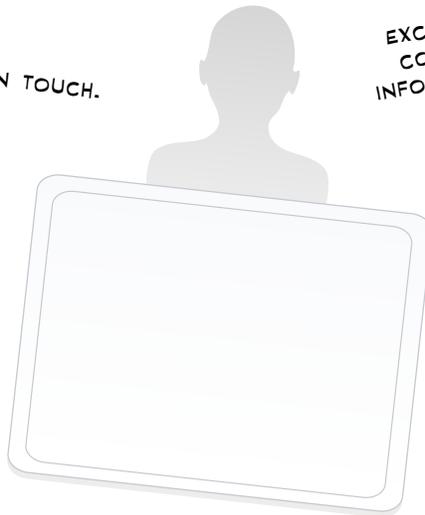
# MEMORABLE FOLK

DID YOU ESTABLISH CONNECTIONS AT ISSOTL17?

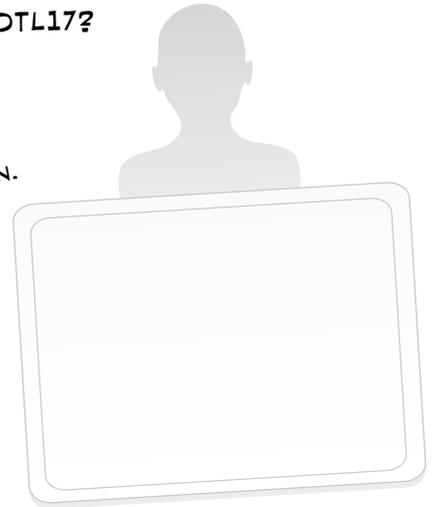


JOT DOWN  
NAMES & EMAIL ADDRESSES.

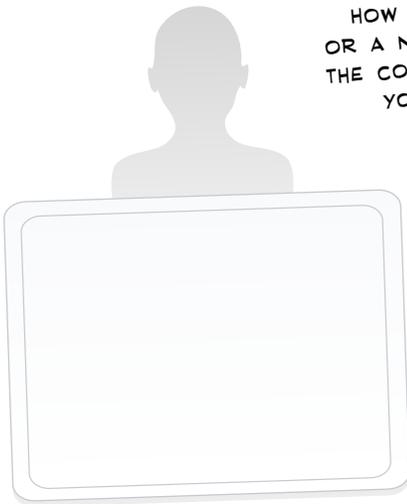
STAY IN TOUCH.



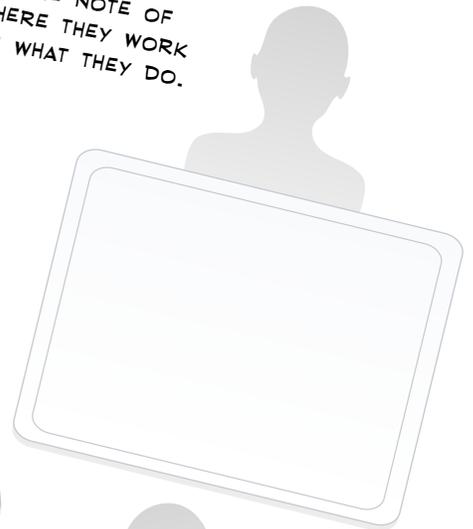
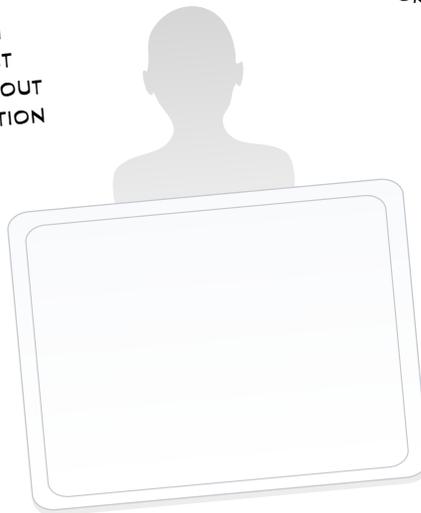
EXCHANGE  
CONTACT  
INFORMATION.



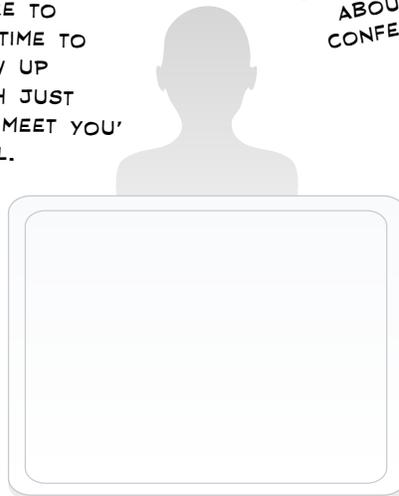
MAKE NOTE OF  
WHERE THEY WORK  
OR WHAT THEY DO.



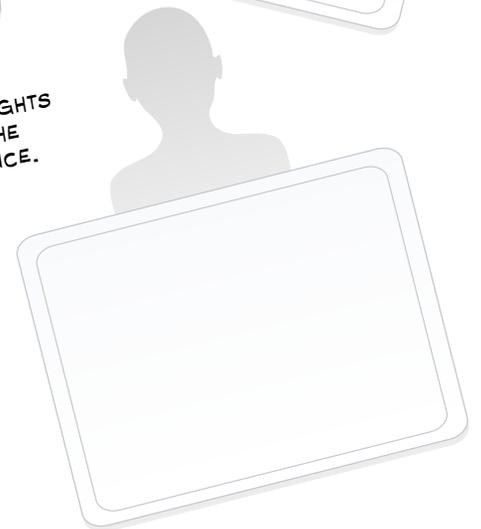
WRITE DOWN  
HOW YOU MET  
OR A NOTE ABOUT  
THE CONVERSATION  
YOU HAD.



BE SURE TO  
TAKE THE TIME TO  
FOLLOW UP  
EVEN WITH JUST  
A 'GREAT TO MEET YOU'  
EMAIL.



SHARE THOUGHTS  
ABOUT THE  
CONFERENCE.



DOODLING  
DISTINCTIVE  
FEATURES CAN  
BE FUN AND  
HELP YOU  
REMEMBER  
PEOPLE TOO!



# —> A NOTE OF THANKS <—

In fiscally restrictive times, it is important that funds are used in ways that best benefit the institution. To encourage future travel to teaching conferences and to acknowledge financial support provided for this conference, we encourage participants to send a quick note of thanks to the individual(s) responsible for your attendance. It is particularly helpful to include one or two very specific changes that will be made in the near future and any anticipated benefits to your work. A quick example follows:

Thank  
you

Thank you for the support you provided that allowed me to attend the ISSOTL Conference in Calgary. I was able to network with colleagues from [list one or two peer or aspiration institutions here]. Among many things learned at the conference, I discovered [insert achieved personal conference objective: example follows] that student learning setbacks aren't just something to survive but that failure and forgetting actually help prune excess information, force neural connections and help us adjust strategies to make learning stick.

Thank you again!



## LEAN INTO LEARNING

to be completed 2 to 3 weeks after the conference

Pour yourself a warm drink, take out a sheet of paper, and then review your **one minute reflection**, your **application materials**, and the things you've noted in your **work playbook**. Answer the following questions:

1. What have (or will) you change in your work this coming year as a direct result of the ISSOTL Conference? What impact do you anticipate these changes will have on your work?
2. Who have you contacted since the conference, and what has resulted from those interactions?
3. Did you send the thank you note to the person providing support for your attendance to the conference? If not, it's not too late! Send it today!
4. Is there something you will be doing in your work that could be a presentation at a future ISSOTL Conference?

# A FEW MORE NOTES...

