issotl 2021

SUSTAINABLE EDUCATION THROUGH SOTL: PRACTICES AND CULTURES

26–29 OCTOBER 2021 | VIRTUAL CONFERENCE HOSTED FROM PERTH

Program

Hosted from The University of Western Australia

We acknowledge the Wadjuk people of the Noongar nation as the traditional custodians of the land on which The University of Western Australia is situated. We pay our respects to Elders past, present and emerging.

Whole conference events

Perth welcome and opening of ISSOTL2021

The University of Western Australia (UWA) is proud to host ISSOTL21 from Perth, Australia. Established in 1911 and situated on the traditional lands of the Whadjuk Noongar people, UWA is one of Australia's leading universities and is recognised for excellence in teaching, learning and research.
The conference opening event is a WA focused panel discussion bringing together senior executives to represent each of Perth's five universities. This will focus on the conference theme, "Sustainable Education through SoTL: Practices and Cultures" and would be an opportunity for each university to discuss the ways in which they managed to keep teaching and learning sustainable and viable, particularly through the events of 2020.

Opening Panel Order of Proceedings
Welcome to Country by Professor Len Collard, School of Indigenous Studies, The University of Western Australia

Acknowledgment of Country of Amherst College, Massachusetts by Dr Sarah Bunnell, President of ISSOTL

The University of Western Australia's Vice - Chancellor of Education Professor David Sadler to officially open the conference as co-host with ISSOTL and then hand proceedings to MC Professor Braden Hill, Pro Vice-Chancellor Equity and Indigenous from Edith Cowan University.

Featured Panellists from our five Western Australian universities;

• Deputy Vice-Chancellor Education Professor David Sadler, UWA • Associate Deputy Vice-Chancellor Learning and Teaching Professor Jennifer Howell, Curtin • Deputy Vice-Chancellor Education Professor Angela Hill, ECU • Deputy Vice-Chancellor Education and Equity Professor Kylie Readman, Murdoch • Pro Vice-Chancellor Student Experience Professor Selma Alliex, Notre Dame

Thank you to Blackboard for sponsoring this session.

ISSOTL Presidential welcome and introduction of fellows

Dr Sarah Bunnell, President of ISSOTL will welcome all to the 2021 Conference and introduce the 2019 and 2020 Fellows.

First Keynote: Anas Ghadouani BSc MSc PhD

Editor, Hydrology and Earth System Sciences | Water MDPI | Frontiers in Marine Science https://www.uwa.edu.au/news/Article/2020/Uniview/A-lifetime-passion-for-water

Anas is Professor and Program Chair for Environmental Engineering at The University of Western Australia. He is passionate about education and research in Water Engineering, Sustainable Cities and infrastructure, in addition to nature-based solution design and implementation. In his teaching practice, Anas uses the United Nations Sustainable Development Goals to frame student learning activities through use of multimodal and multimedia platforms. Find out more about Anas's passion for creating sustainable, water-sensitive cities; his thoughts on the important contribution of universities to long-term resilience and change in the post-COVID world; and his innovative and engaging response to moving teaching online, so as to sustain the vital work of knowledge-sharing with students during the pandemic and beyond.

Water you on about? A personal journey through sustainability and higher education
The sustainability debate took a few twists and turns before finding its way through the development and the adoption of the United Nations Sustainable Development goals (SDGs). Stemming from the principle that a sustainable system is one that remains diverse and productive, I will discuss some parallels between my research in the area of water sustainability and how the higher education sector could learn from such a complex socio-ecological system. The challenges faced by the higher education sector reaffirm for me the idea that the learning journey for any student needs to be connected to the "real world" (a common expression often used by students) as a way of developing a sense of purpose. Many years have passed now since I started bringing in the SDGs to support technical learning in Water Engineering and as a result I started seeing a new response from students. I realised, especially during the pandemic, that wellbeing was at the top of the students' minds, through what they shared in their reflective assignment (aka excitements) videos. Using Blog and Vlog as assignment formats to give the student new platforms to

develop linkages, we started reflecting on the different ways to create impact, and change the world one design or idea at a time! This also helped crystallise the role of learning and that of universities as an essential pathway for a better and more equitable world post-pandemic. It is my great pleasure to share some of the journey and stories, often for the point of view of my students, on how ideas from water sustainability and the sustainability of the higher education can converge.

Closing Keynote Professor Susan Page

Director of Indigenous Learning and Teaching Office of the Deputy Vice-Chancellor Indigenous Leadership Western Sydney University

Professor Susan Page is an Aboriginal Australian academic whose research focuses on Aboriginal and Torres Strait Islander peoples' experience of learning and academic work in higher education and student learning in Indigenous Studies. Susan has held a number of leadership positions including Associate Dean (Indigenous Leadership and Engagement) and Director of the Centre for the Advancement of Indigenous Knowledges in the Faculty of Arts and Social Sciences at the University of Technology Sydney, Head of the Department of Indigenous Studies at Macquarie University and she has lead a university-wide Indigenous graduate attribute project at UTS. In July, 2021 Susan will commence as Director of Indigenous Learning and Teaching at Western Sydney University. Susan has collaborated on a number of competitive research grants, has received a national award for Excellence in Teaching (Neville Bonner Award) and is well published in the area of Indigenous Higher Education. From 2015-2018 Susan was an elected Director of the National Aboriginal and Torres Strait Islander Higher Education Consortium and she is currently an appointed Indigenous representative for the Universities Australia Deputy Vice Chancellor Academic committee. Susan recently co-edited a special edition of the journal Higher Education Research and Development, Ōtāt.ou reo, Na domoda, Kuruwilang birad: Indigenous voices in higher education. In 2020 Susan worked with an amazing multidisciplinary team to develop her first micro-credential, Supervising Indigenous Higher Degree Research.

Do no harm: Mapping the complexity of Indigenous Teaching and Learning from the personal to the political The complex problem of how best to foster student learning in Indigenous Studies has gained increasing prominence for tertiary educators in Australia. Indigenising of university curriculum, which began in earnest two decades ago in medical degrees, has gathered pace in the last five years, boosted by the commitment all Australian universities have made to ensuring their students 'encounter and engage with Aboriginal and Torres Strait Islander cultural content as integral parts of their course of study' (Universities Australia, 2017, p. 14). Despite many professions already including discipline relevant Indigenous perspectives, the magnitude of this task, including the challenges and risk of harm

for learners and academic teaching staff, cannot be underestimated. The complexity of the undertaking stems not just from the student resistance commonly noted in the literature, but also from disciplinary absences and silences (Bodkin-Andrews, Page & Trudgett, 2018), epistemologies of ignorance (Sullivan & Tuana, 2007) which impinge on teacher confidence, and institutional contexts which retain the vestiges of the long forgotten colonial genesis of universities. Using the generous scaffold of the Scholarship of Teaching and Learning with its focus on inquiry in student learning, and teaching practice, this presentation will draw from an array of research, reflection, and practice to map the personal and political terrain of being an Indigenous scholar leading institutional attempts to embed Indigenous content into all curricula. The 'topography' of the terrain will include insights into findings from a qualitative study exploring student learning challenges in Indigenous Studies classrooms, using critical race theory to illustrate institutional support for Indigenous curriculum work and a reflective process which led to the conceptualisation of the three P's approach to my work, which I use to mitigate some of the risks inherent in this work. Along the way, I am likely to share the deep satisfaction sustaining my work and possibly some of the doubts which bubble under the surface.

Presidential Close, Awards and Announcement of ISSOTL2022

Announcing next year's Conference - Join the Presidential close, Awards and Announcement of ISSOTL 2022!

Concurrent sessions

Coping with COVID-19 challenges through critical friendship and significant network: A case-study from Iceland

Gudgeirs Geirsdottir - University of Iceland; Marco Solimene; Ragna Kemp Haraldsdottir

Student-centered learning requires teachers to reconsider previous practices. This study examines how teachers used critical friendship for assistance in response to COVID-19 when teaching went online and students were put in a sensitive position.The data contains Q&A notes and shadowing logs from teaching observations. Secondary data consists of interactions, evaluations and email correspondence during the pandemic.The study indicates that despite being pushed outside their comfort zone, teachers managed and the experience became a drive towards improvement. Significant conversations were useful as they provided professional and emotional support. The study emphasizes the importance of belonging to a significant network and the importance of peer-learning, especially when the learning curve is steep.

It Takes a College to Graduate a Student: Connecting Scholarly Teaching to Program-level Assessment

Julia So - The University of New Mexico-Valencia Campus

The success of an academic program in a two-year community college in the U.S. is generally defined by its completion rate, transfer rate, job placement rate, or industry's certification award rate. Sharing three-year enrollment data of one cohort in an associate degree, the presenter proposes alternative indicators to monitor the cohort's progression in the program. In addition to discussing some commonly practiced intervention, a specific strategy—a campus-wide community of practice that connects scholarly teaching in the classrooms with services provided by Student Affairs—will also be discussed.

Sustainability of Flipped Learning Benefits: Undergraduate and Graduate Students' Retrospective Perception of Flipped Learning in Dietetics Curricula

Rachel Vollmer - Bradley University; Teresa Drake - Bradley University

Most studies assessing flipped learning rely on exam scores or descriptive surveys that occur immediately at the end of the semester. This paper explores how graduate and undergraduate dietetics students retrospectively perceive flipped learning 1-2 years later using focus groups. Six themes were discovered from the focus group transcripts: 1) metacognition and the learning process, 2) roles and responsibility for learning, 3) collaborative learning, 4) class experience, 5) adjustment to flipped learning, and 6) flipped learning is conditional. Session participants will learn how they can implement and improve the flipped learning experience for both undergraduate and graduate students.

Scaling up SoTL for Sustainability in Academic Development

Arushi Manners - University of Calgary; Taunya Tremblay - Seneca College

This virtual panel session will explore how a small-scale online collaborative inquiry facilitated by two academic developers at a Canadian college might be expanded institutionally, and what the implications for this might be for sustainable academic development within and between institutions. Scaling up SoTL will enhance online academic development across disciplines, and develop and sustain research partnerships between professors, students, and academic developers, thus contributing to the quality of online learning and teaching in post-pandemic education. The developers will share lessons learned in the areas of resource management, facilitation, and implications for sustaining SoTL work institutionally.

Technology enhanced teaching and learning to support care provision in new digital working environments: A systematic review

Lorelli Nowell - University of Calgary; Michele Jacobsen - University of Calgary; Diane Lorenzetti - University of Iowa; Elizabeth Oddone Paolucci

Caring professions are those focused on meeting the health, educational, and psychosocial needs of society rather than its material needs. The COVID-19 pandemic compelled students, educators, and caring professionals to rapidly pivot from in-person to remote teaching, learning, and care provision environments. Responding to this context, we conducted a transdisciplinary systematic review to identify and assess the ways educators may integrate online learning opportunities to help students develop effective caring practices that can be applied to today's remote and

virtual environments. Our findings highlight technology-enhanced teaching and learning practices that can be used across various disciplinary and cultural contexts.

The relational re-turn: exploring the notion and place of relationships in SoTL and higher education

Yael Harlap - University of Bergen; Kasturi Behari-Leak - University of Cape Town; Mays Imad - Pima Community College; Peter Felten- Elon University

More than a year into the pandemic, everybody is talking about relationships in higher education. We invite participants into a dialogue on the roles, traditions, and futures of relationality in their own SoTL practices and higher education contexts. Panelists will contribute their perspectives on: our intergenerational nature, pedagogy of remembrance, hope and healing; the importance of mattering in relational education; social and environmental justice; and memory and archiving as catalysts for productive re-connection through higher education. We will close with individual and collective reflection on what we will do alone and together to return relationships to the center of our educational practices.

Reimagining the 4M Framework in Educational Development for SoTL

Mandy Frake-Mistak - York University; Jennifer Friberg - Illinois State University

SoTL projects often emerge from intuition, anecdotes, and observations about our own experiences in teaching and learning and may be viewed through the lens of the 4M Framework (Simmons, 2016). Although we have anecdotally used the 4M framework to anchor the ways in which we leverage SoTL, as Educational Developers, we experience this differently. We suggest that educational development exists across a continuum - what we term the 4M Continuum. In this presentation, we offer a description of our positionality within our institutions and contextualize our work as intestitally spaced across the 4M framework revisioned as a flexible, but formalized professional continuum.

Enhancing Entrepreneurship Learning Experiences with Micro-Credentials and Open Learning Program

Sonja Johnston - University of Calgary; Michele Jacobsen - University of Calgary

A growing body of research is focused on examining effective and promising pedagogical approaches in entrepreneurship education. In this study, faculty in an applied-learning institution implemented substantial design changes in an undergraduate entrepreneurship and small business management course to utilize micro-credentials as well as open learning

platforms with an industry leader in e-commerce. COVID restrictions have emphasized the need and pressure for businesses to be able to connect to their customers and complete transactions in the digital space with more pressure than ever before. This pilot explores the teaching, learning, and experience elements of technology-enhanced design.

Using a Virtual Community to facilitate Interprofessional Education

Kirsten Jack - Manchester Metropolitan University; Claire Hamshire - Manchester Metropolitan University

Inclusion of interprofessional education (IPE) within health and social care education is beneficial as it supports development of learners' communication, collaboration and employability skills. However, IPE often involves large groups of students who need to learn together at the same time, which can present logistical challenges. This can lead to short-term and unsustainable solutions, which promote IPE as an 'add on' rather than integral aspect of health and social care education. This presentation will explore how the use of Birley Place, a bespoke virtual community, enabled the development of an effective and sustainable framework for the facilitation of IPE.

Mentoring SoTL scholars in and through an ICWG based FLC

Shannon Sipes - Indiana University; Amy Minix - Indiana University

In this paper, presenters share the framework and organizational structure of implementing a virtual Faculty Learning Community (FLC) focused on learning to conduct systematic reviews in SoTL. Modeled after the successful International Collaborative Writing Groups (ICWG) program, the goals of the FLC were to: educate and create space for faculty to become SoTL scholars; foster a community of inquiry between a disciplinary expert, two librarians, and an academic developer; and draft a manuscript using the target methodology. This presentation provides a framework for others conducting FLCs virtually as well as the importance of synthesis methods to SoTL more broadly.

The Ohio College Teaching Consortium: A Case Study to Support Inclusive Instruction at Scale

Melinda Rhodes-DiSalvo - Ohio State University; Therese Filicko - Ohio Faculty Senate for Technical and Community Colleges/Clark State College; Lori Zakel - Ohio Association of Community Colleges; Kay Halasek - Ohio State University

This panel presentation examines the Ohio College Teaching Consortium and its Inclusive Teaching Endorsement as a case study of engagement across state agencies, institutional types, and faculty governance structures from the perspectives of OCTC organizers, partners,

and participants. Qualitative and quantitative data collected during its pilot-year 2020-21 contributes to the scholarship on institutional change, adaptation, and innovation occurring in higher education as it wrestled with delivering faculty development during both the COVID Pandemic and a political/social climate that called upon institutions to respond effectively and efficiently to promote Diversity, Equity, Inclusion and Justice pedagogies and evidence-based inclusive teaching strategies.

Sustainable Strategies for Academic Oral Communication

Moberley Luger; Craig Stensrud - UBC

Research shows that student anxiety around oral presentation stems in part from an understanding of public speaking within a "performance orientation" (emphasizing flawless delivery) rather than a "communication orientation" (emphasizing the scholarly exchange of information) (Motley, 1990). Drawing on a genre-theoretical approach to teaching academic writing, our research proposes that the writing classroom is an opportune place to shift student speakers toward a communication orientation. We will discuss this approach by sharing a web resource we are building that provides students with examples of academic oral presentations to help them learn what oral scholarly communication looks like.

Approaches to sharing teaching and learning scholarship: A critical literature synthesis across conceptions from SoTL, diffusion of innovation, and knowledge translation/mobilization

Alise de Bie - McMaster University; Celeste Suart - McMaster University; An'am Sherwani -
McMaster University; Vanessa Wong - McMaster University

Literature syntheses are important for mapping SoTL for newcomers, connecting individual efforts, encouraging extension of existing work, and proposing new directions. We present the results of a critical literature synthesis on sharing (disseminating) teaching and learning research. Three clusters of approaches were identified: (1) SoTL work on "going public"; (2) STEM education adoption of the "diffusion of innovation" framework; and (3) education scholarship on knowledge translation/mobilization. We will present our comparative analysis of several features, strengths, and limitations: key terms and frameworks; motivations; the perceived "gap(s)" these efforts address; actors/dynamics of the knowledge sharing process; and implications for SoTL advocates.

Seeking Justice and Equity in newly designed programmes: Sustaining the bottom up and top down of shared leadership

Susannah McGowan - Georgetown University; Ijeoma Njaka - Georgetown University; Lee-Ann Sequeira - London School of Economics and Political Science; Akile Ahmet - London School of Economics; Claire Gordon - London School of Economics and Political Science

The academic year of 2020-2021 saw the creation of multiple initiatives, programmes, and conversations around curricular transformation that addresses racial justice, diversity, equity, and inclusion. Staff from two separate institutions in two different countries will discuss their experiences in launching curricular efforts and programmes through "bottom up" communities of practice approaches. We will provide a space for attendees to compare the institutional contexts and cultures, the scholarly lines of enquiry we should sustain in our roles, and to brainstorm collectively the principles that we can share in our comparative work moving forward.

Finding Peace While Mending the Pieces

Kris Knorr - McMaster University; Mandy Frake-Mistak - York University; Dina Moati - Sheridan College; Heather Campbell - Western University

The COVID-19 pandemic only deepened the stress, anxiety, and burnout that many Educational Developers felt before the pandemic (Kolomitro, Kenny, & Le-May Sheffield, 2020), leaving many Educational Developers languishing (Grant, 2021). A group of Canadian Educational Developers came together to provide one another with support and to share their stories using an autoethnographic approach. Together, they are creating a guide to support their and their colleagues' return to campus. At ISSOTL21, they will share their work on the guide and seek recommendations for enhancement. The goal is to release the guide as an open-source transition tool that's flexible for various contexts.

Emergency-remote assessment practices for quality online education at traditional contact universities

Micheal Metzler – Georgia State University

The move to emergency-remote online teaching due to the pandemic forced many traditional, face-to-face universities to swiftly turn towards the online space. Assessment practices emerged as a leading concern and considerations were needed to circumvent cheating and plagiarism. This work showcases assessment practices which lessen cheating and plagiarism amongst undergraduate students in biology. Concrete examples which stem from our Community of Practice are provided to show how assessment practices within

biology can assess at higher order cognitive levels while encouraging honest practices when students respond to assessments.

Digital literacy and transformative learning through authentic academic digital projects

Niall Majury - Queen's University Belfast; Kelly Schrum - George Mason University; Anne-Laure Simonelli - University of Bergen, Norway / Université Côte d'Azur, France

Given the importance of digital literacy across higher education, workplaces and civic society, how do we promote through student learning abilities to leverage digital tools and platforms to resolve difficult problems, make informed decisions, design creatively and communicate critically?   This panel draws together experience on integrating authentic academic digital projects into teaching practice, pooling together insights generated across multiple institutions, countries, disciplines, and teaching contexts.   The panel explores evidence of student engagement, motivation, self-learning, meaningful outcomes for intended audiences and empowerment, and reflects critically on the transformative potential of these practices to develop greater resiliency among learners.

Course Assignments that Support Students' 21st Century Skill Development

Nicola Simmons - Brock University

We describe how a Wikipedia assignment contributed to the development of graduate generic skills – Ontario's Graduate Degree Level Expectations (GDLEs) (COU, 2011) and the Conference Board of Canada's (2018) Employability Skills. Findings from our study of students in a Master of Education course show that the GDLEs and Employability Skills can both be developed within curricular activities. Students recognized the overlap between these skills and their implications for their work as students and as current or future employees. We will facilitate a discussion about assignments that augment the ways in which coursework can develop graduate student outcomes.

The value of SoTL across one university: Scholarship, engagement, and motivators

Andrew LoGiudice - McMaster University; Fairuz Karim - McMaster University; Alyssa Minhas - McMaster University; Jacob Krone - McMaster University

We present the results of an environmental scan of SoTL at McMaster University in Canada. We sought to: identify the range of ways faculty/staff name and describe systematic inquiry into teaching and learning; ascertain how faculty/staff engage with SoTL literature; and measure faulty/staff motivations for engaging in SoTL. We mined academic journal titles, surveyed faculty and staff, and interviewed SoTL exemplars. We conclude by making

recommendations about supporting and addressing the value of SoTL in academia, as well as how this research helps contribute to the ongoing dialogue to come to a shared understanding of teaching and learning scholarship.

Students and Faculty Co-investigating and Co-authoring: SoTL Partnership as and for Equity and Justice

Beth Marquis - McMaster University; Alison Cook-Sather - Bryn Mawr College; Leslie Luqueno - Stanford University; Alise de Bie - McMaster University

Addressing two conference threads—Students as Partners in SoTL and Justice and Equity in and through SoTL— this workshop, facilitated by two faculty partners and two former student partners now postgrad learners, provides examples of student-faculty partnerships in SoTL that have enacted and produced scholarship focused on equity and justice. The workshop invites participants to join breakout rooms to discuss challenges and the potential of these efforts and draws on facilitator and participant perspectives to generate a set of insights and recommendations to inform further research that enacts equitable and just practices and co-authored scholarship born of that research.

Utilizing best practices and evaluating online learning: Focus on patient/medication safety for healthcare professionals

Certina Ho – University of Toronto

Through a comprehensive literature review and consultation with subject matter experts in online learning development, we identified the overarching best practices in online training module development, which include: (1) Make it Easy to Learn; (2) Engagement is Key; (3) Equal Learning Opportunity for Everyone; and (4) Content Matters. With increasing uptake of online education, the application of best practices in online learning, design of effective evaluation strategies that are aligned with the Kirkpatrick's Model for Training Evaluation, and learners' preferences in module revisions, are transferable to the development of online content beyond patient/medication safety.

SoTL in times of COVID in Latin America and the Caribbean: Lessons Learned

Oscar Jerez - University of Chile; Aakash Gokalgandhi - University College London

The covid pandemic has provoked an essential space for transformation about academic development. This paper systematizes the lessons learned in the region in promoting SoTL as an approach to face the challenges and opportunities caused by the current health emergency.

Summing Up the Transition to Emergency Remote Instruction in One Word

Michael Metzler - Georgia State University; Laura Carruth - Georgia State University

In the spring of 2020, over 90% of higher education institutions in the US made an emergency transition to remote instruction, due to the exploding COVID-19 pandemic. This study examined the effects of the transition at six public higher education institutions in Georgia using a survey completed by instructors and students. This paper will provide a summary of the main contextual features of this transition, and report the results from a one-word summary description of subjects' experiences. The session will begin by asking each member of the audience to write down their own single summary word for their experience.

Graduate Students to the Front: Increasing SoTL Partnerships with Graduate Students

Amberly Reynolds – Sam Houston Sate University

Graduate students are the "middle-man" between faculty and students given teaching assistantships. Graduate students are positioned to be strong components of SoTL through partnerships with both faculty and students. They can design, support, and reflect with faculty while teaching using SoTL and serving as mentors. These partnerships and additional SoTL skills make any graduate student more marketable. This presentation will provide a how-to on engaging graduate students in SoTL and encouraging graduate students include SoTL in their graduate experience while gaining faculty support. Graduate students must see value in SoTL and opportunities it provides when transitioning into the workforce.

Sustained Capacity Building for SoTL through a Disciplinary-Specific Faculty Learning Community: Responding to the Moment

Kazuko Hiramatsu - University of Michigan-Flint; Michal Temkin Martinez - Boise State University

In the field of linguistics, SoTL is still an emerging research area, both in recognition and practice (Witman & Richlin 2007). We developed and facilitated an inter-institutional, discipline-specific Faculty Learning Community (FLC; Cox 2003) on SoTL. We chose the FLC model because of its inherent participant-driven flexibility in structure, direction, and goals. In this talk, we share how our expansion of the FLC-based approach allowed us not only to elevate SoTL advocacy in our discipline, but also to respond nimbly to urgent issues brought on by the global pandemic as well as the disciplinary and societal reckonings with inequity and injustice.

Grand challenges as opportunities to build graduate employability skills

Julia Gospodinov - University of Calgary; Lorelli Nowell - University of Calgary

Today's complex workplace environments demand higher education institutions to prepare graduates to tackle society's most pressing challenges. However, present-day education may not adequately equip students with the necessary problem-solving skills required of our modern workforce. Early research suggests that implementing grand challenges within higher education courses may help prepare students to engage in innovative solutions to complex problems. We conducted a scoping review to examine and map the state of evidence for the use of grand challenges in higher education and the learning outcomes of engaging in grand challenge work.

International Collaborative Writing Groups: Past and Future of a Signature ISSOTL Experience

Aysha Divan - University of Leeds; Phillip Motley - Elon University; Lauren Scharff - U. S. Air Force Academy

This panel session will showcase International Collaborative Writing Groups (ICWG) by sharing how their practice and culture sustains SoTL. It will bring together leaders, facilitators, and participants from across the previous ICWG initiatives and leaders of the newly launched 'Public ICWGs.' The panel discussion will include live presentations, combined with pre-recorded material, followed by live question-and-answer discussion between the panel members and the audience. The pre-recorded material will be a series of short video clips from previous ICWG participants, facilitators and leaders, focusing on key themes associated with the ICWG experiences (e.g. community, professional development, international networking, mentoring students).

A Faculty Learning Community for Sustaining Support for SoTL Research at a Teaching-Focused University

Brit Paris - University of Calgary; Mary Giovannetti - Capilano University; Douglas Alards-Tomalin - Capilano University; Amir Amiraslani - Capilano University; Annabella Cant - Capilano University; Lydia Watson - Capilano University

In this workshop we will share the history of our FLC as a provide model for the development of FLCs at other teaching-focused institutions. Through a simulated online FLC meeting, we will share how the FLC was initially created and how meetings are structured through sharing facilitation responsibilities. Workshop participants will actively participate in the model FLC meeting where we will make use of breakout rooms to create smaller groups to recreate our

intimate setting. This will allow participants to fully experience a structure and framework for faculty to collaborate in an engaging, confidential, and supportive learning environment.

Re-imagining Our Relationships with SoTL: Applying the T-Shaped Model

Earle Abrahamson - University of East London; Michelle J Eady - University of Wollongong; Lisa Hatfield - Elon University and Oregon Health and Science University; Nina Namaste - Elon University; Mayi Arcellana-Panlilio - University of Calgary; Corinne A. Green - University of Wollongong

SoTL has, at its core, a deep concern with student learning and is therefore well-aligned with HE's renewed focus on its students. Positioning SoTL intertwined with the T-shaped student presents a model that provides the opportunity to engage, inspire and equip students to make lasting impacts in their communities beyond university. This workshop will share our stories of the T-shaped model, give an opportunity for participants to think about how they can apply this model, and share together how we can use our model to motivate and nourish staff to empathetically and enthusiastically guide our students.

Amplifying the Voices Involved in Student-Faculty Partnerships Through Autoethnography

Alecia Carolli -York University; Alice Kim - York University; Celia Popovic - York University

Students as partners is a pedagogical approach that emphasizes the co-creation of knowledge, which occurs when students and instructors collaborate. Alongside the benefits of these collaborations,it is also important to consider the power dynamic that often emerges within them and how this may impact those involved. In this presentation we discuss our experiences of using autoethnography as a method to co-construct pedagogical narratives from the perspective of both students and instructors. We have found autoethnographic methodology to be an effective means of amplifying the authentic voices of the parties involved, and being reflexive about our learning and teaching practices.

A Ribbon that Runs Through: Establishing a Decolonization & Indigenization Process in Higher Education

Natalie Wagner - Queen's University; Jennifer Carpenter - Queen's University

In 2015, the Truth and Reconciliation Commission of Canada released its final report, outlining 94 calls to action. Since then, there has been renewed focus at many Canadian institutions for higher education to critically evaluate courses and decolonize and Indigenize course content and delivery. Unfortunately, there remains little literature to support

educators who wish to engage in these processes. This presentation will review the creation and piloting of a novel decolonization/Indigenization process developed through a partnership between Indigenous and educational experts at Queen's University. Lessons learned and early implementation results will also be shared as part of this presentation.

Epistemic In/Justice In and Through SoTL

Nancy Chick - Rollins College; Yael Harlap - University of Bergen

Conversations about diversity and inclusion in higher education often focus on representation and access: Who is not in the room? What hinders their presence? We argue that another set of questions pre-structure these issues: What knowledges fall within the realm of legitimacy in the academy? Which knowledge domains are sanctioned to generate and pass on? Whose knowledge is within the scope of so-called 'rational' discourse and inquiry? Who is recognized as able to bear the standards of academic knowledge? In short, who is considered a 'knower'?

Exploring Pathways towards Interdisciplinary, Inter-University Teaching and Learning

Julia Kasch - University College Utrecht

This case study is built on an online interdisciplinary, inter-university bachelor course on sustainability education in the Netherlands. Our research is based on and inspired by recent scholarly debates in online education on 'Transactional distance' and 'Community of Inquiry' (CoI). The aim of this study was to investigate how transactional distance and presence are perceived by students enrolled in our course. Qualitative and quantitative methods were applied including students' reflection forms, interviews, and perception questionnaires. From this study, we can draw conclusions about the perceived strengths and weaknesses of online challenge-based learning.

Disrupting and Decoding: SoTL in a Wicked Post-Covid World

Joan Middendorf - Indiana University; Karen Bellnier - University of Rhode Island; Laura Cruz -

Penn State University

By their nature, wicked problems are unsolvable, requiring different strategies for navigating their complexity. The disrupting/decoding processes provides potential tools for facilitating divergent and lateral thinking to address emerging higher education challenges. Considering probable post-pandemic emphases, this session will focus on the wicked and inter-related problems of online-hybrid learning, DEIJ, and SoTL. Three different specialists from three different universities apply Disrupting and Decoding the Disciplines to alternatives to

solutionism for online teaching, disrupting and addressing structural racism, and the growing recognition of broader audiences for SoTL work, including students as partners and development of a highly activist public-facing SoTL voice.

An Institutional Ethnography and Mixed-Methods Evaluation of a (virtual) Student Partners Program

Kelsey Harvey - McMaster University; Anthony McDermott - McMaster University

Institutional culture and practices are said to influence the interactions between students/staff/faculty participating in student as partners programs [SPPs]. To investigate this connection, we conducted an Institutional Ethnography [IE] of one such SPP. To contextualize this IE, we also examined a planned pivot to an award-based model for funding SPP projects and unplanned pivot to remote SPP delivery due to measures to mitigate the spread of COVID-19. As a result, we elucidate how the institutional culture simultaneously supports and undermines the ethos of partnership, as well as identify some best practices and pitfalls for engaging in virtual partnerships.

Cultivating an Online Community of Practice for Graduate Supervisors at Two Universities

Michele Jacobsen - University of Calgary; Sonja Johnston - University of Calgary

Every graduate student deserves an effective supervisor. We developed the Quality Graduate Supervision MOOC to enhance graduate supervisors' practice via interdisciplinary online learning engagements that transcend individual contexts and experiences. Research on graduate supervision and student perspectives informed the design of weekly webinars, instructional videos and activities that engaged academics from across disciplines in sustained learning. Our design-based research cultivated an accessible and flexible online community of practice focused on enhancing supervision pedagogy at two universities. Results indicate supervisors benefitted by sharing diverse ideas and strategies and from translating their learning goals into actions to enhance graduate students' experience.

The Moccasin Identifier Project: An Indigenous Placemaking Project

Sherry Fukuzawa - University of Toronto; Carolyn King - Mississaugas of the Credit First Nation

The Moccasin Identifier Project is a place-based experiential learning activity promoting local Indigenous cultural identity with recognizable Indigenous markers on significant cultural historic sites and venues (https://moccasinidentifier.com/). Project participants stencil moccasin patterns of the original linguistic Indigenous groups in Ontario, Canada onto the grounds of historically significant sites (such as educational institutions). This project aligns

with place-conscious Indigenous pedagogical principles by creating a temporary artistic installation to commemorate territorial and treaty lands. Land-based learning is fundamental in Indigenous axiology. Sharing local Indigenous ways of knowing offers an opportunity for educational institutions to dismantle their Euro-Western hierarchical system to value pluralistic ontologies in the Academy.

Better Preparing Animal Science Students for Careers in Education

Taylor Barnes - Texas A&M University; Kirstin Burnett - Texas A&M University; W. Shawn Ramsey - Texas A&M University; Kathrin Dunlap - Texas A&M University

Many animal science graduates enter educational careers, yet animal science departments typically do not explicitly teach about educational careers or provide opportunities to learn teaching methods, much less practice them. In response, our department has acted by performing a content analysis to identify the type, frequency, and manner in which educational career paths are discussed and/or assessed in introductory animal science courses and developed a pedagogical techniques course which instructs and supports undergraduates to practice teaching. These steps better prepare students for educational careers post-graduation, but also benefit the animal science department, and whole animal science field to be sustainable.

Working together: Exploring collaborative opportunities to 'SoTL'

Dawne Irving-Bell; Susan Smith - University of Sussex ; Angela Carbone - RMIT University; Carol Rolheiser - University of Toronto

This virtual panel discussion will present delegates with the opportunity to gain insights into the workings of ISSOTL's Interest Groups. The panel will begin with a short presentation to explain what Interest Groups are, provide examples, and articulate the value and benefit of membership to colleagues in furthering their SoTL practice. Then facilitated by Interest Group Chairs/Co-Chairs the main body of the session will encourage discourse, facilitate interaction, solicit feedback, and of course invite questions. The presentation will close with a series of signposts to share how and where delegates can gain more information about ISSOTL interest groups.

From Pandemic to Endemic Pedagogy: Exploring higher education's future in the face of equity, justice and health crises

Brad Wuetherick - University of British Columbia

Pandemic pedagogies reflect attempts to develop effective online learning at scales never before seen in higher education (Bates, 2020). It also reflects a significant shift to a higher education built on relationships, flexibility, empathy, compassion, inclusivity and justice (Bozkurt, 2021; Felten & Lambert, 2020). So what will come of pandemic pedagogies as we transition to a future where COVID becomes an endemic disease? This presentation summarizes the themes that emerged out of interviews with scholars across North America, exploring how they conceptualized pandemic pedagogy within their contexts, and what they hope is retained with the transition to an endemic future.

Updating Team-Based Learning (TBL) with Machine Learning: Impact on Student Achievement, Learning, and Interaction

Sophia Tan - Nanyang Technological University; Guillaume Thibault

Team-based learning (TBL) is an instructional strategy that uses MCQs for frequent and immediate feedback. However, MCQs have been shown to promote surface understanding compared to open-ended questions (OEQs). In this study, we ask how the implementation of machine learning for marking OEQs will impact student learning and achievement in a TBL classroom. We adopted a switching replications quasi-experimental design with pre and post-tests within a 3rd year biology course (N=64). Our results revealed that student achievement was higher for MCQs, learning approaches were deeper for OEQs, but students were conflicted about the impact of OEQs on their group discussions.

Using Reflection as a Tool for Indigenous Cultural Competency Learning - an Experience from Undergraduate Science

Angela Ziebell - Monash University

Teaching Indigenous cultural competency has become imperative in recognising and respecting Indigenous people and their culture in the Western world. To contribute to better comprehension of Indigenous knowledges and perspectives within our Science student cohort an Indigenous Science unit was built. This presentation will look at the analysis of the reflections completed.

Finding fellowship in the ISSOTL Fellows program: A Canadian perspective

Mandy Frake-Mistak - York University; Cherie Woolmer - Mount Royal University; Patrick Maher - Nippissing University; Roselynn Verwoord - University of Victoria; Anita Acai - McMaster University

In this panel, we reflect on the ways in which being ISSOTL Fellows enabled the formation of a national network of SoTL leaders, working in different institutional roles and contexts, and the ways in which informal networking has served us in this process. We invite participants to discuss how the interplay between formal networks and formal programs helps build SoTL leadership capacity. This panel will be interactive, exploring topics such as leadership in SoTL, navigating times of challenge in teaching and learning, and regional communities of practice to support one another and foster cross-institutional collaboration.

When the global is forced to stay home: Assessing the efficacy of a local version of a study abroad course in developing cultural competence

Phillip Motley - Elon University; Amanda Sturgill- Elon University

The COVID-19 pandemic brought into sharp focus the challenges of equitable, effective global learning when campuses, communities and students face inevitable resource limitations that require creativity to address. This paper presentation will include the results of a case study of graduate courses in interactive media that are typically include overseas travel. Examination of student reflections and works suggest that course learning outcomes can be met, but there are some surprising factors relating to instructor involvement that play an important role in immersive experiences.

Scenario-Based Student Generated Questions for Students to Develop and Attempt for Authentic Assessments

Stephen Tay - National University of Singapore; Mavian Tay

In this virtual workshop, participants are provided guidance with developing scenario-based student generated questions (sb-SGQs) for their lessons. The rationale for sb-SGQs will be shared, along with showcasing actual examples of students' sb-SGQs. Subsequently, participants are provided with a handout to guide them with developing sb-SGQs before they share their sb-SGQs with others. At the end of the workshop, participants would have 1) a deeper understanding of sb-SGQs, 2) developed sb-SGQs, and 3) a handout for developing sb-SGQs. It is envisioned that the lack of software and hardware costs, along with lessons learnt from peers, would encourage implementation of sb-SGQs.

Sustaining Ourselves in SoTL

Ashley Welsh - University of British Columbia; Andrea Webb - University of British Columbia

The emergency shift to online teaching due to the pandemic forced many faculty members and academic developers to pause their SoTL work. As institutions transition back to more in-person learning, it is time to re-invigorate our SoTL scholarship and partnerships. In this paper presentation, we build on our previous work of using narrative self-portraits (Rodríguez-Dorans & Jacobs, 2020) to explore our academic and personal paths in SoTL and highlight how our SoTL collaborations have shifted as a result of the pandemic. Within the session, attendees will share how they are reviving and sustaining their SoTL projects, training, and collaborations moving forward.

Distributed Leadership to embed scholarship in curriculum design and delivery: a teaching team approach

Jo-Anne Kelder - University of Tasmania; Tina Acuna - University of Tasmania; Tony Kerr - University of Tasmania

Post COVID-19, assurance of quality is critical, with the rapid shift to online delivery and largely unquantified impacts on curriculum design and teaching practice. Planned scholarship enables answering questions such as: How and to what extent has the online delivery and associated accommodations to assessment impacted quality of curriculum and teaching and student experiences and outcomes. The workshop presents the CER framework, overview of online resources and discussion on the role of distributed leadership in its implementation. Participants will develop a draft research plan and ethics application for a holistic research program compassing the lifecycle of a course curriculum.

Creating Sustainable Online Courses through Immersive Auto-graded Scenario Assessment Modules

Eleftherios Soleas - Queen's University

With the increasing demand for Infection Prevention and Control (IPAC) training, we redesigned our existing fully online and asynchronous course that contained knowledge-based assessments which were resource and time-intensive to grade, to realistic case studies curated with an adaptive learning design and automatic grading capabilities. Our redesign process and evaluative metrics will be reviewed to show how the implementation of the interactive application questions and the auto-grading enabled us to drastically increase course offering without compromising the high satisfaction of learners or the rigorous assessments that verify learners have met the expectations of this IPAC endorsed program.

Promoting Inclusion in Online Learning: Evidence From the Covid-19 Pandemic a Multi-Institutional Study

Silvia Bartolic - University of British Columbia

In this presentation, we examine how differently positioned students fared with the transition to remote instruction in the wake of the Covid-19 pandemic. Our evidence is based on approximately 3,800 student responses from nine higher education institutions worldwide (Bartolic et al., 2021).

Using role play to increase student's Indigenous cultural competency

Miriam Sullivan - Edith Cowan University

Although most Australian universities aim to embed Indigenous content across the curriculum, the reality is that many non-Indigenous lecturers feel uncomfortable with writing and teaching Indigenous curricula (Wolfe et al., 2017). As a result, most degrees concentrate their Indigenous curriculum into a single, compulsory first-year unit and rely on Indigenous staff to do the work rather than embedded across the degree (Gainsford & Evans, 2017).

Sustaining educators through professional, collegiate and institutional values and philosophies

Gesa Ruge - Central Queensland University

This presentation reports on an international SOTL project supported by STLHE/EDC (Canada) and HERDSA (Australasia), investigating the value of teaching philosophies (TP) for today's academics and their institutions. Findings highlight the value of TP beyond individualistic and formulaic roles to supporting academic resilience, career development and institutional capacity building. These value-adds across personal and collegiate spheres indicate untapped potential for TPs supporting institutional values for quality in higher education. As new contribution a progressive TP framework across professional, collegiate and institutional dimensions is presented. This shifts perspectives toward development of TP reaching from personal to institutional sustainability and capacity development.

Students, peers, partners: embedding sustainability in a formal academic development program

Joanne Castelli - Curtin University; Lee-Von Kim - Curtin University

In this interactive presentation, we discuss how we draw upon models of student partnership in learning, the concept of third space professionals, and the formation of a community of

practice, to embed sustainability into a foundational unit of a graduate certificate of tertiary teaching course. We discuss how our approach contributes to the understanding and practice of SoTL by incorporating research to inform our teaching; engaging with peers to develop a sustainable reflective practice; and engaging our students, in this case academic staff who may be taking the first steps in engaging with SoTL, as active partners in learning.

Amplifying embodied practice: the evolution of a tutor development program in a business school

Stephanie Wilson - The University of Sydney

This paper traces the evolution of a teaching development program over five years. Incremental changes were made to the program to better support teachers in making considered, practical and sustainable shifts in their teaching practice to support student learning. The iterative development of the program, which involved a greater focus on "the body and its experiences as a way of knowing" (Freiler, 2008, p.40), was found to significantly increase teachers' levels of confidence with the skill areas targeted in the program. Qualitative data also provided evidence of a shift in teachers' conceptions towards more student-centred approach.

Capstone Project: Practical issues and considerations for developing employability

Mohammad Noman

Capstone projects in undergraduate IT education are one of the effective ways for students to acquire both theoretical and practical knowledge to increase employability prospects. However, students' underperformance in this high impact practice can become a barrier. This SoTL inquiry using qualitative methodology examined the factors that lead to the underperformance of students in the capstone project. Nine instructors and eight students from the department of computing in a public university in Malaysia participated in the study. The four primary factors uncovered were 1) Lack of orientation, 2) and support from the supervisor 3) Mismatch between the skills and project requirement, and 4) Students' prior educational background.

Knowing Me, Knowing You: Increased humane teaching and learning practices evolving from COVID 19

Patricia Lucas - Auckland University of Technology; Holly Capocchiano – UOW; Michelle J Eady - University of Wollongong; Helene Wilkinson - Auckland University of Technology; Sally Rae

An integral part of higher education SoTL includes providing experiences for students to engage in situ pedagogical approaches. The most common and ever growing term for this group of learning opportunities is Work Integrated Learning (WIL). But what happened to this pedagogy during COVID 19? This panel will present the findings of a collaborative autoethnographic approach and draw from narratives to interpret socio-cultural practice experiences and encourage the audience in answering, "How has COVID 19 changed me as a scholar of teaching and learning?" and "How will I approach my practice in a more humane way as a result?"

Reflection as a Gateway to Sustainable Change in STEM Lab Teaching and Learning

Joy Camarao - University of Calgary; Cari Din - University of Calgary

Reflection in a community can be a gateway to sustainable change of teaching and learning cultures. In our project where we redesigned the laboratory component of an undergraduate exercise physiology course, we created a teaching-focused community of practice with all members of the instructional team to reflect, weekly, on members' teaching practices and student learning. Our findings indicate changes in attitudes towards reflection and a shift towards a student-centred teaching culture in this lab-based STEM course.

Students Voices Do Matter: The Role of a Pedagogical Consultant in the ESL Course

Svetlana Vikhnevich - Wenzhou-Kean University; Linghan Jiang - Kean University; Yuchen Gao - Wenzhou-Kean University

Students are rarely given a chance to voice their opinion on the course material selection and design of classes. However, in recent years many qualitative studies revealed positive outcomes of the student-faculty collaboration where students play the role of pedagogical consultants. Such studies however seldom involve freshmen and are rarely conducted in the Asian context. This qualitative research paper employed classroom observations of two freshmen at Sino-Foreign University located in China. The objectives of the research were to identify (a) some important students' recommendations that could promote teaching/learning and (b) students' personal development and learning insights from this consulting experience.

Apprentices to their Practice: Professional Development of Casual Academics in Architectural Design Studios

Aparna Datey - The University of Queensland

In Australia, those who teach undergraduate architectural design are primarily casual academics. They are integral to design education due to the historical persistence of the

apprenticeship model. This paper posits that casual academics are apprentices to their own teaching practice and develop their design studio teaching practices through situated interactions in design studios. The significance of this paper is that it reframes professional development as professional learning and investigates alternative forms of accessible professional development for casual academics. The research positions learning designers and academic developers to engage with and include casual academics in the discourse on quality education.

Exploring the Impact of an Undergraduate Global Health Course on Knowledge, Attitudes & Behaviour

Natalie Wagner - Queen's University; Jennifer Carpenter- Queen's University

Early exposure to the determinants of health, social injustice, and health inequities is critical for the development of health advocacy. However, integration of health advocacy into curricula remains a challenge, and very little information exists on opportunities for exposure to health advocacy prior to health professions programs. This presentation will review the development of modernized Global and Population Health Courses, which combined the expertise and viewpoints of students, global health experts, and educational developers to create innovative and interactive online modules. Using a pre-post design, results on how the courses ultimately impacted learners' knowledge, attitudes, and behaviours will be shared.

Creating the Advanced Japanese Tertiary Language Teacher's Network across Australia, NZ and Singapore

Carol Hayes - The Australian National University; Ikuko Nakane - University of Melbourne

This paper will present the findings of our project, funded by the Japan Foundation, that explored tertiary level advanced Japanese language teaching at universities in Australia, New Zealand, and Singapore. We will evaluate the sense of crisis shared by tertiary Japanese language educators, review the strategies they have used to overcome the challenges facing advanced level courses and showcase the potential well-being and professional benefits of a collegiate network developed in collaboration with the Japanese Studies Association of Australia.

The Global Learning Toolkit: Providing relevant learning and teaching practices to enhance global citizenship

Joanne Castelli - Curtin University; Paul Kebble - Curtin University; Reva Ramiah- Curtin University

This iSSOTL Panel Discussion wishes to consider whether Australian university students are being provided appropriate learning for living, working and communicating in a global setting. The presenters, through their extensive professional experiences, perceive a limited scope and understanding of 'internationalisation' in the context of learning and teaching in Australia's HE. Through previous engagements with lecturers, the presenters are in the process of developing a 'Global Leaning Toolkit' to support the enhancement of suitable learning and teaching strategies and practices. The presenters wish to augment the toolkit with further ideas and practices to be disseminated via the toolkit's online site.

Examining changes to student leadership, wellbeing, and engagement for the duration of a course: A quantitative study

Jo-Anne Kelder - University of Tasmania; Matt Knox - University of Tasmania

What pedagogical elements of undergraduate curriculum (e.g. learning outcomes, assessments, learning activities, and instruction) predicts positive behavioural development? A quantitative survey (n=46) was delivered at the start and end of two undergraduate business curricula and includes measures of authentic leader behaviours, belonging, psychological wellbeing, and classroom engagement. The survey maps change in behaviours as influenced by different pedagogical elements, controlling for parallel units of study. Preliminary results indicate that if curriculum and pedagogical indicators demonstrate development of authentic leadership, then it is likely that student belonging, wellbeing, and engagement will increase. The value of this relates to the ability to create a more supportive university environment that can support retention and quality of experience growth.

A Framework toward Educational Resilience

Oteng Ntsweng - National University of Singapore

Numerous disruptions to academic continuity such as the recent COVID-19 worldwide pandemic have sparked interest in emergency remote teaching (ERT) as a generative mechanism to educational resilience and sustainability. In comparison to well-planned online learning experiences, ERT is a hurried, temporary shift that involves adaptation as the crisis unfolds. Hence, while current online learning frameworks are an excellent starting point, they are inadequate for understanding the fluid landscape of ERT. Grounded in case data and theories on crisis management, resilience and SoTL, a multilevel educational resilience framework is proposed to explore how diverse capabilities enhance resilience in higher education settings.

Developing inclusive teaching practices in relation to our students, social contexts, and life experiences

Alice Kim - Teaching and Learning Research In Action; Virna Rossi - Ravensbourne University London; Chelsea Jones; Nokuthula Vilakati - University of Eswatini; Christopher Schiafone - Teaching and Learning Research in Action; Camille Dickson-Deane - University of Technology Sydney

As students, instructors, and academic developers from a variety of sociocultural, disciplinary, and institutional backgrounds and nations (Australia, Canada, South Africa, England), we view inclusivity as intersecting with multiple domains, including sociocultural factors and differences related to ability/disability. In this panel, we hope to demonstrate how inclusive pedagogies are executable across multiple disciplines and emerge by sharing with others how our own teaching practices have developed in relation to our students, social contexts, and life experiences. We believe that it is important to include multiple perspectives in this dialogue, and will welcome attendees to share their own perspectives.

Renewable resources: A content analysis of evidence-based learning resources at Australian universities

Adam Nicol - University of Western Australia; Izzy Rossen - University of Western Australia

Cognitive psychologists have identified several study strategies conducive to long-term learning. However, many university students report favouring passive techniques known to be less effective, such as rereading notes. Academic Skills Centres (ASC) are uniquely placed to explicitly teach students evidence-based study methods, but the extent to which ASCs incorporate learning science into their practices is unknown. This paper presents the findings of a quantitative content analysis of learning resources available online developed by ASCs at Australian universities. We report the frequency of references to high, moderate and low utility techniques. Sustainable methods for incorporating best-practice into learning resources will be discussed.

LEADing Collegial Culture in Australian Law Schools

Judith Marychurch - University of Melbourne; Julian Laurens - University of Melbourne Law School

The Legal Education Associate Deans network (LEAD) was established in 2010 to lead, encourage, document and share good practice in teaching and learning in the discipline of law in Australia. Via its links with the Council of Australian Law Deans, LEAD offers a sustainable and collegial network for Associate Deans (Teaching and Learning) (or equivalent) in Australian Law Schools. A case study approach is used to explore how LEAD's structure makes it a sustainable, long-term network. Further, LEAD's key initiatives will be mapped against the dimensions of scholarship of teaching and learning leadership, that is, engagement, connection, collaboration and advocacy.

Contextually sensitive partnerships with industry: "This is what we do!"

Corinne A. Green - University of Wollongong; Michelle J Eady - University of Wollongong

This presentation focuses on four partnerships in Australia. Close reading analysis revealed that participants' involvement was motivated by their commitment to their profession and their supportive workplace cultures. We invite you to consider how you could pursue collaborative and contextually sensitive partnerships with industry that enhance graduate employability as well as many other benefits for all stakeholders.

Design sprints: staff development initiative to ensure a connected, responsive curriculum

Catherine O'Mahony - University College Cork; John Barimo - University College Cork

Curriculum reform is a potential catalyst for institutional change but, conversely, the role of curriculum design in Higher Education is often side lined. This paper describes a Design Sprint initiative developed by a team in University College Cork which considers sustainability in education from two different perspectives, i.e. the deliberate reframing of programmes to integrate sustainability aligned with an institutional change initiative, and the enactment of a curriculum review process that emulates approaches to foster sustainability namely collaboration and co-creation. Participants will access to toolkits to integrate sustainability in their teaching and be invited to critique this process and consider its potential application in their context.

Learning together in a global pandemic: The losses and gains of moving online

Kelly Matthews - University of Queensland; Katarina Martensson - Lund University, Sweden; Celeste McLaughlin

Existing literature on the topic of peer learning places heavy emphasis on collaborative writing courses which were designed from the ground up with peer learning in mind. This paper is a case study on the application of peer learning to an existing computer science curriculum. We provide a review of existing literature on the topic, design a system of peer learning which is meant to supplement an existing curriculum and which is informed by existing research in the space, assess the effectiveness of our system, and provide recommendations for educators looking to implement peer learning in their classroom.

Are Higher Education Institutions Making the Wil Grade? Amplifying the Indigenous Student Voice

Joel Keen - Woolyungah Indigenous Centre, University of Wollongong; Caitlin Stuart - Université Côte d'Azur; Michelle J Eady - University of Wollongong

As the educational environment becomes increasingly influenced by the global market, an onus is placed on higher learning institutions to prioritise employability, ensuring a sustainable system of preparing career ready graduates. How this transition and its many inherent complexities impact higher education Indigenous students remains relatively unexplored with exemption to deficit approaches between Indigenous and non-Indigenous students. This presentation reflects a study that attempted to not only give Aboriginal and Torres Strait Islander students a voice in immersive teaching and learning reform discourse; but to also amplify that voice within reform arenas, early in the decision-making teaching and learning process.

Creating community connections: exploring the use of scenario-based teaching methods to support integrative learning for music degree students in a virtual classroom

Michelle Finnerty - University College Cork

This paper will report on data collected from a participatory action research-based study undertaken with undergraduate music degree students of the BA in Music and BMus Degree Programs at the Department of Music, University College Cork, Ireland. Research participants were students who were engaging in a community music module as part of their studies. Through action-based research methods, this paper reveals how students come to understand the role of music in community contexts using scenario-based teaching methods. This teaching approach was created to overcome the absence of placement for music students in community contexts where they were prohibited due to the COVID 19 restrictions with the aim of support integrative learning for students between the relationship of music and community.

An Applied e-Mentoring Model For Academic Development, Reflection And Growth

Chris Tisdell – University of New South Wales

Effective mentoring brings positive outcomes for mentees, mentors and their organizations. Modern mentoring is developing through employment of technology and thus it is important to better understand these new opportunities and their limitations. Termed as "e-mentoring", the field remains under-researched and sub-optimally theorized.

The Classroom Response Systems for active learning in a large physics classroom

Masoud Seifikar - Imperial College London

We investigated students' opinions about the effectiveness of using the Classroom Response Systems (CRSs) in a large Physics classroom. Students found CRSs very useful in creating an active learning classroom, generating interest and involvement in teaching, as well as assessing their understanding of lecture content. Using a CRS is also a very effective way for students who want to interact with the class but do not want to speak. As an instructor, I also found Mentimeter is a very useful and powerful tool to receive feedback from students. Most students believe that CRSs should be used in all large classroom settings.

Some Queer Re/In/Deflections on teaching quality, student evaluations, and peer review of teaching in a research university

John Egan - The University of Auckland

In this session I will propose how peer review of teaching (both formative and summative) can specifically help queer and other academics from stigmatized or marginalized communities develop validate their praxis in contrast to the limitations of student evaluations of teaching. . Peer review of teaching can help us increase our resilience as academic staff, while we seek to liberate our courses, departments, schools, faculties, institutions, disciplines, and society.

From Policy to Practice: Critical conversations and quality indicators that make teaching count

Robert Cassidy - Dawson College; John Van Maaren - Ruprecht-Karls-Universität Heidelberg; Arshad Ahmad - LUMS University; Janette Barrington - Concordia University

Beyond the rhetoric of mission statements, universities are compelled to do more to signal the importance of teaching. We have examples of notable tenure and promotion cases where robust teaching dossiers showcase teaching excellence and the Scholarship of Teaching and Learning (SoTL). Yet, there is much more to be done to elevate teaching within the dominant research paradigm. In this virtual panel, we will discuss interventions that have demonstrated their worth in a) making explicit indicators and evidence of teaching excellence count in career progression, b) developing a transparent institutional teaching excellence framework, and c) promoting transdisciplinary research and education.

Coursework by design - a holistic approach

Barbara MacFarlan - Monash University; Josephine Hook - Monash University

In this interactive session, two educational designers identify the 'sticking point' in the slow uptake of their pedagogic model for holistic unit design. Our two case studies describe our revised approach to inviting our educators into the new paradigm. We prompt you to reflect on your own experience of academic development to enable curriculum renewal and offer insights into how we draw on SoTL to recognise educators as learners in the process.

Taking a SoTL-informed approach to Postgraduate Certificate in Teaching and Learning Design: Foundations in SoTL.

Rosemarie McIlwhan - Heriot-Watt University; Anne Margaret Tierney - Heriot-Watt University

UK universities offer a foundation in academic practice. The Postgraduate Certificate in Teaching and Learning (PGCertTL) at Heriot-Watt University is an online programme in which principles of SoTL are embedded, drawing from the Transparency in Teaching and Learning Project. The programme is punctuated by teaching observations. Critical, reflective writing is central to the programme. The first three courses emphasise scholarly practice, preparing participants for the capstone inquiry. Wider benefits are seen as participants reach more sophisticated levels of SoTL.We present this as a practical guide to embedding SoTL in a PGCert programme examining benefits and challenges to this approach.

When does feedback cease to be productive and sustainable? Using SOTL to enhance feedback for mental wellbeing among academic staff

Nirma Samarawickrema - Monash University; Jennifer Coburn; Lukasz Swiatek; Ana Maria Ducasse - RMIT University

Academic staff engage in SoTL processes of inquiry and scholarly reflection, including giving and receiving feedback, often through communities of practice. While this feedback is usually constructive, it can be the opposite: demeaning, demoralising and debilitating. Five academic staff from various higher education institutions each developed an anecdote-informed mapping of their lived experiences of receiving feedback and the impact of feedback on their mental wellbeing. From these findings, we propose alternative ways of giving feedback that foreground politeness, care and respect.

Learning Design at a Distance: Development of a Goal-based Model for Program-level Learning Design

Mitchell Parkes - University of New England; Steven Warburton - University of New England

In 2020, as part of a broader curriculum renewal project, the University of New England (UNE) sought to deliver a range of face-to-face workshops to engage academics in the process of collaborative program redevelopment. Previously, such an approach has been demonstrated to be productive and worthwhile (Swan, et. al, 2014). The COVID-19 lockdown however, meant that these workshops could not take place. Consequently, we had to quickly reappraise and retool our learning design approach. In response, we developed a goal-based model that allowed the curriculum renewal process to continue across a distributed network of academics, learning designers and learning media specialists.

A Participatory Action Research Approach to Developing an Inclusive Assessment Rubric Tool

Maddie Brockbank - McMaster University; Amanda Ferguson - McMaster University

This pilot project applied an iterative and emergent process bridging theory and practice in post-secondary assessment rubric use. Taking a PAR approach ensured the involvement of the teaching and learning community in a Canadian undergraduate social work program throughout the project. This community (administration, instructors, teaching assistants, and students) collaborated with educational developers (EDs) and experts in EDI, Indigenous knowledges, measurement, evaluation, and assessment on the: evaluation of current assessment practice; design; implementation; interpretation; and the application of findings. The authors will present the development, implementation, and experience of applying a PAR model to an inclusive rubric tool.

Sustainable Small Significant Networks: Creating a SoTL Scholars Program at a Teaching-Focused University

Melissa Wells - University of Mary Washington; Cate Brewer

For sustainable SoTL leadership and advocacy, building small significant networks is a vital first step. In Spring 2021, the Center for Teaching at the University of Mary Washington (a teaching-centered, public liberal arts institution in Virginia, USA) launched SoTL Scholars to meet this need. In this panel, members of the inaugural SoTL Scholars cohort share their journey toward building their small significant networks and the projects they are implementing in Fall 2021. The SoTL Scholar program structure will also be shared. Attendees will be invited to discuss celebrations and challenges of sustainable SoTL leadership and advocacy at their own institutions.

Supporting Humanities Graduates: Linking Employer Recruitment Practices with Skills Development in University

Michael deBraga - University of Toronto; Adriano Pasquali - University of Toronto; Rena Banwait - University of Toronto

In a 2018 article for The Atlantic, Benjamin Schmidt characterized the Humanities as experiencing a "moment of rapid change" within the landscape of post-secondary education. Rather than "a sudden decline of interest in the humanities, or any sharp drop in the actual career prospects of humanities majors," Schmidt located the change in student perceptions: "Students seem to have shifted their view of what they should be studying—in a largely misguided effort to enhance their chances on the job market." We explore the genesis of this attitude and how post-secondary institutions can help stem this tide.

Contributing to Teaching & Learning Inquiry and other ISSOTL Publication Initiatives: A Conversation with the Editorial Team and Committee Co-Chairs

Katarina Martensson - Lund University, Sweden; Kelly Schrum - George Mason University; Ketevan Kupatadze - Elon University; Jessie Moore - Elon University; Susannah McGowan - Georgetown University

Contributing to Teaching & Learning Inquiry and other ISSOTL Publication Initiatives: A Conversation with the Editorial Team and Committee Co-Chairs.

Using SoTL research to advance Universal Design for Learning in higher education

Melissa Hills - MacEwan University; Alissa Overend

Universal Design for Learning (UDL) is an evidence-based pedagogical framework that creates and maintains inclusive learning environments for all students by removing barriers in educational design and delivery. Using a mixed methods study design that included interviews of key stakeholders, as well as a University-wide faculty survey, we explored understandings and implementation of UDL at a mid-sized Canadian University and identified barriers and bridges to adoption. SoTL research on UDL is an opportunity to promote inclusive learning locally at the institutions where it is pursued while also bolstering national and international dialog about the intersecting equity issues connected to UDL implementation.

YouTube as Friend

Alex Oehler - University of Regina

With the advent of Covid-19, people have come back to YouTube in new ways. Many are now looking for respite, inspiration, and friendship on channels that review books, personal experiences, or simply talk about life in a relaxed 'coffee-time' format. This talk provides examples for how instructors and fellow-learners can benefit long-term from this format, what are some good examples of it, and how they can set it up in their own practice.

SoTL knowledge and academic (development) interests

Jennifer Lofgreen - Lund University

What interests drive academic development work? Are we interested in prediction and control? Increased mutual understanding? Emancipation through critical self-reflection? In this presentation, I will first discuss the possible consequences if academic developers unwittingly fall into the trap of serving only one of these three interests at a given time, and then explore a way forward that consciously balances these interests to better support a sustainable future for higher education. I will invite participants to reflect on their own interests and how they might better support the conditions necessary for sustainable (SoTL) practices and cultures within their own contexts.

"Going Public" Reconsidered: Sharing SoTL Beyond the Academy

Nancy Chick - Rollins College; Jennifer Friberg - Illinois State University

"Going public," the mantra for disseminating knowledge to audiences outside one's own classroom, is arguably the cornerstone of SoTL. But what about the "public" that exists beyond the academic community? What can SoTL offer to the world beyond higher education? In this paper, we consider what we miss if we think of the academy as the outer edge of the vision of SoTL and how this view may blind us to SoTL's greater potential. We argue that the SoTL community has much to contribute by bringing what we know into conversations about what's going on in the world around us.

Optimal Assessment Weighting: A Backwards Approach

Jonathan Graves - University of British Columbia

As technology-enhanced learning in higher education increases (Dunn & Kennedy, 2019), the interest of its influence to improve student learning is expanding. We review survey findings that explore undergraduate students' self-reported engagement and perceptions with required course reading materials. Important features of online-based reading materials are presented and discussed.By examining students' experiences with online-based reading materials and their opinions of textbook features, we can develop an Open Educational Resource (OER) that best suits their educational needs. Ensuring positive experiences with OERs can increase student engagement and expose them to benefits such as interactive learning and ease of accessibility.

Using wicked problem theory to solve SoTL Grand Challenges

Kirsten Jack - Manchester Metropolitan University; Claire Hamshire - Manchester Metropolitan University; Lauren Scharff - U. S. Air Force Academy

Grand challenges address what can be considered as formidable problems related to a discipline, although solving them will require multidisciplinary efforts, as well as culture changes across and within institutions (Roxå and Mårtensson, 2015). To conceive and understand the practical realisation of these grand challenges this session will conceptualise the grand challenges of SoTL using wicked problem theory (Rittel and Webber 1973). Using recent literature and drawing on the findings from an international study of SoTL scholars (Scharff et al 2019) this session will demonstrate how the 'wicked' concept can be used to provide frameworks to Grand Challenges.

Curriculum Design and Equity in the Language Classroom

Elizabeth Hall - University of Virginia

The goal of the paper is to start a conversation about curricular design and equity in the language classroom: how can we improve our methods so that all students succeed? In order to determine the areas in which students are meeting expectations, the study examines the grades of a group of intermediate French students, analyzing their assessment results by component and demographic group. By examining in what areas and what groups are meeting expectations, the study investigates the interrelation between teaching practices, assessments, and student performance, and advocates for a curricular review of language course design with equity in mind.

Translating SoTL Findings to Students to Effect Learning: Sustainability through Knowledge Mobilization

Trent Maurer - Georgia Southern University

This session provides a worked example of how I use a knowledge mobilization approach (Maurer et al., 2021) to translate existing learning activities in my introductory course to go beyond improving student learning in the course and empower students to help themselves and others to be more efficient and effective learners. Using the framework from Lang's (2016) Small Teaching, I map every activity in the course to one or more of the nine "lessons" Lang identifies and translate to students why these activities are effective for learning. This approach can be adopted with minimal effort to existing learning activities.

Cognitive Apprenticeship for Undergraduates: A Problem of Design?

Matt Schumann - Bowling Green State University; Chloe Kozal - Bowling Green State University; Cameron Rice- Bowling Green State University; Emma Brown - Bowling Green State University

In the 18th century, Edmund Burke conceived an educational ideal that strongly resembles cognitive apprenticeship as conceptualized by Collins, Brown, and Newman (1989). While its application for graduate mentoring as defined by Hodges (2017) seems unproblematic, sustainable cognitive apprenticeship for undergraduates faces challenges of relevance, scale, and curricular and structural alignment. An Historiography course at Bowling Green may indicate a way forward with what we call designed differentiated-communal cognitive apprenticeship. Using Ken Badley's design principles (2019) and welcoming audience participation, this panel will reverse-engineer the course from both faculty and student perspectives and query its replicability more broadly.

Does academic wording of test questions affect test performance?

Nathan Roberson - Simon Fraser University; Jennifer Lightfoot; Daniel Riccardi - University of British Columbia

Research at the University of British Columbia suggests students perform more poorly on linguistically complex test items, characterized by abstract noun groups, infrequent lexis and culturally specific knowledge. However, by simplifying the linguistic complexity, while maintaining the question content, students can better demonstrate their mastery of course material. Participants will be introduced to this study, practice reducing complexity with assessment questions, and reflect on opportunities to design more effective assessments. This research and practice can help overcome significant equity issues for students while better supporting all first-year students.

A SoTL Step by Step Guide for an Inductive Study: Don't Start With the Question

Ingie Hovland - University of Georgia

"SoTL step by step" guides often encourage faculty to "start with the question." In this presentation I want to ask whether we can more effectively build bridges between SoTL and faculty from a diverse array of disciplines if we do not (always) begin this way. As an inductive humanities scholar, I usually do not formulate "the question" of an article or book project at the beginning of the research process; instead, I formulate it at the end. Reflecting

on one of my SoTL studies, I consider what a "SoTL step by step" guide for an inductive approach might look like.

Waking up: Lessons Learned from Doctoral Students' Experiences with Wide Open Knowledge Environments (WOKE)

Ashley Akenson - Tennessee Tech University

This presentation features doctoral student voices as they explore the influence of Wide Open Knowledge Environments (WOKE) in their learning and growth, featuring instances of successful WOKE experiences and experiences where elements failed to create and/or maintain WOKE. As a concept, WOKE stems from the integration of fundamental transformative learning practices with mindfulness to create spaces of learning and exchange that address challenging issues at the intersection of equity and education. Inspired by a myriad of educational- and equity-based scholars, students' WOKE experiences offer lessons learned to help educators better incorporate these concepts into their teaching.

On Being and Becoming an ISSOTL fellow: reflections and directions

Earle Abrahamson - University of East London; Mandy Frake-Mistak - York University; David Pace - Indiana University Bloomington; Michelle J Eady - University of Wollongong

In 2018-19, ISSOTL, established a fellowship program that serves to recognize leaders who have made exemplary contributions to SoTL at the local, national, regional, and/or international levels. This session seeks to illuminate the question: How does one become a fellow and narrate/document their individual and collective experiences and journeys? The panel focusses on critical moments in fellowship with direction for supporting future fellows. By sharing stories and experiences this panel will engage scholars in discussions on being and becoming champions and advocates for SOTL excellence and leadership.

Utilizing Slow Reading Techniques to Promote Deep Learning Across the Disciplines

Brian Baldi – University of Massachusetts Amherst; Cynthia Mejia

While a number of scholars have implemented slow reading and slow writing techniques in their classrooms and extolled the benefits to student understanding and writing, few have, if any, used qualitative research techniques to systematically analyze student writing to better understand depth of learning. In our research, we analyzed student writing across significant learning domains to determine the types of learning most correlated with slow reading and writing interventions. Our findings provide a roadmap for how instructors of undergraduate

students in courses at various levels across the disciplines can support deep learning and student success.

Opening up Open Textbooks: Leveraging h5p to make online texts more interactive

Simon Lolliot; Kayli Johnson; Steven Barnes - University of British Columbia; Clint Lalonde – Bccampus

Open textbooks are becoming an increasingly popular alternative to traditional textbooks, helping to reduce the financial burden on students. Traditional textbooks, however, are able to offer online platforms that include practice questions and supplemental materials, placing them at an advantage over open texts. In this panel we will demonstrate how h5p, a free tool, can be leveraged to make open textbooks more interactive. We will demonstrate the use of h5p in open textbooks and provide best practice recommendations. We will also present a new, innovative teaching and learning tool that uses h5p to reimagine how class content can be delivered.

Experiential Learning in Higher Education

Linda Buecking - Leibniz University Hannover (Institut für Baumechanik und Numerische Mechanik)

To this date, university education struggles to make theoretical concepts applicable and to equip students with 21st century skills. Regarding these challenges, experiential learning is a powerful tool to support students in developing practical, methodological and soft skills in a sustainable and holistic way. This workshop explores how to use the experiential learning framework in the context of Higher Education. After attending the workshop, the participants can describe the experiential learning cycle and have identified how to use it in their individual educational settings.

Gender Microaggressions: Experiences from a Doctoral Student

Marlana Lastres - Tennessee Technological University

Microaggressions make people feel ostracized every day, and they can be especially difficult to prove and frequently covert. This presentation is based on my published manuscript of reflections on personal experiences with gender microaggressions as a doctoral student. As a female in a male-dominated work environment, my achievements and abilities are often devalued and undermined by my male counterparts. Though faculty and advisors have been nothing but supportive, my interactions with peers have not always been as positive. These experiences have led me down a path of self-discovery that promotes and reinforces my own self-worth as a female doctoral student.

Onboarding, A LaunchPad for Students and their Career

Charissa Lee - Southern Alberta Institute of Technology

Conventional approaches to onboarding post-secondary students are often ineffective. If successful workplace onboarding programs can lead to long term benefits for organizations, why not apply the same to business students? Thus, the development of LaunchPad: a unique post-secondary onboarding program designed to support students during their academic journey and career. In developing an onboarding program focusing on the full student experience, we aim to establish a foundation that will launch students as business professionals. This virtual paper will discuss the primary focus of LaunchPad, student uptake and engagement, direct feedback from students, and future developmental goals and research opportunities.

Redesigning the English Doctoral Candidacy Process

Janice Niemann - University of Victoria; Natalie Boldt - University of Victoria

Doctoral candidacy often sees high attrition rates, plummeting student confidence, and high levels of distress. Stress and attrition rates are often amplified because learning outcomes for candidacy examinations are poorly articulated and/or do not match the format designed to test them. The University of Victoria's English departmental exams are no exception. Our goals are to clarify and codify the learning outcomes for candidacy through interviews with PhD students/candidates and faculty and then propose a new candidacy process rooted in student-centred and compassionate pedagogy. Our student-led project is giving students agency over a process that has historically been shrouded in mystery.

Learning Together: A Case Study in Applying Peer Learning to a Computer Science Curriculum

Murat Gungor - Champlain College

This session invites participants to reflect upon and exchange insights into lessons learned through teaching and studying during the pandemic. We will share authentic cases from academics in a range of disciplines, from three universities in Australia, Scotland and Sweden, and discuss gains and losses in the emergency online teaching. We will offer some guiding principles for going forward, post-pandemic, to support more sustainable teaching and learning practices in higher education. This, in turn, may have implications for SoTL as a field, the SoTL-community, the types of questions explored, and types of arenas for sharing SoTL-work.

Galvanizing SoTL with Diversity and Inclusion in ISSoTL

Earle Abrahamson - University of East London; Michelle J Eady - University of Wollongong; Mills Kelly - George Mason University; Theodore Kelly - George Mason University; Diana Gregory - Kennesaw State University; Hillary Steiner - Kennesaw State University

In this panel discussion about galvanizing the scholarship of teaching and learning (SoTL) presenters will share personal experiences from an individual, institutional, and international perspective about strategies for promoting SoTL with the goal of both increasing diversity within the International Society for the Scholarship of Teaching and Learning (ISSOTL) and increasing the prominence of SoTL work in various contexts through the lens of leadership and advocacy.

Ungrading and the Freedom to Learn

Melinda Gandara - Santa Barbara City College; Tara Carter - Santa Barbara City College

What do I need to do to get an A? This is the dreaded question instructors hate to hear as we dream of a world where the act of learning is the focus rather than the grade. The problem is not a lack of student curiosity or motivation, but on the way letter/numeric grades are used to assess learning. Studies show that students lose motivation to learn after receiving a low grade. Ungrading (contract grading) provides the safety to take the risks we know are necessary for real learning. This workshop explores why you should try ungrading and how to do it.

Understanding Faculty Motivation to Improve Student Learning

Michelle Pautz - University of Dayton; Martha Diede

The scholarship of teaching and learning generally—and rightly so—centers around students and practices enhancing student learning. Recently, scholars have increased attention on motivating students and sparking curiosity. However, a focus on faculty motivations is far more elusive. We posit that to enhance student learning, we must first start by understanding faculty and their motivations to teach, building on Weimer (2010) and Lang (2016), particularly post-COVID-19. If we better understand faculty motivations, we might be in a better position to engage more faculty in learner-centered pedagogies, create inclusive learning spaces, and even more fundamentally, think about their students' mindsets.

Examining the Sustainable Impacts of the Extending Empathy Project on Teaching and Learning

Jennifer Friberg - Illinois State University; Scott Jordan - Illinois State University; Makalya Smullin - Illinois State University

The Extending Empathy Project was created to encourage focused conversations to examine the nature of empathy and the role it will play in continuing efforts to create more diverse,

inclusive, and equitable campus and community cultures. A SoTL project was designed to better understand how attending the Extending Empathy colloquia series might impact course instructors' interactions with students. Initial findings suggest that participation in the Extending Empathy Project led participants to understand empathy with greater complexity and to integrate empathy into their teaching to affect positive changes in terms of classroom climate, equity, and justice.

Reimagining Pedagogies of Care within Professional Preparation Programs

Adria Hoffman - Virginia Commonwealth University; Maryam Sharifian - James Madison University

SoTL often aims to improve learning in individual courses, but also holds great potential to inform programmatic improvement (Hubball et al., 2013). This workshop focuses on professional preparation programs leading to certification (e.g. teaching, social work) that must adhere to external requirements. We wanted to explore tensions between programmatic, seemingly inflexible, requirements and humanizing, critical pedagogies at the course level. Our analyses of syllabi and program policies at two universities resulted in course redesign that centered humanizing student experiences. In this workshop, we share our case studies and invite colleagues to reimagine professional preparation as a pedagogy of care.

The Concept of Partnership in SaP and WIL - A Comparative Case Study

Corinne Beauquis - University of Toronto; Maria Assif - University of Toronto; Zainab Issa - University of Toronto; Maria Panaligan - University of Toronto

Inquiry focused on student learning and engaging students as partners (SaP) are considered two of the five principles of good practice in SoTL (Felten, 2013). While SaP has received critical attention in SoTL for the past decade, inquiry focused on student learning in the liminal space between regular classroom and teaching placement settings, with SoTL, has not. It is within these practice-driven contexts that our student-faculty panel explores the logistics of two work-integrated learning (WIL) humanities courses and reflect on their successes and challenges. Ultimately, we argue that WIL enriches and expands SoTL examination of partnership and student learning.

Determining Institutional Supports for the Scholarship of Teaching and Learning in Chinese Universities

Doug Hamilton - Royal Roads University

The purpose of this study was to explore the extent to which faculty members at Chinese universities have been supported in engaging in SOTL-related projects and to document what kinds of supports currently exist and are accessed. Data gathered about institutional policies, plans, funding sources, and reward structures across a spectrum of public and private universities -- as well as follow-up interviews with experienced SOTL practitioners -- provided a profile of sources of helpful support and identified gaps in available support. These findings may be of value to educational policy-makers, leaders, and researchers both within China and in other countries.

Administrator Approaches to Evaluating Post-Secondary Teaching

Amanda Ferguson - McMaster University

This study investigated how McMaster University administrators evaluated teaching during an era of mistrust in student evaluations of teaching (SETs). McMaster is working towards determining more valid methods of evaluating teaching. During this flux in culture and process, administrators have recognized the need to shift their practices. It is this shift that we measured through semi-structed interviews with the aim of enabling administrators to engage more purposefully in evaluation of teaching and provide more effective feedback to their instructors. This will promote better outcomes in faculty teaching over time thereby directly benefitting the student experience and learning at the University.

Examining the role of SoTL-focused postdocs in building SoTL capacity within Canada

Cherie Woolmer - Mount Royal University; Jee Su Suh - McMaster University

An emerging group of professionals who conduct SoTL and develop capacity within the field are postdoctoral fellows appointed in Teaching and Learning Centers. However, their experiences of developing SoTL expertise and their specific contribution to leadership in SoTL has been under-reported (Nowell et al., 2019). We report interim findings from a study that examines the experiences of SoTL-focused postdocs in Canadian Teaching and Learning Centres, exploring motivations for entering these positions, experiences during the postdoc, and career trajectories upon completion. We explore the contributions made by this unique group of SoTL scholars and highlight implications for supporting SoTL-focused postodcs to the international SoTL community.

Reviving the Construct of "Mattering" in Pursuit of Equity and Justice in Higher Education

Heidi Weston - Elon University; Peter Felten - Elon University; Alison Cook-Sather - Bryn Mawr College

"Belonging" is commonly studied in research on student learning and experiences. However, this construct has limitations, particularly related to students with identities that have been marginalized in higher education. Our paper explores "mattering," a concept related to but distinct from belonging. We draw on interviews with diverse U.S. students to consider the factors that contribute to mattering. We find that mattering, unlike belonging, is transferable between academic contexts. We suggest mattering is a construct that deserves additional attention in SoTL, and that practices linked to mattering can be effective ways to pursue equity, justice, and learning in higher education.

Co-Creating Community and Connection with Students during COVID-19

Jennifer Reinke – Colorado State University

During the 2020-2021 academic year, data were collected from 75 students enrolled in a large 100-level human development course taught in a mostly online format. Throughout each semester, students were invited to complete a survey about their experiences in the course. A variety of instructional practices were implemented to strengthen students' sense of belonging and connection in the course. Only 20% of student respondents reported they felt a sense of connection in the fall, whereas 53% of student respondents reported a sense of connection in the spring. Specific teaching practices and additional quantitative and qualitative results will be shared.

Anxiety Levels in College Students: The Impact of Evidence-based Remedies

Kristen Maisano - St. Catherine University

Each semester, communication with students frequently involves discussions of stress and anxiety. While informal advising and mentoring may help decrease students'' anxiety, it is helpful to know what evidence-based strategies for stress and anxiety reduction can decrease students' anxiety. A literature review was conducted in June 2020 to gain information regarding anxiety and stress in college students. Current research demonstrates that biofeedback, meditation, mindfulness, and sleep education all assist with decreasing anxiety in college students.

I can; I am; am I? Student experience in an entry to practice nursing degree

Sam Edwards – USC; Kylie Readman - Murdoch University

Complex requirements and priorities of higher education providers, industry and the profession exist and converge in the curriculum as it is planned and implemented and as it is experienced by students. A doctoral study explored students' progress through an undergraduate nursing degree and the influences that shape the student experience. The findings demonstrate that it is important to focus on ways that we can better support students to stay and succeed. The framework I can, I am, Am I? proposed in this research and can help educators to understand a student's journey.

Using Student Success Measures to Implement, Sustain, and Research Effective Classroom Practices

Brennan Collins - Georgia State University; Michael Metzler - Georgia State University; Robert Hendrick - Georgia State University; Denise Domizi - University System of Georgia

Georgia State University (GSU), one of the largest and most diverse universities in the country, has become a national model for student success measures. These measures are generally based outside of classroom instruction through the use of big data, innovative advising practices, and the scheduling of freshmen learning communities. By connecting to some of these deeply embedded measures at GSU, and other well-established and documented practices, the Experiential, Project-based, Interdisciplinary Curriculum program at GSU is creating a sustainable model of developing, assessing, and implementing classroom practices to build off GSU's student success accomplishments. Initial assessment data has shown significant gains.

Multidisciplinary Online Scholarship and Teaching Projects in a Historically Black University

Clark Atlanta University - Medha Talpade; Courtney Lamar; Valerie Marah; Margaret Holloway; Teri Platt; Rosalind Arthur-Andoh; Michelle Mitchell; Sandra Rucker; Bridgette Tei

The purpose of this panel is to disseminate the scholarly teaching efforts of a multidisciplinary faculty from a historically black university in the U.S. The faculty at our institution have responded to the issues associated with online learning with a shared purpose—to optimize student learning outcomes. The panel members will share their findings, implications, and applications. This information may be relevant to the attendees coming from various disciplines, who work with the challenges of course delivery in a virtual classroom, to learn about strategies that were tested in the context of our institution which serves a minority student population.

Trust is Key in Inquiry-based Learning in Higher Education: How do we build it between Students, Instructors & the Larger Community?

Stacey MacKinnon - University of Prince Edward Island; Beth Archer-Kuhn - University of Calgary

What does trust mean in a higher education IBL (IBL-HE) classroom and how do those involved create and maintain it given the need to take risks in this high stakes environment? Our constructivist grounded theory analysis of four focus groups and nine individual interviews with experienced instructors and learners in IBL-HE culminated in our Pedagogy of Trust in IBL-HE Model which encompasses 3 themes: (1) Creating an environment of negotiated mutuality; (2) Emerging relationship/community building; and, (3) Internalizing and applying a mindset shift. Each theme involved a different trust relationship: (1) Professor-Student; (2) Student-Student; and, (3) Student-Self.

Positionality and Partnership: How do Identity and Experience Influence Student-Staff Partnership's Capacity to Contribute to Equity and Justice?

McMaster University - Beth Marquis; Cherie Woolmer; Emily Carrasco-Acosta; Sneha Wadhwani; Srikripa Krishna Prasad; Alise de Bie

This session will present findings from research examining a student-staff partnership scheme focused on promoting equity in teaching and learning at one Canadian university. Drawing on data gathered from program participants and from others who have worked on equity-focused projects through partnership, we will explore the ways in which participant social locations, identities, and experiences inform their experiences of equity-focused partnership initiatives and the potential outcomes of that work. As such, the session will respond to calls to attend to positionality in student-staff partnerships, and contribute to ongoing conversations about whether and how partnership might support the development of more just institutions.

Preservice teachers' Discussions and Visual Representations of Inclusion and Disability

Chris Ostrowdun - Mount Royal University

Sustainable education requires engaging in and sustaining discussions about social justice and equity. This paper reports findings from a three-year SoTL study of how preservice teachers (PSTs) discuss and represent their understanding of disability and inclusion. All educators will encounter diverse learners with diverse learning needs in their classrooms. Yet, how PSTs understand inclusion can vary widely, which can have implications for teaching practices. This study applied interaction analysis to consider how PSTs collaboratively construct an understanding of inclusion through drawing. The findings show how subtle influences can lead PSTs to pursue different epistemological approaches to inclusion.

Supporting equity in online learning during COVID-19

Isabelle Barrette-Ng - University of Windsor; Alise de Bie - McMaster University; Lori Tran - Mount Royal University; Brad Wuetherick - University of British Columbia; Chris Ostrowdun - Mount Royal University; Cherie Woolmer - Mount Royal University

As universities and colleges moved online in response to the COVID-19 pandemic, questions have been raised about institutional commitments to providing equitable learning environments. To explore these questions, we have examined the effects of policies and practices on institutional responses to equity in learning environments at six Canadian institutions. One of our findings is that equity has suffered in large part because the voices of students have been ignored. We are particularly interested in learning from workshop participants how different institutions have worked to include the voices of students to address concerns about equity.

Students-faculty partnerships- Undertaking a collaborative SoTL inquiry

Amrita Kaur; Lu Kehan - Wenzhou-Kean University; Zhan Yinuo - Wenzhou-Kean University

Student-faculty partnership- Undertaking a collaborative SoTL inquiry.This paper reports on students' and faculty's experiences of undertaking a collaborative SoTL inquiry at a Sino-American university in the eastern province of China. Five students and one faculty member participated in the study. Data on student-faculty partnership was collected throughout the process of the SoTL research collaboration using student partners' and faculty's reflections and was analyzed using thematic analysis. The findings comprise academic and personal gains for both faculty and students, the process of SoTL and Students as Partners (SaP) convergence, and insights on challenges that others might anticipate. This work has significance for enriching SoTL methodologies.

A Geriatric Interprofessional Educational Program: A Mixed-Method Study

Nicole Winston - Augusta University, University of Georgia; Patricia Watford - Augusta University

Interprofessional education (IPE) is crucial in preparing healthcare clinicians that can effectively collaborate, which improves health outcomes. We created an IPE geriatric workshop and examined changes in student perceptions of interprofessional teams, attitudes, and empathy towards patients. Medical students (n=189), occupational therapy (n=41), and physical therapy (n=36) students participated in the workshop. Pre- and post-surveys and a focus group were conducted to gather data. Statistical analysis indicated significant increases in students' perceptions of the value of interprofessional education (P<0.001). Analysis of the focus group data indicated that participants better understood team roles and recognized the importance of collaboration between disciplines.

Where do new ideas come from? The problem with problem-solving

Heather Campbell - Western University

Where do new ideas come from? Supporting the development of critical inquiry in HED through challenging habitual procedural thinking patterns.

Designerly Leadership: Developing Teaching Quality through the Sustainable Design of Peer Review of Teaching Programs

Alexandra Johnston - The University of Melbourne

Peer review of teaching has become an important mechanism for improving teaching quality in higher education (Johnston, Baik, & Chester, 2020; Martensson, Roxa, & Olsson, 2011). This conceptual paper argues that academics experience of teaching quality is important to the sustainable design of peer review of teaching programs in higher education. As academics are required to demonstrate teaching quality, they may benefit from an approach to help them identify evidenced-based or scholarly teaching practices. We hypothesise that this problem-specific customisation, guided by theory, can increase the likelihood that a peer review of teaching program will be led more sustainably for a pre-defined population. Importantly, we propose that bringing a designerly leadership approach to peer review of teaching offers an opportunity to make affinity with our understanding of teaching quality in higher education.

Ten Years of ASHA: Assessing the academic and social impact of an interdisciplinary honours programme

University of Calgary - Jenny Godley; Mabel Teye-Kau; Mark Migotti; Lori Pasaraba; Megan Wilson

The Arts and Science Honours Academy (ASHA), an interdisciplinary enrichment programme, has been in place at the University of Calgary since 2007. The students take classes together throughout their undergraduate years, with professors from both Arts and Science. Quantitative and qualitative data were collected in early 2020 from 108 past and present ASHA students, representing the first eleven cohorts of the ASHA programme. Our findings suggest that in a large, research intensive university, a cohort programme which includes explicitly interdisciplinary instruction and a study abroad component has great benefits for high achieving students, both academically and socially.

The Workplace as a second educational interface?

Sam Edwards – USC; Kylie Readman - Murdoch University

In professional degrees such as nursing, teaching and allied health, the workplace learning environment is highly influential and yet universities and students have little input into where and when students engage in learning in the workplace, the teaching practices or quality of the student learning experience in these settings. This virtual panel discussion aims to bring stakeholders together around learning and curriculum to share their experiences of the workplace learning environment in professional programs, discuss issues and challenges in supporting student learning in the workplace and propose future research collaborations to investigate student engagement within the workplace educational interface.

A Framework for Assessing Curricula for Diversity, Equity and Inclusion

Joanne Baird - University of Pittsburgh

Systemic racism is deeply ingrained within the education system and will require collective action at the societal level to uproot it successfully. However, only with change at the educational level can the profession of occupational therapy enhance the knowledge and skills needed to support the core principles of diversity, equity and inclusion (DEI). This presentation describes the application of SoTL to drive DEI-related curricular change in 4 graduate programs. Two overarching themes emerged: 1) changes in course content related to DEI; 2) increasing a sense of belonging among students. Specific recommendations, subsequent actions, and lesson learned will be discussed.

The Use of Peer-Learning in Scenario-Based Student Generated Questions Across Two Modules During COVID-19

Stephen Tay - National University of Singapore; Mavian Tay

This paper aims to present recent results obtained from the use of scenario-based student generated questions (sb-SGQs) across two different modules through online learning. Peer learning was also adopted in sb-SGQs to push boundaries as students employ real life examples for authentic learning. The success of sb-SGQs was evaluated through triangulation of metrics, revealing positive results. The use of sb-SGQs across two separate modules highlights the potential for adoption in other modules. Furthermore, the absence of hardware and software costs reduces the barrier for implementation by others. An online open discussion will be held at the end for audience engagement.

Research in progress: Can pro-environmental shifts in attitudes and sustainability behaviours be achieved through online curricula?

Emily Flies - University of Tasmania; Jo-Anne Kelder - University of Tasmania; Penelope Jones

For humanity to persist, we need education to develop populations with sustainability knowledge and practices. But can this be done through online learning? We present research-in-progress that investigates whether fully online units of curriculum can foster pro-environmental attitudes and sustainability behaviour in adult students. We present two online units, examine how their design is grounded in Kolb's theory and explore literature that supports the potential for authentic experiential learning to impact attitudes and behaviours. This presentation contributes to online curriculum design and evaluation of education designs that promote sustainability knowledge and practices.

Peer Observation of Teaching and Learning: An Experiential Training Model

Mary Giovannetti - Capilano University; Derek Murray - Camosun College

Peer observation of teaching and learning provides opportunities to foster reflective practice and to enhance learning experiences. In this workshop, participants will have the opportunity to reflect on the peer observation of teaching and learning practices and cultures at their institutions. Participants will experience and analyze the key elements of the experiential, growth-oriented model implemented at Capilano University, Canada, a model that aims to be equitable, inclusive, and supportive. Participants will consider ways in which they might incorporate aspects of this model into their own organizations.

Different Paths to Disrupting the Disciplines: Reflections on the Disrupting Interview in Use

Michelle Yeo - Mount Royal University; Joan Middendorf - Indiana University; Lee Easton - Mount Royal University; Robin Attas - University of Manitoba; Gabrielle Lindstrom - University of Calgary

Taking Decoding the Disciplines (Middendorf and Pace 2004) as a starting point, a team of scholars working through the Mokakiiks Centre for SoTL at Mount Royal University are developing the Disrupting Interview, a repurposed Decoding interview (Easton et al 2018), not only to recover tacit or forgotten disciplinary knowledge, but also to question its foundations. Positioning academic disciplines as part of "mechanisms of social and political control [that] consolidate certain ways of looking at the world while excluding others" (Kuokkanen, 2007, p. 14),this panel shows how the Disrupting Interview has been taken up in different disciplinary contexts across North America.

Spread the Word: Building your Signature SoTL Web Presence

Hillary Steiner - Kennesaw State University; Jennifer Friberg - Illinois State University; Laura Cruz - Penn State University

In this interactive workshop, you will work with a team of experts to develop a sustainable SoTL web presence. Using an adaptive template, you will follow a facilitated, metacognitive guided inquiry process that allows you to create a signature public-facing web presence. Participants will leave with a collection of SoTL resources--adapted for their unique needs--ready for immediate deployment on their institutional websites, as well as an increased awareness of the multiple audiences, both on their campuses and off, for SoTL communication.

Supporting first year students with low English proficiency during emergency remote learning to develop competence for academic writing

Elaine Khoo - University of Toronto; Sohee Kang - University of Toronto

Students with low Academic English proficiency are linguistically at-risk and have a higher rate of failure in their first year of university (Fox, 2005; Roessingh & Douglas, 2012). The emergency remote learning during the pandemic has exacerbated the challenges these students face. This session presents an interactive session to discuss how the re-envisioning of a long-running language support program based on usage-based theory and self-regulated learning resulted in at risk students voluntarily writing more than 9000 words in their daily journal entries over a 4-week period. Pedagogical insights gained from qualitative and quantitative data will be used to invite discussion for different teaching contexts.

Global Challenges: Engaging Undergraduates in Project-Based Experiential Learning Online

Gail Matthews-DeNatale - Northeastern University; Mary English - Northeastern University; Rachel Plews - Northeastern University; Laurie Poklop - Northeastern University

Northeastern University's Global Challenge (GC) initiative launched in fall 2020 in response to pandemic constraints where many domestic and international students could not learn in residence. GC produced 18 online project-based experiential learning courses, organized around real-world interdisciplinary questions. SoTL was fully integrated, including analysis of course work, interactions, and surveys. The focus was if/how learning experience design and facilitation supported student engagement, collaboration, and connection with each other and the course. This session shares findings, ensuing iterative improvements, and SoTL-

derived insight on the evolution of this pilot project into a sustainable program that supports experiential first year undergraduate learning.

"Rough Waters": Curriculum Renewal, Process, and Positionality in Equitable Higher Education Practice

Robin Sutherland-Harris - York University

This paper addresses key questions about curriculum renewal in action: Whose voices are dominant and whose are muted? How and why do institutional and departmental politics influence curricular decision making? What are the deeper implications for curriculum development and implementation? Informed by phenomenology and taking a collaborative analytical autoethnographic approach, we welcome attendees into an exploration of a) the hidden forces that shape curriculum redesign across the disciplines, and b) how we might collectively advance principles of equity and well-being not only in the content of our curricula but also in the long-term processes that inform and support them.

How medical students approach their training from SoTL: an experience from the south of the world.

Oscar Jerez - University of Chile

Medical students are usually rigorous, challenging, and with high self-regulation skills, which could be explained by the evidence-based clinical practice commonly used in the health professions. However, what happens when it is proposed to them to review their training from this same logic? This paper systematizes and models the three-year experience of a group of medical students from the University of Chile, accompanied by a SoTL facilitator. As a result of the experience, the students identified relevant educational questions about their medical training, searched for evidence, communicated it, and proposed improvements. The result was the publication of three articles indexed in WoS, participation in several communications in medical congresses, and a set of proposals for training improvements. The facilitator was also able to identify the keys to promote this type of experience among university students, especially in the health area. These keys can be summarized as linking meaningful questions from one's own experience, challenging to seek improvements in training, developing skills for scholarly communication, among other elements.

Sustainable Support for Flipping the Classroom

Alison Casey - The University of Notre Dame Australia

This work proposes a design scaffold that acts as a heuristic for putting together flipped classroom teaching. It is based on instructional design and Community of Inquiry principles and frees academics from worrying about course structure to allow more time to design learning engagements. It takes the academic from an analysis of their current course

materials, through student engagement, feedback cycles, and activity placement, ending with a reflective component to build in continuous improvement.

BioLab Collective: establishing an online laboratory training platform in Molecular Biosciences

Jack Wang – University of Queensland

To establish best-practice guidelines for online laboratory resources, this project analysed student engagement across 16 laboratory demonstration videos. Each video contained three scene types: talking head, writing, and lab demonstration. 7 videos were created in 2019 and in 2020 an additional 9 videos were created, albeit with a higher frequency of scene transitions ($6.28 +/- 0.68$ in 2019, $28.9 +/- 3.3$ in 2020, $p<0.0002$). Student engagement in 2019 fluctuated between 68% and 86% depending on the scene, whereas in 2020 audience retention exceeded 80% across all scene types. These insights form a framework for developing video learning resources in Science Education.

Employability and Transferable Skills: Preparing future HASS graduates for the world beyond university

Nira Rahman - The University of Melbourne; Elizabeth Lakey; Tejas Sethi - Early Start Australia; Margherita Mezzasoma

Incorporating students and teaching staff, this panel discusses employability, transferable skills and the drive to excel in HASS education. We highlight the importance of articulating disciplinary and transferable skills in HASS higher education. Based on focus groups, interviews, and student-led projects over the last three years, this panel discussion explores how to balance the need to engage with deep disciplinary knowledge with the understanding that this knowledge is only useful in the real world if accompanied by explicit skills. Creating this awareness in both staff and students is immensely important for our future graduates to survive and excel beyond university.

To speak or not to speak: Fostering inclusive cross-cultural student-staff partnership practices through a storytelling methodology

Meng Zhang - University of Queensland; Kelly Matthews - University of Queensland; Preeti Vayada - University of Queensland

Engaging students as partners in SoTL is good practice yet is complicated by hierarchy and power dynamics. What happens when the already complex power dynamics involve learners and teachers from different cultural-linguistic backgrounds? We use study storytelling to capture and reflect the messy, non-linear and socio-emotional lived experiences of being in a

cross-cultural partnership. The study demonstrates currently underestimated issues and nuances arising in a cross-cultural partnership and raises hard questions about the taken-for-granted anglophone assumption of engaging students as partners. This study is another small step toward understanding inclusive partnership practices and growing a more inclusive SoTL community.

Building interdisciplinary effectiveness in multidisciplinary classrooms: student and teacher reflections on learning in an Australian university pilot program

Elisabeth Valiente-Riedl - University of Sydney

The need to equip University graduates to address so-called 'complex problems' is recognised in the growing popularity of interdisciplinary curriculum. This study evaluates the opportunities and challenges for ensuring that students attain a core graduate attribute – interdisciplinary effectiveness – in multidisciplinary classrooms. This setting demands that students both hone their disciplinary competency (disciplinary depth), as well as develop competency to integrate knowledge and skills across disciplines (interdisciplinary effectiveness). However, our study also reveal that students would benefit from clearer direction on how to operationalise interdisciplinary synthesis and integration; practical guidance which is still underdeveloped in the literature on interdisciplinary learning.

It's Innate to Create: Co-Creation of Content to Teach Real World Concepts

Aidan Ricciardo - The University of Western Australia; Kate Offer - The University of Western Australia

This paper presents findings from an empirical study of 175 undergraduate non-law students who studied a unit which teaches young people about legal issues which are relevant to their everyday lives using a student-led collaborative approach to curriculum design. The project explored student perceptions of learning practical, everyday legal knowledge; how their learning impacted their own everyday lives; and the impact of collaborative curriculum design and co-creation of learning content. The results are consistent with previous research, and offer further and richer insights about why students value curriculum co-creation and how students use taught knowledge in their everyday lives.

Integrating Experiential and Immersive Virtual Learning Approaches for the Teaching of Challenging Concepts in Molecular and Cellular Biology

Jerry Reen - University College Cork

Experiential and immersive learning approaches have significant potential to transform the student experience when engaging with challenging molecular and cellular concepts. Abstract and invisible, engaging with these disciplinary topics can be challenging for students, in part owing to the singular entry point offered by the lecturer at the lectern. Immersive Virtual Reality simulations offer an innovative entry point for student learning where spatial understanding can unlock a deeper engagement with molecular concepts. In tandem with this, experiential learning approaches can distil deeper learning of how molecular biology can be applied to address real-life societal challenges.

Student Wellbeing Community of Practice: Staff Survey and Faculty Comparative Analysis

Gavin Mount – UNSW

The UNSW Student Wellbeing CoP investigated how academic and professional staff understood student wellbeing resources. The study sought to recommend measures to make these resources more accessible to students and facilitate their integration into the curriculum. Human ethics approved (HC190900) surveys, interviews and faculty specific focus group discussions reaffirmed expectations from pedagogic research that student wellbeing requires a whole of university' response to build capacity of educators and to integrate student wellbeing into the curriculum (HE Advance 2019; Baik et. al. 2017; Cranney, 2016). Staff require design time and best practice to integrate student wellbeing resources into their curriculum.

From the classroom to the future: What are the links?

Gudgeirs Geirsdottir - University of Iceland; Anna Ólafsdóttir - University of Akureyri

The paper discusses a research exploring academics' conceptions of the democratic role of universities. Data was gathered by interviewing 26 in three Icelandic universities. The findings indicate that while academics stress the important role of the university in society, their ideas of how to prepare students for societal participation are rather vague and unclear. The democratic role of the university and its disciplines is rarely a topic of formal discussion within faculties and programs, The findings raise the question: How can we as educational developers encourage and support disciplinary-based reflection on the purpose and aim of education within faculties?

Enhancement Themes Mini-Projects: Unleashing Creativity in Teaching and Learning

Anne Margaret Tierney - Heriot-Watt University

Heriot-Watt University is Scotland's global university, spread over five campuses in Scotland, Dubai and Malaysia. This provides a rich institutional culture, while contributing unique challenges. We funded a series of fourteen mini-projects to improve student experience and enhance faculty engagement with SoTL. Projects were outstanding in terms of creativity and imagination, and the collaborative approaches taken worthy of investigation and discussion. The lessons learned from the first iteration of these projects will be used to improve the next iteration in the coming academic year. Lessons are also useful for other academic developers thinking of taking this approach to academic development.

Co-Creating an Eco-System for Sustainable Education

Nira Rahman - The University of Melbourne; Wajeehah Aayeshah - The University of Melbourne

This paper proposes a Co-creation framework to develop an eco-system for sustainable education. This framework includes five levels where Co-creation is processed. These are design, delivery, evaluation, production, and governance. We suggest these five levels exist in different 'Pockets of Action' (PoA). These 'PoA' include pedagogy, governance, and extra-curricular activities. Case study of Co-creation in practice at the University of Melbourne is provided as the groundwork for this framework. We theorise that as different tiers of the proposed eco-system are gradually structured, they will provide strong foundations for developing, producing, embedding, evaluating, and improving the practice of sustainable learning.

Creating a Culture of iSoTL

Rachel Lattimore - Curtin University; Jennifer Howell - Curtin University

Curtin University learning designers undertook a research project to explore iSoTL engagement, experiences and perceptions among staff. The project highlighted gaps and opportunities which we are using to make recommendations for an institutional iSoTL strategy. The project involved a mixed methods approach using a survey (qualitative and quantitative) along with interviews and focus groups (quantitative). By increasing iSoTL at Curtin it will improve teaching and learning approaches which will improve outcomes for learners and enable Curtin University to develop as a leading iSoTL university. Findings from the research have created a baseline that will be used for future iSoTL research relating to the operationalisation and impact of an institutional iSoTL Framework and associated community. Three major themes emerged; Leadership, Challenges, and Motivations. These themes will be discussed along with other key findings that will inform how Curtin University develops a strategic response to making iSoTL visible.

Off the side of the desk: academic developers and social justice work

Marie Vander Kloet - University of Bergen

In Canada, we know little about academic developers involved in work related equity and accessibility. At the same time, the Canadian academy struggles to respond to demands for change to redress long standing injustice in higher education. This paper draws on interviews with ~15 academic developers who contribute to social justice through their AD work. There are three areas of focus in this paper: the varied politicized pedagogical work academic developers engage in, how academic developers have learned/continue to learn to do their work and the relationship between this group of developers and their workplaces.

Makerspaces as places for collaborative learning, teaching, and working in Ireland

Siobhan O'Neill - University College Cork

Makerspaces provide opportunities for co-creation of learning and teaching through interactive, engaged activity and meaning-making utilising no-tech to high-tech tools.Semi-structured interviews were conducted with nine makerspaces via Zoom. Thematic analysis identified themes of formal and informal practices of teaching and learning, collaborative knowledge sharing, and challenges and opportunities due to the COVID-19 pandemic. Findings highlight the sustainable education systems makerspaces provide to their members and to the public.These conversations have provided us with a rich baseline to begin exploring the potential for Irish makerspaces to enhance teaching and learning, and as spaces for research and investigation in SoTL.

A personal reflective account exploring 5 years of a brand led industry professional approach to programme leading at a UK based post-92 University.

Michael Wood – Northumbria University

Research into programme leading highlights the challenges of an increasingly important role.This presentation reflectively explores the impact of a student centred, brand approach enhancing an undergraduate programme, adopted by a former brand professional and late career academic.By combining cultural brand management, and soft systems methodology, an interconnected picture of value, and relationships emerged. Collaborating with the teaching team, students and alumni, a programme identity created trust, and a shared purpose.

Designing Digital Activities for Authentic Learning

Sophia Abbot - George Mason University; Kelly Schrum - George Mason University; Allison Loughry- George Mason University; Ren Hernandez - Virginia Tech; Wai Ling Fong - George Mason University

This past year, three graduate history of higher education courses tasked students with developing asynchronous learning activities that engaged their peers in primary source analysis. The purpose of this assignment was to build analytical and digital skills, to encourage students to actively engage with other learners, and for marginalized groups to interact with their own histories. Through a panel of instructors and students, we will reflect on this teaching and learning process. Participants will use digital products from these activities to engage in dialogue, leaving with an understanding of how student-crafted digital assignments can enhance student engagement and critical analysis.

Learning together (in a community of practise) across courses

Kjersti Daae - University of Bergen; Mirjam Glessmer - University of Bergen

Students in physical oceanography struggle to make sense of theoretical subjects such as ocean dynamics. They lack intuition, e.g., on how Earth's rotation affects the ocean circulation. To facilitate the sensemaking process and provide students with hands-on experience, we designed a laboratory course where students from different years of the BSc program meet to explore and discuss rotating systems. The less-experienced students run experiments guided by the more-experienced students who are now exploring the theory at a deeper level. In contrast to peer-tutoring approaches, the learning environment approaches a community of practice, aiming to benefit all students on different levels.

Opening Lines of Race Critical SoTL and Post-White Pedagogies

Marcus Croom - Indiana University

What counts as "Justice and Equity in and through SoTL" when teaching and learning are designed through post-White pedagogies?

Creating cultures of collaborative and innovative scholarship: The case of Decoding the Disciplines

Peter Riegler - Ostfalia University of Applied Sciences; Michelle Yeo - Mount Royal University; Leslie Cameron - Carthage College; Jared McBrady - SUNY Cortland; David Pace - Indiana University Bloomington

Decoding the Disciplines was created as a process for increasing student learning by narrowing the gap between expert and novice thinking. It also provides a highly effective means of bring faculty – and in some cases students – together in a learning community.This panel brings together representatives of three learning communities operating in very different disciplinary contexts in Canada, Germany, and the United States, who have experienced the potential of Decoding as a strategy for group formation. The representatives

and the audience will discuss and share their insights, successes, and failures with respect to their SoTL activities and community building efforts.

Institutional synergies for sustainability learning: The university as ecosystem and social actor

University of Bergen - Yael Harlap; Katja Enberg; Atle Rotevatn; Birgit Kopainsky; Jakob Grandin

Sustainability Education Collective explore initiatives at different institutional levels that sought to overcome obstacles to sustainability education in a traditional, research-intensive institution, including: an interfaculty PhD course; undergraduate and continuing education; and a student-driven collaboratory.

Using the hands-on Utrecht Roadmap for Scholarship of Teaching and Learning (UR-SOTL) to guide a SoTL project

Femke Kirschner - Utrecht University; Lindy Wijsman - Utrecht University; Irma Meijerman - Utrecht University

Starting a scholarly teaching inquiry (SoTL) project can be a challenge and raise questions. The Utrecht Roadmap for SoTL was designed by integrating the principles of SoTL (Felten, 2013) with an instructional-design model called the 'CIMO'-logic method (Denyer et al, 2008) which focusses on: Context, Intervention, Mechanisms, Outcomes. In this workshop we will use the Roadmap to help the attendees to go from a more or less general idea for a SoTL project to a specific and detailed researchable teaching question. It is hands-on, includes guidance, useful tips, tricks and pitfalls. Furthermore, attendees can discuss their SoTL-projects with each other.

Humanity/ies and Safety in the Scholarship and Teaching of Learning

Jonathan Thurston - Michigan State University

Humanities scholars generally struggle with the institution of SoTL, as evidenced by the numerous aids out there meant to help interested humanities instructors "translate" their interest into work that will be perceived valuable to the SoTL community. However, topics like safe spaces, citational ethics, and the violence of the archive emerge within this discourse, even as they struggle with and resist the limitations of the SoTL framework. This presentation sees in SoTL a frequently conservative ideal of what constitutes data, evidence, and value, but also the potential to really challenge the very ideals that construct the hegemonic discourse.

Sustainable Networks: A Longitudinal Perspective on a Three-year Faculty Learning Community Project

Gaia Hwang - Pratt Institute; Heather Lewis - Pratt Institute

This paper tells a retrospective, collective story about an extended transdisciplinary and multi-positional SoTL project through Faculty Learning Communities. This paper investigates the long-term impact of a FLC on the personal and professional development of the participants. The research discusses how FLCs were not only able to create a sense of community but also deeply changed the personal life of the participants and led to their wellbeing and retention in the institution. This research argues that FLCs can foster long-term wellbeing across a number of dimensions: collegial support and friendship, partnerships, shared memories, personal development, professional development, emotional support, and retention.

Immersive learning pedagogies: Insights from ongoing research

Phillip Motley - Elon University; Michelle J Eady - University of Wollongong; Beth Archer-Kuhn - University of Calgary; Catharine Dishke - Thompson Rivers University; Jennifer Dobbs-Oates - Purdue University; Janel Seeley - University of Wyoming; Rosemary Tyrrell - University of California Riverside School of Medicine

Immersion is a component of several recognized high-impact learning practices including study abroad, internships, and service-learning, but also appears in programs like teacher education, health sciences, clinical and practicum experiences; foreign language instruction; hybrid learning experiences like travel-embedded courses and cooperative education; and in explicit structures like block curricula. This presentation will share insights from our ongoing research into immersive learning. We will highlight our developing definition of immersive learning, ascribed values and benefits of this pedagogy component, challenges to and supports for implementation, and notable practices—including some that are not as obvious—that fit into our developing framework.

Investigating Self-directed Learning with Technology in an Interactive Self-paced Online Course for Media

Sam Yousefifard – University of British Columbia

After the COVID Pandemic, there has been a growth in online instructional practices in higher education, and measuring the extent to which learners could have control, responsibility, motivation and regulation in their learning in online learning environments is essential. This study aimed to explore self-directed learning with technology in interactive learning courses. To that end, an interactive online course in "Writing for Media" was

developed and data from a mixed-methods study that adopted a questionnaire and qualitative data from follow-up interviews of 102 undergraduate students in the Faculty of Arts were collected.

Education focused career paths and SOTL

Susan Smith - University of Sussex; David Walker - University of Brighton

Engagement in scholarship is a common requirement of emerging education focussed career tracks across higher education. Definitions of scholarship, role descriptors and promotion criteria established to support progression on these pathways can be characterised as varied, ambiguous or non-existent, challenging the long term sustainability of these routes and the careers of faculty on them. This workshop shares initial findings of an investigation into the criteria and role descriptors of 48 UK universities and facilitates a discussion of how we as a sector can move towards a common understanding of these routes and associated promotion criteria to support career progression.

Undergraduate Students' Attitudes Toward Marriage Equality: Changes in an Introductory Family Science Course

Trent Maurer - Georgia Southern University; Nikki DiGregorio - Georgia Southern University

This session will discuss the teaching strategies utilized in a mixed methods pilot study exploring undergraduate students' changes in attitudes toward marriage equality in an introductory family science course. Students were exposed to teaching activities regarding prejudice and discrimination to examine their effectiveness in facilitating the development of more positive attitudes towards marriage equality. Results indicated significant positive shifts in student attitudes. Participants will be encouraged to consider how this work could inform teaching about equity, justice, prejudice, discrimination, and marriage equality in their own respective educational contexts and disciplines, and examples will be solicited and discussed.

Learning Beyond the Classroom: Creating a Collaborative Questionnaire

Sophia Bello; Aurore Dumesnil - University of Toronto; Aakash Gokalgandhi - University College London

This talk presents the outcome of a new collaborative project completed by 14 undergraduate linguistic students. To enhance their collaborative skills, students worked as a team to design and develop an online questionnaire that would later be administered. This project provided practical research experience, encouraged critical thinking, and encouraged students to relate key theoretical concepts to date collection and analysis. We introduce the

project, including its conception, various stages of development and final product, and provide insight from both the instructor and students. Finally, we explore how its creation has impacted students' academic development and enhanced their research skills.

Brewing ideas for teaching and learning: one sip at a time

Francoise Cadigan - MacEwan University; Ozlem Cankaya - MacEwan University; Maria Di Stasio - MacEwan University

Teaching in the first years of an academic career can be overwhelming for new faculty. In 2019, a group of us established a coffee club to discuss teaching and learning activities for large classes. In weekly meetings, we described interactive activities that we tried & tested, shared experiences that did not go well and sought support. Our objectives for this session are (1) to relay the purpose of our meetings as a support system for faculty members, (2) to discuss activities we implemented and later adapted to online teaching, and (3) to describe the steps in forming a community of learners.

Ethics and the Scholarship of Teaching and Learning

Lisa Fedoruk - University of Calgary; Cherie Woolmer - Mount Royal University; Rachel Guitman - McMaster University; Denise Stockley - Queen's University; Madison Wright - University of Guelph; Gabrielle Lindstrom - University of Calgary; Jenny Godley - University of Calgary

Ethics and academic integrity are at the forefront of rapidly evolving practices in the academe. Through the lens of ethics, and from a multidisciplinary/multicultural context, this virtual panel discussion will be built upon panelists' experiences and stories from the areas of: making meaning of research ethics in SoTL; building academic community partnerships; and students as partners in SoTL. Through theoretically grounded reflections on experiences and inquiry, panelists will share narratives via story-telling and/or visual representation, and invite interactive discussion and questions pertaining to these ethical topics. Our aim for this panel discussion is to listen across contexts and share and learn from each other about our unique situations.

Framing an Equity-Minded Approach to SoTL through the Arts & Humanities

Angela Zito - University of Wisconsin–Madison; Nancy Chick - Rollins College; Daniel Guberman - Purdue University; John Van Maaren - Ruprecht-Karls-Universität Heidelberg

At the ISSOTL18 conference in Norway, the ISSOTL Arts & Humanities Interest Group drafted a tentative list of SoTL characteristics and choices made by arts and humanities practitioners. Our panelists will revisit this list through the lens of the ISSOTL21 conference

thread "Justice and Equity in and through SoTL" by connecting them to key principles and practices from the literature on justice and equity in higher education. We will then share how these characteristics and choices made by (but not limited to) artists and humanists align with, articulate, and even advance an equity approach to SoTL.

Is bigger better? A critical perspective on current and future contributions of MegaSoTL

Laura Cruz - Penn State University

MegaSoT involves multi-institutional, large scale research projects that focus on teaching and learning in higher education. The collective impetus behind the growth of large-scale projects likely stems from a convergence of scholarly dynamics taking in and across academic disciplines. While these projects may vary considerably in practice, they all operate under the shared assumption that bigger, (whether in terms of scale, scope, and/or volume) is better. In this interactive presentation, we will invite participants to join us in a critical interrogation of the "bigger is better" presentation, with evidence drawn from four current, but very different, Mega-SoTL projects.

The relation between behavioural engagement measures and performance in the online learning environment

Gozde Mercan - University of Toronto

Student engagement is crucial for sustained education, especially in technology-mediated and online learning environments. Certain behavioural aspects of online student engagement can be captured quantitatively through measures such as login durations into online video conferencing platforms and the frequency of views of content pages in learning management systems. This study will investigate possible (immediate and cumulative) relations between such measures and students' academic performance in eight assessments within the context of a year-long online foreign language course in a North American institution of higher education. The presentation will also involve a discussion of the interpretability and limitations of such measures.

Posters

A Clinical Skills-Based Course Sustainable through Changing Learning Environments

Annie Lee - University of Toronto; Minh-Hien Le - University of Toronto

A Social Learning CaseStudy: Transitioning from CANVAS Discussions to Yellowdig Discussion Forum

Clarke Atlanta Univsersity - Ivis King; Valerie Harris; Makisha Funderburke; Steven Starks

A Student as Partners Investigation: What Happens On the Pathway To Crossing a Threshold Concept?

Oxford College of Emory University - David Li; Brenda Harmon; Nichole Powell

An Open Resource Textbook: Understanding Student Perceptions and Preferences

The University of British Columbia - Silvia Bartolic; Hailey Craig; Coleen Tolentino

Biological Science Student and Faculty Perceptions of the Development of Graduate Attributes: The Role of Teaching Methods and Assessment Practices

University of Windsor - Laura Chittle; Kaitlyn Stewart; Jana Merheb; Liessell Innes; Chris Houser; Tanya Noel; Isabelle Barrette-Ng

Bridging the Gap Between the Classroom and the Workplace

Silvia Bartolic – University of British Colombia; Hailey Craig - University of British Colombia

Bringing in the Experts: An Example of Proactive Co-planning of a Second Semester Bachelor Course

University of Oslo - Guro L. Andersen; Kristian B. Bakken; Adriana A. Dauvi; Torjus Haakens; Ida H. M. Hansen; Karianne S. Lilleøren; A. Mattias Lundmark; Pia Alette B. Pedersen

Building Cultures of Care for Graduate Instructors through Peer-led Pedagogy Programs

Carter Moulton - Northwestern University

Community-Engaged Learning (CEL) with a Local Indigenous Community: Disengaging from Systemic Inequity and Racism within Higher Education

University of Toronto Mississauga - Erica de Souza; Sherry Fukuzawa; Veronica King-Jamieson; Nicole Laliberte

Course Transformation: A Program to Innovate in the Classroom

Lorraine Bruges – Universidad del Norte

Covid-19 Enforced Changes in Pedagogical Practices: Toward Students as Designers of Assessments in a Graduate Statistics Course

Joel P. Wiebe - University of Toronto; Olesya Falenchuk - University of Toronto

COVID-19: A Real Life for Interdisciplinary Education in Engineering

Wei Meng Daniel SNG – National University of Singapore

Digital Communities of Practice: Supporting the Scholarship of Teaching and Learning

Diane P. Janes - Thompson Rivers University; James Beres - Southern Alberta Institute of Technology

Evaluating Graduate Students' Level of Understanding of the Nature of Occupations Following Participation in Arts and Humanities Activity

Adele Breen-Franklin – University of the Sciences; Cali Hutson – University of the Sciences

Exam Wrappers Exposing Students to Learning Research May Change Study Strategies

Linden Higgins – The University of Vermont; Maya Sobel – The University of Vermont

Examining Students' Perceptions of Using Online Interactive Learning Tools to Facilitate Cognitive Neuropsychology Assessment

Karen Murphy – Griffith University

Examining the Sustainable Impacts of the Extending Empathy Project on Teaching and Learning

Illinois State University - Jennifer Friberg; MaKayla Smullin; J. Scott Jordan

Exploration of Differences in Learning Strategies: Higher versus Average Performing Students

Medha Talpade - Clark Atlanta University

Exploring the Value of Integrating Peer Mentoring, Reflective Exercises, and Collaborative Learning Tasks on Students' Experiences in an Online Cell Biology Course

Tanaeem Rehman - - University of Calgary; Mayi Arcellana-Panlilio - University of Calgary

Face-to-face vs. Online Asynchronous Teaching in a Conservation Biology Course

University of North Carolina Charlotte - Carrie Wells; Michelle Pass; Jane Walsh

I Didn't Learn Anything, I Just Struggled with Programming: Student Perception of Computational Practices in a Geoscience Course

University of Bergen - Tor Einar Møller; Bjarte Hannisdal; Serianna Jeanette Kvarøy

Increased Community Building Associated with Summer Learning Gains for At-risk STEM Students

Linden Higgins – University of Vermont; Monica Devanas; Karen Cotter; Reed Carroll; John Grew

Learner Autonomy: Chinese Student-Centered Syllabus Redesign

Jia Gui – Virginia Commonwealth University

Learners who Thrived: Pandemic Lessons for Sustaining Student Well-being

Melissa Eblen-Zayas - Carleton College; Janet Russell - Pomona College

Momentum Connections: A Student Micro-community Building Project

University of Toronto Missisuaga- Tanya Kirsch; Ahad Syed; Heather Hines; Cloveth Smith

Online Delivery of Seminar-style Discussion Courses: Making Education Sustainable During a Pandemic

Victoria College, University of Toronto - Emanuel Istrate; Ira Wells

Preparing Graduates to Transfer Writing Instruction Beyond the University

Amanda Sturgill - Elon University; N. Baird - Bowling Green State University; A. Kašpárková - VSB - Technical University of Ostrava; S. Macharia - Strathmore University

Service-Learning Curriculum Increases Climate Change Awareness

Daniel Mendoza - University of Florida; Sarah Adkins - University of Alabama at Birmingham; Jay Bhatt - Creighton University; J. Jeffery Morris - University of Alabama at Birmingham; Samiksha Raut - University of Alabama at Birmingham

Student Choice of Course Polices As a Tool for Learning and Engagement

Cristen Dutcher - Kennesaw State University

Student Perceptions of Learning: Comparing Traditional to Simulated Clinical Environments

Joanne Baird - University of Pittsburgh; Tracy Van Oss - Quinnipiac University; Audrey Zapletal - Saginaw Valley State University; Jean Prast - College of Saint Mary

Student Reflections on Professional Identity & Preparedness for Practice in Speech-Language Pathology

Allison Sauerwein - Southern Illinois University Edwardsville

Students as Partners in the Advancement of Changes to End-of-Term Course Evaluations

McMaster University - Nikita Kalwani; Amanda Kelly Ferguson; Lori Goff; Kim Dej

StudyIng4.0: Visualizing Complex Concepts in Engineering Education

Leibniz Universitat Hannover - Paula Carstens; Linda Bücking; Daniel Ho; Udo Nackenhorst

Supporting Teachers with SoTL: Development of the Hands-on Utrecht Roadmap for Scholarship of Teaching and Learning

Utrecht University - Irma Miejerman; Lindy Wijsman; Femke Kirschner

Sustainable Education Through Students as Partners: Staff-Student Co-creation to Enhance a Foundational Cell Biology Subject

University of Melbourne - Charlotte Clark; Chantelle Calonge; Henry Glaspole; Calandra Grima; Jenny Gunnersen; Gary Hime; Yi Hu; Joanna Jiang; Finn Jones; Ger Post

Sustaining SoTL Initiatives by Building a Community of Practice for SoTL Faculty Developers Across Institutions

Laura A. Lukes – George Mason University; Liesl Baum – Virginia Tech; Kim Case; Dayna Henry – James Madison University; Melissa Wells – University of Mary Washington; Sophia Abbot – George Mason University

Sustaining Teacher Presence in English as an Additional Language (EAL) Online Learning Communities

University of British Columbia - Zhuo Sun; Nasrin Kowkabi; Reginald

Using Authentic Situations in an Active-learning Activity to Foster Science Literacy & Develop Professional Identity in Undergraduate Biology Students

Nadia Aubin-Horth - Université Laval

Virtual Immersive Simulations to Promote Practice Readiness to Full Scope for Pharmacy and Pharmacy Technician Students: A Collaborative Approach

Aleksandra Bjelajac Mejia - University of Toronto; Lachmi Singh - University of Toronto

"Virtual Worlds" Goes Viral: Webinar Platform Usability as Pandemic Pedagogy

Alexandra Bolintineanu - University of Toronto; Komal Noor - University of Toronto

Well Series: Creating a Sustainable Ecosystem of Supports

Meagan Troop – Sheridan College; Danielle Palombi – Sheridan College

Wellness in the Online Classroom

University of Toronto - Erica Cambly; Sarah Johnston; Laura Fairley; Mary Ann Fegan

Virtual Venture: Using TPACK to Explore the Perspectives of Instructors Teaching Online Introductory Statistics Courses in Post-secondary Education

Rachael A. Lewitzky - University of Toronto