

Abstracts

Plenary Session Abstracts.....	2
Pre-Conference Workshop Abstracts.....	4
Workshop Abstracts.....	8
Panel Abstracts.....	27
Paper Presentation Abstracts.....	52
Poster Presentation Abstracts.....	145

Plenary Session Abstracts

Title: Beyond Inclusion: Education for Participating in and Shaping Democratic Futures.

Author(s): Bryan Dewsbury

Abstract: We commonly position inclusion with goals of bringing more of the marginalized into an experience. But to what end? What visions do we have to shape and reshape society once more voices are at the table? In this talk, I will discuss the notion of how even in STEM classrooms, education is a formative experience for life itself. Models for technical and social development will be discussed with evidence for their transformative impacts.

Title: How We Hear Story Depends Upon Who We Are in Our Listening: Creating Spaces of Transformational Testimony in Indigenous Research, Teaching, and Learning.

Author(s): Margaret Kovach

Abstract: Indigenous methodologies, teaching, and learning depend upon the presence of story. Story is a testimonial relationship between those who share and those who hear. For a testimonial relationship to be transformative, a relationship of trust is indispensable. In the absence of trust and the presence of implicit or explicit racial stereotyping, the experience of story is burdened by a testimonial injustice. This presentation explores philosopher Miranda Fricker's concept of epistemic injustice. Specifically, I offer thoughts on her notion of testimonial injustice as it is shaped by identity prejudice and perceived credibility deficit arising from the stereotyping of the other. Anchored in the Indigenous post-secondary landscape and from an Indigenous point of view, I then apply Verna Kirkness and Ray Barnhardt's 4R's, in a particularly ordered sequence, (first Responsibility, followed by Reciprocity and Relevance, and resulting in Respect) to Fricker's conceptualization of testimonial injustice. In proposing the Four R's as a steadfast framework for Indigenous theorizing and practice, I highlight the principle of honoring the other and the practice of circle common in Indigenous societies for creating an ethos hospitable to transformative testimonial experiences in research, teaching, and learning.

Title: Navigating SoTL at the Intersections: Impact and Transformation in the Context of Institutional Change and Uncertainty.

Author(s): Katya Pechenkina

Abstract: From educational technology changes, requiring a radical retraining of students and faculty, to rapid pivots aiming for a completely online learning and teaching environment during the COVID-19 pandemic, Higher Education is in a constant state of flux. The Scholarship of Teaching and Learning (SoTL) often occupies a position of uncertainty within this complex landscape. Academics are expected to be excellent teachers, while also achieving mandated outputs across research, leadership and service portfolios. SoTL tends to occur in the verges, in between the disciplines, its various levels of impact occurring in the context of constant institutional change and discipline-specific expectations. For SoTL academics based in teaching and learning units, tasked with upskilling faculty across the disciplines in the ways of SoTL, working in a background of constant changes is the norm. Drawing on almost ten years of work in Higher Education, specializing in SoTL impact as well as decolonizing pedagogies, educational technologies and evidence-based teaching and learning practices, my keynote will present a personal journey of navigating SoTL at the intersections of institutional change, uncertainty and constantly changing agendas.

Pre-Conference Workshop Abstracts

Title: At the Intersections of SoTL and Public Scholarship: A Workshop on Public SoTL.

Author(s): Nancy Chick and Jennifer Friberg

Abstract: 'Going public' is considered as an inherent part of SoTL. While this conventional way of sharing SoTL is important, there is a growing dual imperative, first to bring even broader audiences -- those not associated with formal education -- into discussions about teaching and learning, and second to extend what we know about teaching and learning to the seemingly unrelated topics that are important to these broader audiences. Workshop participants will use two frameworks we developed for this dual imperative to re-envision existing projects (samples we provide and participants' own) as public SoTL.

Title: Embodying Perspectives: Exploring Epistemic Justice Through Critical, Transdisciplinary Co-creation in Participatory Performing Arts Practice.

Author(s): Kathy Takayama and Anna Santucci

Abstract: This workshop explores how juxtapositions of culturally and disciplinarily diverse ways of knowing enable us to articulate new paradigms emerging at those intersections. A scientist and a theatre educator will facilitate this experiential investigation of interdisciplinary scholarly dialogues as progressive and iterative intercultural processes of co-creation, leading to transformative pathways for epistemological re-framing. Participants will experiment with embodied meaning-making and theatre-based inquiry to unpack the role of vulnerability and risk-taking as applied across our trans-disciplinary SoTL field: we will exercise our empathy, perspectival flexibility, and critical self-awareness muscles through participatory performing arts practice's signature pedagogies of collaborative and creative engagement.

Title: Exploring Student-Student and Faculty/Staff Interactions in SoTL: Questions and Ways of Knowing.

Author(s): Peter Felten, Sarah Bunnell, and David Hornsby

Abstract: Decades of educational research demonstrates that the quality of student interactions with academic staff (faculty) and peers is essential for positive individual and institutional outcomes, particularly for students from populations that historically have been marginalized in or excluded from higher education. That research is no surprise to indigenous educators who have always rooted their pedagogy in relationship and community. SoTL has much to offer our emerging understandings of relational education, in part because SoTL tends to focus on teaching and learning in context. This interactive workshop will weave together the expertise, perspectives, and interests of participants to explore possibilities for relationship-rich SoTL.

Title: Healing From our Racism Journey.

Author(s): Bee Brigidi, Sarah Ford, Ashley Edwards, Sheri Fabian, and Anushay Malik

Abstract: The Healing from our Racism Journey (HRJ) program is a four-part blended program devoted to developing anti-racist teaching practices through self-reflection, changing individual actions, interpersonal and community interactions, and policy change. Framed by positive racial identity and positionality (Singh 2020), HRJ facilitates “the application of this analysis not just in [the faculty and] their teaching, but also in their discipline, research, and departmental, university, and community work” (Kishimoto 2018). Our interactive evidence-based workshop will share the HRJ program, impact narrative stories of its transformative potential, and introduce HRJ frameworks / methodologies to transform your own SoTL (and teaching) practices.

Title: Practicing Disrupting Interviews for Decolonizing, Indigenizing, and Challenging Racism in Teaching and Learning in Higher Education.

Author(s): Robin Attas, Lee Easton, Gabrielle Lindstrom, Joan Middendorf, and Michelle Yeo

Abstract: Are you seeking ways to challenge institutional structures, scholarly and professional practices, and your own self, as a faculty member, academic developer, or SoTL practitioner? In this workshop, participants will have the opportunity to learn about and practice various adaptations of the Disrupting interview technique, a method for uncovering colonial and racist teaching, learning, and disciplinary practices. You will learn about Disrupting adaptations that uncover barriers to Indigenous ways of knowing and anti-racist practices, practice aspects of a selected strategy with supportive peers, and reflect on your own strengths and weaknesses as potential Disrupting facilitators at your own institutions.

Title: Scholarship of Teaching and Learning at Hope University.

Author(s): Jessica Riddell

Abstract: Universities have been built on mystification and exclusion this has been palpable for excluded groups and pernicious for the privileged for a long time. -- 1. the systems are broken 2. the systems are working exactly as designed -- We need to challenge resilient systems so that we can build systems that foster resilience where individuals flourish in communion with others. Hope University, at its core, is an open-hearted invitation to dream and scheme, imagine and build, challenge and reflect. It is a de-centering or re-orientation of systems and structures in order to look at our institutions with fresh eyes.

Title: Sharing SoTL with Students: From Ideation to Practice.

Author(s): Cherie Woolmer, Sara Reena, Trent Maurer, Nicole Powell, Ian Turner, Odd Rune Stalheim, and Carol Sisson

Abstract: This workshop will address multiple elements of the conference theme including student partnership and the impact of SoTL on transforming student learning. Using Maurer et al.'s (2021) framework for sharing SoTL with students as a form of knowledge mobilization, we conducted a follow-up research project to explore the extent to which that framework reflected practice. In this workshop, we will provide an overview of the framework, briefly discuss the findings of our follow-up project, and explore with participants the ways in which this work can be used to identify, discuss, and extend the practice of sharing SoTL with students.

Title: Using Curriculum MAP to Promote Diverse and Inclusive Learning Outcomes.

Author(s): Janine Hirtz, Laura Prada, and Anita Chaudhuri

Abstract: This workshop provides a hands-on experience for using Curriculum MAP highlighting examples of an interdisciplinary collaborative project on curriculum mapping and alignment. When developing the digital mapping tool, the project team of faculty members, program managers and student web developers recognized the value of diverse user expectations and hence, it was critical to embrace a scholarly approach and highlight best practices in diverse fields. Facilitators guide participants through various features of the tool, share this open-source resource with the community, exemplify its application to promote inclusive and accessible learning, and invite questions and feedback for further improvement.

Workshop Abstracts

Title: A Short Program to Teach Students how to Effectively Work in Groups.

Author(s): Nirmani Wijenayake

Abstract: Group work is an essential graduate attribute we want students to master at university. While most courses have assessments related to group work, students are rarely taught how to work in a group, so group work is consistently rated as one of the most disliked and stressful activities by students. Therefore, a short program that focused on teaching students how to conduct group work was introduced. The program consisted of hands-on group bonding activities, a workshop on conflict resolution, peer-to-peer teaching activities, feedback sessions, and an individual term-long reflection diary. Using a Likert scale, students were surveyed on various aspects of the assessment task and 88% of students strongly agreed or agreed that this assessment taught them valuable skills to work effectively in a team. In the final course survey conducted by the University, the students were asked to rate whether they felt part of the learning community. In 2018 before the interventions, 33% of the students strongly agreed with this statement while in 2019, with the introduction of the program this has jumped to 55%. The program was adapted to run fully online during the pandemic and in 2020, 64% of students strongly agreed that they felt part of an online learning community. This is a sign of the effectiveness of this program in developing effective online learning communities and learning experiences. The introduction of the group work program seemed to have helped students form better connections with their peers from the beginning of the Term which led to better engagement in the course overall. Students are naturally more inclined to become competent at a task through group work as mastery occurs together and their sense of community grows over time.

Title: At the Crossroads of Educational Leadership: Graduate Educational Developers as Partners.

Author(s): Michal Kasprzak and Nicole Birch-Bayley

Abstract: Graduate educational developers (GEDs) working at teaching and learning centres (TLCs) often engage in cross-disciplinary conversations, reflect deeply about teaching, engage in SoTL work, and enhance a range of teaching-related competencies (Riviere & Stewart, 2021; Bale & Moran, 2020; Bishop-Williams et al., 2017; Gourley & Korpan, 2017). For many, this experience not only enhances their educational leadership—engaging in teaching-focus conversations across disciplines, increasing confidence and self-efficacy, or understanding the currents and frameworks informing teaching across higher education (Wright, Schram & Gorman, 2015)—but can also offer a crossroads opportunity to explore different careers (Lewis, 2017). Graduate Educational Developers (GEDs) are a key foundation of the University of Toronto's Teaching Assistants' Training Program (TATP). This peer-based program of 16 GEDs is deeply rooted in Matthews's (2017) five guiding propositions of Students as Partners, as well as Cates et al.'s notions of agency, accountability, and affinity. In this session, we will contextualize the collaboration between staff and graduate student educational developers through four areas. First, we will discuss GED training, which includes an initial 5-day training program during which permanent staff and returning GEDs mentor and onboard their junior colleagues to co-develop and deliver specialized workshops and job training sessions to graduate students across the university. Second, we will explore how GEDs contribute to the TATP's overall mission and curriculum—through working groups as well as in annual program planning and during more elaborate program redesign processes. Third, we will discuss how GEDs engage in reflection and quality assurance to assess impact of TATP's collective work across the institution. Finally, we will examine how the TATP's professional development offerings reformulate and reimagine the work of GEDs as a set of meta-professional competencies (Theall and Arreola, 2006) that can be geared to a range of career options.

Title: At the Intersections of SoTL and Self: Unpacking Pandemic Transformations of and Fostering Resilience in SoTL.

Author(s): Carolyn Hoessler and Carolyn Ives

Abstract: In addition to moving our classrooms online and disrupting SoTL projects' data collection and analysis, COVID has changed who we are, and thus has changed our SoTL. Research is connected to our identities as teachers and scholars, so alignment between our current selves, our SoTL focus, and our SoTL capacity is key (Simmons et al., 2021 Koblyk, 2018). Within research, reflexivity seeks to illuminate who we are in our research and who we are as researchers (Creswell & Poth, 2018). Some of the shifts have been logistical access to funding or keeping up with literature. But some shifts were more than logistics: Major events, such as a pandemic, change our reality and how we see ourselves, how we see our experiences, and how we see our priorities. As a result, COVID has changed who we are as teachers, scholars, and SoTL researchers. We have left behind old ways of doing and thinking and changed how we see ourselves, learners, and our classrooms. Even our timelines, ways of engaging, and priorities have changed. Because we have changed, sometimes we are caught in the Bridges and Bridges' (2017) neutral zone between letting go and new beginnings. Through a guided self-reflection, SoTL researchers and mentors can unpack the transitional experience (Bridges & Bridges, 2017): What have we let go of? What have we hung on to? What has stayed on the to-do list but no longer inspires us? How do we move into new beginnings in our teaching and SoTL research? In this workshop, facilitators will lead participants through guided reflections and interactive discussions to foster self-reflexivity about who we are as teachers and scholars, what we value in our classrooms, and the implications for our SoTL.

Title: Bringing a SoTL Lens into Your Problem-Based Learning Practice: A Hands-On Experience.

Author(s): Christina Magkoufopoulou and Min Zhong

Abstract: Join us in a Hands-On experience of Problem Based Learning where we will be exploring the benefits of active learning within Problem-Based Learning. Active Learning methods, such as Problem based Learning can help students become independent learners and develop critical thinking, collaborative and negotiating skills. Active Learning Methods, such as Problem Based Learning, are great for supporting learners with diverse learning backgrounds and can be used for the development of supportive and inclusive learning environments. In this workshop, while working through the steps of Problem Based Learning, you will be given the opportunity to design your own Problem based Learning session to use in your own teaching. Our workshop is aimed at conference attendees that are both new to Problem Based Learning and experienced with Problem Based Learning, as we will be further looking into how to transform your Problem Based Learning practice into a scholarly project, and to inspire you to get more involved with SoTL. The workshop aims to provide you with an opportunity to learn from each other, reinvent and assess the effectiveness of PBL by adopting a scholarly approach. This interactive workshop aims to lead to the origins of a collaborative scholarly output that could further inform the collaborative output of the ISSOTL's Special Interest Group in Problem Based Learning. By the end of the workshop, participants will have a refined PBL design, future action plan of their own PBL-based SoTL project, and the potential for international collaborations. This workshop will be hosted by the chairs of the ISSOTL's Special Interest Group in Problem Based Learning.

Title: Building Inclusive Learning Environments: Activating Students' Voice and Agency Using Visual Preference Surveys.

Author(s): Alice de Koning, Alison McReynolds, Anjali Choudhary, John McArdle, and Maya Sagar

Abstract: This workshop demonstrates a method to engage students in the co-creation of course expectations, the classroom community, and learning outcomes. Amplifying students' agency and voice leads to higher levels of engagement by and stronger learning outcomes for students (Baxter-Magolda, 2004). In communities, visual preference surveys are a proven method of increasing diverse stakeholders' voice and agency in planning processes in this workshop we apply the method to learning environments. For learning to be authentic, faculty must consciously and intentionally curate space for students' agency to be activated (Deed, et al., 2014). As Styres (2019) notes, challenging classroom norms and inviting deeper engagement can be emotionally provocative. By engaging participants in a visual preference survey activity, where different learning environments are displayed and participants are asked to rate them on a Likert scale, shared norms around ideal learning environments can be developed. The session will encourage critical self-reflection, allowing participants to support others in critical conversations about creating inclusive and effective learning environments. Here, we show how visual preference surveys are adapted to activate participants' visual literacy and voice in instructional design (Honeyford and Boyd, 2015). We use visual literacy techniques to create ethical space for shared learning, reciprocal engagement, and community inclusion. Participants may openly question prior knowledge, positionalities, and biases in ways that confront educational and colonial relations of privilege and power (Hailu, et al., 2017 Styres, 2019). The practice embodies the spirit of reconciliation in the classroom by including and amplifying a diverse set of voices not typically provided with authority and agency for designing learning experiences.

Title: Co-designing Integrated Curricula with Lecturers, Researchers and Students.

Author(s): Didi M.E. Griffioen and Linda van Ooijen-van der Linden

Abstract: A five-year experiment of collaborative curriculum design teams including lecturers, students and researchers in Amsterdam University of Applied Sciences in nine disciplines, has led to a deepened insight in its complexity. Three ambitions were central in the longitudinal project funded by the Ministry of Education: cross-stakeholder-collaboration, the integration of research in bachelor programs, and systematic curriculum design. Curriculum co-design of students, lecturers and researchers offers opportunities for more meaningful innovations, while adding to the complexity of the design process (Bovill, et. al., 2016 Cook-Sather, et al., 2014 Healey and Healey, 2018). Ideally, each team commits to making a difference and therefore creates a social learning space by mutually engaging uncertainty (Wenger-Trayner and Wenger-Trayner, 2020). But how to make such a collective effort? The further integration of research in professional bachelor programs aimed to better educate our students as future professionals in a hypercomplex world (Barnett, 2012). But realizing this integration is not straightforward at all (Markauskaite & Goodyear, 2017 Young & Muller, 2014). Existing conceptual frameworks, such as from Brew (2012) and Healey (2005) need to be collectively learned, interpreted and adapted, and often the current body of knowledge did not provide any direction for research integration (see also Griffioen, Groen, & Nak, 2019). Finally, to increase the quality of the curriculum design processes, teams were stimulated to apply the Curriculum Spiderweb by Van den Akker (2003), which showed to be a useful instrument, but its usage also showed the high complexity of curriculum design as such, let alone collectively. The combined complexity of the multifaceted processes of curriculum design, the co-creative setup, and the ambition to further integrate research into the curriculum has shown to be a challenging endeavor. Still, these challenges the SoTL community needs to get to grips with to increase the quality of higher education.

Title: Exploring Pathways to Decolonial and Justice Educational Futurities via Teaching and Learning.

Author(s): Sheri Fabian and Nawal Musleh-Motut

Abstract: It has become commonplace for universities to publicly express a commitment to equity, diversity, and inclusion (EDI). Unfortunately, the policies and practices they implement often result in dangerous and irresponsible institutional performances of EDI that simply reinforce the neocolonial and neoliberal status quo and continue to exclude, contain, and harm BIPOC educators and students every day (Battiste, 2017 Thobani, 2022). While the Scholarship of Teaching and Learning (SoTL) has begun to turn its attention to the urgent need for decolonial (Behari-Leak, 2020) and social justice (Liston and Rahimi, 2017) teaching and learning, the field has yet to adequately address the colonial wounds at the heart of the academy or offer detailed possibilities for healing them. While the path to true decolonial healing will take generations to fully realize, educators and students need not resign themselves to waiting for top-down systemic change. Rather they can begin working toward a decolonial and more just university from the bottom up. This requires 'decolonial thinking and doing' (Mignolo and Walsh, 2018, p.3), which entails: 1) 'delink[ing] from the colonial matrix of power' (125) 2) reconstituting previously silenced and/or negated knowledge systems, ways of knowing, and lived experiences and, 3) creating paths and practices toward decolonial alternatives. This workshop will explore how to begin creating decolonial and just educational futurities through teaching and learning in the present moment. The workshop will start with an overview of decolonial thinking and doing as it relates to teaching and learning. The facilitators will then provide examples of how they are currently assisting faculty and students to jointly create decolonial and just educational futurities at Simon Fraser University. Finally, working closely with their peers and the facilitators, workshop participants will start to map out current and future pathways for transforming their own institutions via teaching, learning, and scholarship.

Title: Failure Across Disciplines: Models of Learning From Failure in Post-Secondary Course Design.

Author(s): Fiona Rawle Jackie Goodman Jennifer Ross Ken Derry Mairi Cowan Maria Dasios

Abstract: Failure is a core component of the learning process, however, it is not often explicitly taught in undergraduate classrooms. Failure's important role in learning and its social and structural dynamics demand a broad, high-level accounting of how we might go about teaching learners to "fail well," while acknowledging required structural supports. Learning through failure is an expansive topic in educational and SoTL research: it can take the form of desirable difficulties (Bjork, 2011), ill-structured problems (Jonassen, 1997), and reflective learning. In specific disciplines, it can look like productive failure in math instruction (Kapur, 2014), and revision assignments in language learning (Truscott, 2008). While post-secondary institutions increasingly encourage students to "embrace risk" and learn from their mistakes, the stigma and stakes of failure often lead to students avoiding academic risk-taking (Nunes, 2022). The Failure: Learning in Progress (FLiP) research project is a multi-tiered, interdisciplinary study of the role of failure in teaching and learning. It combines original data collection (e.g., instructor interviews and student surveys), large-scale review of existing scholarship, and collaboratively-designed classroom interventions which endeavor to integrate productive failure into course designs while also developing instructional supports for successful implementation. This workshop invites participants to engage with FLiP team members as we model one of a 5-unit series of instructor-led classroom interventions developed to incorporate failure pedagogy and assessment into a range of courses. In small group discussions, participants will explore the pedagogical frameworks of failure and reflect on issues such as the role of failure in learning, perfectionism and procrastination, and the ways power and privilege shape experiences of failure. Together, workshop participants will learn how to empower not only their own teaching but also student learning through an approach that embraces, rather than forecloses, the messiness of learning in higher education.

Title: Hopscotch 4-SoTL: An Open-Source Tool for Generating a Well-Informed Research Design.

Author(s): Hillary Steiner

Abstract: As we define it, SoTL is systematic inquiry into student learning and/or one's own teaching practices in higher education which is situated in context and involves methodologically sound application of appropriate research methods, peer review, and distribution as scholarly work. By its nature, SoTL is a rich and diverse space, where unique perspectives and disciplinary leanings are welcomed. For many, though, SoTL is an intimidating step outside the disciplinary comfort zone, yet one that holds great personal relevance. While many centers of teaching and learning offer support for those conducting SoTL projects, some continue to struggle with research design, especially when it comes to reflecting on elements of researcher positionality (Berenson, 2018 Haigh & Withell, 2012). Thorough open-source web guides can provide an additional self-directed learning opportunity for those without access to teaching centers or who are seeking more support. The Hopscotch theoretical model and web tool was originally developed in 2014 as a tool to help graduate students in educational and social science research develop qualitative research designs. In 2018 it was expanded to incorporate quantitative and mixed methods designs. The latest version of Hopscotch, 'Hopscotch 4-SoTL,' was developed in collaboration with key campus partners to provide accessible, open-source support for those conducting SoTL projects. According to our web metrics, Hopscotch 4-SoTL has been accessed by 1,173 users in eighteen countries. In this session, we will work with attendees as they utilize the Hopscotch 4-SoTL model, facilitating moments of personal reflection. We will then demonstrate the visual and textual output that the web tool generates for the user. Finally, we will initiate discussion about the ways the Hopscotch 4-SoTL tool might be used by individuals and in faculty development initiatives. This session is appropriate for SoTL beginners, seasoned practitioners and those who support SoTL at their institutions.

Title: How to Build a Student Wellbeing/Success Community of Practice.

Author(s): Cameron Faricy, Charlotte Long, Gavin Mount, Leesa Sidhu, Linda Ferrington, Melissa Davis, and Nalini Pather

Abstract: Enhancing student wellbeing and success requires a 'whole of university' response allowing educators to build capacity and integrate resources into their curriculum [1,3]. To facilitate this, we established a Community of Practice (CoP) to identify, implement, evaluate and improve wellbeing-supportive strategies. Maintaining a clear focus on reviewing and generating evidence based SOTL research, our group has grown exponentially with links 'across faculty, student services and administrative and support units' [2] and emerged as a significant reference group contemplating the application of new technologies and reviewing the university's strategic initiatives. Our 2019 staff survey confirmed that student wellbeing resources were unevenly accessible across faculties and that academics lacked confidence in how to integrate student wellbeing into their curriculum. Primarily through referral and constructive engagement with Equitable Learning Services, academic educators can support students with neurodiversity or mental health needs. Their main role, however, is to create learning-supportive curricular environments that lead to success and thus wellbeing. Wellbeing may be more effectively supported through the integration of student success strategies 'creating a sense of community and belonging with safety to make mistakes, and scaffolding understanding of assessment and feedback' [4]. In conjunction with our Healthy Universities Initiative, a number of our CoP academics have shared their practice of integrating Self Determination Theory (SDT) into their curriculum. These examples place a particular emphasis on wellbeing/success strategies that build: (i) autonomy - cultivating a sense of choice & volition in regulation of behaviour (ii) relatedness - feeling connected with and cared about by others and (iii) competence - the sense that one has capacities valued by oneself or others [5]. Student surveys and focus groups are demonstrating the effectiveness of creating curricular environments that include diverse students and provide realistic academic motivation leading to need satisfaction. Wellbeing is then an enabler of further effective engagement, creating an upward spiral of success and wellbeing.

Title: Lessons on Inclusion From a Global Pandemic: Reflections on Instructor Perceptions of Inclusion & Support in Blended Teaching.

Author(s): Anna Soderstrom, Gunvor Larsson Torstensdotter, Jorg Schminder, Per Sanden, Renee Valiquette, Sal Renshaw, and Victoria Stenback.

Abstract: The increased use of digital tools and online learning platforms due to the Covid-19 pandemic has posed difficulties for teachers and students alike. Stress, challenges redesigning teaching and learning activities to fit online settings, and difficulties with engaged interaction have consistently been identified as critical issues (Wilkins et al. 2021). While some aspects of transferring on-campus classes to online settings clearly had benefits to some students, engaging participants in online activities and discussions posed some of the greatest challenges for many (Eftring et al. 2021). To investigate the experience of teaching in blended settings, a survey was distributed to various teachers in higher education at Linköping University in Sweden. The aim of the pilot project was to explore how instructors in courses involving group intensive learning perceive how they supported inclusion and learning outcomes in blended learning environments. Instructors were asked to complete a short survey on their perceptions of a range of aspects of teaching including the specific strategies they offered students, their perception of student learning, and their own expectations in terms of content delivery. The survey also asked instructors to reflect on their organization and planning of blended studies, and especially on their strategies around enhancing inclusion in blended education settings. Preliminary results from the pilot project will be presented at the beginning of the workshop as a frame for an engaged discussion with the audience. Our assumptions are that many of the challenges will have been experienced in similar ways across diverse settings but that local contexts will have also shaped experiences in important and potentially instructive ways. The facilitated discussion aims to draw out both the shared experiences as well as the areas of difference with a view to focusing on successful strategies for enhancing inclusion and diversity in blended settings.

Title: Permissions, Play, and Pedagogy: Using LEGO® Serious Play® to Teach Reflective Practice.

Author(s): Mary Anne Peabody

Abstract: Reflective practice requires a set of complex thinking skills focused on personal experiences. This workshop introduces a Permissions model that operationalizes pre-requisite reflective practice skills by bringing them into the visual and tactile sphere. The Permissions model of reflective practice is taught through the innovative methodology of LEGO® Serious Play® (LSP) that integrates embodied cognition into classroom practice. LEGO® Serious Play® (LSP) uses brick building and metaphoric storytelling to transform the quintessential LEGO® brick from a construction toy to an expressive language. LSP has an integrative theoretical base in constructivism, constructionism, narrative storytelling, experiential and neuroscience learning principles. Workshop participants will experience how the Permissions model is taught to our students through an adaptation of the LSP experience. Participants will better understand the connections between thinking (cognition), sharing (speaking), listening (hearing for understanding), feeling (emotional), doing (experiential), and retaining information (memory). A brief review of research results will be shared (Peabody & Noyes, 2017) highlighting positive student outcomes on group cohesion, inclusive learning, a language for emotional content, and an experiential process related to disparate and inclusive learning styles. Ample time will be offered to invite reflexivity and transferability into our own pedagogical practices. This play-based pedagogical workshop is based in the scholarship of teaching and learning that highlights embodied cognition across multiple disciplines and learning contexts. The Permissions model and LSP recognize that collaborating in transdisciplinary dialogues is a vital collegial skill for this unique time of change in higher education. The growing needs, challenges to student learning, and the shifting terrain of the higher education all demand transformative practices that maximize student learning. Join us as we share, build, and transform teaching and learning by 'thinking through our fingers'. Is it just a brick or can it be much more? †

Title: Polls and Padlets and gDocs, Oh My! Using Technology to Foster Student Engagement.

Author(s): Sarah Thelen

Abstract: During the remote teaching phases of the pandemic, many of us looked forward to engaging with our students in person, but the return to campus brought new challenges. Whether because of hybrid teaching, covid exposure, or myriad other reasons too numerous and personal to guess, student engagement after the return to campus is as difficult - and in some cases more difficult - than during the height of online emergency teaching during the pandemic. The proposed workshop is part of a larger project to develop the digital education skills and approaches reflecting the shift to a post-digital world (Fawns, 2018) in which the lines between the digital and non-digital are so blurred as to be invisible. Specifically, the workshop will introduce participants to digital education tools and approaches for supporting student engagement in both in-person or remote teaching. The session itself will involve an introductory presentation on the larger literatures around student engagement and digital education before offering participants an opportunity for hands-on exploration of digital tools to promote engagement such as polling (e.g. Mentimeter), collaborative writing (e.g., Google Docs), collective research (e.g., Padlet), backchannel conversations and discussion (e.g., Teams chat), etc. In-person and online pilot versions of this workshop were delivered to University College Cork teaching staff in 2022. In addition to helping develop new skills around student engagement and digital education, these pilot workshops were also sites of research in which participant feedback about format and delivery methods was collected through surveys and focus groups. This workshop will build on these initial findings and will offer participants a chance to be involved in the next stage of our research on digital education and engagement.

Title: Practices for Increasing Comprehensiveness and Reducing Bias in Evidence Synthesis Reviews.

Author(s): K. Alix Hayden and Zahra Premji

Abstract: Evidence syntheses are becoming more popular in SoTL, increasing almost ten-fold in a 5-year span from 2016 - 2021 (based on a search in the Web of Science database). These reviews are typically well cited, and are often used as background reading to familiarize oneself with a topic. It is therefore important that these reviews be comprehensive and inclusive, especially in the face of rising global inequity in citations (Nielsen et al., 2021). Researchers must attempt to identify all relevant studies or literature on the topic that meet the predefined inclusion criteria, for inclusion in an evidence synthesis review. With the growing number of publications each year, and the increased use of evidence synthesis reviews, the implications from non-comprehensive reviews can be significant. Chick et al. (2021) discuss the politics of citation and the citation practices within SoTL as a field. Citation in an evidence synthesis review is one way that research can gain additional exposure and be included in the scholarly conversation. Similarly, omission of a relevant citation can reduce the visibility and exposure of that work, leading to a cumulative impact, especially if the review ends up becoming the primary way that new scholars identify existing scholars and works. What does comprehensiveness and transparency mean in the context of evidence synthesis and how does this translate to the processes and practices undertaken during the conduct of reviews? In this interactive workshop, we will explore the conceptual underpinnings of evidence synthesis as a methodology, discuss the different types of evidence synthesis, alignment between objectives and review type, and highlight best practices for designing comprehensive, inclusive, and transparent search methods for a systematic or scoping review. We will discuss using examples, practices that unintentionally lead to bias and suggest strategies for reducing bias in searching.

Title: Teaching & Learning Inquiry: A Conversation With the Editorial Team.

Author(s): Jennifer Löfgreen, Kelly Schrum, Ketevan Kupatadze, and Susannah McGowan

Abstract: Are you interested in publishing your SoTL research? Curious to learn more about Teaching & Learning Inquiry, the ISSOTL journal? Looking for feedback on article ideas? TLI's editorial team will share advice on publishing in the journal as well as on the benefits of becoming a reviewer. This session will be conversational and practical, so bring your questions and come learn about publishing in TLI!

Title: Teaching and Learning Through Movies.

Author(s): Humaira Jamshed and Jamshed Arslan

Abstract: Memories are encoded strongly when students are paying attention, when they are deeply engaged, and when the information is meaningful to them. Problem-based learning using case studies in medical education has largely been effective in conceptualizing complex frameworks. A parallel pedagogy is needed for non-medical undergraduate programs, such as liberal arts colleges and K-12 schooling. Experiential learning through field trips efficiently complements active learning. The emergence of the pandemic, however, severely restricted field-based education. While society struggled to respond appropriately during this calamity, the subsequent generation of life science students became increasingly divorced from the natural environment. Movie-based teaching and learning offer a viable alternative to rescue students from academic crises. Edutainment, integrating education and entertainment - is circumstantially an effective pedagogy keeping the learners focused, engaged and motivated. Film medium can be used to introduce, teach, apply and criticize a wide array of themes that fall under the broad umbrella of bioscience, or any science for that matter. With scientists and educationists now consciously assisting filmmakers, we have a niche worth exploring. This workshop, although themed on Bioscience, offers an opportunity to develop the skill of teaching (virtually anything) through movies. We share our experience of designing and offering the first-ever full-semester course in Pakistan on 'Bioscience in Cinema'. This natural science elective teaches non-biology students about infections and immunity, translational biology, human and animal experimentation, ethics of gene editing, and last but not the least, plant biology. Other courses around the globe have been using movies to teach biotechnology, gene editing, neuroscience, etc. Despite the fact that life on the planet was, and is, made possible by plants, 'Botany neglect' has been identified. 'Plant blindness' is a serious concern, whilst through this course, we humbly attempt to encourage plant vision and alleviate plant awareness disparity.

Title: The Impacts of Offering Flexible Online Discussion Options.

Author(s): Brenda Bryson and Kirsten Fantazir

Abstract: Discussion formats for many current asynchronous higher education distance learning courses were developed and implemented at a time when there was limited access to affordable, accessible, and reliable technology and relied primarily on simple text-based discussions. The Community of Inquiry model supports the importance of social and teaching presence in the overall learning experience for students' feelings of isolation have historically been an issue for online learners, and these have been amplified due to the COVID-19 pandemic and our shift to increased online learning. Now is the time to re-evaluate whether our online discussion design is meeting learners' needs. In this SOTL project, we sought: to determine if the benefits of 'real-time' interactions and dialogue outweigh the costs of being required to engage synchronously to identify and report student willingness to engage in a variety of synchronous and asynchronous online discussions and to explore the costs, to learners and instructors for engaging in synchronous online discussions. Using various tools, like Canvas Studio, Zoom, and a text-based discussion platform, the researchers examined what differences flexible online discussion options had on social and teaching presence according to adult learners and instructors. Five courses across the Educational Assistant Certificate, Criminal Justice Policing Diploma, College Success program, and Therapeutic Recreation Gerontology Diploma at Lethbridge College offered students the opportunity to experience the three different online discussion tools throughout the Fall 2021 semester. Self-reported perceptions of social and teaching presence from student focus groups and instructor reflections were used to answer our research questions, which were: what differences in social presence and teaching presence did students and instructors perceive between communications with asynchronous text-based discussions, asynchronous video-based discussions, and synchronous live online discussions?

Title: Transforming the Online Classroom: Virtual Escape Rooms to Improve Student Engagement.

Author(s): Bridget Scheidler and Kayla Collins

Abstract: Interprofessional education is a vital, and often required, component of healthcare education programs (ACOTE, 2018, CAATE, 2020). Moreover, national, and international healthcare associations are addressing the need for diversity, equity, and inclusion within education, practice, and research while acknowledging the impact of discrimination on social determinates of health with patients (AOTA, 2020 CAATE, n.d.). Subsequently, two healthcare departments within the same college at a Christian University collaborated to develop an interprofessional educational assignment that offered a safe environment for the students to discuss culture competency and healthcare delivery with a diverse population. The instructors from a Master of Athletic Training and Doctor of Occupational programs chose multimedia, readings, and case studies from their respective associations' code of ethics and position papers, and about LGBTQ+ community members' experiences to formulate the assignment, learning activities and assessment for their students. Overall, the intent of the module was to demonstrate the importance of interprofessional collaborative practice to improve healthcare delivery and patient outcomes. This paper session will detail the origins of creating and collaborating on an interprofessional assignment with two healthcare programs that have different curriculum delivery models, one being residential and the other a hybrid program. The session will educate participants on interactive activities that afford students the ability to view culture competence through the lens of another healthcare professional and how those activities and assessment can improve the students' understanding of their multidisciplinary team members' roles and responsibilities. The session will discuss the students' reaction to the module including their overall views on interprofessional collaboration and cultural competency in enhancing patient outcomes. Participants in the session will leave with an appreciation for how those competencies can be used to guide pedagogy in healthcare courses.

Title: Transforming Your SoTL into SoTL Leadership.

Author(s): Andrea Webb and Melanie Hamilton

Abstract: We need SoTL leaders - scholars and champions who not only engage in SoTL, but encourage and support others to be 'SoTL curious' take what they know about SoTL to transfer and transform that knowledge for teaching and learning across higher education (Webb & Tierney, 2019). Much has been written about classroom or project based SoTL, but there is less literature that speaks to developing SoTL leadership skills. When learning SoTL, there is a knowledge about SoTL and how to do it that most people master. However, they may make an intellectual or confidence shift to see themselves as SoTL scholars or champions. The reality is that educational leaders are situated within a complex cultural network of personal, professional, and financial tensions. It is often taken for granted that SoTL scholars are excellent researchers, however they are not familiar or comfortable with research in educational contexts. As SoTL leaders, we often assumed that the people we work with, would be as skilful in their research in SoTL. But this assumption misses the key and fundamental issue that they are engaging in scholarship in a new field, which may or may not connect with the field/discipline of their training (Kelly, Nesbit, & Oliver, 2012). New SoTL scholars need to be guided through the language and culture of a new field in order to feel confident as SoTL champions.

Title: 'What's Going On in This Picture?': Using Visual Thinking Strategies to Teach Clinical Observation Skills.

Author(s): Susan Noyes

Abstract: Visual Thinking Strategies (VTS) is a form of 'art observation training' (Reilly, Ring & Duke, 2005 p. 250) that is grounded in Vygotsky's (1978) work on learning and development. VTS was created in the late 1990s by a cognitive psychologist and an art educator (Housen, 2002) as a method for teaching critical thinking skills to children through the use of art. Using facilitated viewing of artwork in group sessions, VTS targets skills in observing, interpreting, tolerating ambiguity, and considering diverse perspectives. Students are meant to both notice how they currently engage these skills and reflect on ways to improve them (Coppola et al., 2017). Although it was developed as a teaching method for children, recent literature indicates that VTS is being used frequently in a variety of medical education programs as a novel method for teaching clinical observation skills (Agarwal et al., 2020). This scholarly evidence has now informed teaching VTS to occupational therapy graduate students. Rather than assume that keen observation is an innate skill possessed by all incoming occupational therapy students, faculty sought an explicit way to teach the clinical observation skills that are critical to effective occupational therapy practice. Additional benefits of VTS to students in the healthcare professions are its focus on enhancing the ability to allow more time between their observations and subsequent interpretations of those observations, tolerate ambiguity for longer periods, and remain open to and build upon the often-differing observations and interpretations of others. In this workshop participants will engage in discussion about the theoretical basis of VTS, and hear how VTS is currently used with occupational therapy graduate students. They will also participate in an experiential component of a facilitated VTS session.

Panel Abstracts

Title: Brick by Brick: Challenges and Contributions of Implementing SoTL Practices in the Southern USA.

Author(s): Debbie Walker, Deborah Richardson, Hillary Steiner, Larissa Pires, and Robert Bledsoe

Abstract: The University System of Georgia (USG) comprises twenty-six public institutions in the state of Georgia, USA, organized into four sectors: state colleges, state universities, comprehensive universities, and research universities. Through measures such as annual SoTL awards, exhibit space at the annual USG Teaching & Learning Conference, and as a featured topic for sponsored Faculty Learning Communities across the system's many institutions, the USG supports and promotes SoTL initiatives. However, some supportive programs have been discontinued due to new policies and directives, while other implementation challenges have also been observed within the different institutions. Research, teaching, and professional development expectations vary between the system's four sectors, but the goal remains to improve faculty and student support, learning outcomes, and overall experience by engaging in SoTL. With this in mind, we propose a joint panel to discuss the overarching reaches of the USG, while examining its institutions' paths towards SoTL practices and involvement. For Georgia Southern University (GS), an integral component in the USG, 2022 marks the fifteenth anniversary of its SoTL at Southern initiative. What comprises this university-wide initiative, what challenges still remain, and what role will GS play within the broader scope of state-wide SoTL practices? Similarly, Augusta University and Kennesaw State University, both important participants in the region's higher education development programs, have navigated their positions as SoTL leaders within the USG through times of expansion and growth as well as significant constraints. Through a brief examination of each USG institutions' SoTL initiatives against the background of regional policies and constructs, we propose to discuss achievements and obstacles, and also attempt to forecast what new directions a SoTL partnership between intra-regional institutions might lead. With a ten-minute presentation time-frame allotted to each institution, followed by twenty-minutes of open discussion, we propose to serve as a case-study in regional institutional SoTL practices.

Title: Dialogues with Indigenous Peoples: Preparing Faculty and Students to be Story Ready.

Author(s): Jo Ann Smith, Natasha Fontaine, and Patricia Derbyshire

Abstract: In 2021-22, College of the Rockies introduced a pilot program for faculty and students, Dialogues with Indigenous Peoples'. With the Office of Indigenous Education (IE) and guidance from Ktunaxa faculty, we worked from Dr. Joanne Archibald's (Q'um Q'um Xiiem, Stó:llo Nation) 4Rs -- Respect, Responsible Relationships, Reciprocity and Reverence to frame the series. First published by Kirkness and Barnhardt (1991) to bridge Indigenous and non-Indigenous ways of thinking and to support Indigenous student success (Pidgeon, 2016, p.81), Archibald adapted the 4Rs, adding reverence as a fourth orientation that would increase equity in Indigenous sources of knowledge (2020, p.3). The program is designed to: * Lessen the labour of the Ktunaxa Elders and community members that we call upon * Centre Ktunaxa and other's community-based teachings for learners * Invite faculty and students to engage critically in teachings through coursework, activities, and assignments * Encourage anti-racist and relationship-based pedagogies including practicing humility (relationship-based reflection) reflecting upon the role of story and its impacts to gain insight on how one becomes 'storyready' (pre-engagement ethics, relationship-base communication) interdependent thinking (relationship-based verification) and experiential learning that is relationship-based (Negahweewin Research Centre, 2020, p. 16). Michele Sam, Ktunaxa scholar, also provided pre-program guidance wherein learners are asked to appreciate 4 types of dialogue as a part of pre-engagement ethics prior to attending dialogues: * Indigenous Peoples with Indigenous Peoples * Indigenous Peoples with non-Indigenous Peoples * Non-Indigenous Peoples with Non-Indigenous Peoples * Non-Indigenous Peoples with Indigenous Peoples. Faculty commit to professional development and full engagement with the program in their curricular activities including a student orientation to the program including a reflective exercise with students, a post program reflection on teachings and their impact, and a reciprocity tea event with Elders, typically one month later. We present goals and outcomes from the project.

Title: Embedding SoTL, Diversity and Inclusivity at the Course, Program and Institutional Levels in an Irish University.

Author(s): Catherine O'Mahony, Laura Lee, and Marian McCarthy

Abstract: Three panelists address the following questions in an Irish university context: (i) How can we use professional development (CPD) to spearhead pedagogical, disciplinary and institutional transformation? (ii) How can we embed diversity and inclusion at the level of the curriculum in sustainable and effective ways to maximize staff and student learning? (iii) How can we ensure that there is sustained commitment at the institutional level towards supporting and embedding inclusive principles across the university and beyond? (iv) How does a SoTL perspective pervade and inform these questions? At the pedagogical and curriculum levels, for example, we have embraced principles of Universal Design for Learning (UDL) to inform and advance diverse and inclusive practice. This is achieved in a number of ways: (i) through the rolling out a suite of online accredited programmes for faculty in the field of teaching and learning in higher education (ii) through the option to take a digital badge in UDL (iii) through a generic series of virtual and face to face CPD sessions for faculty and staff. All of these initiatives are run by the Centre for the Integration of Research, Teaching and Learning (CIRTL) which is dynamically related to the Colleges and Faculties of the university, through its champions and teaching fellows. We have also pursued alignment at the institutional level through ensuring that teaching and learning remains a central tenet of the Strategic Plan of the university. CIRTL is also part of a wider ambit that includes collaboration with other centres, such as Digital Education, Equality, Diversity and Inclusion (EDI) and Inclusive UCC. Each panelist will address one of the questions above, while all will address the SoTL imperative.

Title: Expanding an Online Community of Practice for Graduate Supervisors to Six Canadian Universities.

Author(s): Hawazen Alharbi, Michele Jacobsen, Shauna Reckseidler-Zenten, Shawn Fraser, and Sonja Johnston

Abstract: Effective graduate supervisors combine a passion for research with quality mentoring and coaching of their students. Before the global shift to online, 'normal' supervisory development often meant small groups of academics in sporadic seminars on campus, with each department or institution operating in isolation. To address the need for inclusive faculty development on supervision (McAlpine, et al., 2013) that transcended disciplinary, temporal, and geospatial restrictions of on-campus workshops, we designed the Quality Graduate Supervision (QGS) MOOC. The QGS MOOC leverages graduate supervision expertise from across disciplines at multiple universities to support professors' learning and engagement with peers to strengthen supervision practice. In a designed combination of synchronous and asynchronous learning activities, professors engage in an inclusive online community of practice (OCOP) to examine transdisciplinary strategies for effective supervision and mentoring. We enhance graduate student success by improving supervisors' knowledge and practice through situated learning (Lave & Wenger, 1999) and on-demand access to rich curated media and resources. Our team enacts a design-based research approach (Barab, 2014 McKenny & Reeves, 2019) to evaluate and sustain positive changes to online faculty development experiences and to expand theory on inter-institutional communities of practice on supervision. The QGS MOOC and Webinar Series allows professors-as-learners to transcend disciplinary boundaries and access diverse expertise and resources from academic peers and graduate student leaders. Conversations about enhancing academic writing, promoting academic excellence and wellness, and mentoring for diverse careers enable faculty to delve into the complexities of supervision while reflecting on their own practice. We have made faculty development inviting and accessible for 266 professors from across disciplines at six Canadian institutions, thus expanding the collective and collaborative sharing of supervision expertise across the country. Research demonstrates the QGS MOOC addresses the need for inclusive, interdisciplinary, and inter-institutional faculty development on supervision (Jacobsen, et al., 2021).

Title: Fear of Failure: How We Talk About What Doesn't Work in SoTL.

Author(s): Nancy Chick, Jennifer Friberg, Hillary Steiner, and Laura Cruz

Abstract: It is perhaps telling that in her taxonomy of question types in SoTL, Pat Hutchings (2000) framed the predominant question as 'what works?' rather than 'what doesn't work?' After all, the former characterization is reflective of long-held values in the field, including iterative change and community-building. SoTL skeptics, on the other hand, have pointed to this phenomenon as an indication of a potential lack of critical depth. Fear of failure has been posited as a prevailing reason for comparatively fewer studies of teaching and learning interventions that do not work. If we wish to expand conversations around interventions and practices that are less than optimal, it may be necessary to change both local teaching cultures and broader scholarly conventions to embrace the value of constructive failure. Doing so could not only serve to silence the critics, but perhaps open up new lines of inquiry that have the potential to enhance both productivity and innovation in SoTL research and practice. We propose to facilitate an open conversation that both discusses and models the integration of constructive failure into SoTL work. The panelists, SoTL scholars from a range of disciplinary backgrounds, will discuss questions such as the following: * How do different disciplines navigate research failures? To what extent is our fear of failure derived from disciplinary contexts and how much of it is intrinsic to the current state of SoTL?* How does our fear of failure hold us back as scholars? How might it contribute to related phenomenon such as imposter syndrome, academic procrastination, and other less than desirable outcomes? * How does the fear of failure hold back the field? What affordances (if any) might emerge if we are able to more effectively integrate both successes and failures in teaching, learning, and scholarship?* How do we create safe spaces to navigate constructive failure?

Title: Grand Challenges of SoLT Phase III: Promoting A Way Forward.

Author(s): Trent Maurer, Jennifer Friberg, Claire Hamshire, Diana Gregory, Holly Capocchiano, Kara Loy, Lauren Scharff, and Michelle Eady

Abstract: TATAL (talking about teaching and learning) is an inclusive learning and teaching community-of-practice (CoP) founded 2008 in Australia to inspire educators to share and explore new ways of thinking about learning and teaching. Like the Student as Partner (SaP) approach, TATAL is a collaborative pedagogy levelling power relationships and encouraging educators to reflect and learn with participants. Educators are introduced to the TATAL experience through facilitated workshops at conferences, educational institutions, and online. At ISSOTL22, workshop facilitators will share the TATAL approach to creating safe and respectful spaces and reflective learning that develops and improves educational practices. Reflection invites participants to consider their professional experiences and its value is further enhanced when others are involved as learning occurs through collaborative and enhanced conversations with others. Within a collaborative community, such as TATAL, participants make important personal discoveries about their sense of self as a teacher, and professional discoveries about their teaching philosophies. The premise behind TATAL sits alongside the SaP approach to education. However, the word 'student' presupposes a power relationship between teacher and learner. In a TATAL CoP, power relationships have been mostly eliminated by encouraging facilitators to partner with participants in reflective learning. This presentation explores TATAL's theoretical basis, which is closely aligned to SaP. TATAL also draws on constructivist, inquiry-based, collaborative, integrative and reflective pedagogies, and extends them to create an adaptive approach suited for the personal and professional development of educators. This presentation is based on empirical data analysis from over 800 TATAL participants collated over a seven-year period. Findings confirm that TATAL develops critical reflection, reduces traditional power dynamics, and acknowledges the role of participants in learning relationships. ISSOTL22 participants will engage in a short presentation of the authors' TATAL research and a hands-on 'mini-TATAL' exercise with take-home TATAL tools.

Title: I Found my People! Exploring Tensions, Commonalities, and Shared Experiences as SoTL Scholars.

Author(s): Analise Hofmann, Andrea Webb, Ann Gansemer-Topf, Barbara Kensington-Miller, Genevieve Maheux-Pelletier, and Heather Lewis

Abstract: Developing an identity as a SoTL scholar, as part of an academic career path, is a non-linear and liminal process (Manarin & Abrahamson, 2016). The productive tensions inherent in carrying out SoTL scholarship within and across traditional academic disciplines, roles, and structures contribute to shaping and ultimately transforming one's identity as a SoTL scholar. This panel session will explore SoTL identity development among six members of an international SoTL writing group that began as an ISSoTL international writing group. During the session we focus on our research that addresses the question, 'How do we productively respond to tensions in academia that shape our identity as SoTL scholars?' We situate our research within the institutional and geographic contexts that influence our wide-range of SoTL entry points, roles and generational experiences, as we make public the lived tensions of our work and their significance in shaping our identities as SoTL scholars and leaders. We are aware of, and have experienced, negative attitudes towards SoTL, troublesome SoTL knowledge and identities (Simmons et al. 2013), competing values within the academy (Manarin & Abrahamson 2016), and unhelpful hierarchical and disciplinary boundaries. SoTL happens across a landscape of practice in which boundary crossing can lead to disengagement and feelings of inadequacy (Wenger-Trayner, et al., 2015). Through our panel discussion, we illuminate how we navigated the 'productive tensions' within academia as SoTL scholars. Our work builds on a decade-long research trajectory on identity development among those engaged in SoTL (e.g., Kensington-Miller, Renc-Roe, & MorÛn-García, 2015 Godbold, et al., 2021 Webb, 2016). We build on this research by providing practical, conceptual, and theoretical insights into the crossroads of SoTL research and academic identity.

Title: Love, Hope, and Beauty: Nurturing a Shared Vision for Justice-Oriented Change in Higher Education.

Author(s): Mays Imad, Joshua Caulkins, Anna Santucci, and Brad Wuetherick

Abstract: How might a vision centered on love, beauty, hope, and justice manifest in our institutions, classrooms, and in the relationships we develop with our colleagues, community members, and students? In what ways do we center these values in our work and discourse? How has the current global state of crisis, and subsequent burnout and disconnection documented within many of our institutions, affected our ability to hold visions of love, beauty, hope, and justice for ourselves and those whom we serve and work with? Our panel, representing four individuals from diverse academic, cultural, and geographic settings, is interested in collaborating with participants on these framing questions. We argue that there is a 'calling and stirring of the soul' that demands a 'fierce urgency of now' to claim the heart of higher education (Rendon, 2009 King, 1963 & 1967). This is our call out to our peers that we must push ourselves and each other to reframe and re-envision what our institutions can be and should be. We will open with our own experiences on how we each seek to center values of love, beauty, hope, and justice in our work, and the actions and decisions we make to create institutions that hold similar values. We will build ideas from authors that have centered ideas of love, beauty, hope, and justice in education (King, 1963 & 1967 Freire, 1970 hooks, 2003 Rendon, 2009 Gomez, 2017 Artze-Vega, 2018 Dewsbury, Murray, and Santucci, 2021). We are looking to our SoTL peers to engage in this dialogue with us through reflective writing, and via small group and whole group sharing.

Title: Offering Diverse Students Competency-Based Interprofessional Learning Opportunities.

Author(s): B.J. Newell, Debra Hagerty, Janet Buelow, Myka Bussey-Campbell, Paula Tillman, Shaunell McGee, Steven Patterson, and Yvonne Dillon

Abstract: The Virtual Grand Rounds student participation ranged from 200 to 300 students each year and included up to nine different health professions or majors. While many programs and universities have conducted interprofessional learning activities with a few professions, our program included more diverse teams of healthcare majors from public health, athletic trainers to medical laboratory scientists, informaticists and sonographers to nurses. Each major had diverse logistical challenges such as distant clinical labs, diverse accreditation requirements, long laboratory hours, and some had 24-hour internship shifts. We focused on the specific competency goals of learning each other's roles and responsibilities, as well as limitations and then engaged in focused team discussions on targeted student prepared cases. Afterwards, we examined pre and post knowledge perceptions, as well as qualitative data from students and professors to enhance the learning experience each year.

Title: Perspectives on Multilingual Students Writing Across the Curriculum.

Author(s): Anita Chaudhuri, Aisha Ravindran, Joel Heng-Hartse, Jordan Stouck, and Sandra Zappa-Hollman

Abstract: The increasing number of international and multilingual students seeking credentials at Canadian universities (CBIE, 2018), likely to resume post-Covid, has generated the need for more inclusive writing pedagogies and assessment practices, in line with U.S. calls for linguistic justice (CCCC Position Statements, 2020). This panel discussion will present findings from three research projects into the Canadian context, and identify the implications of those findings for classroom praxis and culturally responsive interventions. Participants offer a range of expertise from applied linguistics to literacy education to writing and composition studies. Presenter Sandra Zappa-Hollman's qualitative case study explores multilingual students' academic socialization as well as instructor dispositions in the Canadian context. Presenter Joel Heng Hartse will discuss his mixed method multiple case study on private academic support service use among international students. Presenters Anita Chaudhuri, Aisha Ravindran, and Jordan Stouck will share findings from a longitudinal mixed methods case study of a first-year writing-across-the-curriculum course specifically designed for multilingual students. Dr. Chaudhuri will focus on findings from the study that relate to culturally sustaining pedagogy and how it can inform teaching and curricular practices. Dr. Ravindran will address findings that encourage curricular and pedagogical interventions from an ecological and linguistic justice perspective. Finally, Dr. Stouck will conclude the panel with findings on facilitating knowledge transfer. Following these short presentations, the panel participants will solicit audience input on asset-oriented (Van Viegen et al., 2016) and linguistically responsive instructional and assessment practices (Zawacki & Cox, 2014). Primary objectives are to promote educational accountability and identify concrete, research-informed pedagogical strategies that value linguistic diversity, thereby offering a pathway to "mobilize and strengthen languages, communities, social practices and cultural identities" that have often been marginalized in North American contexts (Lau & Van Viegen, 2020). We particularly welcome insights from global audience members regarding their institutional practices.

Title: (Re)Examining (How We Study) Conditions for Meaningful Learning.

Author(s): Christina Wyatt, Ellery Ewell, Jessie Moore, and Sophie Miller.

Abstract: Work by the American Association of Colleges & Universities, the National Survey of Student Engagement, the National Institute for Learning Outcomes Assessment, their affiliated scholars (e.g., Kuh, O'Donnell, Finley, etc.), and other researchers has focused higher education's attention on 'high-impact' educational practices (HIPs) that correlate with persistence, graduation rates, and academic achievement. Over the past decade, both institutional and multi-institutional research has examined additional outcomes of 'official' HIPs and other meaningful learning experiences, including behavioral and attitudinal outcomes, critical thinking, civic engagement, intellectual curiosity, and improved communication strategies. Given these potential outcomes, institutions increasingly are exploring how to scale-up access to meaningful learning experiences to more and more diverse students. Within the context of a three-year, international, and multi-institutional research project that flips the focus from *outcomes of* to *conditions for* meaningful learning, we - student and faculty partners - explore how embedding student partners within multi-institutional SoTL collaborations helps amplify student perspectives on conditions for meaningful learning. Our practice is guided by scholarship on students as partners (e.g., Cook-Sather, Bovill, & Felten Mercer-Mapstone & Abbot) and pedagogical partnerships (e.g., Cook-Sather, Bahti, & Ntem). Our experience, though, both tests the principles of partnerships - since the complexities of multi-institutional research led to variations in respect, reciprocity, and responsibility - and illustrates the richness that student voices weave into multi-institutional SoTL tapestries. We briefly introduce the multi-institutional SoTL project and the student scholar program that supports our partnership during the multi-year inquiry. Next, our student partners discuss their efforts to center student perspectives in the project, including institutional SoTL research they conducted both to amplify student perspectives and to pilot research methods the larger team could adapt across institutions. We then examine how the students' research complemented and complicated emerging themes in the multi-institutional project.

Title: Re-orienting the Role of Partnerships Across Educational Institutions and Organizations.

Author(s): Bill Cohen, Danielle Lamb, Jody Dlouhy Nelson, Kelly Terbasket, Margaret Macintyre Latta, Nataley Nagy, Pauline Terbasket, and Terry-Lee Beaudry

Abstract: Educational institutions and organizations throughout the world are taking up the challenge of decolonizing their pedagogies. But, in striving to embrace this curricular responsibility, many are confronted by lack of understanding Indigenous content knowledge, and ways of knowing. Coupled with the lack of practice in negotiating the complexities of holding reconciling conversations with their students, colleagues, and extended communities, some educators are hesitant to Indigenize their curricula. This panel brings together a cross section of community partners and academics-from the SSHRC funded Co-Curricular Making: Honouring Indigenous Connections to Culture, Land and the Relational Self-committed to curricular Indigenization, decolonization, and reconciliation. We will introduce our shared commitment to building trusting relationships, and co-creating reciprocal curricular land-based learning opportunities and connections. Collectively, we have begun to pursue the needed curricular spaces and opportunities to: articulate the nature and roles of reciprocal curricular pathways enhance understandings of local Syilx culture and mobilize local land-based Indigenous ways of knowing and being. Committed to curricular decolonization with guidance and facilitation from Syilx elders/knowledge keepers/future elders, participating researchers from the University of British Columbia, the University of Alberta, the University of Ottawa and the University of Toronto, and community partners-Okanagan Nation Alliance, Kelowna Museums Society, Kelowna Art Gallery, IndigenEYEZ, and Okanagan Central Public Schools- collectively we are coming to understand the importance of trusting in processes that ongoing reconciliation efforts demand as well as how these processes reorient partnerships. Working alongside each other, learning with, from, and through each other, fostering community and trust-building, we increasingly embody the needed habits and practices to enter and engage in these continuing conversations. And, equally important, we document these efforts so we can articulate the significances for teaching and for learning and for the greater community.

Title: SoTL as Inclusive Trans-Disciplinary Inquiry.

Author(s): Anna Santucci, Brad Wuetherick, Chng Huang Hoon, Laura Cruz, Marian McCarthy, Sara Nasrollahian Mojarad, Susannah McGowan, Sarah Bunnell, and Ina Machura

Abstract: As SoTL scholars, we constantly navigate generatively yet often potentially fraught cross-disciplinary relationships and conversations. One of the reasons for faculty's discomfort during their SoTL study is due to the contrasts between SoTL and their discipline's epistemology (Miller-Young, Yeo, and Manarin, 2018). A situated and participatory approach to address this discrepancy between conventional SoTL study and disciplinary research method is to form a community of practice, where the faculty from multi-disciplinary areas get together to conduct their studies while synthesizing the different disciplinary areas (Hubball & Clarke, 2010 Miller-Young, 2016). In a moment in which our field is increasingly taking a critical look at itself in relation to linguistic and epistemic justice, a dialogue about the potential and implications of fostering a multidisciplinary approach to SoTL could help transform this field. In this interactive session, we will gather an international panel of recognized SoTL scholars who will discuss the practical implications of fostering multidisciplinary SoTL. Some of the questions that we will discuss in the session include, What does it look like in practice to truly value and embrace SoTL as a multi-disciplinary field? What modes of meaning-making might we, intentionally or not, be discrediting in our practice and scholarly communication? How do we develop sufficient vocabulary to understand each other and appreciate, if maybe not fully master, models of inquiry that are not part of our own lived experience and academic training? To what extent is it necessary to understand their nature in detail to genuinely engage in trans-disciplinarily conscious, respectful, and ethical dialogue and collaboration? A significant aspect of practical implications for this to promote trans-disciplinary modes of inquiry is to consider how it works in different institutional and teaching dynamics and that is the goal and content of our workshop section.

Title: Stories of Humility, Healing, and Hope: Reclaiming SoTL as an Inclusive Space for Educational Justice.

Author(s): Robin Attas, Arief Kartalo, Erika Kustra, Jaimie Kechego, Jessica Raffoul, Stryker Calvez, and Trevor Holmes

Abstract: SoTL has long been celebrated as an inclusive field of study, open to practitioners across disciplines working to enhance student learning and the quality of teaching (Hubball & Clarke, 2010). Through SoTL, many practitioners have been able to establish partnerships within and across institutions and shift out of disciplinary silos (Boose & Hutchings, 2016 Huber & Hutchings, 2006 Kreber, 2013). However, in practice, SoTL's application has not been uniformly inclusive across contexts. Though inclusivity and interdisciplinarity are critical components of SoTL's conceptual foundation, the research culture that has developed around the field has been dominated by social science research paradigms (Potter & Wuetherick, 2015), and Eurocentric, colonial methodologies, traditions, and values, essentially excluding the approaches, lived experiences, and ways of knowing of Indigenous peoples (as well as many other equity-deserving groups). This session explores the experiences of a multi-institutional research team, made up of Indigenous and non-Indigenous educational developers, undertaking a SoTL project focused on Indigenizing curricula at Canadian post-secondary institutions. This panel focuses on our research processes rather than products, investigating the tensions, and possibilities of stepping out of Eurocentric ways of knowing, researching, and publishing. We will share examples of how we confronted epistemic injustice to engage in richer interpersonal communications that enabled a broader and deeper understanding of each of our experiences (Fricker, 2007) and our contributions to the research process and products. Following Indigenous and non-Indigenous storytelling strategies (Archibald, 2008 Hancox, 2011 Iseke, 2013 Kovach, 2009 Williams et al. 2013), we will challenge typical SoTL methodologies at the same time as we model alternative approaches, offering to participants possible strategies for returning SoTL to its roots as a field meant to serve teachers and learners of all backgrounds.

Title: Student Peer Review and Assessment: Experiences From Four Diverse University Disciplines.

Author(s): Amanda Bradley, Pamela Wolf, Silvia Bartolic, and Alison Greig

Abstract: Student peer review and assessment can enhance student learning and promote reflection and development of critical and transferable professional skills (Hamer et al., 2014 Baker 2016). Peer review and reflection are key skills for lifelong learning and are found in competency profiles for many professional learners. Peer review and assessment skills also help students learn what counts as high-quality work in any discipline (Nicol & MacFarlane-Dick, 2006). Panelists have implemented student peer review and assessment in a variety of different contexts, within Faculties of Medicine, Arts and Applied Science and with undergraduates, professional students and graduate students. Differences in approaches are reflected in types of student work that peers reviewed or assessed, including scientific abstracts, oral presentations, clinical placement reflections, engineering design and communication projects, and theory papers. The aims for this dialogue are to further participants' and panelists' knowledge of student peer review and assessment and to facilitate participants envisioning how student peer review and assessment can be incorporated into their courses or how to enhance their current practice. Panelists will share their favorite lessons from the literature as well as their student peer review/assessment stories including motivations, contexts, approaches, challenges, indicators of student success (such as quality of student work and reflections) and lessons learned. Various ways of teaching students about peer review or assessment will be compared, contrasted, and considered for different contexts. Panelists will engage participants to enable learning from each other's experiences, and build on participants' experiences and questions. Discussion will focus on how to thoughtfully integrate student peer review or assessment to be effective for learning and to be accepted by students as having value. Prompts include: What outcomes do you wish to achieve by having students assess the work of their peers? How can the impact of student peer review/assessment be measured?

Title: Students as Partners in Chemistry & English - Transformative Spaces in Curriculum Co-Review and Co-Creation.

Author(s): Anna Galang, Maria Assif, Sanghyun (Kris) Kim, and Sonya Ho

Abstract: Students as partners' (SaP) in learning and teaching in higher education has become increasingly popular for the past decade. According to Mick Healey et al., 'Partnership is framed as a process of student engagement, understood as staff and students learning and working together to foster engaged student learning? It is a way of doing things, rather than an outcome in itself' (7). In this context, Healey et al., distinguish four overlapping ways in which students may be engaged in partnership in learning and teaching through: 1. Learning, teaching and assessment 2. Subject-based research and inquiry 3. Scholarship of teaching and learning (SoTL) 4. Curriculum design and pedagogic consultancy. Focusing on this last point, we draw from the work of Cook Sather et al. (2014), who believe that partnering with undergraduate students in the co-creation and co-review of the curriculum promotes different attitudes and ways of working with students-as partners in learning and teaching. We extend this discussion to make the case that curriculum co-design and co-review differs from other areas of SaP in their transformative subversion of knowledge expertise, agency and power. In this context, our student-faculty panel explores and reflects on two undergraduate initiatives in the English and Chemistry departments at the University of Toronto Scarborough, where a group of self-motivated students and faculty have been involved for the past two years in co-reviewing and co-creating parts of the English and the Chemistry curricula respectively. We will first introduce the research landscape of curriculum co-design and co-review in SaP. We will then describe the institutional contexts, logistics and learning goals of both projects. Next, we will reflect on the successes and the challenges faced by students and faculty in both initiatives and how these discussions invite larger questions about the creation, sustainability and ethics of these partnerships.

Title: Supporting Equity in Online Learning During COVID-19.

Author(s): Cherie Woolmer, Brad Wuetherick, Brett McCollum, Heather Carroll, Isabelle Barrette-Ng, Jill McSweeney-Flaherty*, Lori Tran, and Patrick Maher

Abstract: How did higher education institutions in Canada consider and attend to equity and inclusion during the COVID-19 pandemic? Both existing and emerging concerns around inclusion and equity have become pronounced due to the pandemic, with learners facing technological (Talib et al., 2021) and financial (Wall, 2020) barriers, amongst others. Despite this, publications concerning COVID-19 focused on equity are relatively few (Czerniewicz et al., 2020). For example, one study identified that policy actors prioritized the health and safety of the community (El Masri & Sabzalieva, 2020). A focus on student support came later but emphasized financial support more than other student needs. Exploring the micro, macro, and mega scales (Simmons, 2020), we formed a national team of students, faculty, and educational leaders to examine our research question through three data sets: (1) university policy and communications, (2) descriptions of student and faculty experiences, (3) senior administrator interviews. Our data reveal how individuals struggled without shared definitions and conceptualizations of equity and inclusivity. In some cases, this resulted in a year of fragmented and isolated conversations on equitable learning environments, which impacted course delivery and engagement. In this panel session, we will explore with the audience ongoing research regarding the ways equity in the online environment is (or is not) addressed in individual and institutional policies and practices. One of the preliminary findings from our work is that equity has suffered in large part because the voices of students have been largely ignored during the shift to online learning during the pandemic at the institutions studied. In this session we will engage participants to reflect on their lived experiences and collectively propose strategies to build more robust equitable learning environments and support systems.

Title: The Benefits, Challenges, Supports, and Practices of Immersive Learning: Articulating a Pedagogy.

Author(s): Beth Archer-Kuhn, Catharine Dishke, Janel Seeley, Michelle Eady, Phillip Motley, and Rosemary Tyrrell

Abstract: This panel session will extend beyond earlier efforts (ISSOTL conference presentations in 2019 and 2021) that investigated immersive learning as a pedagogy and defined it as a range of teaching and learning practices that share a set of common qualities (Motley et al., under review). Our current work investigates the values and benefits immersive learning pedagogies bring to learners and sheds light on the challenge of broader implementation of such practices in the academy. We will share findings from a recent investigation into the nature of immersive learning that includes survey responses (n=71) and 54 individual semi-structured interviews with higher education professionals from four countries and 15 institutions. This collected data has enabled us to describe a range of qualities of immersive learning that we assert are part of any immersive practice. This research has also helped us uncover other relevant information about immersive learning practices including specific benefits for learners and teachers, challenges to implementing these practices, and institutional resources that can help support their incorporation in the classroom and beyond. The results of this research have additionally enabled us to begin to define a range of specific practices - common to many higher education institutions - where immersive learning is a key component of how students learn.

Title: The People Behind the Writing: Resilience and Sustainability Through ICWGs.

Author(s): Aysha Divan, Earle Abrahamson, Lauren Scharff, and Phillip Motley

Abstract: With the growth of the Scholarship of Teaching and Learning (SoTL) movement, much attention has been paid to developing effective strategies for engaging and supporting scholars interested in pursuing teaching and learning evidence-based inquiry. One successful strategy is ISSOTL's International Collaborative Writing Groups (ICWGs) program. ICWGs provide structure and space for SoTL scholars to establish communities of practice (CoPs), which encourage members to connect ideas, cultures, practices, and disciplines in an attempt to produce a scholarly output. Whilst this structure is important, previous research suggests that the collaborative nature of the community itself is what enables groups to successfully meet publication goals and, often, continue working together (Matthews et al., 2017 Motley et al., 2019). The research we present will further demonstrate that the most important component of the ICWG program is the people behind the publications, and that the collaborative groups themselves are ultimately what matters most. The recent pandemic provided an opportunity to more deeply investigate the benefit of the ICWGs. Although there is a growing body of literature on the impacts of the ICWGs, there is a paucity of research that investigates the resilience and sustainability within any group. This panel discussion builds upon research in progress to make explicit the connections between the people and the publications and will address questions such as the following: What conditions allow some groups to move beyond a mere structure for collaborative writing to one that supports further development and sustains longer standing relationships? And, how have the ICWGs enabled groups to not only continue working together but also weather the challenges of research and scholarship during a global pandemic? This session will invite attendees to engage with the panelists and share experiences of resilience and sustainability as significant benefits of the ICWGs or similar collaborative writing groups.

Title: Towards Lifelong Learning: Applying the T-shaped Model to Reposition SoTL.

Author(s): Corinne Green, Earle Abrahamson, Lisa Hatfield, Mayi Arcellana-Panlilio, Michelle Eady, and Nina Namaste

Abstract: Amongst a range of changes that have taken place within tertiary education, perhaps the most revolutionary has been a shift to student-centred approaches focused on lifelong learning (Halliday, 2003 Keeling, 2004 Vailes, 2017). Accompanying this approach to holistic higher education (HE) has been a growing interest in, and understanding of, the Scholarship of Teaching and Learning (SoTL). SoTL has, at its core, a deep concern with student learning, and is therefore well-aligned with HE's renewed focus on the whole student. The focus of this panel session is the application of our proposed model (Authors, 2021) which repositions SoTL to complement and support the concept of the T-shaped person (Guest, 1991). Our model views SoTL as both the fulcrum and the fluid multiple threads of discourse that are intricately entwined around both the discipline knowledge (vertical stroke) and cross-domain non-academic skills and knowledge (horizontal bar) of the T-shaped person. How is this conceptual model applied in practice? What are the challenges and benefits of the application across culture, curricula and context? We intend to use the session to explore, through personal and collective experiences, how the T-shaped model is applied and how the application informs the value, impact and reach of SoTL in the development of lifelong learning and learners. The panel will comprise international scholars and students who will guide discussion. We anticipate that the discussion with participants will generate deeper understanding for us regarding how the model can be interpreted and used. We will invite participants to contribute their insights and experiences as part of our ongoing research, which includes a call for contribution to a new book exploring the pedagogy of the T-shaped model.

Title: Transformative Multidisciplinary Scholarship and Teaching Projects for Diversity and Inclusion.

Author(s): Annette Teasdell, Danielle Gray-Singh, Elbert Shell, Elizabeth Deimeke, Kenya Jones, Medha Tapalde, and Rosalind Arthur

Abstract: Panel Moderator: Faculty Lead Coordinator, Scholarship of Teaching and Learning and Professor of Psychology 1. PANEL ORGANIZATION: The proposed panelists are- Name Rank, Department (Focus) Panelist 1 Associate Professor, Foreign language (Spanish) Panelist 2 Instructor, Biological Sciences Panelist 3 Associate Professor, Social Work Panelist 4 Assistant Professor, Counselor Education Panelist 5 Professor, Biology Panelist 6 Assistant Professor, Curriculum and Instruction II. PANEL DESCRIPTION Format The proposed format for the discussion is as follows: * Moderator introduces panelists? 2 minutes * Panelist presentations (Research Questions, Methodology, Findings, 5 minutes each) * Questions & answers (20 minutes) Sample questions: What strategies were used to increase diversity and inclusion? How were students guided to work collaboratively? What technology and teaching strategies worked towards transforming the learning environment for both students and faculty? Description: The topics that are covered include transformative teaching and learning strategies used in hybrid classrooms, strategies enhance diversity and inclusion of minority students in underrepresented fields. 1. Student Guided Engagement for Oral Proficiency in Elementary Spanish Classes at Clark Atlanta University 2. Assessing Curriculum Alignment with Vision & Change: Impacts on Program Assessment and Student Outcomes 3. An Evaluation of Effectiveness of Inter-Professional Trainings Among Counselor Education & Social Work Students 4. Special Education and the Efficacy of High Leverage Practices: A Case Study of Teacher Candidates' Reflections 5. Improving Underrepresented Minority Student Persistence in STEM: Are Early Intervention Programs Impactful? Notes Strategies that transform the learning environment and/or incorporate diversity and inclusion acknowledge and embrace the increasingly diverse world. These discussions and interchange may stimulate discipline-specific, interdisciplinary, local, and global scholarship of teaching and learning collaborations, making us students and teachers not only in our local domains, but of the world.

Title: Transforming Teaching and Learning: COVID-Informed Practices and Opportunities.

Author(s): Mary Ann Danielson, Melanie Hamilton, Michelle Eady, and Peggy Rupprecht

Abstract: As described in the conference theme, 'There is little doubt that the impact of SoTL can be profound, yet the slow pace of change in higher education teaching, learning, and curriculum practices is a challenge felt universally around the world.' However, with the COVID-19 pandemic, the last two years have introduced a disruption to our lives, our teaching, and our students' learning the impact of which has disrupted the normal rates of change in higher education and required rapid changes, most of which are not yet measured or understood. While many have returned to (in-person) classrooms, they have returned to what some are calling the 'new normal' and are challenged to (re)connect to their students in what remains a fluid learning environment. While there are few positive aspects regarding the COVID-19 pandemic, some are encouraging faculty to reflect on our recent teaching practices, modalities, and choices (Eady, et al, 2021) and view this as 'an opportunity to enhance curriculum' (Hughes, Henry, & Kushnick, 2020, p. 1) or to ask different questions of teaching and learning, delve into un-or under-explored lines of inquiry, and 'expedite new roles for SoTL scholars' (Cruz & Grodziak, 2021, p. 3). This international group of panelists will both share their own SoTL research findings and facilitate group conversations, by specifically: (1) reflecting and reporting on 'lessons learned' during the pandemic (2) engaging with attendees to create a 'space for their reflections and experiences' and (3) collectively, identifying useful (best) practices and opportunities for SoTL scholars to more fully explore this unprecedented global phenomenon and its impacts on student learning, curriculum development and pedagogy, and even institutional or national practices.

Title: Transforming the Process: Resourcing SoTL in Military Learning Environments.

Author(s): Emile Cleret, Kate Kuehn, Megan Hennessey, and Miriam Bergue Alves

Abstract: Professional military education is a unique, government-funded system that professionally and personally develops the knowledge, skills, and abilities of service members and select civilians in order to enhance national security. These systems educate hundreds of thousands of students each year around the globe, in multiple modalities (distributed, in-residence, and blended) and inclusive of various populations (commissioned officers, non-commissioned officers and enlisted service members, international students, civilians from federal government agencies, etc.). This panel brings together educational research experts from two allied countries (the United States and France) and four military learning organizations (Air University, Marine Corps University, Naval Postgraduate School, and L'Ecole Militaire) to discuss the ways and means of resourcing the scholarship of teaching and learning for and in this unique system. We will explore aspects of funding and talent management, including building communities of practice through faculty fellowship and postdoctoral research fellowship programs. The implications apply to many different federally-funded systems beyond professional military education, and this panel may be especially helpful for representatives of organizations closely tied to federal government regulations and for those who are navigating relationships with university foundations and equivalent non-profit partnerships. Finally, we will discuss what to do with the research: how to create a research/publication/talent management pipeline in your institution, how to share research findings in different venues that appeal to different audiences at different times, and how to keep the momentum of your SoTL research projects going.

Title: Using Podcasting to Promote Social, Cognitive, and Teacher Presence: From Knowledge Consumers to Knowledge Creators.

Author(s): Astrid Kendrick, David Scott, and Stephen Hurley

Abstract: Adopting the lens of Garrison et al.'s (2000) notion of social, cognitive, and teaching presences, the researchers will present the findings of this two-year qualitative case study into how, and to what extent, the introduction and creation of podcasts helped the B.Ed. students understand key course themes and concepts and gain greater confidence with effective oral communication. Analysis of the data suggested that students who participated in creating, not only simply listening to podcasts, repositioned themselves from being knowledge consumers to knowledge creators. Findings also suggested that using podcasting as an instructional tool required pedagogical decisions focussed on podcasting as/for learning podcasting as/for engagement, and podcasting as/for community-building. The panel will also provide practical suggestions for integrating podcasting into online courses and technical guidance to get participants started with integrating this medium into their own courses.

Title: Women Leading and Succeeding in Learning & Teaching in Higher Education: Shaping the Scholarship of Leading.

Author(s): Angela Carbone, Carol Rolheiser, Chng Huang Hoon, Kathy Tangalakis, Kerrynt Butler-Henderson, Rashmi Watson, and Susan Felton

Abstract: There are numerous benefits and advantages to having women in leadership in organisational structures, including universities. However, despite decades of effort, female academics continue to be underrepresented in senior academic positions in Australia and internationally (Sharafizad, Brown, Omari, & Jogulu, 2021). Devlin (2021) reports that university leaders in Australia are nearly three times more likely to be a man than a woman, and men hold 54 of the 74 top jobs in Australian higher education. There remain significant barriers to women achieving leadership in higher education teaching and learning. For example, the intersection between gender and race, culture, religion, and/or age present barriers for women to leadership opportunities and success (Abalkhail, 2017 Bagguley & Hussain, 2014 Davis & Maldonado, 2015). Further, the pandemic due to COVID-19 has exacerbated challenges for women. Women working from home during lockdowns faced a number of new demands, such as home schooling and increased career responsibilities (Walters & Bam, 2021). Systematic changes are required to address those barriers, to reach a goal of genuine, substantive gender equality (Butler-Henderson, Carbone, Devlin, Bull, Coldwell-Neilson, Fenton, Fitzgerald, & Lang 2022). These issues will be discussed by an expert panel of experienced leaders and scholars who have researched related questions. There is a changing landscape of academic leadership with a much greater emphasis on flexibility, agility, innovation, and team-based structures. More broadly, leadership in higher education is moving towards models that focus on building capacity, as well as shared and distributed leadership (Aiston, 2022). This panel will provide insights into the current challenges women are facing to advance their careers and will bring together some well-conceived models, strategies and practices to build leadership capacity in women within higher education teaching and learning contexts.

Paper Presentation Abstracts

Title: (Re)Examining Conditions for Meaningful Learning Experiences: An Exploration of the Role of Peer Learning.

Author(s): Claire Hamshire, Mimi Benjamin, and Swee Kit Alan Soong

Abstract: Enhancing students' learning experiences and providing spaces in which we can enhance their engagement has become a primary focus within Higher Education internationally (Bilham et al. 2019). When faced with stressful situations, students find it valuable to be able to talk to a peer for emotional support (Walsh 2015) and engage in shared learning and networking, which was underpinned by mutual respect (Carey et al., 2018). Peer Assisted Learning (PAL) is a student support system used in an increasing number of universities internationally. The concept of PAL has been around for many years (Williams and Reddy, 2016) and draws on the understanding that whilst teachers may be experts in their subject areas, students are experts at being students (Longfellow et al., 2008). PAL leaders are usually successful students, who help new students by providing a learning space in which they share expertise and experiences, facilitating an environment in which students can feel that they belong (Hamshire et al, 2019). This paper reports on a multi-institutional project to explore the role of peer-assisted learning in supporting both students' sense of belonging and their learning during their studies. Data were collected using semi-structured interviews and focus groups in which student PAL leaders were asked to describe their role. *** students participated and their responses were analysed using a thematic approach to identify their perceptions about the role of peer learning within higher education. In this session, we will present key themes from the data and explore how inclusion is both facilitated and inhibited, presenting a summary of the findings as well as reflections on future developments and potential wider implications. We will also detail some of the challenges identified by the students and make recommendations for PAL scheme design and delivery to meet student needs and enhance student.

Title: A Constellation Model for Transformative and Inclusive Mentoring.

Author(s): Jessie Moore and Maureen Vandermaas-Peeler

Abstract: Mentoring is a highly salient professional activity in higher education, and mentoring relationships frequently yield significant positive outcomes for students and mentors, including professional socialization, career development and satisfaction, and personal and emotional well-being (Johnson, 2016 Vandermaas-Peeler et al., 2018). High-quality mentoring relationships are intentional, sustained, and developmental (Allen & Eby, 2007 Crisp et al., 2017). Conceptualizing mentoring beyond a traditional one-to-one model, we utilize a mentoring constellations framework (Higgins & Thomas, 2001) with collaborative co-mentoring among academic staff, community partners, and other students to foster a sustainable, university-wide, mentoring initiative. A special university committee was charged with 'develop[ing] a comprehensive strategy for mentoring relationships that support learner success' and 'evalut[ing] existing policies and practices? to address structural inequalities and other barriers.' As members of the committee's research working group, we conducted ethics-approved mixed-methods research to benchmark current campus practices. Over 100 students and academic staff participated in interviews about their mentoring experiences. Current students and alumni also completed surveys about their mentoring networks, the functions mentors serve, experiences that prepared them to connect with mentors, and how the university could support mentoring more effectively. Additional community members participated in a campus conversation about initial findings. Most research participants (e.g., 92% of alumni) had one or more mentors, who supported their academic learning, preparation for life after college, emotional development, and social connections. Yet gaps exist in the campus ecosystem, especially for students with minoritized identities. Alumni and academic staff also cautioned about the sustainability of mentoring initiatives that rely on these campus members' energy. We explore how including campus partners in this SoTL project shaped program- and institutional-level understandings of a mentoring constellation model. We share strategies for assessing campus ecosystems in partnership with campus members to identify strengths and opportunities for growth for transformative and inclusive mentoring.

Title: A Deep Dive into Active Learning: Reviewing the Research and Charting New Territory

Author(s): Amanda Walters, Krista Wojdak, and Peter Doolittle

Abstract: Active learning is a concept that has gained tremendous popularity in the past decade in many instructional settings and contexts. Various discipline-specific governing bodies have even included active learning in their organizations' guiding principles (e.g., American Association for the Advancement of Sciences, American Society for Engineering Education, President's Council of Advisors on Science and Technology, National Research Council). While studies such as Friedman et al. (2014), Lombardi et al. (2021), and Nguyen et al. (2021) have bolstered the narrative that active learning, as the antithesis of the lecture, is the means by which we should be engaging students, the concept and practice lack a commonly accepted definition and implementation framework. This lack of definition is problematic as it inhibits the ability of educators to implement and measure the most effective active learning approaches. Dreissen et al. (2020) performed a review of active learning in biology education research and found that 30% of the 148 articles examined did not provide a definition, and 53% of the articles defined active learning by simply listing a series of example instructional strategies (e.g., problem-based learning, group work). Building on the work of Dreissen et al., the authors conducted an expansive integrative review spanning multiple domains that included analyzing and coding over 700 published articles related to active learning between 2018-present. This analysis has resulted in new findings regarding the definition and implementation of active learning. In addition to the integrative review, we have developed a framework of active learning that includes attention to the affective, cognitive, social, and behavioral processes that facilitate deep and meaningful learning. This framework provides a practical foundation for teachers to develop and implement active learning strategies? a direct connection between active learning (the science) and proactive teaching (the practice).

Title: A Peer Review and Reflection Model for Advancing Inclusive Pedagogy.

Author(s): Andrea Follmer Greenhoot, Jody Brook, and Kaila Colyott

Abstract: This session describes the development and implementation of a tool (a Guide for Peer Review and Dialogue about Inclusive Teaching) designed to scaffold peer-to-peer interaction and reflection about pedagogical strategies for advancing diversity, equity and inclusion. The tool has deep roots in the literature on scholarly teaching and peer review (e.g., Hutchings, 1995 Glassick et al., 1997 Bernstein, 2008), centering on a set of guiding questions that are designed to uncover the intellectual work involved in teaching and to make 'teaching and learning visible between colleagues' (Bernstein, 2008, p. 48). The tool is designed to supplement a broader, rubric-based framework for documenting, reviewing and evaluating teaching (Follmer Greenhoot, et al., 2020) that provides an externalized and comprehensive view of faculty teaching by defining expectations on seven dimensions of teaching practice. Drawing on the literature on inclusive and anti-racist pedagogies (e.g., Addy et al., 2021), for each dimension the guide identifies the elements that are most closely linked to improved inclusion and equity, suggests course materials that might illustrate those elements, and provide prompts for reflection and peer conversation about them. The peer review guide supports reflection, idea exchange, peer feedback, and improvement on practices that can foster inclusion and equity and combat systemic racism. It can also structure summative evaluation of inclusive practices. In this session, we will share how we have used the tool at our institution to foster inclusive practices and teaching improvement, along with results and lessons learned from our implementations. Discussion will focus on the potential role this sort of peer review might play in initiatives to bring about broader institutional transformation, including advancing diversity, equity and inclusion, and supporting more scholarly and impactful approaches to teaching evaluation.

Title: A Systematic Review of Bias in Student Ratings of Instruction: Their Effective Use and Strategies for Mitigating Bias.

Author(s): Amy De Jaeger*, Matthew Quesnel, and Brenda Stoesz*

Abstract: Student ratings of instruction (SRI) are commonly used to evaluate courses and teaching in higher education. The primary purpose of SRIs is to provide instructors with formative feedback that can be used to develop teaching skills and make course improvements. There are instances, however, in which results have been used for hiring and promotion decisions (Becker & Watts, 1999 Medina et al., 2019). Much debate exists about the validity of SRIs in evaluating teaching and their usefulness for hiring and promotional purposes, which is due to concerns of bias by factors unrelated to teaching quality (Marsh, 2007 Spooren et al., 2013). We systematically reviewed the peer-reviewed original research literature published in English from January 1, 2012, to March 10, 2021, to provide an updated and comprehensive review of bias in SRIs. We also assessed the quality of reporting across four domains (introduction, participants, data, and ethics) using the Q-SSP (Protogerou & Hagger, 2020), identifying common gaps in reporting practices, and making recommendations for enhanced reporting quality. Our review of 63 articles identified various sources of bias that have a meaningful, cumulative effect on instructor and course evaluations. Particularly, our review demonstrated strong evidence for the continued existence of gender bias, favoring male instructors, and bias against faculty with minority ethnic and cultural backgrounds. These findings highlight that bias in SRIs should not be ignored as inaccurate SRI results can have serious implications for instructors, especially for those who find themselves at the intersection of multiple biases (e.g., females in marginalized or minority groups). We use the findings to highlight the importance of evidence-based practices for SRI measurement and utilizing SRIs to evaluate teaching and inform instructors' teaching development plans. We also examine the possible role of equity, diversity, and inclusion initiatives in helping to mitigate bias in SRIs.

Title: A Teaching and Learning Framework for Developing Virtual Caring Skills and Competencies.

Author(s): Lorelli Nowell and Michele Jacobsen

Abstract: Caring professionals, such as teachers, physicians, nurses, and social workers, have been a vital part of the world's response to COVID-19. The rapid pivot to virtual care (care that occurs remotely using information technologies to facilitate quality and effective care) has caused unprecedented burden on caring professionals (Dewart et al., 2020 Van Nuland et al., 2020). As virtual caring practices have become vital to care provision, it is imperative that the interpersonal and technological competencies required for virtual care are taught to and experienced by current caring professional students (Cleland et al., 2020 Muller et al., 2021). To respond to this need, we are using a sequential explanatory mixed-methods approach to better understand the experiences, perceptions, barriers, and facilitators experienced by caring professional educators and students when developing and engaging in online learning aimed at building virtual caring skills and competencies. Through online surveys and interviews with caring professional educators and students we will gain better insight into their perceptions and experiences. These findings will be integrated and used to develop an evidence-informed framework that articulates the conditions that enhance productive e-learning opportunities and supports for caring profession students to develop virtual caring skills and competencies. Currently, there are no comprehensively developed or evaluated frameworks or benchmarks to illustrate the conditions needed to create productive e-learning opportunities for caring professional students to develop virtual caring skills and competencies. Improving our understanding of the perceptions, experiences, facilitators, and barriers encountered by educators and students when engaging in these online teaching and learning opportunities will help establish more effective practices to support successful learning across caring professional disciplines.

Title: A Transformative Approach to the SoTL Framework Through Communities of Practice.

Author(s): Camila Perez Pena, Dianna Dinveski, and Ginger Grant

Abstract: Scholarship of Teaching and Learning (SoTL) programs in the college context endure unique challenges such as a contrast between discipline and research interests, high teaching loads, low research experience and a siloed culture. We will explain how we address these challenges through communities of practice and the transformation of our institution's SoTL program by describing its developmental approach based on two stages. This new framework allows professors to explore an idea and then broaden their discovery into a solid project by receiving more time, training, and funding. We will address the rationale of the transformation, its findings and existing challenges.

Title: Accommodating Students with Disabilities in Professional Rehabilitation Programs: An Institutional Ethnography.

Author(s): Shaminder Dhillon

Abstract: Health professionals with disabilities have unique experiences to share with their clients in practice (Marquis et al, 2012). However, people with disabilities are underrepresented in professional rehabilitation education programs. Research indicates that educators experience challenges in accommodating students with disabilities due to a myriad of professional program requirements (Stier, Barker & Campbell-Rempel, 2015). Research also suggests that educators reproduce ableist practices in these programs (Easterbrook et al, 2019).
Objective: To determine how the accommodation work of occupational therapy and physiotherapy educators is being organized by institutional expectations and practices and to critically reflect on how this impacts the accommodation process for students with disabilities (Smith, 2005).
Methods: In this institutional ethnography, 11 educators and four staff members from one Canadian university were interviewed about their work accommodating students with disabilities in the occupational therapy and physiotherapy programs. The analytic strategies of mapping, indexing and writing revealed the problematic and the ruling relations governing educators (Rankin, 2017).
Results: The problematic experienced by educators was their struggle to reconcile two competing ruling relations in the accommodation process: the focus on students in the educational institution context with the focus on clients in professional and healthcare/social system contexts.
Conclusion: Critical consciousness is needed to recognize and reconcile this false dichotomy. Educators need to be open to accommodations that may not be consistent with their professional practice but are required to assist students in their learning. However, educators also require clarity from stakeholders in the professions about essential requirements for entry-level practice so that they can remove barriers, facilitate inclusive education, and increase the diversity of graduates and therefore, professionals.

Title: Alternative Assessment Toolkit: Reframing Academic Integrity Protection.

Author(s): Andy Sellwood and Elle Ting

Abstract: The creation of the Alternative Assessment Toolkit applies what Vancouver Community College (VCC) instructors shared with the research team during the first phase of the research project, which examined the implementation of alternative-assessment strategies for emergency remote learning that took place in the early weeks of the COVID-19 pandemic in March and April 2020. A focus of the study was how instructors defined a 'successful' assessment strategy in terms of accurately measuring student learning, supporting student access, and protecting academic integrity. Notably, many assessment strategies adopted in response to increased reports of educational misconduct focused almost exclusively on eliminating the opportunity to violate academic integrity however, in cracking down on opportunities for misconduct, many of these options increased reported student stress, which (somewhat ironically) put learners at greater risk of committing academic fraud. For this reason, our research and the consequent Alternative Assessment Toolkit and myth busting companion artifact support the use of alternative assessment solutions that balance effectiveness with lower student stress. As our research was developed, in part, as a learner-centred alternative to third-party proctor tools (which initially were in demand at the institution but were viewed as a unacceptable risk, given our institutional commitment to EDI and Indigenization and decolonization best practices), the project findings and outcomes align with the conference theme, 'Transfer and Transformation, Diversity and Inclusivity': we aim to connect with a wider community of practice at/through ISSOTL to continue our examination of 'people-centred' academic integrity protection.

Title: An Evidence-Based Peer-mentorship Training Course to Promote Graduate Students' Academic Resiliency and Mental Health.

Author(s): Diane Lorenzetti, Liza Lorenzetti, Lorelli Nowell, and Michele Jacobsen

Abstract: The prevalence of academic isolation and reported mental health challenges among university students is a global concern that has led to an increased demand for university-based mental health supports (Evans et al., 2018). The Covid-19 pandemic has exacerbated the prevalence of anxiety and depression among those in higher education, while reinforcing the importance of psychosocial supports to promote positive mental health and academic resiliency (Hamza et al., 2021). In a recent survey of 773 postsecondary students in Canada, researchers found that Covid-19 isolation restrictions were associated with decreased mental wellbeing in students without pre-existing mental health issues (Hamza et al., 2021). Peer mentoring relationships can increase social connectedness and promote the development of coping skills essential to positive mental health and academic resiliency (Huang et al., 2018). Peer mentors can also facilitate students' understanding of disciplinary knowledge and research methods, and hone critical thinking and other fundamental competencies required to support degree completion and future career goals (Lorenzetti et al., 2020). While academic institutions have increased students' access to formal peer-mentoring programs, not all students may be confident in their ability to navigate these relationships (Garcia-Melgar et al., 2021). Considerable literature exists on the benefits of peer-mentorship in the context of higher education, yet there remains an absence of research on the design, implementation, and evaluation of effective approaches to peer-mentorship training. Our multidisciplinary team developed an online self-directed program to increase graduate students' awareness of the value of peer-mentorship and to support the development of psychosocial and practical skills required to navigate and benefit from these relationships. Through online surveys, we will gather data on the impact of this learning opportunity on students' peer-mentorship skills development and use these data to develop a strategy to scale up this course for access by students across academic institutions.

Title: Applying Felten's Principles of SoTL Practice to Transform Informal Learning Spaces for Indigenous Students.

Author(s): Cheryl Jeffs, K. Alix Hayden, Shauna Rutherford, and Susan Beatty

Abstract: Felton's (2013) Principles of good practice in SoTL were applied to a study with Indigenous students' learning experiences in informal settings. The principles: Inquiry focused on student learning (P1) Grounded in context (P2) Methodologically sound (P3) Conducted in partnership with students (P4) and Going public (P5). P1: As a collaborative team of academic librarians and educators, we were curious 'how do Indigenous students learn in informal spaces?' We set out to explore Indigenous undergraduate students' experiences, preferences, and approaches to learning in informal spaces. P2: This SoTL inquiry was conducted in a research-intensive Canadian university with a population of approximately 900 self-identified Indigenous students (2.7 % of the student population). Situated within our University's Indigenous Strategy this commitment to transformation supports enhanced understanding of Indigenous students' learning (Brown, 2019). P3: Methodologically sound: Participatory photography, including Photovoice and photo-elicitation methods, was selected as a research framework to explore with Indigenous students (Castleden et. al., 2008). As researchers and co-researchers, we learned together. Photovoice provided students the opportunity to actively engage by taking photos of spaces, documenting and reflecting on their learning and experiences. Photo-elicitation expanded on this with additional participants reflecting on how they learn in various spaces depicted in photos. P4: We intentionally recruited Indigenous students to be co-researchers and made this explicit (Cullinane & O'Sullivan, 2020). As partners we generated the research question, identified how we would work together, and planned the dissemination of our work. P5: The authors have presented at local, national, and international conferences, published two proceedings, and the open-access university platform. An e-book will be written by the researchers and student co-researchers. With the knowledge gained in this SoTL research we have data to implement the process of change at our university which advances the goals of the Indigenous strategy.

Title: Assessing Mathematical Reading Comprehension.

Author(s): Alex Rennet and Jaimal Thind

Abstract: Mathematical reading comprehension (MRC) requires a set of skills beyond those required for general reading comprehension. (See e.g., Osterholm, 2006 Hubbard, 1990 Adams, Pegg, & Case, 2015) Students often have little development of these skills, and can struggle in courses that require independent mathematical readings, and in particular in flipped courses with pre-class readings. There is currently a relatively narrow body of existing literature on MRC, the effect of students' underdevelopment of related skills in mathematics courses, and the effectiveness of specific pedagogical interventions aimed at improving MRC.

We studied students' MRC in a flipped, recently redesigned large mathematics course. That redesign targeted MRC using 'scaffolded' independent pre-class readings and direct instruction about reading mathematics. After collecting two years of data and seeing little impact in a self-designed measure of students' MRC, we incorporated further elements into the course design and experimental design this year to improve and further measure students' MRC.

In this session we will discuss the redesign of the course and accompanying study, focusing in particular on the pre-class readings and MRC-related interventions, the MRC tests we designed to measure MRC gains in students, how we adapted the course design and study in response to disappointing initial results and what we have learned since. We will also discuss our results when filtered by demographic subpopulations including international students, ELL students, underrepresented minorities, and first-generation students.

We will leave time for a whole-group discussion around prompts including 'How can students be supported to develop discipline-specific reading skills, and how can we best measure the effectiveness of these supports?' and 'how do students' discipline-specific reading skills develop inside of, and affect their success in, their curricula and beyond?'

Title: At the Intersection: Collaborative Autoethnography and Empathetic Design to Reimagine Student Learning.

Author(s): Andrea Hemmerich, Monica De Paoli, and Robert Fleisig

Abstract: Teaching assessments are often limited by inadequate data gathered from student surveys or fail to focus on student learning. The primary objective of this qualitative research study was to assess a different approach that instructors can use to reimagine student learning, specifically, empathetic design. This process, also known as 'design thinking,' is becoming more common in education and allows educators to design a more meaningful experience for students through an in-depth understanding of their needs (Anderson & Shattuck, 2012; Luka, 2020). Collaborative autoethnography (CAE) was used as our method of assessment, whereby self-reflection and collaborative discussion allowed us to gain deeper insights about our experiences using empathetic design to reimagine how students learn (Hernandez et al., 2017). The secondary objective of the research was to gain a better understanding of university students' learning in two different science and engineering courses. We conducted individual empathetic interviews with both current science students and recent engineering graduates. The focus of the interviews was on a specific course experience. Design thinking methodologies were used to analyse each interview and generate ideas to improve their experience. Participants were then invited to join small focus group discussions to share their feedback on how we had reimaged the learning experience. Co-investigators used CAE to individually reflect on the interviews and team design experience and shared emerging themes as part of a collaborative discussion. The intersection of CAE and design thinking methodologies and knowledge bases not only created opportunities for meaningful engagement of students and recent graduates to improve their learning, but also resulted in a more profound understanding of fundamental learning challenges shared by students across disciplines. Another outcome related to student-faculty partnerships described by Cook-Sather et al. (2014) was our increased awareness of our effectiveness as educators within the context of our own teaching practices.

Title: Authentic Assessment Across the Curriculum: Moving From Institutional Priority to Classroom Incorporation.

Author(s): Justine Hobbins and Kerry Ritchie

Abstract: This session will highlight findings of a curriculum-wide scan of authentic assessments (AA) in an undergraduate science program at a large Canadian comprehensive university, and share practical lessons learned throughout this multi-year project. Assessment is central to and drives student learning impacting how students perceive a course and how they approach studying. Specifically, AA is well-regarded to encourage deep learning and bridge the gap between course material and real-world problems (Wiggins 1990). Many institutions promote the use of AA in priority documents (University of Guelph, 2019) yet lack objective measures of the prevalence and patterns of AA that students experience. Based on Villarroel's (2018) core dimensions of AA: Realism, Cognitive Challenge, and Evaluative Judgement, we developed a rubric-style authentic assessment tool that can be used to score individual assessments as low, moderate, or high on each dimension (Hobbins 2021). The tool has been applied to nearly 1000 assessments from face-to-face and remote settings, uncovering patterns by class size, year level, and assessment type. The prevalence of AA in our classroom-based BSc program was low...

Title: Beyond Binaries -- Leveraging the Reciprocity of Teaching and Research Through SoTL-Informed Practice.

Author(s): Ameera Ali, Genevieve Maheux-Pelletier, and Mandy Frake-Mistak

Abstract: The potential for utmost impact and transformation towards scholarly communities of engaged teachers is unleashed when the Scholarship of Teaching and Learning (SoTL) is shared in local environments and informal networks while actively seeking to dismantle the teaching versus research nexus, as Boyer attempted to do in *Scholarship Reconsidered* (1990). Building on the work of Kern et al. (2015), *A Model for Engaged Teaching at York University: Moving Towards Research-Informed Practice* was introduced in 2019 with a purpose to describe the varying dimensions of teaching practice with which one may engage, encourage teachers to engage in teaching as a deliberate practice, offer perspectives to recognize what constitutes effective teaching practice, and to frame teaching as a research-oriented process. As speakers in this proposed panel, we are a triad of educational developers, who share a passion and commitment to SoTL. We represent different levels of educational development - Director of the Teaching Commons, mid-career educational developer, and early-career educational developer. Our goal in this panel is to share our unique perspectives, anchored in the *Model for Engaged Teaching*, as we reflect outward our journeys in building and developing a robust SoTL program and the extension of our teaching and learning centre.

Each panelist will engage with the audience, with one presenter sharing virtually, allowing for dialogue with attendees, we will offer reflections on developing and expanding our current programming at York University including the development of long-term research agendas and mentoring colleagues through our practice of using community-based approaches to doing SoTL research. Honoring the theme of this year's conference, we seek to encourage insights regarding the role of those engaged in the dynamic work of educational development and join attendees in thinking about ways to make our practice sustainable and transferable in teaching, learning, and SoTL, in and beyond our institutions.

Title: Born and Brewed in Michigan: Design Thinking to Meet Real World Needs.

Author(s): Darien Ripple

Abstract: This paper will focus on a research project that set out to better understand the learning process of design thinking by observing the comments and actions of students engaged in a partnership between Grand Valley State University and Founders Brewery to design, develop, market, and distribute a 'Born and Brewed in Michigan' beer. The research is based on the premise that students who engage with a client in a real-world application will develop a deeper understanding of the theories associated with the course and refine skills that transfer into their professional and personal lives. The paper will focus on the impact of SoTL on transforming teaching and curricular practices and student learning. The main objective of this research was to assess the transformational learning of students who were actively engaged in designing a beer and strategic plan in Design Thinking to Meet Real World Needs courses from January 2020 through April 2021. The goals and questions associated with my research are as follows: Goal 1 - Understand the process of design thinking in relation to a real-world application Question - How do students interacting with a client produce a product that will be brought to market? Goal 2 - Promote design thinking in curriculum development. Question - How can design thinking be incorporated into coursework to provide students with real-world experience? I implemented a multi-level qualitative research approach that collected data from four different sources: 1) team presentations, 2) interviews with employees working on the project 3) individual student discussion forum posts and assessment papers 4) a grounded participant observation. This paper will demonstrate that design thinking allows students to overcome passive learning tendencies while developing practical skills such as collaboration and human centered design which will prepare them for future careers.

Title: Building an Integrated Assessment of Student Learning and Institutional Effectiveness.

Author(s): Dennis Lester* and Miriam Bergue Alves

Abstract: Education institutions have teaching and learning initiatives that provide opportunities to faculty to experiment and explore new tools, emerging technologies, and teaching strategies to expand assessment practices [1] at the course-level. Additionally, institutions consider assessment from a top-down approach, focused on evidence of their effectiveness for public accountability and their different stakeholders [2]. Many times, the bottom-up and top-down approaches do not connect in the middle, highlighting the lack of an integrated and holistic approach for assessments at all required levels. Our approach aims to bridge these gaps by offering faculty education grants to improve assessment at course, certificate, curriculum, program, and institutional levels. Through administrator participation, faculty engagements and curriculum reviews, we intend to specify a system that incorporates quantitative and qualitative methods (e.g., trend analysis, factor analysis, grounded theory, and data analytics [3],[4]) for assessment. One of the contributions of this approach is to conduct assessments in an integrated, evidence-based and data-driven manner, extending the scholarship of teaching and learning. Central to our approach is the ability to provide evidence for the outcomes of the innovations and interventions in assessments beyond small-scale projects conducted by individual faculty members and to identify new practices for integrating assessments at the course, academic program, and institutional levels.

Title: Building SoTL Capacity at the Micro Level. Conversations Between a Mentor and Mentee.

Author(s): Gillian Comchi and Melanie Hamilton

Abstract: There is an expectation that faculty engage in various scholarly activities necessary for professional tenure and institutional goals which includes research-related scholarship activity (Arreola et al., 2003). According to Hamilton and Simmons (2021), there is an assumption that faculty members are comfortable doing research if they have taken a research course in their education journey. However, the distinction between SoTL and scholarly teaching is often blurred among faculty, calling for a need to differentiate between the difference in research methodologies and creative teaching excellence. This confusion surrounding scholarly teaching from the scholarship of teaching and learning has alluded SoTL from its conception may deter faculty from pursuing SoTL research (Kreber, 2002). The path of transitioning from scholarship within an academic discipline to scholarship of teaching and learning can be challenging to navigate for some faculty. It requires the expertise and guidance of experienced SoTL faculty to develop and nurture these skills and provide clarification of SoTL concepts (Marquies et al., 2017 McKinney, 2012). A SoTL mentor can help faculty to build the capacity and knowledge to embark on their own SoTL path.

Educational developers play a crucial role in transferring and modeling scholarship to faculty to prepare, inspire, and demonstrate rewards in academia (Hamilton & Simmons, 20, 2021). We situate this presentation from the micro-level of the 4M framework (Simmons, 2016), where faculty members typically situate themselves from classroom level SoTL research. In this session, an educator developer (responsible for the SoTL portfolio at their institution) and a faculty member (who recently completed a SoTL research project) will share their experiences of developing a SoTL research project from the perspective of the mentee/mentor relationship. Sharing an open dialogue discussion that will offer insights into the mutually beneficial relationship between the SoTL mentor and mentee.

Title: Co-creation & Implementation of a Racism and Health Course for Undergraduate Learners.

Author(s): Giselle Valarezo, Jennifer Carpenter, and Natalie Wagner*

Abstract: As health inequities remain pervasive, postsecondary institutions have a role in equipping students and future healthcare providers with the knowledge and skills to disrupt effects of racism on health. In early 2020, a diverse group of faculty members united to design a course aimed at empowering future leaders to support change. The development of the curriculum was further informed by the results of a faculty-wide survey in April 2021 which identified two priorities for change: diversified representation and amplification of student voices. In an attempt to honour different ways of knowing, the syllabus, discussions and assessments for the course were framed by the Social Determinants of Indigenous Health (SDIH) following the Pedagogy of Peace, ?? Indigenous Curriculum Model, which seeks to advance principles of co-creation of content and classroom climate, shared leadership, and reciprocal respect, trust, and care. An inaugural 'flipped-classroom' iteration of the course was offered in January 2022, prior to the completion of the online modules, to enlist student contributions. Based on the material in the module drafts and class discussions, students provided reflections and feedback throughout the semester. Thematic analysis of the student contributions was on a bi-weekly basis, the results of which informed the creation of the online modules, discussion, and assessments to be used in future iterations. Evaluation of the course, and its modules, will continue in the subsequent offerings using pre- and post-course surveys to assess change in knowledge, attitudes, and behaviours. This presentation will review the collaborative, anti-hierarchical and decolonized curriculum development process, including course content, teaching strategies, integration of student feedback, and conversion to an online course. Through these discussions, we hope to continue learning as a community of educators regarding inclusive curriculum development, and how to address societal needs while representing and honouring the student voice.

Title: Collaborative Annotation for Learning and Professional Development.

Author(s): Gavin Porter

Abstract: Adding a marginal or sticky note to a text is a natural process that can provide valuable thought-prompts. Collaborative online annotation platforms now enable this process to be shared on larger scales. In doing so, it can place student, instructor, and even larger public thoughts on a particular text out in the open for further consideration. Prior work has made accurate predictions regarding an increase in the importance of annotation on both educational and scholarly fronts, and the housing of annotations in public or semi-public databases (Wolfe and Neuwirth, 2001). Instructors universally desire engaged reading by their students and fruitful collaboration with colleagues. Furthermore, untapped scholarly insight regarding published studies (SoTL and beyond) could eclipse what is typically contributed via formalized, and often hidden, peer reviews, via post-publication commentary. This could feed SoTL discussions which have long sought collaborative networks and dissemination outlets that go beyond a traditional journal article contribution (Huber, 2009), or explore the generalizability of a published SoTL observation. This session will invite discussion on how social/collaborative annotation can allow students to 'meet at the text' with peers and instructors, and how annotation among scholars can fuel productive interaction in ways that go beyond traditional peer review, into post-publication peer review (Staines, 2018), and beyond (i.e., Marginal Syllabus efforts (Kalir et al., 2020)). Qualitative and quantitative data will be shared from a multi-year, multi-cohort, well-controlled, investigation of collaboratively annotated research articles that enabled two key comparisons: annotation to traditional assessment, and the two leading annotation platforms to each other. The data will be interpreted by the presenter, and then the audience, in order to inform emerging pedagogical best practices. The assessment, peer learning, and faculty development fields can gain valuable insight from readers' responses to dynamically annotated text.

Title: ComPAIR: A Flexible, Open Source, Teaching Technology for Facilitating Peer Learning Through Comparisons.

Author(s): James Charbonneau

Abstract: We will talk about using comparisons to facilitate learning using ComPAIR [1], open source, peer feedback and teaching technology developed at the University of British Columbia. ComPAIR is currently being used in over 60 courses across all disciplines and faculties at the University of British Columbia and at six institutions outside of the University of British Columbia. ComPAIR makes use of students' inherent ability and desire to compare: according to the psychological principle of comparative judgement [2], novices are much better at choosing the 'better' of two answers than they are at giving those answers an absolute score.

By scaffolding peer feedback through comparisons, ComPAIR provides an engaging, simple, and safe environment that supports two distinct outcomes: (a) students learn how to assess their own work and that of others in a way that (b) facilitates the learning of subtle aspects of course content through the act of comparing. In this session I'll discuss why comparisons facilitate learning [3], and I'll do a demonstration of what students see when they use ComPAIR. I'll also give a specific example of using ComPAIR in a third-year course on the Physics of Climate and Energy where we do four-week-long 'big picture questions' that have students tackle vaguely defined problems as a class but submit papers individually to ComPAIR. To explore ComPAIR check out our sandbox site: <https://compairdemo.ctlt.ubc.ca>. Details on how to set up ComPAIR at your own institution can be found here: <https://lthub.ubc.ca/guides/compair>.

Title: Conceptualizing and Actioning an Ethical Space of Engagement in Curriculum Development Processes.

Author(s): Gabrielle Lindstrom

Abstract: Indigenous perspectives and practices around curriculum development follow an often-overlooked reality that as faculty, instructors and curriculum designers, who we are, how we come to know and the choices we make within our academic planning are directly informed by our culture. The practices and processes shaping curriculum development are not value neutral. Indeed, as an important activity of institutional structures, governance and validation of a specific way of coming to knowing, curriculum development shapes the contemporary ways we organize our learning spaces and fulfil our conceptual relationships with place. Creating a 'theory-praxis' (Porter, et al., 2017) and institutional 'third' space for Indigenous curriculum development to parallel with Western academic curricular planning through facilitated relationships and respectful collaboration opens an ethical space (Ermine, 2007) wherein collective action can enable 'Indigenous peoples to define themselves, to spatialize indigeneity and, most importantly, mark out their future' (Porter et al., 2017, p. 643). The ethical space understood as a conceptual space intended for respectful and critical dialogue forces us into uncomfortable spaces of making the implicit explicit. Meaningful, collective dialogue encourages an interplay between thoughtful, critical reflection which in turn provides clarity that enables us to develop transformative, parallel processes to interface between two disparate paradigms: the Indigenous and the Western. In this workshop, I provide an overview of a curriculum development resource entitled, Ethical Space of Engagement in Curriculum Development Processes.

Title: Connecting Through the ISSoTL Conference: A Data Visualization Story.

Author(s): Clare Cruz and Laura Cruz

Abstract: Scholars across multiple disciplines have emphasized the increasing relevance of visual literacy as a necessary skill to impart to students. While visual literacy has been the subject of a rich body of research it has stopped short of bridging the divide between teaching practice and scholarly integration. With the intention of providing a possible model for building these bridges, we present the results of a SoTL research study using a visual approach known as a data story in which a series of data visualizations are linked through a shared narrative (Lee et al, 2015). In this text-free presentation, we will tell the story of how the SoTL networks created by the ISSOTL conference have evolved (from 2015 to the present) and what meaning(s) we can take from visualizing those networks. The researchers re-created networks based on the conference programs and used a combination of Tableau, PowerBI, and R to visualize the results. Each 'chapter' of the data story utilizes a different data visualization (bubble chart, heat map, tree map, network map, and chord diagram) to reveal a different facet of the networks fostered through the conference. This story is not just an exercise. While networks themselves may be invisible, the study of networks is inherently visual. Indeed, the networking mapping process has been used in multiple contexts to both visualize and critically evaluate the strength of professional networks. When the CASTL program formally ended in 2008, Carnegie scholars took stock of their efforts and made recommendations for a post-Carnegie future, including a focus on building up supportive institutional cultures connected through a SoTL network and sustained by a vibrant international community. In this framework, the networks fostered through the ISSOTL conference play a significant role in the past, present, and future of SoTL.

Title: Contextualized Community of Inquiry Framework for Blended Learning Environments.

Author(s): Oteng Ntsweng

Abstract: Blended learning (BL) is growing in popularity as governments increasingly ease COVID-19 restrictions. Clearly, the pandemic has highlighted the potential benefits of educational technology. BL has become the new standard in higher education [1]. While BL has the potential to enhance the teaching-learning process [1], little is known about how it does so. The current literature on BL is replete with contradicting findings, throwing doubt on its efficacy [2]. Researchers have primarily used the Community of Inquiry (COI) framework to understand the BL process [3]. The framework states that learning occurs when social, cognitive, and teaching presence intersect [3]. However, there is scarce research on the use of COI in BL courses integrating synchronous and asynchronous communications [4]. Thus, researchers have been urged to advance the COI framework in BL contexts [4]. There remain many unanswered questions. First, what COI presences are essential for BL, and when?

Calls have been made for research to explore novel and contextual presences, such as emotional and autonomy presence [4]. Second, how do the multiple COI presences work together to affect experiential learning outcomes? Third, what affordances of BL technologies can facilitate presence, experiential and learning outcomes? Thus, we propose a BL framework based on the COI, SoTL, and educational technology literature. The framework posits that for BL to be successful, technology affordances must align with the target COI presence, and the target presence must align with the targeted experiential and learning outcomes. The framework is developed using an integrative, theory-based approach to (1) identify essential COI presences in BL contexts (2) identify a comprehensive set of instructional technology affordances, and (3) map the affordances to the COI presences, experiential, and learning outcomes they fulfill. In so doing, we answer a request for evolutionary SoTL research that tackles new concerns as learning environments evolve [5].

Title: Contract for Creativity: How Contract Grading Unlocked Artistry in the Acting Studio.

Author(s): Neil Silcox

Abstract: In winter of 2022, newly introduced to the scholarship around ungrading (Blum Ungrading Jaschik), and inspired by Katopodis and Davidson's essay 'Contract Grading and Peer Review,' I implemented contract grading in a fourth-year studio acting course, in an attempt to unlock my students' creativity and release them from the obligation to 'get it right.' The rewards from this experiment were many, for both my students and myself, including: - Never needing to sacrifice learning time for evaluation time. Performance courses devote many class hours to evaluation. With Contract Grading I didn't have to halt learning, even on final performance days. - Helping students recognize the importance of play in creative work. Divorcing marks from the performance moved my students' work closer to pure play which 'foster[ed] productivity and creativity' (Blum I Love Learning, 161). Students were no longer attempting to glean what I thought was the 'correct' way. - Developing in students an internal locus of evaluation. Artists-in-training are poorly served by aiming to meet an instructor's standards. In order to succeed post-graduation, they will need to learn critical self-reflection. This form of ungrading encourages students to recognize the success and shortcomings in their own artistic endeavours. - Increased adaptability in lessons. This was particularly important in a term with a sudden shift online, multiple COVID infections which saw students missing a week or more of class, and a four-week-long strike which bisected the term. Alongside these successes were many challenges and a few failures, both in the design of the system, and its management. From this experience I hope to draw lessons that can be used in teaching all creative arts practices, and in any field which aims to foster creativity and risk-taking in students.

Title: Convergence and Endurance: SoTL Contributions to Institutional Transformations around Diversity and Inclusion.

Author(s): Sherry Linkon and Susannah McGowan

Abstract: How does SoTL contribute to, support, and sustain curricular transformations focused on diversity and inclusion? In this presentation, we consider what SoTL scholars bring to this work and the challenges of advocating for research-based transformations. As Bass (2020) suggests, taking on complex institutional problems requires a 'convergence' of methods, analysis, and interpretation. This paper considers SoTL practitioners as contributors to campus transformation around diversity, equity, and inclusion, especially racial justice. Such work is clearly rooted in teaching and learning but also entwined with efforts on multiple levels, from admissions and hiring to student services, and it engages varied stakeholders. Over the last two years, since the cataclysmic racial events in the US in the summer of 2020, we have worked on projects across campus, from individual courses to revising campus-wide diversity requirements. Our work builds on discussions about SoTL in curriculum, leadership, campus cultures, and change (Hubball, Pearson, and Clarke, 2013 McGrath et al, 2016 Miller-Young et al, 2017 RoxÃ, MÃrtensson, and Alvateg, 2011). This presentation will consider the complexity of institutional change, the intersections and distinctions between SoTL and other types of institutional research, and the varied responses of faculty, staff, students, and administrators to this research. We will also discuss how our SoTL habits of mind shape our roles and approaches. We will also identify some obstacles to translating research on students' experiences and learning into concrete, systematic strategies for change. Through a critical reflection, we will highlight the importance of convergence, endurance, and administrative intelligence in facilitating institutional transformation.

Title: Course Transformation Through Student Inclusion as a Co-Creator with Faculty.

Author(s): Chelsea Baker, Jason Reed, and Zoonah Ahmad

Abstract: This session will present the experiences of a course transformation conducted via participation in a campus wide course transformation program grounded in Self Determination Theory (SDT). SDT specifies that student learning will improve if three core components are met: autonomy, relevance, and competency. To better ensure our transformed course was meeting these components a third-year professional pharmacy student, who had previously taken the course, was recruited to join the redesign team. While it is increasingly common to incorporate student perspectives through course evaluation, focus groups, and other methods, they are not as often involved in the full process of redesigning a course.

Our team met weekly throughout the semester as we redesigned the course, starting with the outcomes and objectives to be more reflective of what the course covers and what we wanted students to learn in the course. We also transformed the final summative project to include more autonomy and provide an opportunity for students to increase their competence through a final poster exhibition where they can communicate with the campus community about what they learned in the course. Having the student perspective on the redesign team was especially valuable in conversations about how accurate the learning outcomes were to the actual course content and in considering how changes to the final project would be perceived and benefit future students. Including a student in the redesign process provided them a unique experiential experience in the work that goes into designing a course and the instructors benefitted greatly from having a different perspective in the course transformation process. Planned assessments of the transformed course include a student survey administered by the campus course redesign program and comparing cohort results (pre and post redesign) on results from 3 pre and post course content related surveys.

Title: Creating an Open Access Textbook to Increase Content Retention: Use of Retrieval and Recognition Practice with H5P.

Author(s): Silvia Bartolic

Abstract: Conversations around the use of e-textbooks, and the learning outcomes associated with them, peaked in the 2010s. Due to their inexpensive nature, for many, e-textbooks are becoming much preferred over hardcopy texts. Educators are thus presented with an opportunity to explore new innovations in e-learning. Possible avenues for innovation include Open Access Textbooks, and interactive learning activities within these e-textbooks. The use of interactives allows for the integration of retrieval and recall practice into the textbook itself. Retrieval practice has been shown to have gains in long term retention of information compared to repeated studying (Kubik, Gaschler & Hausman, 2021 McDermott, 2021 Roediger & Butler, 2011) and aids in the awareness of one's own knowledge and understanding (Karpicke, 2009 Roediger & Karpicke, 2006). Similarly, previous research (e.g., Carpenter & DeLosh, 2006 Rawson & Zamary, 2019) has found that free recall practice is associated with improved learning outcomes in both free recall and recognition tasks. Innovative interactive components may therefore include activities that go beyond multiple choice, which challenge students to recall what they have read, and even apply the information critically. Offering open access textbooks also allows educators to reach audiences beyond individual classrooms. Previously, it would only make sense for students taking classes to purchase required textbooks, as they come at such a high cost. With open access textbooks, this knowledge is more freely (and widely) accessible. We will discuss our experience converting a family sociology textbook into an OER with H5P interactive features.

Using data from a preliminary student survey as well as literature on open access textbooks (e.g., Hilton & Wiley, 2011 Feldstein et al., 2012 Nicholas & Lewis, 2011) and research on retrieval practice and recall described earlier, we will guide discussion about the benefits and potential challenges of these modes of innovation.

Title: Creating Equitable and Inclusive First-Year Biology, Chemistry, and Physics Courses.

Author(s): Amelia Meredith, Ashley Welsh, Christine Goedhart, Jaclyn Stewart, Jared Stang, Karen Smith, Shivani Mehta, and Yulia Egorova

Abstract: The success of active-learning pedagogies relies on effective communication and an inclusive classroom climate. Research shows that how active learning is conducted (e.g., characteristics of learning activities, social dynamics of small group work) influences students' learning and engagement, and can differentially affect students in systemically excluded groups [1]. Our institution has built a culture of active learning over the past 15 years [2] and has a current focus on inclusive excellence [3]. Our project aims to enhance inclusion and learning across first-year biology, chemistry, and physics courses at a large, research-intensive post-secondary institution in Canada. We are using a critical mix-methods approach to investigate students' experiences and to identify existing inequalities. We are using questionnaires, interviews, concept inventories, and course assessments to explore students' sense of belonging, self-efficacy, perceptions of classroom climate, and perceptions of learning activities. Identifying potential causes of inequities in our cultural and instructional context suggests inclusive teaching practices that may address structural barriers to student learning and their desire to persist in science fields. In this presentation, we will share what we have learned about investigating equity, including how we dealt with the challenge of non-existent institutional demographic data. Attendees of this presentation will be invited to reflect on and discuss models of equity and to consider which models of equity are most appropriate for their teaching and scholarly work [4,5]. Together we will consider how our cultural contexts influence what equity means in our teaching and learning contexts and use this to push forward SoTL intending to promote equity, diversity, and inclusion.

Title: Creating Inclusive Learning Environments: Violence in the Lives of Students is a Critical Issues for SoTL.

Author(s): Connie Guberman

Abstract: This presentation will address the impact of violence in students' lives and how it affects their learning, including their academic performance and sense of future potential. Instructors are often the first people with whom students share their experience, yet we are neither trained to respond to such distress nor are there adequate institutional resources to address student needs. However, effectively identifying and responding to the harm and violence in students' lives is critical to the success of our increasingly diverse student populations. It can be extrapolated from national data that significant numbers of students in colleges and universities, particularly women, gender non-conforming and LGBTTTQ students, are experiencing violence and harm in the home, in workplaces as well as on campus, yet do not report what is happening. (Sinha, 25 February, 2013) These experiences of violence have been exacerbated in the past two years due to isolation as a result of the pandemic. (Peterman, 2020) Students who live with, witness, or fear such violence in its many forms are living in what has been called 'a dialectic of trauma'. (Herman, 1997) It is this trauma, fear and silence that prevent students from fully engaging in their learning and in co-curricular campus life activities. Indeed, the experience of violence is an impediment to students' equal access to education, a significant issue for the practice of teaching and learning, yet one rarely addressed. Session participants will be encouraged to contribute to the conversation as to how instructors and/or administrators can collaborate to create teaching and learning environments that consider the complexities of violence and harm in students' lives and work toward the development of transformative learning opportunities for all students.

Title: Cultivating Care Ethics: Inclusion and Accessibility in Media-Based OERs.

Author(s): Chantal Lortie, Natasha Fontaine, and Theresa Southam

Abstract: In the Fall of 2020 the pandemic was well underway and so was the 'pivot term used to describe the emergency eLearning that took place, failing to replicate the innovative, flexible, accessible, and student-focussed nature of carefully designed online courses (Sturgis & Lamb, 2022). The pivot revealed, among other things, a heavy reliance in online learning on third party private publishers and a lack open education resources (OERs) that can be shared and adapted to meet student needs (Liu & Johnson, 2020). Open textbooks were becoming widely available across disciplines but quality media-based OERs were sparse. Two colleges in the interior of British Columbia, College of the Rockies and Selkirk, were awarded a BC Campus Foundations grant to produce media-based OERs collaboratively. A series of twelve demonstrations videos for health care aid programs and a branching quiz were produced.

Project teams, consisting of instructors and teaching and learning staff, received professional development on considerations of accessibility and inclusion during media-based OER production. A checklist was adopted from the University of British Columbia for accessibility in OERs (Open UBC, 2020) and one created for inclusivity (UBC Centre for Teaching & UBC Equity & Inclusion Office, 2020) and referred to regularly. Post production, students utilizing the videos and branching quiz were asked, both before and after reading descriptions of what the production team had done, whether they found the media inclusive and accessible. Findings of a focus group with the project teams reveals how they grappled with accessibility and inclusion while committing to the complexities of media production itself. Care ethics in teaching (Rabin, 2021) is a concept that illuminates the findings of this study from both the students' and the project teams' perspectives.

Title: Cultivating Student Well-being in the Teaching and Learning Environment.

Author(s): Brittany Lindsay, Emily Bernier, Jennifer Boman, and Melissa Boyce

Abstract: How can we make teaching and learning environments more inclusive to students with a diverse range of mental health and well-being needs? Given the growing prevalence of student mental health issues (e.g., as identified in surveys such as the National College Health Assessment), post-secondary institutions are facing the challenge of creating supportive academic environments where students can thrive. The recently released National Standard for Mental Health and Well-being for Post-Secondary Students emphasizes a shared responsibility for mental health and fostering belonging in the learning environment. In addition, there is growing awareness of the need to understand and unpack the role that instructors can play in supporting student well-being (e.g., Placito-De Rango & Lucia, 2018). This session will discuss the findings from one site of a multi-site study that investigated perceptions of teaching and learning practices that support or inhibit mental health and well-being. In particular, findings from a mid-size Canadian university will be explored. In surveys (n=272) and semi-structured interviews (n=13), students were invited to identify specific teaching and learning practices that impacted their mental health and well-being and to provide feedback on what could be done differently to improve mental health and well-being in the classroom and in the learning environment. Findings that identified promising instructional practices will be highlighted. These findings will be discussed in the context of research on instructional frameworks such as Universal Design for Learning (see CAST, 2018). Session participants will be invited to consider the inclusivity of practices and policies in the teaching and learning environment in their own institutional contexts in supporting students with diverse mental health and well-being needs.

Title: Decoding Across the K12/College Barrier: Creating Dialogues to Ease the Transition Into College Courses.

Author(s): David Pace, Rebecca Itow, and William Robison

Abstract: A serious mismatch between high school preparation and the demands of introductory college courses unnecessarily creates problems for many at-risk first-year students, particularly in under-represented groups. Yet the institutional and cultural barriers that divide K-12 from college education have long prevented the development of an integrated strategy for addressing this problem. It is time for SoTL to search for methods for bridging this chasm and for creating shared responses to the challenge of preparing more students for the transition to the demands of university courses. The Decoding the Disciplines approach can provide a framework for generating a productive and respectful dialogue between high school and college teachers. In the last twenty years more than 200 SoTL books, articles, and papers have shown how Decoding can be used to identify crucial bottlenecks to learning and make explicit what students must be able to do to succeed in particular disciplines. It has also become clear that the Decoding interview process can serve to create community and to develop a common language for talking about teaching. (<http://decodingthedisciplines.org/bibliography/>) In this workshop participants will be asked to explore the potential of using Decoding to help high school and college teachers develop more effective strategies for helping students make the transition to college work. In the workshop participants will: *Receive a very brief introduction to Decoding *Learn about a specific use of this approach to create a dialogue between high school and college teachers of biology and Spanish. *Discuss short videos of high school and college teachers working together to identify places where many students encounter bottlenecks to learning in introductory college courses. *Brainstorm in small groups to consider how they might use Decoding to generate K12/college dialogues at their own institutions and how such interactions might be made a more integral part of SOTL.

Title: Designing Digital Mentor Texts to Support Graduate Students' Critical Reading.

Author(s): Alison Van Rosendaal and Ronna Mosher

Abstract: Graduate students must critically and actively engage with scholarly literature in order to explore their fields of study, recognize and evaluate discourses and information, encounter their own assumptions, and contribute to knowledge development and innovative thinking. Cognitive reading and discussion are intellectual practices both expected within and developed through graduate education - practices that require support, guidance, and authentic contexts in which critical thinking and language can be negotiated with others. In digital dialogic spaces, particularly those characterized by asynchronous discussion, it can be difficult to provide students with timely support to refine the skills of academic reading and discourse.

Common practices of describing critical reading, posing questions to prompt discussion, and encouraging and offering feedback on students' scholarly engagement may miss key teachable moments. Innovative approaches to developing critical reading skills in graduate students are required (Shamida et al., 2021). Drawing on the affordances of digital tools (video, audio, and social annotation), principles of cognitive apprenticeship (Brown et al., 1989) and research on peer mentoring as part of a mentoring mosaic (Kram, 1985/1988), we created digital resources that provide images of critical engagement with key course readings and ideas, making the practices of critical reading visible, and allowing beginning graduate students to learn from the thinking and critical reading practices of more experienced graduate students as well as their instructor. The resources are designed so students can access and intertwine the mentor texts/readings with their own reading and thinking as they analyse and interpret course materials and participate in class discussions. Through a discussion of existing literature and the design process undertaken for a graduate class in Education we offer an example of an innovative approach to developing students' capacities in critical reading and discussion and a framework of ideas that can be used in other contexts.

Title: Developing Student Strategic Learning for Academic Success.

Author(s): Peter Arthur

Abstract: As universities move to a more learning centered model students are expected to work more independently and take on more responsibility for their learning. This provides an opportunity for some students to excel while others who do not have self-directed learning skills find it more challenging. In response, curricular interventions were created to scaffold student's ability to monitor and direct one's own thinking. Consequently, the study investigated the impact on student learning (academic performance), growth mindset, and a student's metacognitive awareness occurs when Strategic Learning curricular interventions (learning goals, planning & monitoring learning, reflection and learning mindset) are taught in two first year university courses? The study's sample comprised two first year engineering course sections with a total of 73 first years. Beginning the year students completed a pre-test survey consisting of the Metacognitive Awareness Inventory (Schraw & Dennison, 2004), 12 item grit scale (Duckworth et al., 2007), growth mindset scale (Dweck, 2007) and study strategy questions the first week of university. During the term the curricular interventions were taught to an experimental condition before the first midterm and to both conditions before the second midterm. Ending the term, students completed a post-test identical to the pre-test survey with the exception of additional questions for the experimental condition asking students their perception of the impact of the curricular interventions on learning current course and other courses they were completing. A quantitative analysis using a mixed design ANOVA was completed on the survey results, and grades.

Results indicate: 1. Students who engaged in the metacognitive and mindset activities perceived the interventions to be very useful. 2. Student level of metacognitive awareness, was significantly associated with course grades and grade point average. 3. There was a significant positive relationship between metacognitive awareness (total, sub-scale regulation and sub-scale knowledge), and growth mindset.

Title: Down the Rabbit Hole: A Case for the Re-Imagination of SoTL.

Author(s): Allyson Skene, David Andrews, and Jessica Raffoul

Abstract: The scholarship of teaching and learning (SoTL) can be seen as a magical Wonderland where educators from across disciplines “committed to pedagogical inquiry and innovation come together to exchange ideas about teaching and learning” (Huber & Hutchings, 2006, p. 26). Here, teaching is a critical form of scholarship, open to critique and reflection, and instructors are members of an ever-growing, supportive community united in pursuit of a common purpose: the advancement of teaching and student learning (Boose & Hutchings, 2016; Boyer, 1990; Glassick et al., 1997; Hubball & Clark, 2010; Hutchings & Shulman, 1999). It is no wonder the field has gained traction in the last 30 years, marked by thousands of journals, conferences, organizations, research projects, granting agencies, certificate programs, and more. From this view, engaging in SoTL is an enriching, reflective, empowering adventure.

As with any great adventure, however, danger lurks. Practitioners venturing into this realm risk encountering an alien environment, where their familiar epistemologies, philosophies, and research methods are not welcome (Chick, 2012; McKinney & Chick, 2010; Potter & Wuetherick, 2015). Already overburdened, individuals may struggle to adapt to tacit norms or to apply findings across diverse contexts. Then, after navigating difficult terrain, they may find their work unappreciated by both disciplinary colleagues and academic tenure and promotion structures (Kern et al., 2015; McKinney, 2004).

In our current context of global crises ranging from CoVID to systemic racism, these dangers are exacerbated. With academic traditions under scrutiny, familiar approaches (Hutchings, 2000) and principles (Felten, 2013) that have helped to elevate SoTL may no longer suffice. Meeting challenges and countering epistemic injustices requires re-consideration.

This paper presentation will explore the sometimes-ominous, dizzying effect of SoTL practice, and engage participants in a critical dialogue to re-imagine the field and develop approaches to accommodate diverse audiences in a tumultuous context.

Title: EDI Magazine: Addressing Learning Transfer and Transformation.

Author(s): Anita Chaudhuri, Elise Machado, Nancy Lu, Rishma Chooniedass, and Ximena Barrantes

Abstract: In this presentation, we share an interdisciplinary SoTL project that promotes student engagement on equity, diversity and inclusion (EDI). Planned as a student focused and student run e-magazine, the project has created a venue to discuss EDI and share knowledge with the teaching and learning community. This digital space can be viewed as 'transformational' because the published texts 'support an agenda for social justice that is strengthened by diversity' (Gilpin & Liston, 2009, p. 5) of student voice and perspectives from multiple disciplines. The magazine's quasi-academic space promotes transfer of learning beyond the classroom. Researchers have recognized the value of this 'third space' (Williams, 2014) as a zone of negotiation (Martin et al., 2011) where individual identities shift and change that lead to transformations and improved practice. Therefore, in relation to complex and multi-dimensional viewpoints on EDI, the digital magazine has the capability to promote inclusive learning goals that view students as collaborators and contributors. This project uses 'students-as-partners' model (Rankin et al., 2022, p. 3) to, for instance, develop the digital platform, identify themes, promotional material, call for submission, editorial discussion, and engagement with the community. The faculty and student members believe that the e-magazine fosters 'active learning' to 'minimize performance gaps' (McGlynn, 2017, p. 481) amongst diverse learners. The session will engage audience members in the following ways: (a) initiate a critical dialogue on EDI as a strategic priority at post-secondary institutions, (b) discuss the e-magazine as a creative 'third space' to promote inclusive and accessible learning, and (c) present reflective feedback from student members on the value of this digital venue and its impact on their understanding of EDI. Examples from published texts will be shared to demonstrate how EDI issues have been interpreted by contributors. Impact of this publication format will be considered.

Title: Educator Experiences Supporting Students' Mental Health: Interactions, Impact, and Modification to Teaching Practices.

Author(s): Julia Choate and Lisa McKendrick Calder

Abstract: Globally there has been an increase in mental health issues for university students (Hernandez-Torrano et al., 2020). Educators are guaranteed points of contact for students, so students in distress will often seek out their assistance. This highlights the importance of teaching as a relational practice (Felten & Lambert, 2020). However, little is known about the effects of these relationships and interactions on educators.

This study used interpretive phenomenological methodology (Larkin et al., 2006) to explore how educators experience students with mental health issues, particularly how they have adapted their teaching practices to mitigate both the stress on students and the impacts of these interactions on themselves. Seventeen educators from a variety of disciplines at an Australian or Canadian university participated in a series of semi-structured interviews. Interview transcripts were thematically analyzed (Braun & Clark, 2006). Educators predominantly encountered students in distress around course assessments (e.g., requests for extensions, missed assignments, and office visits). They saw their role in these interactions as normalizing struggles, listening, and guiding students to support. Interactions with students in distress had personal impacts (loss of time and sleep, self-doubt) and professional impacts (changes in teaching practices or career). Educators reported intentional modifications to their teaching practices as well as noting some alterations in teaching practices that have unintentionally benefitted student and/or personal wellbeing. These were centered around intentionally designing a 'wellness curriculum' and included concepts such as flexible assessment structure, regular check-ins with students, role modeling of imperfection, and normalization of mental health issues. When thinking of mitigating strategies for themselves, educators highlighted the importance of relational support, compartmentalization, boundaries, and the need for mental health training. This study highlights transformative curricular modifications and personal mitigating strategies that support student and educator wellbeing.

Title: Enabling First-Year Student Success Through Embedded Learning Strategies, Study Plans and Reflection.

Author(s): Christopher Love

Abstract: Large first year courses (>300 students) in science, technology, engineering and mathematics (STEM) disciplines involve understanding complex concepts and navigating a high level of content. Such challenges when combined with a high percentage of 'first in family' (>50%) a large proportion of students with English as a second language (32%) and a significant number from low socio-economic backgrounds (21.2%) can impact student success. This was the case with first-year Biochemistry, which had high failure rates of 37% and 38% in 2017 and 2018, respectively. The approach taken to improve student success was to provide an opportunity for students to evaluate and reflect on their exam performance, then create a personal study plan to improve their grade on the next exam. Students were provided with a simplified set of learning strategies that have been reported to improve performance (Dunlosky et al., 2013 Hora & Oleson, 2017 Sebesta & Speth, 2017) and were required to incorporate two of these strategies into their study plans. Our initial findings revealed that 66.1% of students reported that creating and using their study plan contributed to maintaining or improving their grade and student reflections revealed that the study plans improved time management and enhanced motivation.

This finding was supported by an increase in the student success rates from 62% in 2018 to 73% in 2019. Surprisingly, 60.9% of students reported that they had never developed a study plan prior to this course which suggests students are entering higher education without the necessary skills to succeed. More concerning was mental health and wellbeing issues reported by students which prevented them from fully enacting their study plans. This study has highlighted the need to embed study skills in first-year courses, and the creation of study plans could be one strategy for improving student success.

Title: Equity, Diversity, and Inclusion in an Urgent Move to Remote Learning During COVID-19.

Author(s): Jay Wilson Martyne Farris Nancy Turner Rick Schwier Sanjukta Choudhury

Abstract: In the pandemic, educational institutions were forced to implement online learning with little or no preparation (Doghonadze, Aliyev, Halawachy, Knodel, & Adedoyin, 2020). Studies acknowledge the necessity of online learning because of COVID-19 and confirm that the shift could have profound academic, mental, and social impacts on diverse groups of university students (e.g., Aristovnik, Kerzic, Ravselj, Tomazevic, & Umek, 2020; Nagar, 2020). In ideal circumstances, online learning can address equity, diversity and inclusion (EDI) through improved accessibility, flexibility, inclusiveness, interactivity, and relevance (Devlin & McKay, 2016; Stone, 2017). Online education can reduce barriers for disadvantaged students, particularly low-socio-economic-status students, who typically struggle with multiple responsibilities and a lack of resources (Devlin & McKay, 2016). But did it? The SoTL questions of how EDI concerns actually played out during the transformation of these classrooms were central to our research. The dramatic, intense, and arguably heroic response of instructors to the pandemic had the potential to capitalize on the positive aspects of online learning. What is not clear, however, is how individual and organizational responses translated into equitable and inclusive learning environments or how EDI informed decisions were made by instructors and for what reasons. It is also unclear if we can now respond in equitable and inclusive ways in the next emergency. This narrative inquiry study with twelve award winning instructors from eight disciplines enabled us to explore instructors' lived experiences of preparation for and enactment of remote teaching practices with an EDI lens. Our method enabled a focus 'not only on individuals' experiences but also on the social, cultural, and institutional narratives within which individuals' experiences are constituted, shaped, expressed and enacted' (Clandinin & Rosiek, 2007, pp. 42-43). The presentation will describe key findings, and draw on audience experiences to critically situate these findings in a broader context.

Title: Evaluative Judgement Transforms Academic Teaching and SoTL is its Mechanism.

Author(s): Jennifer Löfgreen

Abstract: Academic development plays an important role in transforming teaching because it supports academic teachers in learning to do SoTL. Felten and Chick (2018) have convincingly argued that the scholarship of teaching and learning is a signature pedagogy of academic development. Our presentation will continue where Felten and Chick end, by conceptualizing SoTL as a mechanism through which academics can and should develop as academic teachers, colleagues, and as members of an academic community. We will argue that SoTL transforms teaching by developing academic teachers' capacity for evaluative judgement about teaching. Evaluative judgement is the 'capability to make decisions about the quality of work of self and others' (Tai et al., 2018, p. 471). We will discuss how SoTL as a signature pedagogy of academic development (Felten & Chick, 2018) displays the key features of evaluative judgement and enables academic teachers to distinguish between good and not-so-good teaching with the help of standards. We will also explore how the 'going public' aspect of SoTL contributes to evolving discourses about teaching and learning that also relate to evaluative judgement, especially by building more explicit standards for good teaching. Because it enables 'knowledgeable action in specific, dynamically changing situations', evaluative judgement is an 'epistemic capability' (Goodyear & Markauskaite, 2018, p. 28). Here, a focus on knowledgeable action illuminates an overlooked challenge for SoTL: the influence of tacit epistemological assumptions on our understanding of standards for SoTL and good teaching. We will argue that it is important for all SoTL practitioners, including academic developers using SoTL as a signature pedagogy, to recognize the fundamental differences between the epistemology of novices learning a discipline, the epistemology of studying that learning using SoTL, and the epistemology of disciplinary experts doing research to produce new knowledge in their discipline.

Title: Everyone Online: Student Perceptions of their EAP Program Experiences During COVID.

Author(s): Karin Wiebe and Scott Douglas

Abstract: At the height of the COVID-19 pandemic, online teaching and learning became the norm in Canadian higher education. Included in this move to web-based instruction were English for academic purposes (EAP) programs that provide a pathway to post-secondary studies for students learning English as an additional language (EAL). This study explores EAP student perceptions of their online experiences, with particular attention to what elements contributed to the students' additional language socialization. Additional language socialization can be characterized as including the development of EAL skills, a sense of personal self, intercultural awareness, social skills, learning strategies, and general knowledge. It impacts both students learning EAL and the people with whom those students interact.

The entire process can be facilitated by classroom experiences as well as through meaningful contact with the local community and its knowledge resources (Duff, 2007 Duff, 2012 Duff & Anderson, 2015 Duff, Zappa-Hollman, & Surtees, 2019). For the students in this study, this process took place in web-based and digital environments, resulting in a virtual form of additional language socialization. Within the qualitative tradition, prospective participants from the 2020-2021 academic year were invited to complete a questionnaire and take part in an interview. Out of 57 EAP students, nine completed the questionnaire and three were interviewed. Data were coded and the codes gathered into themes (Braun & Clarke, 2006). Themes related to language development, general knowledge, other courses, social interactions, intercultural awareness, and study skills point to the perceived benefits and drawbacks of online EAP and provide insights into virtual additional language socialization. These themes also point to what EAP programs can learn from a period of enforced online program delivery to reimagine and improve their students' teaching and learning experiences as campuses emerge into a post-pandemic world.

Title: Experiential Learning with Raspberry Pi Computers in an Aquaponic Environment: A Micro-Level SoTL Project.

Author(s): H Kristine Wilson and Shoja Mazidi

Abstract: In a computer science class at [college] students are expected to learn computer networking through the establishment of a local area network (LAN) and introduced to the theory of the Internet of Things (IoT). For this SoTL project we used Hutching's (2000) 'what works' typology of SoTL Questions. We were seeking answers to whether incorporating experiential learning using a novel application of their technological skills in an aquaponic environment enhanced their learning experience and understanding of LAN and IoT. Students participating in the research project were asked survey questions based on a 7-point Likert scale the week following their experiential lab. Raspberry Pi computers were designed to teach computer science and programming and are used to teach information security, robotics, and the Internet of Things (IoT) (Zharkimbekova et al, 2020). Students were first introduced to Raspberry Pi computers in the lab where they independently interfaced various sensors (soil capacitive, water level, soil, immersible temperature, and pH sensors, as well as a mini camera (13.7 x 8.3 x 3.4 cm)). The following lab took place at the Aquaculture Centre of Excellence on campus and students, working in groups of two, tested the Raspberry Pi units that they previously configured and connected sensors on aquaponic systems where they collected information regarding water temperature, levels and et cetera that were stored in local storage (Raspberry Pi computer) and then transmitted/communicated that data via internet/email to a recipient.

Together, this learning combination achieved the class learning outcome of LAN, networking, and demonstrated IoT through a non-traditional experiential learning experience. Students' perception of this learning experience and the tools used to achieve it (Raspberry Pi) were assessed and are reported here.

Title: Exploring Disciplinary Literacy Through Interdisciplinary Conversations.

Author(s): Brett McCollum, Jodi Nickel*, Jon Mee*, Karen Manarin, Michael Rifenburg, and Scott Murray

Abstract: 1) Post-secondary students often struggle with the reading they are asked to do in disciplinary courses, as the epistemological assumptions differ from earlier reading experiences. This presentation describes an interdisciplinary scholarship of teaching and learning project into how disciplinary experts and novices read disciplinary texts. Six faculty members from science, social science and humanities explored how we read disciplinary texts we then interviewed each other's students. We analyzed 28 interviews using empirical thematic analysis, identifying themes around process, motivation, and expectations. This presentation presents encourages participants to consider how they can support their students' reading practices in their disciplines. 2) Many faculty claim students struggle with the reading they are asked to do in post-secondary contexts as the texts, activities, and epistemological assumptions underlying those activities differ from earlier reading experiences. Shanahan and Shanahan (2008) link the reading patterns demonstrated by disciplinary experts to 'the intellectual values of a discipline and the methods by which scholarship is created in each of the fields' (p. 50): the historian, the chemist, and the mathematician read texts differently. Moje, et al. (2011) note that even what counts as text differs between disciplines. However, faculty members as disciplinary experts may struggle to know what novices within the discipline need when learning to read in this context. They may have expert blind spots (Nathan and Petrosino, 2003). Interdisciplinary interactions can illuminate some of these blind spots. This presentation describes an interdisciplinary scholarship of teaching and learning project into how disciplinary experts and novices read disciplinary texts. Six faculty members from science, social science and humanities explored how we read disciplinary texts using a modified Decoding the Discipline approach (Middendorf and Shopkow, 2018) we then interviewed each other's students, using Hilden and Pressley's (2011) verbal protocol of reading. We analyzed 28 interviews using empirical thematic analysis. We present key findings around process, motivation, and expectations. We ask participants to consider how they can support their students' reading practices by explicitly discussing the role of reading in their disciplines.

Title: Exploring how Virtual Interactions With Therapy Dogs Enhance Undergraduate Student Well-Being.

Author(s): Akshat Singal, Camille X. Rousseau, Christine Tardif-Williams, Freya L. L. Green, John-Tyler Binfet, Renata Roma, and Zakary Draper

Abstract: Providing opportunities for university students to interact with therapy dogs has proven a popular and viable way for students to reduce their stress and homesickness and increase their connections to others on campus (1,2). Both survey (2,3) and intervention research (1,4,5) attests to the benefits of having students interact with therapy dogs however in-person restrictions imposed by Covid-19 has prevented students from accessing this source of well-being support. This aim of this study of 467 undergraduate students (Mage = 21.0 81% female 61% White, 13% South Asian, 6% Chinese, and 6 % mixed race) was to explore how to deliver virtual opportunities for students to interact with therapy dogs and the effects of five-minute virtual interactions on students' well-being as measured by self-reports of stress, anxiety, loneliness, positive and negative affect, connectedness to campus, etc. Trained therapy dogs and their handlers participated in either synchronous (i.e., via Zoom) or asynchronous (i.e., via Youtube) sessions and participants, through Qualtrics, were randomly assigned to treatment or control conditions comprised of interactions with a dog and handler or only a handler with no dog present. Regardless of condition, participants reported significant reductions in anxiety, $t(466) = 17.78, p < .001, d = -0.82$, stress, $t(466) = 19.74, p < 0.001, d = -0.91$, loneliness, $t(465) = 11.42, p < 0.001, d = -0.53$, and negative affect, $t(464) = 16.98, p < 0.001, d = -0.79$, and reported greater connectedness to their campus, $t(465) = 18.88, p < 0.001, d = 0.87$. Participants in conditions with therapy dogs reported greater reductions in stress than control participants. The findings are discussed within the context of virtual learning and undergraduate student well-being.

Title: Exploring Online Pedagogies for Social Connectedness and Advancing Professional Collaboration.

Author(s): Amber Hartwell, Barbara Brown, and Christy Thomas

Abstract: A growing concern with individuals spending an increasing amount of time alone in digital spaces is the emergence of an asocial society. With COVID-19, virtual workplaces and post-secondary learning environments are growing at a rapid pace. This has signified the need to study and strengthen online pedagogies, and ensure curricular practices are preparing students for professional contexts. Further, while extensive research on interactive learning has been conducted, a gap exists regarding how to design group work in online learning environments, particularly in programs that require students to develop competencies in professional collaboration.

With post-secondary institutions adopting online course offerings, there is much to learn about how online group work is designed and how students perceive social connectedness during these experiences. This research seeks to explore ways of designing group work in online courses to promote professional collaboration and connectedness. Employing a multiple-case study in two post-secondary professional education programs, the objective of this study is to explore how instructors design online group work to develop pre-service teachers' professional collaboration skills. Surveys, interviews, and course documents capturing student and instructor perspectives on online group work pedagogy to develop professional collaboration skills were analyzed. As research is in progress, we are unable to provide detailed findings in this proposal. It is anticipated results will build on our earlier research and demonstrate online group work can be designed to provide positive learning experiences, promote social connectedness, and build professional skills required in the teaching profession. Preliminary findings will be available by the conference dates. Results from this study will address the research gap related to group work in online contexts (Clarke & Blissenden, 2013 Dijkstra et al., 2016), add to existing social interdependence theory, and contribute to furthering understanding of online teaching and learning at course, program, institutional, and cross-institutional levels.

Title: Extraverted and Conscientious Students Appreciate Active Learning.

Author(s): Deborah Richardson, and Robert Bledsoe

Abstract: The benefits of active learning pedagogies to academic outcomes are well-established (Freeman et al., 2014) however, non-academic factors impact student experience with active learning (Beckerson et al., 2020). The present study considers how student personality impacts learning and engagement during Reacting to the Past (Reacting), an intense active learning pedagogy that engages students as historical characters grappling with significant intellectual issues. The pedagogy often generates a charged classroom atmosphere in which individual differences among students are likely to impact their experience. This study examines the extent to which personality factors relate to self-reported student learning and engagement in Reacting. Based on previous literature on personality predictors of academic experience (Richardson et al, 2012), we anticipated that extraversion, openness to experience, conscientiousness, and agreeableness would be related to students' experiences in Reacting games. Students from three U.S. universities (N = 211) completed a pre-Reacting survey that included the Big Five Personality Inventory (John et al., 2008) and a post-Reacting survey that included measures of perceived learning and engagement. Regression analyses revealed that Extraversion and Conscientiousness were the strongest predictors of most outcomes. Relatively extraverted and conscientious students reported more engagement, enjoyment, and learning, and they reported greater achievement of learning outcomes. The challenge for instructors who incorporate active learning in courses is to assure that all students, regardless of background and personality, learn and engage with their learning.

The results suggest that instructors engaged in Reacting should be attentive to the responses of students to the pedagogy and strive to establish an environment in which all students can thrive. The presenters will offer some suggestions on ways to accomplish this and solicit additional ideas from the audience.

Title: Faculty Growth Mindset Serves Students Underrepresented in STEM.

Author(s): Deborah Richardson, and Robert Bledsoe

Abstract: 1) Building on Dweck's research on mindset, motivation, and student success in the face of academic challenges, this research explores the impact of instructor mindset as transmitted through a syllabus for a STEM course. Students generally reported greater belief in their ability to succeed in a course, believed they would make a better grade, and expected more fair treatment from their instructor when presented with a growth mindset syllabus than when presented with a fixed mindset syllabus. Importantly, women responded to the fixed mindset syllabus with less self-efficacy, less expectation of fair treatment, and expectation for a lower grade than men.

Dweck and Leggett (1988) argue that some individuals adopt a maladaptive 'helpless' response of avoidance and poor performance in the face of challenge (i.e., fixed mindset) others seek challenge and sustain efforts in the face of failure (i.e., growth mindset). This model has been used to explain student learning strategies and student success, and interventions based on the model have led to improved student academic outcomes (Yeager, et al., 2016). Learning typically requires interaction with an instructor who may also have a growth or fixed mindset about student abilities. Canning et al. (2019) found that instructor mindset affected persistence and success, especially for students from groups underrepresented in STEM (science, technology, engineering, and mathematics) disciplines. This presentation will focus on the effects of instructor's mindset on student expectations.

Undergraduate students at a US university read two syllabi for STEM courses (one reflected growth mindset and one reflected fixed mindset) and responded to measures of academic self-efficacy, expectations for fair treatment, and expected grade.

The results indicate that instructor mindset towards intelligence and ability, at least that which is presented in a course syllabus, can affect student expectations. Specifically, students have greater belief in their ability to succeed in a course, perceive their professor more positively, believe they would make a better grade, and expect more fair treatment from their instructor when they read a growth mindset syllabus than when they read a fixed mindset syllabus.

Importantly, women (as an underrepresented group) responded to the fixed mindset syllabus with less self-efficacy, less expectation of fair treatment, and expectation for a lower grade than men did women and men responded similarly, and more positively, to the growth mindset syllabus. It appears that a growth-oriented syllabus may effectively level the playing field of STEM course expectations for women.

Title: Faculty Perceptions and Experiences From Team-Teaching in an Interdisciplinary First-Year Science Program.

Author(s): Chris Addison James Charbonneau Pablo Treviño Lara

Abstract: The increased desire for interdisciplinary outcomes and the increased expectation from students for such an education is changing the way we approach teaching Science. Interdisciplinary programs like Science One, offered at the University of British Columbia, explore teaching in this changing landscape. Science One is a team-taught program encompassing first-year biology, chemistry, mathematics, and physics. The program consists of 8 faculty, 2 from each discipline, that provide a dynamic educational experience that presents topics in an interdisciplinary format. One of the goals of any interdisciplinary education is to break down the pre-existing silos of knowledge that students may possess, but faculty who teach in such programs must also break out of their preconceived notions of disciplinarity to embrace this teaching approach. While there is an increasing body of work focussing on best practices for generating meaningful and engaging student learning opportunities in this interdisciplinary context, and the many student benefits for such an approach, less attention has been paid to the experiences of faculty that participate in this educational environment. To address this, semi-structured one-on-one interviews with current and past faculty in the Science One program were undertaken. The interviews were designed to probe several areas of inquiry, including their motivation for joining the program, the nature of interdisciplinary teaching collaborations, and how their perception of their discipline, and the other disciplines, changed as a result of program participation. We will present the results of this study and discuss insights into how effective interdisciplinary teaching collaborations are established and maintained, and how a faculty member's disciplinary views can evolve as a result of participating in the program. This information is used to inform our program and our teaching and build more substantive interdisciplinary collaborations.

Title: Finding SoTL in Information Landscapes: Intersections of Scholarly Communication in Our Digital World.

Author(s): Lauren Hays and Lindsay McNiff

Abstract: Scholarly communication occurs in a variety of spaces in our digital world: academic journals, institutional repositories, and social media. Due to the way the internet is structured, we only see a small portion of the resources that may be available on a given topic. This is particularly true of SoTL as it crosses disciplinary contexts and is focused on the broad context of learning. SoTL research is found in SoTL-specific multi-disciplinary journals, grey literature, and discipline-specific education journals (Chick et al., 2019). To be a SoTL scholar, one must be able to participate in SoTL conversations and that requires an understanding of information landscapes. It also requires understanding of how different information environments promote and limit voices. In this paper presentation, the presenters will describe information landscapes, provide tips for how best to search them in ways that allow for casting a wide net to discover research that influences SoTL work, and then explain how to stay current on changing information environments. The authors will also emphasize the connections that have been made in the literature between SoTL and equity and between open access publishing and equity. They will argue that while open access publishing is an important component of SoTL, a deeper understanding of both traditional and open access scholarly communication and some of the inequities and imbalances therein provides necessary contextual background to understanding how SoTL is impacted by today's scholarly communication environment and offers a way for scholars and students to broaden their research and citation practices when it comes to the SoTL literature review.

Title: Fostering a Sense of Place: Photovoice for the Scholarship of Teaching and Learning.

Author(s): Robert Campbell and Scott Douglas

Abstract: Photovoice, as an instructional strategy and as a tool for the scholarship of teaching and learning, is an arts-based approach that brings together photography and storytelling (Nykiforuk, Vallianatos, & Nieuwendyk, 2011 VillacaÒas de Castro, 2017 Wang & Burris, 1997). To better understand how students in an English for academic purposes (EAP) program were meeting some of the program's language, content, and cultural learning objectives, students took part in a photography workshop and then photographed elements of their surroundings that struck them as representing the local area. Students wrote captions and descriptions of the images, which were presented and discussed during a subsequent class. The project was designed to both develop the students' English language skills and apply their new learnings related to photographic design elements and digital camera functions. Nine EAP students took part in this project. A qualitative research approach was used to analyze the students' photos, captions, descriptions, and subsequent discussions.

The data were coded for meaning, with the codes not being predetermined. The codes were gathered together into themes related to the students' learning experiences and developing sense of place (Braun & Clark, 2006). The students' images captured local elements such as the exteriors of buildings, study spaces, landscapes, food, and logos. With the students' perceptions at the centre of this project (Villacañas de Castro, 2017), the images and accompanying descriptions were sometimes surprising to the researchers and provided a way of seeing a familiar place through the eyes of an international student. Photovoice has the potential to develop deeper intercultural understandings between teachers and students, with the incorporation of student-captured images and descriptions a useful tool for the scholarship of teaching and learning and a beneficial instructional strategy for post-secondary students.

Title: Frequent, Formative Assessments Promote Student Motivation and Deepen Understanding of Content in Remote Courses.

Author(s): Tara Holland

Abstract: During the COVID-19 pandemic, motivating students to be engaged in remote courses was a significant challenge. Motivation is a key aspect of teaching, and is related to the student's desire to participate in the learning process (Ambrose, 2010). In my pre-pandemic F2F teaching, I used a high frequency of active learning to stimulate student engagement and improve performance (Freeman et al., 2014). In the online learning environment, the term 'active engagement' captures both synchronous and asynchronous instructional strategies in which students are asked to engage with the learning process. Active engagement has been found to correlate positively with student performance and satisfaction in online courses (Prince & Felder, 2020). To incorporate active engagement in the asynchronous part of my remote classes, I implemented weekly low-stakes formative 'Class Engagement Activities' (CEAs) in two large enrolment first year science courses. This paper outlines the findings of a Teaching and Learning research project investigating the impact of CEAs on student motivation, engagement, and learning in two large enrolment science courses taught twice each between Fall 2020-Summer 2021, during the period of emergency remote instruction. Analysis of student answers about CEAs in a post-course survey instrument modified from Fuller (2018) indicates strong scores in behavioural, emotional, and cognitive engagement. Analysis of student responses to open-ended questions demonstrates that completing the CEAs has a positive impact on learning, especially in terms of promoting motivation and deepening understanding of course content. Results from this study have implications for course design as we transition out of emergency remote instruction and into developing innovative blended courses with some online components.

Title: From 'Satisfaction' to Success: Assessing Student Engagement in the Context of a Residential College in Asia.

Author(s): Emily McIntosh, Johan Geertsema, and Mark Gan

Abstract: Over the last few years, Residential Colleges (RCs) have grown in importance in Asian higher education (Mukhopadhyay & Tambyah, 2019). At our research-intensive public university in Singapore, RCs are an important component of institutional educational strategy as they have the potential to enhance student success. The RC in our study offers a two-year interdisciplinary undergraduate programme focused on questions of sustainability the programme complements students' majors. Students live on campus, take modules offered by the RC, and participate in informal learning activities. Within this context, it is especially important to assess student engagement, understood as educationally purposeful activities that have the potential of leading to meaningful outcomes for student success (Krause & Coates, 2008). To systematically gather data about the student experience in this RC setting, we are currently running a project focused on student engagement. The pilot survey items were adapted from the validated Higher Education Student Engagement Scale (hoc et al., 2019). The key research questions are: a. What does student engagement in this RC look like? B. To what extent does this structured living and learning programme (LLP) influence students' engagement in the RC? C. How could the programme be redesigned to foster the kinds of student engagement that we know are positively correlated with student success? We hope this assessment of student engagement will provide the impetus for us to move from an 'assessment free zone' (Barefoot, in Koch & Gardner, 2006) to regular, systematic monitoring of students' educational experiences that disaggregates data for meaningful improvement. We envisage that interrogating these data will create opportunities for evidence-informed discourse among teachers in the RC, and will contribute to culture change through building trust. Our hope is that it will lead to a more inclusive and scholarly approach to student learning and the student experience in this RC.

Title: Getting Out From Between Scylla and Charybdis: Using Philosophy of Science to See SoTL as its Own Form of Inquiry.

Author(s): Jennifer Löfgreen

Abstract: When you think of what SoTL inquiry is, as inquiry, how do you conceptualize it? What assumptions do you make, and where do those assumptions come from? I have a sneaking suspicion that we have devoted far too little attention to the basic underlying assumptions that we hold about scholarly inquiry, and that these assumptions are exerting problematic influence on SoTL. In this presentation, I will critically examine the way we conceptualize SoTL in the literature, in order to suggest a better way of approaching it.

I will start by problematizing the common idea of situating SoTL in relation to the disciplines and educational research, arguing that this way of conceptualizing SoTL leads to disciplinary ideas of research exerting problematic influence on SoTL. This puts SoTL between the mythological monster Scylla (disciplinary research) and the deadly whirlpool Charybdis (educational research): Scylla's many heads would fragment SoTL, whereas Charybdis' vortex would consume it completely. To avoid this, a fundamental paradigm view of inquiry, decoupled from the disciplines, would be more suitable for SoTL. As a way of approaching this paradigm view of SoTL, I use the concept of knowledge-constitutive interests from the early work of German critical theorist Jürgen Habermas (1971). I outline a more fundamental starting point for conceptualizing SoTL that allows SoTL to be its own form of inquiry with its own nature, rather than a twisted offshoot of disciplinary research, some sort of interdisciplinary mutt, or the poor cousin of educational research. Finally, I use this new way of conceptualizing SoTL to propose an approach that recognizes the special nature of SoTL and has the potential to simply eliminate many of the conflicts that seem to pervade the conceptual literature on SoTL.

Title: Groupies and Gripiers: Global Academic Leaders' Perspectives on 'Good Teaching' Evidence at a Public, Research-Intensive.

Author(s): John P Egan

Abstract: In a research-intensive university, where academics' primary responsibility is often research activity, student experience surveys-which routinely focus on quantitative, Likert scaled questions with some qualitative questions-form a primary corpus of evidence, enabling student voice via student evaluation of teaching (SET). SET data can be limited in value, due to representativeness of data (low response rates), bias against staff in the form of racist, sexist, queerphobic, or classist 'feedback', and concerns about correlates between student grades and SET scores, or of SET scores indicating teaching that is highly regarded by students because of the performative nature of an academic's praxis (teacher as entertainer). Concomitantly, collegial regard in the form of peer review of teaching (PRT) is a quality mechanism embraced by an increasing number of universities. Similar to SET, PRT's original focus on course-specific teaching praxis has evolved to situate one's teaching praxis writ large. From singular, brief observations, to extended, iterative, collaborative reviews of a colleague's holistic academic teaching praxis, the form and content of PRT reports can vary widely. The study participants (n=25) came from 142 directly recruited individuals holding academic leadership positions at globally ranked, public, anglophone, research-intensive universities in Canada, Aotearoa, Australia, Ireland, South Africa, and the UK. Each was directly recruited to ensure a breadth of role, disciplinary and geographic participation from contexts where the higher education system is entirely (or predominantly) public. Participants' roles included deans of faculties heads of departments/schools and associate, assistant, and deputy deans of teaching, learning, or education. Participants articulated challenges in meaningfully interpreting SET data.

A plurality had some sort of PRT operating at their university, but few saw PRT integrated into course reviews or staff development. All agreed that some mechanism of collegial/peer regard is needed to offset the sometimes-narrow lens of SET data.

Title: Highlighting the Need for Transformation in Online Pedagogy in Meeting the Needs of Diverse Students.

Author(s): Irene Carter, Mindy Hartlieb, Natalie Beltranno, and Robin Wright

Abstract: To promote diverse, high impact, social work practicum placements, the University of Windsor has collaborated with agencies across Ontario to meet the needs of both its on-campus and off-campus Master of Social Work students. The Canadian Association of Social Work Education, the accrediting agency, stipulates that students with a degree are required to complete a 400-hour practicum and those without a social work degree, are required to complete two practicums in a two-year program. Practicums are supported by an integration seminar course throughout the placement that meets on Friday for two hours. Overall, the school has approximately 300 students participating in integration seminars. Yearly, the on-campus program has 100 students in two first year field integration classes and three final year advanced integration classes the off-campus program has 220 students take part in four first year field integration classes and seven final year advanced integration classes. Prior to the development of two-hour weekly online seminars, students often travelled up to 400 kilometers in winter months to participate in the required weekly six-hour integration seminars. To promote inclusion and support for our students, the creation of weekly online delivery of integration two-hour classes allowed students to engage in high quality practicum placements in their own communities. Student evaluations of their participation identified benefits in the change to an online curriculum. The writers also unexpectedly found our early adaptation to online seminars resulted in our preparedness when we were required to become socially distant due to the COVID-19 world pandemic. The presenters will outline our efforts to enhance the online seminar experience, discuss some of the challenges of engaging students in online delivery, and provide thoughts on how to improve the online delivery and content in integration seminars that promotes inclusion and diversity applicable to the practicum.

Title: Improving and Innovating Teamwork - A Community-of-Practice Approach.

Author(s): Nirmani Wijenayake and Peter Neal

Abstract: The Teamwork Community of Practice (CoP) was established by Education Focused (EF) academics at the University of New South Wales in late 2019 and is represented by 24 members from 6 Faculties. The aim of the CoP is to share practice, develop resources and address real and perceived problems associated with teamwork.

Teamwork is analysed from a 'cradle to grave' perspective by looking at the formation, operation, management, and evaluation of teamwork assessments as a process, rather than the typical focus on student output (product). In 2020, the CoP has developed and administered a pilot survey among educational leaders and selected teamwork practitioners across the University. The survey focused on the usage (class and group size), activity type, the purpose of teamwork, and resources and support available for staff. The survey allowed the CoP to identify key practitioners of teamwork, collect academic and experiential knowledge and examples of teamwork to develop a teamwork resource repository. In 2021, the CoP hosted monthly presentations where academics from across the University shared innovative teamwork practices with the members. These presentations were followed by discussions that touched on topics such as best technology for teamwork, managing large student numbers, ways to provide feedback to groups, measuring group contributions, and more. These fostered a positive sense of community amongst the members and increased their knowledge. Some members of the CoP were also part of a project that involved students as partners to develop resources for students that sets them up for success in teamwork in class settings. Using the knowledge from the members and the survey, the CoP aims to share pedagogical knowledge, support for setting up teamwork projects, and examples of best practices with the University community at large and beyond.

Title: Inclusion Through Making.

Author(s): Audrey Burch*, Chris Ostrowdun, and Kerry Harmer*

Abstract: This SoTL study examined how instructors at a Canadian university engaged in making and critical discourses to deepen their understanding of inclusion. Inclusion can foster greater equity but how instructors implement inclusion depends on their perspectives and contextual forces. Makerspaces can enable 'creating objects of resistance or care' (Melo & Nichols, 2020, p. 22) by affording opportunities to (re)imagine inclusion through prototyping ideas and artifacts. We explored the following question: How do instructors develop understanding of inclusion through making? Through a series of maker sessions, participants discussed inclusion and leveraged a makerspace to create artifacts that represent or support inclusion. We used interaction analysis (Jordan & Henderson, 1995) for video recordings of the sessions and visual analysis (Kress & van Leeuwen, 2021) for the artifacts. The findings show how participants addressed nuanced aspects of inclusion. For example, one participant focused on gatekeeping within healthcare and noted how a person's access to their own health information (e.g., lab results) was often controlled by gatekeepers. Systemic structures often obscured or excluded a patient from decisions about their care. The participant reconceptualized a board game (Snakes & Ladders) to help nursing students understand how being a patient could involve spurts of progress and setbacks due to gatekeeping or chance (e.g., dice roll).

Another participant made a fabric chisel to represent inclusion as having permission and a tool to intentionally transform structures from barriers into inclusive supports. They noted total destruction of barriers may not be feasible for individuals within social structures (e.g., academia), but many small changes can advance broader transformations. This work contributes to fostering inclusion in teaching, learning, and scholarship. The study also contributes to scholarly understanding of how instructors come to understand inclusion, discipline specific nuances, and how making contributes to their meaning making processes.

Title: Indigenous Reconciliation in the Engineering Curriculum: The Indigenous Community Consultation Project (ICCP).

Author(s): Alon Eisenstein, Graeme Webb, Jannik Eikenaar, Laura Patterson, and Natalie Forssman

Abstract: In our School of Engineering, we have implemented a curricular project of Indigenous Reconciliation in the undergraduate program with the goal of providing every student an understanding of why and how to engage in good faith with Indigenous communities in Canada in the contexts of engineering study, research, and practice. This project includes curricular interventions across the four years of the undergraduate engineering curriculum. One of the elements of the project is the Indigenous Community Consultation Project (ICCP), a case-study component delivered within a required, second year communication course. Following several years of delivering the ICCP, we are currently studying the impact of the ICCP on students' understanding through a SoTL study: more specifically, we are examining students' intercultural awareness as it relates to their understanding of the contexts and histories of Indigenous Peoples in Canada and the larger relevance of these issues to engineering study and practice. Preliminary findings are based on an entry survey (to develop a baseline of students' intercultural awareness) a reflective essay that allows students to openly comment on their learning experience over the course of engaging and participating in the ICCP an exit survey, with the same questions as the entry survey and the course instructors' reflections throughout their delivery of the ICCP. In our paper, we share analyses of the design and methodological approaches used in the study, preliminary findings on the efficacy of the ICCP as a pedagogical tool, and reflections on the ICCP's potential broader impacts on engineering curriculum development. We also look forward to collaborating with conference attendees from other institutions and communities, and we welcome suggestions, feedback, and expressions of interest.

Title: Indigenous Research and Hopscotch 4-SoTL: Ways of Knowing Shaping Our Research Future.

Author(s): April Munson and Diana Gregory

Abstract: As artists/researchers/teachers we are engaged with two longitudinal research projects: Art, Healing, and Aesthetic Experience (AHAE) ,?? a collaborative of educators, artists, physicians, and community leaders focused on honoring the innate healing and transformation within the aesthetic experience available to everyone on their healing journey and a case study of a newly developed Master of Art in Art and Design (MA) with three concentrations ,?? art education, digital animation, and museum studies as it operationally unfolds during the first three years. In this paper, we document how Indigenous research methodology and Hopscotch 4-SoTL , an open-source framework and web tool developed by Drs. Hillary Steiner and Iv-n Jorrìn-Abell-n ,influenced our research directions. We share our journey to illuminate how this new knowledge has expanded and transformed our SoTL sense with inclusivity and diversity. These new understandings advanced our SoTL work by shaping and expanding our research paradigm and provided open-source support for faculty and students conducting SoTL projects. Sharing our journey delineates how these ideas are influencing our emerging research projects and collective future. During the 30-minute, 20-minutes is set aside for the two authors to delineate each of the projects thus leaving 10-minutes for an interactive demonstration. Embracing Wilson's (2008) idea of 'the entire circle is an Indigenous research paradigm' (p. 70) where the whole is greater than the sum of the parts. This speaks to our artistic sense where the gestalt of work is seen as a unified whole. Furthering our understanding of this paradigm shift is the seminal idea that 'research is a ceremony' (p. 69) which influenced the grounding of the AHAE collaborators. Finally, the Hopscotch 4-SoLT model is supporting the qualitative research design of the MA case study helping us visually represent the dynamic changes occurring through self-reflection, our senses, and intuition.

Title: Influence of Faculty Perspectives and Complexities of Knowledge Translation on Capstones: Qualitative Results.

Author(s): Nancy Krusen and Nicole Martino

Abstract: This presentation describes findings from a qualitative descriptive study exploring faculty perspectives and the complexities of knowledge translation (KT) on capstone projects. This study was prompted by recent revisions of accreditation standards in the United States for doctor of occupational therapy (OTD) education recommending advancement of KT through scholarly study (ACOTE, 2018). The Canadian Institutes of Health Research (CIHR) coined and defined KT as 'the exchange, synthesis and ethically sound application of knowledge within a complex system of interactions among researchers and users to accelerate the capture of the benefits of research' (CIHR, 2016, para. 4).

As an interactive process, KT aims to bridge the knowledge gap between practice and research. While the use of KT in OT research and practice has increased over the last several years, a gap in OT education remains (Bennet et al., 2018). Overall findings illustrate the dynamic complexities of KT as well as faculty expectations of capstones and their influence on the curriculum. We present work grounded in evidence and scholarly methodology. Essential themes are presented on slides, with active participant discussion about best practices. Presenters will facilitate participant discussion regarding parallels between KT and SOTL dissemination. We situate our work in context, connecting implications for teachers and learners incorporating justice, equity, diversity, and inclusion of life experience. While SOTL inquiry is focused, we honor and encourage acceptance of ambiguity.

Title: Interleaved Curriculum: Utilizing Workplace Learning Theories in Learning to Teach.

Author(s): Cynthia Korpan

Abstract: It is common for instructors to enter the professoriate without significant instruction about teaching in post-secondary education. If someone has engaged prior to attaining a position, their experience is often what Eraut and Hirsh (2007) call a 'confusing patchwork' that fragments learning how to teach with no cohesive curriculum based on an acquisition model that assumes transfer to practice without conceptual or developmental change. This often results in new instructors feeling anxious (Meanwell & Kleiner, 2014), lacking confidence (Dawe et al., 2016), experiencing imposter syndrome (Feezel & Myers, 1997), and relying on their own experience as a student by teaching how they were taught (Leger & Fostaty Young, 2014). Therefore, learning to teach is primarily a self-directed, on-the-job in the academic workplace, form of learning-otherwise known as workplace learning. Taking a workplace learning theoretical framework, this session will share research into how graduate students learn how to teach. It was found that new instructors are enmeshed in a constant interplay of different states of being that clearly represents the complexity of learning to teach in higher education. Six major themes were identified: dispositions, subject position, learning process, on-the-fly judgements, affordances, and discretionary reflection. The session will end with ideas about the impact of these themes on graduate students and new faculty as they begin teaching. Together we will discuss how an inclusionary interdisciplinary interleaved curriculum coupled with an expansive learning environment is suitable for learning in the academic workplace. This session specifically addresses the following conference themes: - Impact of SoTL on transforming teaching and curricular practices, and student learning - Furthering our understanding of teaching, learning, and SoTL at the course, program, institutional, or cross-institutional levels This research expands curriculum development in areas that do not have structured mandatory programs for professional development for teaching in higher education.

Title: International Collaboration Through Design Thinking: A Case Study of the Global Classroom for Democracy Innovation.

Author(s): Bettina von Lieres, Carson Jesi, Jenifer Newcombe, Laurence Piper, Marco Adamovic, Matthew Wingfield, and Mujulizi Mukisa

Abstract: This presentation highlights insights from the collaborative development of the Global Classroom for Democracy Innovation (GDCI), and its month-long virtual pilot workshop, the 'Climate Change Design Jam.' Emerging from a Global Classroom partnership between Stellenbosch University and the University of Toronto, the project expanded to include University West, Sweden, and co-curricular partners through Hart House at the University of Toronto and Vancouver Design Nerds. Partners bring unique skills to the GDCI, and have co-designed new processes and methods for virtual, global student engagement. GDCI hosted the 'Climate Change Design Jam' over four weeks in March 2022. We employed a design thinking methodology to facilitate online student project development around the topics of climate change and democracy. Students and student facilitators were guided through the process of design thinking to develop grounded projects that address climate change issues locally and internationally. An activist guest speaker from 350 Africa connected with students to share real world experiences. Students were offered the tools to co-design concepts and prototypes that are grounded in theory, address global challenges, and have the potential for real-world impact. GDCI partners observe that fundamental principles of fostering genuine connections (both 'online' and 'offline') between students can act as a useful foundation from which project development can be based. Further, we see that when faced with 'wicked problems,' such as climate change and challenges to democracy worldwide, design thinking methods and collaborative approaches can act as a catalyst for action (Manzini 2015). Exploring political theory, democracy and civic agency through dialogue and co-design provides students with innovative approaches to research, critical thinking and activism. This pilot series provides insight into student engagement in an international context, and thus the development of cross-cultural and collective intelligence which can be formative for similar projects in the future.

Title: Interprofessional Education and Cultural Competence: A Multidisciplinary Assignment Case Study.

Author(s): Bridget Scheidler, Heather Hudson, and Kaitlyn Cremer-Smith

Abstract: The ISSoTL Advocacy Committee is concluding its work to identify the Grand Challenges for SoTL. Our work has been founded on the belief that the identification of grand challenges will help communicate the goals and benefits of SoTL research to those not engaged in SoTL, promote greater concentration of research efforts and far-reaching collaborations, and increase the likelihood of impact on policies and creation of new funding opportunities. As such, identification of SoTL's Grand Challenges has become part of the recent effort to promote public SoTL (Chick & Friberg, 2022 Scharff & Hamshire, 2022). This topic fits with the conference theme of 'At the Intersections of SoTL: Transfer and Transformation, Diversity and Inclusion,' as our efforts to identify challenges that resonated across boundaries included a broad range of international stakeholders to help us identify those challenges: instructors/faculty, students, administrators, faculty developers, and the public from multiple continents. It especially addresses the subtheme of 'Using diverse (cultural, disciplinary) ways of knowing to shape our SoTL approaches and practices.' This panel will 1) provide an overview of our efforts since our panel at the 2019 conference, and 2) reserve at least 30 minutes for panel member and audience inputs regarding how to most productively communicate and use the identified Grand Challenges of SoTL to advance the field and enhance student learning. The most recent effort included surveys in Spanish and Chinese as well as English in order to more inclusively gather perspectives from around the world. A final stage (summer 2022) will incorporate a Delphi process with recognized leaders from the global SoTL community. Audience inputs regarding dissemination and utilization will be gathered through a variety of approaches including polling, small group discussion, and large group sharing.

Title: Leading SoTL Based Change at the Programme Level.

Author(s): Sam Nolan

Abstract: University teaching is increasingly required to be innovative, yet safe, inclusive, yet selective, and thought provoking, yet metricised. In addition, higher education, like other aspects of society, has had to change rapidly, in response to the Covid-19 pandemic. The lessons learned from this experience, in terms of traditional face to face programs moving to incorporate significant online and blended teaching are liable to last well beyond the pandemic period, and potentially change the face of higher education significantly. Within this landscape, departmental Director of Education or Programme Lead is a critically important leadership role, it provides not only leadership of the student learning experience, but also links strongly to departmental and institutional strategy and the rapidly changing external environment.

Individuals working in these roles, often take them on having previously limited experience of management and leadership and must utilise soft power through developing an inclusive and collaborative vision with their colleagues and win over the hearts and minds of those they work with to lead change in uncertain times. In this space developing communities around SoTL is critical, not only to drive evidence formed evolution of teaching and learning but also to create agile and adaptive practice. Recognising the importance of those holding this role, the author will explore the impact of developing a SoTL community amongst Programme Leads through the utilisation of an internal development programme and associated award to recognise the importance of SoTL informed leadership in learning and teaching in a UK research intensive University. A semi-structured review will be undertaken with leaders from different disciplines who hold this role, and a thematic analysis of the interview data will be utilised to represent the key challenges and opportunities of leading a SoTL community at the interface of leadership and classroom practice.

Title: Leap of Faith: Narratives of Bridging the Micro and Mega Levels of SoTL.

Author(s): Laura Cruz and Sara Nasrollahian Mojarad

Abstract: MegaSoTL, e.g., large-scale, multi-institutional SoTL projects, has become increasingly prevalent with the growing number of technological tools available to efficiently capture, store, analyze, and disseminate data/evidence. (Cruz & Nasrollahian, 2022). Indeed, these technological affordances have enabled the development of new questions and methodologies related to teaching and learning practice, irrespective of modality, that can best be answered by bringing together the experiences of many faculty, staff, and students across a wide range of institutional contexts. For this reason, many MegaSoTL projects rely on crowd-sourcing methods to gather data/evidence at scale. This practice allows for a broader base of participation, while also providing a low-stakes entry point for faculty interested in pursuing SoTL work. At the same time, however, this lower threshold can also translate into reduced incentives, whether intrinsic (e.g., ownership, voice) or extrinsic (e.g., credit). The shifting value equation is further complicated by the epistemological thresholds to be navigated, as making the connection between micro-level changes to teaching practice and the results of MegaSoTL projects involves a distinctive leap of scholarly imagination. In this interactive session, we explore the distinctive scholarly imagination needed to bridge the gap between the micro and mega levels of SoTL. Our study involves interviews with four creators of MegaSoTL projects, with particular attention to how they made the leap to take their work to the mega level. We also conducted focus group interviews with faculty who participated in these projects (n=17), with the intention of identifying how they were able to connect their participation in MegaSoTL with their own teaching practice and scholarly identity (and why they did so). Our findings suggest that bridging the micro and mega levels of SoTL is a developmental process that requires the intentional cultivation of a 'professional capacity'.

Title: Measuring the Impact of Skills Transfer in a First-Year Seminar: A Qualitative Study.

Author(s): Andie Burazin, Jackie Goodman, Michael deBraga, Michael Kaler, Tom Klubi Tyler Evans-Tokaryk

Abstract: First-year seminars (FYS) that teach foundational academic skills are common in universities around the world, but few studies have been conducted to determine whether the specific skills students develop in these courses transfer to other academic contexts. Our research addresses this gap by measuring students' perceptions of the impact of a first-year seminar on the development of their test preparation skills. Interviews were conducted with 12 students who participated in a 90-minute module focusing on test-wiseness, retrieval practice, and strategies for studying for high-stakes multiple-choice question tests. In our presentation, we describe the FYS course and the test-preparation module we explain how the course uses the affordances of our university's new Active Learning Classrooms we engage conference participants with some of the active learning strategies we use to teach academic skills development and we conclude by sharing the results of our research, namely, that students perceived the test preparation module to be effective and reported improved academic performance as well as enhanced self-efficacy. Students also reported transferring their test preparation skills to other contexts.

Title: Merging Student-as-Partner and Experiential Learning to Promote and Enhance Equity, Diversity, and Inclusion.

Author(s): Desiree Kaunda-Wint and Nathan Innocente

Abstract: Diversity on university campuses promotes creative thinking, prepares students for careers in diverse workplaces, and expands worldliness (Chavez-Strong and Sweeper 2021). Achieving inclusivity and diversity requires intentional efforts to build student's intercultural competency and cultivating student's ability to work in diverse groups (Milen et. al. 2005). More than this, it also benefits from the voice of students, who are often attuned to issues of diversity and inclusion on campuses and in classrooms (Shapiro 2019). This talk outlines how we merge student voices with efforts to build competencies in diversity. Through a student-as-partner-led initiative, we designed an internship program in sociology and criminology focusing on diversity, equity, inclusion, and community empowerment. Research on experiential education and diversity shows that it promotes greater levels of citizenship and diversity awareness in students (Blouin and Perry 2009 Marullo 1998 Pugh 2014). Students interning with organizations that serve racialized communities and marginalized populations develop more respectful and egalitarian views, a stronger sense of community empowerment, and more awareness about issues of diversity and inclusion.

We explain how we practically apply SoTL research and student-as-partner initiatives to the development of an internship course with partner organization tackling anti-Black racism, disability, anti-Asian hate, diversity and inclusion, economic empowerment, mental health, and so on. We further articulate the ways in which this research informs course design and assessments, and our efforts to create spaces to explore how issues of race, diversity, and inclusion operate in complex real-world settings and organizations. This presentation underscores the importance of the student-as-partner approach to understanding how undergraduate students perceive issues of diversity, and how careful course design and experiential learning opportunities can promote diversity and inclusion on university campuses.

Title: Moving Online: Transforming the Theory and Practice of Communication Skills Acquisition.

Author(s): Laura Dempster

Abstract: Communication is a fundamental life skill and an essential component of patient care. Skill acquisition requires instruction, experience, and opportunities to practice communication with patients. The pandemic restrictions shifted learning this content from in-person to online. In doing this, it raised questions regarding the relationship between theory and practice in communication skills acquisition, and whether how and what content is taught aligns with how dental professionals practice. Theory and practice models suggest that theory be taught in a way that aligns with how it will be used in practice. The transformation of our communication skills course required innovation to adapt existing content from in-person care to the delivery of virtual patient care using a TeleOralHealth model. Our program includes didactic, modelling behaviour, and experiential learning components with realistic scenarios common to clinical practice. The transition to online focused on pedagogical principles including mastery of skills, contextual relevance, and self-awareness to provide an opportunity for learners to experience an authentic, virtual, simulated scenario before experiencing it in real time. The course is supported by a program of assessment for learning where students practice self-reflection and provide verbal and written feedback to their peers using the validated Kalamazoo Essential Elements Checklist. In addition, students debrief with the facilitator who observed their communication skills with a Standardized Patient. The communication scenarios include conflict management (e.g., cost of treatment), managing expectations (e.g., what is realistic), gaining cooperation and compliance (e.g., behaviour change), and breaking bad news (e.g., tooth loss). This presentation will describe the communications course taught at the Faculty of Dentistry, University of Toronto, Canada and its transition to an online format. In addition, our research evaluating learning outcomes and educational experience of learners will be discussed.

Title: My Ideal Bookshelf: Developing Teacher Candidates' Literate Identities.

Author(s): Suzanne Porath

Abstract: The Master's of Arts in Teaching (MAT) online graduate program provides opportunities for people with bachelor degrees to earn a master's degree and be eligible for a teaching license in secondary English Language Arts (ELA). As the instructor of the ELA content and methodology courses, I designed experiences to support the teacher candidates in developing their literate identities as educators (Gennrich & Janks, 2013 Rief, 1992 Rosenblatt, 1978). This inquiry explored one assignment entitled 'My Ideal Bookshelf' and focused on a 'What is happening?' question (Hutchings, 2000): How did the teacher candidates explore their literate identities through the selection and discussion of their personal ideal bookshelves? The 'Ideal Bookshelf' assignment was based on Thessaly La Force and Jane Mount's (2012) book, My Ideal Bookshelf. With an illustration and essay, 100 popular writers, musicians, chefs, and celebrities named and discussed the meaning of the 10 books that most influenced them. The teacher candidates did the same thing: listed 10 of their most influential books and wrote an essay explaining the meaning of the texts. They posted their illustrations and essays in a discussion board where they viewed and discussed each other's bookshelves. For this inquiry, the books were categorized and the discussion board was thematically coded to understand how this assignment may have contributed to the teacher candidates' development of their literate identities. In the United States, there is an increasing shortage of teachers and fast-track programs like the MAT are an avenue for professionals to pivot into teaching. However, to ensure the quality and retention of these teachers, the educator preparation program needs to be examined and refined to support these unique teacher candidates. This inquiry sought to examine teacher development at the course level in an asynchronous online program and provide revisions to continue to transform teaching and learning.

Title: Online Project-Based Teaching: Evidence of Transfer in a Professional Development Program for Graduate Students.

Author(s): Gail Matthews-DeNatale, Mary English, and Rachel Plews

Abstract: This session presents the results of a qualitative study investigating the impact of an orientation program for instructors of project-based online courses. During summer of 2020, responding to pandemic travel constraints, [University] developed Global Challenges (GC), a set of fully-online asynchronous courses that engage first-year undergraduates and pre-matriculated learners in real-world challenges derived from faculty research. In its 5th semester, GC has become institutionalized. GC instructors are doctoral students with limited prior experience in project-based learning (PBL) and online teaching.

[University] created a Project-Based Teaching (PBT) Scholars program for these instructors, a 4–6-week orientation and mentoring program supporting instructor development in PBL and online learning pedagogies. PBL is an 'instructional approach where learners grapple with meaningful problems and collaboratively work towards their resolution' (Rillero & Camposeco, 2018). PBL instructors must be skilled at fostering self-directed learning, providing feedback on student-constructed knowledge, and applying group process theory. Instructors also must be skilled at establishing a presence and engaging students as a community in an online asynchronous context (Garrison, Anderson, & Archer, 2010). Our literature review indicates a paucity of SoTL studies related to graduate student teaching development in these areas. Building on Poole's concept of 'rich sources' for SoTL projects, our area of inquiry arose from conversations with PBT Scholars during weekly meetings and observations of their work (Poole, 2018). Our SoTL question is 'In what ways does an experiential online project-based learning teaching program inform graduate student instructors' perceptions and practices as educators?' The SoTL team included orientation program designers/facilitators and a former PBT Scholar. Interviews with Scholars were the primary source for the study. SoTL team members collaboratively developed interview codes, benefitting from emic and etic perspectives of the program. Areas of transfer identified include the concepts of feedback as teaching, assignment scaffolding, and compassion.

Title: Partnering With Students to Redesign a Sustainable English Capstone Course.

Author(s): Michael Rifenburg

Abstract: This presentation draws from Felten's (2013) 'principles of good practice' for SoTL research to report on a year-long student and faculty partnership dedicated to redesigning sustainable elements of a senior-level capstone course in English studies at a U.S. university. The use of the word 'partnership' signals the presentation's commitment to pedagogical partnerships (e.g., Cook-Sather et al., 2014 Healey et al., 2014 Mercer-Mapstone & Abbot, 2020). These partnerships re-envision the faculty and student relationship as one in which both students and faculty serve as active agents in curriculum development, implementation, and assessment. This presentation will unfold in three sections. First, it will situate its work in scholarship on pedagogical partnerships and capstone course design (e.g., Julien et al., 2012 Kinzie, 2013). It will then describe the experience of partnering with undergraduate students to redesign this course and provide audience members with the redesigned course objectives and cumulative, integrative final writing assignment. In seeking to ensure sustainability, members of this pedagogical partnership designed infographics, brochures, and Spanish-language posters for key stakeholders at our university. The presentation then offers brief qualitative data on the effectiveness of these redesign efforts on student learning and engages the audience in questions related to capstone course design and pedagogical partnerships in different contexts/institutions.

Overall, the presentation contributes to understanding and practice of SoTL by engaging what Hutchings and colleagues (2000) termed a What Is? SoTL question, namely descriptive inquiries into student learning, and engaging the audience in questions of how pedagogical partnerships may pave the way for more inclusive learning environments for all students to be successful.

Title: Partners Learning Through the Land-Exploring Diverse Ways of Knowing Within a Teacher Education STEAM Semester.

Author(s): Kevin O'Connor

Abstract: The purpose of our SOTL research is to investigate how educators' experiences in field studies with community partners can inform an interdisciplinary educational program (STEAM- Science, Educational Technologies, Arts, Mathematics) based on a curriculum of land/place (Chambers, 2008). Many contributions to education have been made through non-Indigenous perspectives of place. Place-based education (Emekauwa, 2004 Wattchow & Brown, 2011) is an approach to teaching that is grounded in the context of community and environment (Theobald & Curtiss, 2000) and seeks to help not only students but also communities through employing students, school staff, educators, scientists and other interested community members in solving community problems (Denise & Harris, 1989). However, emerging research suggests that place-based education is limited because it does not critique colonial legacies in theoretical frameworks of place (Calderon, 2014). Indeed, many Indigenous scholars are replacing the term 'place' with 'land' and argue that land-based pedagogies promote the decolonization of education (Ballantyne, 2014) by recognizing the intimate relationship Indigenous peoples have with the land. One challenge with land-based pedagogies is the role non-Indigenous peoples have in this approach to the decolonization of education. Our research, in a western Canadian context, explores this tension as we come to a deeper and shared understanding of our co-responsibility within Treaty 7 relationships. Learning from place emphasizes a relationship with the land (Blood & Chambers, 2006), something deeply respected in Indigenous communities. Our project seeks to close this gap by considering varying perspectives of place as it informs STEAM and teacher education pedagogy. The results are preliminary as they represent the Pilot Phase 1 of the project (2019-21). Based on these findings, we have implemented a revised STEAM semester this past fall 2022 and will share emerging results of Phase 2 through a facilitated, interactive session that will promote conversation and solicit questions/feedback.

Title: Purposeful Pedagogy: How Learning Theory Can Be Intentionally Applied at the Program Level.

Author(s): Jamie Mayoh-Bauche and Martin Boucher

Abstract: Students are increasingly demanding professional programs that develop their applied skills. Pressures to adapt to a dynamic global economy, rapid technological changes, and new sectors and workplace trends will further encourage this demand for skills development. How can professional academic programs respond to the skills needed and create opportunities to bridge theory and practice? As the expression goes, 'In theory, there is no difference between theory and practice. But in practice, there is'. This presentation will discuss lessons from integrating learning theory in case study teaching in a Master of Public Administration (MPA) degree. Case studies are a well-established tool for developing applied skills and supporting a community of inquiry. However, there is limited work on the integration of case studies across multiple courses in a program and their link to learning theory. Building on what is known from the learning sciences, this presentation will focus on four well-established high-impact learning approaches for program-level integration: (1) generation, (2) interleaving, (3) spacing, and (4) elaboration. These high-impact learning approaches inform the program delivery and case study development. Within this MPA, cases such as the carbon tax legislation, the Pheonix pay system, the Duty to Consult, and affordable housing are included in courses as diverse as Public Policy Analysis, Economics, Statistics, Public Finance, and Governance and Administration. Case studies are woven across all courses in the MPA program. The use of high-impact learning approaches allows the entire program to be coherently and meaningfully linked and develops a systems-thinking approach to applied problems. We will share our lessons using this cross-course integration of case studies.

Title: Re-Searching as SoTL Scholars: Mindful Re-Searchers & Re-Search for Transformation & Inclusion.

Author(s): Andrea Arce-Trigatti and Ashley Akenson

Abstract: The influence of the researcher and enactment/embodiment of research processes (apart from methodological discussions) are often omitted from thought, discussion, and scholarship-yet these are vehicles through which scholars understand and innovate. If research is to benefit all beings in multitudes of inclusive ways, transformative re-visioning the re-searcher's position and of the re-search process is sorely needed (Akenson & Arce-Trigatti, 2020). Transformation begins with an inclusive, compassionate foundation that intentionally moves away from researcher-as-objective-expert and 'done to/on' processes. Mindfulness offers 'a new way of being in relationship with the way things are' (Kabat-Zinn, 2013, p. xxix), opening the possibility for transformation.

Mindfulness practices-when turned toward the research process and researchers-provide ways of deepening and expanding the re-searcher's relationship to the research (including paradigms and processes) identities and influence as a researcher and the powerful intersections of contexts, cultures, identities, and biases-particularly in a White, Western system that excludes the vast majority of peoples and experiences (Blissett, 2022 Hall, Stevens, & Meleis, 1994 Henrich, Heine, & Norenzayan, 2010). We cannot hope to share skillful knowledge and practices if we fail to examine/trouble the processes that generate them and ourselves as the researchers that employ them. Bringing mindful attention and practices paired with a critical lens supports more inclusive and transparent researchers and research processes and re-visions them as 'done with' models grounded in care and compassionate curiosity. This situates researchers and participants as valuable, whole beings that exist as nexus points of identities, knowings, and cultures the research process as embedded in contexts, cultures, and relationships, not a value-free vacuum and the realignment of research with a mindful, compassionate, respectful, participatory ethos that disrupts stigmatization and pathologization. This embodies and makes space inclusive of re-search and of re-searchers.

Title: Re-viewing Business Capstone: Seeing the Bridge From Capstone to Corporate Through an Ecological Lens.

Author(s): Sonja Johnston

Abstract: The skill gap between graduate competencies and employer expectations is an ever-present challenge addressed between assessments and recognition to improve transitions into the workplace (Lapointe & Turner, 2020). David et al. (2021) explored current practices in business capstone courses to propose a strategic pedagogical model to 'narrow the gap between graduates' skills and employers' requirements' (p. 8). The researchers acknowledged that 'relative importance of various hard and soft employability skills across varied industries and workplace environments, is needed' (p. 12), especially with post-pandemic complexities. This paper explores reframing design elements and interventions implemented into a culminating course-based learning experience (capstone) as business undergraduate students approached degree completion. This case study examines an iteration of the capstone course redesign. The author explored design elements in a work-placement practicum and reframed alternative views to the design considerations in the business capstone (Johnston & Glancey, 2022). With the faculty instructor as coach, students form multidisciplinary teams and consult with a business or corporate partner on a real problem opportunity. In coached partnership, students as consultants take progressively agentic steps to research, validate, and iterate actionable recommendations to real business problems. This increases competency in a complex situated-learning experience where student autonomy and action have an impact on real business through consultative partnership with business owners and decision-makers.

The author will present attendants with insights and a reframed perspective that utilizes considerations from multiple perspectives (student, instructor, administrator, industry partner, and researcher) to 're-view' capstone projects as consultative collaborative experiences with businesses as part of an ecological network. Students gained confidence and competence involved with team collaborations and networked with corporate partners through consultative action. The collaborative bridge between business community partners and students, staff, and faculty offers invaluable opportunity to all stakeholders and participants serves to address the skill

Title: Recognizing Open Educational Practices (OEP) and Resources (OER) as Part of SOTL in Tenure and Promotion.

Author(s): Amanda Coolidge

Abstract: A critical part of sustaining Open Educational Resources (OER) in higher education is recognizing the contributions of instructors who create and improve OER as part of their professional work. As the criteria for tenure and promotion can vary wildly between different types of institutions and even between different departments within an institution, answering questions about the role of OER, as a part of SOTL, in the tenure and promotion process can seem daunting. In order to approach this conundrum, Driving OER Sustainability for Student Success (DOERS3) has developed an adaptable advisory model to help guide faculty as they attempt to include their OER work in their tenure and promotion portfolios. DOERS3 is a collaborative of state, province, and system wide OER initiatives who work together to help its members and the larger OER community realize the potential of OER in a sustainable fashion. What we call The OER Contributions Matrix is the result of the research and collaborative work of the DOERS3 Capacity Building Work Group and the feedback of many faculty and OER stakeholders. In this presentation we will share the OER Contributions Matrix, discuss how we came to produce it, and share what we think are some potential uses of the document. Our goal is that the document will be taken up, adapted, and shared back by as many institutions as possible and we hope sharing it with all attendees will help achieve that goal.

Title: Reflecting With and Through the Body: A Discussion of Students' Visual Journals.

Author(s): Maria Guglietti

Abstract: The proposed presentation discusses the teaching and learning potential of embodied and affective reflective practices. The discussion is based on findings from a phenomenographical study of undergraduate experiences with visual reflection in the context of a visual culture class. The analysis consisted in the identification of visual reflective practices in reflective visual journals, a multimodal assignment that asked students to reflect on, analyze and produce their own images in response to their learning about visual culture. The analysis of 232 reflective visual journals entries revealed the presence of concept re-enactment, a reflective practice in which students embodied and performed concepts studied in class to further their understanding and explore their intellectual and emotional response to these concepts. The discussion of concept re-enactment aims to contribute to an important body of work that explores the emotional and sensorial dimensions of reflection (Leigh & Bailey, 2013 Michelson, 2006 Smears, 2009 Vettrano & Linds, 2018), and questions the conceptualization of experience and reflection as two distinct moments in experiential learning. Influenced by phenomenological views of the body as a vehicle for understanding (Merleau-Ponty, 2010), proponents of embodied reflection argue that 'corporeal reflexivity' facilitates empathy (Finlay, 2005) and a more mindful reflective practice (Leigh & Bailey, 2013). Moreover, Michelson (2006) rejects Western qualms about feelings and embodiment as sources of knowledge and invites scholars to 'rewrite the relationship between experience and authorized knowledge claims.' (p. 451). This paper contends that concept re-enactment represents students' gravitation towards the body as a source of knowledge facilitated by the multimedia format of the assignment. Therefore, the presentation will not just explore concept re-enactment as a form of embodied reflection but will encourage the discussion of conditions that facilitate students' exploration of embodied and affective knowing, such as the promotion of reflection-in-action (Sch^n, 1981) through multimedia formats.

Title: Reflections on Growth: A Community of Practice Journey.

Author(s): Brenda Harmon and Nichole Powell

Abstract: SoTL can serve many positive functions for individuals, courses, and higher education in general, and participation in investigations of student learning can help faculty become more reflective and scholarly teachers. When a group of people who share a passion for teaching meet regularly to investigate their efforts and strive to learn how to do it better, they form what is known as a Community of Practice. This presentation will be an exploration of the perceptions of faculty who engaged in a sustained disciplinary community of practice, investigating the trajectory of student learning in a multi-section course.

In 2018, our department implemented a curriculum change that radically altered what we taught and how we taught. This new paradigm challenged our understanding of student learning and prompted us to modify our assessment of student learning. Our discussions of student performance and struggle eventually led to multiple presentations and the development of a manuscript for publication. Trigwell and Shale define the interaction of knowledge, practice, and outcomes -made public for peer scrutiny- as the scholarship of teaching. Each practitioner authored a short reflection on how the community of practice has fostered an ability to understand and engage with SoTL literature an understanding of student learning the ability to identify student bottlenecks the ability to communicate and share SoTL work confidence in their ability to design their own SoTL project and sense of belonging within the department and to a scholarly community outside the discipline. We will present the themes that emerged and share vignettes. Our conceptions of teaching and learning changed over time with the shared practice of reflection and iteration in course design, supported and strengthened by SoTL literature and disciplinary education research.

Title: Representation of SoTL in Research Ethics Education.

Author(s): Denise Stockley and Madison Wright

Abstract: In Canada, all research conducted with human participants at institutions who receive funding from any of the Tri-Council Agencies must comply with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS 2). The TCPS 2 is a policy document created by the Panel on Research Ethics with support from the Secretariat on Responsible Conduct of Research. To educate researchers on this policy, the Course on Research Ethics (CORE) was created in 2011, which is a series of online modules to provide researchers with foundational knowledge required when designing research involving human participants. Many institutions have now made CORE mandatory training prior to being able to submit a research ethics application. The lead author of this presentation led the program evaluation of CORE over a period of ten years for the Secretariat. This resulted in a data set of over 100,000 unique surveys, providing information on individuals' knowledge of research ethics, their perception of the role of Research Ethics Boards, and their preferred ways of learning about research ethics. Although earlier data has been published regarding the education and training needs for research ethics (see Author A et al., 2016 Egan et al., 2016 Author A & Balkwill, 2013), we explored this data from the lens of Scholarship of Teaching and Learning (SoTL) researchers (Author A and Author B, 2022). In this presentation, we share our findings of the representation of SoTL researchers in research ethics education. We will also engage in discussions on how SoTL is represented in the TCPS 2 and highlight the SoTL changes within the TCPS documents (CIHR, NSERC, & SSHRC, 2014, modified in 2018 and 2020). We aim to facilitate discussions on how we can ensure that SoTL research isn't an afterthought in the research ethics process from research ethics education and policy standpoints.

Title: Research on Human-Computer Collaborative Teaching Design and Examination Evaluation Based on NLP.

Author(s): Xuan Long

Abstract: In the output-oriented reverse design link, the curriculum objectives determine the teaching of the curriculum, and change due to internal and external needs, training goals, and graduation requirements, pointing to the cultivation of students' more comprehensive and multi-dimensional capabilities, which requires the use of diversified teaching. Diversified teaching has the characteristics of wide coverage, a large number of knowledge points, and complex correspondence. Therefore, this paper constructs an information security syllabus based on the 12 graduation requirements of the Washington Agreement, which contains graduation requirement indicator points, course objectives, course modules, course knowledge points, competency requirements, and their correspondence. The use of natural language processing technology to achieve the standardized processing of syllabus data, the use of knowledge graph technology, the construction of an intelligent system platform, to assist the establishment of intuitive and clear syllabus. And the Toulmin demonstration structure is used to design multi-task information security course teaching based on ability evolution, and to achieve diversified curriculum teaching. In the positive implementation of output-oriented, the course assessment supports the achievement of the course objectives, whether the assessment data can properly reflect and express the evaluation goals is the key, and it is essential to review the assessment content before the examination. Using the cosine similarity algorithm and the method of decision-making knowledge automation, the human-computer interaction interface is designed to realize the intelligent review of the assessment content of human-computer collaboration, take into account the flexibility of parameter setting and the visualization of the audit results, realize the automation and intelligence of the examination audit, and improve the confidence of the audit results. And teachers are liberated from the tedious work of examination paper review, and more energy is used for creative work such as exploring the integrated teaching mode of science and education and cultivating students' abilities.

Title: Scholars Supporting Scholars: A Model to Sustain the Advancement of SoTL Projects.

Author(s): Julia Evanovitch, Kris Knorr, and Nicole Redmond

Abstract: Staying on top of teaching and learning research projects is never easy. At a mid-size, research-intensive university in Canada, we recognized this ongoing challenge with our grant winners and developed a program to help address this issue. 'Research Squares' were launched in September 2021 to bring together small groups of grant winners on a regular basis to act as critical friends to discuss their projects and progress (Mårtensson & RoxÅ, 2016).

We begin this presentation with a high-level overview of our cross-disciplinary teaching and learning grants program at X University. Next, we will share details of the structure and format as well as the experiences (challenges, successes, and insights) of implementing the Research Squares program support model. The educational developers that were involved with the development of this program activity valued Shultz and O'Brien's (2017) philosophy of having 'at least one primary person driving the processes and activities of a community' (p.502), particularly when working in a virtual context. The framing for the program development has also been inspired by RoxÅ and MÅrtensson's research investigating conversational partners that university instructors have and the nature of these conversations (2009). Current activity development has been focused on a core group of 17 faculty members from various departments. Individuals were matched with three or four other award/grant winners to meet monthly to share progress updates. Goals for the program included bringing individuals together to discuss SoTL research, coordinating regular meetings to maintain project momentum, sharing ideas and critiques in a safe and supportive environment, engaging in collaborative problem-solving, and developing a network of cross-disciplinary colleagues. Our preliminary findings suggest that Research Squares, as a support model, help to provide both informal and formal spheres for interdisciplinary engagement and scholarly practice resulting in SoTL project progression, idea generation, and group camaraderie.

Title: Sense of Belonging and Digital Pedagogies: The View From the Literature.

Author(s): Edward Venn

Abstract: Scholarly literature sense of belonging points to the relationship between positive feelings of belonging and motivation, academic performance, retention, and progression (see, for instance, Goodenow 1993, Strayhorn 2017). The increasing use of digital technology in teaching (especially in response to Covid-19) nevertheless raises significant questions about how a sense of belonging might be fostered amongst individuals and learning communities in virtual, physical, and hybrid teaching environments (see Gourlay et al 2021). However, because the pedagogical literature on belonging (to date) focuses on holistic experiences of institutions and/or face-to-face teaching practices, it largely leaves unaddressed the challenges posed by belonging within fully online, hybrid, blended and/or interactive pedagogies. Such challenges include (a) how one might understand belonging in a digital context (b) how one might incorporate such an understanding into learning designs and (c) how one might begin to measure the effectiveness of (digital) pedagogical approaches in enhancing a sense of belonging. This session presents findings from an integrated review of the scholarly literature, taking advantage of the capacity of integrated reviews to examine the subject from diverse angles (see Kornhaber et al. 2016, 1211), and using thematic analysis (Braun and Clarke 2006) to tease out key concepts that cut across thinking in this area.

The session will demonstrate how inculcating a sense of belonging across different modes of synchronous and asynchronous delivery can enhance student engagement conversely, it will highlight practices that are detrimental. It will conclude with critical questions that can be used to inform learning design. These address (a) issues around the enhancement of sense of belonging in digital learning activities and (b) recognising the signs of enhanced (or compromised) sense of belonging within student cohorts.

Title: Simulation as a Pedagogical Strategy to Develop Skills in Managing Distractions and Interruptions.

Author(s): Carla Ferreira, Cynthia Thomas, Kathleen Davidson, Lorelli Nowell, Pat Morgan, and Swati Dhingra

Abstract: Distractions and interruptions have been reported as the leading causes of errors in medication preparation (Westbrook et al., 2017). Self-distractions, patients, colleagues, phone calls, and events in close proximity have been recognized as some of the important sources of interruptions (Hayes et al., 2015). However, the management of distractions in a highly interruptive environment is not commonly taught to students (Thomas et al., 2014). To address this gap, we implemented a simulation-based education experience that allowed students to experience medication preparation in a busy clinical setting. We conducted an evaluation of this simulation using surveys, interviews, and focus groups to understand students' and simulation facilitators' perceptions and experiences of the distraction and interruption simulation. Our findings indicate the simulation helped students develop strategies and techniques to manage distractions and improve the quality of care provided in clinical practice. This SoTL study highlights the application of simulation-based education as an effective tool to enhance student learning. In this presentation, we will share our research findings and highlight key simulation design elements including psychological safety, simulation fidelity, and opportunities for reflective learning. We will engage in conversations about how our study findings can be used to inform education policy, practice, and curriculum design with the goal of enhancing student learning and improving overall educational and practice outcomes in higher education.

Title: Sowing the Seeds of SoTL in New to Teaching Academic Development Programmes.

Author(s): Earle Abrahamson and Peter D'Sena

Abstract: How can SoTL enhance the development of early career academics in higher education? At the University of Hertfordshire (UK), Learning and Teaching Specialists have deployed Peter Felten's (2013) five Principles of Good Practice in SoTL in constructing Linking Pedagogic Theory to Practice, a module which culminates in the creation of an educational research journal article. Students identify an issue in learning and teaching (principle 1) ground it in a context ranging from disciplinary to sector wide (principle 2) engage with the methodological and ethical approaches utilised in educational research (principle 3) present their preliminary findings and peer review a colleague's draft (principle 4) and prepare a submission suitable for publication, whether in a conference, journal or other resource (principle 5). Students enter this module as experts in their disciplinary or professional fields however, educational research often proves to be a challenge or bottleneck, as they grapple with the 'troublesome knowledge' of unfamiliar methods, conventions, literature, epistemes and subject matter. Building a combination of academic confidence and ability are primary goals, whilst motivating students as they navigate their way through the liminal space between novice and beginner researcher in SoTL. Experience of leading this module for five years has shown that challenges can emerge at each stage. For example, framing a viable research question with a focus on Inquiry into Good Student Learning, rather than teaching, is an initial hurdle while reflecting on contested theoretical and methodological approaches, such as Decolonising the Curriculum, can be insuperable for some. This presentation investigates ways in which SoTL's principles have been integrated to impact the early career academic's progress and encourage their contributions to SoTL. Attendees will be invited to share experiences and strategies for further enhancing the learning of this vitally important group of scholars.

Title: Spanning Divides: Prospecting, Facilitating, and Building Narrative Bridges in Interdisciplinary Professional Education.

Author(s): Sara Andersson

Abstract: This paper addresses the use of narrative in interdisciplinary professional education? as a device for the reciprocal transfer of knowledge, insights, or methods between persons and knowledge domains, but also for their integration and transformation into burgeoning professional judgement. The paper considers an elective course for engineering students, in which emerging technology ethics are approached through engagement with fiction. In the presentation, teaching and learning are explored by tracing manifestations of the cognitive and communicative functions of narrative fictions that constitute a shared frame of reference for teacher and learners. This interest in curricular narratives stems from a concept of narrative as a universal and innate cognitive tool.

Drawing on works in cognitive psychology and literary cognition theory, the paper posits that the human mind uses narrative to organize and recognize sensory information, and further as a means of planning, empathizing, assessing, and communicating. This cognitive potential of narrative is regarded as the foundation of the studied pedagogy, as it enables learners to make the connections between empathetic self, fiction, and profession that are intended to underlie ethical reflection in the course. The presentation builds on empirical material from a qualitative mixed-method case study. It pursues how the interdisciplinary setting, comprised of a teacher in English literature and students from a range of different engineering programs, renders the shared platform of narrative understanding and communication particularly instrumental to the analyzed teaching/learning activities. Findings are presented as the prospecting, facilitating, and building of narrative bridges between different components of the course. The correspondence between those categories, as well as their relation to the interdisciplinary challenges and curricular objectives of the course, are discussed. Implications for practice concern the potential of using narrative fiction to include and connect diverse outlooks and different aspects of professionalism in professional education.

Title: Student Learning Through Student Peer-Assessment in a 4th Year Undergraduate Course on Research and Career Skills.

Author(s): Alison Greig*, Amanda Bradley, Amy Ho*, and Juliana Li*

Abstract: Student peer assessment (SPA) was incorporated into a course on research and career skills in order to provide opportunities for students to review one another's work, give and receive constructive feedback, reflect on feedback and use feedback to improve their work. Student input was provided from conception of this course change forward and a student project assistant was a key consultant. Two assignments, a graduate school program overview and a scientific abstract, were redeveloped and have run as peer assessment assignments for 5 years. 96 students have completed this revised course. The online tool, peerScholar was used to manage the SPA process which was carefully designed to mitigate known SPA pitfalls and incidentally allowed for the same SPA experience whether the course ran in person or online. Data sources included student surveys, submitted assignments, peer assessments, and student reflections/responses to feedback. Results showing student learning gains and assessor and reflection skills included: (i) quality of students' scientific abstracts improved grades for 84% of students increased from the draft to final submission (n=44) (ii) grades derived from peers were similar to instructor grades, with peer-derived marks being on average 5-10% higher (iii) students' assessor abilities included identifying inaccuracies and unclear writing (iv) students articulated their decisions about what specific feedback to act on and why, responding to peer feedback on clarity of writing (75% of students), abstract content (58% of students) and accuracy issues (35% of students) (n=48). Students also reflected on what parts of the SPA process helped them improve overall.

Many students' attitudes about peer assessment improved: 48% of students valued peer assessment more after completing the assignments and 43% had no change in opinion (n=94). Lessons learned from our experience and the literature can be of assistance to a broader audience.

Title: Students as Collaborators in UBC Vancouver's Academic Mission? Evaluating the Students as Partners Fund.

Author(s): Adriana Briseno-Garzon Andrea Han Marissa Hall Polina Petlitsyna Roselynn Verwoord

Abstract: In 2022, the University of British Columbia, Vancouver (UBCV) made a commitment to position students as collaborators in the academic mission of the university through the Students as Partners (SaP) Fund. The Fund compensates UBCV undergraduate students working with faculty in the redesign and scholarly evaluation of undergraduate courses. In alignment with previous research on students as partners (see Bell, 2016 Cook-Sather, Bahti, & Ntem, 2019 Curran, 2017), the Fund conceptualizes partnership as a process of student engagement (Healey, Flint, & Harrington, 2014) among faculty, students, and staff working together to enhance learning and teaching at UBC. In this paper presentation, we discuss the development, implementation, and evaluation of UBC's SaP Fund and present preliminary evaluation data from a SoTL study exploring the impact of the initiative on student learning and student engagement at UBC. While the concept of students as partners in teaching and learning is not new, there is growing recognition that partnership offers the potential for more authentic engagement with the reciprocal nature of learning and the possibility for genuinely transformative learning experiences. The Fund was conceptualized by a university working group committed to seeing partnership embedded in the design, facilitation, and evaluation of the Fund and is overseen by a partnership team including a staff member from UBCV's Centre for Teaching, Learning and Technology, an undergraduate student coordinator, and a graduate student evaluation coordinator. The Fund encourages scholarly approaches to course design and evaluation, remunerates student partners, and provides funding for scholarly dissemination. Building on the concept of partnership learning communities (see Healey et al., 2014), funded projects receive support through a cohort community aimed at promoting knowledge-sharing and reflection. This presentation will be of interest to students, staff, and administrators interested in the development or enhancement of institution-wide partnership initiatives.

Title: Students as Partners and the OLTC Program in a Post-Pandemic World.

Author(s): Jessica Riddell, Philippe Georges, and Scott Stoddard

Abstract: The Online Learning and Technology Consultants program engages students as partners in the design of COVID classrooms to improve inclusion, equity, accessibility, and transformative learning. Universities are often slow to adapt and change, and yet the rapid move to online and remote instruction over the past two years has disrupted traditional positions of expert and learner: many faculty members moved from mastery of their field and teaching space into learner positions. In the context of COVID, we saw an opportunity to deploy collaboration with students in the co-design of classrooms we were informed by the work of SaP as we intentionally created spaces where the reversal of traditional paradigms generated rich spaces for student-centred innovation.

The pandemic has posed several challenges to post-secondary education (PSE) in Canada and around the world (cf. Darling-Hammond & Hylar, 2020 Openo, 2020). The rapid move to online learning in Winter 2020 was disruptive to many institutions, with particular pressure on institutions that prioritize in-person, immersive experiences in these cases, the global pandemic posed fundamental challenges to institutional, professional, and student activities and identities. At Bishop's University, the change from face-to-face instruction to online and remote teaching raised many questions about how technology could be harnessed to enhance learning. This small university in rural Quebec does not have a teaching and learning centre or educational developers, nor were there in-house instructional designers or dedicated educational technologists. And yet, in May 2020, a trio of collaborators (the Manager of IT services, a faculty member, and a student) had the idea to harness Students-as-Partners (SaP) as a model to create the Online Learning and Technology Consultant (OLTC) Program. Training students in pedagogy, technology, and critical empathy, this experiential learning program takes a transformative approach to pandemic pedagogy by creating inclusive virtual learning communities at four universities and beyond. In this paper, we share the three phases of this program (as a pilot at one university, then scaled across four universities, and finally as a three-credit course) in order to trace the development from its modest beginnings to a university-wide and cross-institution intervention. We share the processes in design and delivery and present evidence of the impact of this program on students, faculty, and institutions. Finally, we hope to make the case that this program has the potential to reshape our understanding of what inclusive student-centred learning looks like in a post-pandemic world.

Title: Synergistic Interdisciplinary Relationships: Building Capacity for Equity.

Author(s): Nastasha Johnson

Abstract: A framework for considering faculty pathways to creating synergy and building capacity between disciplines, that fosters equitable practices in the persistence of first-generation students will be presented. The project uses the synthesis method of the 'scholarship of integration' to make meaning of existing knowledge and theories to create new knowledge, namely practice theory, capacity building theory, socio-cultural theory, and student integration theory. The scholarship of integration is a transdisciplinary synthesis method that pulls knowledge and information across boundaries and silos. Pierre Bourdieu's Theory of Practice (1977) states that practice is, simply stated, what one does every day from the mundane to the institutionally complicated, with 3 major concepts: habitus, field, and capital. Christenson and Gazley (2008) article on measuring capacity building through performance along 4 dimensions: infrastructure, human resources/leadership, financial resources/management, and external environment. Vygotsky's germane socio-cultural theory explains that learning happens within the context of the cultural norms of the learner, and how the learner interacts with those social norms. (Vygotsky, 1978). Tinto's theory of student integration states that the more integrated into the environment, the more committed the student is to not separate from the university. The presenter will analyze the constructs of these theories for equity-related implications and discuss how interdisciplinary bridges can be created that build capacity, using the scholarship of integration for synthesis. Participants will be prompted with new ideas for impactful faculty collaboration that impacts students.

Title: Talking About Teaching and Learning (TATAL): A Collaborative-reflective/Student as Partner Pedagogy.

Author(s): Dieter Schönwetter

Abstract: Much like the growing popularity of escape rooms for entertainment, educational escape rooms have taken off in recent years (Veldkamp, et al., 2020). Stemming from Game Based Learning theory, escape rooms can challenge learner's self-determination which promotes intrinsic motivation by providing immediate feedback, control, and inspiring curiosity among learners (Brull & Finlayson, 2016). Virtual escape rooms (VERs) have the same goal of physical escape rooms where participants solve clues in sequential order to 'escape' the room. Evidence suggests the benefits of VERs include increased motivation, incorporated principles of social-constructivism, and improved learning outcomes in the virtual classroom (Fotaris & Mastoras, 2019 Friedrich et al., 2019). Instructors have a significant role in designing and executing a successful VER experience. When designing a VER, instructors select appropriate objectives and develop a storyline that provides context for the learning. Developing the narrative for the VER is a key aspect of creating engagement.

The more realistic the context provided the more engaged learners are, and possibly the better learning outcomes produced (Veldkamp et al., 2020). While an important design element of a VER is automation so learners can move through the experience at their own pace, the instructor is a key player in this game-based learning activity. This interactive workshop will provide participants with the information needed to be that key player in VER design. The attendees will learn about key design elements while participating in the presenters' VER which will provide learners the opportunity of participation through the lens of a student. After the knowledge and comprehension portion of the workshop, participants will apply their skills and being to create their own VER for their individual teaching and learning needs.

Title: Teaching and Learning Post-Secondary Mathematics Through Math Origin Stories.

Author(s): Leslie Shayer, Keshav Tyagi, and Karen Ragoonaden

Abstract: Teaching and learning mathematics in higher education can be a challenging endeavor, especially in first-year, mandatory courses, where math anxiety is commonly present (Beilock, 2020). Math anxiety manifests itself as an emotional and/or physiological disturbance when mathematics is present (Dredger and Aitken, 1957). In the classroom, math anxiety can be demonstrated in many ways, most notably, through poor (non-representative performance) and low working memory (“blinking”), and most severely through abandonment of the course or original career plans (Hembree, 1990 Ma, 1999 Namkung et al., 2020). Challenges with mathematics can affect a person’s life as well as their life chances (Tobias, 1993). This research has demonstrated that, from a macroscopic perspective, math origin stories support math educators in understanding their students. In particular, student behaviours in the math course as well as their math performance are more easily understood, and therefore supported. Students themselves have the opportunity to delve into their own mathematical identity and gain insights. From a microscopic perspective, community is built in the classroom, with a focus on well-being and inclusion. The realization that one is not alone in their fear/anxiety is eye opening to many and deepens community bonds. This presentation considers both macroscopic and microscopic perspectives and weaves them together to support both the educator and the student. Anchored in narrative and appreciative inquiry (Clandinin & Connelly, 2000 Cockell & McArthur-Blair, 2012 Cooperidder et al. 2008), math origin stories invited students to describe their mathematical journey until the present day. Constructivist Grounded Theory (Charmaz, 2006) identified common challenges and successes. Appreciative inquiry picked up the positive threads for the classroom community, to emphasize the things that worked, instead of dwelling on those that did not.

Title: Teaching and Learning the Language of Your Field.

Author(s): Brett McCollum and Robb McCollum

Abstract: Novices in a field are confronted with the simultaneous challenges of content-knowledge expertise and familiarity with the culture, terminology, and ways of thinking common among professionals in the field. Successful engagement with more established members of your field can require understanding these norms of your field (Paterson et al., 2002), such as a shared language. Yet, what constitutes text? and thus language? varies between disciplines (Moje et al., 2011). International students enrolled in an English-language program work to develop subject-matter expertise, accumulate new language proficiency, and navigate barriers of intercultural understanding. Meanwhile, in chemistry, the dozens of symbolic representations have become integral to the ways of thinking within the field (Wentzel et al., 2019), such that novices may spend their entire undergraduate degree learning new representational competencies for communication. In both disciplines, local dialects can be a hindrance to professionalization. Furthermore, all learners begin as novices of the genres of communication within the academy. Thus, all students are working to develop proficiency in the academic dialects of their chosen discipline. Strategies that help international students acquire academic language also benefit domestic students. While the obstacles and solutions of language learning may initially seem distinct between fields, a deeper look at the examples of English-as-an-additional-language and chemistry suggest otherwise. Intelligible ear practices, communication between unfamiliar learners (McCollum et al, 2022), and intercultural collaboration (O'Dowd, 2018) have been demonstrated to reduce disciplinary language barriers when implemented with intentionality. In this session, McCollum and McCollum will discuss a set of emerging and evolving evidence-based strategies for teaching and learning the language of your discipline.

Title: Teaching Writing Skills: An Intervention to Teach the Literature Review.

Author(s): Alysia De Melo, Jayne Baker, Lance Stewart, Michael Kaler, and Tyler Evans-Tokaryk

Abstract: Many universities faculty would likely agree that their students require ongoing and sometimes extensive support to complete their writing assignments. Teaching discipline-specific writing and specific genres of academic writing can improve the quality of students' learning experience by helping students develop the skill to identify specific writing conventions that they can adapt for their own writing. Constant writing early in a program allows students to target their writing issues and take steps to address them appropriately over the course of their university career (Kolb et al., 2013). In this presentation, we describe the impact of a new intervention in a required social science research methods undergraduate course: a series of four skills tutorials that introduce and teach the literature review as a genre of academic writing.

We know that 'just-in-time' skills interventions aligned with a scaffolded assignment structure can be effective in improving students' writing skills. When it comes to literature reviews, we know that students often struggle with synthesizing existing work, organizing it thematically, and defining even its basic features (Cisco 2014), but that interventions can be effective in developing key skills such as synthesizing sources (Darowski, Patson, and Helder 2016 Shamsavar and Kourepaz 2020 Travis and St. Clair 2018). To assess the literature review interventions, we make use of three sources of data: a pre- and post-test that measures students' understanding and skill across six learning outcomes a student survey to gauge perceptions of the value of the intervention and a textual analysis of literature reviews submitted in the focal course. Our goals are to assess whether students' understanding and synthesis of academic journal articles improves with the tutorial interventions, and to assess students' perception of the four-tutorial intervention. Our presentation will highlight the findings of this study, with a particular focus on 'best practices' and applicability to a range of classroom contexts.

Title: Team-Based Learning and Project-Based Learning: A Multi-disciplinary Investigation of Experiences and Outcomes.

Author(s): Anthony Spio, Elena Rosca, and Judith Ainsworth

Abstract: This paper reports the first results of a multi-disciplinary study of Team-Based Learning (TBL) and Project-Based Learning (PBL) at Ashesi University in Ghana. Previous studies find that student achievement is related to engagement, accountability and satisfaction (Alvarez-Bell et al., 2017 Chad, 2012 Swanson et al., 2019), and that these methods develop teamwork skills required by employers (Betta, 2016 Neufeld & Haggerty, 2001). However, few have taken a multi-disciplinary approach to determine if these increases hold across disciplines. Therefore, the purpose of this study was to identify how TBL and PBL teaching methodologies help students develop teamwork skills and achieve successful learning outcomes in courses in the Departments of Business: Strategic Brand Management (PBL approach), Engineering: Statistics for Engineers or Differential Equations, and Humanities and Social Sciences: Written and Oral Communication and Text and Meaning (TBL approach). To answer our research question "What are the effects on student learning of using TBL and PBL in courses in Business, Engineering, Humanities, and the Social Sciences?", the study evaluated the pedagogical approaches in terms of the following constructs: engagement, accountability (preparedness), satisfaction, teamwork (communication, conflict resolution, etc.), and student achievement of learning goals. Qualitative and quantitative data were collected through student reflective writing on the teamwork processes and aspects of the learning experience, an online questionnaire, as well as through teammate peer assessment of contribution to task accomplishment, leadership, and team processes. The qualitative data were coded according to the aforementioned themes.

The results provide evidence-based support for using TBL and PBL across the institution to foster student learning and success. The study findings impact SoTL on transforming teaching and curricular practices that impact student learning and furthering our understanding of teaching, learning, and SoTL at the course, cross-disciplinary and institutional levels. Innovations: Strategic Brand Management in the past was primarily taught by regular lectures interspersed with Socratic questioning. Project-Based pedagogy has been adopted for the course to enable students to develop relevant brand management skills while acquiring higher level evaluative, creative, analytical, team and communication skills. Students will acquire brand management competencies by learning and applying appropriate concepts, principles, and tools to real-life projects. A vital component of the course is for students to work in teams as consultants for entrepreneurs and enterprises seeking to reposition an existing brand or launch a new one. The teams prepare strategic brand marketing plans for enterprises participating in the project. Previously, Written and Oral Communication and Text and Meaning were taught using interactive lectures. Although students worked in teams in breakout rooms to answer questions, solve problems and develop critical thinking, the teams constantly changed and it was clear that many students came to class unprepared and disengaged. The move to TBL was for many of the same reasons as the Strategic Brand Management course – to enable students to apply appropriate concepts, principles, and tools while developing relevant written and oral communication skills.

Title: Terms Matter: A Discussion About Research on Teaching & Learning at a Canadian Institution.

Author(s): Julia Evanovitch and Kelsey Harvey

Abstract: In the spirit of 'At the intersections of SoTL: Transfer & Transformation, Diversity, and Inclusion', we present research on our teaching and learning centre's strategic initiative to develop a shared understanding across our research-intensive university campus and the value of teaching and learning scholarship. Our teaching and learning centre has typically used the phrase the Scholarship of Teaching and Learning [SoTL] to describe research on teaching, learning, and education. First coined by Boyer (1990) roughly 30 years ago, SoTL is now an international movement accessible to researchers from every discipline (Webb, 2020). Between 2019 and 2021 we consulted with educators across our campus through a survey and interviews to understand how our university community and the higher education community describe teaching and learning scholarship. Commonly practiced SoTL activities include but are not limited to: research projects at the classroom, institutional, disciplinary, and inter-institutional levels research dissemination through publications and presentations, and engagement with SoTL literature (Kolomitro et al, 2018 Newton et al., 2019 Wuetherick & Yu, 2016). We also explored how faculty and staff engage with SoTL literature and their motivations for doing so.

Through this process, our centre developed a White Paper to share the study's findings. We discovered that many members of the university community are unfamiliar with SoTL, but recognize broader terms such as 'research on teaching and learning'. In this presentation, we will describe the collaborative process we undertook to uncover the different understandings and ways of engaging in and valuing of research on teaching and learning. We share the perspectives of educators from across campus as well as the literature informing research on teaching and learning in higher education across Canada. We conclude with suggestions for what work might come next for us at our institution and the iterative process that has emerged from this process.

Title: The Curriculum as a Site for SoTL Inquiry in Support of Institutional Transformation.

Author(s): Catherine O'Mahony, John Barimo, Marian McCarthy, Patrick Kiely, and Ruth Hally

Abstract: Curriculum reform is a potential catalyst for institutional transformation in Higher Education, but curriculum design is often side-lined and seen as 'marginal and subservient to the needs of strategic planning and quality assurance' (McNutt 2017, p. 129). This paper explores the potential of the curriculum as the site of SoTL research while recognizing that 'the very idea of 'curriculum' is unstable, its boundaries uncertain' (Barnett and Coates, 2005, p. 17). This paper draws on insights from an action research project on a curriculum co-design initiative involving staff and students in University College Cork, Ireland which sought to integrate a novel institutional framework, the Connected Curriculum (Murphy, 2018). The paper provides an overview of the design, implementation and impact of a professional development activity and related resources created to support the integration of a Connected Curriculum, while considering the limitations of this research and the complexity of navigating the space between institutional frameworks, academic freedom and individual practice. This paper aims to encourage a broader discussion about SoTL research relating to curriculum development, responding to the paucity of literature on the curriculum in Higher Education (O'Neill 2010 Woolmer and Bovill 2018).

Title: The Ethics of Equity when Engaging Students as Partners in SoTL Research.

Author(s): Gabrielle Lindstrom and Lisa Fedoruk

Abstract: The concept of SaP encompasses the collaboration of students, faculty and staff through partnerships that are a 'reciprocal process through which all participants have the opportunity to contribute equally, although not necessarily in the same ways, to curricular or pedagogical conceptualization, decision-making, implementation, investigation, or analysis' (Cook-Sather et al., 2014, pp. 6-7).

The idea of collaborative partnerships between students, faculty and staff is a well-thought-out image of, and in many cases a practice of, reciprocity, shared responsibility and respect. However, a compelling array of literature has identified barriers to academic opportunities and systemic inequities that affect students in marginalized groups in higher education (Collins, Azmat, & Rentschler, 2019 Develin, 2013 Harper, 2019).? A counter-narrative to SaP involves looking deeper into the power imbalances between students and instructors and the deeply embedded institutional hierarchies which make it difficult to achieve participation of parity (Fraser, 2009) in SaP relationships. In this presentation, we provide an overview of a reflective and collaboratively written chapter wherein we draw on Western and Indigenous perspectives of issues related to the ethics of engaging in research as academic staff partnering with students. An ethical mindset within SoTL research requires critical and sustained engagement with the tensions that emerge between the instructor-student research relationship. We introduce the notion of relational accountability as a lens for understanding power and oppression and highlight how students as partners (SaP) relationships must be entered into with critical self-awareness and reflexivity to avoid ontological harms that can underpin student experiences in colonial institutes of higher education. To be critical means being aware of how power functions in relationships and how one is positioned within power relations. Subsequently, we introduce the concept of cultural humility as an entry point for strategizing how SoTL researchers may redress power imbalances utilizing learner-centered approaches and mentorship models informed by an Indigenous

Title: The Impact of the Journey to a Faculty Community Centred on Liberatory and Contemplative Pedagogy and Practices.

Author(s): Stephanie Foote, Bryan Dewsbury, Mays Imad, Joshua Caulkins, and Brad Wuetherick

Abstract: This session will focus on the impact of a community of practice aimed at supporting faculty toward a praxis of liberatory pedagogy on the facilitators. Central to the community is The Humanity of Inclusive Practices, an online course that introduces participants to the concept of dialogic teaching. Through the course and community meetings, participants examine beliefs, mindsets, positionality, and readiness to affect change to foster belonging and inclusion in the classroom. During the session, we will unpack the ways in which the intentionally increased inclusion of humanism has impacted our individual work in other spheres of pedagogical transformation.

Title: The Impact of Perceptions of SoTL and the Ethics Review Process on the Transfer of Evidence-based Practices in Higher Ed.

Author(s): Brenda M. Stoesz*, Lori Doan, and Amy E. De Jaeger*

Abstract: The ethics review process is designed to protect the rights and welfare of human research participants. Ethics review is a critical component of the research process, but researchers sometimes view it as an obstacle to conducting their research (Master et al., 2011). Scholarship of Teaching and Learning (SoTL) research methodology may present additional challenges during the ethics review process. For example, students as participants is an important part of SoTL research, but a lack of familiarity with the methods used to ensure that students are protected from undue influence may create or intensify tensions between instructor-researchers and REB reviewers (McMurphy et al., 2013 Pool & Reitsma, 2017 Schnurr & Taylor, 2019 Stockley & Balkwill, 2013). Tensions may hinder knowledge creation and transfer of evidence-based practices across institutional and disciplinary settings. Few studies have examined the perceptions and attitudes of SoTL researchers and REB reviewers regarding the ethics review and SoTL research processes. Our study was designed to address this gap. Instructors, researchers, and REB reviewers in higher education institutions responded to an anonymous online survey about their experiences with and perceptions of SoTL research and the ethics review process. Respondents generally agreed that SoTL is valued at their institutions and that REBs are both helpful and necessary. However, these perceptions depended upon the degree of familiarity with SoTL and/or experience reviewing ethics submissions. We used the micro-individual, meso-department, mega-discipline, and macro-institution (4M) Framework (Poole & Simmons, 2013 Williams et al., 2013 Wuetherick & Yu, 2016) to contextualize our findings, which revealed possible pathways to reducing tensions and building partnerships between SoTL researchers and REB reviewers. The findings we present are part of a larger set of results published in *Ethics and the Scholarship of Teaching and Learning* (Fedoruk, Forthcoming).

Title: The Serendipity of Non-Faculty SoTL Research.

Author(s): Alexis Buzzee Cameron and Dawn Sugimoto

Abstract: What can two novice researchers with non-academic positions contribute to the scholarship of teaching and learning? As it turns out, quite a lot. An executive assistant of Advancement and an internal communications specialist are far removed from the classroom setting at Lethbridge College. Through their work, they repeatedly heard colleagues from across the institution struggling with how to best communicate with students. Having identified a need, they developed a research question and conducted a SoTL research project.

Aside from their findings on student communication preferences, the researchers came away with a deep appreciation for SoTL research as a form of professional development and the value of having corporate colleagues share in the SoTL journey. Their experience as non-academic researchers highlights the advantage of including diverse perspectives in SoTL research. By including non-academic colleagues in research, faculty projects may benefit from a diversity of experience beyond any one academic centre or program. Join them as they share their experience, encourage you to brainstorm possibilities for your institution, and provide tips for inviting non-academic colleagues to see themselves as SoTL researchers. To date, the presenters are the lone non-academic SoTL researchers at Lethbridge College to receive an institutional grant for research purposes. You'll be inspired to support research opportunities that include corporate colleagues and to seek out research partners with different backgrounds from your own to enjoy the benefits of diversity and inclusion in your SoTL journey.

Title: The Transformation of Conventional Teaching Into an Interactive & International Digital Learning Experience – A Case Study of a COIL Between Germany, UK, and South Korea.

Author(s): Dong-Wook Kwak*, Isabel Lausberg, and Sathees Kunjuthamby*

Abstract: In Winter 2021/22, Hochschule Ruhr West (Germany), Coventry University (UK) and Kyungpook National University (South Korea) carried out their first joint collaborative online international learning (COIL) project to transform conventional teaching into an interactive and international learning experience. Different local courses were transformed into one multicultural student-centred module, which led to a virtual student conference on the topic of 'Strategies in a Post-COVID World - Ways out of the Crisis'. The 4-months lasting project fostered 21st century skills in higher education (Binkley et al. 2012) by combining the students' diverse and inclusive cultures and perspectives into curricular practices, but also by facing the challenges of working in international cross-educational teams. Our virtual project-based learning (PBL) approach (Krajcik & Blumenfeld 2006) was to prepare students to understand diverse international cultures (Zhang & Pearlman 2018) by improving digital, communication and collaboration skills, problem solving skills, perseverance and motivational skills, intercultural and diversity awareness and competencies and methodical skills. Students from the three institutions were working on two major tasks (a conference presentation and an organisational task) in gender- and nationality-mixed groups and were formed based on Belbin's (2012) theory with regards to team roles helping to organise and lead an international conference with keynote speakers, group presentations, roundtable discussions and honouring best paper awards. Our ISSoTL presentation will deal with: the objectives and journey of our COIL Project, framework, timeline, insights into our virtual classes, student tasks, digital tools, coaching sessions, peer review and final virtual conference, evaluation & lessons learned. We will share the main findings including data from the student evaluation and discuss to what extent 21st century skills were supported with our COIL.

Our findings lend support that virtual internationalisation in conjunction with PBL promotes 21st century skills relevant for a globalised marketplace.

Title: The Use of an Inclusive Teaching Model in Transforming the Learning Experience in a Statistics Course.

Author(s): Nancy Chick, Farshid Safi, and Serina Al-Haddad

Abstract: While evidence-based approaches like case discussions and flipped classrooms have been successful in multiple disciplines, they can have limited success when students face affective or emotional barriers to learning the subject matter (e.g., stereotype threat [Steele & Aronson, 1995], math anxiety, statistics anxiety [Onwuegbuzie et al., 1997 Gonzalez, et al., 2016]. This SoTL project addressed these challenges through the development, implementation, and analysis of an approach to teaching statistics that focuses on effective and supportive feedback. Rather than an intensive overhaul of a course or rejecting our familiar ways of teaching-both of which would inhibit the adoption of this approach by other statistics educators-our model involves manageable changes in the spirit of James Lang's principle of Small Teaching, which 'draws from the deep well of research on learning and higher education to create a deliberate, structured, and incremental approach to changing our courses for the better' (Lang 2016, p. 5). Specifically, after small, well-placed, in-class practice, students receive immediate feedback from Excel and intentional instructor feedback focused on affirming successes and communicating confidence (Yaeger, 2014), gradually replacing these students' preconceptions that 'I can't do math' with the sense that they-in fact-can. The approach has now been employed for four semesters, including in the tradition in-person classroom and the dual-mode instruction precipitated by the pandemic. Based on collected evidence of how students experienced the class, the instructor, and the subject matter, as well as class observations by another member of the research team, the approach has demonstrated effective response to the students' challenges in learning statistics.

Title: Theory as an Analytic Tool, Approach, or Orientation? Talking Past Each Other in SoTL.

Author(s): Michelle Yeo, Janice Miller-Young, and Karen Manarin

Abstract: The three presenters (from engineering, education, and the humanities) have conducted SoTL work together for many years. Yet, in our current writing about SoTL methodologies, we found ourselves talking past each other around key concepts, like theory. As Huber and Morreale (2002) noted, SoTL 'draws strength from being situated in a discipline and its particular style. But growth in knowledge also comes at the borders of disciplinary imagination' (p. 2). They introduced the now well-utilized metaphor of a 'trading zone' between disciplinary territories where we encounter and learn from each other (p. 19).

These conversations illuminate disciplinary assumptions and practices because 'it is easier to see the shapes of disciplines in comparison to each other' (Middendorf and Shopkow, 2018, p.7). However, while there has been much discussion of identity and methodology in the SoTL literature, there has been much less attention to the use of theory. Some have suggested SoTL researchers are often atheoretical others have complained that theory breeds jargon (Kanuka, 2011 Geertsema, 2016). Miller-Young and Yeo (2015) describe how different disciplines and methodological approaches tend to align with certain categories of theoretical frameworks and paradigms of thought. In this presentation, we build upon this work by exploring how we became more aware of our own different ontological and epistemological expectations through cross-disciplinary conversations about SoTL methodologies. By presenting quotes and examples from our analysis of these conversations, we will share our exploration of the differences we encountered. These might be obvious differences, such as surface differences between quantitative and qualitative approaches, but also more subtle and potentially unsettling elements like how theory is utilized (for example, as informing research design, or as a lens to understand data, or as an entire worldview/orientation to underpin the work).

Title: Towards a Scholarship of Antiracist Teaching and Learning.

Author(s): Phillipe Copeland

Abstract: Recent years have dramatized the urgency of antiracist teaching and learning. An international white nationalist movement, racial terrorism, hate crimes, police and vigilante violence, racist policy-making, and backlash against efforts towards racial equity, historical accuracy, racial literacy, or even discussing racism, are just a few examples. These trends put democracy and freedom at risk across the globe. The stakes are high and the hour is late. Higher education must ensure that students are prepared to meet these challenges and contribute to achieving a world without racism. The Scholarship of Teaching and Learning (SoTL) must be at the frontlines of this struggle. Otherwise, it will fail to fulfil its promise of creating a better world in which to learn, teach, and live' (Kreber, 2013, pg. 864). Being on the frontlines requires SoTL to become explicitly antiracist. This paper presents a framework that serves as a basis for developing a Scholarship of Antiracist Teaching and Learning. The framework integrates Antiracist Pedagogy.

Title: Towards More Inclusive Writing Instruction - Using Team-Based Learning in an Academic Writing Course.

Author(s): Rebecca Carruthers Den Hoed and Mathurada Jullamon

Abstract: My main goals in this session are to share the results a small-scale study of TBL used in an undergraduate writing course and the impacts of TBL on student performance and experience (especially among students working in English as a first and additional language) - and to explore the significance of these results in the context of calls for more inclusive writing instruction in Canadian universities. Team Based Learning (TBL) has been studied extensively and has been found to improve student engagement and learning (Reimschisel et al., 2017) and promote inclusion and diversity in the classroom through collaborative learning (e.g., Hettler, 2015 Cagliesi & Ghanei, 2022). However, most research to date focuses on the use of TBL in medical and business education we know comparatively little about the impact of TBL on student experience in the writing classroom. Only a handful of studies explore how TBL can be used in writing-intensive courses and how it impacts student writing: these studies are promising - i.e., they suggest TBL can improve student writing scores (Green & de Bodisco, 2020) and writing experiences (Harde, 2015)- however, they are scarce and do not, as yet, explore issues of equity, diversity, and inclusion in the writing classroom. The goal of my research is to build the evidence-base on the impact of TBL on student performance and experience and the promise of TBL to foster more inclusive teaching and learning in the writing classroom. The goal of this presentation, more broadly, is to spark conversation about how to promote more inclusive writing instruction at the post-secondary level and how to teach academic writing in ways that recognize and value the diversity and multiplicity of writing practices in increasingly global and multilingual academic communities of practice.

Title: Transforming Feedback Practices Through an Examination of Student Feedback Preferences and Use.

Author(s): Silvia Bartolic, Ali Kaveh*, Kenneth Lau*

Abstract: Feedback is a vital component in a student's learning process. Effective and engaging feedback practices often provide instructors with an avenue to offer direct guidance and support student motivation. Despite its importance, feedback is under-utilized in higher education settings (Pitt & Norton, 2017), where students and instructors alike are generally dissatisfied with the feedback process (Bohnacker-Bruce, 2013; Carless & Boud, 2018; Mulliner & Tucker, 2017). Increasing class sizes, diversifying classrooms, and changing learning contexts have altered the way feedback is delivered while our understanding of student perspectives on effective feedback in these varied contexts is limited.

We know little about how students perceive feedback (Poulos, 2008), specifically what they pay attention to, what they ignore and why, and how feedback can support personal development beyond academic material. These gaps in feedback research predate the COVID-19 pandemic, as inadequate investigation has obscured the actual impact of existing feedback practices and instead left instructors without the feedback they need to effectively adapt practices to better support students' learning needs. This study therefore aims to outline student perspectives of feedback while teasing apart the specific qualities that are seen as effective. Students in a large Western public university across a wide variety of disciplines took part in a series of surveys beginning in summer 2020 to collect a general understanding of their perceptions of feedback. These surveys focused on the types and mediums of feedback students generally found most useful, motivations for wanting to receive feedback, qualities of feedback that best supported self-identified learning needs, and their standards for effective feedback. Taken together, this more holistic picture of trends in student expectations of feedback emerges to inform best practices, which together make feedback more inclusive, targeted, and supportive of changing student needs.

Title: Transforming How Students Engage with Communicative Practice in the World Language Classroom.

Author(s): Jeff Kilpatrick and Rhia Moreno

Abstract: Developing communicative competence has long been a goal of language learning pedagogy (Canale, 2014). The American Council on the Teaching of Foreign Languages recommends including social communicative tasks that focus on authentic interaction rather than accuracy to provide a 'low-stakes environment for real life interaction' (actl.org). However, creating a low-stakes environment in the collegiate world language (WL) classroom can be difficult when the learning process is overshadowed by grades. In our experiences as language instructors, we have found that students often equate classroom practice with graded work even when told that is not the case and appear to limit their language production to known constructs rather than expanding language production for more authentic interaction. As part of a larger research project at a U.S. southeastern university that explored the role of self-efficacy and grading anxiety in students' willingness to communicate in the WL classroom, this SoTL study examined a pedagogical intervention in response to the initial findings. Our intervention included a reframing of classroom language practice with a specific term, 'Free-to-Err' (FTE) along with designated FTE periods for language production without error correction or associated grades. We qualitatively approached this study by asking how students engaged with communicative practice when categorized as FTE. Informed by Bandura's (1977) social cognitive learning theory, we thematically analyzed and triangulated data collected from interviews, focus groups, observations, student evaluations, and writing samples from eight Italian language courses over two semesters.

Findings showed that while the communicative tasks themselves did not change, the simple reframing of the activities as FTE lowered grading anxiety to sustain a more low-stakes environment. Additionally, students felt more willing to engage and experiment with language production when tasks were labeled as FTE. This presentation will conclude with pedagogical implications for WL instruction and extension to the larger field of education.

Title: Transforming the Military Learning Environment: Exploring Gendered Experiences through SOTL.

Author(s): Brandy Jenner, Brett Weigle, Megan Hennessey, and Stephanie Erwin

Abstract: From 2017-2021, researchers used a cross-sectional, mixed methods design to study faculty members' and students' experiences of diversity, equity, and inclusion at the United States Army War College (USAWC). The USAWC is the Army's military education institution for senior military officers and federal civilians and is regionally accredited to award master's degrees. Per the institutional registrar, the percentage of women students enrolled at the USAWC ranged from 8% (2017) to 14% (2021) of the student body during the time of the study, while the percentage of women faculty ranged from 5-9% in that same period. Given the proportionately low number of women faculty and women students at the USAWC and the characteristics of the institution (e.g., students are competitively selected to attend from a peer group determined by time-in-service, creating a 'pipeline' challenge), this was an especially unique setting in which to study DEI issues. Specifically, researchers sought to explore: (1) the gendered experiences of students in the seminar learning environment and (2) the experiences and perceptions of faculty pertaining to the presence of women students in the seminar learning environment. Data was collected across multiple academic years and cohorts of the resident education program via surveys, focus groups, interviews, and ethnographic observations. Findings revealed themes of tokenism, intersectionality, and affinity groups, among others, and led to a total restructuring of the process of assigning students to resident education seminar groups. The study continues to garner interest across the Department of Defense as it is one of the few examples of empirical research investigating DEI issues-and experiences of both faculty and students, especially-through the lens of the scholarship of teaching and learning.

Title: Transforming, Nurturing, and Co-Creating Spaces of Hope for Contingent Faculty SoTL Cohorts.

Author(s): Janelle DeCarrico Voegel, Oscar Fernandez, and Staci Martin

Abstract: Literature and texts surrounding best practices for teaching international students in Canada advise celebrating diversity and being culturally responsive but pay little attention to the mounting evidence of discrimination international students face in Canada. Teachers in post-secondary academic English language programs are in the unique position to support international students as they prepare to navigate Canadian universities, so it is important to know what skills students need when they face inequitable situations. This qualitative study was conducted by a teacher in the university's academic English program as part of a Scholarship of Teaching and Learning project at a Canadian university. The research critically examines international students' experiences of language-based discrimination, which is often a veil for racism. Structured interviews were conducted with 10 international students who had graduated from the university's English language program as a requisite of admission to their degree programs. A semantic, theoretical thematic approach to data analysis produced several themes of language-based discrimination at the university. Recommendations from the findings offer classroom and program suggestions for post-secondary English language teachers and administrators. The findings also offer broader implications for university-wide anti-discrimination interventions.

Title: Transition to Academia Through an Onboarding Program: Feasibility and Relative Mastery Outcomes.

Author(s): Jennifer Rugletic Washko and Nancy Krusen

Abstract: The purpose of the study was to examine the feasibility of an onboarding program as a process of transforming practitioner to educator, as well as to evaluate program outcomes. Health professionals are typically educated to serve as practitioners rather than teachers, moving to education from clinical practice. While some commonalities exist between clinical practice and teaching, most practitioners have limited experience with the diversity of roles and responsibilities, productivity expectations, socialization, and successful assimilation into higher education (Falzarano & Zipp, 2012). Onboarding is critical to an individual for personal and professional transformation, and critical to an organization for recruitment and retention, efficient integration into best practices, and interpersonal engagement (Graybill et al., 2013 Lee, 2017). Presenters and participants will engage in a dialog of best practices in the transition to educator. The Occupational Adaptation model of practice describes a process through which a person adapts to occupational challenges stemming from internal desires and external demands for mastery (Schkade & Schultz, 1992 Schultz & Schkade, 1992). Having a sense of relative mastery is necessary for persons to adapt to daily life challenges.

George-Pascal and Krusen (2018) designed the Relative Mastery Scale as an instrument by which an individual may assess their perception of effectiveness, efficiency, and satisfaction to self and others. George-Pascal, Krusen, and Fan (2021) evaluated the psychometric properties of the instrument, finding it to be valid and reliable. Researchers examined retrospective data within an onboard educational program at a private university. Evaluating feasibility supports a larger study to consider its usefulness in the transition for new faculty. Evaluation also showed statistically significant change ($p < .05$) in a self-reported effectiveness, efficiency, and satisfaction as measured by the Relative Mastery Scale (RMS).

Title: Transitioning Teaching About Teaching Online: Exploring Perceptions and Attitudes of Students.

Author(s): Jill McSweeney-Flaherty* and Robyn Moore

Abstract: The shift online during the pandemic created a unique situation for our 12-week course on university teaching which was traditionally delivered in a face-to-face (F2F) environment, with online instruction and learning typically being a small sub-component of the course. In 2015, we conducted a SoTL project which asked students in the course about their confidence, competence, and attitudes toward online teaching and learning. While students understood the value and need for online teaching and learning, no student expressed the desire to teach in a fully online environment and many emphasized that nothing could replace F2F teaching. Building on this work, we explored these same concepts but in two fully online iterations and during a unique period of time when the students were simultaneously taking the majority of their courses in an online environment. The goal was to determine to what extent providing future faculty with a fully online learning experience which models best practices for teaching online impacted their awareness, confidence, and preparedness towards their own online teaching, and how exploring pedagogy that relates to the new and emerging themes/tensions related to teaching and learning online and during a pandemic shifted perspectives on their future practice. Students in the Winter 2021 and 2022 iterations ($n=58$) were asked to complete an online survey at the beginning and end of the course. The survey explored the awareness, confidence, and attitudes in teaching and learning online and included questions that asked students about their thoughts on how the pandemic and the shift to online impacted their own perceptions of teaching and learning. In this session, we will share the findings of the surveys and offer our own reflections on how the pandemic shifted our own conceptualization of how we can teach about teaching during a pandemic...

Title: Trauma-Informed Pedagogy: An Evidence-Based Framework for Supporting Student Success and Achievement.

Author(s): Jason Lynch and Krista Wojdak

Abstract: Since March 2020, conversations related to equity, inclusion, and trauma-informed practices have taken on a heightened significance. The impacts of the Covid-19 pandemic as well as much social and civic unrest have resulted in a collective traumatic experience with wide-ranging impacts. While the effects of chronic stress, anxiety, and exposure to traumatic events have been documented in clinical research, and have begun to make their way into the K-12 settings, there is a paucity of literature addressing the effects of trauma on post-secondary learners. Given the lack of literature in this area, little guidance exists for post-secondary educators who wish to implement strategies that support learning through a trauma-informed lens. This study was aimed at addressing the gap in the trauma-informed pedagogy literature by identifying strategies and approaches that facilitate student success. Our trauma-inclusive pedagogy framework based on data collected through a student survey in which data related to exposure to traumatic experiences, and perceptions of instructional strategies that influenced academic success were collected. Focused interviews and document analysis are augmenting the quantitative in order to provide a more robust understanding of course design and facilitation approaches that helped support learners. Based on this data, which employed a grounded theory approach, we provide recommendations for leveraging an inclusive approach to teaching that centers and supports the effects of chronic stress and trauma on learners. This study aims to expand the narrative related to inclusive teaching strategies by providing an evidence-based framework focused on supporting emotional regulation, connected relationships, and learner centered pedagogies through the development of safe, transparent, and predictable learning environments that are aligned with findings from the neuroscientific (Perry, 2006), and clinical literature (Infographic, 2020).

Title: Trust is Earned: Transforming Teaching and Curricular Practices by Developing Relationship-Rich Education.

Author(s): Peter Felten, Claire Hamshire, Kathryn Sutherland, Mimi Benjamin, Rachel Forsyth, and Swee Kit Alan Soong

Abstract: Social connectedness and the gradual building of relationships with both peers and academic staff are important to foster a sense of belonging throughout higher education (Harvey et al., 2006). The transformative potential of relationship-rich educational experiences is well documented (Felten & Lambert, 2020) and institutions that aim to gradually build both academic and social relationships will enhance students' sense of belonging and facilitate success.

Trust is a key part of effective classroom relationships and is developed as students begin to believe in teachers' competence, integrity, and benevolence, in the sense of having students' best interests in mind (Chew & Cerbin, 2021; Simon & Pleschov, 2021). Institutions can build positive relationships with new students and 'bend the odds' towards student success and academic engagement (Yorke & Longden, 2008). Establishing a sense of belonging can be more difficult where students and staff do not share common characteristics at the beginning of the course building trust requires active strategies on the part of the institution and teachers (Cavanagh et al., 2018). Learning is both a social and spatial experience and successful relationships are crucial to the learning process (Bilham et al. 2019). Understanding the relational and liminal spaces of learning communities is therefore essential to enhance students' sense of belonging across both physical and virtual learning spaces. As part of an international seminar series, including colleagues at six institutions across five countries, staff and student perspectives on identifying and building student-student and staff-student trust and the impact on students' learning experiences have been explored. Using the voices of staff and students, this paper will discuss some common classroom trust-building moves and consider their impact on the development of a sense of belonging and success in the diverse modern classroom.

Title: Understanding and Enacting Academic Integrity Through the Scholarship of Teaching and Learning (SoTL).

Author(s): Melanie Hamilton and Sarah Eaton

Abstract: Academic integrity (AI) research is often presented through the lens of policy or student conduct, but it is also about teaching, learning, and assessment (see Adam, 2016, Morris, 2016). SoTL is inherently interdisciplinary (Miller-Young & Yeo, 2015), as is academic integrity. In this session, we explore how SoTL offers theoretical and methodological foundations for academic integrity research. Eaton and Kenney (2022) point out that faculty who engage in academic integrity work often do so 'off the side of one's desk' (p. 587) As a result, this work will 'continue to be marginalized or dismissed as administrative work' (p. 587). We propose that academic integrity and SoTL scholars can naturally synergize their energies to engage in projects that will integrate AI into work that is both evidenced-based and scholarly. We draw from the 4M model, which was catalyzed by SoTL scholars such as Nicola Simmons Gary Poole, and Jennifer Friberg, among others. The 4M model draws from systems theory to provide a framework to examine complex teaching and learning issues through micro (individual), meso (departmental), macro (institutional), and mega (societal or broader community) lenses. Using these lenses, we demonstrate how AI can be incorporated into SoTL projects at various levels.

We highlight one example of how a SOTL project at a western Canadian college examined how to support faculty with academic integrity (Hamilton & Wolsky, 2022). We use this example as a starting point to engage participants in generative dialogue about how to engage in academic integrity work through SoTL.

Title: Universal Design for Learning as a SoTL Catalyst for Disciplinary Understanding and Inclusive Pedagogical Practice

Author(s): Marian McCarthy

Abstract: Our objective in this paper is to show how UDL has impacted the curriculum design and innovative practice of faculty across a range of disciplines to enhance student learning. UDL pedagogy provides a framework for new ways of teaching and of researching student learning. At its best, it yields innovative, confident, goal-directed teachers who are focused on maximizing student opportunities for learning and on the infinite possibilities of developing disciplinary understanding. At our institution, we have tracked the professional development of faculty using a course portfolio methodology (Hutchings, 1998 Cerbin, 1998) in the second year of an accredited programme in teaching and learning in higher education. We invite faculty to focus on one course they are teaching and challenge them to make it more inclusive and student friendly, using UDL and Teaching for Understanding (TfU) (Wiske, 1998 Gardner, 1999) approaches. The course portfolio method requires staff to critique their course from the perspective of its Design, its Enactment (teaching), and its results (student learning). These provide the key learning goals for faculty in inviting them to critique, innovate and develop their practice for the benefit of student learning and the advancement of SoTL. We have examined several of these portfolios systematically over recent years and have found that UDL is indeed a catalyst for inclusive and diverse learning across the disciplines. By engaging with TfU and UDL principles, faculty learn to name the parts of SoTL and develop a language and grammar that puts student learning and its documentation at the centre. Principles of diversity and inclusion must inform curriculum design and be intentional from the start if we are to impact student learning and advance SoTL. UDL provides us with a bottom up, a transformational approach that is informed by the compelling evidence of neuroscience.

Title: Universal Design for Learning in Action: What does it look like for Educators?

Author(s): Laura Lee

Abstract: A number of recommendations, policies, and strategies have been launched within Ireland, the EU, and globally to promote access and participation within further and higher education, both in the context of targeting traditionally 'disadvantaged' groups and developing sustainable economies through skills development. As such, the diversification of the student

population has continued to grow in the last number of decades across the globe, and this can also be seen within University College Cork (UCC). UCC continues to promote and support access and participation to students from all backgrounds, cultures, and abilities, including mature students, students from low socioeconomic backgrounds, students with disabilities, and international students. Universal Design for Learning (UDL) is an educational framework based on research in the learning sciences, including cognitive neuroscience, that guides the development of flexible curricula to accommodate a diverse cohort of students. UDL is a throughline of much of the work of the Centre for the Integration of Research, Teaching and Learning (CIRTL) at UCC. Since 2018, CIRTL and the Disability Support Service have facilitated a Digital Badge in UDL for UCC staff who support student learning. The badge introduces participants to the concept of UDL and invites them to review and update their Teaching and Learning practices. This paper will outline the impact of the UDL badge on teaching, learning, and assessment practices at UCC through the sharing of case studies. The case studies demonstrate the impact of curriculum reflection when using the prism of UDL and its guidelines. The presentation will also document the creation and launch of a targeted professional development offering for staff on the topic of inclusive assessment, a direct offshoot of the UDL Digital Badge.

Title: Using Community of Practice to Inform SoTL Transformation and Growth: Five University Instructors' Reflections.

Author(s): Anita Chaudhuri, Bridget Trainor, Jing Li, Saeed Sabzian, and Sherry Breshears

Abstract: We are a group of five instructors who, between 2020 and 2022, created a community of practice (CoP Tierney et al, 2020 Wenger, 1998) as a space to support, mentor and collaborate with one another to address educational disruptions during the COVID-19 pandemic. In this presentation, we reflect on what Williams et al. (2013) recognize as 'sustained and sustainable engagement' (p. 50) in the 'micro' to 'mesosocial' level that influenced our teaching and our ability to support student learning at a time of crisis. Our aim is to extend current application and potential of this CoP to inform macro-level decision making in SoTL practice. We begin by asking 1) how we have developed as educators through our participation in the CoP, and 2) how this community has provided a space for growth and support as we navigate remote teaching and the unpredictable transition back to in-person teaching. Our method of investigation is informed by duoethnography (Norris, 2008), a qualitative method used to 'study how two or more individuals give similar and different meanings to a common phenomenon' (p. 3). Drawing on our shared experiences in regular bi-weekly instructional meetings, and teaching materials we collectively created and shared in an online course space, we look back on how we collaborated to adapt to the challenges presented by the pandemic, such as shifting unexpectedly to remote teaching, accommodating the needs of diverse students who were undergoing their own challenges, and protecting our own mental well-being.

We find that the CoP that evolved out of the pandemic became an enduring component of our teaching practices. As agents of change, we consider the learning transformations that we will carry forward to new situations.

Title: Using Video Reflections to Improve Students' Engagement, Critical Reflection, and Composition Skills.

Author(s): Alice de Koning, Anjali Choudhary, John McArdle, and Maya Saggar

Abstract: Thoughtful, critical reflection on learning experiences is a high-impact educational practice. Written reflections typically offer a framing prompt, and ask students to write a response. Instead, we asked students to compose short, low-stakes video reflections, using their smartphones. These video reflections served two additional purposes: First, they provided a 'known' medium for responding to course reflection prompts, reducing barriers for students with writing apprehension, and allowing for a different type of reflective experience. Second, the responses' holistic nature allowed faculty to interact differently with each student's work, as students who typically might not participate in a classroom discussion, or would produce a weaker written reflection, had greater voice and agency in this medium. Further, being able to 'see' the students in a different light, as verbal and nonverbal cues augmented the text of their recordings, resulted in deeper connections. As instructors, we also found ourselves drawn to critically reflect on the experience. Students also developed a group digital story project. Once again, the visual format of the assignment provided students with the opportunity to compose much differently than they would with a typical group paper. This method is not without challenges. Providing explicit norms and instructions as to format, structure, and length for the reflections is essential. Viewing and providing feedback on video reflections takes time. And, reflections are much more authentic, and therefore more powerful, when grading criteria are simple and flexible, as a rigid rubric results in a submission crafted for the grade, rather than for the reflective experience. Reflections and assignments in visual formats increase student participation, improve levels of course engagement, and positively impact composition skills. Video assignment formats also allow for more meaningful connection with students, particularly in online courses, where meaning-making is often harder.

Title: Using Virtual Actor Simulations to Train in Equity, Diversity & Inclusion.

Author(s): Anita Abraham

Abstract: At this moment in time, it has become crucial to offer accessible and meaningful EDI training to students as they prepare for their experiential learning opportunities. Students are increasingly finding themselves in situations in their experiential learning opportunities where they may not know how to respond, or don't know what their rights are as a student in a workplace environment. Working with our live actor simulation team at Ryerson University, we created a series of modules to offer pre-placement training to students in areas of EDI including anti-Black racism, anti-Indigenous racism, and sexual violence. These modules allow for safe and iterative ways for students to watch simulations, choose their responses, see how they play out, and access relevant content based on their decisions. We have taken a pedagogical approach that has historically been live, and adapted it virtually to serve as an introduction to what can be utilized in the classroom before students head out into the real world. The tool was also created in response to the needs of an evolving labour market that requires our students and new graduates to be ready to be part of a diverse workforce and serves the intersectional needs of an inclusive community. The resource takes the opportunity to advance Kolb's experiential learning cycle by encouraging learners to engage in more than generating ideas and self-understanding but move towards 'link [ing] individual goals and social purposes' (Seaman, Brown & Quay, 2017). The approach to infuse EDI as part of the preparation and instruction of experiential learning is the site for transformative action, described as 'the difference between education as the practice of freedom and education that merely strives to reinforce domination' (hooks, 1994, pg. 4). This paper presentation will share learnings of this project, outcomes thus far and hopeful next steps.

Title: Well-Being in Learning Environments: An Institutional Inquiry

Author(s): Sheri Fabian, Alisa Stanton, Lehoa Mak, and Nathan Roberson

Abstract: The Scholarship of Teaching and Learning helps transform teaching and learning through institutional and culture shifts in higher education by leadership commitments, rewards and recognitions, and integrated networks (Kenny et al., 2016). Faculty and institutional change occur when faculty are empowered through communities of practice and embrace vulnerability and growth (Henry et al., 2021). At Simon Fraser University (SFU), we designed the 'Exploring Well-being in Learning Environments' seminar and grant program to recognize and support interdisciplinary collaboration, and to increase practices that foster well-being for students and faculty as a part of teaching and learning inquiry. Well-being is a key predictor of learning and student success influenced by the role of faculty instruction (Harward, 2016 Stanton et al., 2016).

In this pilot, launched in fall 2019, SFU Health Promotion and the Institute for the Study of Teaching and Learning in the Disciplines brought together a cohort of 8 instructors representing over 14 courses and 1000 students. Initial results highlight the importance of diverse approaches to teaching and the value of integrating well-being to transform teaching and learning culture. At the institutional level, cross-unit collaboration was successful and positive, and staff valued the practice of empathy and connection as a part of the work. Faculty stressed that interdisciplinary collaborations were the best part of the program, reported meaningful learning about the links between well-being and students' experience of learning, increased instructor confidence, improved teaching practices, and increased willingness to adapt evaluative practices to support student success. The covid-19 pandemic interrupted projects, and further highlighted the importance of well-being in teaching and learning. This study affirms the possibilities and benefits of holistic inquiry by expanding the notion of 'students as partner' (Bonney, 2018) and centring relationships and human connection to break and transform traditional boundaries of teaching and learning using well-being approaches.

Title: What Do Students Say Would Get Them to Adopt More Effective Methods of Studying? A Replication and Extension.

Author(s): Trent Maurer

Abstract: This session will share the results of two semesters of a mixed-methods intervention to shape student study strategies for learning success in an introductory course. Existing SoTL research has documented that study strategies like practice testing and spaced practice (called 'successive relearning' when used together), though less frequently used by students, are correlated with higher course grades even after controlling for student GPA (Brown-Kramer, 2021). However, interventions designed to change student study behaviors typically do not enhance student learning outcomes (McCabe et al., 2021), often because student study behaviors do not change as a result of the interventions (Maurer & Shipp, 2021). Multiple prior investigations have identified time management as a major barrier to using spaced practice and successive relearning (Biwer et al., 2020 Dunlosky & O'Brien, 2020), but significant numbers of students identify other barriers even when given explicit instruction in how to use successive relearning and time to make a spaced study schedule (Maurer & Shipp, 2021). For this investigation, students were asked about their study behaviors for the first exam after the exam, then the course instructor provided students with information about the research on the effectiveness of the successive relearning study strategy, conducted an in-class demonstration of the successive relearning strategy, and explained how students could apply the successive relearning strategy to their study plan for the second exam. After the second exam, students were asked about their study behaviors for that exam.

Students were also asked before the intervention what an instructor could do to convince them to try a new study strategy, and again after the intervention whether or not they adopted the successive relearning strategy to study for the second exam and why. Reflections on the research process from the undergraduate student co-inquirer and the faculty instructor included.

Title: Who Can Do SoTL?: An Ethical and Consultative Research Initiative for Amplified Experiential Learning.

Author(s): Jessica O'Connell, Kara Loy, and Lisa Stowe

Abstract: Some significant challenges to SoTL projects may include spaces and hierarchies between and across campus units, priorities, and people. To address these challenges, we triangulated efforts in significant conversations, ethical and inclusive engagement, and consultation to understand student perspectives in access to and inclusion within experiential learning opportunities. We describe the significant relational groundwork, a resulting dynamic and co-created survey tool, and enriching results of data collection within the research project. Importantly, a formal project team consisting of staff, academics, and numerous student staff and volunteers was situated to develop the inquiry and to articulate and override systemic and highly-fraught biases. Consultation and engagement of staff, academics and students was intentionally embedded through ideation, creation and distribution stages of the project to reinforce a cross-campus depth of engagement. What we found is a rich and nuanced portrayal of students' perspectives on access and inclusion to experiential learning processes and programming. Throughout setting up this work and in exploring the results, we examine the worthwhile roles and investments of the campus social conveners, connectors and amplifiers in the academy. Results are indicative of a common understanding widely shared by differing campus groups and audiences. In fact, students are highly attuned to the issues and benefits. Yet, students' concerns focussed on the dearth of meaningful and inclusive communication, and exclusion from decision-making affecting their options. Ultimately, access and equity in experiential learning (EL) programming can be improved through amplified consultation and enhanced communication.

Title: Work Integrated Learning Experiences at College Through Riipen.

Author(s): Nancy Barajas and Natalie Barfuss

Abstract: As of January 2021, one of Alberta's leading educational goals is providing an education that provides the necessary skills, knowledge, and competencies to succeed in the workplace while maintaining high responsiveness to labour market needs (Alberta Advanced Education, 2021). The shift towards College and Career Readiness (CCR) will require academic institutions in the province to focus on three main areas: academic knowledge, technical skills and employability skills (Lester & Costley, 2010). From the strategic documents of the college 'a key component of quality instruction at Lethbridge College is the hands-on experience offered through Work-Integrated Learning (WIL) opportunities' (Lethbridge College, 2019). This SoTL project focused on reviewing a work integrated learning (WIL) initiative at the meso level (Simmons, 2020). Starting in Spring 2020, faculty have been participating in a pilot review of Riipen, a platform designed to match students/courses with business projects. To date, five academic programs at the college have incorporated aspects of Riipen in courses ranging from English to Marketing with varying degrees of use from full-course projects and internships to optional case studies. We assessed the outcome of this pilot to inform future application by interviewing participating faculty. Results shown that using Riipen can help faculty work toward goals of work-integrated learning. The outcome of class projects and practicum experiences developed using Riipen can be a win-win for students and businesses: students can have a valuable work experience, and the businesses receive cost-effective, unique and innovative ideas. Study results also indicate that Riipen can be a convenient platform to facilitate these WIL projects when course objectives align with the business objectives. However, some departments and courses more easily align than others. Finding a good fit is crucial. This presentation will offer ideas for best practice, including how Riipen can provide alternatives that enhance Universal Design for Learning.

Poster Presentation Abstracts

Title: A Syilx Okanagan Situated Indigenous Academic Writing and Pedagogy Guide.

Author(s): Emily Comeau, Jordan Stouck, Kalli Van Stone, Kerrie Charnley, and Tania Willard

Abstract: We present a case study of the processes involved in the action-based creation of a Syilx Okanagan situated university writing guide and discuss how the teaching of university writing might be indigenized, what that means and what the implications are for the Scholarship of Teaching and Learning. This advances SoTL research in documenting the use of Indigenous community-based methodologies to develop a culturally relevant learning resource. The project is grounded in a recognition of how Indigenous Knowledges (IK) and Land ethics embedded in Indigenous languages and modes inform Indigenous style (Kirkness, Archibald, Armstrong, Smith, OCAP, McCracken and Hogan Younging), and this also answers recent calls for linguistic justice within composition studies (Horner et al.). Through a Syilx advisory, our project situates itself in Syilx contexts, Knowledges, values, and ways of knowing, stemming from mutually reciprocal ethics in regard for, and in relationship with Land. Stage one of this project, presented in the poster, began with a comprehensive environmental scan, assessed student needs through focus groups, and is currently documenting the process of constructing the guide stage two will repeat these steps post-publication. Students from the Syilx nation are involved at all stages of constructing the guide, which will appear on a digital OER platform raising questions regarding the sharing of Indigenous Knowledges (IK). In the high-speed proliferation of digitalization, attention, guidance, and care are needed in navigating the nuanced, layered ethics for working with, citing, and sharing Indigenous Knowledges in the scholarship of teaching and learning and beyond.

Title: Active Learning and Accessible, Inclusive Strategies in Online Teaching Open Educational Resources (OERs).

Author(s): Hayley Orndorf, Krista Wojdak, Marie Ramirez, and Michelle Smith

Abstract: The use of Open Educational Resources (OERs) has taken on increased attention since the shift to remote learning in March 2020. Supporting the development of curricular materials that integrate evidence-based instructional practices is critical to ensuring high quality online teaching and learning experiences. We will provide an overview of how the project has supported faculty developing OER lessons that were contributed to the CourseSource peer reviewed journal. The Online4Bio team provides faculty development through Faculty Mentoring Networks that include instructional design activities and integrating the Universal Design for Learning framework (CAST, 2018). We have also evaluated the active learning and UDL strategies that have been applied to lessons and resources.

The evaluation aim of this project has addressed the types of strategies and their frequency that are being implemented in online lessons to assess current practice, and in order to inform future professional development. All online lessons and resources that were submitted up to March 2022 (n=20), which included labs, asynchronous and synchronous lessons, and resources, were analyzed using an active learning framework rubric and the UDL Observation Measurement Tool. Based on the analysis of these OERs, we found that the most utilized active learning strategy is formative assessments, and the most commonly applied UDL principle is Recruiting Interest. These findings suggest that instructors are developing lessons that are aimed at optimizing engagement and providing opportunities for 'low stakes' assessments. However, while most OERs employ some form of UDL strategies, few show intentional use of the strategies, emphasizing the need to purposefully design for learner variability. This study is poised to provide substantive recommendations to DBER, SoTL, and the wider online teaching and learning literature by providing evidence-based approaches aimed at developing high quality OERs that leverage active and inclusive learning

Title: All for One, One for All!

Author(s): Kathy Bradley

Abstract: The current post pandemic world challenges higher educational institutions to re-examine their position within society, demanding innovative pedagogical action in unknown worlds. A cry of 'all for one-one for all' will bring the legendary musketeers to mind as they pursue equality and justice in their kingdom, but this cry can ensure a cohesive approach to student engagement. Ireland's Higher Education Policy has been pursuing an all for one mission for many years through the development of channels that will broaden participation, encouraging students from non-traditional sectors to engage with third level education (Hennessy, 2015 Cassells, 2016). The National Strategy for Higher Education 2030 points to the success of these policy developments, noting emerging needs and encouraging 'new structures that better reflect the diverse learning requirements of our students, both those who enter after the Leaving Certificate, and those who enter later' (Hunt, 2017). The 2016 Cassells Report focuses on mainstreaming as a tool that will deepen student engagement leading to stronger learning outcomes. Mainstreaming in its truest sense encourages programmes that are developed at grass roots for certain cohorts of students to become part of the fibre of the university landscape, for the benefit of all. The Skills Centre, UCC has grown from the mainstreaming of best practice in the access area. A coherent staff/faculty/student team was established to ensure powerful academic engagement with study strategies, writing workshops and the provision of space for students to learn which impacted on student success and retention.

The success of the Centre stems from a convergence of coaching methodologies, kindness and SOTL practices, continuous inquiry from the student community, closing the feedback loop and instigating change based on the learning each year. Reimagining pedagogical innovation in the post pandemic era can be found in the convergence of coaching principles and the pedagogy of kindness.

Title: Arts-Based Approaches to Unlock Thinking and Prompt Reflection.

Author(s): Catherine O'Mahony, James Cronin, Maia Thomas, and Marian McCarthy

Abstract: The inclusion of arts-based approaches in teaching and learning can be inclusive of a broader range of learners. Art is a non-verbal form of communication and arts-based approaches can integrate embodied emotion thereby combining thoughts and feelings (Segal-Engelchin et al, 2019). When used in teaching this can create a reflective space where students self-define their experience and decide how to represent it. The interpretative level is increased again when the students are encouraged to explain their image. The art-work represented in this poster reflects the various scholars and ideas that have shaped the scholarship of a particular SoTL scholar in Ireland, namely Dr Marian McCarthy. This artwork was commissioned by Dr James Cronin, University College Cork, to mark her retirement as Vice President for Learning and Teaching at University College Cork and was created by artist Maia Thomas. The poster provides a starting point for viewers to consider their own SoTL journeys. They are invited to enter this reflective space to sketch their own SoTL tree and to write a short interpretative statement about their drawing. This poster will include an overview of other professional development workshops for staff (Thomas and O'Mahony, 2020) focussed on integrating arts-based approaches in teaching and learning. These workshops include a graphic jam to unlock participants' visual libraries, prompt participants to identify visual metaphors to make complex ideas more understandable and to consider how to marry visual and verbal information to design impactful teaching (Clark and Paivio, 1991) and lessen the cognitive load for students (Sweller, 1998).

Title: Assigned Participant Roles in Asynchronous Online Discussion: Impact on Engagement, Connectedness, and Critical Thinking.

Author(s): Pamela Terrell

Abstract: Graduate students in a speech-language pathology course were placed in eight randomly assigned groups of four and participated in a weekly asynchronous online discussion in the summer of 2020. The discussion occurred within a reading circle framework in which the students rotated through one of four roles each week: discussion leader (facilitated the discussion), passage master (shared key passages from reading), creative connector (connected reading to content from other sources), devil's advocate (presented perspectives in contrast to the reading). The threaded discussions were analyzed according to the Garrison, Anderson, and Archer (2000) Model of Critical Thinking and Practical Inquiry. This model was created for analyzing online discussion and was divided into three key areas: social presence (creating classroom community), cognitive presence (engaging in higher-level thinking and application), and teaching presence (structuring the discussion to create a community of inquiry). Analysis results indicated rich discussion which included connections to other coursework, synthesis and application of the readings, and the apparent creation of a safe, open community of learners. The cohesive online community was noted through responses that included frequent uses of personal names, inclusive group pronouns, salutations, complimenting group members, use of humor, and self-disclosure. The primary manifestations of cognitive domains were describing the readings, adding to points, providing opinions, connecting ideas, defending a position, and suggesting application. Students frequently responded more than the required number of times and most responses were lengthy and complex. Students connected what they were learning in this course to other coursework (including undergraduate), clinical experiences, and personal experiences. These results can impact pedagogy and enable instructors to evaluate the value of this discussion format while engaging in an asynchronous discussion, as well as the application of reading circles to synchronous and/or F2F discussions.

Title: At the Intersections of SoTL.

Author(s): Lisa Allen and Ramin Shadmehr

Abstract: In 2020, the Interdisciplinary Special Projects (IDSP) Pilot began as a collaborative partnership between the Digital Design and Development (D3), Full Stack Web Development (FSWD) and the Communication Department (with the prefix IDSP). This pilot project has served as a model for interdisciplinary collaboration between programs at British Columbia Institute of Technology. In the fall of 2021, we conducted primary research through survey and focus group methods. The purpose of this research was to explore learners' perceptions of collaboration through interdisciplinary teaching and learning.

Researchers split the D3 students into two groups: one that worked only with peers from their program (the control group) and the other group that participated in the IDSP Pilot (the experiment group). The findings from this research study provide evidence of the effectiveness of the IDSP Pilot project between D3, FSWD, and COMM/IDSP. In particular, the findings from both the survey and focus groups validate the interdisciplinary model. Moreover, the interdisciplinary model gives students the opportunity to learn how to work in teams together. The findings from this research study verify the value that interdisciplinary brings to the program since students want to learn how to work effectively within a team environment.

Title: Building Competencies Through Live Projects: A Review of a Final-Year Undergraduate Capstone Consulting Project.

Author(s): Esther Afoley Laryea and Sena Agbodjah Agyepong

Abstract: In the past, the traditional teaching method has played its role in imparting knowledge and skills that have led to the incredible transformations we see today. However, the world is constantly changing, and if it can address present needs, education must also change in response. The 'global megatrends such as the rising role of technology, climate change, demographic shifts, urbanizations, and the globalization of value chain are changing the demands of works and skill demands' (World Bank, 2022). To tackle these challenges, quality and relevant education that provides comprehensive cognitive, technical, socio-emotional, and digital skills is required (World Bank, 2022). The skill sets required to remedy these complex problems are beyond what traditional education offers. The didactic lecture method encourages rote learning, reduces student confidence, and discourages participation and reflection (Banning, 2005). Live projects provide opportunities for students to engage with a real-world problem and develop their problem-solving skills and have been found to be more effective in preparing learners to tackle real-world problems (Culpin & Scott, 2001 Simkins, 2011). Despite its effectiveness, project-based learning has not gained much popularity in Africa. Additionally, though a few studies have investigated the effectiveness of live project learning, hardly has any been based on the African context. It is important to understand how live projects as pedagogical tools fare and are used within the unique African context. Therefore, this study will fill the gap by providing evidence for the African context and creating awareness of project-based learning in Africa. The objectives of the study are as follows: * To investigate the impact of live projects on student competencies in business education * To investigate factors that impact student learning outcomes Data for the study will be collected through surveys and focus group discussions with students from a final year undergraduate capstone consulting project.

Title: Code-Switching as a Teaching and Learning Strategy: Perceptions of University-Level Foreign Language Learners in Ghana.

Author(s): Ekuia Mensimah Thompson Kwaffo

Abstract: The ongoing debate on code-switching in the domain of Foreign Language Acquisition (FLA) is still a relevant one to be considered. While some authorities propose that interactions between learners and instructors in the FLA class be carried out only in the target language, other opinions favour a careful blend of both the target language and source language. This study focuses on university students' perceptions of code switching between English as the source language and French as the target language in the teaching and instruction of the latter. Ghana, a multilingual country in West Africa, adopted English as its official language during the colonial era. French was later introduced to promote regional and global integration, and also, improve her trade relations in the West-African subregion, given that Ghana is situated among a good number of francophone countries. French has since then been the second most widely-taught foreign language in the country (after English). It is therefore not uncommon to find elements of code-switching present in the French as a Foreign Language (FFL) classroom. Frameworks for teaching and learning FFL in Ghana however prefer that the language of instruction and interaction be limited to the target language only (Soku & Azanku, 2015). To investigate the opinions of university-level students of FFL, open and close ended questionnaires were administered to beginner level FFL students in a private university in Ghana. Of 36 filled questionnaires, 34 students felt their academic needs were met when the language of instruction and interaction alternated between French and English. 29 students admitted to losing focus easily in the FFL class in instances where the medium of interaction was limited to French alone. Generally, students attested to better retention of concepts and lexical items in the target language, where there was a good blend of both languages in FFL classes.

Title: Community Building within Community-Based Research: Mentoring and Training Beyond the Undergraduate Research Experience.

Author(s): Alana Firedancer, Brianna Cherenkoff, Danielle Lamb, Desiree Marshall-Peer, Liz MacDonald, Sheilina John, Ty Baskin, Sofia Terbasket-Funmaker

Abstract: Community-building, mentoring, and training hold transformative learning experiences that orient towards individual/collective agency, growth, inward and outward reflection, and well-being. Located in the traditional, ancestral, and unceded territory of the Syilx people, the research assistants, with their mentors, will share their insights and experiences with community-based research, and the role of belonging to a community of scholar practitioners-an educator identity in the Okanagan School of Education understood as lifelong students of learning. Working alongside each other, learning with, from, and through each other, the emphasis of the year one SSHRC-funded project Honouring Indigenous Connections to Culture, Land, and the Relational Self will emphasize the important role of fostering community and trust-building. Working on assigned tasks with an understanding of how these relate to and support the community partners' missions and the project's overarching goal, research assistants will share how they are investing in habits, practices, and ways of being that embody curricular Indigenization. Research assistants will also highlight the significance of a peer community as a way to promote social inclusion and create a space to connect, share ideas, and engage in scholarly research. The shared journey of mentor-mentee will be emphasized as not only an opportunity to foster professional development, future employability, career building, and support students looking ahead to graduate school but also an opportunity to grow in our shared understanding of community-based research. The increased subject knowledge and core competencies and skills the research assistants develop will prepare them to continue in scholarly research or transfer their expertise into related fields, such as K-12 education, administration, curriculum development, facilitation, knowledge mobilization/dissemination, and project management well beyond their undergraduate experience.

Title: Critical Educational Developers: Employing a Typology of Critical Pedagogies to Reconceptualize Course Design.

Author(s): Janel Seeley Sharon Ultsch

Abstract: For educational developers (EDs) to become change agents pursuing social justice in higher education, we must deploy the guiding principles of critical pedagogy in our work with faculty and our institutions. This poster session seeks to foster a dialogue of what it means to be a 'Critical Educational Developer' (CED), and we hope to engage participants in challenging our own normative practices as (EDs). As EDs we can affect change by helping instructors expand their capacity to reconceptualize their curricula through a critical lens.

We will present a tool (typology) designed to engage CEDs in deploying a critical praxis that serves to dismantle the syllabus as a decolonial project. Our conceptual framework and typology of critical pedagogy, as presented in this poster, is the foundation for CEDs to disrupt fixities and homogenous assumptions within the curricula that reproduce an imperial narrative supported by higher education's colonialization of knowledge. If we are interested in transformative change in higher education, we argue that EDs need to become CEDs who can help faculty reconceptualize their course to reveal the assumptions, attitudes, values, and beliefs that shape the teaching of a course. The praxis of a CED raises critical questions that interrogate the syllabus and colonial project by challenging a faculty member's dominant beliefs, social habits, and normative practices in the classroom that sustain social inequities. Becoming a CED is not a neutral stance a CED praxis challenges EDs to see their role as a catalyst for exposing inequities. Our CED typology is one tool to help educational developers who want to be activists and change agents, and we hope our poster will open a dialogue and critically engage with participants as we seek to reconceptualize the role of EDs more broadly.

Title: Critical Reflection of the Teaching Self: Transformative Ways of Knowing.

Author(s): Nicholle Schuelke

Abstract: Reflection is considered an essential aspect of professional practice in many fields. This session shares an instructor's pedagogical practices related to prompting, tools, course assignment activities, and feedback noted in a variety of student reflection artifacts to isolate the reflective stance, the impact on professional practice, and the levels of reflection. The focus of this on-going research is on the nature of critical reflection in the preparation of pre-service teachers. It attempts to understand how students perceive the nature of reflection on their ways of knowing and on their development of a professional identity. This can guide instructors in the pedagogical choices that are made surrounding goal-setting, self-awareness, post-teaching reflective activities. Student teachers commonly report both anxiety and excitement about the process of learning to teach during residency. A key aspect for teacher candidates is feeling 'whole' or 'ready.' This self-efficacy is achieved through reflection of knowledge, skills, and awareness of self. Ultimately, it impacts a sense of self as teacher. A qualitative examination of teaching reflections, teaching evaluation comments, and self-assessment tools revealed the ways of knowing and its impact in the transformation of the teaching self. SoTL researchers acknowledge of complex definitions related to critical reflection and the potential variance within professions, disciplines, and contexts. This initial work seeks to identify the foundational premises related to ways of knowing as a structural start for collaborative ventures for future cross-disciplinary explorations. Further, the work seeks to identify curricular practices that support student learning and the varied ways of knowing (and reflecting) that shape professional transformation.

Presentation Type: Poster Presentation

Title: Does a Longitudinal Faculty Development Program Impact Clinical Educators' Teaching Behavior?: A Mixed Methods Study.

Author(s): Amy Hall

Abstract: Due to a paucity of centralized faculty development efforts at the University's Health Science Center, the Teaching Excellence Institute (TEI) was created to provide an opportunity for faculty to enhance their knowledge of pedagogy and teaching skills. The TEI is comprised of 5 cohort-based tracks focused on specific topics related to teaching and learning with one specifically for clinical educators. This poster highlights the mixed methods research that investigated the effectiveness of the Clinical Educator TEI on improving teaching behaviors as self-reported by faculty. Research on the impact of faculty development programs on improving teaching behaviors is robust. However, much is conducted through a quantitative lens supporting the need for qualitative or mixed methods research. Implemented since Fall 2020, the Clinical Educator TEI is a 9-month longitudinal faculty development program open to all health science faculty allowing for inclusivity and interdisciplinary collaboration. The program includes monthly one-hour sessions via Zoom and post-session activities, e.g., discussion posts, reflections, readings, or written assignments. Topics covered during the monthly sessions include life as a clinical educator faculty panel, life as a student panel, characteristics of effective clinical educators, challenges to teaching in the clinical setting, setting learner expectations, effective feedback, case-based learning, and questioning as a teaching tool. At the end of the program, all participants complete a culminating activity that focuses on an individual improvement plan. Participants complete pre- and post-surveys that focus on their preparedness to teach and confidence levels in teaching skills and a follow-up survey to explore changes in teaching behavior. Pre- and post-survey results indicate improvements in faculty preparedness to teach and confidence levels with teaching and giving effective feedback. Faculty also report that changes in teaching behavior stem directly from participating in the program. Results suggest participating in longitudinal faculty development programs can positively transform teaching behaviors.

Title: Evaluating the Professional Transformation from a Doctoral Capstone Experience.

Author(s): Amy Mattila and Elizabeth Deluliis

Abstract: Experiential learning is a crucial component of many allied health professional programs. In occupational therapy literature, the most well documented transformations for students occur through experiential learning, particularly during placements where self-regulation and role-emerging practice are emphasized (Clarke, Martin, & Sadlo, 2014 Lyons & Ziviani, 1995 Santalucia & Johnson, 2010).

In entry-level occupational therapy doctoral (OTD) curricula, a 14-week doctoral capstone experience (DCE) is the core experiential learning opportunity for the final year of studies. The transformative learning model provides a valuable theoretical framework for the DCE, in guiding how each student interprets the meaning of their experience (Mezirow, 2000). Faculty in allied health programs can benefit from using transformative learning as a theoretical framework for fieldwork and clinical education experiences. The DCE is an in-depth, mentored yet student-driven (or learner-centered) experience, which occurs after the completion of traditional clinical rotations. The expectation of the DCE require that the students possess both a strong personal and professional identity, which often challenges much of what they have previously experienced in clinical rotations. All of these changes and advancing requirements often predispose students to face a disorienting dilemma as they prepare for their capstone experience. The purpose of this study was to measure the personal and professional transformation of occupational therapy students following a doctoral capstone experience. This study utilized a qualitative approach to understand the lived experience of the OTD student while completing a DCE. The researchers completed a qualitative analysis of pre- and post-DCE semi-structured interviews, as well as reflective journals. The interviews and journal entries were analyzed through open descriptive coding of the hardcopy documents by three researchers. Themes were generated from data after analysis of all artifacts and indicated clear personal and professional transformation as a result of the experience.

Title: Faculty Institute of Teaching (FIT): Impact of an Institutional Faculty Program on Teaching.

Author(s): Cynthia Korpan

Abstract: Programs aimed at providing instructors with instruction about learning-centred teaching are common features of learning and teaching units. The impact of those programs is not as common. In particular, how instructors are using the elements of learning-centred teaching in practice. This poster highlights how instructors put theory into practice. Over the past five years, data has been collected from participants in the Faculty Institute of Teaching (FIT) program. FIT is based on empirically supported principles of learning and teaching (Ambrose, Bridges, DiPietro, Lovett, and Norman, 2010 Svinicki and McKeachie, 2011), and is focused on issues about which faculty want instruction and support (Britnell et al., 2010 Evers et al., 2009). The overarching question of this research is: How does participation in FIT assist instructors to develop a constructively aligned course, practice learning-centred teaching, and maintain a community of practice? Through teaching observations, content analysis of teaching materials, and interviews, aspects related to learning-centred teaching were thematically categorized. This poster will share the analysis and provide program suggestions based on these findings.

Title: Financial Support and Dissemination Opportunities for SoTL: Whom Do We Reach and What Hurdles are Encountered?

Author(s): Irma Meijerman, Manon Kluijtmans, and Rik Vangangelt

Abstract: Like many institutions, Utrecht University encourages and supports academic teachers to engage in SoTL, by focussing on SoTL community building, incentives and recognition [1]. In 2019 an annual institutional SoTL conference and grant scheme were established. This study intends to gain insights in who applies for these new opportunities and which hurdles they encounter, aiming to improve support for applicants. We analysed 103 submissions by applicants, as well as approval and rejection arguments by the assessment committees. Data concerned the abstracts of four annual conferences and two years of grant applications. Submissions came from 76 different academics 32 of the 103 (31%) were rejected and 71 (69%) accepted. Most rejections were based on an insufficient scholarly approach: the research question, method and/or design were unsatisfactory, not justified, or not aligned. That scholarship proves challenging for lecturers is not surprising since it differs from their teaching expertise [2] and its research epistemology and methods are often different from research in their discipline [3]. Not all submissions were feasible or met the goals, which can be explained by ambiguous perceptions of SoTL [4]. Therefore, as part of the support efforts, the aim and scope of both the conference and grants - and what SoTL entails in general - should be clearly and repeatedly explained. Since scholarly elements form the backbone of acceptance for grants or conference presentations, defects are foundational and lead to rejection rather than revisions. However, this risks a discouraging effect: we found that many once rejected submitters, do not resubmit. Therefore, in an early stage, prior to future submissions, teachers need access to training resources and individual support for scholarly activities. This concerns research designs and its alignment with the teaching context, and use of literature [5].

Title: Flexible Assessment: Tts Impact on Sustainable Learning, Contribution to the Higher Education. Teacher's Perspective.

Author(s): Viktoriya Zipper

Abstract: Flexible assessment is proposed as one of the possible ways to bridge the current changes in higher education from teacher-centred to learner-oriented pedagogy (Wanner et al 2015). From a teacher's perspective, teaching and the teacher's role are still relevant when applying flexible learning, as mentioned by Casey and Wilson (2005, p. 8), and in order to encourage cooperative and collaborative learning (Gillies, Ashman, & Terwel, 2008 Millis, 2010). Further research from the teaching perspective is required with regard to ways of implementation for flexible assessment, course design, the defined role of the teacher, flexibility skills of teachers (Wanner et al, 2015).

New flexible assessment methods have not sufficiently been researched, thus several authors have reached out for more student ownership and flexibility in the assessment process (Boud and Falchikov 2006 Nicol and MacFarlane-Dick 2006 Taras 2002). Their papers call for more studies, especially of qualitative nature, about flexible assessment criteria, feedback, and implementation of future assessment methods. Furthermore, the use of flexibility in assessment formats supports core values of institutions for higher education, such as transparency, accessibility, and autonomy. Similarly, research aspects have been called for by the literature in these fields. The study suggests conducting interviews with staff and teachers for further insights into the advantages and disadvantages of this approach, as well as considering practical implementation. Literature on new assessment methods is therefore lacking good practice guidelines for implementing flexible assessment choice formats in order to successfully change the current examination process (Irwin & Ppleshone, 2012). * RQ1: How flexible assessment, as a student-led pedagogical approach, is used and perceived by university teachers, and whether/ how in particular it can contribute to sustainable learning? * RQ2: What are the advantages and disadvantages, limitations, consequences of the use of flexible assessment in higher education from the teacher's point of view?

Title: Framing Professional Development for Engineering Teaching Assistants.

Author(s): Jeannine Kuemmerle and Richard Aleong

Abstract: Graduate teaching assistantships provide opportunities for graduate student professional development and career growth. At the same time, teaching assistantships provide a source of funding support for students to pursue their graduate studies. As such, teaching assistants (TAs) hold dual roles as learners and as employees in higher education institutions. To support teaching assistants in both of their roles, institutions may provide general TA training sessions and workshops, certificate of teaching and learning programs, and mentorship services. However, these support mechanisms may be designed as TA training for specific and/or limited duties in a TA role, or may be too general for TAs to see applications and meaning in their unique disciplinary contexts. This poster session will present a work in progress to explore teaching assistant development aimed at targeted support in an engineering context. Professional development for engineering teaching assistants offers many opportunities to build capacity for engineering education research, provide scaffolded support for teaching in engineering, and to develop graduate student's communication and disciplinary expertise. Broadly, as a scholarship of teaching and learning project, this work aims to highlight the disciplinary contextual factors that may shape the implementation and development of graduate TAs in their personal and professional growth. This work relates to the ISSOTL conference theme to explore multiple perspectives of how graduate students may experience professional development and how targeted supports may be developed to support them at all stages along their graduate studies and career.

Specifically, this poster explores the question: What perspectives are important to consider for formulating a vision for professional development of teaching assistants across multiple disciplinary contexts?

Title: From Scholarly Teacher to SOTL Researcher: An Inclusive Professional Development Model for Health Science Faculty.

Author(s): Amy Hall, Devin Scott, and Kelly Jo Fulkerson-dikuaa

Abstract: Health Science faculty respond at higher rates to opportunities for professional development around SoTL research than other opportunities presented by our Teaching and Learning Center. This poster examines faculty motivations for completing a variety of synchronous and asynchronous SOTL initiatives, including campus-wide writing groups, webinar presentations, and an 18-month, SoTL Institute. The Writing Group ran for 14-days asynchronously with the aim of helping a small group of faculty prioritize writing and develop a SoTL topic. The webinars broadcast campus-wide served as an introduction to SoTL and provided guided materials for developing a SoTL project. The 18-month synchronous institute brings together an interdisciplinary community of faculty to complete a SoTL project and submit an article for publication. Initial observations of these initiatives indicate that Health Science faculty, broadly trained as clinicians, desire to expand their skills as researchers, gain publications, and refine their teaching practices. This poster details these approaches for teaching and learning centers in Health Science Centers and other higher education institutions to respond to calls for more professional development around publication in pre-professional academic fields. These programs were designed using tenets of inclusive pedagogy, including flexibility, community-building, accessibility, and a climate centered on valuing diverse perspectives. Additionally, a central goal of the SoTL initiatives has been to build inter and multi-disciplinary collaborations across faculty primarily siloed within their respective disciplines. This poster offers preliminary estimations of the ways in which infusing inclusive pedagogy and interdisciplinarity into SoTL initiatives improve faculty retention, spurs active faculty participation, and leads to publication.

Title: Guidelines for Success in Forming and Maintaining a SoTL Community of Practice: A South African Perspective.

Author(s): Alretha du Plessis, Christo Bisschoff, Cornelia Schreck, and Samantha Kahts-Kramer

Abstract: Scholarship of Teaching and Learning (SoTL) is an emerging and growing research focus area for the School of Human Movement Sciences (HMS) at the North-West University (NWU), South Africa. Literature indicates that academics who have an interest in SoTL can benefit from forming a community of practice (CoP).

With limited to no collaboration within HMS focused on SoTL, as a group of novices SoTL researchers, we formed a CoP to provide us with opportunities to develop our SoTL within our various fields of study. Our CoP consists of six lecturers from various fields of study within HMS, both genders as well as different campuses of the university, representing the diversity of the NWU. This paper aims to deliberate and explain how we formed and maintained our HMS CoP, even when faced with the many barriers to SoTL. Ultimately aiming in optimising on the mechanisms in place that support SoTL within the NWU. Embodying a participatory action learning and action research theoretical framework guided our interactions.,? Our dialogue was recorded, transcribed, and analysed thematically, and co-coded by an independent researcher. Findings indicated that as a group, we realised the importance of the role of a CoP in developing our SoTL and teaching practices. Therefore, provided are our guidelines and strategies for a CoP aiming to create new research cultural norms within HMS. This poster presentation aims further to invite the international communities to provide their stories of change and how they formed and maintained a CoP, focused on SoTL.

Title: How to Promote Inclusive and Accessible Practices using UBC's Curriculum Map.

Author(s): Janine Hirtz, Laura Prada, Anita Chaudhuri, and Bowen Hui

Abstract: In this poster session, we showcase UBC's Curriculum MAP as an open-source platform that can facilitate course planning, which draws one's attention to inclusive teaching and learning practices. Curriculum MAP promotes inclusivity and accessibility by drawing the attention of course and program developers to consider UBC's strategic priorities such as, "thriving communities" (UBC, Strategy 3) and "inclusive excellence" (UBC, Strategy 4) when planning for teaching and learning goals and outcomes statements. The ease with which one can build and collaborate using the tool is a distinct feature that supports user experience and encourages conversations amongst colleagues. The poster will present sample course and program level mapping to demonstrate how the platform can facilitate "ideation, creation and evaluation" of learning outcomes, instructional strategies, and assessment methods that contribute towards reflexive and scholarly practice. Curriculum MAP offers a distinct way to visualize not just the course components but also build a narrative on quality assurance that can aid departmental review of course effectiveness and systematic as well as accessible learning opportunities. By developing opportunities to represent curriculum maps in multiple modes – textual and visual, the tool can support conversations on inclusive and community focused learning amongst institutional stakeholders.

Title: Innovations in Teaching: Using Simulation to Support Learning About Diversity, Equity and Inclusion.

Author(s): Audrey Zapletal, Joanne Baird, Maureen Hoppe, Prast Jean, and Tracy Van Oss*

Abstract: Simulation is a form of experiential learning that helps students apply knowledge, technical and communication skills in a safe environment allowing for adjustment to complex situations.¹ Teaching students to understand the principles of diversity, equity, and inclusion (DEI) is an essential skill for those who must provide culturally appropriate care to increasingly diverse populations.² While DEI principles are not new, educational programs have been challenged to address expanded DEI benchmarks with less emphasis on how to use new pedagogical approaches. This can result in defaulting to service-learning projects or experiences that rely on exposure to 'non-majority others'-often in less advantaged situations-to teach DEI principles, frequently implicitly reinforcing a privileged right of access and contributing to systemic racism associated with higher education.² This method of teaching DEI has other limitations, as often these situations exclusively focus on racial/ethnic diversity without inclusion of other marginalized populations.² Simulation allows students to engage with sensitive topics while developing skills, receiving feedback, and reflecting upon their learning, and has been used to teach cultural awareness, understanding, communication and confidence, yet this teaching technique is not regularly used with DEI learning.³ Simulation exposes students to representatives of diverse client groups and integrates equity and inclusion through scenarios that mimic real world challenges. Research demonstrates that faculty and students agree that the top areas of need are how to integrate DEI into simulations, identifying debriefing topics related to DEI, increasing the diverse population representation in simulations both in frequency and prominence.⁴ As the need for effective DEI training grows, it must be acknowledged that there are significant barriers to advancement in this area, including lack of knowledge.⁵ This presentation includes actionable evidence-based strategies for the simulation briefing, scenario, and debriefing, as well as diverse simulation modalities and application for interprofessional education.

Title: Investigating Course Policies as Creating the Conditions for Learning.

Author(s): Michèle Shuster and Rebecca Campbell

Abstract: This project addresses how gateway course (i.e., lower division, known negative impact on student success) policies may transform student learning as course policies are important to class climate and create conditions for learning. Examples include policies for grading, absences, participation, and communication. Using content analysis, this poster highlights the policies that faculty identified as part of course redesigns. Relevant SoTL literature will be incorporated, understanding that literature about how faculty choose policies and believe they 'work' (Hutchings, 2000) to foster learning is scant.

Faculty teams used collaborative decision making to select policies affecting an entire course line within the institutional context of what policies were available and what was politically acceptable (Hutchings & Huber, 2005). Several public aspects are noted sharing student outcome data across course sections, faculty, and years, and faculty team reports shared with the redesign initiative. The analysis of the course redesign plans demonstrated a range of policies. Most indicated utilization of a pre-requisite while others detailed grading, attendance, textbooks, add/drop, and reducing class sizes. There was evidence of disciplinary ways of knowing as STEM courses were more likely to include knowledge pre-requisites (e.g., math) and non-STEM courses were more likely to identify skill pre-requisites (e.g., writing). This SoTL project affects courses at a level not typically researched. Here, the course redesign was to affect all sections of the course, regardless of faculty. This is different than individual faculty examining only their own practices. Thus, this investigation contributes to inclusive learning environments for all students, across all sections of a course. Gateway courses and their negative impact on student success are being redesigned to address equity gaps. Examining faculty course redesign plans is a newer area of SoTL that creates promise for understanding how faculty interact around teaching within disciplinary and departmental settings.

Title: Is This the Real Life? Is This Just Fantasy? Preparing Students for Clinical Practice Through Authentic Assessment.

Author(s): Chandler Pelfrey, Kara Wunderlich, and Stephanie Kincaid DePriest

Abstract: In many clinical pre-professional graduate programs, assessment of knowledge relies heavily on traditional assessment methods (e.g., written examinations, papers) however, these forms of assessment share very few commonalities with evaluation and measures of success in the professional clinical environment. Instead, practitioners are often required to respond to questions from supervisees or clients extemporaneously and must use problem-solving strategies to apply their knowledge in complex ways. This research evaluates graduate student performance on traditional assessments versus authentic assessments (Gulikers et al., 2004) for case studies and oral quizzes. In Study 1, students in behavioral psychology were asked to respond orally (via video recording) to short questions that they may encounter during practice, ranging from definitions of terminology to how they would explain the purpose of a specific procedure to a patient. These responses were compared to responses on a written quiz with identical questions. In Study 2, students participated in a custom, computerized scenario-based learning assignment. Students practiced making clinical decisions on a behavioral assessment for each of eight different fictional patients. As decisions were made, the computerized program provided additional information, from which students chose to either continue the assessment, change to a different assessment, or conclude assessment. In both studies, the accuracy of student responses as well as student confidence and preference were evaluated.

Title: Journal Club- an Innovative Teaching Practice to Foster Peer Connection and Enhance Information Literacy Skills.

Author(s): Hanneke Croxen, Jody Nelson, and Lisa McKendrick Calder

Abstract: Information literacy (IL) encompasses essential abilities for higher education learners but studies often demonstrate that these IL skills are lacking and need further development. Traditional methods of addressing this need center around librarian led IL sessions. While these sessions are useful, they often lack the time to develop critical reading practice, a challenging skill for students. Within our context of nursing this is a common challenge, one study found that 40% of 2nd year nursing students have difficulty reading journal articles (Chaudoir et al., 2016). In an attempt to address learner needs an educator and librarian teamed up. Journal clubs, used in practice settings to maintain currency and promote evidence based practice (EBP) behavior (Wilson et al., 2015), have been used successfully in other health education contexts. Instead of the traditional librarian led IL sessions a first year course was redesigned to utilize a guided journal club approach with an aim of enhancing specifically in relation to the ability to read and interpret journal literature. For this journal club activities took place over 8 weeks, alternating guided activities with brief IL lessons, and culminating in a group journal club assignment. A mixed method design was employed to better understand the impact of this strategy. A survey was used to measure the impact of journal club on student IL self-efficacy, as measured through the validated Information Literacy Self-Efficacy Scale (ILSES) (Kurbanoglu et al., 2006). Focus groups were held and transcripts analyzed utilizing a content analysis. Overall findings support journal club as an effective modality to enhance students self-efficacy in specific areas of IL. Additionally, other valuable outcomes of this strategy were discovered. At this poster, we will share journal club, including the activities, our findings and considerations for educators considering adopting a journal club.

Title: Learning Bioscience Through Movies.

Author(s): Humaira Jamshed and Jamshed Arslan

Abstract: Memories are encoded strongly when students are paying attention when the content is deeply engaging, and the information is meaningful. Problem-based learning using case studies in medical education has largely been effective in conceptualizing complex frameworks. A parallel pedagogy is needed for non-medical undergraduate programs, such as liberal arts colleges and K-12 schooling. Experiential learning through field trips efficiently complements active learning. The emergence of the pandemic, however, severely restricted field-based education. While society struggled to respond appropriately during this calamity, the subsequent generation of life science students became increasingly divorced from the natural environment.

Movie-based teaching offers a viable alternative to rescue students from this academic crisis. Edutainment, which integrates education and entertainment, is circumstantially an effective pedagogy keeping the learners focused, engaged and motivated. Film medium can be used to introduce, teach, apply and criticize a wide array of themes that fall under the broad umbrella of bioscience, or any science for that matter. With scientists and educationists now consciously assisting filmmakers, we have a niche worth exploring. Here, we would like to share our experience of designing and offering the first-ever full-semester course in Pakistan on 'Bioscience in Cinema'. This natural science elective teaches non-biology undergraduates at a liberal arts university about infections and immunity, translational biology, human and animal experimentation, ethics of gene editing, and the notoriously-ignored plant biology. Other courses around the globe have been using movies to teach biotechnology, gene editing, neuroscience, etc. The liaison of scientists, teachers, and filmmakers in the movie business can help students brainstorm better ways to increase scientific outreach and instill in them a transdisciplinary approach to critically appraising film media.

Title: Lessons Learned from Developing a Regional Cross-Institutional Community of Practice for SoTL Educational Developers.

Author(s): Laura Lukes and Sophia Abbot

Abstract: Cross-institutional collaboration efforts serving those that lead institution-wide SoTL support programs provide new opportunities to transform the teaching and learning environments across courses, disciplines, and institutions by increasing support capacity for instructors to engage in SoTL. At the local, institution-level, SoTL programming is typically managed by an individual/small staff (often through centers for teaching and learning) with limited or no program funding (Beach et al., 2016). Cross-institutionally offered SoTL programming for instructors or SoTL programming expertise knowledge exchanges have the potential to accelerate the advance of SoTL and adoption of evidence-based SoTL support models. Using a Community of Practice (CoP Lave and Wenger, 1991) model, SoTL educational developers from 6 institutions (USA) exchanged and leveraged their individual SoTL leadership knowledge to catalyze institution-specific SoTL efforts/programs, pilot cross-institutional faculty development programming, and produce SoTL program planning resources for others (e.g., SoTL Strategic Planning Worksheet, SoTL Program Support Model Taxonomy). While CoP models are commonly described in the literature for instructors engaged in SoTL projects/work (e.g., Bailey et al., 2021 Kim et al., 2021), less is known about CoP models for those that develop and manage SoTL support programs for instructors. We work to fill this gap and present the structure of our CoP model, providing a case study demonstrating how a cross-institutional community of practice for educational developers can be operationalized.

We will share insights from our experience and project evaluation data (meeting notes, participant surveys, focus group interviews) to inform others looking to build similar cross-institutional partnerships, professional development support for SoTL program leaders, or SoTL programming for instructors. Attendees will leave with strategies to initiate, develop or implement their own cross-institutional effort to support SoTL and transform the SoTL culture at their institution.

Title: Let's Talk About Undergraduate Science Literacy. A Mixed-Methods study of Science Knowledge, Attitudes, and Engagement.

Author(s): Nick Strzalkowski

Abstract: Poster objective: This poster will present findings from a mixed-methods investigation of undergraduate science literacy. The poster will offer an opportunity to discuss the role of higher education in advancing science literacy and to share pedagogical strategies. Background: Science literacy is necessary for the full participation in democratic and cultural discourse, and to make informed personal and economic decisions on scientific issues [1]. Undergraduate education is the most effective way to enhance science literacy [2], while often being the last occasion students receive science training. Despite the accepted benefits of science literacy, little is known about current student science and pseudoscience attitudes, engagement, and beliefs. Research objective and approach: The objective of the current project was to explore the relationship between undergraduate student science literacy, and their engagement with science activities and beliefs in pseudoscience topics. To date, 310 undergraduates completed a science literacy questionnaire and 20 participated in follow up interviews. Student program (science vs. non-science) and level of study (first vs. fourth year), as well as gender were primary groups of interest. Findings: The questionnaire revealed science majors to have greater foundational knowledge than non-science majors ($P=0.0063$), men scored higher than women ($P=0.0089$), and no differences were found between first- and fourth-year students ($P=0.3937$). Fourth year students assessed their own level of science literacy higher than first year students ($P=0.0001$). Interviews revealed that students with a greater understanding of scientific process were less likely to believe in pseudoscientific topics. Significance: Science curriculums need to take a thoughtful approach to promote practical, cultural, and civic elements of science literacy [3]. Findings indicate gender and program differences in undergraduate students' science literacy despite no differences across level of study. This work highlights gaps in science literacy education that should be addressed and investigated further.

Title: Peer Mentors in the Cell biology Classroom: Bridging Barriers.

Author(s): Mayi Arcellana-Panlilio, Michelle Alayev, and Said Hussein

Abstract: We present preliminary findings on a SoTL project that explores the impact of integrating peer mentors on teaching and learning in an undergraduate cell and molecular biology course. While a thematic analysis of student reflections identified areas where that impact was felt from the student perspective, the involvement of the peer mentors as co-researchers, in the creation of the prompts and the analyses of student responses, made an impact on the peer mentors themselves. To support student learning, peer mentors play an important role of bridging communication barriers between students and teaching staff. The peer mentors in this study had taken the course in the previous year and were familiar not only with the course content, but also with its academic and social context. Since the mentors did not participate in the assessment of student work, students could feel comfortable seeking advice or airing thoughts and concerns. The peer mentors prepared anonymized summaries of weekly reflections written by the students in response to prompts that ask students to comment on present or recent assignments and activities, and at various points during the semester, to consider their views on competency, autonomy, collaboration, and connectedness. These reflections revealed students' perspectives, while identifying challenges and concerns students faced week-to-week. At weekly meetings, the research team (course instructor and peer mentors) discussed these summaries, prompts for the following week, and courses of action to address questions or concerns raised. At the end of the term, the reflections were collated, stripped of identifying information, and analyzed for recurring themes. The results demonstrate the need to provide informal avenues for students to engage and collaborate with their teaching staff on matters that extend beyond mastery of course content. This study has been approved by the Research Ethics Board at the University of Calgary (REB20-1985).

Title: Scholars Abroad: Results from a National Survey of Undergraduate Research in Global Contexts.

Author(s): Laura Cruz and Maureen Vandermaas-Peeler

Abstract: As a teaching and learning practice, undergraduate research in a global context is defined as 'the process of undergraduate students engaging in an intellectual, critical inquiry, guided by mentorship, that situates their cultural epistemology within a host culture different from their own' (Patch & Berends, 2020). The practice calls upon students to integrate the spirit of inquiry-guided learning with cultural and epistemological humility. The intention for these programs is to reap the benefits of two forms of high-impact practice, undergraduate research and diversity/global learning, both with significant bodies of evidence demonstrating their efficacy.

Next generation scholarship has focused on assessing the effectiveness of less-intensive variations of the classic HIPs, such as short-term study abroad or course-based undergraduate research, as these modalities support greater access and inclusion. Comparatively less scholarly attention has been paid to more-intensive variations, especially programs that combine multiple HIPs, such as service learning and first-year seminars, or, in this case, mentored undergraduate research and global learning. This session presents the results of a national level, survey-based study, sponsored by the [organizations omitted for blind review]. Institutional representatives, ranging from professional staff to faculty, were asked to identify and describe programs in which U.S. undergraduate students conduct research projects in global (domestic and international) contexts (n = 148). The survey responses reflect a range of student and faculty participants, persistent institutional challenges related to access and inclusivity, among others, and multiple opportunities for future research and development. Based on these responses, we will describe an emerging set of best practices for mentoring students and faculty across the multiple facets of these transformative programs.

Title: SOTL Informed Scaling.

Author(s): Brennan Collins

Abstract: Georgia State University (GSU), is one of the largest and most diverse universities in the U.S. The Experiential, Project-based, Interdisciplinary Curriculum (EPIC) program at GSU is increasing the use of High Impact Practices (HIPs) at the institution and deliberately connecting those opportunities, particularly for first year students. Our initial 2019 EPIC cohort was relatively small (120 students) and used highly controlled Freshman Learning Communities (FLCs) to concentrate HIPs during their first semester. Courses were connected by themes, instructors were aware of what others in the FLC were teaching, and all students participated in faculty-led projects based on the Vertically Integrated Projects model. Early assessment data (at a macro level) showed significant gains in retention and GPA, particularly for first-generation students. These results have brought internal attention and resources to the program, along with pressure to significantly scale. Scaling the program has introduced issues with scheduling and faculty development. Further, some parts of the program are more easily scaled than others. As our interventions become less centralized and students experience different exposures to the program, we are using more targeted assessments to determine which interventions are most effective. Questions we face are: do our approaches to scaling the program water down the results and how can we use assessment of the program to both measure that as well as target the most important interventions?

Title: Staff Understanding of Inclusive Assessment.

Author(s): Laura Lee and Siobhan O'Neill*

Abstract: A widening of access and participation in higher education has increased steadily in recent decades and many institutions have created policies and activities to support and strengthen access. In light of this, it is necessary for us to ensure that learning and teaching practices reflect the diversity present in the classroom. This study is part of a larger suite of research activities, designed to inform the creation of a professional development offering for teaching staff on the topic of inclusive assessment. A survey was conducted with teaching staff in University College Cork (UCC) in September 2021. The survey was targeted at staff who specifically have assessment responsibilities. The aim of the survey was to explore: staff understanding of inclusive assessment, current inclusive assessment practices and barriers to implementing inclusive assessment. 116 teaching staff (12%) responded to the survey, this response rate is in line with rates from a recent Irish study on inclusive assessment (O'Neill & Padden, 2011). Findings highlight the level of understanding of inclusive assessment among staff in UCC and the barriers to implementing inclusive assessment. These barriers include resourcing issues, lack of time, and lack of examples. The findings also explore the impact COVID-19 has had on the introduction of inclusive assessment. Staff provided details of their current inclusive assessment practices and the feedback received from students, staff and external examiners. Respondents to the survey provided information on their preferred method of delivery of a staff professional development course on inclusive assessment, and whether workshops and mentorship would be useful and welcomed. The results have provided us with a rich insight into the inclusive assessment landscape and acts as a baseline to explore the development of a staff professional development course.

Title: Surviving Colonization and 'Epistemic Violence' in Neoliberal Higher Education: Reflections on Our Resistance and Claimi...

Author(s): Maimuna Khan and Yahya El-Lahib

Abstract: Contemporary higher education continues to be shaped by neoliberal ideologies and practices that commodify education and prioritize outcome-based learning environments. These realities create rigid power dynamics and institutional structures that limit creativity and restricts students and educators' abilities to create meaningful educational experiences. These dynamics and structures have significant impacts on student and educators in general, but the impacts on those from equity seeking groups have yet to be interrogated and examined. In this presentation, we reflect on our experience navigating such academic spaces and discuss the ways various forms of epistemic violence inflicted on us as we challenge and interrogate the colonial and neoliberal systems of higher education.

We also discuss our positionalities as a graduate student and supervisor, both from equity seeking groups, as we challenge dominant knowledge and perceptions that construct us as the 'Other' and interrogate the systems that delegitimize our knowledge and lived experiences in academia. In doing so, we offer a space of resistance that facilitates a dialogue to challenge dominant colonization of knowledge and epistemic violence. Following a transformative approach to teaching and utilizing principles of experiential pedagogies, we demonstrate how relationships of power within graduate studies are negotiated to support students' development as independent researchers and knowledge mobilizers within highly neoliberalized and institutionalized higher education systems.

Title: The Benefits of Student-Centric Multimodal Interactive Case Studies.

Author(s): Zoe Soon

Abstract: The conference themes of transformation, diversity, and inclusion are certainly fitting ones for 2022 and permeate our SoTL study of re-imagining case studies to become even more student-friendly, flexible, accessible, relevant, and engaging. Previous studies have shown that using student-centric interactive learning activities (e.g., writing, discussion, visual gallery stations, reflections, scavenger hunts, simulations, lab work, and community engagement) in addition to metacognitive strategies (Mutambuki et al. 2020) can help with increasing students' enjoyment, curiosity, cognitive processing, communication skills, critical thinking, motivation, confidence, and retention of new knowledge (Abykanova et al. 2016 Callary et al. 2018 Hyun et al. 2017). Additionally, it has been found, that extensive lesson planning and organization on behalf of the instructor is required for optimal success (Abykanova et al. 2016). Choosing to make case studies a learning tool for many courses, including Pathophysiology, is a natural fit, having been previously proven to be an effective means of acquiring higher order skills, providing insight into real-world applications, and improving test scores (Smee and Cooke 2018). In this study, we created and then evaluated the merits of interactive case studies that were not the traditional text-based format. Specifically, we designed multimodal case studies that incorporated active learning, metacognition, and other recommended learning activity elements from the literature: prior knowledge, structure, clarity, immediate feedback, individual accountability, logical flow, and all aspects of Universal Design, including accessibility and flexibility. The goal was to design student-centric case studies that were less text-heavy and potentially more engaging by embedding case studies with real-life pictures, video clips, animations, hands-on manipulatives, and interactive electronic components. In this presentation, I will briefly summarise current literature, as well as provide details of each case study's creation and analysis. The two courses in this study had 314 students enrolled.

Title: The Experiential Learning Map: A Storyboarding Tool for Instructors to Design Impactful Learning.

Author(s): Alice de Koning, Alison McReynolds, Anjali Choudhary, John McArdle, and Maya Sagar

Abstract: The ELM streamlines the development of experiential learning opportunities that can be implemented at the course, program, institutional, or cross-institutional levels. Using the ELM as a curriculum development tool designs high-quality learning experiences for students, grounded in current practices in both the experiential learning and curriculum disciplines. The Experiential Learning Map (ELM) is a visual tool to support the design process of learning experiences. The map outlines each major component that should be considered when designing an experiential learning opportunity and is laid out in a manner that allows for collaborative storyboarding of the experience with faculty, students, administration, and/or community or professional partners. The map considers all relevant stakeholders, including the participant, the instructor, and the environment, as well as the learning outcomes, learner motivations, and relevant course material. The poster presentation will highlight the theoretical underpinnings and practical application of each component of the ELM. Considerations for the components of the map were developed amongst a team of cross-disciplinary researchers, bringing together best practices and ensuring applicability across domains. The ELM bridges a planning gap in the curriculum development process and supports mindful and culturally sensitive engagement with diverse communities. Designing experiences that are respectful of students' backgrounds and community context provides richer learning experiences (Kolb, 1984). Effectively designing experiential pedagogies for learners with different cultural competencies and for the context of the place requires planning (Beames, et al., 2012). With experiential learning continuing to be a widely implemented pedagogy (Matthews, 2013), the ELM provides a method for integrating experiential components, such as campus and community partners, in courses and programs with already established disciplinary content and assessment requirements. The completed ELM's become an effective tool for mentoring/preparing future instructors of courses with experiential learning components.

Title: The future of SoTL in Human Movement Sciences: Where to from here?

Author(s): Alretha du Plessis, Cobus Oosthuizen, Cornelia Schreck, and Samantha Kahts-Kramer

Abstract: Scholarship of Teaching and Learning (SoTL) is an emerging focus within South Africa, with its first appearance being traced to the 2004 ISSoTL conference. Within Human Movement Sciences (HMS) at the North-West University (NWU), focusing on evidence-based teaching and learning practices is limited, with a gap in research presenting. To fill this gap, we (HMS lecturers at the NWU) formed a community of practice (CoP). The CoP consists of six lecturers from various fields of study within HMS, both genders as well as different campuses of the university, representing the diversity of the NWU. The Participatory action learning and action research (PALAR) study design guided our interactions. Our dialogue was recorded, transcribed, and analysed thematically, and co-coded by an independent researcher. Our discussions focused on the understanding of teaching and learning, SoTL in the South African context, as well as factors supporting and negating SoTL across fields of study and campuses. What the future of SoTL is within HMS was an important debate the CoP explored. Shared are the future directions of SoTL within HMS and as it pertains to our CoP. Deliberated is how our CoP is strategizing our: 1) emerging SoTL projects 2) individual and contextual research cultural shifts across campuses, with student, staff, and faculty, and with community partners and 3) policy considerations. This poster presentation aims to stimulate continuous dialogue about the future of SoTL (particularly in HMS) with the broader international community, possibly forming new internationally based CoP, focused on SoTL.

Title: The Lasting Impact of Diversity Curriculum Grants: Do They Promote Institutional Change?

Author(s): Gilpatrick Hornsby

Abstract: The concept of SoTL and curriculum development go hand in hand. It is true then that curriculum development grants are an extension of a SoTL connection. In many cases, faculty submitting grant applications are interacting with SoTL work to provide support for the project they are hoping to receive funding for. In turn, at the end of the grant period, many faculty are asked to reflect on the grant and how it impacted the learning environment or their instruction. While grants can range in their goals, there has been a growing number of programs that focus on infusing Diversity, Equity, and Inclusion into the curriculum. This intersection of DEI work and SoTL has the potential to positively impact the learning environment for all students and promote a more inclusive classroom. However, why should we stop looking at the impact after the grant period? Should not the grant's goal be that the positive impact outlasts the funds given to support it? This project aims to assess if those long-lasting impacts are present. This study will help researchers better understand this impact by examining end-of-period diversity curriculum grant reports against interviews with awardees years after the grant.

This poster session will present preliminary data on this project, although the hope is that these impacts will be infused into various areas and be the catalyst for institutional change.

Title: The Learning Design Intern Program: Situating Graduate Students as Partners During the COVID Pandemic.

Author(s): Ahlam Bavi, Cindy Bourne, Jacqueline Barnett-Fraser, Jeannine Kuemmerle, Sarin Pokhrel, and Tanya Forneris

Abstract: In March 2020 post-secondary education changed significantly. Despite many challenges, opportunities also arose. Engaging graduate students as partners in teaching and learning via a learning design program was one such opportunity. Learning Design Interns (LDIs) were provided foundational training and follow-up workshops throughout their work experience to further develop their skills. LDIs from multiple disciplines evolved into a collaborative multi-disciplinary team which was integrated with the Centre for Teaching and Learning as well as with numerous other campus projects. Surveys and interviews were conducted with the LDIs to understand their experience in working collaboratively with faculty and with one another. Results indicated the LDIs felt they benefited from working with peers from across the university. Their collaboration led them to consider innovative, multi-disciplinary (STEAM) approaches when combining technology, pedagogy, and assessment to adapt innovative practices from inside and outside their disciplines and to test and refine their design solutions among and between the LDI team members. Overall, this program fostered a collective reimagination of the graduate student role on campus both from their ability to partner in teaching and learning but also as a productive way to prepare graduate students as future academics. More importantly, bringing together a diverse group of graduate students with different life experiences as well as discipline expertise led to innovative collaboration with high quality output as well as significant breadth to the learning experience. Finally, by adopting a design-based research approach (Barab, 2006) which allows for ongoing contextual iteration, adaptation, and revision, the program also had the potential to serve as a possible framework on which to build future credentialed graduate professional programming.

Title: The Pedagogy Project: Effective Lecture Break Use Through Consolidation Pauses.

Author(s): Daryll Wilson

Abstract: Undoubtedly, the archetypal lecture (real or virtual) is one of the most common pedagogical tools currently in use around the world. In them, students are tasked with retaining as much information as possible. Whether students choose to achieve this task by listening or writing, there is a question of how well lectures are formatted to facilitate this process.

Very often, students receive breaks mid-lecture but research shows that these breaks can themselves be a distraction and, at best, do not contribute to learning. The project presented explores a viable solution to the problem of sub-optimized lectures by testing the efficacy of a 'consolidation pause' in increasing student learning, memory and subjective learning experience. During a consolidation pause, which would take place immediately before a scheduled lecture break, students take three to five minutes to engage in active learning by discussing the content with a partner and/or reviewing notes and information up to that point in the lecture. This simple process effectively reinforces their recollection and processing of the content while also allowing for a change in the pace of the learning from passive to active which in turn boosts engagement. Results from this project as well as its predecessors suggest that the consolidation pause is a tool that can improve learning outcomes for students with a diverse array of needs, at various levels of education and across multiple disciplines. Given their short duration and simplicity, consolidation pauses also represent a minimal intrusion on preexisting lecture structure and established teaching habits and, therefore, minimal cost. At ISSOTL22, we present this research for what it is-a new and improved way to lecture to the benefit of all stakeholders. We will describe what a consolidation pause is and why every lecture should incorporate them as supported by the research.

Title: The Teaching Portfolio as a Pathway for Engaging with SoTL.

Author(s): Cheryl Jeffs, K. Alix Hayden, and Shauna Rutherford

Abstract: This poster explores how the teaching portfolio intersects with the pathways to engagement in the scholarship of teaching and learning (SoTL) and attainment of the ideal state as a scholarly teacher, as described by Kreber (2002). Our work began by conducting a scoping review (Peters, et al. 2020) to investigate the broad question 'what is known about the teaching portfolio in higher education?' Documents were reviewed based on the categories of Past (history, definitions, terms), Purposes (tenure, promotion, awards), Processes (evaluation, assessment), and Practices (developing a portfolio). Part of our discovery (review still in process) was the realization how SoTL and scholarly teaching were connected to the portfolio. While our results are preliminary, we have explored Pelger & Larsson's (2018) claim that the act of developing a teaching Portfolio contributed to the action of SoTL. The requirement to develop a teaching portfolio where faculty reflect on their practice and document their teaching effectiveness can encourage some to further explore SoTL. This thinking aligns with Kreber's (2002) continuum of 'teaching excellence, teaching expertise, and the scholarship of teaching' (p. 7), whereby faculty intentionally move through various phases of their teaching career. Bernstein (2010) suggests that documenting many forms of teaching inquiry [in a portfolio] can be considered scholarly and not just formal SoTL research, which is often beyond the capacity or interest of faculty.

In common with these processes is the active development of a teaching portfolio, for various purposes, which includes a reflective document of teaching philosophy, experiences, strategies, impact, and future goals (Seldin et al. 2010). With this consideration it appears that the development of a teaching portfolio is a vehicle to move forward the goals for scholarly teaching and engaging in SoTL.

Title: To SoTL (or not) in Human Movement Sciences: A South African Perspective.

Author(s): Alretha du Plessis, Cornelia Schreck, and Samantha Kahts-Kramer

Abstract: Higher Education Institutes in the Global South are changing. As lecturers in Human Movement Sciences (HMS) in South Africa, we are part of the changes taking place. Some changes are viewed as pushing education into crises, others as aiding in the creation of a platform for a more transformative, inclusive, and equitable education system. To drive change within Higher Education on a national level, the South African Council of Higher Education has advocated for the Scholarship of Teaching and Learning (SoTL). Due to limited teaching and learning evidence-based practice existing in HMS in South Africa, we decided to start a community of practice (CoP). In so doing, our goals included stimulating SoTL research and supporting individual and departmental teaching and learning transformation. The CoP consists of six lecturers from various fields of study within HMS, both genders as well as different campuses of the university, representing the diversity of the North-West University. The Participatory action learning and action research (PALAR) study design guided our interactions. Our dialogue was recorded, transcribed, analysed thematically, and co-coded by an independent researcher. Our discussions focussed on the understanding of teaching and learning, SoTL in the South African context, as well as factors supporting and negating SoTL across fields of study and campuses. To SoTL (or not) became a linchpin of our critical dialogue during the relationship-building phase of our CoP. Shared in this poster is how we navigated our decision to include SoTL in our discipline-specific research. The results indicated that our HMS-based CoP aims to advocate for positive engagement in and acknowledgment of SoTL to improve teaching practices in South Africa.

Title: Transforming Post-Secondary Education with Local Indigenous Community-Engaged Learning.

Author(s): Jennifer Ross, Maria Dasios, Sherry Fukuzawa, and Veronica King-Jamieson

Abstract: Failure is a core component of the learning process, however, it is not often explicitly taught in undergraduate classrooms. Failure's important role in learning and its social and structural dynamics demand a broad, high-level accounting of how we might go about teaching learners to 'fail well,' while at the same time acknowledging the structural supports that are required. Learning through failure can take the form of desirable difficulties (Bjork, 2011), ill-structured problems (Jonassen, 1997), and reflective learning. In specific disciplines, it can look like productive failure in math instruction (Kapur, 2014), and revision assignments in language learning (Truscott, 2008). The Failure: Learning in Progress (FLiP) research project is an interdisciplinary examination of the role of failure in teaching and learning. Backed by studies demonstrating the pedagogical value of struggle and failure, post-secondary institutions have increasingly encouraged students to 'embrace risk' and learn from their mistakes. However, the stigma, stakes, and fear of failure often lead to students avoiding academic risk-taking as much as possible (Nunes, 2022). The FLiP project identifies methods of integrating productive failure into course designs while also developing instructional supports for successful implementation. This workshop invites participants to engage with FLiP team members as we model one of a 5-unit series of instructor-led classroom interventions developed to incorporate failure pedagogy and assessment into a range of courses. In small group discussions, participants will explore more deeply the pedagogical frameworks of failure and reflect on issues such as the role of failure in learning, perfectionism and procrastination, and the ways power and privilege shape experiences of failure. Together, workshop participants will learn how to empower not only their own teaching but also student learning through an approach that embraces, rather than forecloses, the messiness of learning in higher education.

Title: Transforming Teaching Practices Beyond Disciplines and Modality: A Spotlight on Online Blackboard Redesign.

Author(s): Mateo Sancho Cardiel and Nelson Nunez Rodriguez

Abstract: The legacy of transitioning to teach online due to the pandemic, and the subsequent return to in-person instruction, renovated teaching practices. This work shows the transformative journey of two very different courses, Sociology and Neurobiology, which includes the impact on teaching practices, student-engagement approach, scholarly purpose behind the transformation, and the legacy on an instructor's teaching style. The Sociology course changed from the in-person modality to a synchronous modality, and then returned to in-person again in spring 2022. The Neurobiology course was originally developed as an online course in spring 2021 but was changed to the in-person modality only one semester later.

Both faculty members intentionally conceived an enriched spring 2022 Blackboard platform incorporating effective tools that work for either online or in-person courses. The platform sections related to communication with students, course pace, weekly expectations, and course materials and assignments emerged as interoperable teaching tools that can work in either in-person or online modalities. These include comprehensive week-by-week planning with multimedia approach to content, a more effectively structured assignment submission process, and a visual design that is also be engaging for students taking the course in-person. This last tool also facilitates content review after in-person class sessions on such basic Sociology concepts as related symbolic interactionism (codes, symbols, and language) and functionalism. Regarding Neurobiology, the in-person course has a flexible Zoom meeting schedule between instructor and student groups to discuss the final project for the course outside of in-person sessions. Overall, these re-imagined Blackboard settings 1) interrogate instructors' long-standing in-person teaching identities as they found themselves enriching in-person courses with a new repertoire of online tools, 2) open flexible learning-opportunities to provide equitable access to low-income urban students, and 3) represent another opportunity to bring the pedagogical conversation back to the quality and integrity of teaching beyond modalities.

Title: University & Industry Partnerships: Student and Employer Perceptions About Employability Competencies

Author(s): Esther Laryea and Josephine Djan

Abstract: With increased globalization, mass participation in higher education (HE), and greater job insecurity, the advantages previously associated with HE, especially those related to employment have diminished drastically. Kumar (2007), as cited in R^mgens et al., 2020, puts this in context perfectly: HEIs now need to prepare students for jobs that do not exist, technologies that are yet to be invented and to solve problems that nobody has thought of. HEIs, therefore, have the arduous task of preparing its students for a volatile job market and employers who want job-ready graduates fresh out of college. But, in a globally competitive and technology-dominated economy, graduates are often underemployed, i.e., work several levels below their expected return on investment from their degrees (Clarke, 2017). Maintaining employment is now a major part of job security that all graduates, and as a result, HEIs must be concerned about. In other words, graduate employability is a major focus of many HEIs, with many having devoted career services offices to champion this cause. But no standard definition of employability exists. Different researchers have proposed competency frameworks to capture the meaning of employability using pertinent skills, as described by different employers spanning many industries. However, local contexts and geographical locations color the lens of employability competency frameworks in different regions and little to no studies have been conducted on competency frameworks in developing countries in Africa.

This study seeks to define a local employability competency framework for a private university in Ghana with global reach and validate the competency framework using student and employer perceptions. The Scholarship of Teaching and Learning (SoTL) is an emerging...
