



2013 Symposium on Scholarship of Teaching and Learning

November 7 - 9, 2013 • Banff, Alberta, Canada

**Institute for Scholarship of
Teaching and Learning**



MOUNT ROYAL
UNIVERSITY
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In case of emergency dial 0 from any hotel telephone

Welcome to the 2013 Symposium on Scholarship of Teaching and Learning

Dear Symposium Registrants, Guests and Friends,
Welcome to the 4th Annual Symposium on Scholarship of Teaching and Learning.

This gathering of teachers/scholars/practitioners is dedicated to developing research into student learning, sharing early data and useful methodologies, going public with compelling findings, and building a community of scholars in Western Canada and beyond.

After the Pre-symposium Workshops, we will kick off the Symposium with a keynote presentation by Nancy Chick, Assistant Director, Center for Teaching at Vanderbilt University, Nashville, Tennessee and founding co-editor (with fellow keynoter Gary Poole) of the new journal, *Teaching & Learning Inquiry*, the Journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL). Nancy will encourage us to take stock of the major achievements and contributions of the scholarship of teaching and learning (SoTL) movement in the past decade, and reflect on some of the “next frontiers” and challenges for SoTL going forward.

Friday’s keynote presenters, leaders in both Canadian and North American contexts, will provide us with their insights for building institutional and national infrastructure for the Scholarship of Teaching and Learning in Canada. Lynn Taylor is the Vice-Provost, (Teaching and Learning) at The University of Calgary and Gary Poole is Associate Director of the School of Population and Public Health in the Faculty of Medicine, and Senior Scholar, Centre for Health Education Scholarship at The University of British Columbia.

On Saturday, our third keynote presentation will feature our own Mount Royal University scholars Karen Manarin and April McGrath, who will discuss some of the ways in which engaging in the scholarship of teaching and learning has affected their own practice, and they promise to engage the audience in reflecting upon and sharing their experiences as well.

Our concurrent sessions on Friday and Saturday and our poster session on Friday evening feature work from individual scholars, research teams, institutional representatives and more, presenting work ranging from investigating innovative teaching practices, to approaches to conducting and facilitating SoTL, to curriculum and multi-institution program initiatives.

I would especially like to thank Jim Zimmer, Dean, Faculty of Teaching and Learning who was acting Director of Mount Royal’s Institute for Scholarship of Teaching and Learning at the time that the organization for this year’s conference began, and Anne Johnston, Administrative Coordinator for the Institute and the behind-the-scenes coordinator of this symposium. Thanks also to the team of MRU scholars who reviewed abstracts and provided valuable feedback, and to Heather Nelson who was instrumental in scheduling concurrent sessions.

I hope that you enjoy all aspects of the program and will come away with new ideas and inspiration for advancing teaching and scholarship in your classes, institutions and communities.

Sincerely,



Janice Miller-Young, Director

Institute for Scholarship of Teaching and Learning

The Institute for Scholarship of Teaching and Learning

A Nexus for Communication

Providing resources and coordinating initiatives locally, regionally, nationally, and beyond

A Community of Scholars

Advancing the body of knowledge about teaching and learning, whilst building a culture of inquiry

A Centre for Applied Research

Supporting inquiry leading to deeper understanding of, and improvement in, student learning



The Institute for Scholarship of Teaching and Learning is dedicated to understanding student learning and the teaching that leads to learning improvement, improving and enhancing the quality of the student learning experience through systematic scholarly inquiry, expanding critical awareness of and support for evidence-based pedagogical practices, facilitating collaboration between teaching and learning researchers, encouraging positive changes in and enhancement of the educational enterprise, and building a sustainable culture of inquiry committed to excellence in teaching, learning, and scholarship at Mount Royal University and beyond.

The Institute for Scholarship of Teaching and Learning

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Invited Keynote Speakers



Nancy Chick

Assistant Director, Center for Teaching, Affiliated Faculty, Department of English at Vanderbilt University, Nashville, Tennessee

Nancy joined Vanderbilt University in 2012, a year after being promoted to full professor. This transition reflects the trajectory of her career to integrate a scholarly focus on pedagogy. Her determination to blend her research and teaching interests began in graduate school, where she was selected as part of the program that resembles Vanderbilt's Graduate Teaching Fellows. There, she developed a curiosity about how students learn—or don't—what she loves about her own discipline (literary studies) and how to make that happen most effectively.

In the early 2000s, as a faculty member, her research shifted from multicultural American literature to literary pedagogy, inclusive and feminist pedagogies, and the scholarship of teaching and learning (SoTL). This work led her to co-edit and write the literary studies chapter in *Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* (Stylus, 2008) and *Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind* (Stylus, 2012). She has also published her SoTL work in various books and peer-reviewed journals. She is also the founding co-editor of *Teaching and Learning Inquiry*, the new journal of the International Society for the Scholarship of Teaching and Learning (ISSOTL).

At the Center for Teaching, she serves as liaison to many A&S departments and programs in the humanities, as well as to the Blair School of Music, the Divinity School, and the Women's Center. She teaches courses in Vanderbilt's English Department and its Women's and Gender Studies Program.

Invited Keynote Speakers



Lynn Taylor

Vice-Provost (Teaching and Learning) The University of Calgary

Before joining The University of Calgary in August of 2012 as the Vice-Provost (Teaching and Learning), Lynn Taylor was the Director of the Centre for Learning and Teaching at Dalhousie University. In her doctoral studies, she specialized in cognitive science theory and research methods, and in particular, in human problem solving – a course of study that prepared her well for a career in building teaching and learning capacity in universities. Lynn's practice and scholarship interests include: teaching and learning in higher education, academic development, the scholarship of teaching and learning, academic integrity and academic leadership. Lynn is active in the Society for Teaching and Learning in Higher Education (STLHE), completing terms as Vice-President (Scholarship of Teaching and Learning) and as Vice-Chair (Professional Development) of the STLHE Educational Developers' Caucus. She is also a founding member of the International Society for the Scholarship of Teaching and Learning, is a former co-editor and current Editorial Board Member of the *International Journal for Academic Development*, and serves on the editorial board of *Canadian Journal for the Scholarship of Teaching and Learning*, and the editorial review boards of the *International Journal for the Scholarship of Teaching and Learning* and *Transformative Dialogues*.



Gary Poole

Associate Director, School of Population and Public Health, Faculty of Medicine
Senior Scholar, Centre for Health Education Scholarship
The University of British Columbia

Gary Poole, is Associate Director of the School of Population and Public Health in the Faculty of Medicine, and Senior Scholar in the Centre for Health Education Scholarship at The University of British Columbia. He is past President of the Society for Teaching and Learning in Higher Education and of the International Society for the Scholarship of Teaching and Learning. He has been given Lifetime Achievement awards by both of these organizations. He has facilitated teaching related workshops and spoken at conferences in twelve countries. He is a 3M-National Teaching Fellow and the co-editor of *Teaching and Learning Inquiry*.

Invited Keynote Speakers



Karen Manarin

Associate Professor
Departments of English and General Education
Mount Royal University

Karen Manarin is an associate professor in the Departments of English and General Education at Mount Royal University. She came to Mount Royal in 1998 with a background in 19th century British poetry. In 2009, Karen was part of the inaugural group of Nexen Teaching and Learning Scholars; that project of metacognitive reading strategies was published in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition and Literature*. Karen has also worked with the Mount Royal Institute for Scholarship of Teaching and Learning as a facilitator and her current scholarship of teaching and learning inquiries include critical reading in general education and a scaffolded approach to undergraduate research.



April McGrath

Assistant Professor
Department of Psychology
Mount Royal University

April McGrath is an assistant professor in the Department of Psychology at Mount Royal University with a background in social psychology. Her work in the scholarship of teaching and learning (SoTL) focuses on communication, and communication breakdowns, between students and instructors about writing through the feedback and revision process. She also has an interest in developing practices to help students overcome statistics anxiety in order to improve their mastery of the topic. Recent work in this line of research has been completed with the support of the Nexen Scholars Program at Mount Royal University. Her SoTL articles have been published in the *Canadian Journal for the Scholarship of Teaching and Learning*, the *International Journal for the Scholarship of Teaching and Learning* and *Teaching of Psychology*.

Session Types, Times, and Logistics

Plenary Sessions — These occur in the Castle/Assiniboine Rooms, mezzanine level. Each day will begin and end with a brief session designed to keep one and all up to date on what is happening at the Symposium. Additionally, we are pleased to have five distinguished keynote speakers presenting at three plenary sessions, one each on Thursday, Friday, and Saturday. Keynote plenary sessions are sixty minutes with an additional thirty minutes available for questions and comments, and will hopefully be attended by all participants.

Concurrent Sessions — All concurrent sessions will occur Friday and Saturday in the Aspen, Birch, Cedar, Pine, Maple, and Willow Rooms on the main level. Each session is sixty minutes in length unless noted in the Program—this time will include questions and comments.

Presentation Themes — Presenters were asked to self-identify a presentation theme to help participants select which sessions to attend (some participants may wish to follow a particular theme throughout the Symposium). The themes identified are:

Completed teaching and learning research — going public with results of completed investigations, to expand the impact of compelling research results for other practitioners;

Early returns and initial findings of work in progress — opportunity for researchers who have completed data gathering and are in the process of analysis to receive constructive and critical feedback, to provide initial review and thoughtful support for ongoing research;

Calls for collaboration, triangulation, and development — sharing research questions in the hope of building connections with like-minded individuals, to expand scholarly capacity and the likelihood of more significant results;

Innovative approaches to data gathering and analysis — focused on method and/or methodology, to provide insight and exposure for other practitioners;

Meta-level studies and contributions to future scholarship — sharing questions, data, or circumstances beyond the scope of single-course-based research but contributing to future scholarship of teaching and learning, a wider view of data use and collaboration;

Institutional/Program support and development — featuring work that fosters and supports teaching and learning scholarship, to expand our community and share innovations, insights, or information.

Poster Session — Although posters will be available for viewing throughout the Symposium the formal poster session will begin Friday at 7:00 pm in the Castle/Assiniboine Rooms. Poster presenters will be available to discuss their work, and there will be a Reception at that time.

Technical Details — Each concurrent session room is equipped with a screen, projector, laptop pc, and appropriate cabling (Mac users must provide their own computers and cables). There is limited technical support available. For assistance, please speak to someone at the Symposium registration desk.

2013 Symposium Sponsorships and Acknowledgements

The Institute for Scholarship of Teaching and Learning would like to gratefully acknowledge support provided by

The Nexen Scholars Program,

funded through a generous gift from Nexen Inc., for its sponsorship of the poster session and reception, Friday, November 8, 2013.

Program at a Glance

Thursday, November 7, 2013

11:30 a.m.	Hotel Foyer Reception Area	Registration for Pre-Symposium Workshops
12:00 noon	Lynx Salon	Pre-Symposium Workshops Light Lunch available
1:00 p.m.	Lynx Salon	Pre-Symposium Workshops Plenary Session
1:15 p.m.	TBA	Pre-Symposium Workshop: <i>Qualitative Methods of Data Collection and Analysis in the Scholarship of Teaching and Learning</i> Deb Bennett (Mount Royal University)
1:15 p.m.	TBA	Pre-Symposium Workshop: <i>Ethical Considerations for the Scholarship of Teaching and Learning</i> Michelle Yeo and Janice Miller-Young (Mount Royal University)
4:30 p.m.	Hotel Foyer Reception Area	Symposium General Registration opens
5:30 p.m.	Glacier Salon	Opening Reception
6:30 p.m.	Castle/Assiniboine Rooms	Opening Banquet Welcome from Mount Royal University Kathryn Shailer, Provost and Vice-President, Academic
7:30 p.m.	Castle/Assiniboine Rooms	Opening Plenary Session <i>SoTL 1990-2036: A Survey of the Field</i> Nancy Chick (Vanderbilt University)

Friday, November 8, 2013

7:30 a.m.	Alpine Meadows Castle/Assiniboine	Breakfast available until 9:00 a.m.
7:30 a.m.	Hotel Foyer Reception Area	Symposium Registration Opens
7:45 a.m.	Castle/Assiniboine Rooms	Plenary Information Session
8:30 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "A"
9:30 a.m.	Alpine Meadows	Coffee Available
10:00 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "B"
11:00 a.m.	Castle/Assiniboine Rooms	Plenary Session <i>Optimizing the Impact of "Going Public": Building Institutional and National Infrastructure for the Scholarship of Teaching and Learning</i> Lynn Taylor (University of Calgary) Gary Poole (University of British Columbia)



Program at a Glance

12:30 p.m.	Alpine Meadows and Castle/ Assiniboine Rooms	Buffet Lunch
2:00 p.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "C"
3:00 p.m.	Alpine Meadows	Coffee Available
3:30 p.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "D"
4:30 p.m.	Banff	Dinner On Your Own
7:00 p.m.	Castle/Assiniboine Rooms	Poster Session and Reception

Saturday, November 9, 2013

7:30 a.m.	Alpine Meadows Castle Assiniboine Rooms	Breakfast available until 9:00 a.m.
7:45 a.m.	Castle Assiniboine Rooms	Plenary Information Session
8:30 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "E"
9:30 a.m.	Alpine Meadows	Coffee Available
10:00 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band "F"
11:00 a.m.	Castle Assiniboine Rooms	Plenary Session: <i>Changing Practices: Reflections on SoTL and Teaching</i> Karen Manarin April McGrath (Mount Royal University)
12:30 p.m.	Alpine Meadows Castle/Assiniboine Room	Lunch
12:45 p.m.	Castle/Assiniboine Rooms	Closing Remarks Janice Miller-Young (Mount Royal University)

Detailed Program – Thursday, November 7th 2013

Opening Reception

Thursday November 7th from 5:30 – 6:30 p.m.

Glacier Salon, Mezzanine Level

Mezzanine Level

Thursday November 7, 2013 5:30 p.m. – 6:30 p.m. Glacier Salon Mezzanine Level	Please join us for an informal gathering at the beginning of our fourth Symposium. This is a perfect time to reconnect with friends and colleagues, meet other scholars of teaching and learning, and enjoy the company of our participants. Wine, beer and soft drinks will be provided by the Institute for Scholarship of Teaching and Learning.
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Opening Banquet

Thursday, November 7th from 6:30 – 7:30 p.m.

Castle/Assiniboine Rooms

Mezzanine Level

Thursday November 7, 2013 6:30 p.m. – 7:30 p.m. Castle/Assiniboine Rooms Mezzanine Level	Experience has taught us that beginning with an opening banquet provides for an easy entrée into the community and good work of the Symposium. This is a chance to get acquainted with new colleagues and prepare for the rigor and excitement of the days to come. Wine, beer, and soft drinks will be provided by the Institute for Scholarship of Teaching and Learning.
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Plenary Keynote Session

Thursday, November 7th from 7:30 p.m. – 9:30 p.m.

Castle/Assiniboine Rooms

Mezzanine Level

Thursday November 7, 2013 7:30 p.m. – 9:30 p.m. Castle/Assiniboine Rooms Mezzanine Level	SoTL 1990-2036: A Survey of the Field Nancy Chick (Vanderbilt University) In this survey of SoTL's past, present, and possible future, Nancy will highlight the major contributions and achievements of the field's last 23 years, its current trends and conversations in this active moment, and the new directions and challenges of the next 23 years.
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Detailed Program – Friday, November 8th 2013

Breakfast Buffet
7:30 a.m. – 9:00 a.m.
Alpine Meadows/Castle Assiniboine Rooms
Mezzanine Level

Plenary Information Session
Friday, November 8th from 7:45 a.m. – 8:00 a.m.
Castle/Assiniboine Rooms
Mezzanine Level

Friday, November 8, 2013 from 7:45 a.m. – 8:00 a.m. Castle/Assiniboine Rooms Mezzanine Level	Each day of the Symposium, we will begin with a brief plenary session. This morning's session is designed to welcome you to the Symposium provide an orientation to the space and the Program, and provide information about any changes to the Program. If there are announcements that need to be made, this will be the forum. Please join us for this session.
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Concurrent Session Band "A"
Friday, November 8th from 8:30 a.m. – 9:30 a.m.
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

Friday, November 8, 2013 8:30 a.m. – 9:00 a.m. Aspen Room	Empowering Faculty: The Preliminary Results of a Faculty Associate Model Ewa Wasniewski (Norquest College) Tracy Topolnitsky (Norquest College) Margaret Wilson (Norquest College) Roger Moore (Norquest College) By drawing on the identified Faculty need for academic growth and scholarship development, research has indicated that there is an expectation for support from the institution to foster reciprocal information exchange (Rousseau, 1989). Based on this need, we have chosen to use a Faculty Associate Model to facilitate capacity development in the area of informed online teaching and learning. Faculty members from the different areas have been identified as being experts in the area of online teaching based on their prior use of the old Learning Management System (LMS). As we planned for the transition to a new LMS, the College Learning and Teaching Development (CLTD) team was tasked with organizing and supporting the institution wide Faculty training. The premise of using this Model asks Faculty Associates to reflect on their own online teaching practices and collaboratively develop training modules, workshops and videos. Currently, nine different Faculty members from four different departments have been developing materials and training other Faculty members based on their informed teaching practice. With the focus of identifying best pedagogical practices, the Scholarship of Teaching and Learning is being embedded within our College by ensuring time for peer Faculty training. This presentation will share one of those Faculty Associate experiences and her reflective online teaching practice. She will comment on the effect sharing her reflections with others has had, as well as her struggles during the pilot. We will also report on some of the overall lessons learned from an organizational and implementation perspective by CLTD. Early Returns and Initial Findings of Work in Progress
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<p>Friday, November 8, 2013 9:00 a.m. – 9:30 a.m. Aspen Room</p>	<p>How a Developmental Evaluation Approach is Actively Meeting the Needs for Faculty Growth and Development Ewa Wasniewski (Norquest College) Bruce Faunt (Norquest College) Margaret Wilson (Norquest College)</p> <p>Program evaluation is built on accountability and social inquiry (Alkin & Christie, 2004). Within the context of faculty development, our College is using the principles proposed by Patton (2011) to develop PPAGE (Programs of Professional and Academic Growth for Educators) Faculty courses in response to their changing needs. The PPAGE programs focus on supporting and developing the teaching and scholarship contribution of Faculty subject matter experts teaching at the college. Originally designed to help new instructors make the transition from practitioners to teachers, components of a certificate in post-secondary instruction, the PPAGE program was made up of four courses: the Instructional Skills Workshop, Teaching with Technology, Learning Centred Teaching and Teaching for Diversity. Following the development of a College specific definition of Teaching Excellence, a fifth course is being added, Facilitating Learning. With the exception of the Instructional Skills Workshop, none of the courses have been offered for several years and all are in need of significant revision and updating in order to be relevant. Specifically, Patton (2009) describes developmental evaluation as being: highly innovative, developmental in its approach, having a high level of uncertainty but being dynamic and emergent. As the development of PPAGE programs is being conceptualized, accountability is being embedded to increase the usability and professional growth of both Faculty and Trainers. By drawing from the scholarship of teaching and learning, this presentation will share the institutional plan for Faculty development and capacity building through using development evaluation principles and ensuring ongoing evaluation to inform best practices.</p> <p>Institutional/Program Support and Development</p>
<p>Friday, November 8, 2013 8:30 a.m. – 9:30 a.m. Birch Room</p>	<p>Supporting Change in Instructional Practice with Reflexive Dialogue Shari Worsfold (Simon Fraser University)</p> <p>Research has demonstrated the need for change in the way we approach teaching and learning in public schools. Traditional professional development, originally designed for mass distribution, has not had the desired effect of shifting beliefs and assumptions about instructional practice that would change the way we approach teaching and learning.</p> <p>From my understanding and experience traditional professional development is effective in educating people about general theory. What is difficult for many is how to transform that theory into practical application within the context of the participant.</p> <p>In my doctoral research I am using technology and reflexive dialogue to support the learning of classroom teachers in an early literacy context. Using technology in the form of film footage that captures an instructional sequence, a classroom teacher and I can participate in reflexive dialogue about the relationship between her instruction and the child's response to that instruction in real time. This approach takes the teacher beyond the general theoretical underpinnings of exceptional practice and into the practical application of that theory. It also begins from what that individual teacher brings to the lesson in terms of knowledge and experience.</p> <p>In a practicum setting, video footage of students practicing "with clients" can be used as a vehicle for reflexive dialogue. While watching the video footage, the student can help the Instructor to understand his/her thinking behind a given behaviour with a client and at the same time provide an opportunity of discovery for the student as she critically examines and discusses his/her behaviour.</p> <p>Early Returns and Initial Findings of Work in Progress</p>

<p>Friday, November 8, 2013 8:30 a.m. – 9:30 a.m. Cedar Room</p>	<p>Developing Quantitative Reasoning Skills in Post-Secondary Students Shelly Wismath (University of Lethbridge)</p> <p>Quantitative Reasoning has been called “the ability to cope confidently with the mathematical demands of adult life” (Cockcroft, 1982). Also called numerical literacy or numeracy, it is a key skill for citizens and consumers in our society (Kay, 2010). But many students leave secondary school without such skills, and feeling weak in or intimidated by mathematics, and many teachers share these feelings (Tobias, 1993). Agustin et.al. (2012) have shown that taking a traditional university level mathematics course such as calculus contributes little to quantitative literacy. This study examined attitudes of students in a university-level Liberal Education course specifically designed to promote quantitative reasoning skills. Results from pre- and post-course administration of an attitude survey to n= 62 participants from the course showed significant positive changes in students’ beliefs about both the importance and relevance of mathematics and about their own abilities in and confidence about doing mathematics. (This is joint work with Dr. Alyson Worral, University of Lethbridge Faculty of Education.)</p> <p>Completed Teaching and Learning Research</p>
<p>Friday, November 8, 2013 8:30 a.m. – 9:00 a.m. Maple Room</p>	<p>Public Participation in Scientific Research: A Tool for Achieving Learning Outcomes Danah Duke (Miistakis Institute, Mount Royal University) Tracy Lee (Miistakis Institute, Mount Royal University) Rachelle Haddock (Miistakis Institute, Mount Royal University)</p> <p>PPSR includes citizen science, community based monitoring, volunteer monitoring, and other forms of organized research in which members of the public, including students, engage in the process of scientific investigations (1). Projects engaging in this approach to knowledge generation often have both scientific and educational goals associated with the desired outcomes (2). For scientists, engaging students in research results in increased capacity for data collection, builds scientific literacy and environmental stewardship (3, 4, 5, 6). For students, PPSR provides meaningful connections to the natural world by experiencing the process by which scientific investigations are conducted (2) including the development of researchable questions, data collection, data analysis, drawing of conclusions and communication of results. For educators, PPSR offers a way to motivate and inspire students through participation in studies that address real world problems (4) and provide increased opportunities for students to be engaged in extended inquiry (3).</p> <p>The Miistakis Institute at Mount Royal University focuses on the development and implementation of PPSR programs. We present two PPSR case studies, with scientific goals and individual and programmatic learning goals, to inform and address an environmental challenge (7). We will discuss the challenges, benefits and methodological issues associated with using a PPSR framework. We will highlight tools developed by the Miistakis Institute to support PPSR programs including on-line mapping tools and mobile applications. Additionally, we will explore the role of PPSR in achieving learning outcomes.</p> <p>Institutional/Program Support and Development</p>
<p>Friday, November 8, 2013 9:00 a.m. – 9:30 a.m. Maple Room</p>	<p>Real-Life Projects Increase Student Engagement Miranda Davies (Medicine Hat College)</p> <p>Students today believe that there is no real need to learn the art of writing; that if the information is correct, the methodology used or persuasiveness of the thesis does not matter. This article examines how, by participating in a real world research project students learned the importance of written and interpersonal communication. The authors describe the methodology used in engaging three sections of students in conducting primary research for the City of Medicine Hat (City of MH) and the Chamber of Commerce (the Chamber). Students submitted proposals to the Chamber and the City of MH with their research topic; created survey questions; conducted primary data collection; conducted secondary data research; and finally wrote a research paper based on their findings. The outcome of the student-led research project was a higher engagement from students, increased competitiveness, and an understanding of the importance of communicating effectively</p> <p>Completed Teaching and Learning Research</p>

<p>Friday, November 8, 2013 8:30 a.m. – 9:30 a.m. Pine Room</p>	<p>Ethics and Public Relations: Oxymoron or Merely Moronic Jane McNichol (Mount Royal University)</p> <p>Ethics is important to the practice of public relations not only in sustaining the reputation of the profession but as a key component in the education of its practitioners. Professional or applied ethics, suggests a commonly accepted sense of professional conduct that is translated into formal codes of ethics. The very essence of the code of conduct for both the Canadian Public Relations Society, and the Public Relations Society of America, is that honesty and fairness are two critical components that determine the ethical behaviour of public relations professionals.</p> <p>Seitel (2011) proposes that the ‘ethical heart of the practice of public relations lies in posing one simple question to management: Are we doing the right thing? How then do we provide our undergraduate students in public relations programs with a foundation that develops moral sensitivity and ethical reasoning skills in preparation for the ethical challenges they will inevitably face in the practice of public relations?</p> <p>The purpose of this study is to develop a curriculum model that includes assessing the stage of moral reasoning of undergraduate communication students and to use that assessment as a context for dialogue and a learning opportunity toward enhancing the ethical decision making skills important for new entrant practitioners to the practice of public relations.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Friday, November 8, 2013 8:30 a.m. – 9:30 a.m. Willow Room</p>	<p>Informing SoTL Using Playtesting Techniques Katrin Becker (Mount Royal University) Jim Parker (University of Calgary)</p> <p>Typical research methodologies in SoTL include many of the traditional educational research methodologies, yet there are methodologies in other disciplines and industries that can provide fresh perspectives. One of these industries is the videogame industry. While there are fundamental differences such as the fact that one seeks primarily to entertain and the other to enlighten or educate, the practices, processes, and theories behind playtesting games can be used to inform aspects of pedagogy that relate to engagement. The primary focus in game design is on the experience and there has been considerable research into ways to assess and measure the player experience through playtesting. Playtesting is concerned with such things as whether or not the game is fun, which parts are too easy or hard, whether and when people become bored, and with the player’s progression through the to the end. All of these properties have relevance to teaching and learning even though they may not appear to be directly connected with whether or not the learning objectives were met. Rather, playtesting is concerned with the motivation of the player/student to continue the particular course of learning, which speaks to the success of the methodology in capturing the student’s imagination. Sometimes, simply taking a novel approach to evaluation can yield insights that were not uncovered by more common approaches. This presentation will provide a brief overview of formal playtesting procedures and highlight ways these approaches could be used in the classroom as well as how this could inform pedagogy.</p> <p>Innovative Approaches to Data Gathering and Analysis</p>

Coffee Available
Friday, November 8th from 9:30 a.m. – 10:00 am
Alpine Meadows
Mezzanine Level

Concurrent Session Band “B”
Friday, November 9th from 9:30 – 10:30 am
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Aspen Room</p>	<p>Teaching and Learning for Leadership Development Phyllis MacIntyre (Farleigh Dickinson University)</p> <p>This research explores the teaching of leadership in university programs for business, engineering, and education. Teaching leadership utilizes the constructivist approaches in a learning process that supports the developmental nature of leadership, and relies heavily on experiential learning. Learning activities incorporate reflective practices and skill development in dialogue and conversation that contributes to development of relational leadership styles. Learning activities utilize constructivist approaches to create a learning space where leaders learn to articulate their experience of leadership, moving them from the metaphor of personal narrative to the reality of connecting and relating as a leader. This way of learning represented a significant advancement in leadership education, as individual learning combined cognitive and emotional thinking (Goleman, Boyatis, & McKee, 2002). The quantitative correlational research study describes the leadership for a sample of women engineers licensed in the province of British Columbia. The research reflects the developmental nature of leadership with learning that is cognitive, social, and experiential, moving the leader from the metaphor of personal narrative to the reality of connecting and relating as a leader. The research was designed to tests existing theories of adult learning and leadership development and builds upon the transformational leadership theory of individual learning and relationship building. Study participants assess leadership capabilities according to the Leadership Practices Inventory with the frequency of her leadership practice measured on a 10-point Likert scale; the higher the rating chosen, the more likely the participant practices the leadership behavior. Engineering leadership recently emerged and engineering leadership education is in a nascent stage of development and the study results provide insight to engineering leadership for a sample of women engineers in a Canadian province. Noteworthy in the literature review survey was the expectation that Canadian women engineers sought guidance in leadership development within the profession, that is, though leadership development programs provided through the provincial association.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Birch Room</p>	<p>Improving Learning Spaces: Examining Student and Faculty Perceptions of Physical Changes to a University Classroom Thomas Perks (University of Lethbridge) Douglas Orr (University of Lethbridge)</p> <p>This study explores student and faculty perceptions of how physical aspects of a classroom environment may influence the efficacy of teaching and learning, and further examines the impact of comprehensive physical changes to that classroom on these perceptions. We conducted surveys and focus-group interviews with students taking courses and the instructors teaching these courses in a particular classroom during the Fall 2012 semester. We subsequently collected the same data from a systemically comparable sample in similar courses in the same classroom during the Spring 2013 semester, following substantial changes to the physical environment of the room. Significant increases (based on independent-sample t-test and one-way analysis of variance) were observed in reported student satisfaction with the physical environment in the classroom following the changes made, including student perceptions of the room as an effective and engaging learning space. Additional data regarding this space and the effect of the changes made were collected from faculty interviews and focus groups, student focus groups, and classroom observations conducted by graduate research assistants. The changes made to the classroom were based upon comments from faculty and students regarding aspects of the room which they reported as either (a) disadvantageous to instruction, or (b) adequate but could be improved upon. We additionally referenced innovative design recommendations for active learning spaces (Beichner, 2008; Brooks, 2011; Walker, 2011).</p> <p>Early Returns and Initial Findings of Work in Progress</p>

<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Cedar Room</p>	<p>Research Methods From a Student Perspective: How Third Year Journalism Students Evaluate Their Learning Amanda Williams (Mount Royal University) Cedar Room</p> <p>This presentation brings together the findings from a Scholarship of Teaching and Learning Project at Mount Royal University about third year journalism students' research literacy learning. In class reflection activities, a follow up focus group and several individual interviews form the basis of the data set collected in Fall 2012 and Winter 2013. Latent and explicit themes that emerged in the data were generated to produce results as was some analysis of semantic differential scales.</p> <p>Suggestions about what a research methods class must entail are readily available in the literature. Some scholars advocate designing a course with a full research project from start to finish. Others propose that students should get their hands dirty with practical "field work learning experiences" and/or engagement in their community. It has also been emphasized that a research methods course should connect to students' own experiences so they have more interest and ownership in the learning process. Moreover, there is an overwhelming suggestion that students should work in groups not as individuals when tackling the complex and intimidating world of research methods. This work brings a student perspective to such recommendations commenting on the following questions: how does having a knowledge of research methods fit into their imaginary; what research literacy learning do they see as most important and less important; how does this vary in terms of their current and future practice; and finally, how are they learning (i.e. group work, individual assignments, reading the text) and what implications does this have for pedagogy?</p> <p>Completed Teaching and Learning Research</p>
<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Maple Room</p>	<p>Is Gamification a Game-Changer? Comparing Gamified and Non Gamified Approaches Katrin Becker (Mount Royal University) Patrick Perri (Mount Royal University)</p> <p>'Gamification' - the use of game elements in non-game contexts - has rapidly become one of the current hottest trends. This presentation presents an overview of what gamification is and isn't, and reports on the author's experiences using this approach in a graduate level education class as well as the early results of a comparison between gamified and non-gamified sections of a freshman introduction to computers course. In the current course, the non-gamified sections employ a fairly standard structure that includes various assignments spread out throughout the term, various in-class activities, and both a midterm and final exam. The gamified section organizes all student work into various quests worth from 10 to 200 'experience points' (XP), most of which have no set deadlines. While the quests are effectively equivalent in grade weight to the assignments of the more traditional sections, students in the gamified section start off with a score of zero (0) and every quest they submit contributes to their final grade cumulatively. A final score of 1000 is equivalent to 100%, but the total number of possible XP is 1435. All quests were made available to students at the beginning of term; some could be repeated for XP and included a variety of 'guild' (group) quests and 'solo' quests; and many quests could be repeated to earn additional XP. The presentation will provide some background on gamification, detail the course structure, highlight early successes and failures, and conclude with strategies for incorporating meaningful gamification in other courses.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Pine Room</p>	<p>Multi-Site Examination of Student Performance, Behaviour, and Experience in Nursing Bridging Programs in Ontario Sue Coffey (University of Ontario Institute of Technology) Gail Lindsay (University of Ontario Institute of Technology) Rick Vanderlee (Nipissing University) Charles Anyinam (George Brown College) Kirsten Woodend (Trent University)</p> <p>Educational pathways for students from one level of education to another is a global phenomenon, with nursing bridging programs being one of the most rapidly growing areas of curricular development and program offerings in North America. Despite the rapid growth in program offerings, nursing bridging education is often portrayed as a 'backdoor' or less desired route to becoming a Registered Nurse. Despite decades of successful</p>

<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Pine Room</p>	<p>post-secondary cross-sector collaborations in nursing degree programs in Ontario and Canada, there remains at times an unwillingness to acknowledge the academic relevance of college programs and the traditional college/university divide remains an impediment for effective programming.</p> <p>In this presentation, we will describe an on-going research project designed to evaluate student behaviors and performance within three select Registered Practical Nurse to BScN Programs (University of Ontario Institute of Technology-Durham College-Georgian College; Trent University-George Brown College; Nipissing University). This research is built directly on extensive, externally-funded program evaluation research conducted by UOIT-Durham College-Georgian College in 2012. In so doing, we extend the opportunity to explore: a) student experience, b) perceptions of facilitators and barriers, c) use and evaluation of academic services, and d) key performance indicators. We also examine the various models of nursing bridging education, including a cohort model, an integrated model, and a distance learning model. Finally, we examine the outcomes of bridging education, both in terms of academic performance as well as the intrapersonal change process associated with the educational experience. Implications for future program development and revision will be discussed.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Friday, November 8, 2013 10:00 a.m. – 11:00 a.m. Willow Room</p>	<p>Anchor Action Research and Student Achievement in High Needs Urban Schools Susan Ogletree (Georgia State University) Gwen Benson (Georgia State University)</p> <p>The Network for Enhancing Teacher Quality (NET-Q), a Professional Development School (PDS) partnership, prepares beginning teachers in urban and rural high-needs partnership schools. The PDS employs an Anchor Action Research (AAR) In 2009 I was accepted to be one of Mount Royal University's first "Teaching and Learning Scholars." While I didn't publish anything at that time that was deemed to fit the definition of SoTL work within that program, my experience as a participant forever changed the way I look at my discipline and provided me with a foundation for the scholarly work I continue to do. I have since had two papers and a book chapter accepted within my discipline that advance frameworks and challenge ways of thinking and practice, in turn urging that my academic colleagues and I look differently at the work we do in innovation and entrepreneurship. This presentation will report on work being carried out with the aim of "advancing a theoretical framework that contributes to the conceptualization of scholarship in the entrepreneurial academy and provides a lens through which entrepreneurship scholars, curriculum designers, teachers and learners can view their work." It will share how that work has been used to argue that "change is needed urgently if we are to stay relevant and continue adding value in the eyes of the entrepreneur" and how, despite this urging, the ideas are "not meant to be critical of our colleagues or the discipline," but rather, "contribute to a conversation already taking place in response to concerns about the impact and effectiveness of our academic activities." Because I often feel somewhat out on a limb, the goals of the presentation are to share the journey and seek feedback. project used within clinical teaching in Teacher-Intern-Professor (TIP) groups (Bohan & Many, 2011). The TIP group includes a university professor, mentor teacher, and intern working collaboratively on an agreed upon unit of instruction. AAR is a form of action research that is anchored in three ways. These three anchors include a pre-post assessment, an academic unit facilitated by the intern within the classroom and inclusion of a comparison condition (Curlette & Ogletree, 2011). The primary activity of the TIP group is for the intern to plan and deliver a unit of instruction using pretest and posttest assessments with support of the university professor and the mentor teacher. A comparison classroom is also identified with students given the same pretest and posttest assessments as administered in the TIP classroom. The NET-Q classroom receives the collaborative, specially designed instruction with the comparison classroom receiving traditional instruction. While qualitative studies have indicated the positive effects of PDS on student achievement, few quantitative studies within PDS have been published (Vescio, Ross, & Adams, 2008). A meta-analysis of 10 TIP groups using a random effects pre-post-control (PPC) model was used to examine instructional differences and academic achievement between NET-Q AAR and comparison classroom. The results showed an effect size of .387 in favor of increased academic achievement in NET-Q AAR classrooms.</p> <p>Completed Teaching and Learning Research</p>

Plenary Keynote Session
Friday, November 8th from 11:00 a.m. – 12:30 p.m.
Castle Assiniboine Rooms
Mezzanine Level

Friday November 8, 2013 11:00 a.m. – 12:30 p.m. Castle/Assiniboine Rooms Mezzanine Level	<p>Optimizing the Impact of “Going Public”: Building Institutional and National Infrastructure for the Scholarship of Teaching and Learning</p> <p>Lynn Taylor (University of Calgary) Gary Poole (University of British Columbia)</p> <p>Every discipline faces the challenge of making its research findings public in ways that constructively inform the world and those working in the field. Those working in the Scholarship of Teaching and Learning (SoTL) certainly face this challenge, with added twists of being very multi-disciplinary and relatively new on the block. It has been argued that the key to SoTL's success and, indeed, survival, will be the ability to disseminate on a range of levels, from the very local to the international. In this session, we will present an institutional model designed to help understand how this dissemination can be engendered and sustained, and challenge our collective thinking about how we can scale this model up to create national and international infrastructure. The objective is to contribute to the vision of SoTL work conducted across a broad range of settings informing teaching and learning well beyond the context in which that knowledge was created.</p>
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Buffet Lunch
Friday, November 8th from 12:30 – 2:00 p.m.
Alpine Meadows and Castle/Assiniboine Rooms
Mezzanine Level

Concurrent Session Band “C”
Friday, November 8th from 2:00 – 3:00 pm
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Aspen Room	<p>Using Card Games as Learning Objects: A Case Study</p> <p>Katrin Becker (Mount Royal University) Todd Nickle (Mount Royal University)</p> <p>This presentation reports on the early results of a study of a novel card game used to teach concepts of Mendelian genetics and inheritance in a biology class. The card game being tested is currently in the prototype stage, and the current study seeks to determine if the design of the cards, game rules, and support material are appropriate to meet the intended objectives. The game, which uses domestic rabbit coat colors as the theme has both a novice and a standard variant, both of which will be described. Gameplay is patterned after the popular genre of rummy card games where players must match cards in sets according to specified criteria, in this case the genotypes of the rabbits featured on the cards. Through playing the game and matching phenotypes w/ genotypes as well as determining what can be produced given a specific phenotype and underlying genotype, players will learn basic principles of genetics, including familiarity with standard notation, terminology, and concepts such as genotype vs. phenotype. The game has been tested in several other venues and the results of those playtests will be summarized along with the early results from the current study which is the first test of the game in a biology class. Students were invited to play the game, and reflect on their experience through a survey that includes standard playtesting methodologies. Preliminary results will be presented along with a plan for the next steps.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
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<p>Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Birch Room</p>	<p>Baccalaureate Nursing Students’ Experience of Dyadic Learning in an Acute Care Setting Gregg Trueman (Mount Royal University) Joseph Osuji (Mount Royal University) Mohamed El Hussein (Mount Royal University)</p> <p>This presentation describes a unique learning project designed to address the praxis gap between baccalaureate nursing (BN) students’ clinical learning and theoretic principles of collaborative practice on an acute medical-surgical unit in Calgary, Alberta. The study was framed by the Active Engagement Model (AEM) to provide second year BN students a nontraditional approach to develop their nursing practice. Clinical faculty partnered with medical-surgical nursing staff and eight baccalaureate nursing students to explore the experience of collaborative learning and stakeholders’ anticipated learning outcomes while working in dyads.</p> <p>METHODS: A modified phenomenological approach was employed in understanding the experience of dyadic learning using reflective journals, observational notes, and a semi-structured exit interview for analysis.</p> <p>FINDINGS: Four themes were revealed based on students’ reflection of their experience. The themes emerging were: work engagement, relational practice, autonomy and enabling/empowering practice and underscores the strengths and opportunities associated with this non traditional approach to clinical learning.</p> <p>Completed Teaching and Learning Research</p>
<p>Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Cedar Room</p>	<p>Phenomenography – A Research Method with a (Focus on) Difference Margy MacMillan (Mount Royal University) Victoria Guglietti (Mount Royal University)</p> <p>This presentation will explore the possibilities of phenomenography as a research method for the Scholarship of Teaching and Learning. Participants will learn about the close ties between the method and the study of learning, how it differs from other qualitative methods, and how it has been used in two recent SoTL projects.</p> <p>Phenomenography’s focus on variations in experience make it particularly well suited to studying learners in context, and the results can lead to powerful insights into how students understand, learn and change. The distillation of patterns of experience allows for variations within data from individuals as well as across groups, providing a less rigid and reductionist view of learning. The methodology was first developed by scholars examining why some students seemed to succeed academically while others did not, a study that uncovered patterns of deep and surface learning that continue to inform teaching discourse. The method has since been used in a variety of academic and non-academic situations to illuminate complex behaviors, and is particularly useful for illuminating connections students make while learning and thought processes behind what students write and say.</p> <p>The presenters have both recently used phenomenography in SoTL projects using a variety of data sources. We will tell our stories of the challenges, rewards, frustrations and “lightbulb moments” working with this methodology.</p> <p>Meta-Level Studies and Contributions to Future Scholarship</p>

<p>Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Maple Room</p>	<p>Teacher Candidates’ Perception of the Benefits and Challenges of Three Innovative Practicum Models Maria Cantalini Williams (Nipissing University) Arlene Grierson (Nipissing University) Mary Lynn Tessaro (Nipissing University) Nancy Maynes (Nipissing University)</p> <p>This session will describe a project funded by the Higher Education Quality Council of Ontario (HEQCO) that included three related studies identifying the benefits and challenges of innovative practicum models in a pre-service concurrent education program: peer mentorship, service learning and international placements. These models were intended to provide teacher candidates with collaborative and diverse learning opportunities for their development as future contributing members of educational communities (Feiman-Nemser, 2001). Numerous studies attest to the value of field experiences for teacher candidates, but few examine concurrent education teacher candidates’ perceptions of the value of innovative practicum models (Clift & Brady, 2005; Woloshyn, Chalmers, & Bosacki, 2005). An analysis of the findings from the three related studies (peer mentorship in school classrooms, service learning placements in community agencies and international placements in Kenya and Italy) yielded interesting benefits and several challenges for further implementation. Each study used a slightly different methodology including surveys, interviews and focus groups to ascertain the perceptions of over 1000 participating teacher candidates. A framework of work integrated learning (Cooper, Orrell, & Bowden, 2010) was used to analyze and synthesize the various findings. The benefits reported included a consolidation of teaching skills, a broadening of diverse perspectives, increased collaboration among peers and a renewed awareness of education-related employment options. Challenges identified are the perceived need for role clarification, ongoing support for practicum partners and course-embedded curriculum aligning with the learning outcomes of practicum experiences. These recommendations are applicable to other work integrated learning experiences in post-secondary settings.</p> <p>Completed Teaching and Learning Research</p>
<p>Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Pine Room</p>	<p>On Advancing SoTL for Entrepreneurship and Innovation Alex Bruton (Mount Royal University)</p> <p>In 2009 I was accepted to be one of Mount Royal University’s first “Teaching and Learning Scholars.” While I didn’t publish anything at that time that was deemed to fit the definition of SoTL work within that program, my experience as a participant forever changed the way I look at my discipline and provided me with a foundation for the scholarly work I continue to do. I have since had two papers and a book chapter accepted within my discipline that advance frameworks and challenge ways of thinking and practice, in turn urging that my academic colleagues and I look differently at the work we do in innovation and entrepreneurship. This presentation will report on work being carried out with the aim of “advancing a theoretical framework that contributes to the conceptualization of scholarship in the entrepreneurial academy and provides a lens through which entrepreneurship scholars, curriculum designers, teachers and learners can view their work.” It will share how that work has been used to argue that “change is needed urgently if we are to stay relevant and continue adding value in the eyes of the entrepreneur” and how, despite this urging, the ideas are “not meant to be critical of our colleagues or the discipline,” but rather, “contribute to a conversation already taking place in response to concerns about the impact and effectiveness of our academic activities.” Because I often feel somewhat out on a limb, the goals of the presentation are to share the journey and seek feedback.</p> <p>Meta-Level Studies and Contributions to Future Scholarship</p>

Friday November 8, 2013 2:00 p.m. – 3:00 p.m. Willow Room	Effective Multicultural Instruction: A Non-Color Blind Perspective Franklin Thompson III (University of Omaha) The writer posits that the reason why the Trayvon Martin murder trial and similar cases create a philosophical rift in our nation is due in part to the failure of how multicultural education is taught in our schools. This study investigates critical strategies and practices that address multicultural missing gaps. It also seeks to fill a void in the literature created by a lack of student input. Students (N=337) enrolled at a Midwestern university were asked to rate the efficacy of selected instructional strategies. Utilizing a 9-point Likert Scale, students gave themselves a personal growth rating of 7.15 (SD=1.47). Variables important to predicting personal growth ($R^2 = .56$, $p < .0005$) were: A six-factor variable known as a non-color blind instructional approach ($t=10.509$, $p < .0005$); allowing students the opportunity to form their own opinions ($t=4.797$, $p < .0005$); and a state law that mandated multicultural training ($t=3.234$, $p=.001$). Results demonstrate that utilizing a 35% traditional and 65% critical pedagogy mixture when teaching multicultural education helps promote win/win scenarios in race and human relations, and better prepares education candidates to become change agents. Completed Teaching and Learning Research
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Coffee Available
Friday, November 8th from 3:00 – 3:30 pm
Alpine Meadows Reception Area
Mezzanine Level

Concurrent Session Band “D”
Friday, November 8th from 3:30 p.m. – 4:30 p.m.
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Aspen Room	A Framework for Evaluating a Scholarship of Teaching and Learning Initiative: Our Process and Initial Findings Cheryl Amundsen (Simon Fraser University) Esma Emmioglu (Simon Fraser University) Veronica Hotton (Simon Fraser University) Greg Hum (Simon Fraser University) Cindy Xin (Simon Fraser University) The Simon Fraser University Teaching and Learning Development Grants program is facilitated through a partnership between the Institute for the Study of Teaching and Learning in the Disciplines and the Teaching and Learning Centre. The focus of the program is to support faculty in investigating questions about teaching and learning of interest to them and to promote conversations and collaborations about teaching across the university as supported by small (up to \$5K) grants. Over the last two years, over 70 grants have been awarded. Faculty attend a proposal development workshop, mid-project discussion sessions and submit a final report or poster; the dissemination of project findings to close colleagues is required as this is where we find the most uptake of developed insights. With the design and implementation of our program in place, our team has turned to the development and implementation of an assessment framework to demonstrate the impact of this work. Our assessment framework targets three levels: individual (faculty, staff and student), program/department and institutional. We have identified multiple assessment points at each level. Data includes mid-project and end-of-project surveys, interviews and project documents (i.e., versions of project proposals and final reports). Session format plan: (20 mins) Description of the program and example projects (also time for participants to browse project website: http://www.sfu.ca/istld) (10 mins) Description of assessment framework, data collection instruments and initial findings (20 mins) Small group discussion – participants consider how they can apply our work to their contexts (handouts will be provided) (10 mins) Questions Meta-Level Studies and Contributions to Future Scholarship
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<p>Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Birch Room</p>	<p>Aboriginal Canadian Entrepreneurs Program: How Can UVic Faculty Best Teach Entrepreneurship in Aboriginal Communities by Balancing the 3 Cs of Community, Culture and Cash? Brent Mainprize (University of Victoria) Calvin Albright (University of Victoria)</p> <p>Mainstream entrepreneurship is focused upon the commercialization of innovation within an individualism paradigm (ie. “I will increase my personal wealth”). A prime motive for Indigenous Peoples’ desire for self-determination is preservation of heritage within a collectivism paradigm (ie. “Increasing the wealth of our community and the richness of our culture”). A challenge is to understand the dynamic potential inherent in heritage and a collectivism paradigm, not simply regard it as a roadblock to future-oriented commercial development.</p> <p>This presentation reports on an innovative learning exercise within the Northwest Aboriginal Canadian Entrepreneurs Program (NW-ACE) (see: www.nwace.ca), a shared initiative of UVic’s Gustavson School of Business and the Aboriginal-owned Tribal Resources Investment Corporation (TRICORP), which offers financial services to First Nations entrepreneurs. Through a combination of in-class learning and active mentorship, a unique, community-based program that started in May 2013 and completed in October 19, 2013.</p> <p>The focus of the presentation will be on reporting the results the “3C Challenge”. The challenge is simple but the decisions and the implications are complex. Sixteen Aboriginal students are placed into 4 teams of 4 and loaned \$1,000/team to create as much value as possible in 21 days. Each team decides which of the 3C’s will be the focus of their value creation;(1) Community, (2) Culture or (3) Cash. The results help inform business educators on how to best reconcile individualism (the primary paradigm of non-Aboriginal entrepreneurs) with collectivism (often the primary paradigm in Aboriginal communities) to best design and teach entrepreneurship in Canadian Aboriginal Communities.</p> <p>Completed Teaching and Learning Research</p>
<p>Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Cedar Room</p>	<p>‘If Only We Could Bottle It!’ The Quest to Identify, Understand and Foster Opportunities for Transformative Learning in Post-Secondary Education Alison Thomas (Douglas College) Siobhan Ashe (Douglas College)</p> <p>In the opening chapter of their powerful book, <i>Taking Stock</i>, Christensen Hughes and Mighty (2010) state their conviction that effective teaching and learning are essentially transformative in nature, enabling students to re-examine previously held beliefs and to develop new ways of thinking and acting. This is indeed a recurrent theme in the literature on the scholarship of teaching and learning: though it is Mezirow’s conceptual framework that is used most widely (Mezirow, 1991), others have explored similar terrain using the concepts of ‘deep’ learning (Marton and Saljo, 1976) and ‘learning that lasts’ (Mentowski et al, 2000). Likewise, in their theory of ‘threshold concepts’, Meyer and Land (2006) focus on the crucial conceptual ‘portals’ that students need to traverse in order to achieve this transformation of their understanding.</p> <p>Our own interest in this topic derives from our participation in three quite different SoTL research studies, in each of which an important emergent theme involved the specific circumstances in which transformative learning occurs. In our presentation we propose to engage our audience in identifying instances in which they have themselves experienced transformative learning and/or witnessed it in their students. We will then use these examples as the basis for exploring together some of the key conditions that enable such learning to occur, linking this to relevant theoretical frameworks (Meyer and Land, op.cit. Mezirow, op. cit.) and to our own research findings. We will conclude by broadening our focus to consider the institutional structures that may either support or inhibit opportunities for transformative learning.</p> <p>Meta-Level Studies and Contributions to Future Scholarship</p>

Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Maple Room	<p>Losing Confidence? Gaining Competency? Dichotomies and Paradoxes in Student Development as Academic Writers Glen Ryland (Mount Royal University)</p> <p>This presentation examines student changes, perceptions, and dichotomies as they develop as academic writers in a general education humanities course. The aim of the presentation is to help educators identify key issues at stake for students in meeting the challenges of improving their writing capacities. This qualitative study is based in a course where academic writing plays an important role but is not the focus of the course content. The study looks at student notions of self-confidence as expressed through their evolving claims about their competencies. Educational literature has for over three decades stressed the important role that self-confidence has in promoting self-efficacy and competency in learning. The writing process can often challenge a student's sense of these. This study seeks to extend the notion of self-efficacy to view constructively those moments in the learning process when a student becomes uncertain or hesitant about his or her development as an academic writer.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Pine Room	<p>Teaching with Tablets: Student Opinions and Value Placement of New Technologies Brett McCollum (Mount Royal University) Yuritzel Moreno (Mount Royal University) Ana Sepulveda (Mount Royal University)</p> <p>At the 2012 Symposium on the Scholarship of Teaching and Learning the McCollum Chemical Education Research Group presented their findings that teaching molecular geometries in chemistry through the use of iPads increased student performance on visualization assessments common to the field. One example included a 30% increase in learner ability to match two different modes of chemical representation.</p> <p>Early results will be shared from an interview-based investigation on student value placement for traditional and modern educational tools. Additionally, based on McCollum's findings, the Department of Chemistry has acquired a set of iPads for use in courses. While tablet use is becoming widespread in K-12 education, it is still a novelty in HiEd. This presentation will demonstrate the ways tablets are being used in chemistry courses and explore findings on how students and professors are engaging with the technology and using it as the activator for a shared-responsibility learning approach.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
Friday November 8, 2013 3:30 p.m. – 4:30 p.m. Willow Room	<p>'Searching for the Highest and Best Intentions: Conducting Autoethnographic Research: a Self Actualizing Inquiry Nancy Angel Doetzel (Mount Royal University)</p> <p>A major goal of conducting "autoethnographic research" is to assist researchers to better understand the progressive journey of student learning in order to improve their own teaching strategies. This form of self-actualizing inquiry is a type of autobiographical narrative that explores a researcher's life experiences. It is currently becoming widely used in the sociology of news media, performance studies, journalism, communication studies, management investigations and novels. In this presentation, the researcher will demonstrate how journal entries, newspaper columns, songs, and diaries can all contribute to such an inquiry. She will attempt to inspire other scholars to engage in this self-actualizing approach to research. Some life experiences shared during the presentation will be examined and analyzed through an appreciative inquiry lens, which encourages intending and working towards the highest and best in one's life.</p> <p>Innovative Approaches to Data Gathering and Analysis</p>

**Dinner on Your Own
Friday, November 8th from 4:30 – 7:00 pm**

Poster Session and Reception
Friday, November 8th from 7:00 p.m. – 9:00 p.m.
Castle/Assiniboine Rooms
Mezzanine Level

<p>Friday November 8, 2013 7:00 – 9:00 pm Castle/Assiniboine Rooms Mezzanine Level</p>	<p>We invite you to participate in the Symposium Poster Session. Poster titles, abstracts, and presenters are listed below. Please engage presenters in conversation about their posters and their work.</p> <p>#1 - Second Year Collaborative Nursing Students iPad Trial</p> <table border="0"> <tr> <td>Sue Coffey</td><td>Dana Chorney</td></tr> <tr> <td>Paul Bignell</td><td>Arlene de la Rocha</td></tr> <tr> <td>Bill Muirhead</td><td>Mike Prasad</td></tr> <tr> <td>Ellen Vogel</td><td>Nigel Stein</td></tr> <tr> <td>Leslie Graham</td><td>Francois Desjardins</td></tr> </table> <p>Nurses make clinical decisions and provide information and treatment “in the moment”. In turn, professional nursing practice must be sensitive, effective, and responsive to patient needs and have the capacity to adjust to changing circumstances. Professional nursing practice must also be based on an appreciation of the right of healthcare recipients to information that is both understandable and timely and which supports patient decision-making and self-determination. This balance of patient-centred approaches and evidence-based decision-making is central to quality nursing practice and commonly underscores nursing curricula. However, translating these concepts into practice reality is challenging.</p> <p>This poster will summarize an innovative technology-enhanced teaching-learning-practice approach that supports this model of client-centred, evidence-based nursing practice. Second year Collaborative BScN students at the University of Ontario Institute of Technology (UOIT) and Durham College (DC) were invited to participate in trialing the use of iPad mini devices for both practicum and classroom learning. Through this technology-based teaching-learning-practice innovation, both evidence and knowledge translation (patient teaching) strategies are placed in the hands of future healthcare providers as they are learning their profession and directly at the point of care. Enhancing nursing student digital literacy skills and moving them beyond the classroom to the point of care has potential to impact both the healthcare experience of patients and the practice experience and attitudes of nursing students. This project takes place within the context of the technology-enhanced learning environment at UOIT, in which all students receive laptops, discipline-specific software, and extensive IT support. Preliminary findings will be presented.</p> <p>#2 - “I Want to Meet Cute Welsh Boys with Accents and Drink With Them in Pubs.” Student Motivations, Expectations and Experiences in Study Abroad Programs</p> <p>Siobhan Ashe Alison Thomas</p> <p>According to a report by the Canadian Bureau for International Education, the hallmark of study abroad programs is the transformational quality of the experiences they provide to students (Bond et al, 2009). In common with other researchers (e.g. Chieffo & Griffiths, 2004; Ingraham & Peterson, 2004), their report identified the importance of student exposure to specific memorable events or experiences that challenged them as the key element in this. While the challenges may take many forms, it appears that their effect is nevertheless broadly the same, involving a critical reappraisal of various aspects of the world-view students had previously taken for granted. Such findings are clearly consistent with Mezirow’s theory of transformative learning (Mezirow, 2000), which therefore provides a helpful framework for documenting and evaluating the impact of study abroad programs on students.</p> <p>In 2012 a faculty team at Douglas College initiated a pilot study aimed at exploring student experiences in the various short-term study abroad programs currently offered at the college. Given that these differ in various ways from the majority of programs that have been the focus of previous research in this area, we were interested in documenting the extent to which our own students did or did not report their study abroad experience as transformational. In our poster we will report on the main findings from this pilot study and our plans for the next phase of this research, focusing in particular on the ways in which for some individuals, this is indeed a life-changing learning experience.</p> <p>Early Returns and Initial Findings of Work in Progress</p>	Sue Coffey	Dana Chorney	Paul Bignell	Arlene de la Rocha	Bill Muirhead	Mike Prasad	Ellen Vogel	Nigel Stein	Leslie Graham	Francois Desjardins
Sue Coffey	Dana Chorney										
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#3 - Developing Excellence through Inter-professional Learning and Reflective Practice

Alison Jeppesen
 Brenda Joyce

In 2012-2013, the Centre for Teaching and Learning at Red Deer College created a new three-year program, Excellence in Teaching and Learning, to support faculty in developing their teaching practice. Red Deer College is a comprehensive community college with faculty throughout diverse disciplines; students may be enrolled in apprenticeship, certificate, diploma or degree programs. Excellence in Teaching and Learning was designed so faculty meets in small interdisciplinary groups with a facilitator and are supported by online resources to complete assignments in a blended delivery format. The intention of the program is to encourage deep reflective practice as educators.

In order to measure the effect of participation in the program, a three year multi-method research project was designed; it began in September 2012. Data was collected through an initial demographic survey, pre-test/post-test (Approaches to Teaching Inventory-Revised), and focus groups.

In its first year, participants identified opportunities to develop enhanced self-reflection capacities and inter-professional connections as significant program strengths. Participants also identified challenges including adequate time to devote to the program. Overall, participants perceive the program as beneficial to their teaching practice and growth as educators. This poster will highlight initial findings, current research work, and invite discussion and feedback.

Early Returns and Initial Findings of Work in Progress

#4 - Using SMARTboard and iPads to Achieve Student Engagement and Greater Learning for Adults with a Cognitive Disability or Mental Illness

Christina Cederlof

This project explores the benefits and drawbacks of using SMARTboard and iPads as instructional tools with adults that have difficulty learning. There are a number of visual and interactive tools available through SMARTboard and iPad technology that simply cannot be provided through traditional teaching methods. The use of technology can help deliver course content in an enriching manner. This study evaluates the use of an interactive SMARTboard and iPads during instruction to increase the level of engagement in adults with a cognitive disability or mental illness. The methodology used is an ethnographic examination to identify how incorporating the use of this technology will enhance the teaching learning process. The educational framework of Universal Design for Learning (UDL) is the basis to examine how this technology can be used to effectively achieve pedagogically sound ends. This call for collaboration asks participants to offer their insights regarding the use of SMARTboard and iPad technology, Universal Design for Learning, and effective journaling techniques.

Calls for Collaboration, Triangulation, and Development

#5 - How to Achieve Accurate Peer Evaluation for High Value Written Assignments

Daniel Jeffery
 Krassimir Yankulov
 Alison Crerar
 Kerry Ritchie

Peer evaluation is a powerful tool for student learning and engagement. It not only provides students with the opportunity to critically assess the work of their peers but also gives them an abundance of formative feedback. However, one concern for instructors is the accuracy and reliability of student evaluations. Previous studies have shown numerous examples at both ends of the spectrum (1-5). Some of these studies examine dozens of data sets and describe which types of assignments and/or classes are most likely to host accurate peer evaluations (1, 2 and 4), and others delve into the details of single classes that show how accurate (3) and how inaccurate (5) peer evaluations can be. However, there is a distinct lack of knowledge about how instructors should structure the peer review process to get accurate peer evaluations in their own classrooms. This study seeks to define a set of characteristics for peer reviews that are independent of the class or subject and do not require compromises on assignment design or rubric breakdown, yet can achieve peer evaluations that instructors would be confident agree with their own assessments. To do this, we quantitatively compared review factors in three cross discipline courses showing various levels of peer evaluation accuracy. The most correlated factor was the

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number of assignments reviewed per reviewer. Thus, we increased this factor from two to four in the lowest accuracy course. We anticipate that this will result in significantly more accurate peer evaluations.

Early Returns and Initial Findings of Work in Progress

**#6 - Gathering Data in Other Instructors' Classes:
 The Challenge of Analyzing the Impact of Library Instruction**
 Elizabeth Rennie

Researching what happens to first year English students' demonstrated information searching, retrieval, and selection skills when the length and timing of library instruction classes are changed poses some significant challenges, as many variables are beyond the librarian's control. Citation analysis is a fairly common method of evaluation, examining whether students made use of scholarly and academically-appropriate resources as taught, or whether they instead relied on online searches and websites. Any citation analysis rubric chosen, however, must work with varying assignment requirements established by individual course instructors.

Innovative Approaches to Data Gathering and Analysis

#7 - Blooming, SOLO Taxonomy, and Phenomenography as Assessment Strategies in Undergraduate Science Education: Relationships with Student Learning Approach
 Genevieve Newton

In this investigation, three alternative approaches to assessment of student responses on exams consisting of multiple-choice and short answer questions were applied in an undergraduate biochemistry course. First, phenomenography was used to categorize responses to an open-ended exam question into an inclusive hierarchy indicating increasing accuracy and complexity of the integration of concepts in human metabolism. Second, responses to the same question were similarly categorized according to the SOLO taxonomy of increasing connectivity and inclusiveness. And third, all questions on the midterm and final exams were ranked according to their level of Bloom's taxonomy using the Biology Blooming Tool. Student responses across phenomenographic and SOLO taxonomy hierarchies, and the accuracy of responses at each level of Bloom's taxonomy, were analyzed in relation to student learning approach as measured by scores on the R-SPQ-2F. We demonstrate that deep learning approach score predicted successful responses to questions ranked at the application level of Bloom's taxonomy and at the top hierarchical category of phenomenographic analysis. The results suggest that alternative assessment strategies, which can also be used to guide the development of learning goals and objectives, may be used as tools to evaluate learning at increasing levels of cognitive complexity as related to a deep learning approach.

Completed Teaching and Learning Research

#8 - Sharing and Supporting the Hopes and Dreams of Students and Faculty in a Canadian Nursing Program
 Hilde Zitzelsberger
 Sue Coffey
 Katherine Cummings
 Marianne Cochrane
 Karen Macdonald

Healthcare educators are in a unique position to support students' personal and professional development. The UOIT-DC Nursing Program curriculum is founded on caring values that assert a commitment to the primacy of relationships. According to humanistic nursing, caring involves the interrelated concepts of 'being' and 'doing' in which both require an active presence and willingness to come to know another person (Paterson & Zderad, 1976). A deeply held tenet of nursing practice is the notion that when a nurse knows or understands a person, he or she will be better able to care for that person. We believe that this notion also pertains to student and faculty relationships in nursing education, ultimately leading to more effective and meaningful learning opportunities and learning experiences.

This poster will report on a qualitative study exploring undergraduate nursing students' hopes and dreams when they begin their education and the ways these hopes and dreams may shift and evolve as they progress through the program. The intersections of student hopes and dreams for their education and faculty hopes and dreams in teaching students will be presented. Exploration of how the findings may contribute to deeper understandings of and responsiveness to students and the significance of nursing practice and education to them will be presented.

Early Returns and Initial Findings of Work in Progress

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#9 - Threshold Concepts in Transitioning into SoTL: Decoding the Journey

Niamh Kelly
 Janice Miller-Young
 Dik Harris
 Gary Poole
 Bettie Higgs

Through a series of conversations and workshops, a group of SoTL scholars has been investigating the transition into SoTL: what are the bottlenecks, tacit knowledge, and threshold concepts central to engaging in SoTL? Through our collective conversations and the existing literature about scholars' journeys, we have developed a model which includes stages of awareness, questioning, entering and belonging, with various bottlenecks and thresholds associated with each stage. The poster will present our model and invite conversation from attendees regarding the difficulty/ies they experienced transitioning into the field of SoTL. Conversations will be used to further refine our thinking, with the ultimate goal of developing a formal study of scholar-travelers' experiences. Our hope is that sharing the experiences and struggles of the journey will help to normalize the sometimes "unsettling" experience of engaging in SoTL, and contribute to the understanding of the temporal, emotional, cultural and intellectual difficulties experienced in this transition.

Early Returns and Initial Findings of Work in Progress

#10 - Assessment: Thinking and Practice in Higher Education

Jennifer Boman
 Michelle Yeo

Over the past several decades, assessment of student learning in higher education has been a topic of considerable interest and attention (Postareff et al., 2012; Biggs & Tang, 2007). Despite increasing interest, little research has examined instructors' conceptions of assessment and the factors that have shaped their thinking and practice (Offerdahl & Tomanek, 2012). While a common assumption is that instructors can easily "just change" their assessment practices when exposed to current literature and best practices in assessment, research suggests that assessment occurs in complex socio-cultural contexts (Postareff et al., 2012) and thinking about assessment may not easily be transformed. The current study used qualitative interviews to examine 27 undergraduate instructors' ideas about assessment and their classroom assessment practices. In particular, we were interested in understanding how instructors' conceptions of assessment developed over time and in identifying factors that contributed to changes in instructors' thinking and practices. We also hypothesized that disciplinary thinking plays an important role in shaping ideas about assessment. We asked participants to reflect on the nature of evidence in their discipline so that we could understand how disciplinary ways of thinking might shape assessment design and practice in a given field. Early findings suggest that thinking about assessment evolves to a more student centred and aligned approach over time. Instructors appear to move from a concern about accountability to their department to focusing more on student learning. Results also show relationships between instructors' understanding of their discipline and their beliefs regarding appropriate evidence of student learning.

Early Returns and Initial Findings of Work in Progress

#11 - The Political Perils of Privileging Teaching over Research: Time to Realign Political Policy, Classroom Reality, and Quality Assurance Standards

Kathryn Shailer

For a number of years now, provincial Ministries of Advanced Education have been placing increasing emphasis on teaching and curricular accountability, while holding universities accountable to the traditional quality measures of research outputs. Concurrently, university funding has been frozen or cut, a rash of new books on academic reform calling for differentiation among research, teaching, and specialty institutions has appeared, and the media has made much of highly paid university professors relegating teaching duties to less qualified contract faculty so they can focus on rarified research. The knee-jerk reaction of many institutions has been

<p>Friday November 8, 2013 7:00 – 9:00 pm Castle/Assiniboine Rooms Mezzanine Level</p>	<p>twofold: to create or make more of existing so-called teaching stream faculty positions, with varying degrees of employment stability and teaching load, and 2) to embrace online course delivery and other technologies to teach more students with fewer faculty resources. In western Canada, the creation of teaching-focused universities has brought the teaching/research divide into sharp relief, both internally and in relationship to traditional research universities and quality assurance bodies.</p> <p>This session will examine the current landscape in Canada of teaching-stream positions and the expectations accompanying them, as well as the relationship between these positions and traditional teaching/research/service positions. It will also outline the current reporting requirements and/or program review requirements with regard to teaching versus research outputs. The aim of the session is to explore possible equivalencies, better definitions of teaching outputs, and a renewed validation of teaching within the university sector. The Scholarship of Teaching and Learning is a key piece in this puzzle.</p> <p>Institutional/Program Support and Development</p> <p>#12 - All Through the Night: An Interprofessional Simulation Leslie Graham Arlene de la Rocha Dana Chorney</p> <p>Night shift workers are exposed to multiple health risks, as well as challenges in cognitive and psychomotor performance which impacts patient safety (Geiger-Brown, et al., 2012). As nurse educators, we have a mandate and responsibility to educate nursing students on mitigating the effect of fatigue when providing patient care as well as on healthy lifestyle practices when working the nightshift (CNA, 2010). The purpose of this study was to provide the nursing student and members of the interprofessional team the opportunity to experience the nightshift prior to graduation from their respective programs. The intent of this simulation experience was to assist the students to develop strategies to provide safe patient care throughout the nightshift. This poster presentation will describe the results of this exploratory study.</p> <p>Completed Teaching and Learning Research</p> <p>#13 - Labyrinths and Student Learning: The Effects of Contemplative Practices on Anxiety, Concentration, and Creativity Nina Johnson</p> <p>Neuroscience research suggests that contemplative practices such as mindfulness meditation cultivate a non-judgmental state of awareness which may reduce anxiety, increase mental focus, and stimulate creativity. This SoTL pilot project embraces innovative research methodology as practiced in the fields of Contemplative Pedagogy and transformational learning. Arthur Zajonc, Director of The Center for Contemplative Mind in Society, writes that “reflective, contemplative and experiential methods developed within the contemplative traditions offer a complimentary set of research methods for exploring the mind and the world. When taken together with conventional methods, an enriched research methodology and pedagogy are available for opening up new pathways for deepening and enlarging perspectives which can lead to real and lasting solutions to the problems we confront.” Labyrinths, which are ancient patterns large enough to be walked or small enough to be traced with the finger, represent potential tools for contemplative practice and transformational learning.</p> <p>This study involves a class of Creative Writing students and the use of a specialized journal with a fold-out finger labyrinth. Students are invited to use the finger labyrinth as part of their daily journal practice, and to submit short tear-out surveys reflecting their experience of anxiety, concentration, and creativity at bi-weekly intervals. Students are also invited to use finger labyrinths during test situations and to reflect on their levels of anxiety and concentration. This poster offers a brief history of labyrinths and their uses, an explanation of contemplative practices for student learning, and showcases the innovative SoTL design of the “Labyrinth Journal”.</p> <p>Innovative Approaches to Data Gathering and Analysis</p>
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#14 - Digital Natives and Critical Thinking in Information Selection

Patrick Carmichael

Digital Natives (those raised with the Internet) came of age in the world iPods and laptops, where information arrives instantly in avalanches. Studies claim Digital Natives have a lack of concern (or inability to discern) the validity of sources and quality of content. This study examined how students assess the credibility of Web sources for university assignments, how they perceive the evaluative process, and acquire, integrate, and apply critical thinking skills. The study concludes that, although digitally literate, Digital Natives need instruction in critical thinking and the objective criteria to evaluate information credibility. This instruction is most effectively delivered in face-to-face workshops, with immediate and ongoing opportunities to apply new skills, and time for comparative reflection.

Completed Teaching and Learning Research

#15 - Rural Nurse Educators Face the Challenges of Scholarship Development

Sue Hackett

Shannon Lanctot-Shah

Nurse educators are constantly being challenged to maintain currency and competence within the complex demands of academia. The transition from diploma to baccalaureate requirements for registered nursing has prompted rural college nurse educators to develop scholarship abilities to meet these advanced academic expectations. A study undertaken within a rural nursing faculty illustrates the professional and personal challenges experienced during their evolution of a culture of scholarship. Implications, conclusion, and recommendations are articulated to assist other rural nurse educators to address the issue of faculty scholarship development.

Completed Teaching and Learning Research

#16 - Supporting Change in Instructional Practice with Reflexive Dialogue

Shari Worsfold

Research has demonstrated the need for change in the way we approach teaching and learning in public schools. Traditional professional development, originally designed for mass distribution, has not had the desired effect of shifting beliefs and assumptions about instructional practice that would change the way we approach teaching and learning.

From my understanding and experience traditional professional development is effective in educating people about general theory. For the most part educators are familiar with the end product desired by employers as communicated by experts in auditoriums full of people. What is difficult for many (but not all) is how to transform that information into practical application within the individual context of the participant.

In my doctoral research I am using technology and reflexive dialogue to support the learning of classroom teachers in an early literacy context. Using technology in the form of film footage that captures an instructional sequence, a classroom teacher and I can participate in reflexive dialogue about the relationship between her instruction and the child's response to that instruction in real time. From this dialogue the consultant can help the teacher notice and name the kinds of teaching that are theoretically based and worthy of further development, as well as the kinds of responses the child has offered that may or may not be helpful. This approach takes the teacher beyond the general theoretical underpinnings of exceptional practice and into the practical application of that theory, and it begins with the teacher's current theoretical understandings.

Early Returns and Initial Findings of Work in Progress

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#17 - Transition and Transformation as Key Concepts in Bridging from Registered Practical Nurse to Registered Nurse

Sue Coffey
 Gail Lindsay
 Marianne Cochrane
 Katherine Cummings
 Karen Macdonald

Accelerated, compressed, and bridging programs are rapidly increasing in popularity as a means of educating nurses across North America. In Ontario, Canada, there are currently six universities with ten college partners involved in offering Registered Practical Nurse (RPN) to Bachelor of Science in Nursing (BScN) bridging education. However, there remains virtually no evaluative data regarding these programs. In particular, both the student experience within this type of educational offering and the graduate experience as they enter a new level of nursing practice at completion of the program have not been explored. This poster will present one component of a funded, year-long, three-phase research project that explored the performance and behaviors of RPN to BScN students and graduates. Through thematic analysis of focus group data with 110 bridging students at various points in their educational program and online/telephone interviews with 30 program graduates, transition emerged as a major concept and experience. Results indicate that RPNs transitioned into the student role as adult learners returning to school, transformed themselves and their practice through their education, and transitioned into practice as baccalaureate graduates and Registered Nurses. An evolutionary conceptualization of the students' process related to resistance, responsiveness and being proactive will be illuminated. The juxtaposition of transition and transformation will be explored. The multiple layers of personal and professional change experienced in the moment by students and through retrospective consideration by graduates will be explored.

Completed Teaching and Learning Research

#18 - Individualized Assessment and Remediation Approaches for At-Risk Nursing Students

Ellen Vogel
 Gail Lindsay
 Dana Chorney
 Leslie Graham
 Marianne Cochrane

One of the most challenging issues nursing educators face is how best to work with and respond to students who are showing signs of being at risk for failing. The ethical and legal implications of "failing to fail" students have been explored (e.g., Duffy, 2007; Skingley et al., 2007). However, these must also be balanced by an appreciation that our role as educators does not end in identifying when students are not able to meet defined competencies. Rather, potentially some of our most meaningful and effective teaching-learning may happen within the context of looming failure. Recognizing the opportunity that impending clinical failure presents in terms of the space it opens up for creative remediation that may lead to both personal and practice-related growth for students is essential. This poster describes the context for an educational innovation related to working with students at risk for failure in practicum-based nursing courses. The use of multi-method assessment and remediation strategies for identifying and supporting students will be explored. Implementation of Registered Nurse Mentors as an integral part of the remediation team will be highlighted. Outcomes for students who have taken part in individualized plans including assessment, remediation contracts, and/or partnership with RN mentors will be summarized. Benefits and challenges associated with this approach will be explored. Recommendations related to successful individualized remediation approaches will be presented.

Early Returns and Initial Findings of Work in Progress

Detailed Program – Saturday, November 9th 2013

Breakfast Buffet
Saturday November 9th from 7:30 – 9:00 a.m.
Alpine Meadows and Castle Assiniboine Rooms
Mezzanine Level

Plenary Information Session
Saturday, November 9th from 7:45 a.m. – 8:00 a.m.
Castle/Assiniboine Rooms
Mezzanine Level

Saturday November 9, 2013 7:45 a.m. – 8:00 a.m. Castle/Assiniboine Rooms Mezzanine Level	This morning's session is an opportunity to check in with participants, provide information about changes and announcements, and generally regroup for the final day of the Symposium. Please join us for this session.
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Concurrent Session Band "E"
Saturday, November 9th from 8:30 a.m. – 9:30 a.m.
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Aspen Room	<p>Informing Pedagogy Through Co-Operative Inquiry Katrin Becker (Mount Royal University)</p> <p>SoTL research is often instigated and directed by the instructors or facilitators who are responsible for a given course, program, seminar, or workshop. The facilitators, or sometimes an outside person is the researcher, while the students are the subjects. Even in participatory action research, the learners are still primarily treated as subjects. Recently, the author designed and delivered a graduate level course where the entire course design became the subject of a co-operative inquiry. In co-operative inquiry, "members of the group contribute both to the ideas that go into their work together, and also are part of the activity that is being researched. Everyone has a say in deciding what questions are to be addressed and what ideas may be of help; everyone contributes to thinking about how to explore the questions; everyone gets involved in the activity that is being researched; and finally everybody has a say in whatever conclusions the co-operative inquiry group may reach. So in co-operative inquiry the split between 'researcher' and 'subjects' is done away with, and all those involved act together as 'co-researchers' and as 'co-subjects'." (Heron, 1992). In other words the learners are also the researchers alongside the instructor. This presentation is intended to outline the methodology known as co-operative inquiry, to briefly report on the author's experiences with this approach in a graduate level Education class, and to solicit collaborators in pursuing possible opportunities to explore this approach further in undergraduate courses.</p> <p>Calls for Collaboration, Triangulation, and Development</p>
Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Birch Room	<p>Incorporating Sustainability Across the Curriculum: Towards Ecological Literacy Michael Quinn (Mount Royal University)</p> <p>The presentation will provide highlights and key findings from a review of programs to incorporate 'environmental sustainability' into post secondary curricula. Particular emphasis will be placed on institutions that have demonstrated a commitment to incorporating sustainability across the disciplines. It has been proffered that 'ecological literacy' is an essential element of a liberal post-secondary education and that 'sustainability' serves as a powerful unifying theme for interdisciplinary learning. The review will include a summary of existing classroom based research on how ecological literacy enhances outcomes for teaching and learning in undergraduate education. A working list of courses at Mount Royal University that incorporate sustainability will serve as a starting point for a discussion on how future enhancements might improve teaching and learning in this area. Incorporation of sustainability across the curriculum should include research</p>

	<p>on efficacy and measurability of outcomes. Preliminary ideas and opportunities for research will be discussed. Participants from other institutions will be invited to share their experiences as well.</p> <p>Meta-level Studies and Contributions to Future Scholarship</p>
<p>Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Cedar Room</p>	<p>The Emergence of Professional Identity in Teacher Education Jodi Nickel (Mount Royal University) Jim Zimmer (Mount Royal University)</p> <p>Prospective teachers often enter teacher education programs with a strong sense of idealism but may become disillusioned by the dissonance between their ideals and their practice. Sadly the attrition rate among new teachers in Alberta within the first five years of practice is nearly 30%. Establishing a clear sense of professional identity is a key factor in the motivation, effectiveness, and retention of teachers.</p> <p>This longitudinal project tracks teacher education students in their first and second year of a four-year Bachelor of Education degree using both qualitative and quantitative data. Aspects of professional identity analyzed in the survey include self-efficacy, commitment to the profession, task orientation and professional orientation. These same aspects are examined in the qualitative data drawn from teacher candidates' portfolios, particularly their philosophy of education statements and their self-assessments made with reference to the competencies expected of new teachers by the provincial teacher certification body.</p> <p>This study is providing insights concerning the development of professional identity in teacher candidates across the four years of their program, and is provoking discussion about ways in which the curriculum can be enhanced to further support teacher candidates' professional growth.</p> <p>In this session, we provide an overview of the study's theoretical framework, describe our methodology, and share early findings from the first two years of data collection. We hope our presentation spurs dialogue with participants about the study of professional identity in various fields (e.g. education, nursing, and journalism), methodological approaches, and curricular/pedagogical implications of this type of research.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Maple Room</p>	<p>Flip the Classroom: Comparing the Experiences of Instructors and Students in Two First-Year Large Undergraduate Calculus Courses Cindy Xin (Simon Fraser University) Veselin Jungic (Simon Fraser University) Jamie Mulholland (Simon Fraser University) Harpreet Kaur (Simon Fraser University)</p> <p>Our project investigates the experiences of instructors and students in two first-year service calculus courses using the flipped classroom pedagogy. In fall 2012 at Simon Fraser University, two experienced senior mathematics instructors working with an educational developer and a research assistant flipped Math 150 - Calculus I With Review (enrolment = 220) and Math 152 - Calculus I (enrolment = 246).</p> <p>In total sixteen flipped classes were conducted in the two courses, with eight classes each (one-third of total number of classes). For each flipped class, students were required to watch an approximately 40-minute long video lecture, pre-recorded by the course instructor, before coming to class. In class, students would develop their understanding of the materials they watched through iClicker questions, peer-instruction and just-in-time teaching.</p> <p>A typical Math 150 student is a 1st-year full-time science or applied-science major, whereas a typical Math 152 student is a 2nd-year full-time science or applied-science major.</p> <p>Our investigation aims to compare similarities and differences between the two courses in terms of the perceived impact of this flipped pedagogical model on instruction and student learning. Data were collected from student questionnaires (at the middle and end of the term), student interviews, instructor interviews, and classroom observations.</p> <p>In this session, we will present our preliminary findings. We will discuss the lessons learned in terms of instructional preparation, student preparation, classroom implementation and sustainability of the model for future offerings of the two calculus courses.</p> <p>Early Returns and Initial Findings of Work in Progress</p>

<p>Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Pine Room</p>	<p>Examining Community Service Learning: Research from the Bissett School of Business at Mount Royal University Victoria Calvert (Mount Royal University) Halia Valladares (Mount Royal University) Wendelin Fraser (Mount Royal University)</p> <p>This session will review several CSL research projects currently underway, invite discussion, and explore the potential for research alliances. Victoria Calvert will outline her multi-pronged research program regarding: the impact of international CSL projects on student development and readiness for adaptability to global cultures, faculty strategies for handling ethical issues in culturally diverse environments, and the framing of CSL pre-trip preparation and project structure for international field trips relative to cultural dimensions, including fluid time horizons that vary from the culture of North American students. The incorporation of the Hofstede Model, as well as broader cultural considerations, in the pre-trip preparation and post-trip debriefing and reflection will be highlighted. Halia Valladares will discuss the longstanding practice of CSL in Mexico then introduce her research project that compares CSL practices at academic institutions in Canada and Mexico. Wendelin Fraser will outline a CSL project that is central to the curriculum for her 'Agents of Social Change' course which encourages the development of social innovation, civic engagement, and advocacy behaviors. Her conceptual model suggests that by involving students in significant and complex community policy initiatives, and by providing multiple opportunities both during the term and in subsequent years through curriculum focusing on active CSL engagement in conjunction with the opportunity to witness their impact as agents of social change, that students will be significantly influenced in their beliefs and behaviors. The researchers will then invite discussion regarding their projects, and solicit interest for multi-institutional initiatives.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Saturday November 9, 2013 8:30 a.m. – 9:30 a.m. Willow Room</p>	<p>Peer-Evaluation of Writing: What Works, What Doesn't, and How Can we Tell? Kerry Ritchie (University of Guelph) Daniel Jeffery (University of Guelph)</p> <p>Peer-evaluation has been used frequently in higher education, as both a supplement to instructor grading (to increase feedback and improve final performance) (1), and as a replacement of instructor grading (to save time and resources) (2). Many factors likely contribute to the success of any peer-review activity (skill level, number of assessments etc.), however these are not well defined (3, 4). Furthermore, students are not always receptive to the peer-review process, believing that their peers are not qualified to provide feedback (5).</p> <p>Therefore, we sought to answer the following questions: 1) Does peer-feedback mid-semester improve performance on a subsequent assignment? 2) Are peers accurate assessors of each other's work? 3) What factors are most important to optimize the effectiveness of a peer-reviewed assignment?</p> <p>Quantitative data from two senior level science courses using peer-assessment at the University of Guelph was collected over four years (>400 students). Faculty-assigned grades for mid-semester and final assignments were compared to determine improvement in student performance. Faculty and student-assigned grades on a given assignment were compared to determine marking accuracy. Student perception of the peer-assessment process was surveyed and assignment details were compared to compile a list of best practices for effective peer-evaluation.</p> <p>Early analysis shows that students were not accurate assessors of each other's work. The number of reviews performed per student may be key to the inaccuracy observed. Despite this, peer-evaluation did improve subsequent performance for students who earned grades below 75%. Additional best practices and student perceptions will be discussed during this interactive session.</p> <p>Early Returns and Initial Findings of Work in Progress</p>

**Coffee Available
Saturday, November 9th from 9:30 – 10:00 am
Alpine Meadows
Mezzanine Level**

Concurrent Band "F"
Saturday, November 9, 2013
10:00 a.m. – 11:00 a.m.
Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms
Main Level

<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Aspen Room</p>	<p>From Critical to Radical: SoTL Approaches and Student Voices Kelly Hewson (Mount Royal University) Lee Easton (Sheridan College)</p> <p>In higher education's present context – characterized by severe funding cuts, market intrusions into curriculum, the industrialization of teaching processes, and students incurring ever-more debt to get credentialized—the question of who speaks for SoTL and how becomes critically important.</p> <p>We begin our inquiry with Nancy Chick's application of Peter McLaren's multicultural theories' spectrum to a range of SoTL approaches in and across disciplines. Acknowledging the work of SoTL path-finders, Chick identifies conservative approaches anchoring one end of the spectrum, those occupying the centre and falling under the liberal "big tent", while adding at the opposite end "critical borderland" practices which she conceptualizes as pushing at disciplinary boundaries. We plan to deepen Chick's model to analyze uses of and underlying assumptions about student voices along this SoTL spectrum.</p> <p>Further, mindful of Michael Fielding's observation that the deployment of student voices at this historical conjuncture is not entirely innocent (2010), we nevertheless argue that to account responsibly for student voices in SoTL requires an expansion of the spectrum. We posit an additional category: a radical SoTL, whose practices are marked by a collegiality among all involved in evidence-based studies, studies whose claims SoTL practitioners can all speak about, to advocate vigorously for what has been proven to constitute quality in higher education.</p> <p>Meta-level Studies and Contributions to Future Scholarship</p>
<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Birch Room</p>	<p>Towards SoTL Research Priorities in the Management Program of the JR Shaw School of Business Tabea Berg (Northern Alberta Institute of Technology (NAIT))</p> <p>This research has helped to determine Scholarship of Teaching and Learning (SoTL) research priorities for faculty in the Management program of JR Shaw School of Business (JRSSB) at the Northern Alberta Institute of Technology (NAIT). Management diploma and degree graduates, faculty, and employers of graduates shared their perspectives on graduate competency in terms of program outcomes, as well as teaching practices that either helped or hindered their learning, in surveys and interviews. Results were considered in light of pedagogical challenges commonly identified in the Management Education literature. Graduates' "most-" or "least-" mastered program outcomes and, and recommendations for improving the program were identified by the three sample groups.</p> <p>Consistent with the Management Education literature, experience (whether actual on-the-job experience or experiential learning in an academic setting) and "real-world" context were found to be the most important factors. However, other significant contributing factors were also reported. Based on the findings from this study, several avenues for further SoTL research were identified, with specific focus on the JRSSB but with relevance for other post-secondary Management programs.</p> <p>Completed Teaching and Learning Research</p>
<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Cedar Room</p>	<p>Transitions and Threshold Concepts in Problem Solving Shelly Wismath (University of Lethbridge) Maple Room Douglas Orr (University of Lethbridge)</p> <p>Problem-solving skills are among the critical attributes identified in Kay's "Partnership for 21st Century Learning Framework" (2010). Specific problem solving skills such as analysis, transfer and metacognition also figure prominently in the revised Bloom's taxonomy (Bloom, 1956; Krathwohl, 2002) and in the "facets of understanding" described by Wiggins and McTighe (2005). But how do we ensure that our students learn and practice such skills? At the post-secondary level, problem-solving courses are often offered in specific disciplines such as engineering, business, or medicine, or to develop specific skills in areas such as math or</p>

<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Cedar Room</p>	<p>computer science, but usually do not focus on developing students as good general problem solvers. In a study based on a general problem-solving course for university students called Problems and Puzzles, we looked at whether there are stages that mark the development of general and transferable problem-solving skills which instructors can facilitate. Did students in fact develop as problem solvers as the course progressed, and if so, what markers of that development did they present? Are there threshold concepts (Meyer and Land, 2003; Cousin, 2006) that students must grasp in order to progress as problem solvers? Based on in-class observations, guided reflection assignments, and a post-course focus group discussion, we suggest three main transitions students went through at points in the course, and three underlying threshold concepts which together contributed to a transformative student experience in the development of generalizable problem solving skills.</p> <p>Completed Teaching and Learning Research</p>
<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Maple Room</p>	<p>Meaningful E-Learning (MEL): Results From a Multi-Institution Study Vincent Salyers (Mount Royal University) Lorraine Carter (Nipissing University) Sue Myers (Saskatchewan Institute for Applied Science and Technology) Penelope Barrett Theresa Matus (Mount Royal University)</p> <p>Most universities now utilize educational technologies and e-learning strategies to deliver substantive components of curricula and programs. As part of the e-learning trend, many faculty are being strongly encouraged to use different strategies to ensure consistency in course delivery and, in some instances, reduce face-to-face (f2f) contact hours for students (Carter, Rukholm, & Kelloway, 2009; Carter, 2008). While the benefits related to access and flexibility are self-evident when courses are delivered using these strategies, various challenges also emerge. These challenges include, but are not limited to: geographic and technological barriers, lack of instructional design support, inconsistent, inadequate or unreliable infrastructure support, as well as varying degrees of faculty and student experience with e-learning environments (Donato, Hudyma, & Carter, 2010; Salyers, 2007; Barrett, & Salyers, 2010; Salyers, Carter, Barrett, & Williams, 2010 a, b).</p> <p>This session will discuss findings from the Meaningful E-Learning (MEL) research project carried out between 3 Canadian post-secondary/tertiary institutions. The MEL project specifically explored the following variables: a) student and faculty perceptions of quality e-learning courses, b) prerequisite knowledge and e-learning skills and, c) predictors of quality e-learning courses. Results from students (n=1377) and faculty (n=187) indicated that experience with e-learning, course design, adequacy of e-learning support, and ease of navigation significantly predicted student learning, participation, comfort, enjoyment, and preference for e-learning courses. Additional findings suggested the need for infrastructure and institutional support for e-learning, and highlighted the need for human interaction as part of the e-learning experience. Recommendations and directions for future research will be presented.</p> <p>Early Returns and Initial Findings of Work in Progress</p>
<p>Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Pine Room</p>	<p>Help and Hindrance: An Analysis of Student-Authored Earning Plans Sally Haney (Mount Royal University)</p> <p>This research project examines the role of student-authored learning plans in a senior journalism production environment at an undergraduate university in western Canada. Students, working as senior editors in a fourth-year masthead course, created and regularly updated individual learning plans during the 14-week semester. They regularly revisited the learning plans in order to set and revise goals, assess progress, and negotiate grades. This study offers an interpretive description of how students engaged with the learning plans. Results suggest that while learning plans support student learning on some fronts, they may also hinder on others.</p> <p>Completed Teaching and Learning Research</p>

Saturday November 9, 2013 10.00 a.m. – 11:00 a.m. Willow Room	Connecting Students to Scholarly Readings Margy MacMillan (Mount Royal University) <p>The ability of students to read, understand and use scholarly articles, in effect to join the academic conversations in the disciplines, is a subject of much research, and even more concern among faculty. Many students seem to struggle to make sense of the language, structure, content, or even the purpose of required readings, and that in turn affects their performance in discussions and assignments. This presentation explores a critical aspect of academic reading – making connections to prior/other knowledge and experience.</p> <p>A study of third-year students provides the basis for understanding not only what students connect to, but how those connections illuminate reading processes. While the range of connections students made, to personal experiences, academic knowledge and future practice was interesting, it was the way different connections illustrated different levels of reading that told a richer and more important story. This data suggested some concrete strategies for encouraging the deeper reading that we expect from students. The study results will catalyze a discussion of what readings we assign and why and how we can help students not just read information, but integrate it into their understanding of the discipline and the world.</p> <p>As part of the session, participants will work through an activity similar to the one completed by the students to bring the tacit experience of making connections into a more concrete focus. This activity is easily adaptable across disciplines and reveals interesting insights about readers and texts. I look forward to a rich discussion.</p> <p>Completed Teaching and Learning Research</p>
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Plenary Keynote Session
Saturday, November 9th from 11:00 a.m. – 12:30 p.m.
Castle Assiniboine Rooms
Mezzanine Level

Saturday November 9, 2013 11:00 a.m. – 12:30 p.m. Castle Assiniboine Rooms Mezzanine Level	Changing Practices: Reflections on SoTL and Teaching Karen Manarin April McGrath (Mount Royal University) <p>If the scholarship of teaching and learning is conceptualized as an inquiry cycle or spiral beginning with a question about student learning in our classrooms, at some point we need to bring what we have learned back to the classroom. However, this rarely involves simple implementation of a planned intervention. In this presentation, Karen Manarin and April McGrath, faculty members from different disciplines and at different stages in their academic careers, discuss some of the ways engaging in the scholarship of teaching and learning has affected their practice. They reflect on questions about disciplinary assumptions, assessment practices, instructor identity, and student relationships. Participants will be encouraged to share their experiences of how SoTL has changed or challenged their teaching practices.</p>
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Buffet Lunch
Saturday, November 9th from 12:30 – 1:30 pm
Alpine Meadows and Castle/Assiniboine Rooms
Mezzanine Level

Saturday November 9, 2013 12:45 p.m. Castle Assiniboine Rooms Mezzanine Level	Closing Remarks Janice Miller-Young Mount Royal University
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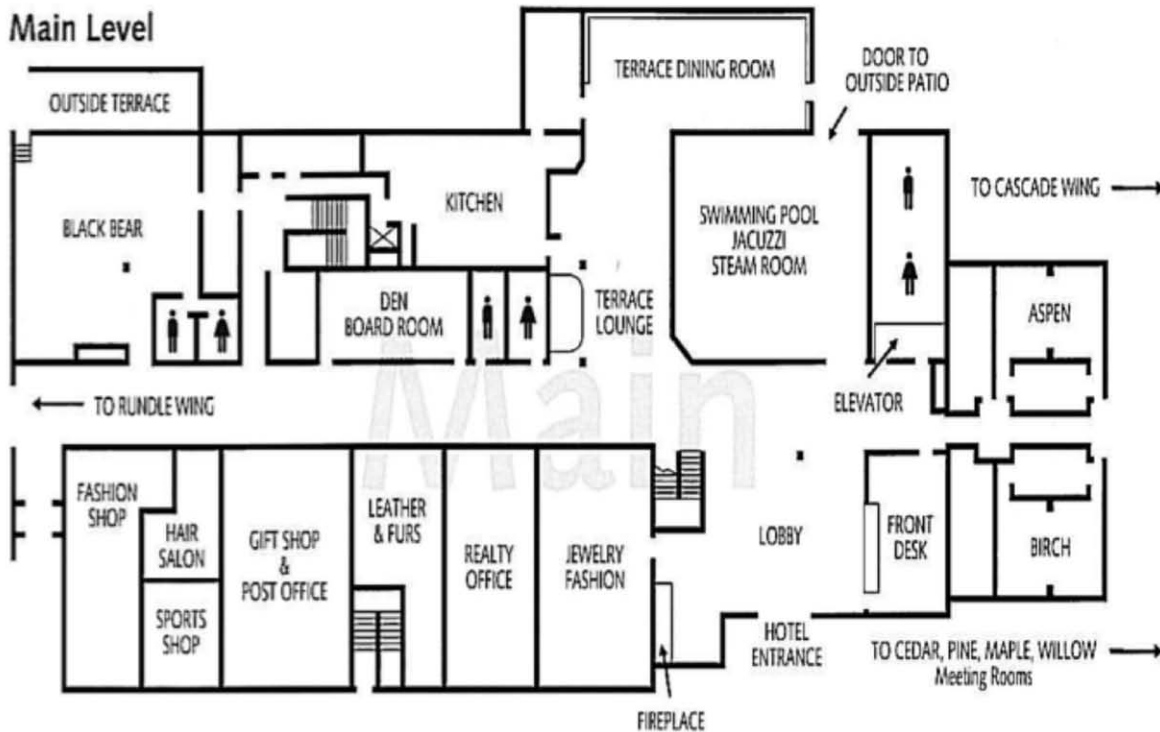
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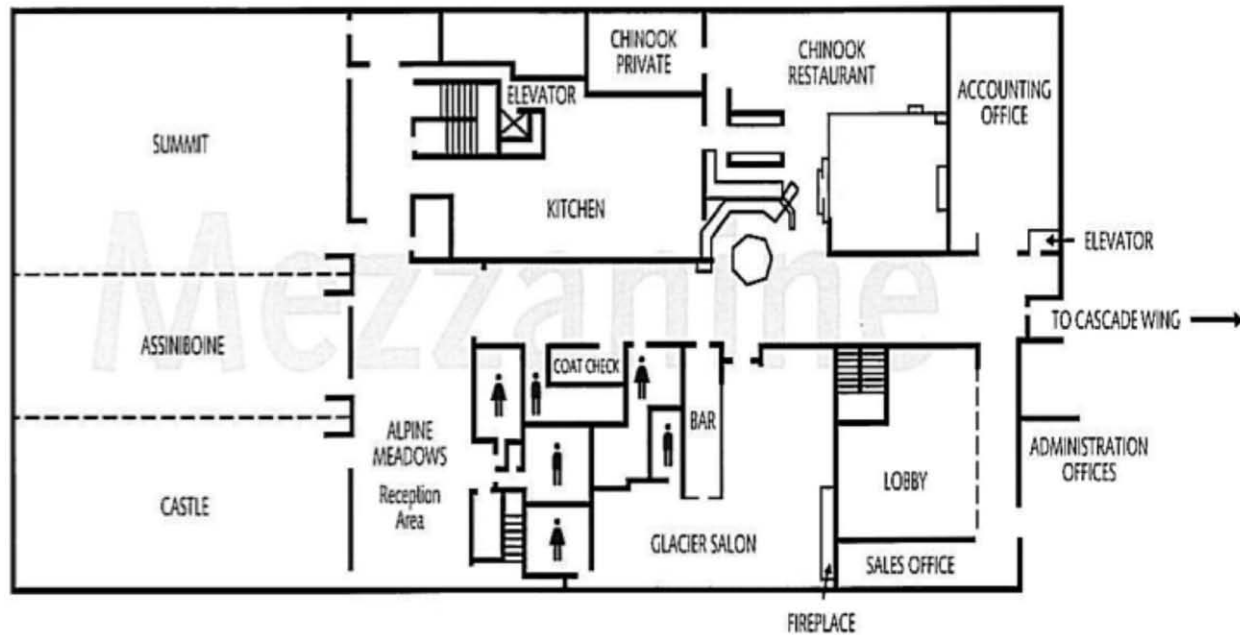
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Banff Park Lodge Room Map

Main Level



Mezzanine Level





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