2014 Symposium on Scholarship of Teaching and Learning

November 6 - 8, 2014 • Banff, Alberta, Canada

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> **In case of emergency dial 0 from any hotel telephone**

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Welcome to the 2014 Symposium on Scholarship of Teaching and Learning

Symposium Registrants, Guests and Friends,
Welcome to the 5ᵗʰ 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.

Following the Pre-Symposium Workshops, we will begin the Symposium with an opening reception and banquet featuring a keynote presentation by Sherry Lee Linkon, Professor of English and Director of the Writing Program at Georgetown University, Washington, D.C. whose teaching and learning research examines two areas: student learning in disciplinary and interdisciplinary courses in the humanities and social class issues in higher education.

Friday's keynote presenter, Peter Mahaffy, Professor of Chemistry at The King's University College in Edmonton, Alberta is a 3M National Teaching Fellow who cares deeply about building and nurturing communities of science education research and practice that make effective use of the scholarship of teaching and learning.

On Saturday, our third keynote presentation will feature our own Mount Royal University scholars Kevin O'Connor and Gladys Sterenberg, with Mount Royal University student Ranee Drader who will discuss what it means to engage in conversation and what conversations have to do with student learning.

Our concurrent sessions on Friday and Saturday and our poster session on Friday afternoon 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 Mount Royal University for its support of the Institute for Scholarship of Teaching and Learning, 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 the 2014 Symposium on Scholarship of Teaching and Learning Committee, Brett McCollum, Co-Chair, Margy MacMillan, and Heather Nelson.

We hope that you enjoy the Program and will come away from this Symposium with new ideas and inspiration for advancing teaching, learning and scholarship in your classes, institutions and communities.

Janice Miller-Young, Director
Institute for Scholarship of Teaching and Learning

The Institute for Scholarship of Teaching and Learning

The Institute for Scholarship of Teaching and Learning (I-SoTL) seeks to encourage, facilitate and support engagement in teaching-learning related scholarship, and to advance the existing body of research in this area by fostering new scholars, cultivating communities of practice, encouraging interdisciplinary and inter-institutional collaboration, and assuming leadership roles in building the profile and advancing the field of Scholarship of Teaching and Learning regionally, nationally and internationally.

The Institute supports systematic, evidence-based study of teaching and learning which is:

» focused on student learning, grounded in context, methodologically sound, and publicly disseminated;

» inclusive and unified by its potential to have impact in the classroom and to contribute to the production of knowledge and ongoing improvement in teaching and learning;

» diverse in discipline, theory, methodology, and method.
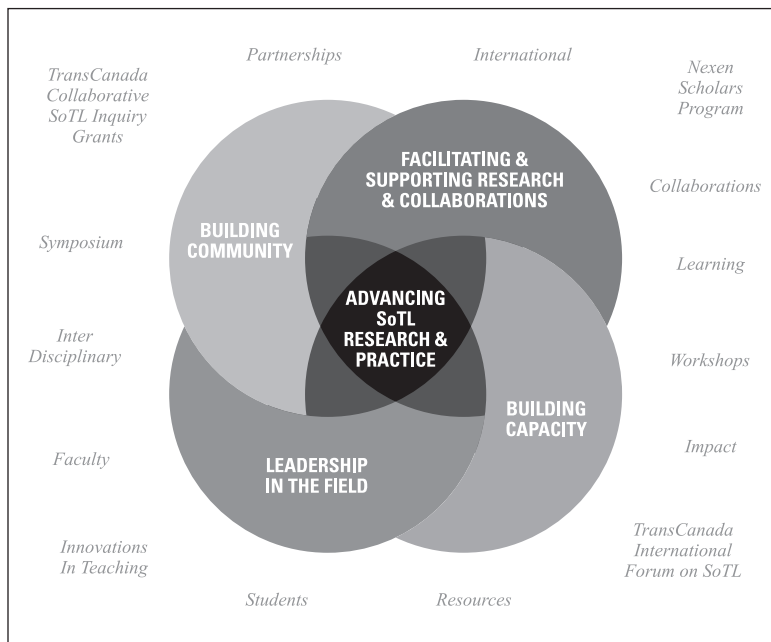
Invited Keynote Speakers

SHERRY LEE LINKON
PROFESSOR OF ENGLISH AND DIRECTOR OF THE WRITING PROGRAM AT GEORGETOWN UNIVERSITY

Sherry Lee Linkon is Professor of English and Director of the Writing Program at Georgetown University, Washington, D.C. Her teaching and learning research examines two areas: student learning in disciplinary and interdisciplinary courses in the humanities and social class issues in higher education. Her books include ***Literary Learning: Teaching the English Major*** (Indiana 2011), ***Teaching Working Class*** (Massachusetts, 1999), and ***Steeltown USA: Work and Memory in Youngstown*** (Kansas, 2002), co-authored with John Russo. She has also led research and faculty development projects, including collaborative course design groups, a working group of faculty studying critical reading in the humanities, and a campus-wide teaching with technology project. She is currently co-leading an Arts and Humanities SoTL working group that is preparing a special issue for ***Teaching & Learning Inquiry*** and developing collaborative and connected research projects.

Abstract:
Vive La Différence!: Deploying Disciplinary Knowledge in Collaborative Work

Interdisciplinarity and collaboration are old buzzwords in higher education, but even after decades of talking about it, translating the ideal into practice remains challenging. Working well with colleagues from other fields requires not just good will or even effective negotiation (though both help). It requires intentional exploration of the differences and commonalities of disciplinary knowledge. In the process, we produce not just new interdisciplinary courses or research but also fresh insights into our own disciplinary thinking. This talk will use concrete examples of cross-disciplinary projects to articulate strategies for and outcomes of interdisciplinary collaboration.

Invited Keynote Speakers

PETER MAHAFFY

PROFESSOR OF CHEMISTRY AT THE KING'S
UNIVERSITY COLLEGE IN EDMONTON, ALBERTA

Peter Mahaffy is a 3M National Teaching Fellow who cares deeply about building and nurturing communities of science education research and practice that make effective use of the scholarship of teaching and learning. Professor of Chemistry at the King's University College in Edmonton, Mahaffy also co-directs the King's Centre for Visualization in Science (www.kcvs.ca), which provides digital learning resources accessed by a quarter million users from 100 countries each year. He carries out research in chemistry education, visualization in science, and organic chemistry, and is especially interested in context-based learning and the threads that weave together science and sustainability. Mahaffy is a member of the Working Group on Education and Outreach for OPCW - the recipient of the 2013 Nobel Peace Prize, past chair of the International Union of Pure & Applied Chemistry's Committee on Chemistry Education, and vice-chair of the Province of Alberta's Campus Alberta Quality Council. He is also co-author of a 1st year university chemistry textbook published by Nelson/Cengage, ***Chemistry: Human Activity, Chemical Reactivity***, just released in its 2nd edition.

Abstract:
Seeing Red, Telling Time, and Catalyzing Change

We gather in the inspiring shadow of Mt. Rundle to reflect on ways in which our communities of teaching and learning can undergo self-transformation to better meet the needs of learners. Illustrated by the challenges, barriers, and opportunities for authentic practice faced by chemistry educators, we will explore ways to listen to our students, read chronometers, and overcome activation barriers – with the scholarship of teaching and learning as a catalyst.

Invited Keynote Speakers

KEVIN O'CONNOR

PROFESSOR IN THE DEPARTMENT OF EDUCATION AND SCHOOLING, FACULTY OF TEACHING AND LEARNING AT MOUNT ROYAL UNIVERSITY, CALGARY, ALBERTA

Kevin O'Connor is an Assistant Professor in the Department of Education and Schooling, Faculty of Teaching and Learning at Mount Royal University, Canada. He has received a B.Ed., an M.A. in Curriculum Studies and a Ph.D. in Education from McGill University. He has taught in elementary and secondary schools for 15 years and as an educational administrator was responsible for integrated experiential science programs in the Yukon Territory, Canada. Kevin was a Visiting Professor at both McGill University and the University of Ottawa and acted as a Senior Policy Advisor to the Federal Government of Canada on Aboriginal education issues.

Much of his current research and publications are based on the synthesis of multi-sensory pedagogy and interdisciplinary curriculum through the integration of experiential and place-based learning, science field studies and Aboriginal education and how these effective inclusive pedagogical practices can support teacher education through a balance of theory and practice.

Dr. O'Connor sits as an Advisory Board member on the Canadian Research Institute for Social Policy, GLOBE-NASA International Science Education Group and The Paulo and Nita Freire International Center for Critical Pedagogy.

GLADYS STERENBERG

PROFESSOR IN THE DEPARTMENT OF EDUCATION AND SCHOOLING, FACULTY OF TEACHING AND LEARNING AT MOUNT ROYAL UNIVERSITY, CALGARY, ALBERTA

Gladys has taught elementary, junior high and high school for 15 years in southern Alberta and was a faculty member at the Universities of Lethbridge and Alberta before coming to Mount Royal University. Her primary area of study focuses on relational ethics within settings of teacher professional development

Invited Keynote Speakers

in mathematics education. Gladys is specifically interested in curriculum inquiry and mathematics education, elementary teacher professional development in mathematics, and in stories of mathematics. Gladys is currently investigating scholarly activities of elementary teacher-leaders and communities of practice within pre-service education.

RANEE DRADER
STUDENT, BACHELOR OF EDUCATION,
MOUNT ROYAL UNIVERSITY,
CALGARY, ALBERTA

Ranee Drader is in her third year of Mount Royal University's Bachelor of Education degree. During her second year she served as the Vice President External for the Education Undergraduate Society and was a representative of Mount Royal student local 10 for CAFEC (Calgary Area Field Experience Committee). Currently she is working toward a double minor in both Science and Humanities. For the past two years, Ranee has pursued her interests in the Scholarship of Teaching and Learning by acting as the lead Research Assistant for Dr.'s O'Connor and Sterenberg. In addition to her academic work, Ranee has a great interest in outdoor education and working with at risk youth.

Abstract:
Conversations within Communities of Practice: Our Work in Teacher Education Action Research.   What Does it Mean to Engage in Conversation?

How do we as researchers 'live among' or 'keep company' with others? What do conversations have to do with student learning? How are students involved in our conversations? In this time together, we will present research findings that interrogate the conversations our students had in their communities of practice in comparison to the conversations we had within our own communities of practice and will describe the interplay of conversations involving the complexity of shifting professional and academic relationships and identities. As we describe the complex facets of our research, we invite you to consider the significance of conversations within overlapping communities of practice as ways to inform your own research programs and as possible ways forward within the SoTL community.

What Students Want You to Know About Conducting SoTL Research

RANEE DRADER
STUDENT, BACHELOR OF EDUCATION,
MOUNT ROYAL UNIVERSITY,
CALGARY, ALBERTA

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ANA SEPULVEDA
STUDENT, BACHELOR OF SCIENCE,
MOUNT ROYAL UNIVERSITY,
CALGARY, ALBERTA

Ana Sepulveda is in her fourth year of the Bachelor of Science program at Mount Royal University. She has worked for several years with Dr. Brett McCollum's research team studying how students use different representational technologies to help visualize molecular structures in chemistry. In June 2014, she and a colleague were awarded second place in the undergraduate poster competition at the Canadian Chemistry Conference in Vancouver. She also presented at the TransCanada International Forum on Undergraduate Research at MRU in May.

Abstract:
These two scholarship of teaching and learning student co-investigators will talk about why they got involved in SoTL research, describe the projects they've worked on. What they've learned, and share their perspectives on how faculty and students can work together toward improving student learning.

Session Types, Times, and Logistics

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 thirty 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 session to attend.
The themes identified are:

- » Research on Teaching and Learning,
- » Involving Undergraduate Students in SoTL,
- » Teaching and Learning with Technology,
- » Collaborating Beyond the Single-Classroom,
- » Methodologies and Innovative Approaches to Data Gathering and Analysis,
- » Calls for Collaboration, Triangulation, and Development (poster session only).

Poster Session – Although posters will be available for viewing throughout the Symposium, the formal poster session will begin Friday at 2:30 p.m. in the Castle/Assiniboine Rooms. Poster presenters will be available to discuss their work.

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.

2014 Symposium Sponsorships and Acknowledgements

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

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funded through a generous gift from Nexen Inc.

The Office of the Provost and Vice-President Academic
Mount Royal University

Faculty of Teaching and Learning
Mount Royal University

Program at a Glance

Thursday, November 6, 2014

11:30 a.m.	Hotel Foyer Reception Area	Check-in for Pre-Symposium Workshops
12:00 noon	Lynx Salon	Light Lunch Available for Pre-Symposium Workshop Participants
1:00 p.m.	Black Bear Room	Pre-Symposium Workshop: **Getting Started in SoTL** Janice Miller-Young and Michelle Yeo, (Mount Royal University)
1:00 p.m.	Lynx Salon	Pre-Symposium Workshop **I Have Data; Now What?** Deb Bennett and Karen Manarin, (Mount Royal University)
1:00 p.m.	Den Board Room	Pre-Symposium Workshop **Designing Quantitative Research in SoTL** Augusto Legaspi, Ph.D. (Bow Valley College), Tim Loblaw, M.Ed., (Bow Valley College), Wendy Buck, MSt. (Bow Valley College), Marjorie Contenti, M.Ed. (Bow Valley College)
4:30 p.m.	Hotel Foyer Reception Area	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
7:30 p.m.	Castle/Assiniboine Rooms	Opening Plenary Session ***Vive La Différence!: Deploying Disciplinary Knowledge in Collaborative Work*** Sherry Lee Linkon (Georgetown University)

Program at a Glance

Friday, November 7, 2014

7:30 a.m.	Alpine Meadows Castle/Assiniboine Rooms	Breakfast available until 9:00 a.m.
8:00 a.m.	Hotel Foyer Reception Area	Symposium Registration Opens
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 ***Seeing Red, Telling Time, and Catalyzing Change*** Peter Mahaffy (The King's University College)
12:30 p.m.	Alpine Meadows and Castle/Assiniboine Rooms	Buffet Lunch
2:30 p.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band C
3:30 p.m.	Alpine Meadows	Coffee Available
4:00 p.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band D
5:00 p.m.	Banff	Dinner on your own

Program at a Glance

Saturday, November 8, 2014

7:30 a.m.	Alpine Meadows and Castle/Assiniboine Rooms	Breakfast available until 9:00 a.m.

8:30 a.m.	Castle/Assiniboine Rooms	Plenary Session
		Conversations Within Communities of Practice: Our Work in Teacher Education Action Research
		Kevin O'Connor
		  (Mount Royal University)
		Gladys Sterenberg
		  (Mount Royal University)
		Ranee Drader
		  (Mount Royal University Student)

10:00 a.m.	Alpine Meadows	Coffee Available
10:30 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band E
11:00 a.m.	Aspen, Birch, Cedar, Maple, Pine, and Willow Rooms	Concurrent Sessions Band F

11:30 a.m. - 12:30 p.m.	Castle/Assiniboine Rooms	Plenary Session
		What Students Want you to Know about Conducting SoTL Research
		Ranee Drader
		  (Mount Royal University Student)
		Ana Sepulveda
		  (Mount Royal University Student)

12:30 p.m. - 1:00 p.m.	Castle/Assiniboine Rooms	Symposium Feedback and Visioning Session and Closing Remarks Janice Miller-Young (Mount Royal University)
1:00 p.m.	Alpine Meadows and Castle/Assiniboine Rooms	Buffet Lunch

Detailed Program –
Thursday, November 6, 2014

Opening Reception
Thursday, November 6th from 5:30 – 6:30 p.m.
Glacier Salon
Mezzanine Level

Please join us for an informal gathering at the beginning of our fifth 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. Beverages provided by the Institute for Scholarship of Teaching and Learning.

Opening Banquet
Thursday, November 6th from 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.

Opening Plenary Keynote Session
Thursday, November 6th from 7:30 p.m. – 9:30 p.m.
Castle/Assiniboine Rooms
Mezzanine Level

Vive La Différence!: Deploying Disciplinary Knowledge in Collaborative Work

Sherry will use concrete examples of cross-disciplinary projects to articulate strategies for and outcomes of interdisciplinary collaboration.

Detailed Program –
Friday, November 7, 2014

7:30 a.m.	**Breakfast available until 9:00 a.m.** **Alpine Meadows and Castle/Assiniboine Rooms**
8:00 a.m.	**Registration Opens** **Hotel Foyer Reception Area**

Concurrent Sessions: BAND A

Friday Nov. 7, 2014 8:30 - 9:00 a.m. Aspen	**The Episodic Narrative Interview: An Innovative Method for Investigating Teaching Practice in Higher Education** Robin Mueller It is essential to maintain an evolving understanding of the ways in which individual university instructors experience their teaching practice, because this knowledge is what grounds a robust research agenda in higher education pedagogy and educational development. However, standard approaches to both narrative inquiry and qualitative research interviews—two strategies that are often relied upon to collect information about phenomenological experience—pose limitations in terms of establishing a generalizable baseline of knowledge that can be used to inform further research. Episodic narrative interviewing is an innovative phenomenological research method that allows researchers to delve deeply into the personal experiences and stories of university teachers, while also enabling an assessment of broader trends and themes across a number of research participants and locations. This session will feature details about the episodic narrative interview method, highlight how the method can be used in higher education teaching and learning inquiry, and provide an analytical framework that is used to interpret the data that is generated by using the method. Participants in the session will have the opportunity to consider a personalized plan for incorporating episodic narrative interviewing into their current teaching and learning research activity. Methodologies and Innovative Approaches to Data Gathering and Analysis

Friday **Nov. 7, 2014** **8:30 - 9:00 a.m.** Birch	**Promoting Appreciation of Research in the Social Sciences: An Application in Introductory Psychology** Bill McConnell (North Island College)
	In an attempt to counter the negative perceptions of quantitative methods commonly observed in the social sciences, a social psychology teaching demonstration which capitalizes on students' tendencies to overestimate their ability to detect deception (Morris, 2003) was introduced with modifications in two sections of introductory psychology during the methods module at the beginning of the course. Working in pairs, 62 students generated three-five dishonest answers to eight prepared questions, judged the veracity of their partner's responses to these questions, rated their confidence in the accuracy of their judgments, counted their correct judgments, and calculated their mean confidence ratings. The instructor then calculated the correlation between confidence ratings and accuracy in detecting truths and lies, determined if the students detected truths and lies better than chance, and related the findings from these analyses to the module's learning outcomes. Completing the activity took less than one hour. The students' appreciation of the value of research methods was assessed at the beginning and end of the course with a reliable and valid measure. Sixty-three students in two other sections formed a comparison group. A mixed ANOVA revealed that appreciation of research methods increased significantly in the two sections that completed the classroom activity, but not in the comparison group. The students also completed a questionnaire after the activity, indicating that they perceived the activity as worthwhile and interesting, and that they recommended including the activity in future sections of the course. Research on Teaching and Learning
Friday **Nov. 7, 2014** **8:30 - 9:00 a.m.** Cedar	**Case-based Learning in Undrergraduate Science Education: What is the Impact on Course Experience, Student Approach to Learning, and Performance** Genevieve Newton and Verena Kulak An ongoing challenge for educators is to find effective ways to facilitate the successful achievement of learning outcomes by undergraduate students. Beyond the learning of content, there is a general need to develop problem-solving, critical thinking and communication skills. To achieve these goals, the use of active learning techniques such as case-based learning (CBL) has been suggested. CBL aims to teach content while actively engaging

Friday **Nov. 7, 2014** **8:30 - 9:00 a.m.** Cedar	students in real-life case study scenarios and encouraging them to gather and apply information to solve problems. It also exposes learners to decision-making roles and teamwork typical of professional environments as well as developing the skills that encourage a life-long learning attitude. In this presentation, I will describe how CBL was integrated into a second year undergraduate biochemistry course, and its impact on outcomes including course experience (using Ramsden's Course Experience Questionnaire), student approach to learning (using the R-SPQ-2F), and academic performance across different levels of Bloom's taxonomy relative to controls who were exposed to non-CBL active learning techniques. As well, I will present a qualitative analysis of feedback obtained from students during focus group following CBL implementation. Throughout, I will attempt to provide useful content, such as: how to develop a case, types of CBL, and challenges of using CBL. Consequently, the information presented herein will be of value to educators with an interest in CBL as an active learning pedagogy. Research on Teaching and Learning
Friday **Nov. 7, 2014** **9:00 - 9:30 a.m.** Aspen	**Promoting Student Learning:** **Integration Through Collaboration** Melanie Rathburn (Mount Royal University), Roberta Lexier (Mount Royal University) Caleigh Lackie (Mount Royal University) International education is one strategy that academic institutions have adopted to help students achieve the learning required to interact with an increasingly connected global community. However, although this strategy is widely claimed to promote student learning, the evidence is still lacking. In this presentation, we will report on our findings from a research project investigating how two interdisciplinary courses that focused on similar issues from both a scientific and social scientific perspective influenced students' ability to build connections, synthesize information and critically evaluate new knowledge from multiple perspectives. Our data collection occurred in winter 2014, in two courses with different instructors that ran simultaneously. Both courses began independently but quickly became integrated, to the extent that both instructors were present in all classes; co-teaching concepts from multiple perspectives. For our analysis, we used student journal entries, course projects and final exam questions to assess students' abilities to integrating their knowledge from multiple disciplines. Although we modeled integrative learning, we were pleasantly surprised at students' abilities to build connections ▶

Friday **Nov. 7, 2014** **9:00 - 9:30 a.m.** Aspen	between the science and social science perspectives of the courses. Even when students were not prompted to integrate, they nevertheless articulated a clear understanding of both environmental issues and the social context, as well as the connections between the two. In our presentation, we will demonstrate evidence of integration and consider its impact on student learning. We will also encourage feedback and questions from audience members to help develop best practices for future iterations of these courses. Collaborating Beyond the Single Classroom
Friday **Nov. 7, 2014** **9:00 - 9:30 a.m.** Birch	**Original Undergraduate Research in Classroom Contexts:** **Student Attitudes** Karen Manarin (Mount Royal University) Miriam Carey (Mount Royal University) April McGrath (Mount Royal University) Kiersten Davis (Mount Royal University) The Council for Undergraduate Research (2013) defines undergraduate research as "An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline." Undergraduate research has been identified as one of the high-impact educational practices, leading to gains in critical thinking skills, information literacy and communication skills (Kuh 2008; Lopatto 2010). Often people associate undergraduate research with honours projects and research assistantships available only to a few; however, if undergraduate research leads to learning gains, it should be available to all students at multiple points during their studies (Healey and Jenkins 2009). In this collaborative scholarship of teaching and learning project, we examine the following questions: What are undergraduate student attitudes towards/perceptions of research? Does a scaffolded approach to original undergraduate research impact students' understanding of the research process? Does this impact vary with level and context? To examine these questions, we gathered data from three very different courses focused on research in Fall 2013. In this session, we briefly describe the larger project and the scaffold before focusing on student attitudes towards research as represented in reflective writing, research logs and the semi-structured interviews. A number of themes show up in student responses from all three courses, suggesting that attitudes towards research are less content and level specific than we

Friday **Nov. 7, 2014** **9:00 - 9:30 a.m.** Birch	might assume. The presentation also includes reflections from an undergraduate research assistant on the process of researching undergraduate research. Research on Teaching and Learning
Friday **Nov. 7, 2014** **9:00 - 9:30 a.m.** Cedar	**The Importance of Writing Skills for First Year University Students** Don Balas (University of Regina) Wallace Lockhart (University of Regina) Kate McGovern (University of Regina) Writing organization and fluency are important determinants of student success in university. In a study of first year business students, we examined the relationship between writing skills at time of entry and student experience in their first year of university. Writing skills were assessed using a rubric from provincial- and local-level education departments' writing assessments adapted for university and business settings to assess two assess two criteria (organization, fluency) for a required first week assignment entitled "Why Am I Here". Student experience was assessed using both measured grades and student perceptions gathered by survey. **Key findings:** - Students scoring the lowest on writing skills achieved significantly lower course grades and overall GPA (8-12% lower). - Students with the strongest writing skills found the course less difficult, felt high school prepared them better. - No significant differences in self-rated effort in course work, nor in students' perception of the value of their learning experience. Differences in self-assessed study habits and perception of course workload were not significant. **There are many important implications of these results:** - Student recruiting and admissions could benefit from knowing the importance of foundational writing skills to student outcomes. - Intake assessment could be very beneficial to direct students toward supplemental support and/or language skills development classes to improve retention rates and overall student success. - Course pedagogy for all first year courses could be designed to assess and develop student writing skills. The research methodology and assessment tools can be applied to other universities / programs! Research on Teaching and Learning

9:30 - 10:00 a.m.	**Coffee Available** **Alpine Meadows**

Concurrent Sessions: BAND B

Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Aspen	**Looking Back (Phase I), Moving Forward:** **A Glimpse into Practitioner Identity in Child Studies** **Students** Bev Mathison (Mount Royal Univesity) This is a follow up to a presentation given at the 2012 Symposium on Scholarship of Teaching and Learning in which early returns and preliminary findings were articulated. At that time, this work in progress described my research project delving into child studies students' developing understanding of who they are becoming as students and future child studies practitioners. This unfolded within a first year child studies course and was based on a variety of course assignments aimed at assisting students in becoming more deeply reflective. In deepening their own understandings, some of the joys and anxieties that arrive with embarking on a new role, position, and – in a very limited sense of the term – identity were made clearer. In making available some time and space to explore their understandings of who they "are" and who they are "becoming" whilst standing within this "liminal space", students participated in conceptual (e.g., a life map demonstrating their 'journey' to child studies) as well as skills-based (e.g., resume/professional writing) activities to enhance their understand of self along with the field. Phase I of this presentation will constitute a summary of findings, and Phase II will provide details about my follow up plans with upper year child studies students. This presentation might be of interest to those who are seeking to find ways to include conceptual elements into existing courses with the aim of getting to know students' learning needs more deeply while assisting students in getting to know themselves more deeply. Research on Teaching and Learning

Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Cedar	**Cultivating Competent Undergraduate Researchers** Brett McCollum (Mount Royal University) It's often said that if you need a job done right do it yourself. Unfortunately, this usually is not possible when performing the dual roles of SoTL researcher and course instructor. Considering human research ethics it may be required for someone else to do your data collection. Graduate research students are the typical solution, but undergraduate research assistants (USRAs) are another option that is often overlooked. Eager to train under the willing supervision of an experienced researcher, many USRAs are even willing to work as volunteers. However, their limited disciplinary knowledge and often complete lack of research training can present challenges. This session will explore how to recruit USRAs, identify reliable personnel, establish realistic goals, facilitate a training regime, and motivate your team for success. The literature, as well as stories of great accomplishment and missed opportunity, will provide context. Involving Undergraduate Students in SoTL
Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Maple	**"It Suddenly Became Very Clear to Me That This is the Type of Instructor I Want to Be…":** **Developing Excellence in Teaching and Learning** Brenda Joyce (Red Deer College) Alison Jeppesen (Red Deer College) In 2012-13, Red Deer College introduced a new program, Excellence in Teaching and Learning (ETaL), to support faculty in developing their teaching practice. Offered by the Centre for Teaching and Learning as a blended program, ETaL is designed as a three-year program in which small interdisciplinary groups of faculty explore teaching and learning concepts and issues, supported by online resources, their colleagues, and a facilitator. A multi-method research study was launched at the same time to explore the impact on faculty's approaches to teaching. In the second year of the research study, the transformative nature of the program is becoming clear. Participants identified surprises and challenges to previous beliefs as well as gradual shifts in perspectives consistent with transformative learning (Cranton, 2006; Mezirow, 2012) and described how these have influenced their thinking and applications in the classroom. Intentionality in student engagement, motivational strategies, and instructional ▶

Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Maple	strategies were changes described by respondents. Faculty indicated a shifting focus from feeling responsible for students' learning path, including the struggles, to more learner-centred strategies (Weimer, 2013). The development of a community of practice (Wenger,1998) is also evident in both groups. While there are variations in the ways the members of the two groups draw upon each other for learning, support and problem-solving, the value of the interdisciplinary connection emerged from both groups. In this presentation, the emerging themes of transformative learning, community of practice and the impact on the educator and the classroom as a result of a teaching program will be explored. Research on Teaching and Learning
Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Pine	**Students in Transition:** **How They Experience First Year in University** Wallace Lockhart (University of Regina) Kate McGovern (University of Regina) Students enter university from a diverse mix of backgrounds, with varying levels of competencies, academic preparedness, personal characteristics. In this research project, we examine student experience in our introductory business course. We ask: Who are our students, how do backgrounds vary, and how does each experience first year? Are we doing the right things – for each of our varied mix of students? We compare and contrast student experience in 20 class sections over two years (n=791). Student characteristics include student profiles (age, gender, nationality, grades), as well as information gathered from course activities (autonomous learning skills, grit, personality profile, writing skills). Outcomes are examined from two perspectives: Measured (course grades, GPA) and student perceptions: importance of learning experiences, value of course activities, learning outcomes. Results varied within and between groups, therefore we cannot generalize to individuals. Nonetheless we found significant differences between groups based on nationality, writing skills, autonomous learning skills and personality. Student perceptions of learning generally did not differ significantly between groups;

Friday **Nov. 7, 2014** **10:00 a.m. -** **10:30 a.m.** Pine	there is a broad consensus on the value and perceived outcomes of their learning experiences. The results are valuable! We have made changes to pedagogy, in-class student experience and assessment. Student support interventions are flagged earlier & targeted based on experiences & student characteristics. Most importantly, we are able to help students understand themselves and how their learning experience compares to others. Come and join us for a discussion. We will be happy to share with you – our design, methodology, results and our stories! Research on Teaching and Learning
Friday **Nov. 7, 2014** **10:00 a.m. -** **11:00 a.m.** Willow	**The Evaluation of a Scholarship of Teaching and Learning Initiative: Our Framework, Challenges, and Insights** Cheryl Amundsen (Simon Fraser University) Gregory Hum (Simon Fraser University) Jack Davis (Simon Fraser University) Matthew Kruger-Ross (Simon Fraser University) Andrew C. Wylie (Simon Fraser University) Cindy Xin (Simon Fraser University) We will engage in conversation with colleagues regarding our ongoing evaluation of the Simon Fraser University Teaching and Learning Development Grants program. We will focus on comparing our experiences and insights on educational development and evaluation with others. Through grants of up to $5000, the program supports faculty inquiry into teaching and learning questions of interest to them and promotes collaborations about teaching across the university. The two main goals are: 1) Enhance individual knowledge and practice as related to teaching and learning; 2) Engage academics in teaching as a socially situated practice. Our evaluation seeks to 1) build upon previous scholarship and provide a transparent and detailed account of our framework for others to adapt and build upon; 2) evaluate summatively to demonstrate impact, but also formatively to identify what features of our program work, and the best avenues of improvement; and 3) Make use of multiple methodologies and evidence to deepen our evaluative understanding at individual, departmental, and institutional levels, as well as draw links between these levels and especially to individual teacher thinking and teaching practice.

Friday Nov. 7, 2014 10:00 a.m. - 11:00 a.m. Willow	We have developed, gathered and evaluated three main categories of data from which we have found evidence of impact and suggestions for formative improvement. For each, we will engage in conversation on our design, process, procedures, and lessons learned. They are: 1) Documents; 2) Surveys; and 3) interviews. We hope our experiences and insights will promote productive collaborative conversations with our colleagues. Methodologies and Innovative Approaches to Data Gathering and Analysis
Friday Nov. 7, 2014 10:30 a.m. - 11:00 a.m. Aspen	**Motion, Emotion, and Connection:** **A Phenomenological Study of Adult Female Learners'** **Return to Post-Secondary Education** Jan Duerden (Thompson Rivers University) As post-secondary institutions in Canada grapple with declining enrolments within the traditional student demographic, many are actively discussing the multi-faceted concepts of student engagement, support and persistence. This study examined the lived experience of seven adult female learners as they (re) engaged with post-secondary education at a mid-sized Canadian university. Using phenomenological hermeneutics, particularly as interpreted by Max van Manen, the researcher aimed to elicit from participants the essential themes of their learning experience. The goal was to better understand and appreciate how adult female learners construct the transformative and connective qualities of this journey. The study provided both an opportunity for these students to express themselves in their own words over a significant period of time and an in-depth examination of how they construct their learning experiences and self-knowledge. Through purposeful sampling techniques, seven participants were recruited; these participants fell between the ages of 27 and 57 years and were enrolled in a university preparation English course. Using van Manen's approach to phenomenological hermeneutics, the study emphasized the interpretive analysis of actual life texts, collaborative inquiry, writing as research, and the development of pedagogical competence. Phenomenological hermeneutical analysis, both structural analysis and meaning unit coding, was applied to the learners' weekly journals. The results produced ten themes, which were further refined into three main themes of motion, emotion and connection. The implications of these findings were discussed for students and educators, with strategies for supporting the transformative learning experiences of female adult students within post-secondary settings. Research on Teaching and Learning

Friday Nov. 7, 2014 10:30 a.m. - 11:00 a.m. Birch	**Pattern Models** Krystyna Laycraft (The Center for CHAOS Studies)
	In this presentation, the methodology for studying human processes such as psychological development and creativity is introduced.
	Assuming that these processes are subjective and multiple as shown by participants in a study, a qualitative design for the research is appropriate. After considering both the potential contribution and the limitation of conducting qualitative research, a hermeneutic phenomenology linked with narrative/biography methods is chosen as the best-suited methodology to this research. Hermeneutic phenomenology, as created by Heidegger and Gadamer, is essentially an ontological approach because it emphasizes that humankind participates in Being and Being has a structure that is capable of being apprehended and understood. The researcher has to take on the role of co-learner and must desire to be educated by the people involved in the study, immersing herself in the circular movement of understanding.
	As a process of the interpretation of the data of the research, the pattern models can be generated. These pattern models serve as a conceptual tool to enhance our understanding of the research phenomena. The pattern models are constantly changing, evolving, and transforming, and allowing the researcher to have a new relationship with the dynamics of studied phenomena.
	The narrative/biography methods rest on individuals' subjectively gained knowledge and the understanding of their life experiences. Experiences refer to how realities of a life present themselves to consciousness.
	I will show how through multiple stages of understanding and interpretation, it is possible to grasp the emerging patterns of the participants' psychological development and their creativity.
	Methodologies and Innovative Approaches to Data Gathering and Analysis

Friday **Nov. 7, 2014** **10:30 a.m. -** **11:00 a.m.** Cedar	**Using a Flipped-Classroom Approach to Foster** **Understanding the Process of Scientific Inquiry in a Large-** **Enrollment Biochemistry Course: Preliminary Research** **Activities and Findings** Carol Berenson (University of Calgary) Isabelle Barretrte-Ng (University of Calgary) Acquiring a deep understanding of scientific inquiry skills is one of the most important yet challenging objectives in undergraduate science education. The hypothesis of our forthcoming research project is that a flipped-classroom approach (combining collaborative in-class activities with problem-based computer simulation software) will provide a superior environment in which to foster the development of an understanding of the process of scientific inquiry than a more traditional lecture format. To assess the relevant impact of these approaches on learning, our two year research project engages four cohorts of students, two provided with the flipped-classroom approach and two with more conventional lecture-based instruction. Students will participate in pre and post assessment surveys measuring their levels of understanding of scientific inquiry and their mastery of basic concepts. Focus groups will also be conducted at the end of each course offering in order to more deeply explore students' experiences of the learning environment and uncover any assumptions and/or misconceptions about the process of scientific inquiry. The project is currently in its infancy and this paper provides an opportunity to share our experiences thus far. We will outline our ethics application process, methodological plans, and share and discuss our survey instruments and focus group guide. Given that we anticipate starting data collection in the fall term, we will also present preliminary findings of the pre assessment survey results. Making visible these backstage, preparatory and preliminary research activities will help others interested in conducting SOTL research maneuver through this still relatively new arena of scholarship. Research on Teaching and Learning

Friday Nov. 7, 2014 10:30 a.m. - 11:00 a.m. Maple	**Enhancing Student-Learning Through Custom Made Apps for Students With Disabilities** Christina Cederlof (Thompson Rivers University) Haytham El Miligi (Thompson Rivers University) Students with cognitive disabilities face social and physical barriers on a daily basis. One of these barriers is getting the required training to be qualified for employment. This project utilizes mobile technologies to lower many of these barriers. We present tailor-made mobile applications that are developed for students with cognitive disabilities in the education and skills training program (ESTR) at Thompson Rivers University. In this project, we develop apps that are designed specifically for Workplace Mathematics and Workplace English and Writing Communication courses. These apps are designed to improve students' learning, as well as, evaluating learning outcomes and collecting feedback to help instructors improve and refine their teaching strategies. Our research focuses on two main key areas: 1) exploring different features and user interfaces for mobile app designs, and 2) evaluating students learning and identifying the main key elements that have a significant impact on students' learning. This project is unique because it takes assistive technology to the next level where students don't have to use a special computer complete course assignment but instead are using mainstream mobile devices (smartphone, tablet) that they can use on an everyday basis. Teaching and Learning With Technology
Friday Nov. 7, 2014 10:30 a.m. - 11:00 a.m. Pine	**The Affects of Learning** Derek Briton (Athabasca University) Students do not learn in a vacuum. They bring much more to the classroom than pens, pencils, and mobile devices. They bring their hopes, fears, beliefs, experiences, memories, uncertainties, doubts, goals, hopes, dreams, and desires. Such factors constantly impinge upon today's learning environments, but in the haste to provide learners with new knowledge, skills, and capacities, instructors often pay little heed to these affective impediments to learning. Yet, it is often such factors that determine the success or failure of today's learners, rather than carefully planned teaching and learning methodologies, lesson plans, or assessment models. ▶

Friday Nov. 7, 2014 10:30 a.m. - 11:00 a.m. Pine	Unfortunately, most educators are taught to steer clear of the affective realm, because it's far too nebulous, amorphous, and emotive a foundation for professional practice. As a result, rational-cognitive conceptions of knowledge and cumulative-linear models of learning have come to dominate and are in a seemingly constant state of revision, a race to further the untrammelled transmission of established knowledge.
	But the learning environment is riddled with affective elements, as the work of Jane Gallop and bell hooks attests. Both these authors draw our attention to the romantic bonds that fuel and complicate the teacher/learner relation, and reveal learning to be a far from rational, cognitive, and linear process.
	This presentation draws on the work of Jacques Lacan (and commentators Copjec, Felman, Miller, and Žižek), to reveal why, when the choice is between attaining their goal and relinquishing their desire, learners are often willing to sacrifice the former in favour of the latter.
	Research on Teaching and Learning
Friday Nov. 7, 2014 11:00 a.m. - 12:30 p.m. Castle Assiniboine	**Seeing Red, Telling Time, and Catalyzing Change** Peter Mahaffy (The King's University College) Edmonton, Alberta
	We gather in the inspiring shadow of Mt. Rundle to reflect on ways in which our communities of teaching and learning can undergo self-transformation to better meet the needs of learners. Illustrated by the challenges, barriers, and opportunities for authentic practice faced by chemistry educators, we will explore ways to listen to our students, read chronometers, and overcome activation barriers – with the scholarship of teaching and learning as a catalyst.
	Keynote Presentation

12:30 p.m. - 2:30 p.m.	**Buffet Lunch** **Alpine Meadows/Castle/Assiniboine**

Concurrent Sessions: BAND C

Friday
Nov. 7, 2014
2:30 - 3:00 p.m.
Aspen

Levels of Impact: Inquiring Into the Impact of SoTL Inquiry
Janice Miller-Young (Mount Royal University)
Michelle Yeo (Mount Royal University)
Karen Manarin (Mount Royal University)
Miriam Carey (Mount Royal University)

Mount Royal's Institute for the Scholarship of Teaching and Learning has now operated the Nexen Scholars Program for 5 years. However, before now, the outcomes of the program have not been systematically investigated except to count the number of travel grants given and number of papers that program participants have produced. Therefore the purposes of this study were to investigate whether the program has helped faculty meet their own goals for participation, and how both their project and the program have influenced their teaching and scholarly activities.

All Mount Royal faculty members who were accepted to the SoTL Scholars program in the years 2009-2013 were invited to participate in the study, which consisted of an online survey and follow-up interviews asking how much impact scholars' projects and participation in the program had on their teaching, scholarship and career trajectory. A total of twenty-five scholars participated and after conducting seventeen interviews we concluded we had reached saturation as no further themes were emerging. A detailed description of the program, a summary of the survey results, and preliminary findings from open coding of the interviews will be presented. Based on our results and some comparison with programs offered at other institutions, we will conclude with a discussion of the strengths and potential limitations offered by different formats of teaching scholar support programs.

Research on Teaching and Learning

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Birch	**Passages: What We're Learning About the Transition** **Challenges of First-year Undergraduate Students** Jim Zimmer (Mount Royal University) Celeste Macconnachie (Mount Royal University) Catharine Lindland (Mount Royal University) Stephen Price (Mount Royal University) Beverley VanHome (Mount Royal University)
	For the past five years, Mount Royal University has engaged in a systematic, university-wide process of qualitative inquiry concerning the undergraduate experience of MRU students. Each year, approximately 100 MRU students at various points in their academic program are invited to participate in wide-ranging, semi-structured interviews touching on their experience of teaching and learning, campus life, community, accomplishments, challenges and personal growth. These interviews are coordinated through a unique project known as the Mount Royal Assessment Seminar which brings together faculty, staff, students and administrators in a collective effort to understand and improve the undergraduate experience of MRU students. Qualitative data collected through student interviews extends and enriches quantitative data routinely collected by the institutional research office through surveys such as NSSE and CUSC; together, these data sources provide a powerful base for evidence-informed conversations about the student experience at MRU. Among the many learnings that have accrued through five years of student interviews, much has been learned about the transition challenges – academic, personal and social - experienced by our first-year students. In this session, members of the Mount Royal Assessment Seminar report what students have shared about their challenges transitioning to post-secondary study and how individual faculty and staff, departments and the university are responding. Participants in the session will be invited to discuss the extent to which the transition challenges identified resonate in their context, how post-secondary institutions might more effectively address these challenges, and whether they see opportunities for focused SoTL inquiries emerging from these findings. Methodologies and Innovative Approaches to Data Gathering and Analysis

Friday **Nov. 7, 2014** **2:30 - 3:00 p.m.** Cedar	**Transforming MOOCs into Engaging Educational Opportunities: Lessons From an Experiment** Glen R. Loppnow (University of Alberta) In the fall of 2013, the University of Alberta offered its first MOOC, Dino101, taken simultaneously by 35,000 people around the world and 850 University of Alberta students in both on-line and blended formats. The MOOC was declared the third best MOOC ever offered and met or exceeded all Alberta Education standards for effective learning. It also has one of the highest completion rates of any MOOC ever for the 35,000 world-wide audience, and one of the highest passing rates of any University of Alberta course for those 850 students. The MOOC development started in 2012, with brainstorming and the development of a team of content experts. Although most MOOCs are simply recorded lectures, the University of Alberta chose to design this course from best principles of instructional design, including constructive alignment of pedagogy, learning outcomes and assessment. High levels of interactivity were deliberately included. However, numerous problems and challenges were encountered as the MOOC developed, both from the instructional and production sides. Significant new territory at an institutional administration level was also uncovered as the MOOC moved closer to fruition. In this presentation, both the research performed and the results of developing this new practice will be shared with conference participants. The results are surprising, and they will validate as well as raise questions about some of the commonly held paradigms of post-secondary education. Teaching and Learning With Technology
Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Willow	**Grounded Theory and the Scholarship of Teaching and Learning: Methodology That Responds to Theoretical and Practice Demands** Brent Oliver (Mount Royal University) Darlene Chalmers (University of Regina) Mary Goitom (York University) Whether applying theory in the classroom or generating it as part of empirical inquiry, the scholarship of teaching and learning is a process that requires practitioner engagement with a wide variety of educational theories and hypotheses. As such, Grounded Theory is a qualitative research methodology that has a great deal to offer to the practice of educational research and adult learning.

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Willow	Grounded theory is a qualitative research methodology that is primarily concerned with the study of social processes and human interaction. Grounded theory differs from traditional, positivist scientific methods whereby the researcher tests theory. Instead the grounded theorist builds their analysis inductively, using multiple data sources and constant comparison. A grounded theory analysis emerges from the data and leads to theories that describe common issues for people in useful ways. This presentation will draw upon recent literature in providing an introduction to grounded theory methodology. Focussing on constructivist grounded theory, this discussion will include an examination of the basic premises of this methodology as well as a detailed examination of the core strategies involved in conducting grounded theory inquiry, including constant comparative analysis, coding, theoretical sampling, and the importance of iterative and concurrent processes. This how to session will assist participants in developing a further awareness of grounded theory and its potential application in the scholarship of teacher and learning. Methodologies and Innovative Approaches to Data Gathering and Analysis

Poster Session

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Castle Assiniboine	**#1 Tracking Changes: Students' Experiences Revising** **Papers Based on Instructor Feedback** April McGrath (Mount Royal University) Karen Atkinson-Leadbeater (Mount Royal University) The purpose of this study was to explore students' understanding and use of instructor feedback provided on papers. While feedback is often used for summative and formative purposes, researchers have noted that instructor feedback is not always clear and does not necessarily result in improved writing skills for students. Furthermore, in some disciplines students are not often required to revise their written work and as such they may be unfamiliar with the process of revising written work. In a third year biopsychology course we explored student writing with an assignment that required revision. Students submitted a full draft of a paper and then received instructor feedback electronically using comment boxes in Microsoft Word. Based on this feedback they revised their work and submitted a final copy of the paper. Students who agreed to participate in the study (N = 9) completed interviews to discuss their understanding of the feedback and the changes they made to their papers. In addition to these interviews, we analyzed the drafts and final papers submitted

Friday Nov. 7, 2014 2:30 - 3:30 p.m. Castle Assiniboine	by students. Our presentation will focus on the salient themes from the interviews and the textual changes made by students. As we suspected, these students were unfamiliar with the process of revising their written work based on instructor feedback. Many students spoke highly of the process. In particular, students noted learning more about their writing and also that the feedback given on this paper was applicable to writing assignments being completed in other courses.

Research on Teaching and Learning

#2 Exploring the Advancement of Scholarship of Teaching and Learning Through Educational Development
Cheryl Jeffs (University of Calgary)

Building on Boyer's (1990) seminal work on scholarship, Huber and Hutchings (2005) made five recommendations to advance the scholarship of teaching and learning (SoTL). One of the recommendations was that institutions provide funding and infrastructure to support SoTL. It appears this recommendation has been implemented with some Canadian universities encouraging and supporting SoTL by providing financial awards and grants that directly support faculty in this endeavour (STLHE, 2012).

This poster proposal explores how Canadian institutions, particularly educational development units, provide financial awards and grants that support faculty in 'causing' SoTL. It is expected as a result of this poster, the author will attract other like-minded researchers to share their experiences, perspectives and perhaps collaborate with this project. One of the expected outcomes is to further explore how educational development units, through institutional funding and grants can support and encourage SoTL.

Wright (2010) and others, in the collection of essays in Taking Stock: Research on Learning in Higher Education write about the importance of educational development and the SoTL and the link these units can provide between theory and the practice of SoTL. Britnell, et al, (2010) report 78% of the faculty surveyed, took advantage of educational development centres (Phase II University Faculty Engagement in Teaching Development Activities). In addition, Cook and Kaplan (2011) and Gibbs, (2013), report on how educational development and teaching and learning centres have changed in focus and purpose. This shift is an ideal time for these established and transitional educational development centres to further advance SoTL.

Calls for Collaboration, Triangulation, and Development

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Castle Assiniboine	**#3 Glass to the Wall: A Qualitative Study on Negotiated Grading in a Senior Capstone Course** Sally Haney (Mount Royal University) This study offers an examination of what happens when senior university students are invited into the assessment arena. A review of the literature indicates much scholarly work has been done in the area of assessment and grading. Few projects, however, take us into the physical spaces in which student learning is reviewed and assessed by student and teacher, together. This study expands our understanding of what negotiated assessment looks like, and sounds like. My poster will highlight themes emerging from a qualitative analysis of recorded conversations between 14 students and me. The conversations concerned the evaluation of student work and negotiation of their grades. A preliminary analysis is revealing a number of competing themes, including enthusiasm and discomfort, power and helplessness, and creativity and constriction. Conference attendees are invited to critique this classroom-based study. The researcher is especially interested in hearing more about methodological approaches that best support this type of analytical work. Research on Teaching and Learning **#4 Students in Transition:** **Collaborative Research Between Universities** Sherry Weaver (University of Calgary) Cameron Welsh (University of Calgary) Wallace Lockhart (University of Regina) How can we know if we are doing an effective job of fulfilling our teaching and learning mission? The Haskayne School of Business (University of Calgary) and the Paul J. Hill School of Business (University of Regina) are quite different, in terms of size, student mix, and strategies for student transition. Our shared interest is in understanding our students so we can best guide and support them through their transition – and to ensure they are best prepared to succeed in their university programs. Building on that shared interest, we are undertaking a collaborative research project to better understand our students, their experiences in first year, and student outcomes (both measured grades and student perceptions). The study will build upon an ongoing study by the University of Regina, which aims to understand student diversity and learning

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Castle Assiniboine	experiences. At the Hill school, business students take only one business class in their first year. In contrast, Haskayne has expanded its first year core to three requisite business courses, with an increasing blend of flipped classroom, online activities and case-based (experiential) learning. Each university benefits from the collaborative research: While the Haskayne study is building upon the foundations of the Hill study, Hill researchers are modifying their study for 2014-15 to expand the knowledge and enable benchmarking. This is an exciting new project, and there is plenty of room for more participants! Join us at the Poster session and we'll explore how we can grow the team! Calls for Collaboration, Triangulation, and Development **#5 The Learning Curve: Can Lessons from Surgery be Extrapolated to Learning Athletic Therapy Undergraduate Orthopedic Assessment Skills?** Mark Lafave (Mount Royal University) Laurie Hiemstra (Banff Sport Medicine Clinic) Sarah Kerslake (Banff Sport Medicine Clinic) There is no uniform or accepted definition of the 'learning curve. Abboudi et al (2013) simply stated it as "improvement in performance over time." In the surgery discipline, understanding learning curves is crucial for optimal and safe treatment. In a recent study, an experienced orthopedic surgeon documented objective measures of proficiency (accurate tunnel drilling and surgical time), to assess the learning curve of a new procedure (Hiemstra et al 2014). The first 73 cases were examined, and the results demonstrated improved and consistent performance after the first quartile of patients (n~19). Are there important lessons from this surgical learning curve that can be extrapolated to orthopedic assessment skills for undergraduate athletic therapy students? It is possible to measure the learning curve in increments using a model of competency such as the one proposed by Dreyfus (2004). The model moves learners through the stages: 1) novice; 2) advanced beginner; 3) competent; 4) proficient; 5) expert. In the case of Hiemstra et al, the surgeon may be considered an advanced beginner when embarking on a new technique, due to essential skills already developed to the proficient and expert level with other knee surgeries. Are novices' learning curves different than experts? Is there a magic number of repetitions like 19? Or is that number abbreviated due to the past experiences that help to hasten the learning curve? Only future research will address these questions. Research on Teaching and Learning

Friday **Nov. 7, 2014** **2:30 - 3:30 p.m.** Castle Assiniboine	**#6 Enabling the Culture and Practice of Applied Research at Selkirk College** Shannon Lanctot-Shah (Selkirk College) Susan Hackett (Selkirk College) Theresa Southam (Selkirk College) Conducting Applied Research (AR) at Selkirk College is a valuable experience for faculty, students, Selkirk College, and the community we serve. The AR project, in collaboration with the Selkirk College Teaching and Learning Institute, has developed an Innovative Grant fund. Research teams apply and are funded to engage in a year of workshops and supports designed to foster AR. This mixed methods research project began with a needs assessment and evaluation of the grant application process. A series of four workshops were offered. Following each workshop, participants provided feedback that helped to guide the next steps of the project. The final data consolidation and members' participation will be gathered via a face-to-face focus group and world cafe style data analysis following the project presentations in November 2014. Conducting AR in a small rural college has unique challenges and requires supports from a number of key avenues. Traditional methods of conducting research at a university with access to large grants and resources are not readily available. However, with dedicated and engaged teachers and a creative approach to moving resources and facilitating knowledge exchange, these barriers can be address and excellent work can be generated. Our goal is to build a sustainable program that facilitates learning and supports AR projects. A summative evaluation of the entire AR project will help to clarify and identify areas for improvement and growth. Knowledge translation of this project will assist other similar organizations to move forward in this valuable and rewarding professional development. Calls for Collaboration, Triangulation, and Development **#7 Testing Effectiveness of the Blended Learning Techniques: Its Application to University Introduction to Chemistry and Physical Chemistry Seminars** Vladimir Pitchko (Concordia University College of Alberta) Students in Introduction to University Chemistry and Physical Chemistry seminars commonly experience difficulties in problem solving. It is hypothesized that giving students more time to go over material, not necessarily covered in class, on their own and at their

Friday Nov. 7, 2014 2:30 - 3:30 p.m. Castle Assiniboine	own pace facilitates their learning. A set of short videos available on YouTube have been created to this end: they present different types of problem solving as a complement to seminars. They may also add more detailed information on the theory needed for solving a specific problem. The effectiveness of such a technique is evaluated on the basis of a questionnaire on students' use of these videos when they prepare for the midterm and final exams, and on their perspective about the course in general. The results are also indicative of the type of material that might benefit being presented in a flipped classroom environment.

Research on Teaching and Learning

#8 Transforming Rhetoric into Action: Co-Creating Participatory Action Research in a Resource-Poor Setting in Rural Guatemala
Braden MacLeod (University of Victoria at Selkirk College)
MaryAnn Morris (University of Victoria at Selkirk College)

The foundational perspectives of the Collaboration for Academic Education in Nursing (CAEN) curriculum foster critically reflective practitioners who support global health and human rights by attending to economic, political, and social forces. Through an international practice experience baccalaureate nursing students and their professor realized these outcomes when they partnered with community members in Guatemala at their request to co-create a participatory action research study to examine the prevalence of type 2 diabetes and cardiovascular risk, and to develop individual and community-based strategies to address these concerns. Arising from this approach the stakeholders facilitated related education with high school students, highlighting both biomedical and social approaches; planned and implemented a screening foregrounding youth involvement; and developed a follow-up plan of action that included health promoter led peer support workshops, community exercise programs, and ongoing review and support of individual lifestyle modification. From a nursing student perspective, this experience clarified an approach to leadership that emphasized the importance of working with a community to name its health priorities and build upon current strengths to develop related actions that align with prevailing beliefs and values. In so doing, community members were able to fully assume a central role in the research process. As a professor, actively collaborating with students and community members in participatory action research reinforced the power of transformational learning to strengthen agency and make the crucial links between health and social justice, underscoring the critical role that nursing can play to establish health as a human right.

Involving Undergraduate Students in SoTL |

3:30 - 4:00 p.m.	**Coffee Available** **Alpine Meadows**

Concurrent Sessions: BAND D

Friday **Nov. 7, 2014** **4:00 - 4:30 p.m.** Aspen	**Identifying the Determinants of Study Abroad 'Success':** **A Case Study of Douglas College Field School Programs** Siohban Ashe (Douglas College) Alison Thomas (Douglas College) It has been widely claimed that the hallmark of study abroad programs is the transformational quality of the experiences they provide to students (Bond et al, 2009) and much anecdotal evidence supports this, even though research evidence remains inconsistent (Vande Berg et al, 2012). Since 2007 Douglas College has provided students with opportunities to participate in various short-term international 'field schools' to destinations in China, Belize, Scotland, Switzerland and Wales, and as the College moves towards developing further opportunities for students to engage in such experiences, it has become increasingly important for us to have a better understanding of their direct and indirect learning benefits to students. In 2012 a faculty team began investigating various different aspects of our students 'field school' experiences, in order to document the extent to which our own students perceive this to be transformational in its impact. In our presentation we will report on the main findings from this three-year pilot study, focusing in particular on evidence of the impact of several specific dimensions of this study abroad experience: experiential learning, participating in a learning community, total immersion in intensive learning and exposure to different cultures. We will invite our audience to engage with us in discussing how these findings may help in defining the determinants of study abroad 'success' and will conclude by assessing their implications for the design of future study abroad programs. Research on Teaching and Learning
Friday **Nov. 7, 2014** **4:00 - 4:30 p.m.** Birch	**Lesson Study 101** Thomas Varghese (Northern Alberta Institute of Technology) An overwhelming majority of American teachers plan, teach, and examine their practice by themselves. As Kedzior and Fifield (2004) noted, team based professional learning that is blended with the core processes of teaching and that is also part of every teacher's workday can improve the quality of teaching and learning. Lesson Study is a teacher led approach to professional development

Friday **Nov. 7, 2014** **4:00 - 4:30 p.m.** Birch	(Takahashi, 2000) that is consistent with what Kedzior and Fifield noted. This had been a nationwide professional development practice in Japan for about 100 years (Novakowski, 2006). Since 1999, Lesson study had been a topic of interest among the North American academic community. Researchers (Lewis, 2002) have noted that Japan's steady improvement in science and math is due to lesson study. The goal of lesson study is to improve instructional practice of teachers and thus improve student learning and success. The advantage of lesson study is not only that we get to know about what is happening in our own class, but also work with our colleagues to develop and improve our teaching strategies. As it integrates teaching and research, theory and practice, lesson study is a form of the Scholarship of Teaching and Learning as the final products are suitable for professional presentations and publications. This presentation provides an overview of lesson study and briefly discuss how teaching and learning can be improved through lesson study. We will also discuss why Lesson Study is a form of Scholarship of Teaching and Learning (SoTL) activity. Collaborating Beyond the Single Classroom
Friday **Nov. 7, 2014** **4:00 - 4:30 p.m.** Maple	**Information Behaviour of Trades and Engineering Technology Students at NAIT: Some Foundational Research** Jodi Lommer (Northern Alberta Institute of Technology) Ever wonder if all Polytechnic students approach information the same way? Ever been curious about how Trades and Engineering Technology students prefer to ingest information? This study has shed some light on the ways in which two understudied student communities at NAIT, Trades and Engineering Technology students, use information to complete tasks at school and in the field. Viewed through the lens of Information Literacy in its broadest context, students access information constantly. Do they seek videos? Websites? Person-to-person interactions? With various implications for creating online learning tools, Moodle classes and Individual Learning Modules (ILMs) this presentation will uncover some foundational insights into information-seeking in a Polytechnic environment. Jodi Lommer will discuss her research findings, as well as some tips and tricks behind recruiting and interviewing Trades and Engineering Technology students. Research on Teaching and Learning

Friday **Nov. 7, 2014** **4:00 - 5:00 p.m.** Willow	**Labyrinths and Student Learning:** **Anxiety, Concentration, and Creativity Research Results** Nina Johnson (Thompson Rivers University) This workshop will present the research results from a SoTL project, "Labyrinths and Student Learning: The Effects of Contemplative Practices on Anxiety, Concentration, and Creativity." The study investigated the relationships between mindfulness practice using finger labyrinths and the potential to reduce anxiety, improve concentration, and enhance creativity. I will offer an overview of mindfulness, Contemplative Pedagogy, and labyrinths, explain the SoTL project methodology and outcomes, and provide an opportunity for workshop participants to experience finger labyrinths. Meditation research suggests that mindfulness practices can facilitate the development of mental and emotional capacities for enhanced student learning. Mindfulness is rooted in Buddhist philosophy and cultivates a practice of focussing the attention on the present moment. By training the mind to filter out distractions and increase mental focus, students can learn to sustain reflection and complete writing tasks more efficiently. Mindfulness techniques, including labyrinth walking and finger labyrinths, also quiet the mind and reduce stress. This leads to a desirable creative state of being keenly alert and deeply calm. In addition, mindfulness promotes a non-judgmental state of awareness which may prepare the brain for creative play and intuitive problem solving. The field of Contemplative Pedagogy invites scholars to embrace mindfulness as a holistic approach to student wellness and student learning. Labyrinths, which are ancient patterns large enough to be walked or small enough to be traced with the finger, represent tools for contemplative practice and transformational learning. The shared reflective and experiential goals of Contemplative Pedagogy and SoTL support this evidence-based research project. Research on Teaching and Learning

Friday **Nov. 7, 2014** **4:30 - 5:00 p.m.** Aspen	**"S'up Mizzzzz!":** **The English Epidemic and the Role of Learning (Writing)** **Centres in Teaching "Generation iPad"** Julie Morris (Sheridan College) In an effort to support culturally pluralized student bodies, many Canadian post-secondary institutions are implementing student Learning Centres wherein students can seek assistance for a range of academic subjects and skills, including writing support. However, some Learning Centres struggle with issues surrounding student engagement and retention. This paper offers interdisciplinary considerations of Learning Centres from a Foucauldian perspective, and suggests that these centres can be understood as heterotopias that occupy liminal academic spaces within post-secondary institutional culture. Through an extrapolation of my institutional research findings, this analysis deconstructs the social and power dynamics that affect student use of these literal and metaphysical learning spaces. In considering how faculty can adopt strategies that stress the value and need for subsequent visits to the Learning Centre, the discussion offers reflections on how Colleges and Universities can promote supplementary learning while changing simultaneously the negative attitudes which are cultivated in the "remedial rhetoric" of academia. There is a need for a systemic cultural shift wherein faculty help to disassociate shame paradigms from Learning Centres and engage these spaces not as punitive or disciplinary measures, but as sites of student support. Facilitating this shift successfully entails a more concrete understanding of how power/social dynamics function in these liminal spaces. In order for the potential of Learning Centres to be actualized amongst students, it behooves faculty members to assess their use of remedial rhetoric in conjunction with the promotion of supplementary learning strategies. Collaborating Beyond the Single Classroom

Friday **Nov. 7, 2014** **4:30 - 5:00 p.m.** Birch	**Stumbling Upon a Community of Practice:** **Moving to Blended Delivery in a Community College** **Developmental Writing Course: The Case of** **Communication Foundations at Sheridan College** Lee Easton (Sheridan College) Stephanie Samboo (Sheridan College) Chrisoula Benak (Sheridan College) Sarah Sinclair (Sheridan College) Katye Seip (Sheridan College) Jan Parker (2013) has recently imagined a form of SoTL inquire which takes "the classroom as the place for the development of knowledge- and meaning-making, the site and focus of 'teaching-led research'"(p. 23). Taking this call to action to heart, this presentation focuses on how a group of writing teachers in a community college tasked with converting a traditional developmental writing course into a blended learning delivery model stumbled into becoming a reflective community of practice focused how blended learning tools affect student learning. Stating with a belief that good curriculum design should involve students, not just as "pilot" participants, but as part of the design team, we discuss how this approach encountered a number of obstacles which made such good intentions more difficult to effect than imagined. We then show how collaborative conversations amongst group members from multiple perspectives and stakeholders - administration, faculty and students –influenced teaching and evaluation strategies in the course design and delivery. Most importantly we explore how this initial foray into the scholarship of teaching and learning has laid out the groundwork of a project that will focus on how students' learning is impacted by the changes that have emerged as the community has developed. The presentation will be of interest to SoTL practitioners working with on-line and blended delivery and interested in their impacts on teaching and learning. Teaching and Learning with Technology

Friday **Nov. 7, 2014** **4:30 - 5:00 p.m.** Cedar	**Visual Narrative Illustrations (VNIs) as a Method to** **Teach Pathophysiology Concepts to Second Year** **Nursing Students** Mohamel El Hussein (Mount Royal University) Vince Salyers (Mount Royal University) Joseph Osuji (Mount Royal University) This presentation will explore a faculty-developed teaching strategy, Visual Narrative Illustrations (VNIs), as a means for improving pathophysiology knowledge, understanding and retention in second year nursing students. VNIs are used in a classroom environment where students can see and interact with the illustrations and hear the associated narrative in order to learn. Learning becomes an active process as the learner needs to relate the concept under discussion to another concept they already know. The narratives associated with the illustrations that are used with the VNIs become internalized as part of the students' learning experience; they cause associations to be made between the images, narratives, and pathophysiology concepts. The purpose of the research is to assess the use of VNIs as an effective teaching method. The following research questions will be explored: Do 2nd year baccalaureate nursing students' who receive the VNI intervention perform better on pathophysiology tests than students who are taught using traditional teaching methods? How does the use of visual narrative illustrations influence 2nd year baccalaureate nursing students' experience of learning complex pathophysiological concepts? Students who consent to take part in the study will be asked to take a pretest and post-tests, and will also be selected to participate in a focus group discussion. During the presentation the researchers will share several VNIs with the audience to engage them in the discussion and will table the research methodology to gain some insight and feedback. Research on Teaching and Learning

Friday **Nov. 7, 2014** **4:30 - 5:00 p.m.** Maple	**Evolving Strategies:** **How Students' Conceptions and Perceptions of the** **Research Process Develop as They Progress Through** **Their Programs** Margy MacMillan (Mount Royal University) Data from Mount Royal's Assessment Seminar project, illuminates how students understand and carry out the research assignments we set them and how their engagement with the research process changes over time. Most students start out as 'hunter-gatherers' of information, looking for key quotations, and trying to fulfill requirements for currency and format to answer questions that have little to do with their own information needs. As they progress, students often have more control over topic choice, and correspondingly more intrinsic interest in the resources they find. Finally, in third and particularly fourth year, students articulate a transition from finding information to creating knowledge, for themselves, for their instructors, and beyond academia for their communities. At this level, they express considerable pride in their abilities to find and evaluate information, sort out biases, and disseminate their new knowledge in research projects or to their communities. This affective aspect of the interviews is fascinating. Across the years students often name research papers as their most rewarding assignments, allowing the opportunity to dig more deeply into a topic. As students progress, the joy comes not only from the investigation, but also from sharing their knowledge with others formally and informally. This session will present students conceptions, perceptions and transformations as a basis for considering what we ask when we assign research tasks. The insights we gain can inform research assignments that foster that sense of accomplishment and engagement, even joy in research projects much earlier in students' academic careers. Research on Teaching and Learning

5:00 p.m.	**Dinner on Your Own**

Detailed Program –
Saturday, November 8, 2014

7:30 a.m.	**Breakfast available until 9:00 a.m.** **Castle/Assiniboine**

Saturday Nov. 8, 2014 8:30 a.m. - 10:00 a.m. Castle/ Assiniboine	**Conversations Within Communities of Practice: Our Work in Teacher Education Action Research** Kevin O'Connor (Mount Royal University) Gladys Sterenberg (Mount Royal University) Ranee Drader (Mount Royal University) What does it mean to engage in conversation? How do we as researchers 'live among' or 'keep company' with others? What do conversations have to do with student learning? How are students involved in our conversations? In this time together, we will present research findings that interrogate the conversations our students had in their communities of practice in comparison to the conversations we had within our own communities of practice and will describe the interplay of conversations involving the complexity of shifting professional and academic relationships and identities. As we describe the complex facets of our research, we invite you to consider the significance of conversations within overlapping communities of practice as ways to inform your own research programs and as possible ways forward within the SoTL community. Keynote Presentation

10:00 a.m. - 10:30 a.m.	**Coffee Available** **Alpine Meadows**

Concurrent Sessions: BAND E

Saturday Nov. 8, 2014 10:30 a.m. - 11:00 a.m. Aspen	**Partnering With Students to Understand Their Experiences in Joint College/University Collaborative Educational Programs (the "Dual Identity Project")** Leslie Marshall (Mohawk College)

In the last 10 to 15 years the number of collaborative programs offered by colleges and universities has increased exponentially within Canada. The program models for these programs vary from the ability to transfer credits for individual or blocks of courses to fully integrated models where students and/or faculty members move between sites. While nursing collaborative programs are now the most common form for nursing education in Canada, other collaborations are also increasing in number.

At McMaster University, fully developed collaborations exist with 1)Mohawk College and Conestoga College for a Bachelor of Science in Nursing (Faculty of Health Sciences), 2)with Mohawk College for a Bachelor of Technology (Faculty of Engineering), and 3)Bachelor of Medical Radiation Science (Faculty of Science). While there have been some indications in the literature as to what makes a successful college/university partnerships there has been very limited study of the student perspectives in regard to living inside collaborative programs.

The purpose of the Dual Identity study was to identify issues unique to students in a collaborative college/university program. The focus of the study was to gain an understanding of the student perspectives as to what it means to be a student with a dual identity.

The insights gained from the results of this study will guide changes to improve the programs and lives of future dual identity students. The unique experiences of cross-institutional and program student/faculty collaboration will be highlighted at the conference.

Involving Undergraduate Students in SoTL

Saturday Nov. 8, 2014 10:30 a.m. - 11:00 a.m. Birch	**SoTL at the Margins: Building a Culture of Scholarship in the Shadow of Applied Research** Russ Wilde (Bow Valley College) Bow Valley College has administered a very successful applied research internal grant program over the past several years that pays small stipends to faculty and staff who submit accepted research project proposals. The research projects could serve several purposes such as: 1) support program, discipline, or learner success; and 2) strengthen the capacity of faculty/staff in applied research. Although the program was not intended to build SoTL, it has become apparent that there is an interest in engaging learners, discovering more about the learners and the learning process, and improving teaching and learning. The buds of SoTL are breaking through in certain areas of the college, even if faculty-researchers are not aware of the SoTL label or movement. This presentation shares the process of how the college supports faculty in the conduct of research, which is especially necessary for those who have little research background but are keen on researching their own teaching and the learning of their students. We face evolving challenges as we build a culture of scholarship that binds SoTL-related research to our classrooms. The first is to increase the amount of research into teaching and learning, primarily by assisting/guiding faculty in identifying topics about which they want to learn more. Second is to strengthen the theoretical and methodological rigour of the research. The final challenge is to transfer knowledge to faculty and learners in a way that inspires changes in practice, encourages critical reflection and review, and continues an ongoing cycle of inquiry. Collaborating Beyond the Single-Classroom
Saturday Nov. 8, 2014 10:30 a.m. - 11:00 a.m. Cedar	**"To Be Completely Honest I Still Don't Really Understand That." Using Classroom-based Research to Investigate How Students Deal With the Challenges Posed by 'Threshold Concepts'.** Alison Thomas (Douglas College) In 2012 I embarked upon classroom-based research to investigate how students in my Introductory Sociology course deal with the challenge of developing a sociological imagination. This constitutes a 'threshold concept' (Meyer and Land, 2003) that they must acquire in order to learn how to 'think like a sociologist' (Persell et al, 2007) and with which they often struggle. Having started looking more closely at their progress with this concept,

| **Saturday**
Nov. 8, 2014
10:30 a.m. -
11:00 a.m.
Cedar | using various classroom assessment techniques (Angelo and Cross, 1993), I decided to develop this approach into a formal classroom-based research study, in which I have continued to employ various CATs in a cumulative 'learning dossier' in order to track student learning for the duration of the semester. This enables the students themselves to document how their thinking changes over time and allows me to see the extent to which they do (or do not) succeed in mastering this 'threshold concept'. In this presentation I explain the genesis of this study and report on the data I have collected in the past three years from over 300 students. In the process, I also discuss both the highs and lows of discovering what one's students are actually learning, week by week.

Though my examples come from Sociology, my research question focuses on student mastery of a 'threshold concept' and so has universal relevance for those teaching introductory courses in any field. I will therefore invite audience members to think about how students grapple with the 'threshold concepts' that exist in their own discipline.

Research on Teaching and Learning |

Concurrent Sessions: BAND F

| **Saturday**
Nov. 8, 2014
11:00 a.m. -
11:30 a.m.
Aspen | **Conceptualizing and Communicating SoTL:**
A Framework for the Field
Janice Miller-Young (Mount Royal University)
Michelle Yeo (Mount Royal University)

The emerging field of SoTL is an inherently interdisciplinary endeavor, embracing a diverse range of research methods. It desires to be hospitable to a range of disciplinary differences in world views. However, this diversity has caused a lack of coherence in its conceptualization and communication, which can be confusing for new scholars. Ongoing debates in the community concern the use of theory and methodology, as well as definitional questions of what constitutes SoTL and the nature of its purpose. In this presentation we will offer a framework for conceptualizing the field, which attempts to broadly delineate the available learning theories underlying and methodologies appropriate to studying teaching and learning, while intending to be hospitable to a broad range of diverse disciplines. We will illustrate the framework with example SoTL studies. It is hoped that this framework will help to broaden the types of questions being investigated in the field, ground those investigations in |

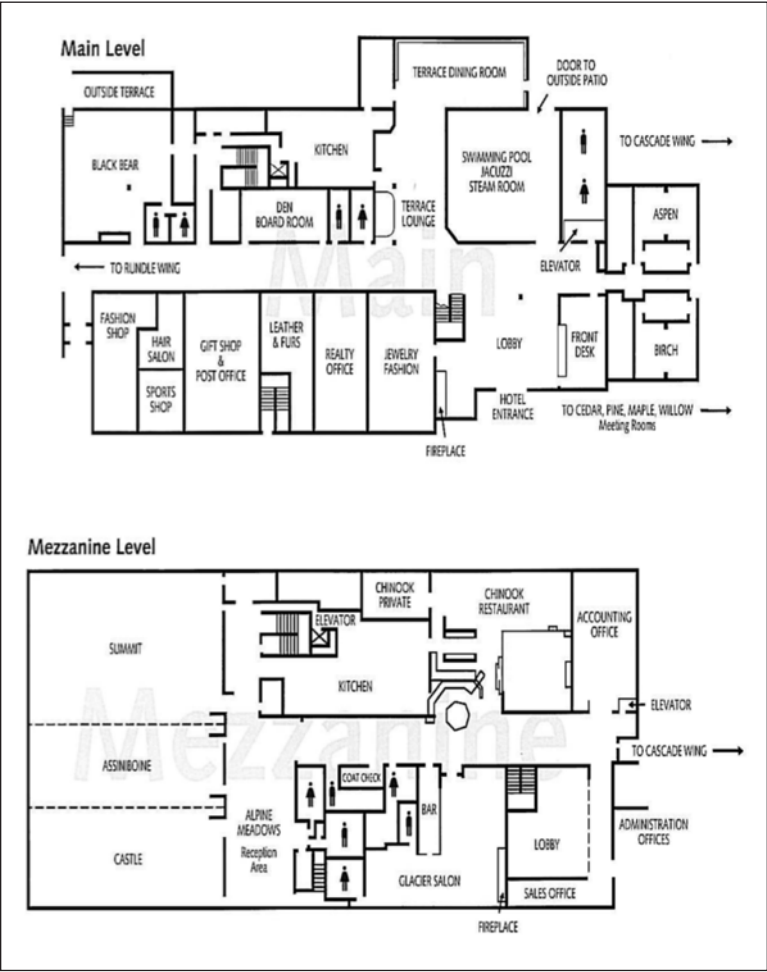|	
Saturday Nov. 8, 2014 11:00 a.m. - 11:30 a.m. Aspen	appropriate theories and methodologies, and build interdisciplinary communication and understanding in the "trading zone" that is SoTL. Research on Teaching and Learning
Saturday Nov. 8, 2014 11:00 a.m. - 11:30 a.m. Birch	**Learning About Qualitative Research: A Conversation About a Multi-Disciplinary Team's Process When Exploring Student Learning in an Undergraduate Studies Course** Deb Bennett (Mount Royal University) This session will share lessons learned during a multi-disciplinary team's SoTL inquiry exploring student learning in an undergraduate studies course. This study explored the descriptions that students offered as evidence of their learning in UGST 1001: Effective Learning in the Undergraduate Context. The team's learning and development began when they came together as a group of teachers from different backgrounds and had the opportunity to review a series of learning questions and reflective learning analysis journals used in the UGST class. Not only did the team gain insights into student learning and teaching, they also gained significant information about the research process. Lessons about working as a multi-disciplinary team and as an individual within that team were offered. One member of this collaborative multi-disciplinary research team will describe the setting and context of their SoTL inquiry, the development of the research question over time, the research methods utilized and emerging findings. A conversation about conducting research in teams will be facilitated through a focus on the opportunities and challenges that can arise. This session will explore what worked, identify where plans required changing and future considerations for the team's SoTL inquiry. The importance of these lessons and their impact on the process of interpretation and the study's findings will also be explored. Participants will have the opportunity to reflect on this information and discuss the impact it may have on their research and inquiry development. Methodologies and Innovative Approaches to Data Gathering and Analysis

Saturday Nov. 8, 2014 11:00 a.m. - 11:30 a.m. Cedar	**Innovations in Teaching and Assessment Strategies for the Education of Emerging Global Leaders** Alyshah Kaba (University of Calgary) Jennifer Hatfield (University of Calgary)

Innovations in Teaching and Assessment Strategies for the Education of Emerging Global Leaders
Alyshah Kaba (University of Calgary)
Jennifer Hatfield (University of Calgary)

Design. The Bachelor of Health Sciences at the University of Calgary has developed an innovative program to build competencies in Global Health. Learners need to be exposed to myriad of teaching and assessment strategies that prepare them to develop strong communication, inquiry, problem solving and reflective practice skills; albeit the current global health education landscape does not target these imminent needs. We designed a program integrating students' interest in social media, videos, and emerging technologies (e.g. Prezi) thereby harnessing this familiarity into student engagement in global health. We engaged them with novel learning opportunities, preparing them to work within the rapidly changing global landscape.

Methods. Pilot data evaluating the impact of two new learning innovations: Twitter Discussion Boards and Portfolios were collect from 13 students enrolled in the BHSc Global Health course in January 2013.

Results. Data from the 3 instructors were triangulated for key themes to assess the potential afforded by Twitter and Portfolios to increase the engagement of the students in the learning process, as they relate to their own personal learning objectives and core Global Health Competencies (Hatfield et al., 2009). The outcome of this program created a transferrable assessment tool that enables students to objectively demonstrate engagement in global health.

Conclusion: The use of Twitter and Portfolios as a teaching and assessment tool provides evidence that demonstrates increase student engagement, independent learning, quality of critical analysis and debate, and a strong ownership of global health knowledge as it pertained to their future careers in the field.

Research on Teaching and Learning

Saturday **Nov. 8, 2014** **11:00 a.m. -** **11:30 a.m.** Maple	**Implementing a Faculty Associate Model:** **An Associate Perspective** Ewa Wasniewski (Norquest College) Tracy Topolnitsky (Norquest College Over the past year, NorQuest College has been transitioning to a new Learning Management System (LMS), and College Learning, Teaching, and Development (CLTD) was tasked with organizing and supporting the institution wide Faculty training plan. By working with leadership in both Faculties and Service Area, 11 faculty members were identified as having online teaching experience and early technology adaption in their courses. They were asked to share their knowledge by assisting in the development of training sessions and materials for our new LMS. By using a Faculty Associate model, faculty were supporting faculty which increased reciprocal information exchange and developed capacity in all areas (Rousseau, 1989). We also embedded theoretical best practices into each of our technical training sessions to increase the overall understanding of best practices for online teaching and learning. "Creating a supportive learning environment for online learners is crucial for ensuring success, promoting persistence, and avoiding drop-out" (Moisey & Hughes, 2008, p. 419). This presentation will share the reported experiences of Faculty Associates from the yearlong LMS project. Faculty Associates have been asked to fill in a survey at the end of each term reflecting on their experiences in their training role, as well as participated in an exit interview at the end of the project. We also will share lessons learned from CLTD in organizing and implementing the Faculty Associate Model college wide. Finally, we will discuss how this has assisted in building capacity and informed online teaching and learning at our institution. Teaching and Learning With Technology
Saturday **Nov. 8, 2014** **11:00 a.m. -** **11:30 a.m.** Pine	**Making Sense of Their University Learning?** **Undergraduate Student Perceptions of Social Media** Erika E. Smith Since the turn of the twenty-first century, futurists have described Net generation students as "digital natives," asserting that this generation of young learners (born after 1980) has unique educational and technological needs and abilities since they have grown up immersed in a world with digital technologies and the Internet. Digital native arguments often provide a rationale for adopting social media to suit the needs of higher education

Saturday Nov. 8, 2014 11:00 a.m. - 11:30 a.m. Pine	audiences (Kennedy et al., 2007). Yet, many researchers strongly critique such digital native claims as being largely "unevidenced." To move beyond this digital native debate (Bennett & Maton, 2010; Kennedy, Judd, Dalgarno, & Waycott, 2010), those concerned with teaching and learning within higher education must further understand Net generation students' perspectives on and uses of social media technologies by asking students directly what they see as a meaningful part of their learning. Building research-informed understandings of these issues is especially relevant, given the increasing adoption of these emerging technologies in academic settings (Saeed, Yun, & Sinnappan, 2009). This study uses a mixed method research methodology —30 semi-structured interviews and 300 survey responses from undergraduate students from different disciplines at a large Canadian research-intensive university — to investigate whether and how learners may view technologies to be a meaningful aspect of their own university learning. In particular, the author will present preliminary findings exploring how undergraduate students may make meaning of their learning via technologies, such as social media. Research on Teaching and Learning
Saturday Nov. 8, 2014 11:30 a.m. - 12:30 a.m. Castle/ Assiniboine Rooms	**What Students Want you to Know About Conducting SoTL Research** Ranee Drader (Education & Schooling Student) Ana Sepulveda (Science Student) Mount Royal University These two scholarship of teaching and learning student co-investigators will talk about why they got involved in SoTL research, describe the projects they've worked on. What they've learned, and share their perspectives on how faculty and students can work together toward improving student learning.

Saturday Nov. 8, 2014 12:30 p.m. - 1:00 p.m. Castle/ Assiniboine	**Symposium Feedback and Revisioning Session and Closing Remarks** Janice Miller-Young (Mount Royal University)

1:00 p.m.	**Buffet Lunch Castle/Assiniboine**

Banff Park Lodge Room Map

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