

Annual Report 2011-2012

Institute for Scholarship of Teaching and Learning



MOUNT ROYAL
UNIVERSITY
1910

Table of Contents

<i>Executive Summary</i>	<i>page 3</i>
<i>About the Institute</i>	<i>page 4</i>
<i>Signature Programs</i>	
<i>Nexen Scholars Program</i>	<i>page 6</i>
<i>Collective Scholarship Initiatives</i>	<i>page 13</i>
<i>Going Public Locally, Nationally, Internationally</i>	<i>page 14</i>
<i>Financial Summary</i>	<i>page 23</i>
<i>Looking Forward</i>	<i>page 24</i>



Ernest Boyer's *Scholarship Reconsidered: Priorities of the Professoriate* (1990) first described scholarship of teaching as one element of a four-part categorization that also included discovery, integration and application. It generally includes: rigorous, systematic, and evidence-based study of student learning in one's own course; the understanding and improvement of student learning and/or teaching practice as its ultimate goal; commitment to disciplinary and/or interdisciplinary peer review and appropriate public dissemination; impact beyond a single course, program, or institution - advancing the field of teaching and learning to build collective knowledge and ongoing improvement. [http://www.mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/InstituteForScholarshipofTeachingLearning/ScholarshipDescribed/index.htm]

Executive Summary

The 2011-2012 academic year was significant for the Institute for Scholarship of Teaching and Learning in that it brought the first major financial gift to what administrators at Mount Royal University have called our “flagship centre of excellence.” Thanks to a \$1 million gift from Nexen Inc. the Scholars Program is ensured at least five years of support. Indeed, Nexen Scholars and other Institute representatives are now regular participants in all the major public venues considered important to the field of higher education. Additionally, the Institute successfully accomplished its second Centennial Symposium on Scholarship of Teaching and Learning, and began new work in collective scholarship with a project in undergraduate studies.

This was also a year of regrouping and reconsideration, with a reduction in the size of the Nexen Scholars cohort, the dismantling of the Engaging Departments Initiative, and perhaps most significant the failure to launch a third Canadian Forum on Scholarship of Teaching and Learning because of an unsuccessful bid for external funding. Indeed, the absence of an endowment supporting the Institute means that the ambitious agenda set down two years ago has been sidelined, as resources are focused on maintaining programming rather than expanding outreach and impact.

Nevertheless, the Institute continues to serve as an important contributor to the Canadian scholarship of teaching and learning conversation, and it is recognized internationally as a unique research centre. In the coming year, the Nexen Scholars Program will take an even more prominent place in the Institute’s profile, while all other available resources will be directed toward fundraising and the search for sustainable financial support.



About the Institute

Established in November 2008, the Institute for Scholarship of Teaching and Learning is an important part of the infrastructure supporting scholarship at Mount Royal University. Building on our long-standing commitment to academic excellence, the Institute scaffolds scholarly inquiry related to teaching and learning on campus and beyond. The Institute for Scholarship of Teaching and Learning operates as a ...

- **nexus for communication and collaboration**, providing resources and coordinating initiatives locally, regionally, nationally, and beyond,
- **community of scholars** advancing the existing body of knowledge about teaching and learning, while building a culture of inquiry,
- **research centre** encouraging, facilitating, and supporting investigation leading to deeper understanding of and sustained improvement in student learning.



The Institute for Scholarship of Teaching and Learning is dedicated to understanding and improving student learning, improving and enhancing the quality of the student learning experience, expanding awareness of evidence-based pedagogical practices, facilitating collaboration and research related to the educational enterprise, and building a culture of inquiry dedicated to excellence in teaching and learning and scholarship. Its local objectives include engaging Mount Royal University students, faculty, staff and administration in teaching and learning scholarship through:

- Consulting, mentoring and advising on potential and ongoing projects;
- Encouraging faculty collaboration on all facets of pedagogical scholarship;
- Establishing venues and opportunities for students to work as researchers;
- Sponsoring workshops, forums, symposia, seminars and presentations;
- Developing dedicated resources and support materials for researchers;
- Administering internal research support, including small-grants programs;
- Identifying potential research-funding sources and granting opportunities.

Beyond Mount Royal University, the Institute for Scholarship of Teaching and Learning contributes to the growing knowledge base on teaching and learning scholarship by providing opportunities for colleagues and friends to:

- Access and engage with resources and literature on pedagogical scholarship;
- Share research, from work-in-progress to completed inquiries and publications;
- Participate in issues-based forums on teaching and learning scholarship;
- Gather at practitioners symposia on scholarship of teaching and learning; and
- Collaboratively build a community of scholars, supporters, and fellow travelers.



Administration

The Institute operates with one full-time director and one full-time administrative assistant. We also employ Mount Royal University students, and faculty members through stipends and secondments. During the academic year, the following individuals made up the Institute personnel list.

- Richard A. Gale, Director
- Anne Johnston, Administrative Assistant
- Becky Willson (Library), Centennial Symposium
- Deb Bennett (General Education), Nexen Scholars Program
- Reid Spenser (Theatre, Speech, and Music Performance), Symposium



Signature Programs

Nexen Scholars Program

The Institute for Scholarship of Teaching and Learning offers an annual research development program designed to encourage and support faculty committed to systematic scholarly inquiry into student learning. The Nexen Scholars program brings together faculty from a range of academic disciplines committed to investigating and documenting significant issues and challenges in teaching and learning.

The central work of the Scholars is to develop course-based inquiry projects, conduct research that sheds new light on a significant aspect of student learning, share evidence and findings publicly in an effort to influence practice in the field, and help build a culture of teaching and learning scholarship at Mount Royal University within their own disciplines and beyond.

The program engages a diverse and dedicated community of scholars committed to building and sharing pedagogical knowledge, advancing post-secondary teaching and enhancing student learning beyond the individual classroom. In the pursuit of these goals, each Scholar designs and undertakes a research project aimed at improving practice in teaching and learning. Scholars are selected for a one-year term, participate in three multi-day off-site residencies (February, August, February), and engage in monthly collaborative activities.



Generous Support from Nexen Inc.

On February 14, 2012 Mount Royal university announced that Nexen Inc. Had invested \$1 million, over five years, in the newly named Nexen Scholars Program. Nexen has supported Mount Royal University in the past and with this donation continued to demonstrate its commitment to enhancing educational opportunities through this gift. This was followed by a special reception to showcase the gift and the work of the Nexen Scholars. That event included supportive remarks from MRU President David Docherty and Nexen CEO Kevin Reinhart, as well as a special ceremony in which the Scholars received acknowledgement and recognition for their important work in understanding and improving student learning.



2012 Nexen Scholars

During the 2011-2012 academic year the Nexen Scholars Program accepted fewer scholars than ever before. This was the result of several factors including the natural saturation of a limited campus population, the need for more dedicated training of scholarship facilitators, and the decision to focus on only the strongest applications. This trend is likely to continue, and the Institute expects the 2013 Nexen Scholars cohort to number no more than eight.

Although larger cohorts of course expand the reach of the Institute and add to the richness of residency dialogue, smaller cohorts have important benefits to both the Scholars and the institution. Limiting the number of new Scholars to eight or fewer insures that all members of the cohort work with only the most experienced and skillful facilitators; the 2012 Nexen Scholars are facilitated by Richard Gale, Director of the Institute, and Deb Bennett, 2009 Nexen Scholar with extensive experience in facilitation and qualitative research. Additionally, more focused attention allows for better research preparation, deeper engagement with scholarship, and more substantial opportunities for outreach.

The 2012 Nexen Scholars are:

- Maria Victoria Guglietti, Faculty of Communication Studies, Journalism
- Sally Haney, Faculty of Communication Studies, Journalism
- Margy MacMillan, Library
- Bev Mathison, Faculty of Health and Community Studies, Child and Youth Studies
- April McGrath, Faculty of Arts, Psychology,
- Amanda Williams, Faculty of Communication Studies, Journalism



Nexen Scholars Writing Residencies

Since 2008 the Institute for Scholarship of Teaching and Learning has offered a writing residency for Nexen Scholars, providing guidance, critique, and independent time to prepare research results, refine analysis and dissemination strategies, and revise scholarly writing for publication. These residencies complete the cycle of development provided by the Nexen Scholars Program, helping researchers build from investigation to impact. Residencies open to all Nexen Scholars who have: completed the analysis of their data such and are prepared to make claims about student learning based on systematic scholarly inquiry; presented their project work publicly at two or more venues prior to the start of the writing residency; and

- Committed to producing a draft of a scholarly paper prior to the residency, revising that draft during the residency, and submitting a paper for publication.

This process has resulted in two published papers to date: Karen Manarin's "Reading Value: Student Choice in Reading Strategies" was published in *Pedagogy* (2012) and Miriam Carey's "In the Valley of the Giants: Cultivating Intentionality and Integration" was published in the *International Journal for the Scholarship of Teaching and Learning* (2012). Several other papers are currently under review.

Nexen Scholars who have participated:

- Deb Bennett
- Katherine Boggs
- Miriam Carey
- Israel Dunmade
- Ron MacDonald
- Karen Manarin (also facilitator)
- Jane McNichol
- Janice Miller-Young
- Heather Nelson
- Rik Smistad
- Qasim Syed
- Joanne Szabo Hart
- Lee Wertzler
- Becky Willson



Nexen Scholars Going Public Awards

In an effort to support the dissemination of research results produced during the Nexen Scholars Program, and promote the work the Institute for Scholarship of Teaching and Learning, the Institute has established the Nexen Scholars Going Public Award. This award may be used to reimburse registration, lodging, transportation, and per diem expenses for Nexen Scholars to make their project work public. The Nexen Scholars Going Public Award is available to all Nexen Scholars who are presenting during the academic year: findings resulting from data gathered during their cohort year as a Nexen Scholar at venues or to audiences beyond the MRU community. This award is an important feature of the Nexen Scholars Program, representing a true commitment to the dissemination of results from sponsored research.

Nexen Scholars who have received Going Public Awards:

- Deb Bennett
- Katherine Boggs
- Miriam Carey
- Patrick Carmichael
- Israel Dunmade
- Kelly Hewson
- Catharine Lindland
- Karen Manarin
- Jodi Nickel
- Heather Nelson
- Melanie Rathburn
- Joanne Szabo Hart
- Norm Vaughan
- Lee Wertzler
- Amy Zidulka



Nexen Scholars 2009-2012

- Alex Bruton, Bissett School of Business (Entrepreneurship)
- Amanda Williams, Communication Studies (Journalism)
- Amy Zidulka, RRU Management (Business Communication)
- Andrea L. Williams, Bissett School of Business (Business Communications)
- April McGrath, Arts (Psychology)
- Becky Willson, Library
- Bev Mathison, Health and Community Studies (Child and Youth Studies)
- Catharine Lindland, MRU Student Learning Services (Undergraduate Studies)
- David Finch, MRU Bissett School of Business (Marketing)
- Geoffrey Archer, RRU Management (Entrepreneurship)
- Glen Ryland, MRU Teaching and Learning (General Education)
- Heather Nelson, Teaching and Learning (General Education), Arts (Humanities)
- Israel S. Dunmade, Science and Technology (Environmental Sciences)
- Jane McNichol, Communication Studies (Public Relations)
- Janice Miller-Young, Science and Technology (Engineering)
- Joanna Szabo Hart, Health and Community Studies (Nursing)
- Joanne Bouma, MRU Health and Community Studies (Nursing)
- Jodi Nickel, Teaching and Learning (Education and Schooling)
- Karen Manarin, Arts (English)



Nexen Scholars 2009-2012

- Katherine Boggs, Science and Technology (Earth Sciences)
- Kelly Hewson, MRU Arts (English)
- Lee Wertzler, Arts (Psychology)
- Liza Choi, Health and Community Studies (Nursing)
- M. Helena Myllykoski , Health and Community Studies (Nursing)
- M. Qasim Syed, Science and Technology (Physics)
- Margy MacMillan, Library
- Maria Victoria Guglietti, Communication Studies (Journalism)
- Melanie Rathburn, Teaching and Learning (General Education), Science and Technology (Biology)
- Miriam Carey, Arts (Policy Studies)
- Norman Vaughan, Teaching and Learning (Education and Schooling)
- Patrick Carmichael, MRU Teaching and Learning (General Education)
- Reid Spencer, MRU Communication Studies (Theatre, Speech and Music Performance)
- Rik Smistad, Bissett School of Business (Accounting)
- Ron MacDonald, Communication Studies (Journalism)
- Sally Haney, Communication Studies (Journalism)
- Stephanie Zettel, MRU Health and Community Studies (Nursing)
- Subadhra Rai, Health and Community Studies (Nursing)
- Valerie Kinnear, MRU Bissett School of Business (Accounting)



Collective Scholarship Initiatives

Since 2010, Mount Royal University has been supporting collaborative and collective scholarship of teaching and learning as one important key to the understanding, assessing, and improving of student learning across the institution. Our belief is that systematic scholarly inquiry into student learning will provide significant data on student learning that can, when organized and aggregated around common institutional or programmatic themes, lead to systemic improvements within specific academic departments or programs and throughout the university as a whole.

The initial site for this work had been General Education, where foundation courses were the focus of investigation by four Nexen Scholars under the direction of the Institute. Faculty members collaborated on a scholarship of teaching and learning inquiry, shared a common research question, and focused on the development of critical reading skills. It was anticipated that this research would prove to be a model of collective inquiry, but while this Institute-created project was intended to culminate in a white paper, to date no significant results have been provided.

**Honoring Student Voice through Qualitative Inquiry:
Scholarship of Teaching and Learning**
Deb Bennett & Richard A. Gale, Mount Royal University



Research Focus
How do first-year students learn the skills and strategies necessary to succeed in university coursework? What are their most significant challenges and how can these best be overcome? Are there aspects of the transition to first-year university study that require particular attention by students, faculty, and institutional representatives? In this study we are addressing these questions through a formal program in scholarship of teaching and learning, using multi-classroom inquiry and collaborative faculty investigation to understand and improve student learning within undergraduate studies.

Background
All too often undergraduate students enter university without a clear sense of how to succeed, or even what skills are necessary to survive. Frequently we address this through innovative access strategies and dedicated scaffolding courses, but rarely do we examine these pedagogical support structures from an inquiry-based perspective. One promising approach to understanding and improving student learning at the foundation level is currently underway. Faculty from Undergraduate Studies and the Institute for Scholarship of Teaching and Learning are conducting a coordinated research project to gain insight into how students learn and what helps students to succeed. Student voice is at the centre of this multi-term inquiry.



Undergraduate Studies
Undergraduate Studies at Mount Royal University includes two courses: UGST 1001 (Effective Learning in the Undergraduate Context) and UGST 1002 (Change, Challenge, and Choice). UGST 1002 provides students with opportunities to increase their knowledge of effective learning, enhance their use of strategies and reflect on their learning. UGST 1002 focuses on student transition and strategies associated with university contexts and cultures. Both are elective courses, open to any MRU student.



Institute for Scholarship of Teaching and Learning
Building on Mount Royal's ongoing commitment to academic excellence, the Institute for Scholarship of Teaching and Learning supports research on and off campus. It is dedicated to understanding and improving student learning, improving and enhancing the quality of the student learning experience, expanding awareness of evidence-based pedagogical practices, facilitating collaboration related to the educational enterprise, and building a culture of inquiry dedicated to excellence in teaching and learning and scholarship.



Institute for Scholarship of Teaching and Learning, Mount Royal University
4025 Mount Royal Gate SW, Calgary AB Canada T2E 6K6

Data Collection
The data set includes learning question responses collected during the first, sixth and twelfth weeks of data from all students enrolled in various sections of UGST 1001. Students were given five questions designed to elicit their learning experiences, development, and intentionality. The questions were aligned with where students were at in the trajectory of the course, and served as both a source of data and a reflective tool for students to develop metacognitive thinking around their own (and their ownership of) learning. These questions are also being used to develop a second stage learning research question (Data in Dialogue) focused on what students themselves consider evidence of their learning.

Initial Findings
The learning questions yielded preliminary data on significant curricular elements of UGST 1001, and allowed students to identify their own strengths and weaknesses as learners. Students were able to articulate goals, strategies for achieving those goals, and the extent to which they were able to succeed. Absent was any concrete evidence of the ways and means of transferring these strategies to other course contexts. Likewise there was no real indication of what students themselves considered evidence of learning. This provided the impetus for our subsequent study.

Data in Dialogue
When asked to describe UGST 1001 in terms of what they would tell others, students became quite thoughtful about the what and why of the course, providing deeper insights into their own learning as well as the learning that others might achieve. Our interest in qualitative articulation of evidence comes from this data, which surfaces their developing articulation of learning as more than the conceptual. Beginning in the fall of 2012 several UGST 1001 instructors will collaborate across multiple sections in an hermeneutic inquiry centered on what students offer, identify, and describe as evidence of learning (their own and others'). Through student meetings (which will include self-identified curricular evidence), we will engage in a dialogue about how learning is demonstrated, understood, and transferred to academic and personal contexts. More to follow ...

Currently, the most exciting work of this kind can be found in Undergraduate Studies, and centers on investigating how students understand and present evidence of their own learning. The research project began in the Winter of 2012 and will continue through the Winter of 2013. Inquiry plans and early returns have been presented at two conferences to date and it is anticipated that the research will continue through the Spring of 2013. Of special note is the fact that co-researchers for this project include not only Nexen Scholars and the Director of the Institute, but also faculty members previously unfamiliar with scholarship of teaching and learning.


Future projects that have been discussed include work on high impact practices such as capstones and first year experience course, identity development in the professions, and intentional learning.

Going Public Locally, Nationally, Internationally

The Institute for Scholarship of Teaching and Learning sponsors a variety of on-campus events as a way of promoting its initiatives and the scholarship of teaching and learning generally. Additionally, the Institute is instrumental in supporting individual Nexen Scholars in their work across Canada and around the world.

Mount Royal University Venues

**Radical Learning
for a Just World**




Featuring
Dr. Stephen Brookfield
Distinguished University Professor at
the University of St. Thomas and
internationally acclaimed author of
*Radicalizing Learning, Discussion as a
Way of Teaching, and Becoming a
Critically Reflective Teacher*

November 10, 2011, 9:00 am until 11:00 am
Room EC1050
Roderick Mah Centre for Continuous Learning
Mount Royal University

Presented by Student Affairs and Campus Life & the
Institute for Scholarship of Teaching and Learning

Stephen Brookfield has written fourteen books on adult learning, critical theory, critical thinking, discussion methods, and teaching. In 2001 he received the Association for Continuing Higher Education Leadership Award for "extraordinary contributions to the general field of continuing education on a national and international level" and in 2008 received the Council for Adult and Experiential Learning Morris T. Keston Award for "significant contributions to the field of adult and experiential learning." Stephen has taught at Harvard University, Columbia University, and is now Distinguished University Professor at the University of St. Thomas in Minneapolis-St. Paul.

Students, faculty, staff, and administrators are all encouraged to register for this event (Session #47) via www.mtroyal.ca/adc, nfunke@mtroyal.ca, or 403-440-5042.



In November of 2011 the Institute co-sponsored with the division of Student Affairs and Campus Life, an all-campus event titled "Radical Learning for a Just World" offered by Stephen Brookfield, Distinguished University Professor at the University of St. Thomas. As the poster states, "For Stephen Brookfield the radical purpose and practice of education is concerned to organize education for, and encourage learning about, the creation of democracy in political, cultural and economic spheres. Political and cultural democracy entails learning how to recognize and abolish privilege around race, gender, status and identity; economic democracy entails learning how to abolish material inequality and privilege around class. Both, in turn, entail the collective determination of how societal resources are to be used for the common good; in shorthand terms, socialism."

**The Institute for Scholarship of Teaching and Learning
presents the 2012**

Scholarship in Progress Series

This speaker series provides our MRU community with a forum for sharing, discussing, and critiquing ongoing teaching and learning research. Attendance is open to anyone, and topics range from disciplinary inquiries or small-scale studies to institution-wide investigations and triangulation of multiple data sources.

All presentations will be held from 12:00 noon - 1:00 pm in V324.

Please pre-register for presentations individually using the workshop numbers provided below.



Register online at www.mtroyal.ca/adc
Register by email to nfunke@mtroyal.ca
Register by calling 403.440.6042

Identifying and Addressing Threshold Principles in the Study of Classical Voice
Reid Spencer (Communication Studies - Theatre, Speech and Music Performance)
Thursday, March 8, 2012 - Workshop #108

Narrative Pedagogy and the Evaluation of Clinical Practice in Nursing Education: Fostering Clinical Competency Through Stories
Stephanie Zettel (Health and Community Studies - Nursing)
Wednesday, March 7, 2012 - Workshop #109

Understanding How and Why Students Apply Learning Strategies
Catherine Lindland (Student Learning Services)
Wednesday, March 14, 2012 - Workshop #110

Identifying Credible Sources for Your Term Paper
Patrick Carmichael (Teaching and Learning - General Education)
Wednesday, March 28, 2012 - Workshop #111

University Access and Student Success - Beginning a Systematic Scholarly Inquiry
Deb Bennett and Richard Gale (Teaching and Learning - General Education and Institute for Scholarship of Teaching and Learning)
Thursday, April 5, 2012 - Workshop #131

Do it! The Right Thing?: What Happens When Students Use Film Texts to Engage in Critical Race Talk
Kelly Hewson (Arts - English)
Wednesday, April 18, 2012 - Workshop #112

Title: An Examination of a Capstone Experience: Translating Marketing into Story - An Interim Review
David Finch (Bisset School of Business - Marketing)
Monday, April 30, 2012 - Workshop #113

Developing Academic Writers in General Education
Glen Ryland (Teaching and Learning - General Education)
Thursday, May 10, 2012 - Workshop #114

Exploring What Learning Strategies Students Identify as Supportive to Their Understand of Complex Content
Joanne Bourne (Health and Community Studies - Nursing)
Wednesday, May 10, 2012 - Workshop #112

Team Based Learning as a Teaching Strategy: How does it help students?
Val Kinnear (Bisset School of Business - Accounting)
Thursday, May 24, 2012 - Workshop #115



Central to the dissemination goals of the Institute is the Scholarship of Teaching and Learning Faculty Presentation Series, which is designed to provide members of the Mount Royal University community with opportunities to share ongoing work and receive constructive feedback about their scholarship of teaching and learning. Speakers are selected from across the university, and attendance is open to anyone interested in participating; visitors from beyond the Mount Royal University community are encouraged to attend. Topics range from disciplinary inquiries and small-scale studies to institution-wide investigations and triangulation of multiple data sources. Indeed, although this is a scholarship of teaching and learning series, we have adopted the “big tent” approach to participation. During the last academic year, ten presentations were offered featuring faculty from across the institution. Presentations were largely focused on Nexen Scholars and their projects, but other faculty members also participated.

**The Institute for Scholarship of Teaching and Learning
proudly presents ...**

2011 Teaching and Learning Scholars Showcase



**Featuring the work of the 2011 Teaching and Learning Scholars
and an opportunity for dialogue about the upcoming
2012 Teaching and Learning Scholars Program request for proposals (RFP)**

This event offers the Mount Royal community a window into the what, how, and why of teaching and learning scholarship. Join the 2011 Teaching and Learning Scholars as they discuss their experiences with scholarship of teaching and learning, where inquiry into student learning has taken them, and how pedagogical investigation has changed the way they view teaching, learning, and research within their disciplines and at MRU.

Following the presentation, those in attendance will be invited to discuss observations about student learning and how they too might begin scholarship of teaching and learning inquiry projects. Full and part-time faculty members submitting proposals for the 2011 Teaching and Learning Scholars Program are encouraged to attend.

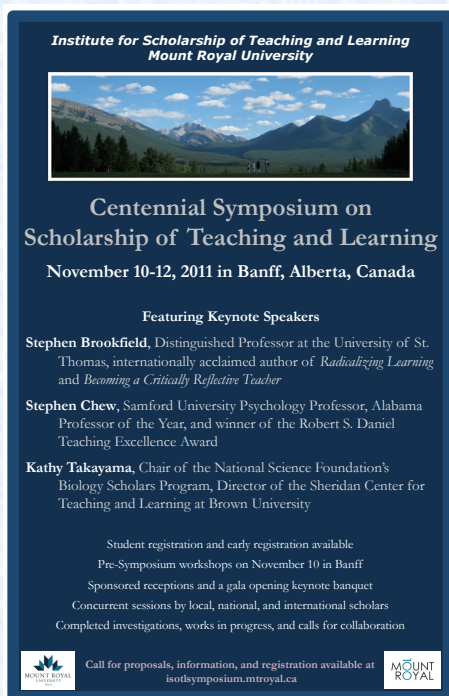
2012 RFP deadline is October 1, 2011 ... for more information go to mtroyal.ca/isotl

**Tuesday September 13, 2011
10:00 am until 12:00 n in the Lincoln Park Room**



Register for Session #20
Online: www.mtroyal.ca/adc ... By phone: 403-440-6042 ... By email: nfunke@mtroyal.ca

Finally, each year the Institute sponsors a Scholars Showcase which serves two purposes: to give the most recent cohort of Nexen Scholars a chance to share their projects with the Mount Royal community, and to promote the announcement of the latest Nexen Scholars Program request for proposals. This event usually attracts upwards of forty faculty, staff, and administrators. It has become an important annual venue for the Institute and the scholarship of teaching and learning.



Symposium on Scholarship of Teaching and Learning

The Institute for Scholarship of Teaching and Learning hosted our second annual Centennial Symposium on Scholarship of Teaching and Learning November 10 to 12, 2011 in Banff AB, with pre-symposium workshops offered on the first morning. This gathering of teacher/scholars was a “practitioners conference” dedicated to developing individual and collaborative teaching and learning scholarship, sharing nascent data and findings, going public with compelling results of completed research projects, and building an extended scholarly community. The goals of this event included understanding and improving student learning through systematic scholarly inquiry and building collective knowledge for the future. There were more than 125 participants at the Centennial Symposium from more than thirty institutions.

<http://isotlsymposium.mtroyal.ca/2011Symposium/index.html>.

Pre-Symposium Workshops were offered on the morning of Thursday, November 10, 2011 at the Banff Park Lodge. Workshop topics included:

- **Ethical Consideration for Scholarship of Teaching and Learning** - this was a working session about particular ethical circumstances surrounding systematic scholarly inquiry in the classroom, including discussion about ethical review boards and Tri-Council statements, facilitated by Nexen Scholar Janice Miller-Young and MRU HREB Chair Michelle Yeo
- **Using Qualitative Methods of Data Collection and Analysis** - this was a journey through the often-unfamiliar world of qualitative methods focusing on definitions and examples as well as practical classroom research applications, facilitated by experienced researcher and Nexen Scholar Deb Bennett.

The 2011 Centennial Symposium offered almost fifty concurrent sessions and also featured keynote presentations from three distinguished teacher/scholars.

Stephen D. Brookfield, Distinguished University Professor at the University of St. Thomas.

Since beginning his teaching career in 1970, Stephen Brookfield has worked in England, Canada, Australia, and the United States. He has written fourteen books on adult learning, teaching, critical thinking, discussion methods and critical theory, four of which have won the Cyril O. Houle World Award for Literature in Adult Education (in 1986, 1989, 1996 and 2005). He also won the 1986 Imogene Okes Award for Outstanding Research in Adult Education. In 2001, he received the Leadership Award from the Association for Continuing Higher Education (ACHE) for "extraordinary contributions to the general field of continuing education on a national and international level." In 2008 he was awarded the Morris T. Keeton Award of the Council for Adult and Experiential Learning for "significant contributions to the field of adult and experiential learning." He currently serves on the editorial boards of educational journals in Britain, Canada and Australia, and the United States. During 2002, he was a Visiting Professor at Harvard University. After 10 years as a Professor of Higher and Adult Education at Columbia University in New York, he now holds the title of Distinguished University Professor at the University of St. Thomas in Minneapolis-St. Paul, Minnesota where he recently won the university's Diversity Leadership Teaching & Research Award and also the John Ireland Presidential Award for Outstanding Achievement as a Teacher/Scholar. In 2009 he was inducted into the international Adult Education Hall of Fame.



Stephen L. Chew, Professor and Chair of Psychology at Samford University

Stephen has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. He received his undergraduate degree in psychology from the University of Texas and his Ph.D. in experimental psychology from the University of Minnesota. He was selected as a Carnegie Scholar in 1998 as part of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). His research interests include the use of examples in teaching, the tenacious misconceptions that students bring with them into the classroom, and the impact of cognitive load on learning. Most recently he has been developing ways to improve student performance by correcting faulty or counterproductive beliefs that students possess about how they learn. Stephen received the Buchanan Award for Classroom Teaching Excellence from Samford in 1999 and was named the Professor of the Year for Alabama by the Carnegie Foundation for the Advancement of Teaching in 2001. In 2005 he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology. He is a Fellow of the American Psychological Association. He has been a keynote speaker and workshop leader at numerous conferences on teaching in general and on the teaching of psychology in particular.



Kathy Takayama, Director of the Sheridan Center for Teaching and Learning at Brown University

Kathy holds a B.S. in Biology (MIT), and a Ph.D. in Biochemistry and Molecular Biology (UMDNJ-Robert Wood Johnson Medical School). She was an NIH Postdoctoral Fellow at the University of Wisconsin-Madison and in 1994 moved to the University of New South Wales as an Australian Research Council Senior Research Associate. Her work has focused on how RNA processing mechanisms control the regulation of gene expression in a wide variety of biological systems. Kathy became a faculty member at UNSW in 2001. At that time she developed an active research program in science education and scholarship of teaching and learning, and in 2007, she joined the Sheridan Center as Associate Director for Life & Physical Sciences, and was appointed Director in 2010.



Kathy was a Carnegie Scholar from 2003-2004, and is a recipient of the David White Award for Excellence in Teaching, the Australian College of Educators Teaching Award, and the University of New South Wales Vice Chancellor's Award for Teaching Excellence. She is a founding member of ISSOTL, served as its first Regional Vice President for Australasia, and was Chair of the 2007 ISSOTL Conference in Sydney. Kathy's work includes visualizations and learning in the sciences, collaborative online communities, the integration of art + science in teaching, and interdisciplinary pedagogies in scholarship of teaching and learning. Her collaboration with Sydney-based sculptor John Nicholson has been exhibited at the Canberra Contemporary Arts Space gallery in Australia's capital and was featured in the journal *Nature*.

Representing the Institute

The Institute for Scholarship of Teaching and Learning is regularly represented at major national and international conferences, by the Director and by Nexen Scholars. Some of the major venues during the last year include various meetings of the Association of American Colleges and Universities (AAC&U), the International Institute for Qualitative Methodology annual conference, the annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), the Centennial Symposium on Scholarship of Teaching and Learning (mentioned above) and many more. Listed below are only a few of the venues.

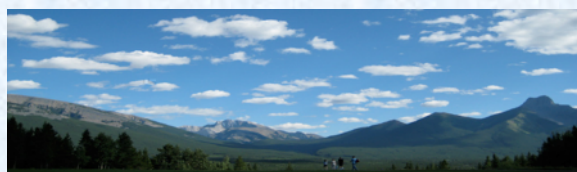
ISSOTL Annual Conference in Milwaukee WI, October 2011

- “Fostering Professional Identity and Citizenship in Undergraduate Students” - Joanna Szabo Hart, Helena Myllykoski & Heather Nelson
- “Transforming the Academy through Collective Inquiry - Scholarship of Teaching and Learning in General Education” - Richard A. Gale, Jim Zimmer & Miriam Carey
- “Transcending Borders: Internationally Educated Health Professionals Transformative Learning Through Role Play Simulations” - Deb L. Bennett & Karen Dodge
- “Learning Ways of Thinking” - M. Qasim Syed, Lee E. Wertzler & Ron MacDonald
- “Preparing Tomorrow’s Professionals: Experiences of Three Teaching and Learning Scholars” - Israel Dunmade, Qasim Syed & Helena Myllykoski



Centennial Symposium on Scholarship of Teaching and Learning, Banff AB, November 2011

- “Critical Reading and Social Engagement in General Education” - Karen Manarin, Miriam Carey, & Glen Ryland
- “Doing the Right Thing?: Raising Students' Critical Awareness of Race” - Kelly Hewson
- “Effectiveness of Term Project in Helping Students to Connect Theory with Practice: A Case Study of ENVS 4413 Class” - Israel Dunmade
- “An Examination of a Capstone Experience. Translating Marketing into Story” - David Finch
- “Exploring Fourth Year Nursing Students’ description of transition to professional practice” - Joanna Szabo
- “How Internationally Educated Health Professionals Value Role Play Simulations in Enriching Their Communication Skills and Knowledge” - Deb Bennett & Karen Dodge “Inside the Envelopes: How Students in a First Year Course See Themselves Changing as Learners” and “Writing the Course: Students as Consultants in Assignment Development and Redesign” - Lee Wertzler
- “Making Sense of Social Research Methods Instruction: A Preliminary Reflection Regarding Journalism Students’ Valuation of Their Learning Experiences in Acquiring Social Science Research Skills” - Maria Victoria Guglietti and Amanda Williams
- “The Role of Mobil Devices in Pre-Service Teacher Education Programs” - Norm Vaughan and Kimberley Lawrence
- “Spatial Cognition: The Voyage From Novice Student to Professional Across Multiple Disciplines” - Katharine Boggs, Robin Thompson, Robyn, David Bird, Carol Jefferies, & Clare Mackey
- “Team-Based Learning: Does It Have a Positive Impact on Student Learning in Accounting?” - Valerie Kinnear
- “Understanding Why and How Students Apply Learning Strategies” and “Embedding Writing and Learning Strategies into MGMT 2130 Group Writing” - Catharine Lindland
- “The Value of Experience: Critical Thinking in the Multidisciplinary Classroom” - Heather Nelson
- “Website Credibility Evaluation: What Criteria Do Students Draw on When Evaluating Websites?” - Patrick Carmichael



AAC&U Annual Meeting, Washington DC, January 2012

- “Supporting University Access and Success Through Systematic Scholarly Inquiry” - Deb Bennett & Richard Gale



Student Success: Pushing Boundaries, Raising Bars, AAC&U Network for Academic Renewal Conference, Seattle WA, March 2012

- “Understanding and Improving Student Learning in Undergraduate Studies” - Deb Bennett, Catharine Lindland, & Richard Gale



International Institute for Qualitative Methodology Advances in Qualitative Methods Conference, Edmonton AB, June 2012

- “Honoring Student Voice through Qualitative Inquiry: Scholarship of Teaching and Learning” - Deb Bennett & Richard Gale



Financial Summary



The Institute for Scholarship of Teaching and Learning stands at a financial crossroads. During the last two years the dedicated support from Mount Royal University has made possible the establishment of significant programming, and brought both profile and praise to the institution. But in order to survive the Institute must seek and secure additional and sustainable external funding.

Thanks to the generous gift of \$1 million from Nexen Inc. the Nexen Scholars Program is well supported for the next five years. However, in the absence of external support, the Canadian Forum on Scholarship of Teaching and Learning was not held during this fiscal year and will not be held again without additional support. The original plan for was to grow each year, but until external significant contributions are found the Institute will be forced to reduce rather than expand its programming.

Resources:

2012 Transfer from Donated Funds (Nexen)	\$122,298.00
2011 Symposium on Scholarship of Teaching and Learning	\$41,113.00
Other Revenue	\$15,790.00
Faculty of Teaching and Learning Contribution to Symposium	\$1,091.00
ADC Contribution to Symposium	\$2,000.00
Provost Contribution to Symposium	\$4,691.00
Student Affairs and Campus Life Contribution to Symposium	\$2,000.00
Annual Budget Allocation	\$52,450.00
Total Resources	\$241,433.00

Expenditures:

General Operating	\$107,508.00
Writers Residency	\$15,840.00
Scholars Program	\$60,226.00
Symposium on Scholarship of Teaching and Learning	\$57,859.00
Total Expenditures	\$241,433.00

Looking Forward

In anticipation of the 2012-2013 academic year, the Institute will continue to work in established areas, and will also endeavor to expand its programming into new venues, connections, and initiatives. We will also continue to:

- Foster support, and promote research that contributes to the understanding and improvement of student learning;
- Seek external funding for Institute activities, including individual gifts for specific programs and initiatives as well as the establishment of an endowment;
- Sustain the self-sufficient programming of public presentation venues such as the Symposium dedicated to systematic scholarly investigation of student learning;
- Encourage collective scholarly activity with a goal of increasing departmental and cross-departmental collaboration at Mount Royal;
- Maintain a prominent, positive profile on campus and build collaborative potential with other institutes;
- Enhance the Institute's prominent, positive national and international profile through conference presentations, collaborations, and dedicated outreach;
- Cultivate individual scholarly activity through the Nexen Scholars Program with a goal of expanding nationally and internationally;
- Re-design the Nexen Scholar's Program to focus on smaller cohorts and perhaps a new schedule of activities better suited to the larger academic landscape;
- Begin a dedicated program for facilitators that will enable the Institute to develop, train, and mentor skilled Scholars.



Additionally, during the 2012-2013 academic year, the Institute for Scholarship of Teaching and Learning will expand into the following key areas of inquiry:

- Undergraduate Studies - Building on connections between the Institute and General Education, with collaborative programming which examines student learning in undergraduate studies;
- Capstone Courses - Building on the work of Nexen Scholars, with the establishment of collaborative and cross-program investigation of student learning in capstone courses;
- Intentional Learning - Building on local expertise and international connections, begin a collaborative, cross-institutional investigation of intentional learning across the curriculum;
- Student Populations - Building on the needs of under-represented and at-risk populations, begin work investigating student learning in specific areas (possibly aboriginal students, rural students, first-generation students, and others);
- Collaborative Convening - Building on strengths of our public venues and Institute connections, continue to collaborate with other institutions and organizations to co-sponsor local, national, and international events and conferences;
- Dissemination Strategies - Continue to investigate dissemination possibilities, including proceedings, online resources and publications, monographs and other print publications, and new media strategies for going public.

There are many opportunities available to the Institute, and a plethora of possible directions towards which it might work, but in the coming year it will be important to take stock of our successes and failures so as to effectively and efficiently address the needs of students in the coming generations.



A photograph of a wooden bench in a grassy field. The bench is made of light-colored wood and is positioned in the lower right foreground. The field is filled with green grass and small purple flowers. In the background, there are rolling hills and a line of trees under a bright blue sky with scattered white clouds.

Institute for Scholarship of Teaching and Learning

Mount Royal University
4825 Mount Royal Gate SW
Calgary AB T3E 6K6
mtroyal.ca/isotl
403.440.5503