



2015 Symposium on Scholarship of Teaching and Learning

November 12 – 14, 2015
Banff, Alberta
Canada

Connecting People,
Practices, and
Pedagogies



Institute for Scholarship of
Teaching and Learning

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Welcome to the 2015 Symposium on Scholarship of Teaching and Learning



Symposium presenters, attendees, guests, and friends:

On behalf of the Organizing Committee, welcome to the 2015 Symposium on Scholarship of Teaching and Learning. Our goal is to build a scholarly community which extends across traditional disciplinary and institutional boundaries, and I believe the diversity of topics, the number of collaborative presentations, and the diversity of institutions represented in this year's program is evidence that we are doing just that.

I am pleased to announce that we have an unprecedented number of pre-conference workshops lined up this year, offered by both local and international scholars. Following these workshops, we will open the Symposium with a reception and banquet featuring a keynote presentation by Dr. Peter Felten, Assistant Provost and Executive Director of the Center for the Advancement of Teaching and Learning and the Center for Engaged Learning, and Professor of History at Elon University. Peter is a recent co-author of the book ***Engaging Students as Partners in Learning and Teaching*** (Jossey-Bass, 2014), not to mention author of the deceptively simple and highly cited article 'Principles of Good Practice in SoTL' (Teaching and Learning Inquiry, 2013).

Friday's keynote will be collaboratively presented by Drs. Jacqueline Dewar, Professor Emerita of Mathematics, and Curtis Bennett, Professor of Mathematics, both from Loyola Marymount University. Leaders in their field, they have both facilitated workshops and mentored SoTL scholars from across the United States and are co-editors and contributors to the book ***Doing the Scholarship of Teaching and Learning in Mathematics***, published by the Mathematical Association of America (2015).

I would also like to highlight the diversity represented in our concurrent session topics, ranging from undergraduate research, to global service-learning, to experiential learning in professional programs, not to mention many other innovative pedagogies and delivery methods that encourage collaborative and active learning and/or incorporate technology in thoughtful and effective ways. We also have many presentations about fostering and assessing the success of SoTL work, an important consideration for all of us in advocating for this work and for each other.

The Institute for SoTL at Mount Royal University remains dedicated to hosting a multidisciplinary conference for post-secondary educators and scholars devoted to developing and sharing teaching and learning research. This would not be possible without our sponsors, the Nexen Scholars



Program, the Office of the Provost and Vice President Academic, the Associate Vice-President Teaching and Learning and the Academic Development Centre, at Mount Royal University. A huge thank you also goes to Anne Johnston, Administrative Co-ordinator for the Institute and the behind-the-scenes mastermind of this conference. Finally, the support from you, our scholarly community, is equally important to our success. I would like to especially thank our reviewers, who read abstracts and provided valuable feedback.

Once again, welcome, or welcome back! We hope you enjoy the Program and come away from this annual meeting with new ideas and inspiration for advancing teaching, learning, and scholarship in your classes, institutions, and communities.

Sincerely,



Janice Miller-Young, Director

Institute for Scholarship of Teaching and Learning

on behalf of our organizing committee members

Margy MacMillan, Library, Mount Royal University

Melanie Rathburn, General Education & Biology, Mount Royal University

Invited Keynote Speakers



Peter Felten

Assistant Provost,
Executive Director,
Center for the Advancement of Teaching & Learning and
Center for Engaged Learning, and Professor of History
Elon University

Peter Felten is Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History at Elon University. His recent publications include the co-authored books **Transforming Students: Fulfilling the Promise of Higher Education** (Johns Hopkins University Press, 2014) and **Engaging Students as Partners in Learning and Teaching**

(Jossey-Bass, 2014). He is a co-editor of the **International Journal for Academic Development**, and a Vice President of the International Society for the Scholarship of Teaching and Learning.

Connecting with Students as Partners in the Scholarship of Teaching and Learning

Typically we teach to and do SoTL research on students. What happens if we approach these tasks differently, aiming to teach and inquire with students? Emerging research suggests that connecting with students as partners in teaching and learning has the potential to enhance, and perhaps even transform, student learning – and also faculty teaching. This interactive keynote will explore practical strategies from diverse disciplines for creating and sustaining student-faculty partnerships in the scholarship of teaching and learning.



Jacqueline Dewar

Professor Emerita of Mathematics,
Loyola Marymount University

Jacqueline Dewar, PhD, is Professor Emerita of Mathematics, having retired in 2013 after 40 years at Loyola Marymount University (LMU). A 2003-04 Carnegie scholar, she led LMU's work as coordinating institution for the Carnegie Affiliates program during 2007-09. She has co-authored collegiate level mathematics textbooks and is co-editor and contributor to the book, *Doing the Scholarship of Teaching and Learning in Mathematics*, published by the Mathematical Association of America (2015). She received the Mathematical Association of America's national teaching award in 2006. Her work,

undertaken with two LMU colleagues, to incorporate civic engagement in a quantitative literacy course was supported by a 2004 SENCER (Science Education and New Civic Engagements and Responsibilities) grant and lead to her being named a 2008-09 SENCER Leadership Fellow.



Post-retirement she continues to lead workshops and mentor SoTL scholars on campuses across the country, edit the Education Column for the Association for Women in Mathematics Newsletter, and pursue a number of scholarly projects related to faculty development, scholarship of teaching and learning, K-12 math/science teacher preparation and professional development, and gender equity in mathematics education.

Her own SoTL work has explored student understanding of mathematical proof, what mathematics contributes to a liberal education, future teachers' understanding of mathematics, the effects of adding a civic engagement component to a quantitative literacy course, and how an undergraduate course on "women and mathematics" later influenced teachers' classroom practice relative to gender equity.



Curtis Bennett
Professor of Mathematics,
Loyola Marymount University

Curtis Bennett, PhD, is Professor of Mathematics at Loyola Marymount University (LMU). A 2000-01 and 2003-04 Carnegie scholar, he helped start the SoTL initiatives at LMU, has authored over 40 papers on mathematics, professional development, and the scholarship of teaching and learning. He is co-editor and contributor to the book, *Doing the Scholarship of Teaching and Learning in Mathematics*, published by the Mathematical Association of America (2015). He received the Mathematical Association of America's national teaching award in 2010).

His own SoTL work has explored student understanding of mathematical proof, what mathematics contributes to a liberal education, and a course portfolio for a capstone course on mathematics for future secondary school teachers.

Teaching for Transfer: Investigating Tough Questions at the Intersection of Disciplines and Practice

Transfer of learning is notoriously difficult to achieve despite much attention to the topic. We propose approaching the question of transfer from a different perspective, by asking what does transfer? Using the story of our own exploration of this question, we will examine the intersection of disciplines, practice and the elusive goal of transfer. In concert with the audience, we will reflect on possible implications for content coverage, course design, valuing learning outcomes, and future SoTL investigations.

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 of the Hotel. Each session is forty minutes in length unless noted in the Program – this time period will include questions and comments.

Poster Session - Although posters will be available for viewing throughout the Symposium, the formal poster session will begin Friday at 10:30 a.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.

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The Nexen Scholars Program

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Mount Royal University

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Presentation by **Curtis Bennett and Jacqueline Dewar**, sponsored by the Office of the Associate Vice-President Teaching and Learning.

Opening **Reception** sponsored by the Academic Development Centre.

Program at a Glance

Thursday, November 12, 2015		
8:00 a.m. - 9:30 a.m.	Lobby	Registration Open
11:30 a.m. - 7:30 p.m.	Lobby	Registration Open
Pre-Conference Workshops		
9:00 a.m. - 12:00 noon	Lynx	Framing Questions Curtis Bennett
9:00 a.m. - 12:00 noon	Black Bear	SoTL and Undergraduate Research Karen Manarin and Margy MacMillan
12:00 noon - 1:30 p.m.	Terrace Restaurant	Lunch
1:30 - 4:30 p.m.	Lynx	Evidence Matters: Designing Your SoTL Study Jacqueline Dewar
1:30 - 4:30 p.m.	Black Bear	Getting Started: Using Episodic Narrative Interviews in SoTL and Educational Development Research Robin Alison Mueller
5:30 p.m.	Glacier Salon	Opening Reception
6:30 p.m.	Castle/Assiniboine	Opening Banquet
7:30 p.m.	Castle/Assiniboine	Opening Plenary - Connecting with Students as Partners in the Scholarship of Teaching and Learning Peter Felten

Friday, November 13, 2015		
7:00 a.m.	Alpine Meadows/ Castle Assiniboine	Breakfast available until 9:00 a.m.
8:00 a.m. - 5:00 p.m.	Lobby	Registration Open
Concurrent Sessions		
8:30 - 9:10 a.m.	Aspen	Grounded Theory and the Conundrum of Literature Review Mohamed El-Hussein and Andrea Kennedy
8:30 - 9:10 a.m.	Birch	Tracking a Dose-Response Curve for Peer Feedback on Writing Christina Hendricks
8:30 - 9:10 a.m.	Cedar	Exploring the Role of Instructional Styles on Learning Experiences in a Technology-Enhanced Classroom with Open Educational Resources Brett McCollum

8:30 - 9:10 a.m.	Maple	Learning From Faculty Self-Study: a Case Study From Global Service-Learning Margot Underwood, Jennifer Pettit, Melanie Rathburn, Janice Miller-Young, Roberta Lexier, Judy Gleeson, Yasmin Dean, Victoria Calvert, and Patti Clayton
8:30 - 9:10 a.m.	Pine	Getting Started: How Teacher Self-Assessment Resources Might Support the Early Stages of a SoTL Project Kimberley A. Grant
9:15 - 9:55 a.m.	Aspen	Flipped Assessment: A Reflective and Interactive Approach to Student Learning in Higher Education Steve Janz
9:15 - 9:55 a.m.	Birch	Post-Secondary Student Breathing Room TM Experiences Patricia Kostouros & Deb Bennett
9:15 - 9:55 a.m.	Cedar	Experiences with Problem-Based, Blended-Learning Computing Science Using Computer Games Paul Lu, Duane Szafron, Sadaf Ahmed, Jacqueline Smith & Tracy Onuczko
9:15 - 9:55 a.m.	Maple	A Qualitative Inquiry into Journalism Students' Development of a Professional Identity: A Discussion of Students' Anxieties, Tensions, and Embrace of High Modernist Ideals Maria Victoria Guglietti, Amanda Williams, Sally Haney, and Ron MacDonald
9:15 - 9:55 a.m.	Pine	Synthesizing SoTL: Spheres of Influence Nicola Simmons
Poster Session - Coffee Available		
10:00 - 11:25 a.m.	Castle/Assiniboine	Live Cases: Introducing Real Work to Business Students Heather Ranson
10:00 - 11:25 a.m.	Castle/Assiniboine	Piloting Pluralistic Financial Pedagogy: Urgency, Challenges, and Lessons Learned Vicki Zhang
10:00 - 11:25 a.m.	Castle/Assiniboine	If You Build It, Will They Come? Fostering a Supportive Teaching Community Sheila McManus
10:00 - 11:25 a.m.	Castle/Assiniboine	Writing, Technology and Visual Communications: An Odd Partnership? Phillip Motley

10:00 - 11:25 a.m.	Castle/Assiniboine	Literature Annotations: A Database of Research on Teaching and Learning in Higher Education Nicola Simmons
10:00 - 11:25 a.m.	Castle/Assiniboine	Collaborat/ion/ive/ing to Enhance and Advance the Practice, and Scholarship of Teaching and Learning Cheryl Jeffs and Alix Hayden
10:00 - 11:25 a.m.	Castle/Assiniboine	Connecting Faculty Members' and University Administrators' Definitions and Approaches to Quality in Higher Education Danielle Gabay
10:00 - 11:25 a.m.	Castle/Assiniboine	Students in Transition: Preliminary Results of Our Study of Blended Learning and Student Engagement Cameron Welsh and Sherry Weaver
10:00 - 11:25 a.m.	Castle/Assiniboine	Evaluation of Student Nurse Learning Through the KidSim Experience at the Alberta Children's Hospital Lisa Semple, Robert Catena, Tammy Sherrow and Andrea Kennedy
11:30 a.m. - 12:30 p.m.	Alpine Meadows/ Castle/Assiniboine	Lunch
12:30 - 2:00 p.m.	Castle/Assiniboine	Plenary - Teaching for Transfer: Investigating Tough Questions at the Intersection of Disciplines and Practice Jacqueline Dewar and Curtis Bennett
2:00 - 2:30 p.m.	Alpine Meadows	Coffee
2:35 - 3:15 p.m.	Aspen	Bridging the Theory-Practice Divide in Professional Programs: Experiences of an Extended and Integrated Practicum Gladys Sterenberg and Kevin O'Connor
2:35 - 3:15 p.m.	Birch	Investigating Student Learning: Students as Global Citizens Roberta Lexier and Melanie Rathburn
2:35 - 3:15 p.m.	Cedar	To Flip or Not to Flip: Testing the Effectiveness of Flipped Classes vs. Traditional Classes Nina Sarkar, Wendy Ford, and Christina Manzo
2:35 - 3:15 p.m.	Maple	Collaborating to Incorporate Library and Writing Skills in an Interdisciplinary Course: A Case Study Nadine Hoffman, Patrick Feng, Susan Beatty, Jennifer Lee, and Brenda McDermott

2:35 - 3:15 p.m.	Pine	Building Capacity Through Integrated Networks of Scholarship and Practice Natasha Kenny, Nancy Chick, and Lynn Taylor
2:35 - 3:15 p.m.	Willow	Encouraging Faculty Engagement with Professional Development to Increase Teaching Innovation Maureen Reed and Christopher Evans
3:20 - 4:00 p.m.	Aspen	Perspectives Matter: What Students are Saying about their Blended Undergraduate Research Course Kristen Gulbransen and Alison Jeppesen
3:20 - 4:00 p.m.	Birch	Reflexivity in the Field: Preliminary Results from a Collaborative SoTL Study Exploring the Use of Reflexive Photography in Field Education Mary Goitom, Darlene Chalmers, and Brent Oliver
3:20 - 4:00 p.m.	Cedar	Tales from the Trenches: Blending and Flipping the First-Year Calculus Sequence at University of Alberta Vincent Bouchard and Gerda de Vries
3:20 - 4:00 p.m.	Maple	Sustainability, Animal Welfare, and Food Choice: A Critical Analysis of Curricular Discourse Meneka Thirukkumaran
3:20 - 4:00 p.m.	Pine	SoTL as the Signature Pedagogy of Educational Development Nancy Chick and Peter Felten
3:20 - 4:00 p.m.	Willow	Synergizing Heart/Mind Within Education Nancy Angel Doetzel

Saturday November 14, 2015


7:00 a.m.	Alpine Meadows/ Castle/Assiniboine	Breakfast available until 9:00 a.m.
8:30 - 9:10 a.m.	Birch	The First-Year Experience Shelly Wismath and Jan Newberry
8:30 - 9:10 a.m.	Cedar	Transitioning to a Blended-Learning Format: Lessons and Experiences from a First Year Course Leith Deacon and Theresa Garvin

8:30 - 9:10 a.m.	Maple	When Ethics and SoTL Meet: Creating an Ethics-Friendly Research Community Krista Robson, Michelle Edwards Thomson, and Dustin Quirk
8:30 - 9:10 a.m.	Pine	Stitching the Quilt: A Case for Enhancing the Impact of SoTL Jennifer Lock and Luciano da Rosa dos Santos
9:15 - 9:55 a.m.	Aspen	Exploring the Student Experience of Learning in a Flipped Classroom Tammy Sherrow and Vanessa Gilbertson
9:15 - 9:55 a.m.	Birch	Engaging the NetGeneration with Games Nina Sarkar, Stephen Hammel, and Christina Manzo
9:15 - 9:55 a.m.	Cedar	A Comparison of Student Engagement in Live Versus Virtual Classrooms Patricia Tobin Senger and Nancy Wood
9:15 - 9:55 a.m.	Maple	Using Arts-Based Learning Strategies to Explore the Art of Nursing Leadership Joanna Szabo Hart
9:15 - 9:55 a.m.	Pine	Phenomenology of Surprise in SoTL Michelle Yeo, Karen Manarin, and Janice Miller-Young
10:00 - 10:30 a.m.	Alpine Meadows	Coffee
10:35 - 11:15 a.m.	Aspen	Making the Most of Mixed Methods: Investigating Scientific Inquiry in a Flipped Classroom Carol Berenson
10:35 - 11:15 a.m.	Birch	Full Circle: Cultivating the Link Between Theory, Practice, Teaching and Research Meaghan Johnston and Carolyn Anderson
10:35 - 11:15 a.m.	Cedar	An Investigation of Teacher Presence in a Videoconference Course Nicki Rehn
10:35 - 11:15 a.m.	Maple	Design Thinking: A Novel Inquiry-Based Pedagogy to Problem-Solving in the 21st Century Karina Baum and Gustavo Carrera
11:20 a.m.	Castle/Assiniboine	Closing Remarks Janice Miller-Young
11:45 a.m.	Alpine Meadows/ Castle Assiniboine	Lunch

Detailed Program

Thursday, November 12, 2015

8:00 a.m. – 9:30 a.m.	Registration Opens – Hotel Foyer Reception Area
Pre-Conference Workshops	
9:00 a.m. – 12:00 noon Lynx Room	Framing Questions – Curtis Bennett <p>Disciplinary research starts with curiosity. What happens? Why does it happen? Can I make it happen? What happens if I make a change?, and How do I describe what is happening to others? Scholarship of Teaching and Learning investigations often start with a “teaching problem,” but then treat it as a opportunity to be curious about our classes and students. Thus we turn teaching problems into questions for investigation: Is what I am doing working? Why does it work? What is actually happening? What would happen if I try something different? The participants in this workshop will gain experience with taking a teaching problem, turning it into a question of curiosity around teaching and learning and then refining the question so that it is something that can be researched and form the basis of a SoTL study.</p> <p>In this workshop, participants will work interactively and with each other to develop their teaching problems or curiosities into first more general questions and to then narrow their questions into something that can be investigated. As time permits, there may be some discussion about what evidence might be gathered to help further frame the question going forward.</p>
9:00 a.m. – 12:00 noon Black Bear Room	SoTL and Undergraduate Research – Karen Manarin and Margy MacMillan <p>The Council for Undergraduate Research (2011) defines undergraduate research as “An inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline.” Often people associate undergraduate research with honours projects and research assistantships available only to a few; however, some, like Healey and Jenkins (2009) argue it should be available to all students at multiple points during their studies.</p> <p>This workshop is intended for individuals or teams interested in investigating undergraduate research from a scholarship of teaching and learning perspective. Facilitators will outline some key models of undergraduate research and provide examples of SoTL studies designed to learn about facets of the undergraduate research experience. Participants can engage in developing and refining questions around undergraduate research, determining the kinds of information that would be useful to answer those questions, and considering ways of gathering useful data.</p>

<p>12:00 noon – 1:30 p.m.</p>	<p>Lunch – Terrace Restaurant</p>
<p>1:30 p.m. – 4:30 p.m. Lynx Room</p>	<p>Evidence Matters: Designing Your SoTL Study – Jacqueline Dewar</p> <p>After framing a researchable question, a SoTL investigator has to gather and analyze evidence to answer the question. Because the type of question being asked often guides decisions about what evidence to gather, this interactive workshop will begin with a brief description of the What is? What works? What could be? questions in Hutchings’ (2000) SoTL taxonomy. Then participants will gain “hands-on” experience with methods for gathering and analyzing evidence that tend to be unfamiliar to those beginning in SoTL, specifically, focus groups, think-alouds, knowledge surveys, and coding qualitative data. We will also consider both practical and ethical issues that arise when designing SoTL studies. Participants will practice applying this information to design a study of their own. They will receive additional resources for carrying out the design and implementation of a SoTL investigation.</p> <p>For this experiential workshop, participants are encouraged to arrive with a research question in mind. Attendees who do not have a question will be able to choose from a set of generic questions, transferable to any discipline, to utilize during the workshop.</p>
<p>1:30 p.m. – 4:30 p.m. Black Bear Room</p>	<p>Getting Started: Using Episodic Narrative Interviews in SoTL and Educational Development Research – Robin Alison Mueller</p> <p>Qualitative research has been used as a tool to explore higher education teaching, learning, and educational development for decades. The value of qualitative inquiry within the scholarship of teaching and learning is widely acknowledged; however, qualitative methods can also pose challenges to SoTL researchers. Qualitative approaches are notoriously time consuming, as well as highly contextualized, which leads to some difficulty with respect to identifying patterns of behavior and ensuring generalizability. Episodic narrative interviewing is an innovative phenomenological research method that allows researchers to delve deeply into the personal experiences and stories of university teachers and educational developers, while also enabling an assessment of broader trends and themes across a number of research participants and locations.</p> <p>This workshop will allow for an in-depth exploration of the episodic narrative interview method. It will feature a combination of presentations, collaborative group work, and time for individual development and practice. Following brief introductions to each aspect of the episodic narrative interview method, participants will</p> 

<p>1:30 p.m. – 4:30 p.m. Black Bear Room</p>	<p>work in pairs or small groups to explore options for application and implementation. Everyone in attendance will have the opportunity to identify appropriate research questions, consider ethical implications, and draft their own episodic narrative interview research project, with the option of consulting with the presenter for support.</p>
<p>5:30 p.m. – 6:30 p.m. Glacier Salon Mezzanine Level</p>	<p>Opening Reception</p> <p>Please join us for an informal gathering at the beginning of our sixth 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. This reception is sponsored by the Academic Development Centre at Mount Royal University.</p>
<p>6:30 p.m. – 7:30 p.m. Castle/Assiniboine Rooms Mezzanine Level</p>	<p>Opening Banquet</p> <p>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.</p>
<p>7:30 p.m. – 9:30 p.m. Castle/Assiniboine Rooms Mezzanine Level</p>	<p>Opening Plenary Keynote Session</p> <p>Connecting with Students as Partners in the Scholarship of Teaching and Learning</p> <p>Peter will explore practical strategies from diverse disciplines for creating and sustaining student-faculty partnerships in the scholarship of teaching and learning.</p>

Detailed Program – Friday, November 13, 2015

7:00 a.m. – 9:00 a.m.	Breakfast available until 9:00 a.m. Alpine Meadows and Castle/Assiniboine Rooms
8:00 a.m. – 5:00 p.m.	Registration Opens Hotel Foyer Reception Area
Concurrent Sessions	
Friday November 13, 2015 8:30 a.m. – 9:10 a.m. Aspen	<p>Grounded Theory and the Conundrum of Literature Review</p> <p>Mohamed El-Hussein (Mount Royal University) and Andrea Kennedy (Mount Royal University)</p> <p>Grounded Theory (GT) method provides researchers with a heuristic technique to code for action and process, rather than coding simply for topics. This action oriented research method is an ideal approach to explore research questions on teaching and learning. GT liberates new researchers from becoming stuck and hooked on their participants’ world without critical appraisal. Moreover, the new researcher is directed to focus on problematic issues that constitute the main concern. This focus leads to theory generation that may explain contentious teaching and learning processes. Utilizing GT adds rigor to inquiry through the iterative process of the constant comparative logic and theoretical sampling. Novice GT researchers typically face the challenge of when to tap into the literature without biasing their analysis and findings. The main goal of this presentation is to introduce GT, explore the controversial issue of when to use the literature review in GT, and provide practical suggestions for researchers.</p> <p>Stebbins, R.A. (2001). <i>Exploratory research in the social sciences</i>. Qualitative Research Methods Thousand Oaks, California: Sage.</p> <p>Glaser, B. (1978).</p> <p>Theoretical sensitivity: <i>Advances in methodology of grounded theory</i>. San Francisco, CA: University of California. Glaser, B. G., & Strauss, A. L. (1967).</p> <p>The discovery of grounded theory: <i>Strategies for qualitative research</i>. Beverly Hills, CA: Sage. Charmaz, K. (2014).</p> <p>Constructing grounded theory (2nd ed.). London, United Kingdom: Sage Publications.</p> <p><i>Methodologies and innovative approaches to data gathering and analysis</i></p>

Friday
November 13, 2015
8:30 a.m. – 9:10 a.m.
Birch

**Tracking a Dose—Responsive Curve for
Peer Feedback on Writing**

Christina Hendricks (University of British Columbia-Vancouver)

Though a good deal of SoTL literature shows that engaging in peer feedback can help improve student writing, there are some gaps in the literature. First, most (if not all) studies published on this topic consider the effect of peer feedback on revisions to a single essay, rather than on whether students use peer comments on one essay when writing another essay. In addition, there is missing from the literature analyses of what one might call a “dose-response” curve—is peer feedback is more effective in improving writing after a certain number of such activities, and/or are there diminishing returns after quite a few sessions? We designed a study to trace the comments given and received on essays to how students change their writing on later essays, in a course in which students write 12 essays over a year and engage in one hour of peer feedback every week for that year, allowing us to address both of these gaps in the literature. In this paper we report on a pilot study with one section of this course during 2013-2014 to refine data collection and analysis methods, and discuss how we designed a larger study with multiple sections of the course, to run during 2015-2016.

Cho, K., & MacArthur, C. (2010). Student revision with peer and expert reviewing. *Learning and Instruction*, 20, 328-338.

Cho, Y. H., & Cho, K. (2011). Peer reviewers learn from giving comments. *Instructional Science*, 39, 629-643.

Crossman, J. M., & Kite, S. L. (2012). Facilitating improved writing among students through directed peer review. *Active Learning in Higher Education*, 13, 219-229.

Li, L., Liu, X., & Steckelberg, A. L. (2010). Assessor or assessee: How student learning improves by giving and receiving peer feedback. *British Journal of Educational Technology*, 41(3), 525–536.

Research on teaching and learning

Friday
November 13, 2015
8:30 a.m. – 9:10 a.m.
Cedar

Exploring the Role of Instructional Styles on Learner Experiences in a Technology-Enhanced Classroom with Open-Educational Resources

Brett M. McCollum (Mount Royal University)

Digital learning resources (DLRs) are learning materials deployed through electronic devices. Both open-access and commercial DLRs have become common in Higher Education during the past decade. With the shifting technological landscape, the focus has been on what is possible and what is most effective. Much less research has been done on understanding the learner experience when they engage with DLRs, how and when users access these resources, and what impact instructional styles can have on these learner experiences.

An introductory university course was taught using iPads to support a flipped approach with enhanced student collaboration and content creation. When available and appropriate, open education resources were employed. While it is a study-in-progress, data on the student experience in this environment will be compared to a more-traditional lecture-style class taught by the same instructor using a variety of metrics including: usage patterns, focus groups, student reflections, surveys, and learning assessments.

Emerging themes related to how and when learners engage with learning technologies and DLRs and the associations with classroom time-use will be discussed.

Chamberlain, J.M.; Lancaster, K.; Parson, R.; Perkins, K.K. (2014) How guidance affects student engagement with an interactive simulation. *Chemistry Education Research and Practice*, 15, 628-638.

Rehn, D.A.; Moore, E.B.; Podolefsky, N.S.; Finkelstein, N. (2013) Tools for high-tech tool use: A framework and heuristics for using interactive simulations. *Journal of Teaching and Learning with Technology*, 2(1), 31-55.

Koole, M. (2009). A Model for Framing Mobile Learning. In M. Ally (ed.) *Mobile Learning Transforming the Delivery of Education and Training*, (pp 25-44).

Vaughan, N., Nickle, T., Silovs, J., Zimmer, J. (2011). Moving to their own beat: Exploring how students use web 2.0 technologies to support group work outside of class time. *Journal of Interactive Online Learning*, 10(3), 113-127.

Teaching and learning with technology

Friday
November 13, 2015
8:30 a.m. – 9:10 a.m.
Maple

Learning From Faculty Self-Study: A Case Study From Global Service-Learning

Margot Underwood (Mount Royal University), Jennifer Pettit (Mount Royal University), Melanie Rathburn (Mount Royal University), Janice Miller-Young (Mount Royal University), Roberta Lexier (Mount Royal University), Judy Gleeson (Mount Royal University), Yasmin Dean (Mount Royal University), Victoria Calvert (Mount Royal University) University), Patti Clayton (PHC Ventures/Purdue University Indianapolis/University of North Carolina at Greensboro)

The counter normative nature of service-learning, which positions faculty, students and community partners simultaneously in reciprocal relationships as both learners and teachers (Sigmon, 1979), can be disconcerting and sometimes troublesome for faculty. Therefore, we suggest that understanding how to enhance faculty practice is an important first step in improving student outcomes. This presentation outlines a faculty self-study process through which we examined reciprocity in our own Global Service-Learning (GSL) teaching practices.

Self-study is a process that can both generate critical reflection and also answer the call for a better understanding of how faculty members learn about and through service-learning. This project was initiated by a diverse group of faculty seeking to gain greater understanding of reciprocity in their GSL curricula and partner relationships. To capture our thinking about reciprocity, we used an interview method from *Decoding the Disciplines* (Pace & Middendorf, 2004) followed by a series of individual and group reflections which were then qualitatively analyzed using the framework of Transformative Learning (Mezirow, 1991).

Collaborative self-study research projects require the confluence of numerous factors and conditions at the personal, group, and collegiate level to succeed. Our self-study process began in spring 2014 and is emergent and ongoing. In this presentation we will present the details of our methodology and data collection, demonstrate how we met self-study readiness as outlined by Barnes (1998), share how our differences prompted new learning about reciprocity, and discuss how self-study could be used to inform and inspire SoTL research.

Barnes, D. (1998). Afterword. In M. L. Hamilton, S. Pinnegar, T. Russell, J. Loughran, & V. LaBoskey (Eds.), *Reconceptualizing teaching practice: Self-study in teacher education* (p. 247). London: Falmer Press.

Mezirow, J. (1991). *Transformative Dimensions of Adult Learning*. San Francisco: Jossey-Bass.



<p>Friday November 13, 2015 8:30 a.m. – 9:10 a.m. Maple</p>	<p>Pace, D. & Middendorf, J. (Eds.). (2004). <i>Decoding the disciplines: Helping students learn disciplinary ways of thinking</i>. San Francisco: Jossey-Bass.</p> <p>Sigmon, R.L. (1979). <i>Service-learning: Three Principles</i>. Synergist. National Center for Service-Learning, ACTION, 8(1):9-1 1.</p> <p><i>Collaborating beyond the single classroom</i></p>
<p>Friday November 13, 2015 8:30 a.m. – 9:10 a.m. Pine</p>	<p>Getting Started: How Teacher Self-Assessment Resources Might Support the Early Stages of a SoTL Project</p> <p>Kimberley A. Grant (University of Calgary)</p> <p>In order to ground a study in “both scholarly and local context” (Felten, 2013, p. 122), SoTL researchers need to be able to critically reflect on the teaching practices they have intentionally or intuitively thought best. This is no easy task. Developing a research question based on one’s own teaching can be an obstacle to undertaking a SoTL project. While even a brief survey of SoTL literature emphasizes the focus on ‘teaching’ (the practice) rather than ‘teacher’ (the individual practitioner), the academic and professional literature on teacher self-assessment might support the earliest stages of a SoTL project by helping researchers reflect on their beliefs and analyze their practices. Both SoTL and teacher self-assessment literature emphasize that research may result from perceived crises or failures, curiosity regarding learning, and/or individual reflective. Studies and recommended practices of teacher self-assessment, however, may also provide SoTL researchers with a number of specific pedagogical lenses through which they might develop focussed, effective research questions. Felten, P. (2013). Principles of good practice in SoTL. <i>Teaching & Learning Inquiry: The ISSOTL Journal</i>, 1(1), 121–125. doi:10.2979/teachlearningqu.1.1.121</p> <p>Airasian, P., & Gullickson, A. (1997). <i>Teacher self-evaluation tool kit</i>. Thousand Oaks, CA: SAGE Publications.</p> <p>Felten, P. (2013). Principles of good practice in SoTL. <i>Teaching & Learning Inquiry: The ISSOTL Journal</i>, 1(1), 121–125. doi:10.2979/teachlearningqu.1.1.121</p> <p>Haysom, J. (1985). <i>Inquiring into the teaching process: Towards self-evaluation and professional development</i>. Toronto, ON: OISE Press.</p> <p>Nikolic, V., & Cabaj, H. (2000). <i>Am I teaching well? Self-evaluation strategies for effective teachers</i>. Toronto, ON: Pippin Publishing Corporation.</p> <p><i>Methodologies and innovative approaches to data gathering and analysis</i></p>

Friday
November 13, 2015
9:15 a.m. – 9:55 a.m.
Aspen

Flipped Assessment: A Reflective and Interactive Approach to Student Learning in Higher Education

Steve Janz (SAIT Polytechnic)

Many of us have created a flipped classroom environment within our classes. We love it, our students love it and we'll never go back! Now what? What is the next step in our process of learning journey?

Flipped assessment, just like the flipped classroom environment, reverses the learning process. Students, working with their peers, mark their assessments 1st (before the instructor). Students complete reflective journals on the knowledge they have acquired relating to the topic. Students self-assess their performance to date and reflect on where they can improve.

According to Ryan (2013), students can take ownership of their learning and view the assessment as a positive experience where they are assessed for learning rather than the process being an assessment of learning. According to Spangler (2015), when we flip our assessment practices to foster agency in our students and help them develop the skills they need for providing evidence of learning, then we're mentoring them; we're walking them through the process that we, as teachers, need to enact daily.

During this session, participants will be engaged in a short flipped assessment exercise, hear about the intricate details of my process and SoTL qualitative and quantitative research results, receive a copy of my student flipped assessment requirements, view actual student reflective journals and view actual student (and then instructor) marked quizzes.

By the end of the session, participants will understand a number of the key strategies required to implement the flipped assessment process with their classes to improve student metacognition about their learning.

Boud, D., Keogh, R. & Walker, D. (1985). *Reflection: Turning Experience into Learning*. London: Kogan Page.

Ryan, B (2013). Flipping over: Student-centred learning and assessment. *Journal of Perspectives in Applied Academic Practice*, Vol 1, No 2.

Research on teaching and learning

Friday

November 13, 2015

9:15 a.m. – 9:55 a.m.

Birch

Post-secondary Student BreathingRoom™ Experiences

Patricia Kostouros (Mount Royal University),

Deb Bennett (Mount Royal University)

These session presenters will share insights gained during a study that explored student learning related to self-care when an online teaching and learning tool was used in two undergraduate studies courses at Mount Royal University. The self-care tool known as the BreathingRoom™ consists of eight modules that lead participants through a series of exercises and curriculum that assists in developing strategies for managing stress, anxiety and depression. As students enter the post-secondary system, it is easy for them to become overwhelmed and taxed. It is possible that the burdens associated with academic

achievement and pressure from studies can trigger or intensify self-care and mental health challenges, having an impact on student success. The modalities of the Breathing Room™ are supported by mental health literature and the exercises within the modules are designed to promote well-being, build resilience and increase confidence. This session will begin by describing the study and initial findings. It will continue by exploring student experiences developing a wellness plan with the Breathing Room™, a program initially developed by The Canadian Institute for Natural and Integrated Medicine, and launched as a resource for MRU students in the Fall of 2013. Participant reflection on possibilities and potential for their use of the BreathingRoom™ will conclude the session.

Denzin, N. & Lincoln, Y. (1994). Introduction: Entering the field of qualitative research. In N. Denzin & Y. Lincoln. Handbook of qualitative research. Thousand Oaks, CA: Sage.

Eisenberg, Golberstein, & Hunt, (2009). Mental health and academic success in college. The B.E. Journal of Economic Analysis & Policy, 9(40), doi: 10.2202/1935-1682.2191.

Hysenbegasi, Hass, & Rowland, (2005). The Impact of Depression on the Academic Productivity of University Students. The Journal of Mental Health Policy and Economics, 8, 145-15.

Mental Health Commission of Canada (2014). E-Mental health in Canada: Transforming the mental health system using technology. Ottawa, ON: Mental Health Commission of Canada. Retrieved from: <http://www.mentalhealthcommission.ca>

Research on teaching and learning

Friday
November 13, 2015
9:15 a.m. – 9:55 a.m.
Cedar

Experiences with Problem-Based, Blended –Learning Computing Science Using Computer Games

**Paul Lu (University of Alberta),
Duane Szafron (University of Alberta),
Sadar Ahmed (University of Alberta),
Jacqueline Smith (University of Toronto), and
Tracy Onuczko (University of Alberta)**

Computing Science 174 (CMPUT 174), Introduction to the Foundations of Computation Part 1, teaches how to solve computational problems by designing, writing and running Python programs. Survey-based feedback show that students find the problem-based approach more engaging. Students also find the use of videos and flipped lectures make effective use of face-to-face time as part of blended learning.

To enhance student engagement, the course uses computer games for all problems, assessments, and laboratories. Each computer game in CMPUT 174 is developed using multiple versions, with their own design-program-reflect cycle to mimic the real-world development cycle of complex software. Using videos, CMPUT 174 also flips traditional lectures such that face-to-face time is used for interactive problem solving.


Computing science is a constructionist activity, with designs and programs as artifacts. An apprenticeship model allows students to learn the problem-solving process in class with an experienced mentor, before attempting the process in labs and online, either alone or with classmates. But, teaching a problem-based blended-learning course is a challenge. Teaching in this way requires a certain fearlessness to handle the unknown and humility to make many mistakes without being flustered.

We will discuss the design and experience of teaching CMPUT 174, including results from student surveys and other feedback.

Ben-Ari, M. (2001). Constructivism in computer science education. *Journal of Computers in Mathematics and Science Teaching*, 20(1). 45-73.

Kay, J., Barg, M., Fekete, A., Greening, T., Hollands, O., Kingston, J. H., & Crawford, K. (2000). Problem-based learning for foundation computer science courses. *Computer Science Education*, 10(2), 109-128. doi: 10.1076/0899-3408(200008)10:2;1-C;FT109



<p>Friday November 13, 2015 9:15 a.m. – 9:55 a.m. Cedar</p>	<p>Machanick, P. (2007). A social construction approach to computer science education. <i>Computer Science Education</i>, 17(1), 1-20. doi: 10.1080/08993400600971067</p> <p>O'Grady, M.J. (2012). Practical problem-based learning in computing education. <i>ACM Transactions on Computing Education</i>, 12(3), article 10. doi: 10.1145/2275597.2275599</p> <p><i>Research on teaching and learning</i></p>
<p>Friday November 13, 2015 9:15 a.m. – 9:55 a.m. Maple</p>	<p>A Qualitative Inquiry into Journalism Students' Development of a Professional Identity: A Discussion of Students' Anxieties, Tensions, and Embrace of High Modernist Ideals</p> <p>Maria Victoria Guglietti (Mount Royal University), Amanda Williams (Mount Royal University), Sally Haney (Mount Royal University), Ron MacDonald (Mount Royal University)</p> <p>This presentation will introduce the phase 1 findings of an investigation of journalism students' development of a professional identity. It represents the collective efforts of four MRU faculty researchers and two student researchers. The project received the support of a Transcanada Collaborative SoTL Inquiry Grant. The central aim of this study is to conduct a comprehensive investigation of how students form a concept of themselves as journalists throughout their undergraduate journalism degree program. The presentation will discuss students' anxieties, tensions, areas of strength and instability in their identification as journalists. We will also consider the formative role of a "high modernist" discourse on professional journalism (Hallin 1992; Deuze, 2005) found in students' discussions of self and practice, since this dialogue highlights many of the contradictions apparent within our data set. Specific elements of this discourse being explored include the framing of journalism as a public service, concerns about objectivity, ethics, immediacy, as well as professional independence as constitutive of professional practices. The results being presented are based on a qualitative thematic analysis of 96 semi-guided student reflections administered in five different journalism courses spanning Year 1 to Year 4 of a journalism degree. In the written reflections for this study, students explored their ideal definition of journalism and their own identity as journalists "in the making." A second coding of the data used a critical discourse analysis (CDA) approach to map how students both reproduced and contradicted a high modernist discourse on journalism.</p> <p>Coldron, J. & Smith, R. (1999). Active location in teachers' construction of their professional identities. <i>Journal of Curriculum Studies</i>, 31(6), 711-726. http://dx.doi.org/10.1080/002202799182954</p> 

<p>Friday November 13, 2015 9:15 a.m. – 9:55 a.m. Maple</p>	<p>Cooper, K. & Olson, M.R. (1996). The multiple 'I's' of teacher identity. In Kompf, M., Bond, W.R., Dworet, D. & Boak, R. T. (Eds.), <i>Changing research and practice: Teachers' professionalism, identities and knowledge</i>, 78–89. London: The Falmer Press.</p> <p>Deuze, M. (2005). What is journalism? Professional identity and ideology of journalists reconsidered. <i>Journalism</i>, 6(4), 442–464. http://dx.doi.org/10.1177/1464884905056815</p> <p>Foreman, P., & Whetten, D. A. (2012). The identity paradox and an expanded framework of organizational identity. In <i>Proceedings of the New Frontiers in Management and Organizational Cognition Conference</i>. National University of Ireland Maynooth.</p> <p><i>Collaborating beyond the single classroom</i></p>
<p>Friday November 13, 2015 9:15 a.m. – 9:55 a.m. Pine</p>	<p>Synthesizing SoTL: Spheres of Influence</p> <p>Nicola Simmons (Brock University)</p> <p>The Scholarship of Teaching and Learning (SoTL) is a growing area in which post-secondary educators from any discipline investigate their teaching and their students' learning. The scholarship of teaching and learning (SoTL), as McKinney (2006) notes, "involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications" (p. 3). Those who conduct this classroom or micro level work expect it to inform their scholarly teaching practice and their students' learning, but what additional impact might it have beyond this context? Using a micro-meso-macro-mega framework (Poole & Simmons, 2013), I will synthesize findings from several institutional case studies from across Canada from a forthcoming publication to highlight the key factors that support SoTL and help grow its influence beyond the micro level. I invite you to consider the ways in which your work is part of a series of concentric spheres and has the potential for significant impact at the institutional level and beyond.</p> <p>Hutchings, Pat. 2000. <i>Opening Lines: Approaches to the Scholarship of Teaching and Learning</i>. Palo Alto, CA: Carnegie Foundation for the Advancement of Teaching.</p> <p>McKinney, K. (2006). Attitudinal and structural factors contributing to challenges in the work of the scholarship of teaching and learning. <i>New Directions for Institutional Research</i>, 129 (Summer), 37-50.</p> <p><i>Research on teaching and learning</i></p>

Poster Session – Coffee Available

**Friday
November 13, 2015
10:00 a.m. – 11:25 a.m.**
Castle/Assiniboine

Live Cases: Introducing Real Work to Business Students

Heather Ranson (University of Victoria)

How do you motivate students to give you their best work? Make the work real. For the past ten years the Service Management Specialisation in the MBA program at the Gustavson School of Business (University of Victoria) has welcomed real clients with real problems into the classroom. Students hear about the problems, take two weeks to conduct research and develop recommendations and report them back to the client in a twenty minute presentation and with a 10 page report. Students are more engaged than with a paper based case because they know their work will be graded and then passed on to the client for implementation. Professors play the intermediary role: helping the client develop the problem and encouraging openness to student teams and coaching the students on the topic area and developing presentations and reports that can be understood and implemented by the client. Clients enjoy the benefit of recommendations made by senior MBA students at little or no cost.

George D. Kuh (2003) What We're Learning About Student Engagement From NSSE: Benchmarks for Effective Educational Practices, *Change: The Magazine of Higher Learning*, 35:2, 24-32, DOI: 10.1080/00091380309604090 Prince, M. (2004),

Does Active Learning Work? A Review of the Research. *Journal of Engineering Education*, 93: 223–231. doi: 10.1002/j.2168-9830.2004.tb00809.x

Collaborating beyond the single classroom

**Friday
November 13, 2015
10:00 a.m. – 11:25 a.m.**
Castle/Assiniboine


**Piloting Pluralistic Financial Pedagogy:
Urgency, Challenges, and Lessons Learned**


Vicki Zhang (University of Toronto)


Even after the recent financial crisis, current financial education follows a strictly neoclassical model. I developed and implemented a series of pedagogical experiments to explore an alternative model incorporating financial ethics, moral reasoning, critical thinking and communication skills into the limited curriculum space educators are given. The experiments were conducted in a large-classroom second-year financial mathematics and a small fourth-year seminar course. They were a juxtaposition of individual and team-based activities - research projects that repurpose finance (community/climate bonds, green mortgages), product research that involves interactions with financial sector, reflective writing, and debates from the perspectives of various




<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>stakeholders. Course materials were drawn from various disciplines including economic history, risk management, political economy, and strive to provide a holistic understanding of the industry and its socio-economic impact. Preliminary findings highlight the urgency and efficacy of introducing elements of humanity education and critical thinking into the financial pedagogy. The poster will also describe an on-going study based on the new pedagogy, aiming to formulate a grounded theory of the effectiveness of financial ethics education that takes into account students' cultural background, past educational and/or working experiences. The poster contributes to the much-needed conversation on reimagining and "reteaching" economics and finance in a post-crisis world. Educators leading a non-neoclassical pedagogical approach face various structural challenges in the current academia, which is heavily influenced by the financial industry and external professional organizations. The poster will briefly discuss these structural challenges and strategies to alleviate their impact while pushing forward the pedagogical reforms.</p> <p>Reardon, J. (Ed.). (2009). <i>The handbook of pluralist economics education</i>. Routledge.</p> <p>Negru, I. (2010). Plurality to pluralism in economics pedagogy: the role of critical thinking. <i>International Journal of Pluralism and Economics Education</i>, 1(3), 185-193.</p> <p>Mearman, A., Shoib, G., Wakeley, T., & Webber, D. J. (2012). Does pluralism in economics education make better educated, happier students? A qualitative analysis. <i>International Review of Economics Education</i>, 10(2).</p> <p>Denis, A. (2009). Editorial: pluralism in economics education. <i>International Review of Economics Education</i>, 8(2), 6-21.</p> <p><i>Calls for collaboration, triangulation, and development</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>If You Build It, Will They Come? Fostering a Supportive Teaching Community Sheila McManus (University of Lethbridge)</p> <p>It seems commonplace for teaching centres to talk about supporting a teaching community, but it is not always clear how that happens. The scholarship into the roles mentors can play in academia has tended to focused on mentoring younger scholars' research careers, but there is a growing body of work exploring how mentoring and other forms of peer support can also help post-secondary instructors become better teachers (see, for example, Boyle and Boice, 1998; Kanuka, 2005; Kanuka 2006; Reder and Gallagher, 2006). My particular interest is in the role that mentoring and peer support programs can play in building a supportive teaching community, where instructors feel like they are welcome</p> 

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>members of a multi-generational and multi-disciplinary peer group. This poster describes various initiatives I have developed through the Teaching Centre at the University of Lethbridge, in an effort to create multiple spaces and formats for faculty to connect with each other and talk about their teaching. The poster will situate these initiatives in the relevant scholarship and describe some of the challenges in fostering a peer community. It will also assess the relative success of the different programs, to try and understand what our faculty want, need, and get from a supportive peer community.</p> <p>Boyle, P., & Boice, R. (1998). Systematic mentoring for new faculty teachers and graduate teaching assistants. <i>Innovative Higher Education</i>, 22, 157–179.</p> <p>Kanuka, Heather. (2005). Does mentoring make a difference? <i>Teaching and Learning in Higher Education</i>, Society for Teaching and Learning in Higher Education, #39. Centre for Leadership in Learning, McMaster University, Hamilton, ON.</p> <p>Kanuka, Heather. (2006). Mentoring provides benefits for faculty and institutions. <i>Teaching and Learning Exchange</i>. University of Alberta. Edmonton, AB.</p> <p>Reder, M., & Gallagher, E. V. (2006). Transforming a teaching culture through peer mentoring: Connecticut College's Johnson teaching seminar for incoming faculty. <i>To Improve the Academy: Resources for Faculty, Instructional and Organizational Development</i>, 25, 327-344.</p> <p><i>Research on teaching and learning</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Writing, Technology and Visual Communications: An Odd Partnership?</p> <p>Philip Motley (Elon University)</p> <p>This Scholarship of Teaching and Learning research project addresses the following question: Can writing be used to enhance and improve students' learning experiences in the culminating capstone course of a one-year professional master's degree program in mass communications and interactive media? This poster presentation will share the results of an ongoing investigation into the effects that writing assignments may have on the discipline-specific learning in a course that asks students to create a semester-long project focused on visual communication and interactive media technologies. The working hypothesis is that students in this course will benefit from writing assignments designed to facilitate their understand of their own disciplinary thinking and learning in several ways: How they conceptualize and develop their projects in terms of topic, scope and depth; How they leverage the various stages</p> 

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>of a project's development as they transition from initial conception to final completion; How they manage the need to incorporate visual design and technology intensive media with clearly communicated content, and, How they understand and assess the success or failure of their efforts. Put in simpler terms: Can writing increase students' metacognitive awareness of their own knowledge, skills and learning in this project-based course?</p> <p>Barak, M. (2010). Motivating self-regulated learning in technology education. <i>International Journal of Technology and Design Education</i>, 20(4), 381-401.</p> <p>Dinsmore, D., Alexander, P., & Loughlin, S. (2008). Focusing the conceptual lens on metacognition, self-regulation, and self-regulated learning. <i>Educational Psychology Review</i>, 20(4), 391-409.</p> <p>Marks, A. (2011). <i>Writing for Visual Thinkers: A Guide for Artists and Designers</i>. Pearson Education.</p> <p>Ozcan, O., Yantac, A. & Neil, M. (2009). Breaking the rules in interactive media design education. <i>Digital Creativity</i>, 20(1-2), 115-124.</p> <p><i>Research on teaching and learning</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Literature Annotations: A Database of Research on Teaching and Learning in Higher Education</p> <p>Nicola Simmons (Brock University)</p> <p>Faculty and academic developers using scholarship in their practice are often not familiar with education research and may have no point of entry for their investigations (Weimer, 2010). Further, they may be expected to be conversant with diverse literature – much of which is new to them. A frequent challenge is finding 'point of entry' literature on a topic, say deep and surface learning (Ramsden, 1992; Trigwell, Prosser, & Waterhouse, 1999) that provides starting points for further inquiry. It is also challenging to grasp scholarly debates in literature with which one is not yet familiar. Moreover, as Christensen Hughes and Mighty (2010) note, "researchers have discovered much about teaching and learning in higher education, but ... dissemination and uptake of this information have been limited. As such, the impact of educational research on faculty-teaching practice and the student-learning experience has been negligible" (p. 4). Disseminating pedagogical research in ways that connect it to practice continues to be a challenge (Poole, 2009). In order to address these challenges, I have begun creating a searchable website outlining key literature about teaching and learning in various topics, each comprising a topic, alternative keywords, a brief overview of the current thinking on that topic, a short list of annotated key literature, and a concise description of ongoing debates in the literature.</p> 

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>This poster provides an overview of work to date and invites your recommendations for additional topics. The website is intended as an evolving tool, and I welcome contributions from others, with authorship noted.</p> <p>Christensen Hughes, J., & Mighty, J. (2010). Taking stock: Research on teaching and learning in higher education. Kingston, ON: McGill-Queen's University Press.</p> <p>Poole, G. (2009). The pursuit of the scholarship of teaching and learning in Canada: Good, but not good enough. Keynote presentation at the Canadian Society for Studies in Higher Education annual conference, Ottawa, Ontario, May 25-27.</p> <p>Trigwell, K., Prosser, M., & Waterhouse, F. (1999). Relations between teachers' approaches to teaching and students' approaches to learning. <i>Higher Education</i>, 37(1), 57-70.</p> <p>Weimer, M. (2008). Positioning scholarly work on teaching and learning. <i>International Journal for the Scholarship of Teaching and Learning</i>, 2(1).</p> <p><i>Calls for collaboration, triangulation, and development</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Collaborat/ion/ive/ing to Enhance and Advance the Practice, and Scholarship of Teaching and Learning</p> <p>Cheryl Jeffs (University of Calgary), Alix Hayden (University of Calgary)</p> <p>Sutherland (2014), asks the question "how we are partnering with others to encourage learning" (p. 159): our response to this is, "we are". We are educational developers and librarians, at the University of Calgary, well positioned to partner, and collaborate in enhancing and advancing the practice, and scholarship of teaching and learning. Educational developers are committed to the development of teaching and learning capacity in all disciplines. Academic librarians are trans-discipline connectors, technology innovators and enhancers, and facilitators in locating discipline-specific resources relevant to teaching and learning. Together, by collaborating, educational developers and librarians can be a bridge to teaching and learning in all disciplines. The terms most frequently found in the literature on librarianship and educational development innovate, collaborate, connect, explore, build, change, partner, lead, network, best describe how collaboration can advance and enhance the practice, and scholarship of teaching and learning (Mitchell & Mitchell, 2015; Otto, 2014; Williams, et al., 2013). This poster will highlight a framework for teaching and learning, introduce the PEARLS model, the institutional influencers that advance, and enhance the practice, and scholarship of teaching and learning, with the focus on the knowledge, expertise, and collaborative opportunities offered to educational developers, and academic librarians.</p> 

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Mitchell, L. & Mitchell, E. (2015). Using SoTL as a lens to reflect and explore for innovation in education and librarianship. <i>Technical Services Quarterly</i>, 32, 46-58.</p> <p>Otto, P. (2014). Librarians, libraries, and the scholarship of teaching and learning. <i>New Directions for Teaching and Learning</i>, 139, 77-93.</p> <p>Sutherland, K. (2014). Academic developers as partners in change, scholarship, and reflection. <i>International Journal for Academic Development</i>, 19(3), 159-161.</p> <p>Williams, A., Verwoord, R., Beery, T., Dalton, H., McKinnon, J. Strickland, K., Pace, J., & Poole, G. (2013). The power of social networks: A model for weaving the scholarship of teaching and learning into institutional culture. <i>Teaching & Learning Inquiry</i> 1(2), 49-62.</p> <p><i>Calls for collaboration, triangulation, and development</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Connecting Faculty Members’ and University Administrators’ Definitions and Approaches to Quality in Higher Education</p> <p>Danielle Gabay (McMaster University)</p> <p>With rapidly changing university populations and economic shifts, definitions of quality, approaches to quality, and assessment of quality have become a major phenomenon within the academy. Given the importance of quality, various attempts have been made to delineate the term. However, the ways in which quality has been defined varies widely. Establishing a shared definition of quality proves challenging as it is a contested term that takes on different meanings to different groups of people (Goff, 2014). Nonetheless, in order to sufficiently approach, enhance and assess quality, the term needs to be delineated. The attempts that have been made to define quality in higher education have most often followed two approaches, “one dealing with philosophical concepts, the other focused on tangible phenomena thought to reflect quality” (Sknolik, 2010, 7). Harvey and Green (1993) put forth philosophical conceptions of quality, grouping them as: quality as exceptional, perfection or consistency, fitness for purpose, value for money, and transformation. These conceptions of quality provided the framework for this study. The study aimed to explore faculty members’ definitions and approaches to quality in one Ontario university. A phenomenographic approach was utilized to better understand how the meaning of quality is conceptualized by faculty members within the context of quality assurance of academic programs. Harvey and Green’s (1993) definitions of quality were also utilized in the analysis of the collected data. This poster outlines the background of the study, methods, findings, and compares these results to an earlier study conducted with university administrators (Goff, 2014).</p> 

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Altbach, P. G. (2010). The realities of mass higher education in a globalized world. In D.B. Johnstone (Ed.), Higher education in a global society (pp. 25-41). Northampton, MA: Edward Elgar.</p> <p>Goff, L. (2014). University administrators' conceptions of quality and approaches to quality assurance. In Conceptions of Quality and Approaches to Quality Assurance in Ontario's Universities (pp. 104-148). Unpublished Dissertation. Retrieved http://www.dr.library.brocku.ca/bitstream/handle/10464/6079/Brock_Goff_L_2014.pdf?sequence=</p> <p>Harvey, L., & Green, D. (1993). Defining quality. <i>Assessment & Evaluation in Higher Education</i>, 18(1), 9-34.</p> <p>Skolnik, M.L. (2010). Quality assurance in higher education a political process. <i>Higher Education Management and Policy</i>, 22(1), 1-20.</p> <p><i>Research on teaching and learning</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Students in Transition: Preliminary Results of Our Study of Blended Learning and Student Engagement</p> <p>Cameron Welsh (University of Calgary) and Sherry Weaver (University of Calgary)</p> <p>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 have undertaken 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 builds upon ongoing work by the University of Regina, which aims to understand student diversity and learning 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. Student's perception of blended learning and technologies that increase their engagement and understanding are discussed.</p> <p>Ginns, P. and Ellis, R. (2007) Quality in blended learning: Exploring the relationships between on-line and face-to-face teaching and learning. <i>Internet and Higher Learning</i>, (10) 53-64.</p> <p>Hawk, T.F., and Shah, A.J., (2007), Using Learning Style Instruments to Enhance Student Learning, <i>Decision Sciences Journal of Innovative Education</i>, 5(1), 1-19.</p>

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Wu, J-H., Tennyson, R.D. and Hsia, T-L, (2010) A study of student satisfaction in a blended e-learning system environment, <i>Computers & Education</i>, (55) 155-164.</p> <p><i>Teaching and learning with technology</i></p>
<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Evaluation of Student Nurse Learning Through the KidSim Experience at the Alberta Children’s Hospital</p> <p>Lisa Semple (Mount Royal University), Robert Catena (Mount Royal University), Tammy Sherrow (Mount Royal University) and Andrea Kennedy (Mount Royal University)</p> <p>Simulation in health education has been identified as an effective teaching strategy that supports critical analysis, reflection, growth in confidence, leadership, communication, self-efficacy and clinical skills. (Van Soeren, Devlin-Cop, MacMillan, Baker, Egan-Lee, Reeves, 2011)</p> <p>During the 2014-2015 academic year, third year nursing students were invited to participate in an inter-professional high fidelity simulation learning activity at the Alberta Children’s Hospital (ACH), Alberta Health Services. Students were teamed with medical students, LPN students, RT students, and BN students from different institutions. Along with facilitating an opportunity to apply knowledge and practice skills in a safe setting, the simulation activity fostered communication, collaborative problem solving and team work.</p> <p>Evaluation of this learning experience was conducted through a post-simulation survey that included open and closed items, with questions directing students to specifically consider their learning related to key course concepts and objectives, and to reflect on their experience related to working with interprofessional learners.</p> <p>This presentation will summarize data collected between November 2014 and April 2015 from approximately 140 student nurses. Responses suggests that student learning was facilitated during this activity, that several of the key course concepts were applied during the simulation, and that learning in an interprofessional context was valuable.</p> <p>Brindley, P, & Reynolds, S. (2011). Improving verbal communication in critical care medicine. <i>Journal of Critical Care</i>, 26, 155-159.</p> <p>Krall Scherer, Y., Myers, J., O’Connor, T. D., & Haskins, M. (2013). Interprofessional Simulation to Foster Collaboration between Nursing and Medical Students. <i>Clinical Simulation In Nursing</i>, 9(11), e497-505. doi:10.1016/j.ecns.2013.03.001</p> <p>Simones, J., Wilcox, J., Scott, K., Goeden, D., Copley, D., Doetkott, R., & Kippley, M. (2010). Collaborative simulation project to teach scope of practice. <i>Journal Of Nursing Education</i>, 49(4), 190-197. doi:10.3928/01484834-20091217-01</p>

<p>Friday November 13, 2015 10:00 a.m. – 11:25 a.m. Castle/Assiniboine</p>	<p>Van Soeren, M., Devlin-Cop, S., MacMillan, K., Baker, L., Egan-Lee, E., & Reeves, S. (2011). Simulated interprofessional education: An analysis of teaching and learning processes. <i>Journal Of Interprofessional Care</i>, 25(6), 434-440. doi:10.3109/13561820.2011.592229</p> <p><i>Research on teaching and learning</i></p>
<p>Friday November 13, 2015 11:30 a.m. – 12:30 p.m. Alpine Meadows/ Castle/Assiniboine</p>	<p>Lunch</p>
<p>Friday November 13, 2015 12:30 p.m. – 2:00 p.m. Castle/Assiniboine</p>	<p>Plenary – Teaching for Transfer: Investigating Tough Questions at the Intersection of Disciplines and Practice</p> <p>Jacqueline Dewar (Loyola Marymount University) and Curtis Bennett (Loyola Marymount University)</p> <p>Transfer of learning is notoriously difficult to achieve despite much attention to the topic. We propose approaching the question of transfer from a different perspective, by asking what does transfer? Using the story of our own exploration of this question, we will examine the intersection of disciplines, practice and the elusive goal of transfer. In concert with the audience, we will reflect on possible implications for content coverage, course design, valuing learning outcomes, and future SoTL investigations.</p>
<p>Friday November 13, 2015 2:00 p.m. – 2:30 p.m. Alpine Meadows</p>	<p>Coffee</p>
<p>Friday November 13, 2015 2:35 p.m. – 3:15 p.m. Aspen</p>	<p>Bridging the Theory-Practice Divide in Professional Programs: Experiences of an Extended and Integrated Practicum</p> <p>Gladys Sterenberg (Mount Royal University) and Kevin O'Connor (Mount Royal University)</p> <p>In most professional programs, tensions exist between theory taught in academic courses and practical knowledge gained in practicum settings. Teacher education programs are no different. Indeed, teacher candidates tend not to use the research-based guidelines offered to them in their courses when they subsequently engage in their practicum placements. As faculty supervisors of practica, we were interested bridging the theory-practice divide. We decided to implement an extended integrated practicum for teacher candidates in their final year of a degree program. As a pilot, we placed twenty-four teacher candidates in an integrated semester consisting of a capstone research project, weekly seminars, and two curriculum and pedagogy courses that were embedded within</p>

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Aspen

a fifteen-week practicum placement. We investigated the unique features of an extended integrated practicum that contributed or dissuaded an integrated theory-and-practice experience for teacher candidates. Using qualitative data from interviews, assignments, artifacts, and field notes, we found that strong relationships between mentor teachers and teacher candidates and the engagement of mentor teachers in weekly seminars significantly impacted teacher candidates' ability to apply theoretical knowledge to their classroom contexts. Teacher candidates expressed ongoing concerns with their inability to engage in theoretical activities when course instructors were unable to help them relate these directly to their work in the classroom. One unanticipated outcome was that mentor teachers became very interested in the theory being presented and were interested in opportunities to engage in professional learning with the course instructors and faculty supervisors. Unfortunately, we were not able to facilitate such professional development during the study but will be incorporating opportunities in the next iteration of the practicum. One of the most significant impacts of our study was on our own pedagogy. We found many instances where our theoretical understandings were deepened and changed because of our participation in classrooms with children and our teacher candidates. Rich conversations with mentor teachers helped us reframe our instruction of on-campus courses and contributed to our credibility both in the eyes of our mentor teacher and ourselves. Our own understanding of ourselves as professionals and as practitioners was significantly altered by the relationships we formed with those within the school community. It is our hope that these findings will prompt others to consider how teaching and learning can be enhanced by attending to theory-and-practice connections within site-based contexts.

Beck, C., & Kosnik, C. (2001). From cohort to community in a preservice teacher education program. *Teaching and Teacher Education*, 17 (8), 925-948.

Clift, R., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith, & K. Zeichner. (Eds.), *Studying teacher education: The report of the AERA panel on research and teacher education* (pp. 309-424). Washington, DC / Mahwah, NJ: American Education Research Association / Lawrence Earlbaum.

Wideen, M., Mayer-Smith, J., & Moon, B. (1998). A critical analysis of the research on learning to teach: Making the case for an ecological perspective on inquiry. *Review of Educational Research*, 68(2), 130-178.

Zeichner, K., & Tabachnik, B. (1981). Are the effects of university teacher education washed out by school experiences? *Journal of Teacher Education*, 32, 7-11.

Research on teaching and learning

Friday
November 13, 2015
2:35 p.m. – 3:15 p.m.
Birch

Investigating Student Learning: Students as Global Citizens

**Roberta Lexier (Mount Royal University) and
Melanie Rathburn (Mount Royal University)**

Global learning is frequently perceived as a high impact practice that can result in significant student learning gains (Kuh, 2008; Hovland, 2010; Stebleton, Soria and Cherney, 2013). Most researchers define student learning in an international education context in terms of transformative learning, intercultural competence, intercultural maturity, and intercultural sensitivity (see, Intolubbe-Chmil, Spreen and Swap, 2012; Hammer, 2012; Hemming Lou and Webber Bosley, 2012). International field schools, it is assumed, will prepare “citizens for the global marketplace” (Department of Foreign Affairs, Trade and Development Canada, 2014) by producing students who understand diversity, have global awareness, and actively participate in the creation of a better society; all traits assumed to characterize global citizens. This presentation will discuss a collaborative study that aims to assess how two General Education courses, that ran simultaneously in winter 2014 with the same group of students and included a five-week field school component, influenced students’ perceptions of the world and helped build capacities for global citizenship. The literature suggests that students require additional time to reflect and internalize their experiences, and thus, personal growth and students’ understanding of global citizenship are sometimes delayed responses. One year after the completion of the course, we followed up with the students using one-on-one interviews to examine how these courses have transformed them on an individual and personal level. In this presentation, we will discuss how students perceived their own transformation and how we, as faculty, assessed students’ development as global citizens.

Department of Foreign Affairs, Trade and Development Canada (2014). Canada’s International Education Strategy. <http://international.gc.ca/global-markets-marches-mondiaux/education/index.aspx?lang=eng>.

Hemming Lou K. and G. Webber Bosley, 2012. Facilitating intercultural learning abroad. In: M. Vande Berg, R.M. Paige and K.H. Lou (Eds.), *Student Learning Abroad. What Our Students Are Learning, What They’re Not, and What We Can Do About It* (pp. 239-257). Stylus: Virginia.

Hovland, K. 2010. *Global Learning: Aligning Student Learning Outcomes with Study Abroad*. NAFSA: Association of International Educators & the American Association of Colleges and Universities: Washington, D.C.

Kuh, G.D. 2008. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*. American Association of Colleges and Universities: Washington, D.C.

Research on teaching and learning

Friday
November 13, 2015
2:35 p.m. – 3:15 p.m.
Cedar

To Flip or Not to Flip: Testing the Effectiveness of Flipped Classes vs. Traditional Classes

**Nina Sarkar (Queensborough Community College),
Wendy Ford (Queensborough Community College), and
Christina Manzo (Queensborough Community College)**

The flipped classroom is a pedagogical model where students are exposed to new material outside of the classroom via lecture videos, assigned readings, or other online videos/resources while the traditional face to face classroom sessions are repurposed for assimilating and applying the knowledge gained through discussions, hand-on activities, problem-solving etc. Many scholars and practitioners have reported the positive outcomes of a flipped class. Many of these reports are reflective articles without statistically significant conclusions about student learning. Some empirical studies have been done to measure the impact of flipping a class, however most of those studies are in the STEM discipline and a few in the field of nursing. This study aims to determine the effectiveness of a flipped class as compared to a traditional class in three different disciplines in the Business Department in four ways:

1. Compare the academic performance of students in a flipped class vs. a traditional class
2. Assess student satisfaction with a flipped class vs. a traditional class
3. Compare course completion in a flipped class vs. a traditional class
4. Compare the coverage of course content in a flipped class vs. a traditional class

We will discuss how we flipped our classes, how we designed the study, how we collected data and report our findings on the above four questions.

L. Bland, Apply flip/inverted classroom model in electrical engineering to establish life-long learning, in Proc. ASEE Annu Conf. Chicago, IL, USA 2006, pAC2006-856.

E. Millard, 5 Reasons Flipped Classrooms Work: Turning lectures into homework to boost student engagement and increase technology fueled creativity, 2012, University Business.com, pp 26-29, <http://www.universitybusiness.com/article/5-reasons-flipped-classrooms-work>

K. Missildine, R. Fountain, L. Summers, K. Gosselin, Flipping the Classroom to Improve Student Performance and Satisfaction, Journal of Nursing Education, 2013, Vol 52, No. 10, pp 597-599.

J. D. Tune, M. Sturek, D. P. Basile, Flipped Classroom Model Improves Graduate Student Performance in Cardiovascular, Respiratory, and Renal Physiology, Advances in Physiology Education, 2013, Vol 37, pp 316-320.

Research on teaching and learning

Friday
November 13, 2015
2:35 p.m. – 3:15 p.m.
Maple

Collaborating to Incorporate Library and Writing Skills in an Interdisciplinary Course: A Case Study

**Nadine Hoffman (Bennett Jones Law Library, Calgary),
Patrick Feng (University of Calgary),
Susan Beatty (University of Calgary),
Jennifer Lee (University of Calgary),
Brenda McDermott (University of Calgary)**

This case study explains how an instructor, librarians, and writing centre staff collaborated in re-designing a course to improve students' research and writing skills. Flipped classroom techniques incorporated short online presentations, pre-tests, hands-on research components, and writing workshops. These techniques helped engage students and promote critical thinking throughout the research and writing sessions. These elements required the team to collaborate at every step including designing the course syllabus, preparing and delivering lectures, creating and grading assessment pieces, assisting with assignment projects, and surveying students. This is an example where a collaborative team can help minimize institutional boundaries for students and foster a deep learning of research and writing skills. Participants will experience an interactive exercise modeling the student experience to better understand research and writing skills, and appreciate how partially flipped classroom techniques can be integrated in a blended learning classroom.

Arnold-Garza, Sara. "The flipped classroom: Assessing an innovative teaching model for effective and engaging library instruction," C&RL News (January 2014), p. 10-13.

Ferer, E. (2012). Working together: Library and writing center collaboration. Reference Services Review, 10(4), 543-557.

Kvenild, Cassandra Kaijsa Calkins. Embedded librarians: moving beyond one-shot instruction. Association of College and Research Libraries, 2011. Mangan, K. (2013). Inside the flipped classroom. The Chronicle of Higher Education, 60(5).

Collaborating beyond the single classroom

Friday
November 13, 2015
2:35 p.m. – 3:15 p.m.
Pine

Building Capacity Through Integrated Networks of Scholarship and Practice

**Natasha Kenny (University of Calgary),
Nancy Chick (University of Calgary), and
Lynn Taylor (University of Calgary)**

This presentation will feature three separate but coordinated perspectives on how integrated networks of scholarship and practice can serve as a framework for building capacity for teaching, learning, and the scholarship of teaching and learning. A director of an educational development unit, a university chair in teaching and learning, and a vice provost (teaching and learning) will discuss the University of [insert name] as a case study. Four years of strategic visioning and planning has resulted in a multi-level, campus-wide commitment to developing a strong culture of practice, scholarship, and leadership in teaching and learning—all with the specific goal of creating enriching student learning experiences. Although the case study here is a large, research-intensive campus, the session will open up the conversation to how this framework will work at a variety of institutions. Core to the work is supporting and sustaining integrated networks of scholarship and practice. This developmental approach draws on research suggesting that this capacity building starts with impactful conversations between trusted colleagues (Roxå & Mårtensson, 2009); draws on communication pathways, within, between, and amongst networks of practice (Roxå, Mårtensson, and Alveteg, 2011; Williams et al., 2013); and can be cultivated through educational development (Kenny, Watson and Desmarais, in press). This interactive presentation will provide 1) an overview of the university's programs and initiatives for building and nurturing integrated networks of scholarship and practice across multiple institutional levels, and 2) an opportunity for participants to explore the possibilities for such networks within their own institutional contexts.

Kenny, N., Watson, G. P. L., & Desmarais, S. (in press). Building Sustained Action: Supporting an Institutional Practice of SoTL at the University of Guelph. *New Directions for Teaching and Learning*.

Roxå, T., & Mårtensson, K. (2009). Significant conversations and significant networks—exploring the backstage of the teaching arena. *Studies in Higher Education*, 34(5), 547-559.

Roxå, T., Mårtensson, K., & Alveteg, M. (2011). Understanding and influencing teaching and learning cultures at university: a network approach. *Higher Education*, 62(1), 99-111.

Williams, A. L., Verwoord, V., Beery, T. A., Dalton, H., McKinnon, J., Strickland, K., Pace, J., & Poole, G. (2013). The power of social networks: A model for weaving the scholarship of teaching and learning into institutional culture. *Teaching & Learning Inquiry*, 1(2), 49-62.

Collaborating beyond the single classroom

Friday
November 13, 2015
2:35 p.m. – 3:15 p.m.
Willow

Encouraging Faculty Engagement with Professional Development to Increase Teaching Innovation

**Maureen Reed (Ryerson University) and
Christopher Evans (Ryerson University)**

Most literature shows that students' engagement with teaching faculty has the strongest impact on their adaptation to their studies (Crede and Niehuster, 2012). Yet less literature focuses on the benefits to faculty in engaging with pedagogic professional development and what types of activities would have the greatest impact for the faculty member and their students. When faculty engage they may find that the opportunities not only increase teaching skill but also allow for leadership opportunities within their institution. At Ryerson University in Toronto we created a plan that would increase faculty engagement in teaching in order to improve their access to professional development, encourage them to innovate in the classroom and allow faculty members a chance to learn from one another. The plan included creating teaching related grants for classroom innovation, creating a teaching chair program, re-organizing existing programs and creating new ones that faculty members saw as relevant to their current teaching needs, enhancing a peer reviewed faculty conference, improving communications, finding mentorship opportunities for senior faculty, and enhancing opportunities for faculty to learn about the scholarship of teaching. The result was an increase in faculty attendance at professional development events, increases in readership of pedagogic materials and increased faculty awareness of the University's vision for teaching.

Crede, M & Niehorster, S 2012, 'Adjustment to College as Measured by the Student Adaptation to College Questionnaire: A Quantitative Review of its Structure and Relationships with Correlates and Consequence', *Educational Psychology Review*, vol. 24, no. 1, pp. 133–165 DOI 10.1007/s10648-011-9184-5

Stabile, C. & Ritchie, W.F. (2013). Clarifying the differences between training, development and enrichment: The role of institutional belief constructs in creating the purpose of faculty learning initiatives. *New Directions for Teaching and Learning*, 133(Spring), 71-84. DOI 10.1002/t1.20047.

Stes, A., Minlelived, M., Gijbels, D & Van Petegem, P.V. (2010). The impact of instructional development in higher education: The state-of-the-art of the research. *Educational Research Review*, 5, 25-49. DOI 10.1016/j.edurev.2009.07.001

Collaborating beyond the single classroom

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Aspen

Perspectives Matter: What Students are Saying About Their Blended Undergraduate Research Course

**Kristen Gulbransen (Red Deer College) and
Alison Jeppesen (Red Deer College)**

Do you wish your students were more engaged in the research process? They can be with a blended approach. Using examples from a blended research course, this session will show how to engage undergraduate students in the process of research. Following course redesign, students participated in a cross-sectional descriptive design evaluating the course's organization, instructional design and delivery, interaction and collaboration, and learner support. 94% responded that they were actively #engaged, 85% developed their #personal interests, and 100% had opportunities to foster student to student #collaboration. What more can you ask for in a research class? Come and find out! Strategies to improve blended learning for the educator, student and curriculum designers will be discussed.

Kelly, R. (2013, December 12) Blended learning: Integrating online and face-to-face courses. Faculty focus. Retrieved from <http://www.facultyfocus.com/articles/instructional-design/blended-learning-integrating-online-and-face-to-face-courses/>

Lorenzetti, J.P. (2014, November 20). Thinking horizontally and vertically about blended learning. Faculty focus. Retrieved from <http://www.facultyfocus.com/articles/distance-learning/thinking-horizontally-vertically-blended-learning/>

Spiers, J. A. Paul, P. Jennings, D. & Weaver, K. (2012). Strategies for engaging undergraduate nursing students in reading and using qualitative research. *The Qualitative Report*, 17 (48), 1-22.

Research on teaching and learning

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Birch

Reflexivity in the Field: Preliminary Results from a Collaborative Scholarship of Teaching and Learning Study Exploring the Use of Reflexive Photography in Field Education

**Mary Goitom (York University),
Darlene Chalmers (University of Regina), and
Brent Oliver (Mount Royal University)**

This workshop will identify and discuss preliminary results from a recent scholarship of teaching project that was designed as a collaboration between three distinct and diverse programs offering social work education in Canada. The study examined the learning processes that social work students experienced as they participated in a reflexive photography project and how this learning contributed to their emerging professional practice. The study utilized grounded theory methodology to better understand the processes students experience as they strive to make meaning of, and reflect on their practicum experiences. Grounded theory is an inductive, qualitative research methodology that is well suited to studying social and psychological processes. Key informant interviews were conducted with 18 social work practicum students enrolled at Mount Royal University, York University and University of Regina. Data analysis focused on students' pictures and texts as well as their perspectives as student learners. Study results included themes related to students' experiences with the reflexive photography project, descriptions of the meaning and insight they draw from participating in the project, their perspective on the strengths and challenges experienced as part of the process, and their ideas on alternatives to enhance their learning. These findings are relevant to the current discourse in social work field education and have potential application for other disciplines.

Phillips, C., & A., B. (2011). Feeling the cut: Exploring the use of photography in social work education. *Qualitative Social Work*, 10(1), 86-105.

D'Cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37, 73-90.

Clarke, N. (2012). Beyond the reflective practitioner. In J. Drolet, N. Clark & H. Allen (Eds.), *Shifting sites of practice: Field education in Canada*. Toronto, ON: Pearson Canada.

Amerson, A., & Livingston, W. G. (2014). Reflexive photography: an alternative method for documenting the learning process of cultural competence. *Journal of Transcultural Nursing*, 25(2), 202-210.

Research on teaching and learning

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Cedar

Tales from the Trenches: Blending and Flipping the First-Year Calculus Sequence at University of Alberta

Vincent Bouchard (University of Alberta Augustana Campus) and Gerda de Vries (University of Alberta Augustana Campus)

Blended learning is a combination of face-to-face and computer-mediated teaching and learning activities. Blended learning gives students some control over the time, place, content, and pace of their own learning, and it provides instructors with flexibility to enhance and “flip” the in-class experience. At the University of Alberta, we piloted Calculus for the Physical Sciences I and II in a blended format in 2014-2015. In these courses we also experimented with two-stage exams, to provide a better learning opportunity for students.

We will present an overview of the structure of our blended courses, and provide examples of some of the online material that we produced and face-to-face learning activities that we experimented with. We will share some initial feedback (from students, observers, and the instructor), reflect on our successes and challenges, and discuss with the audience some potential research questions to pursue in the next stages of this work.

Cavanagh, T. B. (2011). The blended learning toolkit: Improving student performance and retention. *Educause Review*, 34(4) (Retrieved January 12, 2014, from <http://www.educause.edu/ero/article/blended-learning-toolkit-improving-student-performance-and-retention>)

Dziuban, C., Hartman, J., Juge, F., Moskal, P., & Sorg, S. (2006). Blended learning enters the mainstream. In C. J. Bonk, & C. R. Graham (Eds.), *The handbook of blended learning: Global perspectives, local designs* (pp. 195–208). San Francisco, CA: Pfeiffer.

Owston, R., York, D., & Murtha, S. (2013). Student perceptions and achievement in a university blended learning strategic initiative. *Internet and Higher Education*, 18, 38 – 46. doi:10.1016/j.iheduc.2012.12.003.

Wieman, C. E., Rieger, G.W., & Heiner, C.E. (2014). Physics Exams that Promote Collaborative Learning. *Phys. Teach.* 52, 51. <http://dx.doi.org/10.1119/1.4849159>

Teaching and learning with technology

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Maple

**Sustainability, Animal Welfare, and Food Choice:
A Critical Analysis of Curricular Discourse**

Meneka Thirukkumaran (University of Calgary)

Through a collaborative dialogue with other scholars, teachers, and learners, this project asks: What happens if we summon up the presence of non-human animals and the earth, and theorize them back into the curriculum? This study is situated in understanding the vocabulary of paradox that can occur as a result of Western human ideologies. Schools and society teach children to love and be compassionate towards animals, but later teach them to channel their compassion to only certain species. Schools encourage us to recycle, take shorter showers, and walk or bike to school, but the link between food choice and sustainability is not typically discussed. By expanding the existing curricular discourse to include these previously unexamined areas, this project seeks to encourage a new climate of teaching and learning. By discussing sometimes uncomfortable, but critical social issues, students will be better informed and motivated to participate in meaningful change. School projects can extend beyond the walls of the classroom to facilitate problem-solving in both local and global communities. By challenging the ways in which humans benefit from unjust or unsustainable systems, students can work collaboratively to find new and innovative alternatives. A more holistic study of environment and non-human animals by first understanding that all life is unified will gradually produce a counter-narrative to attitudes and social systems that reinforce the notion of humans as masters and controllers of the earth. By disrupting the human-non-human binary, students can work against rather than participate in all forms of oppressive practice, including speciesism.

Foucault, M. (1972). *The archeology of knowledge*. New York, NY: Pantheon books.

Oppenlander, R. A. (2013). *Food choice and sustainability: Why buying local, eating less meat, and taking baby steps won't work*. Minneapolis, MN: Langdon Street Press.

Pachirat, T. (2011). *Every twelve seconds: Industrialized slaughter and the politics of sight*. New Haven And London, CT: Yale University Press.

Shiva, V. (1993). *Monocultures of the mind*. London, United Kingdom: Zed Books Ltd.

Research on teaching and learning

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Pine

SoTL as the Signature Pedagogy of Educational Development

**Nancy Chick (University of Calgary) and
Peter Felten (Elon University)**

Our interactive presentation will consider educational development through the lens of Lee Shulman's notion of signature pedagogies, or teaching that reflects "the personality of a disciplinary field--its values, knowledge, and manner of thinking--almost, perhaps, its total world view" (2005). We argue that the scholarship of teaching and learning (SoTL) is the signature pedagogy of educational development. Drawing on Felten (2013) five "principles of good practice in SoTL," we will explore how effective educational development shares SoTL's deep structures, including the focus on student learning, attention to context, intentional methods, involvement of students, and sharing with a broader community. Just as Shulman's signature pedagogies framework does for traditional disciplines, this analysis aligns the teaching practices of educational development with its ways of knowing, doing, and valuing—and thus suggests how the full integration of SoTL into educational development would create a more proactive, evidence-based, and theorized field.

Chick, Nancy L. Gurung, R.A.R., & Haynie, Aeron. (2009). From Generic to Signature Pedagogies: Teaching Disciplinary Understandings. Exploring Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind. Stylus. 1-16.

Felten, Peter. (2013). Principles of Good Practice in SoTL. Teaching & Learning Inquiry. 1(1). 121-125.

Poole, Gary, & Iqbal, I.(2011). An exploration of the scholarly foundations of educational development. In J.Smart & R.P. Perry (Eds.) Higher education: A handbook of theory and research, Vol. 26. New York: Springer.

Shulman, Lee. (2005). Signature pedagogies in the professions. Daedalus. 134(3). 52-59.

Research on teaching and learning

Friday
November 13, 2015
3:20 p.m. – 4:00 p.m.
Willow

Synergizing Heart/Mind Within Education

Nancy Angel Doetzel (Mount Royal University)

This research presentation will focus on the value of acknowledging intra-subjective ways of knowing. The study being presented demonstrates that spirituality, associated with heart wisdom, is one way people construct knowledge and meaning. The research proposes a standpoint that mind intelligence and heart wisdom should function as an interdependent dynamic; the heart's latent capacity for universal intelligence and wisdom must, like the mind, be provided with teaching models, which will support its full spiritual growth and development. Study findings suggest that because education systems tend to focus on preparing students for the job market and retaining a healthy status quo as indicators of their worth, many teaching models have ignored the value of contemplation or volunteer work, as part of the curriculum, related to learning about spirituality. However, models that synergize heart and mind could help students to cultivate heart wisdom, acquire knowledge and inspire wisdom.

This study indicates that disclaiming spirituality and heart wisdom within education ignores the reality that people have multiple intelligences and therefore learn in a variety of ways. And, an absence of spirituality within teaching models can result in a closed-mindedness coupled with some faulty suppositions about education. Thus, this research calls for a curriculum that incorporates spirituality studies and promotes ways of synergizing heart and mind within education. Such research could inspire new ideas for studying teaching and learning and also point towards the construction of a fresh profile for an ideal educator within this era.

Begley, T., & Leonard, P. (1999). *The values of educational administration*. London, UK: Falmer Press.

Creighton, T. (1999). Spirituality and the principalship: Leadership for the new millennium. *International Electronic Journal For Leadership in Learning* 3(11). ISSN 1206-9620. Retrieved July 7, 2000, from www.acs.ualgary.ca/~iejll

Curtis, B., Eldredge, J. (1997). *The sacred romance: Drawing closer to the heart of God*. Nashville TN: Thomas Nelson Publishers.

Doetzel, N (2006). *Cultivating Spirituality in Leadership: Synergizing Heart and Mind*. Calgary AB: Detselig Enterprises.

Research on teaching and learning

Detailed Program – Saturday, November 14, 2015

<p>Saturday November 14, 2015 7:00 a.m. – 9:00 a.m. Alpine Meadows/ Castle/Assiniboine</p>	<p>Breakfast</p>
<p>Saturday November 14, 2015 8:30a.m. – 9:10 a.m. Birch</p>	<p>The First-Year Experience</p> <p>Shelly Wismath (University of Lethbridge) and Jan Newberry (University of Lethbridge)</p> <p>This presentation will describe an innovative Liberal Education first-year-experience course at the University of Lethbridge. Using maps and map-making as guiding metaphors, the course introduces students to multi-disciplinary views of mapping, and encourages them to think of mapping their university experiences at all levels, from the physical space on campus, the services available to help them succeed, and their own skills and assets to their educational and career goals. In addition to lectures from a variety of outstanding professors giving different disciplinary perspectives on mapping, students work in teams on assignments and activities both in and outside the classroom that provide a practical exploration of what the campus offers the first-year student. The development of the course has been supported by a University of Lethbridge Teaching Development Fund Grant, and research is being conducted with each successive cohort to evaluate the success of the course. We will report here on qualitative data from the first three offerings of the course, and preliminary quantitative data from the most recent offering.</p> <p>Kenneth A. Bruffee (1995). Sharing our Toys: Cooperative learning versus collaborative learning. <i>Change</i>, January/February 1995.</p> <p><i>Research on teaching and learning</i></p>

Saturday
November 14, 2015
8:30a.m. – 9:10 a.m.
Cedar

Transitioning to a Blended-Learning Format: Lessons and Experiences from a First Year Course

Leith Deacon (University of Alberta) and Theresa Garvin (University of Alberta)

Cultures, Landscapes & Geographic Space (HGP 100) is the introductory course to Human Geography and Planning offered at the University of Alberta. In the spring of 2014, we were awarded funds to help transform the method of delivery for HGP 100. We focused on four primary objectives: 1) Transform HGP 100 from a lecture-based to a blended learning course, 2) Engage student in critical and discovery-based learning, 3) Ensure a sustainable model for future course delivery and, 4) Evaluate student and faculty satisfaction with the revised delivery method. This course redesign has been a very useful and successful project. In particular, there are two areas that are worth further presentation:

- 1) Online quizzes: we completely changed the evaluation of the course and one particular change has been very well received. We administer three online quizzes (10% each) based on two units and students are given two attempts over a period of seven days to complete the quiz. Students consistently see an improved mark in their second attempt and when they begin to prepare for the final exam, a significant amount of preparation has already been completed.
- 2) Addition of seminars: unlike most physical science-based courses, HGP 100 never included seminars. This redesign has included a significant focus on these seminars and the work that students have completed has been innovative and noteworthy.

This presentation will provide a thorough overview of our experiences redesigning a traditional 3 x 1 hour lecture format into a fully blended course with emphasis on the benefits related to introduction of the online quizzes and the additional of small group seminars.

Cavanagh, T.B. (2011). The blended learning toolkit: Improving student performance and retention. *Educause Review*, 34(4) (Retrieved January 12, 2014, from <http://www.educause.edu/ero/article/blended-learning-toolkit-improving-student-performance-and-retention>)

Dziuban, C., Hartman, J., Juge, F., Moskal, P., and Sorg, S. (2006). Blended learning enters the mainstream. In C.J. Bonk, & C.R. Graham (Eds.). *The handbook of blended learning: Global perspectives, local designs* (pp. 1195-208). San Francisco, CA: Pfeiffer.

Teaching and learning with technology

Saturday
November 14, 2015
8:30 a.m. – 9:10 a.m.
Maple

When Ethics and SoTL Meet: Creating an Ethics-Friendly Research Community

**Krista Robson (Red Deer College),
Michelle Edwards Thomson (Red Deer College), and
Dustin Quirk (Red Deer College)**

The literature is clear on the extra ethical implications that SoTL projects carry, but is silent in guiding Ethics Boards on how to deal with these extra implications. As a result of receiving more and more SoTL applications at our institution, the Red Deer College Research Ethics Board (REB) has begun to explore the literature, compile best practices, and reflect on the role the REB can and ought to play. We have been grappling with several questions: What is the best process for research ethics review that will protect students (as research participants and possibly partners in research) but not be so onerous that it prevents people from doing research (or, alternatively, leads them to conduct research but bypass the ethics process altogether)? What role should an REB play in guiding or advising on research design? What are the “landmines” that faculty-researchers conducting ethical SoTL projects need to be made aware of, and how can they best avoid said landmines? This presentation will provide an overview of the myths (still) circulating about research ethics and how SoTL uniquely impacts on ethical research design and execution. We would like to facilitate a conversation about how REBs can engage with faculty-researchers in order to best empower them in their SoTL projects. We’d like to hear about your experiences with REBs, good and bad, and start to jointly create some best practices for both Boards and researchers.

MacLean, M., & Poole, G. (2010). An introduction to ethical considerations for novices to research in teaching and learning in Canada. *The Canadian Journal for the Scholarship of Teaching and Learning*, 1(2), 1-10. doi: 10.5206/cjsotl-rcacea.2010.2.7

Martin, R. C. (2013). Navigating the IRB: The ethics of SoTL. *New Directions for Teaching and Learning*, 136, 59-71. doi:10.1002/tl.20076

Stockley, D., & Balkwill, L. (2013). Raising awareness of research ethics in SoTL: The role of educator developers. *The Canadian Journal for the Scholarship of Teaching and Learning*, 4(1), 1-8. doi: 10.5206/cjsotl-rcacea.2013.1.7

Wiles, R., & Boddy, L. (2013). Introduction to the special issue: Research ethics in challenging contexts. *Methodological Innovations Online*, 8(2), 1-5. doi: 10.4256/mio.2013.009

Methodologies and innovative approaches to data gathering and analysis

Saturday
November 14, 2015
8:30 a.m. – 9:10 a.m.
Pine

Stitching the Quilt: A Case for Enhancing the Impact of SoTL

Jennifer Lock (University of Calgary) and
Luciano da Rosa dos Santos (University of Calgary)

Scholarship of Teaching and Learning (SoTL) is increasingly gaining attention in academic settings for its ability to nurture deeper understanding of the instructor-researcher's own practice. Often conducted by individuals or small groups, the promising impact that SoTL initiatives may have on student learning (Kreber, 2013) is limited given the isolation of the individual projects. If we expect SoTL initiatives to have an effect in transforming higher education's culture to value teaching and learning, then explicit strategies must be implemented for individual projects to be better stitched together in order to form a more vibrant quilted pattern. In addressing this challenge, Williams and colleagues (2013) developed a model that combines Social Network Theory and concepts of Community of Practice for disseminating SoTL culture in higher education. The purpose of this presentation is to discuss strategies that can be enacted to enhance the profile and practice of the scholarship of teaching and learning in higher education.

Felten, P. (2013). Principles of Good Practice in SoTL. *Teaching and Learning Inquiry: The ISSOTL Journal* 1(1), 121-125. Indiana University Press. Retrieved from Project MUSE database.

Kreber, C. (2013). The transformative potential of the scholarship of teaching. *Teaching and Learning Inquiry: The ISSOTL Journal* 1(1), 5-18. Indiana University Press. Retrieved from Project MUSE database.

Vardi, I., & Quin, R. (2011) Promotion and the scholarship of teaching and learning. *Higher Education Research & Development*, 30(1), 39-49. DOI: 10.1080/07294360.2011.536971

Williams, A. L., Verwoord, R., Beery, T. A., Dalton, H., McKinnon, J., Strickland, K., Pace, J, & Poole, G. (2013). The power of social networks: A model for weaving the scholarship of teaching and learning into institutional culture. *Teaching and Learning Inquiry: The ISSOTL Journal* 1(2), 49-62. Indiana University Press. Retrieved from Project MUSE database.

Collaborating beyond the single classroom

Saturday
November 14, 2015
9:15 a.m. – 9:55 a.m.
Aspen

Exploring the student Experience of Learning in a Flipped Classroom

**Tammy Sherrow (Mount Royal University) and
Vanessa Gilbertson (Mount Royal University)**

In this session the results of a SoTL research project exploring the student experience of learning in a flipped classroom model of instruction in an introductory health research course will be presented. Flipped classrooms use digital technologies to shift direct instruction outside of the classroom. In this instructional model students explore concepts before coming to class through video/audio lectures, content-rich websites, readings and/or podcasts. Taking advantage of the student's preparation, the teacher devotes more time to opportunities for integrating and applying their knowledge, via a variety of student-centered, active learning strategies. Through the flipped classroom model, time becomes available for students to collaborate with the professor and peers, engage more deeply with content, practice skills and receive feedback on their progress. The following research question was explored through a mixed methods approach: What happens with student learning and engagement when the flipped classroom is used to teach students Health Research? Data gathered through focus groups, online survey, classroom observations and classroom assessment techniques will be presented to demonstrate how the flipped classroom increased student engagement and supported learning. This session may be of interest to individuals considering moving away from a traditional lecture-centered instructional model and devoting more time to opportunities for integrating and applying knowledge, via a variety of student-centered, active learning strategies.

Bowen, J. A. (2006). Teaching naked: why removing technology from your classroom will improve student learning. *The National Teaching & Learning Forum*, 16(1), 1-14.

Butt, A. (2014). Student views on the use of a flipped classroom approach: evidence from Australia. *Business Education and Accreditation*, 6(1), 33-43.

Critz, C., & Knight, D. (2013). Using the flipped classroom in graduate nursing education. *Nurse Educator*, 38(5), 210-213.

Missildine, K., Fountain, R., Summers, L., & Gosselin, K. (2013). Flipping the classroom to improve student performance and satisfaction. *Journal of Nursing Education*, 52(10), 597-599.

Smith, M., Jones, F., Gilbert, S. & Wieman, C. (2013). The Classroom Observation Protocol for Undergraduate STEM (COPUS): a New Instrument to Characterize University STEM Classroom Practices. *CBE-Life Sciences Education*, 12(4), 618-627.

Research on teaching and learning

Saturday
November 14, 2015
9:15 a.m. – 9:55 a.m.
Birch

Engaging the NetGeneration with Games

**Nina Sarkar (Queensborough Community College),
Stephen Hammel (Queensborough Community College), and
Christina Manzo (Queensborough Community College)**

Today's students are digital natives, who have grown up with computer and video games. Their constant exposure to the Internet and other digital media shapes how they receive information and how they learn. Games are no longer just for fun; they offer the potential for creating an engaged learning environment, and help to deepen the knowledge gained. There is a general consensus that educational games are effective in enhancing student motivation and interest in the subject matter, yet the extent to which this translates into effective learning is less clear. There is a lack of systematic empirical study of the efficacy of this teaching methodology. We study the effect of using a stock market game simulation in our classes involving actual management of a simulated portfolio. The simulation is linked to live data from three separate markets in order to make the portfolio management as realistic as possible. Students use actual corporate financial reports, current news and other economic indicators to make investment decision and trade on their accounts. We have designed a quasi-experimental study to measure student learning and student engagement that ask the following questions: 1. Is there an improvement in knowledge of investment and financial concepts after the students play the game? 2. Are students playing the game more engaged in class? We also evaluate if using games helps to retain students in our classes.


K. Kapp, *The Gamification of Learning and Instruction*. Pfeiffer, 2012.


Wouters, C van Nimwegen, H van Oostendorp, E.D. van der Spek, A Meta Analysis of the Cognitive and Motivational Effect of Serious Games. *Journal of Educational Psychology*, vol 105, no. 2, pp 248-265, 2013.


W. Rickard, D. Oblinger, Higher Education Leaders Symposium: Unlocking the Potential of Gaming Technology. Paper presented at The Higher Education Leaders Symposium, Redmond, Washington, September 9 -10, 2003.

S. K. Taradi, M. Taradi, K. Radic , N. Pocrajac, Blending Problem-Based Learning With Web Technology Positively Impacts Students Learning Outcomes In Acid-Base Physiology. *Journal of Advanced Physiology Education*, 29, pp 35-39, 2005.


Research on teaching and learning


<p>Saturday November 14, 2015 9:15 a.m. – 9:55 a.m. Cedar</p>	<p>A Comparison of Student Engagement in Live Versus Virtual Classrooms</p> <p>Patricia Tobin Senger (Saint Leo University) and Nancy Wood (Saint Leo University)</p> <p>Research demonstrates that classroom community and student engagement are closely related to each other (Bikowski, 2007; Vesely, Bloom, & Sherlock, 2007; Young & Bruce, 2011). This presentation will present an analysis of student assessment of perceived engagement in live classes as compared to live web based classes across two disciplines (human services and social work), and will include unique student engagement strategies that make live web based learning a highly viable method of student instruction.</p> <p>Vesely, P., Bloom, L., & Sherlock, J. (2007, September). Key elements of building online community: Comparing faculty and student perceptions. <i>Journal of Online Learning and Teaching</i>, 3 (3), 1-12.</p> <p>Wood, N. & Abdullah, A. (2015). Two Approaches for Increasing Student Learning and Professional Development. <i>Asia-Pacific Journal of Cooperative Education (APJCE)</i>. In review.</p> <p>Yuen, S., Yaoyuneyong, G., & Yuen, P. (2011). Perceptions, interest, and use: Teachers and Web 2.0 tools in education. <i>International Journal of Technology in Teaching and Learning</i>, 7(2), 109-123.</p> <p>Young, S. & Bruce, M. (2011). Classroom community and student engagement in online courses. <i>Journal of Online Learning and Teaching</i>, 7(2). Retrieved from http://jolt.merlot.org/vol7no2/young_0611.htm</p> <p><i>Teaching and learning with technology</i></p>
<p>Saturday November 14, 2015 9:15 a.m. – 9:55 a.m. Maple</p>	<p>Using Arts-Based Learning Strategies to Explore the Art of Nursing Leadership</p> <p>Joanna Szabo Hart (Mount Royal University)</p> <p>Nursing is an art and human science, the art of which is described, communicated and expressed through relational inquiry. “Leadership” is a common capstone course concept in nursing programs across North America. In this presentation I aim to discuss the preliminary findings of a Scholarship of Teaching and Learning study, where I claim creativity is required to support student learning about such abstract concepts as leadership, art, nursing or the art of nursing leadership. The language used in such theoretical capstone courses raises more than a challenge of semantics in a course titled: Issues and trends in Nursing Leadership. The language necessarily invites critique that requires reflection on history, context and a critical reflective inquiry into the relational (practical) aspects of what “nursing leadership” may mean</p> 

<p>Saturday November 14, 2015 9:15 a.m. – 9:55 a.m. Maple</p>	<p>for individuals and groups (cohorts of students) who are living these contextualized experiences in their transition as becoming professionals. In this presentation, I will describe the existing arts-based learning activities in relation to course objectives and offer arts-based methods of representation that attend to the complexity of how students grapple with “knowing” the art of nursing leadership through their creative participation.</p> <p>Leggo, C. (2008). Narrative inquiry: Attending to the art of discourse. <i>Language and Literacy</i>, 10(1).</p> <p>Brookfield, S.D. (2011). <i>Teaching for critical thinking: tools and techniques to help students question their assumptions</i>. San Francisco, CA: Jossey-Bass.</p> <p>Cole, A.L. & Knowles, J.G. (2008). Arts-informed research. J.G. Knowles & A.L. Cole (Eds.) <i>Handbook of the Arts in Qualitative Research</i> (pp. 55-70). Thousand Oaks, CA: Sage.</p> <p>Colyar, J. (2009). Becoming writing, becoming writers. <i>Qualitative Inquiry</i>, 15(2), 421- 436.</p> <p><i>Methodologies and innovative approaches to data gathering and analysis</i></p>
<p>Saturday November 14, 2015 9:15 a.m. – 9:55 a.m. Pine</p>	<p>Phenomenology of Surprise in SoTL</p> <p>Michelle Yeo (Mount Royal University), Karen Manarin (Mount Royal University) and Janice Miller-Young (Mount Royal University)</p> <p>This study is a phenomenological account of the emergence of surprise as a transformational event in the experience of eighteen faculty members, engaged in a year long program intended to develop Scholarship of Teaching and Learning (SoTL) projects. What emerged from these interviews was an unanticipated finding: that most faculty members had encountered some manifestation of surprise or the unexpected in the context of the program. We use Dastur's (2000) understanding of surprise as a phenomenological event, which allows for changed perception and the possibility of a different future, through an altered state of being-in-the-world. Four different categories of surprise are explored: surprise that doing SoTL changed teaching, surprises about students, surprises about SoTL and the research process, and finally, surprises about communities and disciplines. These surprises appear to be powerful forces in changing practice, both in the classroom and within scholarship practices of the</p> 

<p>Saturday November 14, 2015 9:15 a.m. – 9:55 a.m. Pine</p>	<p>participants. We argue that phenomenology allows a valuable rendering and interpretation of the notion of surprise, in turn giving us a powerful understanding of the transformations and changes reported. The faculty members interviewed for this study expressed instances of coming to breakthrough insights about teaching, learning, research, and themselves in a community of academics. This suggests that creating such opportunities for SoTL communities to form amongst faculty from disparate disciplines has a visible and potentially transformative effect on the post-secondary environment.</p> <p>Dastur, F. (2000). Phenomenology of the event: Waiting and surprise. <i>Hypatia</i>, 15 (4), 178-189.</p> <p>Kember, David. (2002). Long-term outcomes of educational action research projects. <i>Educational Action Research</i>, 10, 83-103.</p> <p>Moran, D. (2002). The phenomenology reader. D.M. Moran & T. Mooney (Eds.). London: Routledge.</p> <p>Trigwell, Keith. (2013). Evidence of the impact of scholarship of teaching and learning purposes. <i>Teaching and Learning Inquiry</i>, 1 (1), 95-105.</p> <p><i>Research on teaching and learning</i></p>
<p>Saturday November 14, 2015 10:00 a.m. – 10:30 a.m. Alpine Meadows</p>	<p>Coffee</p>
<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Aspen</p>	<p>Making the Most of Mixed Methods: Investigating Scientific Inquiry in a Flipped Classroom</p> <p>Carol Berenson (University of Calgary)</p> <p>This project brings together researchers from different disciplinary backgrounds to investigate the impact of teaching approaches on students' understandings of the process of scientific inquiry. Our 'quasi-experimental' study compared two cohorts of students in a large-enrollment biochemistry course exposed to either a flipped-classroom or a more conventional lecture format. Bringing our respective strengths to the study, we implemented a mixed methods approach using both quantitative and qualitative methods of data collection and analysis. Pre and post-assessment surveys were administered measuring comprehension of scientific inquiry, followed by focus groups to explore students' perceptions of their experiences in the course. In mixed methods studies, the richness of qualitative data can be undermined through the inadvertent privileging of quantitative logic. We attempted to disrupt this pattern by taking a constructivist approach to conducting focus groups. This meant that, rather than following a narrowly predefined interview guide, a 'conversation with a purpose' was</p> 

<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Aspen</p>	<p>allowed to unfold in which the researcher and participants were mutually involved. In this interactive session, I will discuss the key principles underlying our mixed methods approach, the different kinds of inquiry that these principles made possible (particularly in the focus groups), and highlights of our analysis. Those attending the session will have the opportunity to discuss their experiences with mixed methods research and consider the nuances of combining qualitative and quantitative logic within one project. Allowing the qualitative aspects of our mixed methods research to take on a more constructivist bent has ultimately made for rich descriptions and, we argue, a deep understanding of students' learning experiences.</p> <p>Bishop-Clark, C. & Dietz-Uhler, B. (2012). <i>Engaging in the Scholarship of Teaching and Learning: A Guide to the Process, and How to Develop a Project from Start to Finish</i>. Sterling, VA.: Stylus.</p> <p>Chick, N. (2014). 'Methodologically Sound' Under the 'Big Tent': An Ongoing Conversation. <i>International Journal for the Scholarship of Teaching and Learning</i> Vol. 8: No. 2, Article 1. Available at: http://digitalcommonsgeorgiasouthern.edu/ij-sotl/vol8/iss2/1 Lederman, J.S., Lederman, N.G., Bartos, S.A., Bartels, S.L., Meyer, A.A., Schwartz, R.S. (2014). Meaningful Assessment of Learners' Understandings About Scientific Inquiry – The Views about Scientific Inquiry (VASI) Questionnaire. <i>Journal of Research in Science Teaching</i> 51(1), 65-83.</p> <p>Mason, J. (1997). <i>Qualitative Researching</i>. London: SAGE Publications.</p> <p>Villifane, S., Bailey, C.P., Loertscher, J., Miderhout, V., Lewis, J.E. (2011). Development and Analysis of an Instrument to Assess Student Understanding of Foundational Concepts Before Biochemistry Coursework. <i>Chemistry Education Research and Practice</i>, 12, 201-218.</p> <p><i>Research on teaching and learning</i></p>
<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Birch</p>	<p>Full Circle: Cultivating the Link Between Theory, Practice, Teaching and Research</p> <p>Meaghen Johnston (Mount Royal University) and Carolyn Anderson (Mount Royal University)</p> <p>This is a presentation on an active SoTL project currently underway aimed at understanding how the use of an integration model supports the link between theory and practice for first year social work students. The ability to apply the knowledge gained in the classroom to real life social work practice is a key competency for the beginning practitioner. Discussions in Social Work programs across the country indicate that the challenge of teaching students to link theory and practice is a widespread problem. There is common agreement among educators and field supervisors that the terrain between the academic setting</p> 

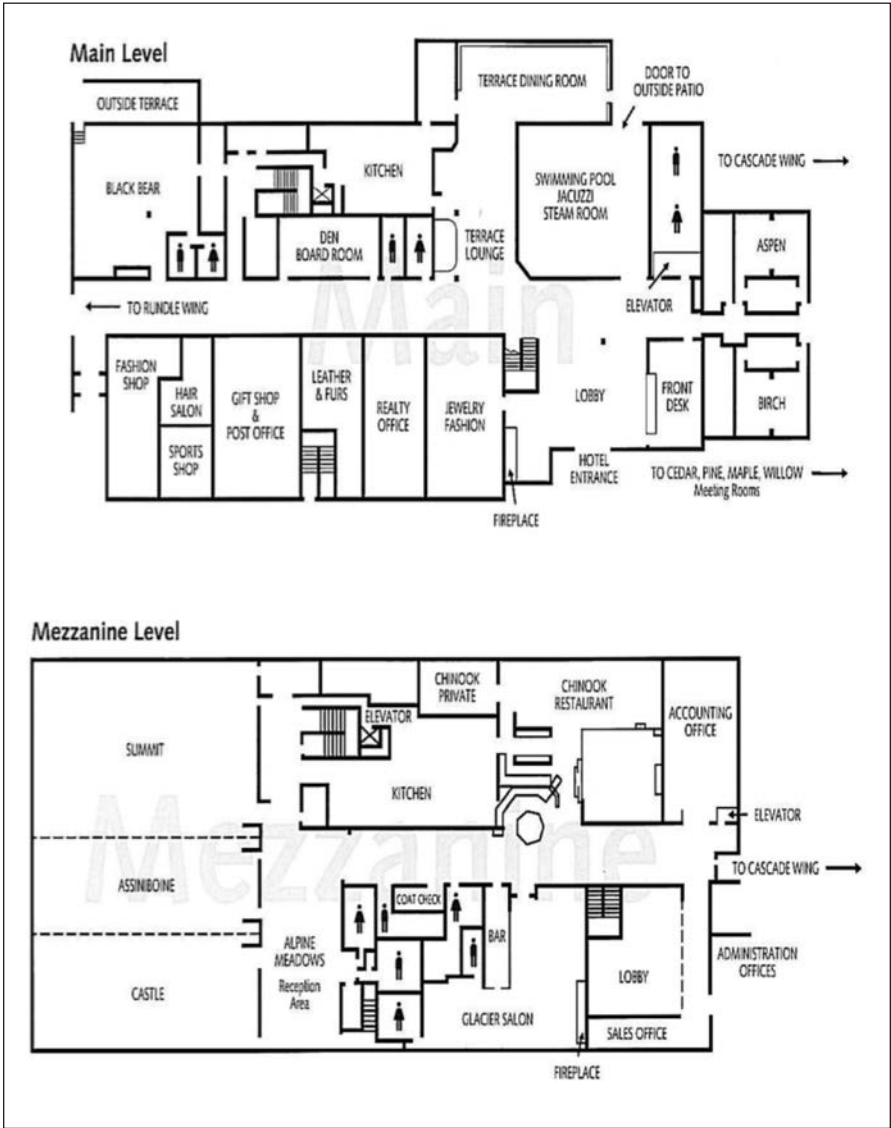
<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Birch</p>	<p>and the field of practice does not offer a smooth and clear transition. In response, we developed an innovative teaching tool “The Practicum Integration Model” that has been used to engage students, faculty, and social work field supervisors in a collaborative and transformative learning experience. The premise of the model is to assist students in developing a professional social work identity by learning to examine case examples and field experiences through a social work lens. Practicum seminars then create an environment of case consultation that mirrors social work practice by maintaining a focus on the knowledge, skills, and values that guide our work in the field. In an effort to devise creative way to collect student data, “The Social Work Practicum Journal” with specific pages flagged for data collection was born. In this presentation we will share our experience of developing a data collection tool that resulted in an effective teaching and learning tool. The presenters discuss the cross over between research and the evolution of effective teaching tools.</p> <p>Bogo, M., & Vayda, E. (1989). Developing a process model for field instruction. <i>Canadian Social Work Review</i>. Vol. 6. No. 2. pp. 224-232.</p> <p>Boisen, L. & Syers, M. (2004). The integrative case analysis model for linking theory and practice. <i>Journal of Social Work Education</i>. Vol. 40. No. 2. pp. 205 – 217.</p> <p>Mumm, AM. (2006). Teaching Social Work Students Practice Skills. <i>Journal of Teaching in Social Work</i>. Vol. 26. Issue 3-4. pp 71-89.</p> <p>Tuchman, E. & Lalane, M. 2011. Evidence-based practice: integrating classroom curriculum and field education. <i>Journal of Teaching in Social Work</i>, 31(3):329-340.</p> <p><i>Research on teaching and learning</i></p>
<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Cedar</p>	<p>An Investigation of Teacher Presence in a Videoconference Course</p> <p>Nicki Rehn (Ambrose University)</p> <p>The purpose of this research is to examine the notion of teacher presence in distance education courses that are delivered by videoconference and to propose ways for teachers to increase presence in their classes. As technology and Internet bandwidth improves, many institutions are using videoconferencing technology as an alternate method of reaching dispersed students. While there is a growing body of research to support asynchronous, fully online courses in both the higher education sector and K-12 schools, there is little that focuses specifically on synchronous videoconference course delivery. This collective case study uses mixed methods to unpack the notion of presence from the perspective of teachers and their students who participate in videoconference courses. This study reports four key findings which</p> 

<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Cedar</p>	<p>have implications for building presence in a videoconference course: teachers' confidence and experience aligned with higher presence; teaching by videoconference during a face-to-face class led to challenges with developing presence; immediacy behaviours correlated with higher presence; and, students' learning preference related to teacher presence.</p> <p>Anderson, T. (2008). Is videoconferencing the killer app for K-12 distance education? <i>Journal of Distance Education</i>, 22(2), 109-124.</p> <p>Bower, M., Kenney, J., Dalngarno, B., Lee, M. J. W., & Kennedy, G. (2014). Patterns and principles for blended synchronous learning: Engaging remote and face-to-face learners in rich-media real-time collaborative activities. <i>Australasian Journal of Educational Technology</i>, 30(3), 261-272.</p> <p>Garrison, D.R (2011). <i>E-Learning in the 21st Century. A Framework for Research and Practice</i>. New York, NY: Routledge.</p> <p>Lawson, T., Comber, C., Gage, J. & Cullum-Hanshaw, A. (2010). Images of the future for education? Videoconferencing: a literature review. <i>Technology, Pedagogy and Education</i>, 19(3), 295-314.</p> <p><i>Teaching and learning with technology</i></p>
<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Maple</p>	<p>Design Thinking: A Novel Inquiry-Based Pedagogy to Problem-Solving in the 21st Century</p> <p>Karina Baum (Buckingham Browne & Nichols) and Gustavo Carrera (Buckingham Browne & Nichols)</p> <p>Our increasingly interdependent world needs thinkers that can investigate, collaborate, and act in ways that transcend their local environments. Instructors need to do more than add content to curricula by helping students acquire the skills and global competencies that are required in the 21st century. Our design thinking pedagogy promotes student centered inquiry into the problems of a real community--whether local or distant, by asking them to identify issues of actual significance to real people. This approach requires regular rounds of feedback from stakeholders in affected communities, as well as by other interested parties. It allows our students to propose nuanced and significant solutions that can potentially be implemented. In addition, our approach has solved the financial and scheduling hurdles by relying on technology-mediated communication. We have used skype, wikispaces, and blogging to facilitate exchanges across boundaries. Moreover, through direct interaction with members of affected communities, our students acquire the necessary empathy with the experience of those they meet. Through a two-year process we have gathered data and created an interdisciplinary project-based course that allows students</p> 

<p>Saturday November 14, 2015 10:35 a.m. – 11:15 a.m. Maple</p>	<p>to engage in a transformative educational experience. Students worked on two problems: deforestation in the Dominican Republic and Haiti, and resource management in Guatemala. Finally, students are asked to intern at a local NGO with ties to that community, thus involving them in the solutions to some of these problems. We therefore argue that Design Thinking methodologies are the most beneficial pedagogical approaches to engage students, address global problems, and propose realistic solutions.</p> <p>Dorsta, Kees "Interpreting Design Thinking: The core of 'design thinking' and its application" Design Studies Volume 32, Issue 6, November 2011, Pages 521–532.</p> <p>Tsai, Chin-Chung et al. "The "third"-order barrier for technology-integration instruction: implications for teacher education" Australasian Journal of Educational Technology 2012, 28(Special issue, 6), 1057-1060.</p> <p>Plattner, Hasso and Meinel, Christoph editors, Design Thinking: Understanding Innovation (Stanford: Springer, 2011).</p> <p>Stempflea, Joachim et al. "Thinking in design teams - an analysis of team communication" Design Studies Volume 23, Issue 5, September 2002, Pages 473–496.</p> <p><i>Collaborating beyond the single classroom</i></p>
<p>Saturday November 14, 2015 11:20 a.m. Castle/Assiniboine</p>	<p>Closing Remarks Janice Miller-Young (Mount Royal University)</p>
<p>Saturday November 14, 2015 11:45 a.m. Castle/Assiniboine</p>	<p>Lunch</p>

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Banff Park Lodge Room Map





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