



MOUNT ROYAL
UNIVERSITY
1910

November 10 - 12, 2022
MOKAKIIKS CENTRE FOR SOTL



2022 SYMPOSIUM

SCHOLARSHIP OF TEACHING AND LEARNING

PROGRAM & SCHEDULE

Banff, Alberta, Canada

Welcome to the 2022 Symposium



Message from the Director

Dear Symposium Participants, Presenters, and Guests:

On behalf of the Mokakiiks Centre for Scholarship of Teaching and Learning at Mount Royal University, I would like to warmly welcome you to the 10th Annual Symposium on Scholarship of Teaching and Learning. We have gathered nearly every year since 2010 as a scholarly community to share our questions and experiences in post-secondary education. This year marks our 10th Anniversary Symposium - a perfect time to look back at the past several decades of SoTL as it has emerged, and look ahead to what lies around the bend.

As always, we look forward to our keynote speakers, pre-conference sessions, presentations, and posters to learn about one another's insights and discoveries. We are excited to welcome the Pop-Up Poets once again, who have now become an integral part of the Symposium experience. Be sure to follow the unmistakable clacking of typewriter keys, and sit down with a poet to have a poem composed just for you. Concurrent sessions are organized on themes of research on teaching and learning, involving undergraduate students in SoTL, teaching and learning with technology, collaboration beyond the single classroom, methodologies and innovative approaches to data gathering and analysis, and calls for collaboration and development.

Kicking off the Symposium are three pre-Symposium workshops, on SoTL as reconciliation, qualitative data analysis, and SoTL student partnerships. Following these workshops, we will open with a reception, banquet, and keynote presentation from Dr. Randall Bass of Georgetown University, speaking to the imagination of SoTL "Beyond the Learning Paradigm." Saturday's closing keynote will be Dr. Gabrielle Lindstrom from Mount Royal University, who will ask us to consider what SoTL can learn from Indigenous pedagogies. Full bios and synopses of the talks are found in the following pages.

As we begin, I would like to thank those who have worked so hard to make this year's Symposium a success. First, I would like to acknowledge the hard work of Dr. Collette Lemieux, interim Director of the Mokakiiks Centre for SoTL in 2021-22, who did so much preparation for this event while I was on sabbatical leave. Second, I would like to thank the members of the SoTL Committee: Cherie Woolmer, Jennifer Boman, Jennifer Hooper, Katherine Boggs, and Nick Strzalkowski, who gave generously of their time and ideas. A note of appreciation to Sarah Hewitt, faculty member and SoTL researcher who provides us with incredible photos of the event, and created the cover for this program. Finally, a sincere thank you to Shereen Ashraf, special project manager for the Symposium, who has truly made the event possible.

I would like to acknowledge the generous funding received from the Provost's Office to support the opening keynote speaker, and to the Academic Development Centre to support our opening reception. These events are integral to the Symposium. Finally, thank you to all of the reviewers who gave of their time to ensure a quality peer-review process.

I look forward to engaging with all of you, our local, national and international SoTL community, over these three enriching days. Given the past two years, I am incredibly grateful to have the opportunity to gather in person - an incredible privilege we no longer take for granted.



Michelle Yeo, PhD
Director, Mokakiiks Centre for Scholarship of Teaching and Learning



Invited Keynote Speakers



Randy Bass, PhD

Randy Bass, PhD is Vice President for Strategic Education Initiatives and Professor of English at Georgetown University, where he leads the Designing the Future(s) initiative and the Red House incubator for curricular transformation, as well as the Director of the Baker Trust for Transformational Learning. For 13 years he was the founding Executive Director of Georgetown’s Center for New Designs in Learning and Scholarship (CNDLS), and for seven years, Vice Provost for Education.

He has been working at the intersections of technology, innovation and the scholarship of teaching and learning for more than thirty years, leading or co-leading numerous national projects, including the American Studies Crossroads Project (1995-2005) and the Visible Knowledge Project (2000-2007).

He is the author or editor of numerous books, articles and digital projects, including recently, in 2018 , “The Impact of Technology on the Future of Human Learning,” in the 50th Anniversary Special Issue of Change Magazine and in 2020, *The New Learning Compact: A Framework for Professional Learning and Educational Change* (with Bret Eynon and Laura Gambino). His current work includes co-leading an international collaboration of scholars and practitioners on a working paper series addressing the impact of trauma and intergenerational trauma on the pursuit of wellbeing in social change and education.

Opening Keynote Presentation

Architecture of the Unexpected -- Beyond the Learning Paradigm

We might think of the pandemic as having arrived somewhere in the middle of a multi-decade arc of progress around what nearly 30 years ago Robert Barr and John Tagg named “the learning paradigm.” In this context, we also might well interpret that our institutions’ ability to adapt to the pandemic crisis was every bit as much due to our progress along this arc to a new learning paradigm—as it was the existence of a digital infrastructure. This talk will explore how we might build on this idea, focusing on the relationship between the learning paradigm and the ability for our institutions--and our students—to navigate the unexpected. How might an *architecture of the unexpected* help us fully realize what a twenty-first century education must be in order to navigate the uncertain and volatile decades ahead? What might be beyond the learning paradigm that we need to let come into being if we are to refocus education on a sustainable human and planetary future?

Invited Keynote Speakers



Gabrielle Lindstrom, PhD

Dr. Gabrielle E. Lindstrom Tsa'piinaki is a member of the Kainai Nation, Blackfoot Confederacy. An Assistant Professor in Indigenous Studies with Mount Royal University, her teaching background includes instructing on topics around First Nation, Métis, and Inuit history and current issues, Indigenous Studies (Canadian and International perspectives), Indigenous cross-cultural approaches, and Indigenous research methods and ethics. Her dissertation research focused on the interplay between trauma and resilience in the postsecondary experiences of Indigenous adult learners. Other research interests include meaningful assessment in higher education, Indigenous homelessness, intercultural parallels in teaching and learning research, Indigenous lived experience of resilience, Indigenous community-based research, parenting assessment tools reform in child welfare, anti-colonial theory, and anti-racist pedagogy.

Closing Keynote Presentation

Looking back to move forward: What can SoTL learn from Indigenous pedagogies?

Every scholar, researcher or instructor has distinct motivations for undertaking a SoTL project. Whatever the reason, we are often motivated by one overarching desire: to create an enriching learning experience for our students. Perhaps we are implicitly driven by what Carolin Kreber (2013) describes as a compassionate lens which compels us to create learning experiences that are improvements over what we may have had. In effect, we often look back to our experiences as a way to move forward. We learn from our past mistakes in order to envision and embody ways that we might do better! We are engaged in a deep relationship with knowledge - with our own knowledge and that of our students. These characteristics of SoTL hold parallels with Indigenous pedagogies, ways of knowing and the embodiment of knowing. While SoTL has often been approached and/or understood in the context of solving a teaching problem (Bass, 1998), this keynote brings possibilities to the fore through an Indigenous lens that sees knowledge generation as a site of continuous transformation. Through a critical discussion of key principles of Indigenous pedagogy, which has sustained Indigenous peoples for millennia, we might construct a praxis-based vision of SoTL that centers equity and relational accountability.

SESSION TYPES, TIMES AND LOGISTICS

CONCURRENT SESSIONS

All concurrent sessions will occur Friday and Saturday in the Aspen, Birch, Cedar, Pine, Maple, Willow, Black Bear, and Lynx Rooms on the Main Level of the Hotel. Each session is forty minutes in length which will include questions and comments.

POSTER SESSION

Although posters will be available for viewing throughout the Symposium, the formal poster session will take place Friday from 5:00 p.m. – 6:00 p.m. in the Castle / Assiniboine Rooms. Poster presenters will be available to discuss their work.

DEEP DIVE DISCUSSIONS

New to virtual Forum in 2021, the Deep Dive Discussions are an opportunity to explore an important topic in SoTL through meaningful conversations with members of the SoTL community.

Deep Dive Discussions will take place Friday from 11:05 a.m. – 12:00 p.m. in the Aspen, Birch, Cedar, Maple, Pine Willow Rooms.

TECHNICAL DETAILS

Each concurrent session room is equipped with a LCD monitor, and appropriate cabling (all presenters must provide their own computer; Mac users must provide the appropriate adaptor for HDMI). There is limited technical support available. For assistance, please speak to someone at the Symposium Registration Desk.

SPONSORS AND ACKNOWLEDGEMENTS

The Mokakiiks Centre for Scholarship of Teaching and Learning would like to acknowledge the support provided by the Office of the Provost at Mount Royal University (sponsorship of opening keynote Dr. Randy Bass), and the Academic Development Centre at Mount Royal University (sponsorship of the Opening Reception).

We thank all who supported the Symposium through your thoughtful proposal reviews.

Pop-Up Poetry

The Symposium will once again welcome Pop-Up Poetry as part of this year's activities. Armed with a typewriter and imagination, poets will provide delegates with the opportunity to have a personal poem written for them. Poets Richard Harrison and Beth Everest will be available in the Alpine Meadows at various times as noted on the schedule.

SYMPOSIUM at a GLANCE

Thursday, November 10, 2022	
8:00am - 7:00pm	Registration open
9:00am - 12:00pm	Pre-symposium workshop 1
10:15am-10:45am	Coffee
12:15pm - 1:15pm	Lunch (for pre-conference registrants)
1:30pm - 4:15pm	Pre-symposium workshops 2 & 3
5:00pm - 6:15pm	Opening reception
6:30pm - 7:30pm	Opening banquet
7:30pm - 8:45pm	Symposium opening plenary and keynote
Friday, November 11, 2022	
7:00am – 9:00am	Breakfast
8:00am – 2:00pm	Registration open
9:00am – 9:40am 9:45am – 10:25am	Morning concurrent sessions
10:30am – 11:00am	Coffee
11:05am – 12:00pm	Deep Dive discussions
12:00pm – 1:30pm	Pop-Up Poetry
12:15pm – 1:15pm	Lunch
1:30pm – 2:30pm	Plenary panel
2:35pm – 3:15pm	Afternoon concurrent sessions
3:15pm – 3:45pm	Coffee
3:50pm – 4:30pm	Afternoon concurrent sessions
4:30pm – 6:30pm	Pop-Up Poetry
5:00pm – 6:00pm	Poster session with wine & cheese
Saturday, November 12, 2022	
7:00am – 9:00am	Breakfast
8:00am – 11:00am	Registration open
9:00am – 9:40am 9:45am – 10:25am	Morning concurrent sessions
10:30am – 11:00am	Coffee
11:00am – 1:00pm	Pop-Up Poetry
11:05am – 12:00pm	Deep Dive Discussions
12:00pm - 1:00pm	Lunch
1:15pm - 2:15pm	Symposium closing plenary and keynote

Detailed Program

Thursday, November 10, 2022

Opening Reception

5:00pm – 6:15pm

Alpine Meadows

Mezzanine Level

Please join us for an informal gathering at the beginning of our tenth Symposium. This is a perfect time to reconnect with friends and colleagues, meet other scholars of teaching and learning, and enjoy the company of other participants. One drink ticket is provided with your conference registration.

Opening Banquet

6:30pm – 7:30pm

Castle/Assiniboine Rooms

Mezzanine Level

Experience has taught us that beginning with an opening banquet provides for a warm welcome into the community and good work of the Symposium. This is a chance to get acquainted with new colleagues and prepare for the rigor and excitement of the days to come.

Opening Plenary Keynote Session

7:30pm – 8:45pm

Castle/Assiniboine Rooms

Mezzanine Level

dr. linda manyguns (AVP, Indigenization and Decolonization, MRU) – opening remarks

Dr. Elizabeth Evans (Interim Provost, MRU) – welcome and keynote introduction

Dr. Randy Bass, PhD – opening keynote

Architecture of the Unexpected: Imagining SoTL Beyond the Learning Paradigm

We might think of the pandemic as having arrived somewhere in the middle of a multi-decade arc of progress around what nearly 30 years ago Robert Barr and John Tagg named “the learning paradigm.” In this context, we also might well interpret that our institutions’ ability to adapt to the pandemic crisis was every bit as much due to our progress along this arc to a new learning paradigm—as it was the existence of a digital infrastructure. This talk will explore how we might build on this idea, focusing on the relationship between the learning paradigm and the ability for our institutions--and our students—to navigate the unexpected. How might an *architecture of the unexpected* help us fully realize what a twenty-first century education must be in order to navigate the uncertain and volatile decades ahead? What might be beyond the learning paradigm that we need to let come into being if we are to refocus education on a sustainable human and planetary future?

Detailed Program

Thursday, November 10, 2022

8:00am	Registration Opens Hotel Lobby Reception Area
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Workshop#1 9:00am – 12:00pm Lynx Room

Josh Hill	<p>SoTL as Reconciliation: How might Indigenous Ways of Knowing, Ways of Being, and Ways of Doing help us to decolonize our research and teaching and contribute to reconciliation?</p> <p><i>Research has the potential to contribute to decolonization (Smith, 1999) and reconciliation (Wilson & Hughes, 2019) however complexities exist and it is vital that we engage in this work in good ways. In this workshop we will work together, inspired by Indigenous ways of doing, and you will be invited to bring, co-develop, voice, and pursue your own learning intentions during our time together and beyond. We will draw on a Medicine Wheel protocol to support us to reflect on our own positionalities, consider how our past experiences influence us, look ahead to where we are going, and identify our roles and responsibilities in this work. I (Josh) will share stories from my journey of seeking to engage in SoTL research from an Indigenist approach and reflect on how Indigenous ontology, epistemology, and axiology (or Ways of Knowing, Ways of Being, and Ways of Doing; Martin & Mirraboopa, 2003) is informing my emerging research practice. I aim to create an ethical space for us to think deeply together about how we as individuals and as a community of scholars might engage in SoTL as reconciliation.</i></p>
10:15am	Coffee in Lynx Room

12:30pm – 1:30pm	Buffet Lunch is available in the Glacier Salon
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Workshop#2 1:30pm – 4:30pm Lynx Room

Karen Manarin	<p>I have qualitative data, now what? An introduction for empirical qualitative researchers</p> <p><i>This half-day workshop introduces novice qualitative researchers to common empirical approaches to data analysis and coding. In particular, we will explore some of the differences between content analysis and empirical thematic analysis. Participants will practice coding (or labelling) data.</i></p>
3:00pm	Coffee in Lynx Room

Workshop#3 1:30pm – 4:30pm Black Bear Room

Cherie Woolmer	<p>Student-faculty partnerships in SoTL: Exploring practice through simulation and role play</p> <p><i>Working with students as partners in SoTL provides an exciting opportunity to shift from a mode of researching on students to researching with them. The purpose of working in partnership with students is to share responsibility and develop shared ownership of the research, from inception to dissemination. However, the process of working in partnership can sometimes feel a little uncertain (or even daunting) for faculty and students. The stakes can feel high when working in partnership and the opportunities to try, fail, and try again can feel limited.</i></p> <p><i>This workshop provides an opportunity to learn more about the process of working as student and faculty partners in SoTL. Drawing on scenarios developed Woolmer et al., (forthcoming), the workshop facilitators will use role plays as a way to explore different events within the research process (for example, first meetings, data analysis, writing for publication). This highly interactive workshop will give participants the opportunity to explore and practice what it feels like to set up and work through student-faculty partnerships in SoTL and to apply this to their own practice. Students, faculty, and staff are welcome to attend this session.</i></p>
3:00pm	Coffee in Black Bear Room

Opening Reception
5:00pm – 6:15pm
Alpine Meadows - Mezzanine Level

Opening Banquet
6:30pm – 7:30pm
Castle/Assiniboine Rooms - Mezzanine Level


Opening Plenary Keynote Session
7:30pm – 8:45pm
Castle/Assiniboine Rooms - Mezzanine Level


Detailed Program

Friday, November 11, 2022

7:00am – 9:00am	Breakfast in the Crave Restaurant, seating in the Glacier Salon
8:00am	Registration Opens Hotel Lobby Reception Area

Concurrent Sessions 9:00am – 9:40am

Aspen	<p>Shifting and Transforming Educational Practices with Inquiry-Based Learning: Aspiring to Meet the Educational Needs of Learners of the Future Natalie Beltrano (University of Windsor), Dr. Beth Archer-Kuhn (University of Calgary), Kemi Adebayo (University of Calgary)</p> <p><i>This presentation reports on the outcome of a three-year SoTL study from a Teaching Scholars Project on social work curriculum. We share significant findings of student self and peer assessment to reveal the positive impact of SoTL on transforming teaching and curricular practices, and student learning. Students completed both self and peer assessment on four key skills required in higher education: Reasoning Skills; Collaboration; Critical Thinking and Critical Reflection; and, Research. Our presentation adds new knowledge to the area of Inquiry-Based Learning (IBL) pedagogy as reported by participants themselves and their peers. Participants will develop an understanding of the potential of IBL to enhance students' key skills to promote lifelong learning and critical thinkers to promote social justice post-graduation.</i></p> <p style="text-align: right;">Research on training and learning</p>
Birch	<p>I did not sign up for this! An exploration of post-secondary educator and student learning during the Covid-19 pandemic. Jeff Kuntz & Viola Manakore (NorQuest College)</p> <p><i>This session unpacks the results of an extensive research study conducted in October of 2020. The study focused on the experiences of instructors (139) and students (430) at Alberta post-secondary institutions during the early months of the Covid pandemic. How did instructors and students cope with the sudden transition to emergency remote teaching? Did the ongoing pressures of pandemic learning such as isolation and Covid protocols, technology and connectivity requirements, communication and learner support, independent skill development, and assessment integrity impact their experience? What lessons might post-secondary educators and institutions learn about building community, enhancing instruction, providing support, fostering engagement, and adapting for asynchronous and synchronous environments? In our presentation, we will share our inquiry questions and design, instructor and student demographics, survey and interview instruments, data analysis frameworks, key findings, research implications and next steps. Most significantly, the presentation will include instructor and student experiences - including their reflections.</i></p> <p style="text-align: right;">Research on training and learning</p>
Cedar	<p>Views and value of general education on advancing undergraduate student science literacy Nick Strzalowski & Mandana Sobhanzadeh (Mount Royal University)</p> <p><i>Science literacy is necessary for the full participation in democratic and cultural discourse, and to make informed personal decisions influenced by scientific issues. The enhancement of science literacy is a longstanding educational goal of liberal arts/general education. We will present findings from a mixed methods study that investigated undergraduate student science literacy with specific interest on student program, gender, and level of study. Data were collected through an online questionnaire and semi-structured interviews to explore scientific knowledge, engagement, and beliefs in 272 students. We observed that program and gender, but not level of study impacted science literacy outcomes.</i></p> <p style="text-align: right;"></p>

	<p><i>Students with higher foundational knowledge were less likely to believe in pseudoscience and more likely to hold favourable views on science. Interviews confirmed that students who understood scientific methods were less likely to believe in pseudoscience. This work advances our understanding of student science literacy and offers pedagogical and scholarly insights.</i></p> <p style="text-align: right;">Research on training and learning</p>
Maple	<p>Looking back, looking ahead: Protocols, approaches, opportunities, and challenges of scoping reviews in SoTL Richard Hayman & Erika Smith (Mount Royal University)</p> <p><i>Conducting review activities and critically examining the methodological approaches used in SoTL reviews are necessary for looking back on, and ahead to, key issues, trends, and gaps in the field. In this session, we will consider this issue of why and how such review methodologies contribute value by presenting our process for establishing a scoping review protocol that examines the use of social media technologies in undergraduate teaching and learning. We will then invite critical discussion around the wider opportunities, challenges, and lessons learned for scoping reviews as meta-level research contributions to SoTL, leading to a discussion amongst SoTL scholars also looking to engage with literature reviews in their own scholarship as research contributions.</i></p> <p style="text-align: right;">Research on training and learning</p>
Pine	<p>Learning and teaching about the scholarly communication process: Findings from graduate students and supervisors Christie Hurrell & Jenna Kardal, Susan Beatty, Jennifer Lee, Caitlin McClurg (University of Calgary)</p> <p><i>Learning about scholarly publishing is an important part of graduate students' transition from novice learners to experts in their particular field. However, the complexity of the scholarly communication process, and of the social and emotional factors that accompany it, can be barriers to graduate student learning about academic publishing. This presentation will share insights from focus groups with graduate students and faculty mentors at a Canadian research-intensive university about learning and teaching scholarly communication. The presentation will highlight both areas of overlap and difference in how students and mentors discuss the barriers and enablers to learning and teaching about scholarly publishing. Key findings include differences in learning by program, supervisor, and structured supports. Our study provides insights into how librarians and mentors can better support graduate students as they learn about academic publishing.</i></p> <p style="text-align: right;">Research on training and learning</p>
Willow	<p>Expanding a Professional Learning Community to focus on Inclusion, Belonging, and Student Success Heather Carroll, Sarah Pecoskie-Schweir & Pat Maher (Nipissing University)</p> <p><i>This session explores a case study of the professional learning community (PLC) at Nipissing University, with participation from faculty, staff, and students. Over the course of the pandemic, the PLC took the form of a virtual book club hosted by Nipissing University's Teaching Hub. The selected text in Fall 2021, <i>The Privileged Poor</i>, examines issues of race, class, and first-generation student status in higher education. Presenters will discuss the structural changes they made to the PLC, such as the expansion of participants to include students, the impact it had on participants, and how members of the Nipissing University community are adapting their professional practices to create an environment that is more inclusive to low-income and/or first-generation students.</i></p> <p style="text-align: right;">Research on training and learning</p>
Lynx	<p>Combating Racism Towards Indigenous Peoples by Seeking to Include Indigenous Perspectives in a Department of Education Josh Hill (Mount Royal University)</p> <p><i>As a department of education we have been seeking to combat racism towards Indigenous People by seeking to include Indigenous perspectives in our program and support our student teachers to include Indigenous Perspectives in their practicum classrooms. I employed a scholarship of teaching and learning case study design to better understand how what we have been doing is working and to identify future steps towards this important work. I will present and discuss findings from surveys</i></p> <p style="text-align: right;"></p>


	<p><i>administered to instructors, program graduates, and teachers from our partner schools. This research may have relevance to post-secondary instructors seeking to include Indigenous Perspectives in their programs and to those interested in pursuing scholarship of teaching and learning towards decolonized, socially just, and inclusive pedagogy.</i></p>	<p>Research on training and learning</p>
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Concurrent Sessions 9:45am – 10:25am		
Aspen	<p>Students as partners in the design of 21st century classrooms Georges-Philippe Gadoury-Sansfacon (Bishop’s University)</p> <p><i>The rapid move to online instruction caused a shift in traditional positions of expert and learner, whereby faculty members moved from mastery of their field and teaching space into learner positions. In the design of this program in the context of COVID, we saw an opportunity to deploy students as partners in the co-design of COVID classrooms; we were informed by the work of Students as Partners (SaP), including spaces where the reversal of traditional paradigms would lead to student-centered innovation. In June 2020, Bishop’s University hired 23 students as Online Learning and Technology Consultants (OLTCs) to help faculty prepare for Fall 2020. Following the success of the SaP model for course design, we expanded the program across the other three institutions. In this presentation we will share the program’s impact on students, faculty, and the institutions more broadly across the first two phases of the project.</i></p>	<p>Student-as-partners</p>
Cedar	<p>The Nunavut Law Program: Bringing Legal Education to the North Wendy Parkes (Lakehead University Bora Laskin Faculty of Law), Benjamin Ralson (University of Saskatchewan College of Law)</p> <p><i>The Nunavut Law Program was an innovative partnership between the University of Saskatchewan College of Law and the Nunavut Arctic College. Twenty-two students graduated with their Juris Doctor degrees in 2021, the majority Inuit. We examine the Program as a case study in the tailoring of legal education to meet the circumstances of a geographically, culturally, and legally unique region where most residents are Indigenous (Inuit). Undertaking a form of insider research, we address the program’s rationale, structure, and content, and the demographics of its graduating class. We situate this case study within the broader literature on the adaptation of post-secondary and professional education to the unique circumstances of Indigenous students and communities. The success of the Nunavut Law Program provides a rare and valuable case study for a more community integrated, decentralized approach to post-secondary education.</i></p>	<p>Translation and transformations of practice</p>
Maple	<p>In Their Own Words: Exploring the Influence of Participating in a Weekly Pedagogy-Focused Community of Practice on Science Graduate Teaching Assistants Joy Camarao & Dr. Cari Din (University of Calgary)</p> <p><i>Teaching assistants (TAs) teach most lab sections in undergraduate STEM courses. Despite their central role in teaching labs, TAs in our context were not previously learning about nor practicing research-based teaching strategies aimed at enabling undergraduate learning. In our study, informed by the communities of practice (CoP) framework, we facilitated a semester-long pedagogy-focused CoP to address this gap in pedagogical training and support for TAs. We conducted semi-structured interviews with graduate TAs at the end of term to learn about their experiences in the CoP. Reflecting on and talking about their teaching was a novel experience for TAs. Implementing teaching practices that were new to them, exercising autonomy, approaching teaching philosophies, and experiences with psychological safety were described by TAs. Our research suggests facilitating weekly reflection on teaching and learning in a CoP can provide TAs with opportunities to develop their teaching practices in meaningful, practical, and (sometimes!) enjoyable ways.</i></p>	<p>Translation and transformations of practice</p>

<p>Pine</p>	<p>Examining the research assistant role in a college setting Josephine Mazzuca (Humber Institute of Technology and Advanced Learning)</p> <p><i>Experiential learning in the post-secondary setting is increasingly being emphasized as an important opportunity for students. One example of this type of learning is working as a research assistant on an applied research study. (Abord-Babin, 2017) The applied research model used at many Canadian colleges includes collaboration with a community or industry partner and the hiring of students as research assistants. (Luke, 2013) This session will report on a qualitative study done to examine the role of the research assistant position as learning experience for college students. This study examined how the research assistant role in an applied research project is experienced by students and faculty as both a learning experience and a teaching tool. Individual interviews with faculty and research assistants were done to gain a deeper understanding of their experiences working on research projects together. The findings include best practice examples and a discussion of the challenges.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
<p>Willow</p>	<p>Mental illness disclosure: Preliminary findings on how and why professors disclose mental illness to their students Simone Horwitz (University of Saskatchewan)</p> <p><i>Covid has pushed discussions about mental health into the headlines but there are relatively few studies that discuss university instructors' mental illness disclosures and how these affect instructors and their students. Our focus groups interrogated how and why instructors choose to disclose and how they feel this disclosure affects them. The paper suggests that, for some, disclosure is linked to the material being taught where instructors shared their personal experiences to try to breathe life into course theories, principles, and practices. For others it is about normalizing and destigmatizing these topics and making students feel more comfortable with expressing their own challenges. For still others, disclosure is linked to advocacy and activism. Although there were positive outcomes for students, analyses also reveal negative outcomes from disclosure for instructors, such as extra emotional and practical labour on instructors that variously impacts their careers and wellbeing.</i></p> <p style="text-align: right;">Research on teaching and learning</p>

10:30am-11:00am	Coffee Break in Alpine Meadows
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Deep Dive Discussions 11:05am – 12:00pm

<p>Aspen</p>	<p>Examining How Students Read in Your Discipline Jodi Nickel & Brent McCollum (Mount Royal University)</p> <p><i>Students frequently struggle with post-secondary reading requirements because each discipline has its own ways of reading and these methods may be opaque to the students (Middendorf & Shopkow, 2018). Our research team, a group of faculty members from science, social science, and humanities engaged in interdisciplinary conversations about reading in our disciplines to help illuminate blind spots in our own disciplinary reading practices and then interviewed students about their reading. This Deep Dive discussion will invite participants to consider:</i></p> <ul style="list-style-type: none"> - how they read in their disciplines - how they make the requirements and processes of reading in their disciplines explicit to their students - what concepts are difficult for students to understand and serve as bottlenecks to subsequent learning, - how they might collect data to better understand how students read in their discipline <p style="text-align: right;">Theories and methods of SoTL</p>
<p>Birch</p>	<p>Simulation: Helping to set roots within inter- professional practice Peter Choate, Christina Tortorelli, Lisa Semple, Maryjane Kanikwu (Mount Royal University)</p> <p><i>Simulation has been used in professions such as nursing and medicine, providing solid foundations for understanding how this learning activity can build professional skills. In our work on</i></p> <p style="text-align: right;"></p>

	<p><i>interprofessional simulation, we have explored the value of bringing together students across multiple professions who all play roles in the lives of our clients - social work, nursing, child studies, justice, education. This work represents the real world experience of clients who find themselves intersecting across professions, agencies and service environments. This work seeks to help students move away from silo thinking and case planning, into one where the client is at the centre of interconnected professional work. This also adds to students thinking about supports and solutions as existing across broader and more diverse settings. This workshop will consider:</i></p> <p><i>Developing simulation through interprofessional pedagogical considerations</i></p> <p><i>Engaging community in developing content including community advisory, media and communication expertise</i></p> <p><i>Linking courses and assignments</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Cedar	<p>Centering EDI in the Scholarship of Teaching and Learning Jennifer Ross & Fiona Rawle, Nicole Laliberte (University of Toronto)</p> <p><i>The field of SoTL has not routinely kept abreast of the increasing emphasis on equity, diversity, and inclusion (EDI) permeating conversations both on and off college campuses. Looking back, we discover that much scholarship of teaching and learning has largely failed to center EDI as components foundational to the formation, research, and praxis of the field. Nor has SoTL research and practice adequately acknowledged structural barriers to student achievement. We thus invite participants to reimagine SoTL from a perspective that centers EDI as foundational to the scholarship and practice of teaching and learning. The session focuses on two areas specifically: (1) research on the value of learning from feedback/failure, and (2) student engagement. It is our hope that this deep dive into the role of EDI will generate more conversation and serious reconsideration of the field in order to make it more broadly applicable, impactful, and equitable in the future.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>
Pine	<p>The Importance of "Love" in Authentic Decolonization and SoTL Work Carolyn Bjartveit & Courtney Gariepy (Mount Royal University), Hannele Gordon (Wee Wild Ones Nature School)</p> <p><i>The definition of "decolonization" is contextual, relational and holds multiple meanings (Andreotti et al., 2015; Battiste, 2013; Smith, 2012) but it is seldom associated with the term "love." This session explores how creating "ethical spaces" (Ermine, 2007) for engagement with Indigenous partners and community organizations has helped Bachelor of Child Studies students understand the deeper meaning of decolonization and its connection to love in the context of academic and professional practices. During the 2021-22 academic year four students collaborated with their professor and a community partner, Wee Wild Ones nature inspired school, on decolonizing the organization's early childhood education curriculum. The teachings of Elders and Knowledge Holders at Mount Royal University and within the wider community, challenged the students' understanding of decolonization and shifted their focus from an efficiency driven, goal-directed project approach toward building authentic relationships rooted in love, respect, and inclusivity.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>
Willow	<p>Indigenous Ways of Knowing Course Design - A Story of Where to Begin Lorelei Anselmo (University of Calgary), Gabrielle Lindstrom (Mount Royal University)</p> <p><i>In 2017, the University of Calgary launched ii'taa'poh'to'p, an Indigenous strategy which describes a path to authentic reconciliation as the "knowledge and understanding of Indigenous perspectives, world views, histories, cultures, and belief systems" (Office of Indigenous Engagement, n.d.). Felten's (2013) "grounded in context" principle of good scholarship of teaching and learning (SoTL) practice can be applied when developing a course design resource that incorporates a willingness to be part of the path to authentic reconciliation. Using Lindstrom's (2022) Indigenous guiding principles for curriculum development projects, we consider five points of inquiry into Indigenous ways of knowing course design that may assist faculty and instructors when intentionally designing their course to engage with Indigenous knowledges. In the deep dive discussion, participants will share their experiences with advancing the scholarship of teaching and learning through parallel processes that center both on the learner and Indigenous ways of knowing course design practices.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>

Lynx	<p>Hoping, Resisting, Loving: Imagining SoTL through Beauty Brad Wuetherick (University of British Columbia), Anna Santurcci (University College Cork), Mays Imad (Conneticut College), Joshua Caulkins (Embry Riddle Aeronautical University)</p> <p><i>How has the emergence of SoTL been helping us enact Love and Hope in Higher Ed? Moving forward, how do we see its multifaceted potential growing into an (even more) powerful site of Resistance? In what ways does our practice as scholarly teachers allow us to find Beauty in our discipline(s), to breathe and co-create with our students, and to resist from within the product-driven, overworking culture of Higher Ed? This session encourages participants to share their stories about how they continue to Love their students, their disciplines, and their peers through SoTL; grounded in these stories, we will look for Beauty around us and explore together new possibilities and paths forward for our (re)imagined “classrooms” (in their variety of configurations) as sites of generous giving where we love with our time, attention, energy, and scholarship.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>
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12:00pm – 1:30pm	Pop-Up Poetry
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12:15pm – 1:15pm	Lunch in Glacier Salon
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1:30pm – 2:30pm Castle/Assiniboine	<p>Panel session, facilitated by Dr. Cherie Woolmer, Canada Research Chair (SoTL)</p> <p style="text-align: center;">Panel members</p> <p style="text-align: center;">Heather Carroll, former student partner and staff member, Nipissing University Sarah Pecoskie-Schweir, undergraduate student, Nipissing University Sara Reena, recent graduate, Mount Royal University Celeste Suart, graduate student, McMaster University</p> <p>This panel provides an opportunity to hear from current and former student partners about their experiences of engaging in SoTL. Panelists draw from a range of perspectives as current and recently graduated students who have worked on SoTL projects that vary in scope and scale. In addition to sharing the impact of being involved in SoTL (during and beyond their studies), panelists share tips for faculty considering working in this way with their students.</p>
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Concurrent Sessions 2:35pm – 3:15pm	
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Aspen	<p>Students-as-Partners versus Students-as-Employees: Division of Labour between Students, Faculty, and Staff in the McMaster Student Partners Program Celeste Suart & Jennifer Zhu (McMaster University)</p> <p><i>The McMaster University Student Partners Program (SPP) provides funding to faculty and staff to hire undergraduate and graduate students to work in partnership on projects focused on enhancing teaching and learning. The expectation is that these partnerships are reciprocal and equitable. This dynamic stands in contrast to more conventional work-study positions, which are more hierarchical. We are conducting a survey of students, faculty, and staff in the Summer 2022 SPP cohort to assess what kinds of work partners in the program are undertaking and how this work is being divided amongst team members. Using a mixed-methods analysis including time-use data, quantitative measures, and open-ended feedback, we will assess if student partners are working in equitable partnership with faculty and staff partners, or if traditional hierarchies are being replicated. This study will contribute to our understanding of partnership within post-secondary institutions where students are often subordinately positioned to faculty and staff.</i></p> <p style="text-align: right;">Student-as-partners</p>
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Birch	<p>Cognitive Imperialism and Indigenization in STEM Collette Lemieux, Nikita Kahpeaysewat (Mount Royal University)</p> <p><i>About two years ago, we had the idea of developing lesson plans to introduce students in a first-year general education course to Indigenous ways of being and knowing in science and mathematics. As we navigated the process, it became apparent the impact that cognitive imperialism (Battiste, 2018) had on our ability to have students engage effectively and successfully with Indigenous epistemologies. Through public education, students have been steeped in Eurocentric epistemologies, and implicitly and unwittingly believe that Indigenous knowledge systems are “inferior and irrelevant to Eurocentrism” (para. 8). Due to this, we reconsidered the effectiveness of the ‘dropping in’ Indigenous knowledge in a Eurocentric course.</i></p> <p><i>In this presentation, we will discuss our motivations for taking on this project, our reflections on how acknowledging cognitive imperialism has guided our work, and how we plan to move forward as we grapple with these tensions.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Cedar	<p>Relational pedagogy and mental health: Should instructors disclose their mental illnesses to students? Jake Bergen (University of Saskatchewan)</p> <p><i>For post-secondary instructors committed to relational pedagogy, building bridges between ourselves and students is a primary goal of our teaching. For instructors living with mental illness, there is an increasing need to consider whether to disclose our mental health conditions to students. Our study asked what the tangible benefits and potential drawbacks might be when instructors disclose their mental illness in the classroom. Using surveys and researcher journal observations, this case study reports on data collected from 98 students across four post-secondary courses during the span of one semester. Findings indicate that over 50% of students had personal experiences with mental health disorders. In addition, students indicated that they found their instructor to be more approachable after their disclosures, and none indicated that their respect for the instructor or perceptions of their competency decreased. Findings suggest that there may be benefits to disclosing mental illnesses to students.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Maple	<p>Experiential Education Through Graduate Peer-Review Helen Connolly, Marigona Morina, Subrata Bhowmik (University of Calgary), Anita Chaudhury (University of British Columbia)</p> <p><i>In this presentation, we examine how double anonymous peer feedback at the graduate level influences student writing. Using experiential learning as a theoretical framework, this case study examined how graduate student writing was influenced by an anonymous peer review process. Data for the study consisted of writing and peer feedback collected from the students, surveys, and in-depth semi-structured interviews. This experiential learning opportunity allowed students to participate in a community of practice, to develop greater understanding about a typical scholarly publishing workflow, and to reflect on their own writing through the giving and receiving of often complex and diverse feedback within the peer review process. The findings of this study provide insight into how experiential learning opportunities can be created and optimized through peer feedback practices and how these can be integrated into graduate programs.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Pine	<p>Does this work? Examining the effectiveness of learning about trauma, online Monica Pauls & Natalie Hoa (Mount Royal University)</p> <p><i>Increasing efforts have been made to integrate a trauma-informed orientation into post-secondary human service programs. Practicum courses provide opportunities for this integration, as concepts can be introduced in the classroom before they are applied in practice. As such, instructors in the Faculty of Health, Community and Education at MRU decided to implement an online training program, Being Trauma Aware (BTA), as a course requirement in some first-year practicum and professional practice courses. Research is being conducted to gain a greater understanding of the effectiveness of this online training, examining “what works” in relation to the BTA as a teaching method and “what is” in relation to the impact of this method on students’ preparedness for the field. This presentation will</i></p> <p style="text-align: right;">➔</p>

	<p><i>provide insights into the effectiveness of an e-learning model and contribute to attendees' understanding of whether or not the online platform can play a role in teaching about trauma-informed care.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Willow	<p>Undergraduate teaching and learning implications from a study on faculty perceptions of open access and predatory publishing Richard Hayman (Mount Royal University)</p> <p><i>Looking back on the growth and increased awareness of open access publishing, and the consequent rise of predatory publishing, this session presents findings and implications for undergraduate teaching resulting from a study exploring faculty perspectives on these issues at a teaching-focused university. The results show that these faculty support open access but continue to hold onto myths about OA and misunderstand it. In addition, many faculty do not teach or engage with students about open access and predatory publishing practices at all. By highlighting study results and connecting them with teaching and learning impacts, the session seeks to address some concerns about how undergraduate students learn to distinguish good research from bad. This is a skill of increasing importance and one that young researchers need to learn now, in the age of misinformation, and especially relevant if they are to carry this awareness into the future.</i></p> <p style="text-align: right;">Research on teaching and learning</p>

3:15pm – 3:45pm	Coffee Break in Alpine Meadows
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Concurrent Sessions 3:50pm – 4:30pm	
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Aspen	<p>Group Testing: Try it! You just might like it! Astrid Heidenreich</p> <p><i>During collaborative assessment, students work together in a testing situation, i.e., multiple choice, essay, or synthesis. Previous research shows that collaborative assessment improves test scores, increases meta-cognition and critical thinking while at the same time decreasing test anxiety. In this study, 16 Bachelor of Education students were interviewed using 7 different questions to gain a better understanding of their perceptions of collaborative assessment. It was found that the majority of the students preferred collaborative assessments over the traditional individual forms of testing despite lacking awareness of the benefits that come from collaborative assessment. My presentation will provide insights to collaborative assessment and the reasons for the viability of this form of assessment.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Birch	<p>Supporting undergraduates towards equitable learning opportunities through Relational Pedagogy: Lessons learned from a Learner-Driven, Instructor-Facilitated Approach to achieve decolonizing, anti-racist pedagogical goals Elaine Khoo (University of Toronto)</p> <p><i>Deficit thinking about students considered Other continues the pathologization of difference as deficit (Heng, 2018; Valencia, 2010), and lack of recognition for the underlying roots of visible problems such as mental stress, academic integrity violations, and lack of engagement. To counter the deficit discourse on students who face culture- and language-related barriers, a co-curricular support program at a Centre for Teaching and Learning that is student-driven, and instructor-facilitated (LeD-Inf) was implemented to scaffold students in developing the habits of thinking and being so that they are socialized to the academic literacy and academic integrity expectations of their Canadian university. As this approach resulted in a high volume of writing (6000-10000 words per student on average) during the pandemic, the impact will be further investigated with a new cohort through interviews to gain insights of the relational pedagogy (Gravett et al., 2021) on student learning and self-regulation (Zimmerman, 2002)</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>

<p>Cedar</p>	<p>Catalysts in transformation - co-creating curricula through SoTL Marian McCarthy, Catherine OMahony, John Barimo, Ruth Hally (University College Cork), Patrick Kiely (Flux Learning)</p> <p><i>Curriculum reform is a potential catalyst for institutional transformation in Higher Education, but curriculum design is often side-lined and seen as “marginal and subservient to the needs of strategic planning and quality assurance”. This paper explores the potential of the curriculum as the site of SoTL research drawing on insights from an action research project conducted with staff and students in support of a curriculum change initiative at University College Cork. It considers the limitations of this research and the complexity of designing a professional development offering which responds to institutional priorities, the development needs of staff and serves to transform student learning.</i></p> <p style="text-align: right;">Translation and transformations of practice</p>
<p>Maple</p>	<p>“Labours of Love” and “Tedious Processes”: What Undergraduate Reflections on the Research Process Tell Us About Information Literacy Madelaine Vanderwerff, Christopher Thomas & Sara Sharun (Mount Royal University)</p> <p><i>What do students tell us about their experience of research when we encourage them to reflect on their learning? Given only a few prompting questions, student applicants for a Library research award wrote reflective essays in which they were free to contemplate any and all aspects of their research journey.</i></p> <p><i>In this session, we will:</i></p> <ul style="list-style-type: none"> -Share insights gained from student reflections on academic research in order to understand the context of students’ learning. -Discuss the practical challenges and benefits of using qualitative research methods to study information literacy as it is experienced across disciplines -Consider the nature of undergraduate students’ experiences with research as a disciplinary, social and transformative process <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>
<p>Pine</p>	<p>ABC’s of cultural understanding for an engaging environment in graduate programs Marigona Morina & Zahra Golneshan (University of Calgary)</p> <p><i>In this paper, we draw upon our research projects that built upon the ABC’s model, which adopts (a) Autobiography, (b) Biography, and (c) Cross-Cultural Comparison, to understand trans theories and how they construct places for cultural awareness. As researchers from Kosovo and Iran, each of us interviewed a senior family member and compared their stories with our autobiographies. The collection of four stories helped us understand transgenerational progression and transcultural similarities and differences in the trajectories of life events. Our paper emphasizes the presence of commonalities within the transcultural context, and how people from different backgrounds faced similar social and political events that shaped their lives. Awareness on transcultural similarities and differences strengthened the bond between us as researchers, which opened opportunities for learning. Therefore, our study highlights the importance of the ABC’s model as a tool within graduate programs to create an engaging learning environment in a multicultural context.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
<p>Willow</p>	<p>Looking Behind the Curtain: A Reflective Evaluation of a Student and Faculty Partnership Project Evaluating a First Year Foundation Course in Child and Youth Care Michelle Briegel: & Bria Scarff (Mount Royal University)</p> <p><i>Looking Behind the Curtain: A Reflective Evaluation of a Student and Faculty Partnership Project Evaluating a First Year Foundation Course in Child and Youth Care is a reflection of the experiences of a student and faculty member in their partnership project evaluating the teaching pedagogy and curriculum of a first-year professional practice course in a Child and Youth Care Counsellor major.</i></p> <p style="text-align: right;">Student-as-partners</p>

Wine & Cheese Poster Session 5:00pm – 6:00pm in Castle/Assiniboine**“Hope the (prof) finds this acceptable”: Bottlenecks, uncertainties and challenges undergraduate Criminology Students face when citing Canadian law**

Madelaine Vanderwerff (Mount Royal University)

Incorporating information in research papers is an expectation of most disciplines, and knowing how to cite “right” demonstrates that students are able to explore topical dialogue occurring in a broader landscape, and engage with that dialogue through citing sources ethically and accurately. Sometimes it is not clear about how primary sources of Canadian law should be cited within their projects, leaving students to their own devices about how to navigate a multitude of sources to figure it out. This interactive poster presentation will present a snapshot of how a sample 15 students completed 3 legal citation tasks through a 90 minute think-aloud activity.

Bring your phone or mobile device, to listen to clips of participants completing their tasks, and learn more about what tools and resources students are using, challenges they faced and key themes identified through the analysis of the data collected.

Research on teaching and learning

Impact of a Common Book Initiative in a University Pathway Program - Preliminary Findings

Jim Zimmer & Deb Bennett (Mount Royal University)

Common Book initiatives are widespread among universities in the USA and are increasingly common in Canada. Common Book programs have many aims - cultivating the habit of reading for pleasure; creating a common intellectual experience; building sense of community among students; modelling intellectual engagement through reading; and others. In spite of their prevalence, published research about the outcomes of common book initiatives - especially in Canada - is scant. In this poster presentation, we: 1) describe the implementation of a common book - "So-called Normal: A Memoir of Family, Depression and Resilience" - in a multi-section course focused on student wellness, stress and coping and self-care; and 2) share highlights of preliminary data collected from students pertaining to the intended outcomes of the initiative. Our hope is that participants will have suggestions for us pertaining to additional student outcomes we could assess and additional data sources we could consider.

Research on teaching and learning

Growing a repository site for community development: Meeting at the horizon of urgency and hope through a post-secondary, cross-disciplinary, planetary health hub

Joanna Szabo, Sonya Jakubec, Sarah Brown, Deb Bennett

Climate change, global pandemics and environmental/population health issues are the greatest challenges of our times. The field of Planetary Health is an urgent cross disciplinary concern of teaching and learning. This project comprises a sustainable virtual Planetary Health series of modules via a “Planet Health Hub/Repository” designed for MRU Students, cross disciplinary Faculty and Community Stakeholders.

Student-as-Partners

Challenging Curricular Violence through Identifying Whiteness in our Practice

Heather Carroll (Nipissing University)

In this session, participants will learn to identify and dismantle the Curricular Tools of Whiteness (Picower, 2021) in their own teaching practice, instructional materials, and/or program structure.

Defining whiteness as “A social construction that has created a racial hierarchy that has shaped all the



social, cultural, educational, political, and economic institutions in society. Whiteness is linked to domination and is a form of race privilege invisible to white people who are not conscious of its power” (Henry & Tator, 2006), allows us to understand how whiteness operates.

Participants will be offered multiple definitions and given a space to make sense of the concept. We will discuss the invisibilization of whiteness, and how to identify multiple ways that curriculum can uphold whiteness.

Inquiry-Based Learning to Teach Evidence-Based Practice in Social Work: Applying a Socially Just Pedagogy to Transform Our Ways of Knowing, Being, and Doing

Natalie Beltrano (University of Windsor)

There is tension in social work discourse; calls for Evidence-Based Practice (EBP) to promote client-centered practices remains among the appeals to transform our ways of knowing, being, and doing. To apply EBP and to promote the transformation of our ways of knowing, being, and doing, students must develop critical thinking and critical self-reflection skills. These skills are necessary to address inequities and promote social justice. To reconcile the tension between EBP and transformation to practice, a framework of Inquiry-Based Learning (IBL) as pedagogy is proposed. This poster presentation will demonstrate the overlap between the cycle of inquiry and process of EBP to support the development of critical thinkers, critically self-reflective students and future practitioners, and lifelong learners to support transformation in ways of knowing, being, and doing. The potential application of IBL to teach EBP in other disciplines will be outlined with a focus on the pursuit of social justice.

The Experiential Learning Map: an Interactive Tool for Curriculum Development

Maya Saggar, Alice deKoning, Alison McReynolds, Anjali Choudhary (University of Calgary), John McArdle (Salem State University)

This poster will showcase the Experiential Learning Map (ELM), an interactive tool which supports the curriculum development process across disciplines. The map creates space for collaborative and streamlined storyboarding of a learning experience. The ELM bridges a planning gap in the curriculum development process and supports mindful and inclusive engagement with instructors, students, and the community.

The poster highlights the theoretical underpinnings and practical application of each component of the ELM. The components of the ELM are a reflection of research conducted on the critical elements of curriculum development for experiential learning opportunities.

The map considers all relevant stakeholders (participant, instructor, campus and community partner) and academic requirements (learning outcomes, learner motivations, and course material).

The ELM will be presented as an interactive dry-erase poster. This modality allows participants to engage with the framework and its authors in order to understand how to utilize the tool in their practice.

The Future is Online/Blended Learning: An Overview of the U15 Group of Canadian Research Universities’ Online and Blended Learning Policies

Raisa Alarakyia Jivani, Cameron Carley, Alysia Wright (University of Calgary)

Recently, the global use of blended and online learning (BOL) in higher education has increased due to the COVID-19 pandemic. Many of the U15 Group of Canadian Research Universities are currently investigating how to create, improve, and sustain BOL policies. Yet, the quality of the existing policies varies greatly across these institutions: some have yet to implement a formal policy despite dedicating numerous resources to support stakeholders in this transition. Definitions of BOL across institutions are inconsistent, thus, they must be standardized to ensure quality learning experiences for faculty and students. Further, literature



on BOL policies requires attention because faculty, students, and administrators are expressing frustration with the scarcity of these policies. This poster outlines specific strategies and roles pertaining to the improvement of BOL policies at U15 higher education institutions; identify gaps in the policies used by U15 universities, especially surrounding accessibility; and present considerations for future policy development.

Drivers of social accountability among physicians: Findings from qualitative interviews with medical school alumni

Harini Aiyer, Kalyani Premkumar (University of Saskatchewan)

Social accountability (SA) of health professionals emphasize their role in addressing issues of equity in the population they serve. Therefore, health professional education must focus on instilling SA in health professionals. There is limited literature offering a longitudinal perspective of how students sustain the practice of SA. This project used a case study approach to explore the perceptions of the alumni of a medical school, regarding the role of their institution in instilling and fostering SA in them.

The first phase of the study used in-depth semi-structured interviews to explore the perceptions and experiences of graduates from 1960-2015. The study offers a fresh perspective and dimension on how SA is addressed by medical schools. The findings may be adapted by medical schools to understand how their own SA initiatives have been sustained among physicians over the long run.

Connection in the Classroom with Cookbooks

Alyssa Ferns (Algonquin College), Doug Thomson, Marilyn Cresswell (Humber College)

Developing a sense of community in the classroom is central for student success. A lack of social support with other students can contribute to academic failure and dropout (Silva & Ravindran, 2016). We have proposed a way to increase connectedness in the classroom that relates to sharing memories about food. Sharing family recipes, and personal histories fosters a sense of community (Schermuly & Forbes-Mewett, 2016). A pre-post repeated measures design was implemented whereby the experimental group (completed the recipe project) and the control group did not. Participants were recruited across two degree programs at Humber College and completed the connectedness survey both pre and post. Preliminary results did not show significant differences between groups, although descriptive analysis indicated that 24% of students feel left out, and 36% of students don't engage in class discussion because of fear what peers may think. Further results and limitations will be discussed.

Collaborative Learning during COVID -19 in Legal Education: Challenges and Lessons Learned

Wendy Parkes (Lakehead University Bora Laskin Faculty of Law)

The switch to online learning during COVID-19 required adopting innovative ways to keep students engaged and motivated. Drawing on the results of student assignments and feedback, and from the existing literature, this study analyzes the impact of collaborative learning techniques such as peer reviews, group work and reflective writing in a law school. It discusses lessons learned for designing future legal courses and experiential learning programs for lawyers in training. It contributes to the emerging literature on the impact of COVID-19 in professional schools.

Detailed Program

Saturday, November 12, 2022

7:00am – 9:00am	Breakfast in the Crave Restaurant, seating in the Glacier Salon
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Concurrent Sessions 9:00am – 9:40am

<p>Aspen</p>	<p>Co-constructing learning environments: Activating students’ voice and agency using visual preference surveys Alison McReynolds, John McArdle, Alice de Koning, Maya Saggat, & Anjali Choudhary (University of Calgary)</p> <p><i>With participants, we explore the value of student-instructor collaboration when designing learning experiences in a constructivist way. Framing education as reciprocal partnerships provides students intentional and ethical space to expand their voice and agency in post-secondary learning environments. By employing a visual learning technique, a visual preference survey (VPS), this session demonstrates how creating a common language and norms can place students and instructors on an equal plane. Participants will first engage in a VPS, a technique used to record participant reactions to a series of image pairs. The images showcase different learning environments, and generate an inclusive conversation. The session will encourage self-reflection and support of others’ perspectives in critical conversations. In closing, participants will reflectively discuss their choices and further explore their initial assumptions, subjectivity, and bias associated with the concept of power and authority in the classroom.</i></p> <p style="text-align: right;">Student-as-partners</p>
<p>Birch</p>	<p>All the Feels: Comparing Student Feelings of Apprehension and Self-Doubt to their Actual Performance in Team Learning Environment Rebecca Carruthers Den Hoed (University of British Columbia)</p> <p><i>Team-based learning (TBL) is well-researched teaching approach that has been shown to improve student preparation, engagement, critical thinking, and performance (Sisk, 2011). The approach sees students participating in individual and collaborative learning activities that move gradually from lower to higher level cognitive levels and, ultimately, empower students to solve significant problems using course concepts (Michaelson & Sweet, 2008). The problem addressed in this presentation is TBL’s impact on student self-efficacy and apprehension — especially in first-year undergraduate courses (e.g., Charalambous et al., 2021; Green & de Bodisco, 2020). Drawing on results from a pilot study of TBL in a first-year writing course — and its impact on student writing self-efficacy, apprehension, and performance — this presentation explores the impact a challenging teaching approach like TBL can have on students transitioning into university. Given the transformative potential of TBL, this presentation explores strategies for integrating TBL into first-year courses.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
<p>Cedar</p>	<p>Development and Design of the Masters of Health Professions Education Program: A Reflective Case Study Amanda Stalwick, Vicki Squires, Kalyani Premkumar, Michael Cottrell, Dirk Morrison, Alison Kraft (University of Saskatchewan)</p> <p><i>The Masters of Health Professions Education program originated from the College of Medicine Accreditation process in 2016/2017. Out of the accreditation conversations was a recognized need to improve instruction within the College of Medicine (Boyer, 1990). The College of Education together with the Colleges of Medicine, Veterinary Medicine, Nursing, Dentistry, Pharmacy and Nutrition, Kinesiology, and Rehabilitation Science collaborated to create and launch the Masters in Health Professions Education Program in Fall 2020. The creation process using design labs facilitated by experts from</i></p> <p style="text-align: right;">➔</p>

	<p><i>the Gwenna Moss Centre for Teaching and Learning exemplified the core principles of SoTL for the development of learning outcomes, determination of the underpinning structures and delivery models that weaved the courses into a cohesive program, and the construction of the assessment tools for the courses. The initial intakes and delivery similarly required collaborative approaches across the seven health science colleges and the College of Education.</i></p> <p style="text-align: right;">Translation and transformation of practice</p>
Maple	<p>Dual Perspectives on Onboarding and Correctional Education: Aligning Teaching and Learning Research Results from Two Case Studies Andrew Mardjetko & Christina White Prosser (University of Calgary)</p> <p><i>In this presentation will use onboarding as the critical lens in which to discuss, two case study research projects, focusing on onboarding and the role correctional education plays in helping to rehabilitate offenders incarcerated in the correctional system. This recognizes the various ways in which onboarding can be understood and extended beyond traditional approaches, acknowledging that both socialization (Bauer, Erdogan, & Taylor, 2012), and integration (Hillman 2010), within the context of onboarding may have a multifaceted meaning. Using this information as the foundation on which to ground our presentation we aim to highlight the important connection onboarding can have and the critical role it plays in various educational settings.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Pine	<p>SoTL as a Signature Pedagogy of Educational Development: An Illustrative Case Using Social Media to Build Digital Literacies Erika Smith (Mount Royal University)</p> <p><i>The scholarship of teaching and learning (SoTL) has been articulated as an “increasingly explicit part of the educational development toolkit” (Felton & Chick, 2018, para. 10). In this presentation, we will explore Felton & Chick’s conception of SoTL as a signature pedagogy of educational development (ED) through an illustrative case using SoTL in ED practice. This case explores how results of a cross-sectional survey of undergraduates (N = 496) on their need for digital literacies, particularly with regard to social media, was used to critically inform educators’ learning and development. Discussion will enable participants to engage with signature SoTL concepts and traditions, as well as recent research of social media and digital literacies with undergraduate students, and connect these with illustrative examples from ED practice in ways that aim to promote critical digital pedagogies in teaching and learning contexts today.</i></p> <p style="text-align: right;">Translation and transformations of practice</p>
Willow	<p>Checkboxes and Moral Conundrums: Professors with Mental Illness Reflect on Campus Diversity, Equity, and Inclusion Initiatives Jan Gelech (University of Saskatchewan)</p> <p><i>Although global research has emphasized high rates of mental illness amongst academics, little is known about how Canadian professors living with mental illness experience academia. We used focus groups to explore how professors living openly with various mental illnesses relate their own experiences to campus diversity, equity, and inclusion (DEI) initiatives. Analyses revealed that despite unanimous agreement about the value of DEI initiatives, participants had mixed feelings about using these programs personally. Reasons for this hesitation included the ambiguity of the term ‘disability’, the shifting nature of personal symptomology and functional status, concerns about taking supports away from more deserving academics, and the sense that personal accomplishments might feel, or be perceived as, less valid with DEI supports. This suggests that while participants publicly advocate for DEI programs and the destigmatization of mental illness, they privately struggle with aspects of internalized stigma that might keep them from accessing available supports.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>

Concurrent Sessions 9:45am – 10:25am	
Aspen	<p>Is there a Scholarship of Teaching and Learning in Digital History? Mills Kelly, Nate Sleeper, Amanda Madden (George Mason University) & Celeste Sharpe (Normandale Community College)</p> <p><i>The Scholarship of Teaching and Learning in history is a well-developed sub-field. Many SOTL history scholars have researched and written widely on the subject. But to what degree have the findings from that SOTL research found their way into the digital history projects that have proliferated across the Internet in the past two decades? Given that the Internet is where most students turn for historical information, an examination of the impact of SOTL on digital history seems overdue. We will share the results of our initial investigations into the impact of SOTL research on digital history and offer suggestions for future research.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Birch	<p>Views and experiences of Accessibility Consultants and teaching faculty contributing to inclusive course redesigns in postsecondary education Philip Burge & Josephine Mazzuca (Humber College)</p> <p><i>There are growing demands in postsecondary education to both proactively support students with disabilities and toward advancing universally accessible courses. While Accessibility Consultants / Disability Counselors (hereafter ACs) play a central role in supporting students with accessibility needs, teaching faculty are traditionally most responsible for designing course. This mixed-methods research study focused on investigated a novel collaborative approach in redesigning courses using the UDL framework. Our findings highlighted the successful collaboration over a 14-week period, between teaching faculty, ACs, and an Innovative Learning unit expert in UDL, participating in three course-redesign triads. The total time contributed per AC was approximately 1.36 hours per week for the project. ACs reported applying most of their project time to, learning initially, more about UDL and later, to delving into the assessment approaches teaching faculty were proposing. Challenges and successes experienced by participating teaching faculty and ACs are discussed as are recommendations.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Cedar	<p>Development and Pilot of Virtual Reality Platform for Learning of Manual Therapy Skills in the Cervical Spine Stacey Lovo & Soo Kim (University of Saskatchewan)</p> <p><i>In collaboration with Luxonic Technologies, our interdisciplinary team contributed to design of custom VR software for cervical spine manual therapy skills in Master of Physical Therapy (MPT) students. The VR facilitates experience of a real clinical scenario for upper cervical ligamentous stress testing; and participants can interact with the “client” in the virtual clinic room in standing, sitting and supine. To explore the impact of this VR training on learning of ligament stress testing, we recruited students to compare their experience with our VR to that of commercial software. A senior MPT student completed pilot testing. After software enhancements, 7 first-year students participated. Students reported the custom software was helpful in visualization and learning of stress tests, and they appreciated being able to use their hands with the patient. Commercial software was noted to be helpful for studying anatomy. Additions of additional stress tests and scenarios to software were recommended.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Maple	<p>Collaborative Online International Learning (COIL) Enhanced American and Thai Students and Faculty’ Global Competence and Beyond Krittika Tanprasert, Pittaya Paladroi-Shane & Suchapa Netpradit (King Mongkut's University of Technology Thonburi)</p> <p><i>Global competence is the ability to examine local, global, and intercultural issues, appreciate different perspectives and work successfully with others in a multicultural environment. COIL is a virtual exchange, which has become an alternative form of study abroad during pandemic. It involves students from different countries collaborating online. This study explores how an 8-week COIL-cross-disciplinary concept (Thai and Post-Press Technology) enhance students and faculty’s global competence. Based on the principle of circular economy, they worked together on the final project to develop packaging for</i></p> <p style="text-align: right;">➔</p>

	<p><i>selected Thai desserts. Students were able to make new friends, develop empathy for their student partners through their direct experience of using foreign language (Thai and English), and improved their presentational skills. The faculty learned not only to cope with the differences between course elements, and time zones but also contesting ideas of COIL class activities, and ways to keep students' motivated.</i></p> <p style="text-align: right;">Translation and transformations of practice</p>
Pine	<p>Enhancing Collaboration Skills through Online Learning Platforms in Thai Universities Sasitorn Suwannathep, Bundit Tipakorn, Ampapan Tuntinakhongul, Jitpinya Choomsai Na Ayuthaya, Manasanan Hatthasak, Pisut Poungnak (King Mongkut's University of Technology Thonburi)</p> <p><i>Collaboration skills are the key learning outcomes in undergraduate curriculum. Universities try cultivating collaboration skills in both professional and general education through active learning activities in face-to-face learning environment. However, the Covid-19 pandemic causes the dramatic change in learning and teaching methods worldwide. In Thailand, class activities are arranged through online platforms. Students are to perform their activities with friends virtually. Therefore, the collaboration skills are quite hard to be achieved. This paper intends to share the experiences and lessons among five Thai Universities (KMUTT, KMITL, KU, SWU and CRU) on how these universities enhance collaboration skills through online learning platform during this Covid-19 pandemic and can their students achieve the learning outcome of collaboration skills. The results show that engaging the students to learn and perform group assignments through online platform is a challenging job to instructors and several factors influencing the effectiveness of learning and teaching online.</i></p> <p style="text-align: right;">Research on teaching and learning</p>
Willow	<p>Transformative Learning Strategies: Large Classroom Metinee Tanogkit & Jitpinya Choomsai Na Ayuthaya</p> <p><i>This Paper propose the strategies and factors related to the arrangement of instruction promoting transformative learning in general education curriculum which is a large class consisting of more than 100 learners by the instructors of general education curriculum at Srinakharinwirot University, Thailand. The results from content analysis show that the strategies and arrangement of the instruction promoting transformative learning were comprised of pre-learning activity period, learning activity period, and post-learning activity period. The factors influencing the arrangement of instruction promoting transformative learning in large classes consisted of characteristics of the instructors in arranging the instruction and characteristics of learners in learning</i></p> <p style="text-align: right;">Student-as-partners</p>

10:30am – 11:00am	Coffee Break in Alpine Meadows
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11:00am – 1:00pm	Pop-Up Poetry in Alpine Meadows
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Deep Dive Sessions 11:05am – 12:00pm	
Aspen	<p>Humanizing In-Person and Online Faculty Development to Build a Community of Teacher-Scholars. Janet Tilstra, Tina Sacin, Katie Querna (St Cloud State University), Kristen Carlson (Minnesota State University Moorhead)</p> <p><i>Faculty connection is the foundation of a community of Teacher Scholars. Faculty who feel valued, respected, and that they belong will be willing to take risks, ask wicked questions, and journey forward with courage and innovation. In this Deep Dive Session, we invite you to participate in an Open Space style "Unmeeting" to discuss ways to humanize SoTL work and faculty connection within a university. Using a light structure, participants will co-set the agenda for this session and be invited to participate in</i></p> <p style="text-align: right;">➔</p>

	<p><i>small group conversations related to the broader topic. Learnings will be gathered and shared at the end with the large group.</i></p> <p style="text-align: right;">Challenging ways of being, knowing, and doing</p>
Birch	<p>The HANDOVER: Translation and Transformation of practice as an iterative SoTL Marian McCarthy & Anna Santucci (University College Cork)</p> <p><i>The retirement of one academic leader and the arrival of another provides an ideal opportunity for both to look back and look ahead to maximise the development of a vibrant Teaching and Learning Centre, the nurturing of SoTL and the professional and personal development of both academics.</i></p> <p><i>This Deep Dive discussion will document the conversations and insights of both colleagues as they come to know each other over the Summer of 2022. The different cultural settings from which both emerge will be explored and critiqued. Their contrasting Professional Development models and insights will also be examined to unpack how they are effective and how they can be used to ground and advance the integration of research, teaching and learning at the Centre.</i></p> <p><i>Attendees will be invited to discuss their own assumptions regarding professional development pathways and SoTL trackways. The iterative nature of this authentic situation inspires the research.</i></p> <p style="text-align: right;">Theories and methods of SoTL</p>
Cedar	<p>Enhance Learning Through Immersive Environments – Virtual Reality, Artificial Intelligence and Biometrics as tools for learning David Maze, George Gallant, Stephen Graham (Lethbridge College)</p> <p><i>Virtual reality scenario use is an experiential exercise that removes learners from stereotypical images focusing on the interactions between people. A virtual reality scenario can be mimicking, demonstrative or illustrative of specific concepts, problems or situations. These artificial, yet remarkably realistic, environments present learning activities in which users can acquire new knowledge and skills through first-person experiences rather than study and observation in a safe environment.</i></p> <p><i>Research of immersive learning in three-dimensional environments found that immersive environments benefit learner transfer more than traditional learning methods because, when the learner understands the relationship of content to a particular context, one in which the learner has had experience changing, they are better able to see its meaning elsewhere.</i></p> <p style="text-align: right;">Translation and transformations of practice</p>
Pine	<p>The Divisive Nature of Remote Learning Among University Students Khosro Salmani & Chidera Uzoka, Joel Conley (Mount Royal University)</p> <p><i>One of the many drastic effects of the COVID-19 pandemic in early 2020 was a sudden shift to remote learning for post-secondary students. As of early 2022, remote learning is an ongoing policy for many educational institutions, for which the impact on students is yet to be understood. This study aims to build a foundation for that understanding, with a particular focus on addressing the effects on students who were working concurrently with their studies through the pandemic. A survey was conducted, gathering 181 responses from undergraduate computing students attending Mount Royal University. The survey queries the students' experience with work-school balance during the pandemic, their feelings about online classes, the perceived positive and negative aspects about learning online, and whether they would opt in to online classes in the future in the absence of any pandemic-related concerns.</i></p> <p style="text-align: right;">Research on teaching and learning</p>

12:00pm - 1:00pm	Buffet Lunch in Glacier Salon
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Symposium Closing Plenary & Keynote

Symposium Closing Plenary & Keynote

1:15pm – 2:15pm

Castle/Assiniboine Rooms

Mezzanine Level

Dr. Gabrielle Lindstrom, PhD – closing keynote

Looking back to move forward: What can SoTL learn from Indigenous pedagogies?

Every scholar, researcher or instructor has distinct motivations for undertaking a SoTL project. Whatever the reason, we are often motivated by one overarching desire: to create an enriching learning experience for our students. Perhaps we are implicitly driven by what Carolin Kreber (2013) describes as a compassionate lens which compels us to create learning experiences that are improvements over what we may have had. In effect, we often look back to our experiences as a way to move forward. We learn from our past mistakes in order to envision and embody ways that we might do better! We are engaged in a deep relationship with knowledge - with our own knowledge and that of our students. These characteristics of SoTL hold parallels with Indigenous pedagogies, ways of knowing and the embodiment of knowing. While SoTL has often been approached and/or understood in the context of solving a teaching problem (Bass, 1998), this keynote brings possibilities to the fore through an Indigenous lens that sees knowledge generation as a site of continuous transformation. Through a critical discussion of key principles of Indigenous pedagogy, which has sustained Indigenous peoples for millennia, we might construct a praxis-based vision of SoTL that centers equity and relational accountability.



Consider submitting your work for publication!

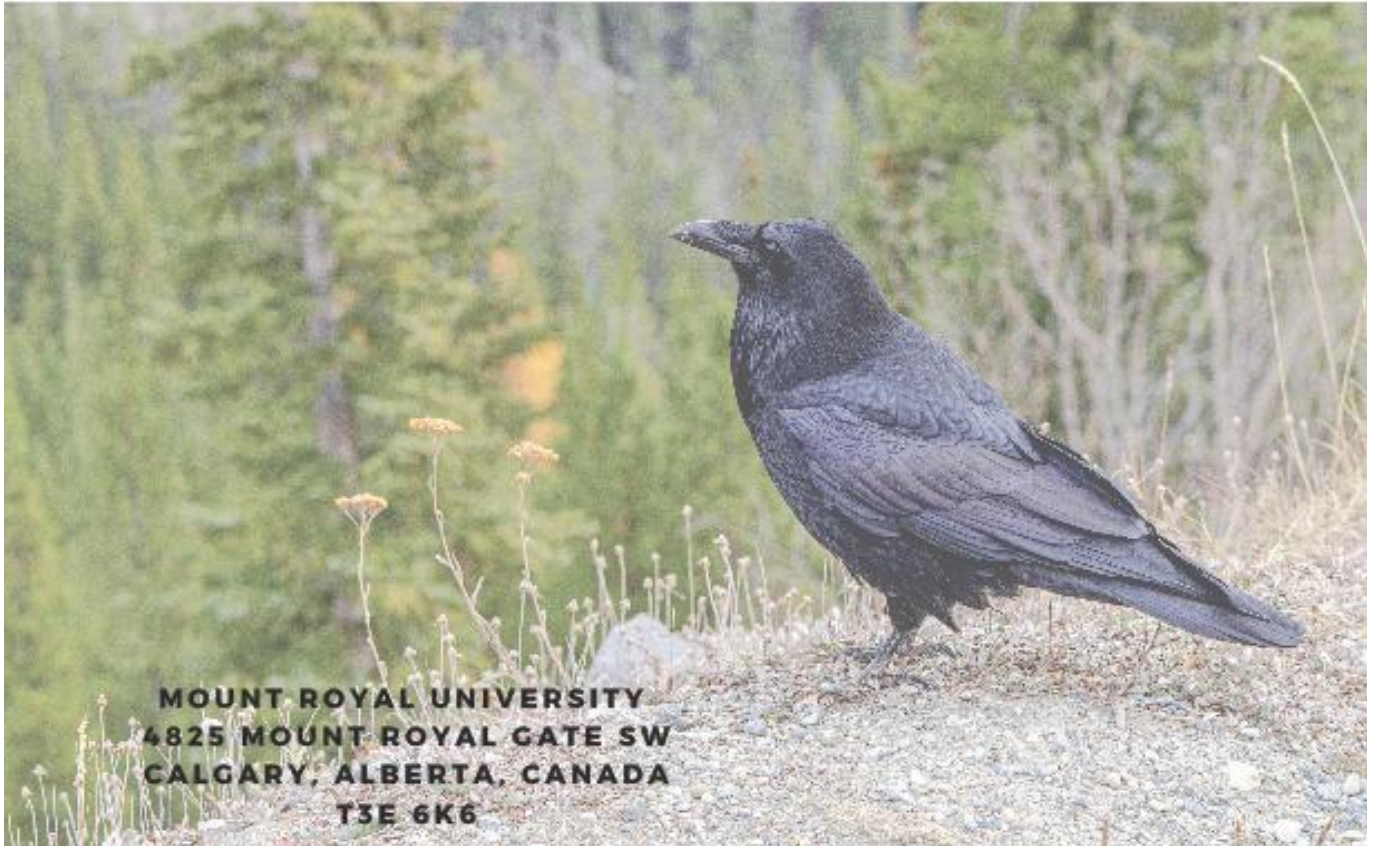
Imagining SoTL: Selections from the Banff Symposium is an open-access, peer-reviewed publication stemming from presentations at the SoTL Symposium.

We invite all presenters to consider developing a paper (or work in another form) from their presentation. Watch for the call after the Symposium!

For more information, author guidelines, and to read the first and second issue, please visit the Imagining SoTL website: mru.ca/imagining. We encourage you to create an account to receive news of calls and publication, and please consider signing up as a reviewer.

Questions? Please contact the Editor-in-Chief, Dr. Michelle Yeo (myeo@mtroyal.ca).

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