issotl

International Society for the Scholarship of Teaching & Learning

2013

CRITICAL TRANSITIONS IN TEACHING & LEARNING

OCTOBER 2-5, 2013
RALEIGH CONVENTION CENTER
RALEIGH, NC

ELON UNIVERSITY
Center *for* Engaged Learning

issotl 2013

Schedule at a Glance

Time	Wednesday, October 2, 2013	Thursday, October 3, 2013	Friday, October 4, 2013	Saturday, October 5, 2013
8:00 - 8:30		Conference breakfast	Conference breakfast	Conference breakfast
8:30 - 9:00				
9:00 - 9:30	Pre-conference Workshops CUR Symposium	Plenary: Lee Shulman	Concurrent Sessions - D	Concurrent Sessions - G
9:30 - 10:00				
10:00 - 10:30				
10:30 - 11:00		Break	Break	Break
11:00 - 11:30		Concurrent Sessions - A	Concurrent Sessions - E	Closing Plenary (Begins at 10:45 AM)
11:30 - 12:00				
12:00 - 12:30	Pre-conference lunch			
12:30- 1:00		Conference lunch	Conference lunch & Business Meeting	
1:00 - 1:30				
1:30 - 2:00	Pre-conference Workshops CUR Symposium	Concurrent Sessions - B		
2:00 - 2:30			Plenary: Sian Bayne, Thomas Horejes, & anthony antonio	
2:30 - 3:00				
3:00 - 3:30		Break		
3:30 - 4:00		Concurrent Sessions - C	Break	
4:00 - 4:30			Concurrent Sessions - F	
4:30 - 5:00				
5:00 - 5:30		Reception (5:15)		
5:30 - 6:00	Reception	Poster Session/Reception		
6:00 - 6:30			ISSOTL Interest Groups	
6:30 - 7:00	Opening Plenary: Randy Bass			
7:00 - 7:30		Dinner on your own	Dinner on your own	
7:30 - 8:00				
8:00 - 8:30	Dinner on your own			
8:30 - 9:00				

Registration Hours – Level 3 Lobby

Tuesday, 5:00 PM – 7:00 PM
Wednesday, 7:30 AM – 8:00 PM
Thursday, 7:30 AM – 7:00 PM
Friday, 8:00 AM – 6:15 PM
Saturday, 8:00 AM – 11:30 AM

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Welcome from the President and Board of ISSOTL

Welcome to ISSOTL 2013, the tenth ISSOTL annual conference! We are delighted with the outstanding preparation by the organizing committee led by Elon University. We especially appreciate the vision, energy and innovativeness displayed by Peter Felten and Jessie Moore from Elon's Centre for Engaged Learning in leading this anniversary iteration of our ISSOTL conference. We are looking forward to this meeting of members and colleagues in Raleigh as an opportunity to rekindle the ISSOTL spirit as we engage in face-to-face conversations and interactions with colleagues and students. This annual opportunity to reflect on the Scholarship of Teaching and Learning enables us to advance international dialogue and generate new ways of thinking about our practices, and the problematics that underpin them. I trust you will find the program has a rich range of topics across the scholarship of teaching and learning, with sessions that connect with a wide spectrum of interests and activities.

We are delighted to also celebrate the first anniversary of the ISSOTL journal, *Teaching and Learning Inquiry*, which provides a second venue for the exchange of ideas, research, practices, and examples of evidence-based scholarship. Through the leadership of editors Nancy Chick and Gary Poole, the journal has already published an outstanding first issue and contributions from a fabulous array of scholars to in volume 1, issue 2 which is now out. The journal's mission is to publish 'insightful research, theory, commentary, and other scholarly works that document and facilitate investigations of teaching and learning in higher education'. This vehicle for documenting practice will provide a collective record of the field and further highlight the richness of ISSOTL and its advances in respect of theorizing practice; working across and within disciplines; embracing a plurality of methodologies and modes of engagement; promoting innovation and creativeness. The editorial line is open, inclusive and pro-actively calling for new genres of scholarly records.

ISSOTL is also working on enhancing its online communication system through a review of the website led by Nicola Simmons, our VP Canada and Co-Chair of the Web Presence Committee. We hope that this project as it develops, and Teaching and Learning Enquiry will enable our community to engage with SoTL between annual meetings, and to enhance the quality of our discussions at the annual meetings.

I hope you enjoy ISSOTL 2013 in Raleigh and the opportunity it provides to meet with scholars from around the world. I also look forward to seeing you again next year in Montreal, for our ISSOTL 2014 meeting hosted by Laval University at Québec City.

Joëlle Fanghanel
ISSOTL President

ELON UNIVERSITY

Center *for* Engaged Learning

Dear ISSOTL 2013 conferees,

We are excited and honored to welcome you to Raleigh for the tenth annual conference of the International Society for the Scholarship of Teaching and Learning.
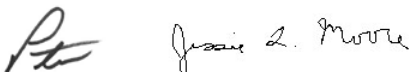
Over the past decade, ISSOTL's conferences have provided a dynamic and diverse forum for scholarly conversations about teaching and learning in higher education. This year we bring together some 600 participants from fifteen countries to continue that tradition, learning with and from colleagues. ISSOTL is a particularly rich opportunity to network and initiate collaborations; we hope you will use this conference not only to share completed research but also to launch new inquiries.

This year's conference builds on a growing theme in ISSOTL, inviting even more students to join our work. A generous grant has funded reduced registration and memberships costs for 39 undergraduates, graduate students, and post-doctoral fellows. We will briefly recognize them at Thursday's poster session, and we hope everyone will extend a warm welcome to our newest colleagues.

ISSOTL 2013 also features new opportunities to connect the conference with scholars who are not physically present in Raleigh. Five concurrent sessions will be streamed live, all of the plenary sessions will be video recorded for viewing after the conference, and three weeks of ISSOTL Online Seminars preceded the conference. Those seminars' video interviews, recordings of live chats with international experts, and a rich set of related resources will remain available after the conference at www.issotl13.com.

We are grateful to the many people and organizations that helped make this conference possible. Our sponsors and exhibitors are listed on the inside back of the conference program, and will be visible throughout the conference. An international committee also assisted with the planning of this conference. And two behind-the-scenes individuals, Heidi Ihrig and Laura St. Cyr, have done all of the little (and big!) things that make a conference hum.

Thanks to you, too, for making this conference a stimulating and rewarding experience. We look forward to spending the next few days with you, and then seeing you again in Laval for ISSOTL 2014!

Peter Felten and Jessie L. Moore
Conference co-chairs
Center for Engaged Learning, Elon University
http://www.elon.edu/cel

Nancy McFarlane
Mayor

Welcome to Raleigh!

On behalf of the members of the Raleigh City Council and the more than 404,000 residents of our city, I would like to welcome the International Society for the Scholarship of Teaching and Learning to Raleigh, North Carolina. We are glad to be your host city for **issotl 2013**, and owe a special thank you to our friends at Elon University's Center for Engaged Learning who are serving as the official hosts! It is an honor to work with them.

We are especially excited that you have chosen to hold **issotl 2013** in Raleigh. **issotl 2013** and Raleigh have a lot in common! With your longstanding reputation of being on the forefront of education and research, your focus on cross cultural and cross disciplinary study, as well as collaboration – your organization and conference fit very well in our community! It is appropriate to meet in Raleigh where research, technology, education and cross cultural collaboration are the mainstays of our local economy. We are proud of our community's reputation and that of nearby Elon University, and know your attendees will feel at home while they are here.

During your 2013 conference, we hope that you will explore and experience our great city. Raleigh is known for its hospitality and we invite you to see all that it has to offer. Great cultural attractions, fine restaurants and world class entertainment are just a few steps away from the Raleigh Convention Center. Our complimentary R-Line connector service makes it easy to get around when you want to explore a little further away. The Visitor Information Center inside the Raleigh Marriott City Center, Tourism Ambassadors and Downtown Ambassadors are all close by and available to help you find your way.

Again, thank you for choosing Raleigh, welcome to the City and we wish you a successful conference!

Sincerely,

Nancy McFarlane

Nancy McFarlane

October 2, 2013

Dear ISSOTL Delegates:

On behalf of Elon University, it is my great pleasure to welcome you to Raleigh, North Carolina for the 10th-annual conference of the International Society for the Scholarship of Teaching and Learning.

We are delighted to have the opportunity to host the ISSOTL conference. ISSOTL and its members enhance teaching and learning in classrooms, disciplines, and institutions around the world. As a liberal arts university committed to engaged learning and global education, Elon has much to learn from—and to contribute to—the research and best practices presented at this important conference.

This year's conference theme, "Critical Transitions in Teaching and Learning," emphasizes the importance of reconsidering the scholarship of teaching and learning during this tumultuous time in higher education. At many institutions globally, SoTL is moving from isolated practice to systematic research, from peripheral projects to institutional integration, from the margins of disciplines and campuses toward positions of leadership. At the same time, emerging technologies, financial constraints, and a myriad of other pressures are disrupting traditional practices and assumptions about teaching and learning. The 2013 ISSOTL conference provides a powerful opportunity for all of us to think about how we, as individuals and together in higher education, can take advantage of these pivotal transitional moments to foster even deeper, more meaningful learning for all of our students.

I am grateful to Elon's Center for Engaged Learning for hosting this conference, and to the many ISSOTL members who will make these days a resounding success. After the conference, the Center for Engaged Learning will continue to explore engaged learning in these transitional moments through multi-institutional international research seminars on high-impact practices and online resources like the recent ISSOTL Online 2013 seminar. I invite you to visit the Center's website at www.elon.edu/cel to learn more about this work and to read the Center's blog that synthesizes the latest research on engaged learning.

Best wishes for a successful conference.

Sincerely,

Leo M. Lambert
President, Elon University

General Info

Accessibility
The Raleigh Convention Center is highly accessible according to the spirit and intent of the Americans with Disabilities Act (ADA). Elevator access is available to all floors.

Conference presenters have been encouraged to consider physical, sensory and intellectual accessibility when crafting their posters, presentations, and panels. ASL interpretation will be provided for plenary sessions. The plenaries also will be recorded, captioned, and made available electronically following the conference.

We are committed to making this conference accessible to all participants. If there is anything we can do to assist you, please let a volunteer at the registration desk know.

Assistance/Registration/Registration Desk Hours
The Registration Desk is located in the Level 3 Lobby of the Raleigh Convention Center. If you enter the Convention Center from Salisbury Street, the Registration Desk will be immediately in front of you. If you enter the Convention Center from the Marriott, follow the ISSOTL 2013 Registration signs to the Level 3 Lobby. The Registration Desk will be open:

> Tuesday, 5:00 PM – 7:00 PM
> Wednesday, 7:30 AM – 8:00 PM
> Thursday, 7:30 AM – 7:00 PM
> Friday, 8:00 AM – 6:15 PM
> Saturday, 8:00 AM – 11:30 AM

Conference volunteers will be wearing maroon ISSOTL 2013 t-shirts and also will be available throughout the Convention Center to assist you. In addition, the Greater Raleigh Convention and Visitors Bureau has two information booths on-site: one located in the lobby foyer between the Marriott and the Convention Center and one located in the Level 3 Lobby.

Conference Meals and Refreshment Breaks
Breakfasts (Thursday, Friday, and Saturday) and lunches (Thursday and Friday) will be available for all conference registrants in Ballroom B on Level 4. Wednesday and Thursday night receptions will be held in the Ballroom Lobby on Level 4. Morning and afternoon breaks will be available in the North and South Hallways of Level 3.

Participants in the All-Day Workshops and CUR Symposium on Wednesday will have lunch in 305 B & C on Level 3.

Dining Outside the Conference
The Greater Raleigh Convention and Visitors Bureau information booths (located in the lobby foyer between the Marriott and the Convention Center and in the Level 3 Lobby) have maps and listings of local restaurants near the Convention Center. To learn about dining options throughout the Greater Raleigh area, visit http://www.visitraleigh.com/restaurants/.

In Case of Emergency
Report an emergency to Convention Center Security Control by picking up the house phone and dialing 8911. You also can report an emergency directly to local emergency agencies by picking up the house phone and dialing 911. House phones are located on each floor of the Raleigh Convention Center.

Exhibit Hours
Exhibitors are located in the Level 3 Lobby, near the Registration Desk. Exhibit hours are:
    Wednesday, 10:00 AM – 6:30 PM
    Thursday, 10:00 AM – 7:00 PM
    Friday, 10:00 AM – 5:00 PM

Internet Access
All registered conference participants can access free internet service in the Raleigh Convention Center. Connect to the "ISSOTL13" server, using the following password: teaching

Lost and Found
Any found item may be turned into the Registration Desk at the Raleigh Convention Center.

Mobile Program
In order to make the conference as green as possible, we are offering two electronic versions of this year's conference program; both contain reference lists not included in the print version. In addition to the downloadable PDF available at http://issotl13.com/program.xhtml, we have created a mobile version in Guidebook that is compatible with smart phones and tablets. To access the mobile program, download the Guidebook app at http://guidebook.com/getit/. Within the Guidebook app, click on "Download Guides" and then "Redeem Code" and enter the following code: issotl13

Name Badges
Name badges are your ticket to plenaries, concurrent sessions, exhibits, receptions, and meals. For security and administrative purposes, you must wear your name badge in a visible manner to all conference functions.

Parking
Public Parking garages are located on Lenoir Street between Salisbury and McDowell Street, on McDowell Street between Cabarrus and Davie Street, and on Salisbury Street between Cabarrus and Davie Street. Accessible parking is located on the 1st level of each garage.

Guests staying at the Marriott Hotel or the Sheraton Hotel may wish to park in the Convention Center Underground Deck. The entrance to the parking lot is on Lenoir Street between Salisbury and Wilmington; turn left into the garage immediately past the Marriott. The daily rate is $12.

Photos/Videos
Still photos and videos will be taken throughout the conference. These photos/videos could be posted on the conference/ISSOTL websites or included as part of published descriptions or

archives of the conference activities. If you do not wish to have your photo taken, please consult the Registration Desk.

Program Changes
Changes to the program will be listed at the conference registration area and sent as notifications to the mobile guide. Please check for changes daily.

Steelcase Lounge
The Steelcase Lounge behind the Registration Area in the Level 3 Lobby of the Raleigh Convention Center will remain open throughout the conference. The lounge offers flexible spaces to meet with colleagues and to relax between sessions.

Sustainability
Water stations are available throughout the conference center. You are encouraged to bring your own reusable water battles and fill them at these stations.

In order to reduce paper usage, several electronic options have been provided for this year's conference program. A downloadable PDF is available from the conference website at: http://issotl13.com/program.xhtml. A mobile version of the program that will work on smart-phones and iPads is available through Guidebook. (See "Mobile Program" above for information on how to access this version.) Delegates were given the option to forego a print program in favor of these electronic options when registering, which allowed us to reduce the total number of hard copies printed. We ask that you take a hard copy of the program ONLY if you indicated that you would like one when you registered. Thank you for your assistance.

Transportation
Local Taxi Service: Taxicab meter rates in Raleigh are $4.20 for the first mile and 25¢ for each additional 1/10-mile. The average trip between RDU International Airport and downtown Raleigh costs approximately $35. Raleigh Convention Center attendees will find cabs on the Cabarrus Street side of the building.

R-Line – Downtown Circulator: The R-LINE is complimentary bus service in the immediate downtown business district area and runs every 10-12 minutes. The R-Line has 20 stops throughout the 5 downtown districts, including Glenwood South, Capital District, Warehouse District, Fayetteville Street District and Moore's Square District. The service will operate from 7 a.m. to 11 p.m. on Monday through Wednesday, 7 a.m. to 2:15 a.m. Thursday through Saturday and 1 p.m. to 6 p.m. on Sundays. The route begins outside the Convention Center, and maps are available at the Visitors Bureau information booths (located in the lobby foyer between the Marriott and the Convention Center and in the Level 3 Lobby).

Things to Do in the Raleigh Area
The North Carolina State Capitol Building and several museums are within walking distance of the convention center. As for a map at the Visitors Bureau information booths (located in the lobby foyer between the Marriott and the Convention Center and in the Level 3 Lobby).

Twitter Account
Follow @issotl2013 for updates regarding the conference. The conference hashtag is #issotl13.

About ISSOTL

The International Society for the Scholarship of Teaching and Learning (ISSOTL) serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. ISSOTL is organized to
- Recognize and encourage scholarly work on teaching and learning in each discipline, within other scholarly societies, and across educational levels
- Promote cross-disciplinary conversation to create synergy and prompt new lines of inquiry
- Facilitate the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries
- Encourage the integration of discovery, learning and public engagement
- Advocate for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

Membership Privileges
ISSOTL membership is open to all. Membership categories include administrator/faculty/staff, retired faculty/staff, part-time faculty/staff, and student. For current membership fees and benefits, see www.issotl.org. Membership benefits include:
- Participation and community in ISSOTL
- Subscription to ISSOTL's Journal, *Teaching and Learning Inquiry*
- Voting rights in organizational business, including the election of officers
- Subscription to *The International Commons*, ISSOTL's online newsletter
- Discounts on ISSOTL conference fees
- Opportunities to join the growing list of ISSOTL Interest Groups or start a new one
- Interactions and collaborations with an international scholarly community
- Opportunity to shape an exciting international organization
- Advance notices of ISSOTL activities and conferences
- Access to the Scholarship of Teaching and Learning Database
- Discounts of 15%-40% on related journals and books. For a current list, see www.issotl.org

Get Involved
- Publish your news, reviews, research, and opinions in *The International Commons*.
- Communicate with members through the ISSOTL-Discuss Listserv.
- Network with members through the ISSOTL Facebook Page.
- Volunteer for an ISSOTL committee, such as Going Public, Vision and Planning, Leadership and Elections, Membership and Communications.
- Contribute to an ISSOTL Interest Group
- Join a current group, such as those on Student Engagement, Sociology, Problem-Based Learning, the Humanities, Multi-national Teaching Fellows, and Students as Co-inquirers.
- Form a new group. The Society particularly encourages Interest Groups with international membership and non-traditional groupings based on research interests.

ISSOTL Founding Members

Jane Aiken, Georgetown University
Thomas Angelo, Victoria University of Wellington
Peter D. Ashworth, Sheffield Hallam University
Marcia Babb, Carnegie Foundation
Bob Bain, University of Michigan
Randy Bass, Georgetown University
Spencer Benson, University of Maryland
Dan Bernstein, University of Kansas
Angela Brew, University of Sydney
Suzanne Burgoyne, University of Missouri
Mary Burman, University of Wyoming
Vernon Burton, University of Illinois
Nick Byrne, London School of Economics & Political Science
Barbara Cambridge, American Association for Higher Education
Nancy Chism, Indiana University-Purdue University
Brian Coppola, University of Michigan
Milt Cox, Miami University-Ohio
Vaneeta D'Andrea, City University of London
Lewis Elton, University College
Daisy Floyd, Texas Technical University
Richard Gale, Carnegie Foundation
Lee Gass, University of British Columbia
Barbara Gayle, University of Portland
George Gordon, University of Strathclyde
Mick Healey, University of Gloucestershire
Linda Hodges, Princeton University
Mary Huber, Carnegie Foundation
Pat Hutchings, Carnegie Foundation
Paul Hyland, Bath Spa University
Randy Isaacson, Indiana University-South Bend
Dennis Jacob, Notre Dame University
Alan Jenkins, Oxford Brookes University
Mills Kelly, George Mason University
Carolin Kreber, University of Alberta
Susan Lea, University of Plymouth
Davorah Lieberman, Portland State University

Sherry Linkon, Youngstown State University
Elaine Martin, Victoria University
Kathleen McKinney, Illinois State University
Judith E. Miller, Worcester Polytechnic Institute
Rob Moore, University of Cape Town
Pat Murrell, University of Memphis
Craig Nelson, Indiana University
Ruth Neumann, Macquarie University
David Pace, Indiana University
Bernice Pescosolido, Indiana University
Caroline Persell, New York University
Gary Poole, University of British Columbia
Michael Prosser, University of Sydney
Paul Ramsden, University of Sydney
James Rhem, National Teaching & Learning Forum
Eugene Rice, American Association for Higher Education
Laurie Richlin, Claremont Graduate University
Jennifer Robinson, Indiana University
Anthony Rosie, Sheffield Hallam University
Chris Rust, Oxford Brookes University
Whitney Schlegel, Indiana University
Anita Salem, Rockhurst University
Ian Scott, University of Cape Town
Diane Sieber, University of Colorado
Kathy Takayama, University of New South Wales
Lynn Taylor, Dalhousie University
Keith Trigwell, University of Sydney
Emily VanZee, University of Maryland
George Walker, Carnegie Foundation
Mark Walter, Oakton Community College
John Webster, University of Washington
Deborah Willis, Victoria University

ISSOTL Conferences

October 21-24, 2004: "The Scholarship of Teaching and Learning: Perspectives, Intersections, and Directions" in Bloomington, IN, USA

October 14-16, 2005: "Commitment, Community, and Collaboration" in Vancouver, British Columbia, Canada

November 9-12, 2006: "Making a Greater Difference: Connecting to Transformational Agendas" in Washington, D.C., USA

July 2-5, 2007: "Locating Learning: Integrative Dimensions in the Scholarship of Teaching and Learning" in Sydney, Australia

October 16-19, 2008: "Celebrating Connections: Learning, Teaching, Scholarship" in Edmonton, Alberta, Canada

October 22-25, 2009: "Solid Foundations, Emerging Knowledge, Shared Futures" in Bloomington, IN, USA

October 19-22, 2010: "Global Theories and Local Practices: Institutional, Disciplinary and Cultural Variations" in Liverpool, UK

October 20-23, 2011: "Transforming the Academy through the Theory and Practice of SoTL" in Milwaukee, WI, USA

October 24-27, 2012: "Research on Teaching and Learning: Integrating Practices" in Hamilton, Ontario, Canada

October 2-5, 2013: "Critical Transitions in Teaching and Learning" in Raleigh, NC, US

ISSOTL Board of Directors

Joëlle Fanghanel, President
Professor of Higher Education
Director of the Institute for Teaching, Innovation and Learning
University of West London
Joelle.fanghanel@uwl.ac.uk

Kathy Takayama, President-Elect
Executive Director, The Harriet W. Sheridan Center for Teaching & Learning
Adjunct Professor, Department of Molecular Biology, Cell Biology & Biochemistry
Brown University
kathy_takayama@brown.edu

ISSOTL Board of Directors, Continued

Dan Bernstein, Past President
Director, Center for Teaching Excellence
Professor of Psychology
University of Kansas
djb@ku.edu

Torgny Roxa, European Countries Regional Vice President
Academic Developer
Faculty of Engineering
Lund University
torgny.roxa@genombrottet.lth.se

Sherry Linkon, United States Regional Vice-President
Professor of English
Faculty Director of Writing Curriculum Initiatives
Georgetown University
sll5@georgetown.edu

Michele Scoufis, Australasian Countries Regional Vice President
Associate Dean
Director of Learning and Teaching
Business School
The University of Sydney
michele.scoufis@sydney.edu.au

Nicola Simmons, Canada Regional Vice President
Assistant Professor
Graduate and Undergraduate Studies in Education
Brock University
nicola.simmons@brocku.ca

Mary Ann Danielson, Secretary
Associate VP for Academic Excellence and Assessment
Professor of Communication Studies
Creighton University
maddam@creighton.edu

Barbara Gayle, Treasurer
Vice President for Academic Affairs
Dean of Graduate Studies
Viterbo University
bmgayle@viterbo.edu

ISSOTL Committees

Committee work is vital to the success of ISSOTL. A list of current ISSOTL committees, all of which are seeking volunteers, can be found below. If you are interested in serving as a member on a committee, please contact the committee chair or contact person listed.

Conference and Convenings Committee

Joëlle Fanghanel, Committee Chair
University of West London, UK
Joelle.fanghanel@uwl.ac.uk

Jeff Bernstein, Conference Liaison
Eastern Michigan University, USA
jeffrey.bernstein@emich.edu

Membership Committee

Mary Ann Danielson, Secretary
Creighton University, USA
maddam@creighton.edu

Communications Committee (ad hoc)

Nicola Simmons, Co-Chair
Brock University, Canada
nicola.simmons@brocku.ca

Randy Bass, Co-Chair
Georgetown University, USA
bassr@georgetown.edu

Advocacy and Outreach Committee

Sherry Linkon, Committee Contact
Georgetown University, USA
Sll5@georgetown.edu

Leadership and Elections Committee

Dan Bernstein, Committee Chair
University of Kansas, USA
djb@ku.edu

Joëlle Fanghanel
University of West London, UK
Joelle.fanghanel@uwl.ac.uk

Teaching and Learning Inquiry (TLI) Editors

Nancy Chick
Vanderbilt University, USA
nancy.chick@vanderbilt.edu

Gary Poole
University of British Columbia, Canada
gary.poole@ubc.ca

ISSOTL Interest Groups

Most interest groups will meet on Friday, October 4, 2013, from 6:00 PM to 7:00 PM. Meeting rooms for these Friday meetings are listed below.

Advancing Undergraduate Research
The ISSOTL Interest Group on Advancing Undergraduate Research (AUR-IG) is an international, interdisciplinary network for faculty and administrators who are interested in investigating undergraduate research through the lens of the scholarship of teaching and learning. We strive to help institutions define undergraduate research and develop assessments to evaluate student learning through research and scholarship across disciplines and individual institutions. We encourage collaborations among interest group members, particularly projects that promote scholarly research on student learning through undergraduate research. We also share resources, disseminate findings, and provide support for institutions to carry out best practices in undergraduate research. If you are interested in joining us, please contact Cecilia Lucero at clucero@nd.edu. | Friday Meeting Room: Raleigh Convention Center 302B

The Arts and Humanities
If you are a teacher-scholar in the disciplines of the humanities (literature, philosophy, classics, religion, history, languages, et al) seeking a sense of community within ISSOTL, please join us. Send your name, institution, country, and email address to Nancy Chick at nancy.chick@vanderbilt.edu. We're brainstorming ways to have a greater presence at ISSOTL conferences and within SOTL in general, and together we can share ideas and models. | Friday Meeting Room: Raleigh Convention Center 301A

General Education
Are you someone who is involved in planning, teaching, or assessing curricula for your institution's general education program or core curriculum? Are you responsible for the development of faculty/staff instructors? To better advance SoTL within institutions and across higher education, SoTL in general education programs must be explored further. We are seeking members interested in exploring the role of SoTL in general education and core curricula. If you are interested joining us, please send your contact information John Draeger, draegejd@buffalostate.edu. | Friday Meeting Room: Raleigh Convention Center 301B

National Teaching Fellows & Institutional Teaching Award Winners
Are you a national teaching fellow or an institutional teaching award winner interested to exchange experiences and explore collaborative scholarship opportunities with international colleagues pertaining to issues of innovative educational leadership, curriculum, teaching and/or learning practices in high education? If so, please feel welcome to join members of this ISSOTL Interest Group. Although this interest group will take up matters of importance to national and institutional award winners, all ISSOTL members are welcome to join this group (per the ISSOTL interest group inclusiveness policy). If you would like to get involved, please contact Earle Abrahamson at winedge@hotmail.com. | Friday Meeting Room: Raleigh Convention Center 302C

Problem-Based Learning
Problem-based learning (PBL) is an active learning pedagogy in which students collaborate in groups to solve complex problems. If you are interested in problem-based learning, please contact Ellen Lynch (University of Cincinnati) at ellen.lynch@uc.edu or Susan Polich at smpolich@carilionclinic.org. | Friday Meeting Room: Raleigh Convention Center 305A

Scholarship of Leading
Committed to pursuing scholarly work on the relationships between leading, teaching and learning, this interest group's mission is to create opportunities for dialogue, to promote scholarly research on the topic, and to provide support to ISSOTL members interested in and engaged in leadership. For more information or to join, please contact La Vonne Cornell-Swanson, lcornell-swanson@uwsa.edu. | Friday Meeting Room: Raleigh Convention Center 302A

Sociology
Are you a sociologist interested in SOTL? Would you like to join a group of other sociologists for SOTL networking? If so, please send your name, institution/organization, and email address to Melinda Messineo at mmessine@bsu.edu, and indicate you are responding to this announcement and whether you are a member of ISSOTL and/or ASA. | Friday Meeting Room: Raleigh Convention Center 305B

Students as Co-Inquirers
Are you a faculty/ staff member who is interested in partnering with students on SOTL inquiry projects? OR are you a student who is interested in partnering with faculty/staff on SOTL inquiry projects? Then join us in creating a cross-disciplinary, international community of SOTL scholars dedicated to tapping into students' expertise on teaching and learning, sharing promising practices for co-inquiry with students, exploring the many positive outcomes of this work and amplifying student voices within the international society. If you are interested, please send your name and affiliation to Carmen Werder at Carmen.Werder@wwu.edu and Desiree Porter at dporter@elon.edu. | Friday Meeting Room: Raleigh Convention Center 306A

Student Engagement
This ISSOTL Interest Group on Student Engagement serves as an international, interdisciplinary network for ISSOTL members who are committed to pursuing SoTL projects on the topic of student engagement. This group offers opportunities for dialogue, encourage and promote scholarly research on the topic, and provide support to ISSOTL members interested in student engagement. If you are interested in joining us, please contact Andrea Jackson, A.V.Jackson@leeds.ac.uk or Israel Dunmade, IDunmade@mtroyal.ca. | Friday Meeting Room: Raleigh Convention Center 306B.

External Affiliates

Society for Teaching and Learning in Higher Education
Canada's Society for Teaching and Learning in Higher Education (STLHE) is a national association of academics interested in the improvement of teaching and learning in higher education. For more information, visit their website at www.stlhe.ca/.

ISSOTL 2013 Organizing Committee

Conference Chairs
Peter Felten, Elon University
Jessie L. Moore, Elon University

Conference Consultant
Heidi Ihrig

Local Host Logistics
Laura St. Cyr, Elon University

Conference Committee
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Student and Post-Doc Award to Attend ISSOTL 2013

Kalamazoo College, a nationally renowned and internationally oriented four-year college of arts and sciences located in Kalamazoo, Michigan, generously funded a grant to support undergraduate, graduate student, and post-doc participation at ISSOTL 2013. Kalamazoo College's mission is to prepare its graduates to better understand, live successfully within, and provide enlightened leadership to a richly diverse and increasingly complex world.

The Student and Post-Doc Awards were made possible by Kalamazoo College's Intergenerational Mentoring Community Project, whose strategy is to facilitate an awakened transfer of educational leadership to the next generation.

39 individuals were awarded grants to cover all but a small portion of the cost to register for the conference, including pre-conference workshop fees, and to join ISSOTL. Award decisions were based on the applicant's commitment to the study of teaching and learning and the relevance of the conference/ISSOTL membership to the applicant's career plans.

Award Winners

Kathryn Allen, University of Minnesota
Shampa Biswas, Washington State University
Miles Blizard, Indiana Univeristy
Jeff Chen, National Cancer Institute
Sarah Council, North Carolina Central University
Kathleen Crosby, University of North Carolina at Chapel Hill
Laura Dingeldein, Brown University
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Aaron Long, The University of Kansas
David McDonald, North Carolina Central University
Jessica Merricks, University of Missouri

Mindy Miller-Kittrell, North Carolina State University
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Dáša Mortensen, University of North Carolina at Chapel Hill
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Katherine Polston, North Carolina State University
Olivia Ponzetti, Western Washington University
Desiree Porter, Elon University
Sarah Samblanet, Kent State University
Joel Schneier, North Carolina State University
Sarah Spangler, Old Dominion University
Jane Thomas, University of Kansas
Roselynn Verwoord, University of British Columbia
Andrea Webb, University of British Columbia
Kristin Webster, Brown University
Stacy Williams-Duncan, University of Virginia
Yangbin Xie, University of Toronto

Wednesday, October 2, 2013 | Day at a Glance

Board Meeting (8:00 AM – 2:00 PM) | Room 1178

Morning Workshops (9:00 AM – 12:00 noon)

Morning Break Service for Workshop Participants (10:30 AM) | Hallway Level N & S

All-Day Workshops (9:00 AM – 4:30 PM)

Morning Break Service for Workshop Participants (10:30 AM) | Hallway Level N & S

Lunch for All-Day Workshop and CUR Symposium Participants (12:00 noon) | 306 B&C

Afternoon Workshops (1:30 PM – 4:30 PM)

Afternoon Break Service for Workshop Participants (3:00 PM) | Hallway Level N & S

Reception (5:30 PM – 6:30 PM) | Lobby Ballroom C

Opening Session and Plenary (6:30 PM – 8:00 PM) | Ballroom C
Randy Bass with Chris Anson, Jennifer Hill, and Jessie L. Moore

Wednesday, October 2, 2013 | Pre-Conference Workshops

Board Meeting (8:00 AM – 2:00 PM) | Room 1178

Morning Workshops (9:00 AM – 12:00 noon) | Abstracts on pp. 23-29
Registration required. Workshops include break service (10:30 AM, Hallway Level N & S).

MW1. Looking at Art: Making Teaching and Learning Visible
Raleigh Convention Center 302A
Marian McCarthy (University College Cork), Daniel Blackshields (University College Cork)

MW2. Agile Faculty: New Collaboration Strategies for Teaching and SOTL Research
Raleigh Convention Center 302B
Rebecca Pope-Ruark (Elon University)

MW3. Disarming Faculty Resistant to Taking SOTL Seriously
Raleigh Convention Center 302C
Craig E Nelson (Indiana University)

Afternoon Workshops (1:30 PM – 4:30 PM) | Abstracts on pp. 30-34
Registration required. Workshops include break service (3:00 PM, Hallway Level N & S).

AW1. "Landscapes of Learning:" A Participatory Staged Reading of a New Theatre Piece
Raleigh Convention Center 302A
Deborah Currier (Western Washington University)

AW2. Eliminating Zombies with Decoding the Disciplines and Threshold Concepts
Raleigh Convention Center 302B
Joan K. Middendorf (Indiana University), David Pace (Indiana University), Leah Shopkow (Indiana University), Arlene Diaz (Indiana University)

AW3. Going Really Public: Talking about Teaching and Learning Beyond the Academy
Raleigh Convention Center 302C
Sherry Lee Linkon (Georgetown University), Jonathan Kaufman (Bloomberg News), John Russo (Independent Scholar), Randy Bass (Georgetown University)

Wednesday, October 2, 2013 | Pre-Conference Workshops, Continued

All-Day Workshops (9:00 AM – 4:30 PM) | Abstracts on pp. 35-43
Registration required. All-day workshops include lunch (12:00 – 1:30 PM, 306 B&C) and morning and afternoon break services.

W1. **Symposium on the Digital Humanities, SOTL, and Undergraduate Education**
Raleigh Convention Center 305A
Phillip M Motley (Elon University), Amanda Sturgill (Elon University), Bill Deal (Case Western University

W2. **Investigating Student Learning in Service-Learning: Cognitive Development, Academic Learning, Civic Learning, and Intercultural Competence**
Raleigh Convention Center 303
Patti H. Clayton (PHC Ventures), Kathleen E. Edwards (University of North Carolina – Greensboro), Tara Hudson (North Carolina State University), Jessica Katz Jameson (North Carolina State University)

W3. **Lost & Found in a Wonderland of Mobile Learning**
Raleigh Convention Center 305B
Rochelle Rodrigo (Old Dominion University), Sarah Spangler (Old Dominion University), Megan Mize (Old Dominion University)

W4. **Peer-Review Assessment of Teaching Using Teaching Portfolios as the Central Document**
Raleigh Convention Center 306A
Thomas Olsson (Lund University), Torgny Roxå (Lund University), Katarina Winka (Ume University), Anders Ahlberg (Lund University), Maria Larsson (Lund University), Katarina Mårtensson (Lund University)

W5. **Council on Undergraduate Research Pre-Conference Symposium**
Raleigh Convention Center 301 A&B
Paul Miller (Elon University), Susan Larson (Concordia College)

Wednesday, October 2, 2013 | Pre-Conference Workshop Abstracts

Morning Workshops (9:00 AM – 12:00 noon) | Registration Required

MW1. Looking at Art: Making Teaching and Learning Visible
    Raleigh Convention Center 302A
    Marian McCarthy (University College Cork), Daniel Blackshields (University College Cork)

This 3 hour workshop proposes to work with participants in a real gallery setting (if possible*) to view works of Art from the perspective of how we learn. The workshop will draw on Project Zero approaches to arts education at the Harvard Graduate School of Education and its focus on Project Muse (Museums United with Schools in Education) and on Entry Points to Learning (Gardner 1999) derived from Gardner's Multiple Intelligences theory and its integration with a pedagogy for understanding (TfU). The session will also harness the experience of the facilitators in leading such workshops in Galleries in Ireland, mainland Europe and in the USA at previous ISSOTL conferences (Hamilton , 2012 and Milwaukee, 2011). The significance of the topic lies in its SoTL potential: the 'looking' in this context is intentional, investigative and reflective and is used to identify and chart the nature of an authentic learning experience in real time. Last year we explored the gallery as a liminal space. This year we focus on the gallery, on looking at art, as begetting a potential critical transition where learning occurs for the teacher as learner which, in turn, should make all the difference in designing future learning experiences to maximise student engagement and understanding.

The workshop will begin with a theoretical introduction to the Project MUSE and the idea of making teaching and learning visible . Participants will then be introduced to a variety of questions that interrogate a given work of art from various perspectives. The workshop will then invite participants to view a work of art from the perspective of a variety of Entry Points and perspectives, in a real gallery context. Participants will work in groups to select a work of art to view and critique, this will take at least 15 minutes. Each group will then look at the selected work for at least 30 minutes in a collaborative context.

Participants will then be invited to reflect on this process as a learning experience. It is hoped that transitional moments will be foregrounded in this experience: People learn in different ways, hence to some in the group it will be strange to view a painting from this perspective. Since people bring different perspectives, intelligence strengths and disciplinary backgrounds to the work of art, there will be a multiplicity of interpretations and perspectives emerging. What do we learn from such diversity? How do we learn to work together as a group, learning to listen, to negotiate and to compromise? What does the experience tell us about how our students learn and how can we use this experience to make a difference to their learning in the future? How can we make the most of this reflective 'looking' in SoTL terms? If we are to shift from focusing on students as subjects/objects to students as partners in the learning, then it is important to re-create an authentic learning environment and scenario so that we can map out those critical transitions in teaching and learning which make all the difference to student engagement and expression.

*It is intended to use a real gallery setting and to travel on the Raleigh bus to this setting. However, digital reproductions will be presented for exploration in the conference setting, if necessary.

Bibliography informing the literature and methodologies of the workshop:

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MW2. Agile Faculty: New Collaboration Strategies for Teaching and SOTL Research
Raleigh Convention Center 302B
Rebecca Pope-Ruark (Elon University)

Significance: How often do we assign group projects in our classes only to be disappointed when we receive results that seem pieced together at the last minute? How often in our own research does it seem like our collaborators leave work until the last minute or aren't engaged with the process? As professional writing and rhetoric scholar Rebecca Burnett recently said, "Collaboration is NOT intuitive," yet we often assume that our students, and even our own research teams, know how to do it effectively. But trust issues, overscheduling, and lack of reliable project management strategies often impede successful collaboration for students as well as faculty.

How can we model good collaboration for our students in our own research? How can we implicitly organize our courses to introduce authentic collaboration experiences for our students? How can we actively teach students effective collaboration and project management strategies, even when those skill sets are not the primary content of the course? How can we frame SoTL research projects that both exemplify and study collaboration and project management issues that impact both research teams and student groups?

In this workshop, participants will learn simple and effective time and project management strategies borrowed from the web software development world that can be used in teaching and SoTL research projects to increase engagement, accountability, and commitment. These "agile" strategies empower teams to self-organize all project activities, articulate and visualize discrete project tasks, chunk tasks into short goal-oriented time-boxes, and consistently plan and reflect on progress as a team. Participants will learn how to use the Scrum framework to enable students to take ownership of their own learning in the classroom and to support continuous, iterative progress on large-scale research or service projects. For smaller or shorter-term projects, participants will learn how to implement the Kanban system of using a simple whiteboard and sticky notes to visualize work and limit work in progress to encourage productivity. These strategies can also be used by SoTL researchers to study collaboration and project management across disciplines as well as improve the ways we manage our own research collaborations.

Facilitator Experience: I have been using Agile practices in my own classes for five years and have attended professional Scrum training and professional development workshops over the last three years. To the best of my knowledge, I am the only researcher currently publishing on how Agile practices can improve student collaboration and project management learning outside of the computing sciences and how these practices can also be used in faculty development and SoTL work. I have published three pieces on the subject in peer reviewed journals and have another under review in addition to an in-process faculty development book proposal.

Learning Goals:
- to introduce participants to simple Agile collaboration and project management strategies
- to empower participants to see collaboration and project management as important skills to both practice and model for our students regardless of discipline

- to prepare participants to approach multiple collaboration situations with confidence and useable strategies for success especially for SoTL research collaborations

Learning Outcomes:
By the end of the workshop, participants should be able to
- Articulate the core practices and values of Agile strategies as related to successful teaching and research activities
- Choose aspects of Scrum and Kanban that can be implemented in their teaching and SoTL research projects
- Implement Agile strategies successfully to organize a class or SoTL research project.

Interaction Plans: One of the key guidelines for Agile practices is to make the work visible. To play with this concept in the workshop, I will guide the participants in two visualization activities. First we will work together to plan a class using specific concepts from Agile frameworks such as sprints, backlog grooming, retrospectives, etc. Once we have planned the course we will walk through a typical semester while I throw wrenches into the works to show the participants how to respond with agility to unexpected changes (and, therefore, be able to model this ability for students). In the second activity, we will jointly plan a collaborative research project for ourselves using the Kanban system to articulate and visualize all our research activities, assign preliminary activities, and plan for the unexpected. The only supplies I need for these activities are a large wall space or whiteboard, large sticky notes, and Sharpies. After each activity, we will discuss the potential benefits and challenges of the strategies for teaching and SoTL research.

Workshop Foundations: As noted above, I have been using Agile strategies to successfully organize my project-based classes, research, and service projects for over five years. Below is a list of my publications, relevant Agile resources, and articles about collaboration which form the basis for my workshop approach.

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MW3. Disarming Faculty Resistant to Taking SOTL Seriously
    Raleigh Convention Center 302C
    Craig E Nelson (Indiana University)

SIGNIFICANCE, QUESTIONS AND RATIONALE:
The ultimate purpose of SOTL is to increase significant learning. For this to happen faculty must change their teaching to better correspond with SOTL results. This is probably the most crucial transition toward more effective teaching and learning. But, rather than being persuaded by compelling evidence many faculty resist making major changes (Biggs and Tang 2007, Bok 2007, see Hake 2013 for a review).

How can we modify our interactions and our presentations to more intentionally help faculty transcend the cognitive and affective factors that keep them from trying more effective, research-based approaches? Briefly: How can we get well-established results from SOTL used more widely? This is a key missing piece in our collective practice of SOTL.

To this end, we will construct and prioritize lists of reasons that faculty give for not changing and of any additional unstated reasons that we infer and then examine alternative approaches for disarming the resistance. Relevant frameworks include Conceptual Change Theory, Gestalt Switching, Dysfunctional Illusions of Rigor, Fostering Grieving, Learning Theory and Sunk Costs. This will be expanded by our joint knowledge and efforts.

FACILITATORS' RELEVANT EXPERIENCE:
I have given numerous faculty development workshops and many SOTL-based conference keynotes and other presentations and have published 50 SOTL-based papers. My emphasis has

been on presenting evidence and on helpful ideas for applying SOTL in the classroom. I gradually realized that evidence and ideas alone are not sufficient to get most faculty to seriously revise their courses. I have gradually recognized some of the ways in which faculty resist evidence and have been exploring ways to counter this resistance. Faculty responses have clearly shown that some were more effectively challenged. Recently, I have become more deeply conscious of what I was doing and more intentional about deploying strategies. In addition to its benefits for other participants, this session will expand, sharpen and critique my ideas.

LEARNING GOALS:
By the end of this half-day workshop, participants will have:
1. Examined written summaries with citations for at least six helpful frameworks.
2. Understood several important ways in which faculty resist changing their teaching in response to SOTL.
3. Understood one or more strategies for countering each major form of resistance.
4. Shared their own experience on forms of faculty resistance and their ideas on countering them.

EXPECTED OUTCOMES:
By the end of this half-day workshop, participants will have:
1. Identified ways that their own colleagues resist modifying their teaching in response to well-established findings from SOTL.
2. Examined their own thinking to see if they might still have vestiges of some of the same attitudes.
3. Explored a variety of ways of more intentionally helping faculty transcend their resistances.
4. Evaluated the potential usefulness of various approaches and selected ones that they are ready to apply in presentations, in interactions, and in their own thinking and writing.

SESSION PLAN:
Engagement Throughout: Participants repeatedly will write and then compare, add and synthesize both in small group discussion and collectively.
1. Opening Activities: List, prioritize and discuss reasons faculty give for not changing.
2. Frameworks and Applications for Fostering Change: Still in discussion mode, explore possible ways of dealing with major issues. I will provide written summaries with citations for at least six helpful frameworks (above) and can explain these and their applicability as seems appropriate (mostly as brief comments). Four examples:
   • Misconceptions & Conceptual Change Theory: Perhaps the single biggest barrier to taking teaching improvement seriously is our investment as faculty in good v bad student explanations of differences in performance (Biggs and Tang, 2007). This can be seen as a naïve conception that fails when we compare alternative learning designs. Extensive research has focused on helping people to replace naïve ideas with better ones (Duit 2009, Duit and Treagust 2003). Applying conceptual change may alter our activities and how we ask faculty to process examples. Nelson (2012) lists several approaches to conceptual change. Crouch et al. (2004) provide a classroom example.
   • Gestalt Switching: Changing focus from differences among students to differences among learning designs fostered as a gestalt switch. This is a slight restatement of key ideas from Biggs and Tang (2007).

- Dysfunctional Illusions of Rigor: Nelson (2009) summarizes several of these including coverage, fairness and grade inflation and cites key examples of SOTL that counter them. I have found it useful to help faculty acknowledge these as illusions and consider more realistic ideas.
- Fostering Grieving: Perry (1970), Kegan (1982) and others emphasize that major conceptual reorganizations typically require grieving. As with most traditional teaching, my initial learning designs were a major cause of students' low grades and were unintentionally but strongly biased against students from underpowered backgrounds. I had to grieve for my role in students' failures in order to fully accept new ways of teaching. Acknowledging my grief and asking faculty to consider theirs sometimes helps them quit defending their current approaches and seriously explore alternatives.
3. Synthesis and Critique: Individually list key take home points and compare in pairs and in whole group. Then list and discuss strengths of the session and suggested changes.

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Wednesday, October 2, 2013 | Pre-Conference Workshop Abstracts

Afternoon Workshops (1:30 PM – 4:30 PM) | Registration Required

AW1. **"Landscapes of Learning:" A Participatory Staged Reading of a New Theatre Piece**
Raleigh Convention Center 302A
Deborah Currier (Western Washington University)

What tensions and fault lines characterize relationships between teachers and learners? In what ways does each manifest and celebrate the humorous and touching moments that are also inherent in those relationships? How do we continually balance the triumphs and frustrations of teaching and learning together? What are some of our most memorable teaching-learning moments and how might we share them? These are the guiding questions that were explored in the creation of a devised theatre piece that came to be called "Landscapes of Learning." Over the course of two SOTL retreats in 2011 and 2012, approximately 30 diverse students, faculty and staff from Western Washington University participated in devising workshops aimed at addressing the above questions in an expressive, performative way. The original participants, whose work appears in the current script-in-progress, come from different disciplines, socio-economic, cultural and educational backgrounds. Their creative engagement and diverse responses to the material generated an excitement and desire to take this work-in-progress beyond the WWU "landscape" to engage scholars of teaching and learning from a broader range of voices.

This workshop compliments, "Landscapes of Learning:" A Devised Theatre Presentation of a SOTL Work In Progress. This pre-conference session will demonstrate the principles of creating a devised theatre piece investigating a scholarship of teaching and learning question and also provide participants with an opportunity to try out a script-in-progress on a question regarding teaching and learning relationships. The preconference portion of this work is also intended to be a dedicated time/space for those interested in participating in the staged reading of the script during the subsequent panel presentation at the actual conference. The script-in-progress is currently about 50 minutes long. The three hour workshop time slot is sufficient to lead participants in a brief, demonstrative devised activity as well as direct the actual readers so that they are comfortable with the script and can re-read through if they wish before "performing" it at the conference.

As facilitator of this workshop, I have the relevant experience of being both the director and lead devisor of the piece, which has been written and workshopped with Western Washington University students, faculty and staff over the last two years. What we are ready for now is to share this unique approach to dialoguing the landscape of SOTL as it pertains to students/faculty/staff connections, expectations, co-inquiry and individual practice. The participants thus far in the project have not been limited to theatre people- in fact, only two theatre students and three theatre/dance faculty have been involved in the devising of the script. The process of devising, which entails starting from "scratch" with a dedicated group of interested people willing to investigate a topic/prompt, culminates in a wholly original script/performance written by, for and about the participants who have a message to share with others regarding their investigations. It is "on your feet," cross-disciplinary and creative

co-inquiry and the result of this project has been an engaging, multi-voiced script that looks at SOTL through the metaphor of a landscape we all interact with at varying levels.

The goal of this workshop is two-fold: to engage interested attendees in a hands-on creative activity that generates performance material addressing the potential tensions and triumphs that arise between teachers and learners in various educational environments, and to gather together the participants who will be reading the script during the panel presentation. The hope is that some of the material generated in the pre-conference workshop can also be shared as part of the staged reading panel during the conference, thereby linking the devised work done by the current conference participants to the script in progress.

The purpose of the conference panel presentation is to get feedback on the work in progress and start a dialogue about how we can open up this project beyond Western Washington University's "landscape." The hope is that students, faculty and staff from Elon and other pre-conference attending institutions would be willing to serve as the stage readers. I am planning on bringing one student (at least) with me, as this work did generate in large part from the Student's As Co-Inquirer's focus group. In fact, Kara Yanagida, one of the 2012 plenary speakers, has worked on the project and her writing is embedded in the script.

The plan for the 3-hour time allotted for the workshop is to engage participants in a short devised activity demonstrates how material for the script was generated followed by a read-through of the existing script and discussion of possibly adding what was just created by the participants. The last hour of the workshop will be dedicated to those who wish to participate in the conference staged reading. Those participants will receive some direction from me, meaning some character work is suggested and the readers become fairly familiar with the work in preparation for the panel reading and feedback session. I am also hoping that those who participate in the workshop and reading will lend their voices to the project as well at some point in the future or even during the conference as we dialogue about the piece and SOTL.

AW2. Eliminating Zombies with Decoding the Disciplines and Threshold Concepts
Raleigh Convention Center 302B
Joan K. Middendorf (Indiana University), David Pace (Indiana University), Leah Shopkow (Indiana University), Arlene Diaz (Indiana University)

Significance:
Content is the focus of teaching for many instructors, which is why lecturing is so prevalent. This is true for all fields, although it is particularly the case in the STEM fields (Hurtado, et al., 2012). However, content has no mind of its own; it is a product of the mental operations of the field. When content drives the pedagogy, courses can lurch along without much thinking, like zombies. Content is important, but concentration on content keeps instructors from focusing on crucial ways of operating in their disciplines; they need a meta-strategy to prioritize tasks in the classroom and to get away from less student-centered methods. Both Decoding the Disciplines (Middendorf & Pace, 2004) and Threshold Concepts (Meyers & Land, 2006) can prioritize what really matters to meaning making in a discipline. A shift is taking place in higher education so that teaching is approached not from content or from teaching methods, but from the mental operations that are crucial to functioning in a discipline. Participants will practice decoding the

tacit knowledge of experts to identify crucial mental operations and the application of Decoding the Disciplines to get students through Threshold Concepts.

Relevant Experience: Middendorf and Pace developed the "Decoding the Disciplines" methodology, and Diaz and Shopkow joined them to apply it to the discipline of history; the four have published widely and led faculty workshops around the world in many disciplines. Honors include the 2009 McGraw-Hill and Magna Publications Scholarly Work on Teaching and Learning Award and the 2008 POD Network Menges Research Award.

Learning Goals and Outcomes for the Workshop:
Participants will be able to identify places where students get stuck, to use interviews and metaphors to uncover tacit knowledge and desired mental operations, and to use Decoding the Disciplines to move students through stuck places such as Threshold Concepts.

Plan for interactive and Creative Use of Workshop Time
- Decoding the Disciplines will be introduced with a videotaped example, including how bottlenecks, which mark where student cannot perform disciplinary operations, relate to Threshold Concepts.
- Participants in cross-disciplinary teams will practice a Decoding interview, in which an expert is interrogated about what he or she would do to not get stuck in a bottleneck.
- Teams will practice using metaphors to uncover the tacit knowledge in a bottleneck. The Decoding interview is like a nested doll puzzle for a series of ever more specific mental operations. The metaphor Decoding method is like a costume change for a specific mental operation.
- To summarize, we will show examples of Decoded thresholds along with the assessment of such efforts.
- Final discussion of the whole--Brainstorm examples of getting students through thresholds from participants' own contexts using the Decoding process.

Literatures, methods, and evidence
Thirty years of the scholarship of teaching and learning have resulted in two juxtaposed problems: Many students struggle to learn at the university level, while ever more techniques are being developed to help students learn and to measure their success. Decoding the Disciplines (Pace & Middendorf, 2004) arose from the realization that there is a "disciplinary unconscious," automatic moves learned tacitly by experts. Teachers expect, however, that students will be able to make these moves equally automatically, without being told to do so, much less how or why they should (Perkins, 2008). Decoding the Disciplines, which employs scaffolding to lead students through the bottleneck, has been deployed to negotiate threshold concepts (Meyers & Land, 2006).

As a theoretical model, Decoding the Disciplines isolates the key thinking skills required in a discipline and the teaching techniques that will enable students to negotiate the threshold. "Decoding the Disciplines" uses systems theory to choose teaching and assessment techniques and to judge results. It does so by showing faculty how to identify disciplinary assumptions and types of thinking, by linking disciplinary ways of knowing with teaching (Shopkow, Diaz, Middendorf & Pace, 2013).

The point of SoTL, since Boyer (1997) set it beside the scholarship of discovery, has been to bridge the gap between teaching and research. "Decoding" provides a bridge between research in a discipline, the ways of knowing in that discipline, and research into pedagogy that can infuse teaching with all of them (Shopkow, Diaz, Middendorf & Pace, 2013) so that faculty can eliminate the zombies from their classrooms.

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AW3. Going Really Public: Talking about Teaching and Learning Beyond the Academy
Raleigh Convention Center 302C
Sherry Lee Linkon (Georgetown University), Jonathan Kaufman (Bloomberg News), John Russo (Independent Scholar), Randy Bass (Georgetown University)

Scholarship of teaching and learning has the potential to create change not only in our classrooms but also in public discourse and policy. As instructors, administrators, researchers, and students, we have a stake in the decisions made by policy-makers, funders, and politicians about the structures, funding, expectations, and evaluation of education. We also have much to contribute to the debate: theoretical insights, on-the-ground perspectives, and research-based arguments about what matters and what works.

But we can only make a difference if we can communicate what we know to people who don't share our experience and expertise. Translating scholarly knowledge into engaging, persuasive, accessible commentary is an essential skill for scholars of teaching and learning. If we understand how to frame an issue, speak persuasively to non-experts, and talk about research and theory in compelling ways, we may be better able to defend our programs, support our students, and advocate for the kinds of education change that we envision.

Unfortunately, academic training can too often get in the way of effective communication with journalists, funders, and policy-makers. And many of us simply don't know how to get started. This workshop will help participants identify relevant issues, learn how to frame scholarly knowledge in ways that will make sense to non-academics, and practice some core skills, such

as being interviewed and preparing talking points. The workshop will combine brief presentations by experienced communicators and organizers with individual and small-group practice.

Learning outcomes:
• Workshop participants will
• Understand the process and significance of framing and reframing issues
• Understand the perspective and needs of journalists and the process of reporting
• Develop talking points and about a specific issue
• Identify strategies for speaking about educational research in engaging, effective ways

Session Outline:
• Introductions: why we're here, reflection on our positions in educational and public networks
• Discussion of key issues: the group will identify one or two issues to use as examples during the workshop
• Brief overview of framing
• Framing our issues: working in small groups, participants will describe existing frames and determine a strategy for framing an issue
• Brief overviews of the needs of three key audiences: non-academic institutional leaders and funders, the media, policy-makers
• Develop talking points: working in small groups, participants will develop a set of talking points for one issue
• Brief overview of strategies for effective speaking and interviewing
• Speaking practice: participants will prepare for and then deliver short presentations and/or engage in practice interviews about an issue
• Debrief: Workshop leaders and participants will reflect on key insights from the session and identify areas for continuing work

All-Day Workshops (9:00 AM – 4:30 PM) | Registration Required

W1.   Symposium on the Digital Humanities, SOTL, and Undergraduate Education
Raleigh Convention Center 305A
Phillip M Motley (Elon University), Amanda Sturgill (Elon University), Bill Deal (Case Western University)

Within the realm of scholarly communication and the digital humanities, there has been a strong emphasis on preserving historic and cultural artifacts and in making those artifacts easily accessible to those who might wish to use them. The online archive model can work well for scholars and, sometimes, for casual users seeking to answer specific questions or gain access to specific resources. What about, though, the value of the digital humanities in the classroom, especially at the undergraduate level?

There have been some interesting attempts at trying to integrate digital humanities into undergraduate learning, but these projects have tended to be single case study, single class or single campus initiatives, which limits their generalizability. Furthermore, many traditional humanities departments are struggling to understand how digital tools and technologies can be of real benefit to their curriculum (Kirschenbaum, 2010). In order for research in the digital humanities to reach a broad audience, we believe that we must find ways to extend the conversations (and their implications) beyond the confines of individual courses, programs and campuses. Collaboration of faculty, staff and students is a central goal of our approach and is the driving reason for our proposal of a pre-conference symposium focused on assessing the undergraduate educational value of the digital humanities.

We are proposing this symposium as a way to extend conversations about the digital humanities to the global SoTL community. The digital humanities, while not an entirely new area of research, is, an area that hasn't been thoroughly explored by the SoTL community. The digital humanities is an important initiative as it brings relevant technology to bear on a field that is ripe for new modes of exploration, research and scholarship. A primary outcome of this symposium, then, will be a set of defined initiatives and projects that participants agree to collaborate on over the following year. Participants in each collaborative group will be encouraged to "report" back to the symposium participants and to the ISSOTL community by presenting at the following year's conference in 2014.

The symposium itself will consist of an intense day of work supported by pre- and post-participation online. Attendees will have the ability to submit project proposals in advance of the symposium and to further develop them in a participatory wiki via input from others. During the first half of the symposium, a panel of keynote speakers will frame the discussion, followed by Ignite-style project pitches, in person; in the case of off-site participants, through pre-submitted video. After the pitches, participants will be able to talk with each project proposer. They will then have the opportunity to join a working group around a proposal of their choice for collaboration and further development of ideas.

proposer. They will then have the opportunity to join a working group around a proposal of their choice for collaboration and further development of ideas.

After a break for lunch, during the second half of the symposium, each working group will meet to further discuss the proposed project's initiatives and to develop models for how to collaborate and execute the project over the following year. Finally, each group will present their ideas for discussion, review and critique to a panel of experts and the audience. The panel will provide ideas and motivation for carrying the projects forward.

A central aspect of our proposal is to involve students in this symposium. We will recruit graduate students interested in the convergence of the humanities and technology to participate by joining one of the working groups such that each group has at least one student member. The students will be able to act as representatives of the perspective of students in general and will be able to consult with their working group as to the value they see in the various approaches to classroom/curricular implementation of the digital humanities. After the session, the students will continue to be members of the working groups, and will seek out and bring in opinions from other students into the process.

As an assessment of the projects, each working group will be encouraged to submit either the finished results of their collaborative projects or a report of the group's work in progress as a paper or poster presentation for the next year's ISSOTL conference.

The session will meet immediately prior to the 2013 ISSOTL conference and will be hosted by ISSOTL and Elon University. A planning team including faculty from Elon University in the fields of communication technology and the digital humanities is collaborating with experts in the digital humanities from institutions including Vanderbilt University, Georgetown University, Gallaudet University and North Carolina State University to propose this pre-conference symposium.

In summary, this project would enable large-scale trial and assessment of projects related to using digital humanities archives in undergraduate education.

The keynote for the pre-conference will be Bill Deal of Case Western University, who is the Associate Director for Digital Humanities at the Baker-Nord Center for the Humanities in the College of Arts and Sciences at Case Western.

The planning committee includes Chris Anson from NC State, Bill Hart-Davidson from Michigan State, Beth Marquis from McMaster, and Phillip Motley, Amanda Sturgill, and Peter Felten from Elon University.

Reference
Kirschenbaum, M. (2010). What is digital humanities and what's it doing in English departments? *ADE Bulletin, 150*, 55-61.

W2. Investigating Student Learning in Service-Learning: Cognitive Development, Academic Learning, Civic Learning, and Intercultural Competence
Raleigh Convention Center 303
Patti H. Clayton (PHC Ventures), Kathleen E. Edwards (University of North Carolina – Greensboro), Tara Hudson (North Carolina State University), Jessica Katz Jameson (North Carolina State University)

The primary goal of this pre-conference workshop is to support participants in designing or refining approaches to investigating student learning in service-learning. Toward this end we will a) facilitate exchange of ideas, questions, and methods related to investigating student learning in service-learning among participants and b) share and invite application and critique of recent work that assembles theories, measurement approaches, and research questions related to a range of student learning outcomes and processes in service-learning. Although the context for the discussion will be service-learning, the workshop will be of value to practitioner-scholars of any pedagogy who wish to think systematically about and design theory-grounded SoTL.

Service-learning "involves the integration of academic material, relevant community-based service activities, and critical reflection in a reciprocal partnership that engages students, faculty/staff, and community members to achieve academic, civic, and personal [growth] learning objectives as well as to advance public purposes (Bringle & Clayton, 2012, p. 105). An international community of practitioner-scholars has, for over a decade, focused attention improving the quality of research on service-learning as a means to improve practice, enhance learning and service outcomes, and build a knowledge base related to innovative pedagogical and partnership processes and to the emerging engagement movement in education.

The recently released 2-volume set Research on Service Learning: Conceptual Frameworks and Assessment (Clayton, Bringle, & Hatcher, Eds., 2013) gathers, critiques, and advances theory-grounded research on service-learning in higher education in the arenas of student outcomes, faculty, community, institutions, and partnerships. This workshop will be co-facilitated by NC-based authors who contributed chapters on research related to the student outcomes of cognitive development, academic learning, civic learning, and intercultural competence. The authors have facilitated multiple conference sessions related to investigating student learning in service-learning; three have been engaged in SL-SoTL projects for many years, and two of these are internationally known service-learning practitioner-scholars and consultants.

The workshop will engage participants in the development or refinement of a SL-SoTL project investigating student learning in one of four categories: cognitive development, academic learning, civic learning, and intercultural competence. Specifically, participants will:
- identify questions related to student learning in the category of interest
- discuss theoretical/conceptual frameworks that can inform a precise conceptualization of learning goals in that category (e.g., what do I mean by "civic learning" or "intercultural competence"?)
- examine methods that have been and could be used in such inquiry, including critical reflection
- design critical reflection to generate and assess student learning
- explore approaches to collaborating with community members and students in SL-SoTL

To enhance and focus collaboration during the workshop, registered participants will receive in advance and be asked to review two readings:
- "Research on Service Learning: An Introduction" (Chapter 1.1 of Research on Service Learning)
- Their choice among four chapters in Research on Service Learning, each of which is focused on research in one particular category of learning in service-learning (i.e., cognitive development, academic learning, civic learning, and intercultural competence).

Working agenda
Part I:
- Orientation to the workshop
- Review conceptual models for service-learning and for research
- Apply rubrics to sample student reflection products to experience an approach to investigating learning in service-learning; discuss that approach as an example SL-SoTL project, including a model for integrated course design that can serves as a strong context for SoTL
- Introduce questions to guide the design of a SoTL project (for use throughout the session)

Part 2: In category-based groups (i.e., cognitive development, academic learning, civic learning, and intercultural competence)
- Introductions, including previous/current SL-SoTL projects and interests
- Discuss theoretical/conceptual frameworks that can inform a precise conceptualization of learning goals in that category
- Share, generate, and refine questions related to student learning in that category

Part 3: Discuss methods for investigating student learning outcomes and associated processes in service-learning

Part 4:
- Examine use of critical reflection in SL-SoTL, focusing on the DEAL Model as an example
- Within category-based groups, a) design critical reflection prompts that are aligned with learning goals and that generate assessable products and b) draft rubrics

Part 5:
- Strategize approaches to collaborating with community members and students in SL-SoTL
- Discuss connections between investigating student learning and other outcomes of service-learning

Part 6: Revisit questions to guide the design of a SoTL project

At the conclusion of the workshop participants will be able to:
- Identify colleagues in the session with whom they may wish to collaborate in a SoTL project investigating student learning in service-learning
- Explain one or more questions about student learning in service-learning that they could investigate through a SoTL project

- Provide examples of and explain one or more theoretical/conceptual frameworks that inform their understanding of their learning goals
- Express learning goals in assessable language
- Compare and contrast various methods for assessing student learning
- Design critical reflection activities to generate, deepen, and document learning
- Assess learning documented in reflection products using rubrics
- Provide examples of ways to involve multiple stakeholders in assessment
- Design SoTL projects to investigate student learning in service-learning (and/or other pedagogies)

W3.   Lost & Found in a Wonderland of Mobile Learning
Raleigh Convention Center 305B
Rochelle Rodrigo (Old Dominion University), Sarah Spangler (Old Dominion University), Megan Mize (Old Dominion University)

There are a number of statistics demonstrating the growing ownership patterns of web-enabled mobile devices:
- as of September 2012, 45% of American adults own smartphones (Raine, 2012, p. 2) with more "average" college aged adult ownership in even higher: 18-29 years = 66%;
- "[m]ost students come to campus with multiple technology devices – a majority of students own about a dozen" (Dahlstrom, et. al, 2011, p. 4): 87% arrive with laptops, 62% with iPods, 55% with smartphones, 11% with netbooks, 8% with an iPad or other tablet (p. 7); and
- although "e-reader and iPad ownership is more prevalent among more affluent students" (p. 7), Pew reports both Black (49%), and Hispanic (49%) smartphone ownership is higher than White (45%) (Smith, 2012, p. 4).

Especially with the support of ISTE (International Society for Technology in Education), there are many books and scholarly studies supporting the use of mobile devices in K-12 settings (for example: Kolb 2008 & Kolb 2011). Studies from settings in higher education are just starting to emerge in peer-reviewed journals.

However, the call for robust digital learning in high education is not new. Many educational organizations produce lists and policy statements that include things like:
- using technology to gather, analyze, and synthesize information (ASCD, 2008; Association of Colleges and Research Libraries, 2000; Council of Writing Program Administrators [CWPA], 2008; National Council of Teachers of English [NCTE], 2008; & Partnership for 21st Century Skills, 2011) as well as
- describe, explain, and persuade with technology (Conference on College Composition and Communication, 2004; CWPA, 2008; Intel, n.d.; NCTE, 2005; NCTE 2008; & Partnership for 21st Century Skills, 2011).

And although recent studies show students may be ready for mobile learning (Cheon, Lee, Crooks & Song 2012), students still say "they are not fully confident that they have the technology skills to meet their needs" (Dahlstrom, de Boor, Grunwald, & Vockley, 2011, p. 20).

As personal, high-powered computing devices, mobile devices have the ability to help instructors continue to design increasingly active learning lessons and projects into their curriculum. These devices not only allow students to record and produce multimodal products, but can also allow research minded teachers to collect multimodal evidence of their teaching, and student learning. To help faculty explore these possibilities, this 6 hour workshop focuses on

- exploring how and why to use mobile devices in teaching and learning,
- constructing mobile learning activities and assignments, and
- designing SOTL projects to assess mobile teaching and learning.

WORKSHOP OUTCOMES

After participating in this event participants will be able to:

- experiment with different mobile devices to explore what types of activities the device might enable;
- design methods for incorporating mobile devices into class assignments;
- discuss ways to address issues of technological access and support;
- discuss the philosophical shift of allowing students to construct their own learning experiences out in the "real" world; and
- design methods for assessing mobile learning activities in teaching and learning.

A variety of information and interactive methods will be used:

- Subscribing to and using various web and mobile applications.
- Working through activities at different stations to explore different activities facilitated with mobile devices.
- Discussing how and why mobile technologies might better facilitate learning.
- Synthesizing mobile generated materials to help reflect upon the activities and learning.
- Completing and workshopping/peer-reviewing graphic organizers to help design mobile learning lesson and assessment plans.

WORKSHOP AGENDA

(Workshop participants should bring their own mobile devices.)

The workshop will be broken into two parts. During the first half of the day, this event will provide participants with a variety of activities for exploring how to use different mobile devices in different teaching and learning scenarios. Participants will be assigned various roles dependent on the functionality of their mobile devices and then broken up into groups accordingly. Participants will be given prompts to locate the four stations that will be set up around the conference site. While completing the activities at the stations, participants will discuss and reflect upon ways they might incorporate mobile technologies into their classes. Specifically participants will use mobile devices for content delivery, content learning, and learning assessment activities. Some specific technologies participants will engage with include GPS navigation, QR code reading, and collecting raw digital materials (text, sound, images & video) for future multimedia productions. The goals of the first half of the event are to make faculty comfortable with, and knowledgeable about using mobile devices in teaching and learning.

During the second half of the event participants will develop lesson plans for incorporating mobile learning into a current course. They will workshop their plans with one another. We will then discuss methods for assessing the new lesson plans, including using mobile devices themselves as a part of the assessment method. Specifically, participants will articulate learning objectives for their lesson plans and then discuss and use graphic organizers to help develop methods for assessing the objectives. We'll use Glassick, Huber, and Maeroff's criteria for designing SOTL projects: identifying clear goals, completing adequate preparation, designing and implementing appropriate methods, analyzing significant results, sharing effective presentations, and conducting reflective critique.

W4.   Peer-Review Assessment of Teaching Using Teaching Portfolios as the Central Document
Raleigh Convention Center 306A
Thomas Olsson (Lund University), Torgny Roxå (Lund University), Katarina Winka (Ume University), Anders Ahlberg (Lund University), Maria Larsson (Lund University), Katarina Mårtensson (Lund University)

In this workshop we will explore the nature of teaching portfolios as important qualitative documents in peer-review assessment of teaching. Participants will actively work with and share ideas with each other and the workshop leaders in relation to the important questions of how to document and verify the quality of the teaching practice using teaching portfolios, and what procedures and methods could be used in a systematic and scholarly peer-review based assessment of teaching. The discussions will be contrasted against traditions from different countries and findings from the higher education research literature (Chalmers 2011; Trigwell 2001; Kreber 2002; Magin 1998; Olsson & Roxå 2008; Olsson & Roxå 2013).

During the workshop authentic teaching portfolios (mainly from Sweden) will be used as case studies and the participants will analyse and assess them. We will also give the participants an opportunity to share their own experiences of writing and assessing teaching portfolios and they will get feed-back from the workshop leaders as well as other participants. As workshop leaders we have extensive experiences of supporting teachers' writing of teaching portfolios by leading courses and workshops, and through academic consulting. We have assessed a large amount of teaching portfolios in the process of appointment, promotion or awarding teaching excellence in different Swedish universities and in other European countries. Our experiences also include education of external experts capable of assessing teaching portfolios. This is highlighted in a national course that has been given on three occasions at Uppsala University and Gothenburg University, with Umeå University as the course manager (Winka et al. 2012). We build our experience on empirical data including more than 200 teaching portfolios written by teachers from different subjects, faculties and universities, mainly in Sweden, as part of applications for appointment, promotion or teaching awards.

We strongly support the view that a teaching portfolio should be a document where the reflected practice is in the foreground (Schön 1983; Olsson & Roxå 2013). Theoretical knowledge and reasoning is of course important but in this context it is only relevant to support and develop the teaching practice (Shulman 1986; Roxå et al. 2008). The complexity of teaching strongly influences how teaching portfolios should be written as well as the assessment process.

Participants will be invited to use and discuss a model (Olsson & Roxå 2012; Olsson & Roxå 2013) that describes our view of teaching. The actual teaching practice, as it supports student learning, is of course fundamental. In addition to this we claim that the development of the teaching practice is dependent on the teacher's ability to observe his or her teaching and the learning of the students, to understand the observations made using theoretical knowledge, and to make further plans for development of the teaching practice. We argue for teachers' observations of teaching and student learning, together with reflected theoretical reasoning, to be especially important (Olsson & Roxå 2012). In the workshop we will emphasise the significance of how to evaluate the complexity of teachers' scholarly reflections in relation to their teaching practice.

In the workshop we will discuss our experiences from a national Swedish perspective, and broaden the discussions, together with the participants, to an international level. Although local and national traditions can differ a great deal, a common perspective based in the Scholarship of Teaching and Learning can be used as a starting point and a common ground for fruitful discussions. There is an emerging national Swedish consensus about the basis for assessment of teaching including: the teacher's focus on student learning; the teacher's clear development over time; and the teacher's scholarly approach to teaching and student learning (Ryegård et al. 2010).

After the workshop the participants should have reached an improved understanding of how teaching portfolios can be used to document teachers' reflective practice. They have also shared a practical assessment experience of how teaching portfolios can be used in a research-based peer-review assessment of teaching. Workshop participants will further be invited to continued discussions, exchange of ideas and benchmarking together with the workshop leaders, especially in relation to ongoing Swedish and European projects and initiatives (Larsson et al. 2013; Winka et al. 2012).

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W5. Council on Undergraduate Research Pre-Conference Symposium
Raleigh Convention Center 301 A&B
Paul Miller (Elon University), Susan Larson (Concordia College)

A robust undergraduate research program enriches student learning, enhances faculty productivity, and provides a host of other benefits to a campus (Clark et al., 2000; Noe et al., 2002; Lopatto, 2006; Johnson, 2007). Developing a comprehensive program, or strengthening an existing program, is challenging work. A successful undergraduate research program requires support and participation from students, faculty, and administrators – and also requires sustainable structures, resources, and policies. Even effective programs often confront vexing issues linked to faculty workload, clearly defined roles within the undergraduate research enterprise, institutional valuing of undergraduate research, and student needs as apprentice scholars (Dickinson & Johnson, 2000; Fallow & Johnson, 2000; Johnson, 2002). This symposium will focus on evidence-based practices that support the development and growth of a comprehensive undergraduate research program. Participants will work with leaders in the field to craft practical strategies related to:

- Institutionalization of undergraduate research;
- Mentor support and development programs; and
- Enhanced student outcomes.

Wednesday, October 2, 2013 | Conference Opening Events

Reception (5:30 PM – 6:30 PM) | Lobby Ballroom C

Opening Session and Plenary (6:30 PM – 8:00 PM) | Ballroom C
Randy Bass with Chris Anson, Jennifer Hill, and Jessie L. Moore

The opening plenary, moderated by Randy Bass, will feature Ignite presentations on productive disruptions in our thinking and conversations about SoTL. The Ignite presentations focus on:

1) Foundations in SOTL, presented by Jessie L. Moore,
2) Studying and Designing for Transfer, presented by Chris Anson, and
3) Student Voices in SOTL, presented by Jennifer Hill.

Randy Bass is Associate Provost and Executive Director of the Center for New Designs in Learning and Scholarship at Georgetown University. He is the editor and author of numerous publications and has directed or collaborated on multiple education and technology projects, including the Visible Knowledge Project and the American Studies Crossroads Project. Randy is president-elect of the International Society for the Scholarship of Teaching and Learning.

Jessie L. Moore is Associate Director of the Elon University Center for Engaged Learning and an Associate Professor of Professional Writing & Rhetoric. Her research focuses on multi-institutional research structures for studying engaged learning, writing transfer, high-impact practices for student learning in writing studies and TESOL, and faculty development (particularly as it relates to the teaching and practice of writing).

Chris Anson is University Distinguished Professor and Director of the Campus Writing and Speaking Program at North Carolina State University, where he teaches graduate and undergraduate courses in language, composition, and literacy and works with faculty in nine colleges to reform undergraduate education in the areas of writing and speaking. He has published fifteen books and over 100 articles and book chapters relating to writing and has spoken widely across the U.S. and in 28 other countries. He is currently Chair of the Conference on College Composition and Communication. His full c.v. is at www.ansonica.net

Jennifer Hill is Associate Professor of Teaching and Learning at the University of the West of England, Bristol, UK. Jenny has developed her research interests over time to examine a breadth of student-faculty pedagogical partnerships. In recognition of her pedagogic research and reflective practice, Jenny is a National Teaching Fellow and Fellow of the Higher Education Academy (HEA) in the UK. She is currently Chair of the Royal Geographical Society Higher Education Research Group, Editor-in-Chief of the HEA's pedagogic journal for the geography, earth and environmental sciences community Planet and a member of the International Editorial Board for Journal of Geography in Higher Education.

Thursday, October 3, 2013 | Day at a Glance

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Thursday Plenary (9:00 AM – 10:30 AM) | Ballroom C
Lee Shulman, "Situated Studies of Teaching and Learning: The New Mainstream"

Break (10:30 – 11:00 AM) | Hallway Level N & S

Concurrent Sessions – A (11:00 AM – 12:30 PM)

Conference Lunch (12:30 PM – 1:30 PM) | Ballroom B

Concurrent Sessions – B (1:30 PM – 3:00 PM)

Break (3:00 – 3:30 PM) | Hallway Level N & S

Concurrent Sessions – C (3:30 PM – 5:00 PM)

Reception (5:15 PM – 7:00 PM) – Ballroom Lobby and Ballroom B

Poster Session (5:30 PM – 7:00 PM) – Ballroom Lobby

Thursday, October 3, 2013 | Breakfast and Thursday Plenary

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Plenary: Lee Shulman (9:00 AM – 10:30 AM) | Ballroom C

Situated Studies of Teaching and Learning: The New Mainstream

There is a tendency to view situated research such as SOTL as an attenuated or diminished form of scholarship when contrasted with the mainstream kinds of research published in social science or educational research journals. Traditional research aims to contribute to theory, to achieve generalized findings and principles that are not limited to the particulars of setting, participants, place and time. Situated research is always reported with its full particulars and seeks to describe, explain and evaluate the relationships among intentions, actions and consequences in a carefully recounted local situation. It is therefore seen as contributing less to "knowledge."

I shall argue that the search for generalizations and principles that transcend participants and contexts is a vain quest. Lee Cronbach observed that "generalization decay." Jerome Kagan recently called generalization, in both the social and life sciences, "insidious." Even the gold standard, experimental studies such as clinical trials with randomly assigned treatment and control groups, are often of little value at the level of generalization, but potentially useful when analyzed in their particulars. Situated studies of teaching and learning will emerge as the new mainstream, the gold standard for educational scholarship. SOTL is not at the margins, but at the center.

Lee S. Shulman is President Emeritus of the *Carnegie Foundation for the Advancement of Teaching* and Charles E. Ducommun Professor of Education Emeritus at *Stanford University*. He was earlier Professor of Educational Psychology and Medical Education at *Michigan State University*. His research has examined the quality of teachers and teaching from the elementary school through professional and graduate school. He has studied medical decision making and the education of members of professions including teaching, medicine, law, engineering, nursing and the clergy. His research team at Stanford designed and field-tested the methods of assessing K-12 teacher quality that led to creation of the National Board for Professional Teaching Standards.

Shulman is a past president of the *American Educational Research Association (AERA)* and of the *National Academy of Education*. He received AERA's career award for Distinguished Contributions to Educational Research and the E.L. Thorndike Award for Distinguished Psychological Contributions to Education from the *American Psychological Association*. He is a fellow of both the *American Academy of Arts and Sciences* and the *American Association for the Advancement of Science*.

Lee was lured into the field of higher education by Pat Hutchings and Russ Edgerton, who are fully responsible and morally liable for any damage he has done.

Thursday, October 3, 2013 | Concurrent Sessions – A

Break (10:30 – 11:00 AM) | Hallway Level N & S

Concurrent Sessions – A (11:00 AM – 12:30 PM) | Abstracts on pp. 51-83

A1. **Thinking about Methods: Perspectives on How We Do What We Do**
Workshop
Raleigh Convention Center 202
Jeffrey L. Bernstein (Eastern Michigan University)

A2. **Transitioning into SoTL: Decoding SoTL while Identifying Bottlenecks and Threshold Concepts**
Workshop
Raleigh Convention Center 201
Niamh Kelly (University of British Columbia), Janice Miller-Young (Mount Royal University), Dik Harris (McGill University), Gary Poole (University of British Columbia), Bettie Higgs (University College Cork)

A3. **Bringing Students into SoTL Through an Undergraduate Teaching Assistant Program**
Workshop
Raleigh Convention Center 203
Linda Macri (University of Maryland), Daune O'Brien (University of Maryland), Courtney Guth (University of Maryland)

A4. **The Wisconsin Teaching Fellows & Scholars Program: Cultivating Community and Leadership Through SoTL**
Panel
Raleigh Convention Center 301A
David Voelker (University of Wisconsin – Green Bay), Ryan Martin (University of Wisconsin – Green Bay), La Vonne Cornell-Swanson (University of Wisconsin)

A5. **Reaching out to the Wider (Disciplinary) Audience**
Panel
Raleigh Convention Center 305A + Live Stream
Pat Michaelson (University of Texas – Dallas), Mary Huber (Carnegie Foundation), Nancy Chick (Vanderbilt University), Karen Manarin (Mount Royal University), Christina Hendricks (University of British Columbia)

A6. **The Impact of SoTL Journals on Change and Learning in Higher Education: Examples from 3 Journals**
Panel
Raleigh Convention Center 306C
Milton Cox (Miami University), Gregg Wentzell (Miami University), Laurie Richlin (Western Michigan University)

A7. Reading, Writing, and Learning with Digital Storytelling and e-Books
Individual Papers (30 minutes each)
Raleigh Convention Center 301B

A7.1. *A Book by Any Other Name Would Read as Well? How e-Books Transform Reading, Writing and Publishing Practices*
Stefanie Panke (University of North Carolina – Chapel Hill)

A7.2. *The Reading and Writing Connection – Global Issues Perspectives: A Digital Storytelling (GIPADS) Project*
Mary Louise Rearick (Eastern Michigan University)

A7.3. *Factors Associated with Instructors' and Students' Successful Adoption of Learning Tools in Interactive e-Textbooks*
Kathy Schuh (University of Iowa), Samuel Van Horne (University of Iowa), Jae-Eun Russell (University of Iowa)

A8. WAC, SoTL, and Supplementary Academic Assistance
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

A8.1. *Embracing the WAC/SoTL Alliance: Faculty Collaboration as Relational Pedagogy*
Sandra Lynn Tarabochia (University of Oklahoma)

A8.2. *Students' Acquisition of Disciplinary Knowledge through Supplementary Academic Assistance*
Nwabisa Josephine Bnagnei (Stellenbosch University)

A9. Learning in STEM Disciplines
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

A9.1. *Symbiosis: Improving Skills and Confidence in Mathematics for Life Science Students and Closing the Loop with Life Science Applications for Mathematics Students*
Krys Strand (Concordia College – Moorhead), John Reber (Concordia College – Moorhead)

A9.2. *How Chemists Think: Implications for Student Learning and Metacognition*
Matthew Fisher (Saint Vincent College)

A10. Change, Transitions, and Marginality
Individual Papers (30 minutes each)
Raleigh Convention Center 303

A10.1. *Faculty Views on Risk and Change: A Preliminary Investigation*
Laura Harrington (McMaster University), Teal McAteer (McMaster University)

A10.2. *Fostering "Possible" and "Ideal" SoTL Agents through "Holding, Transitional Spaces"*
Valerie Mannix (Waterford Institute of Technology)

A10.3. *SoTL Around the Edges: Marginality, Disciplinarity, and the Difficulty of "Fit"*
Deandra Little (Elon University), David A Green (Seattle University)

A11. Transfer Students, Transitions, and Informed Revisions
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

A11.1. *Transfer Students and Opportunities for Pedagogical Change*
Carrie Wastal (University of California – San Diego)

A11.2. *Transition Pedagogy for Staff and Students: The First Year Teaching and Learning Network Co-ordinators*
Jennifer Clark (University of New England), Lisa Gurney (University of New England), Sarah Lawrence (University of New England), Rhonda Leece (University of New England), John Malouff (University of New England), Yvonne Masters (University of New England), Jackie Reid (University of New England), Isabel Tasker (University of New England), Fredy Valenzuela (University of New England), Janelle Wilkes (University of New England)

A11.3. *Harnessing Data: Informed Course Revision for Improved Teaching & Learning*
Lorraine S. Gilpin (Georgia Southern University)

A12. Online and Blended Teaching and Learning
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

A12.1. *Learning With and From Each Other: Social Online Teaching and Learning*
Orly Sela (Oranim Academic College of Education)

A12.2. *University Students' Attitudes Toward Online Learning and Instructor Presence*
John A. Huss (Northern Kentucky University), Shannon Eastep (Northern Kentucky University)

A12.3. *Assessing Cognitive Presence in an "À La Carte" Blended Course*
Megan Mullen (University of Wisconsin – Parkside)

A13. Pre-Service Teachers, Student Teachers, and K-12 Education Reform
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

A13.1. *Getting Pre-Service Science Teachers (PSTS) Involved in SoTL Secondary School Style*
Chiron Wesley Graves (Eastern Michigan University)

A13.2. Teaching Inquiry as a High-Leverage Practice: What Impact on Student Teachers?
Nelson Graff (San Francisco State University)

A13.3. Using APAC to Improve the Educational Outcomes of African American and Hispanic Male Students
Tawannah G. Allen (Fayetteville State University), Carol Mullen (University of North Carolina – Greensboro/Virginia Tech), James H. Johnson, Jr. (University of North Carolina – Chapel Hill)

A14. Inquiries into Learning and Course Formats
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

A14.1 Threshold Concepts on a Massive Scale
Susannah McGowan (University of California – Santa Barbara)

A14.2 Assessing the Impact of Course Format, Delivery, Mode, and Duration on Teaching and Learning
Prudence C. Layne (Elon University), Peter Lake (Sheffield Hallam University)

A14.3 Efficacy and Impact of Formative and Summative Assessment in an Online eLearning Course: Findings From a SoTL Study
John P. Egan (The University of Auckland)

Thursday, October 3, 2013 | Concurrent A Sessions - Abstracts

Concurrent Sessions – A (11:00 AM – 12:30 PM)

A1. **Thinking about Methods: Perspectives on How We Do What We Do**
Workshop
Raleigh Convention Center 202
Jeffrey L. Bernstein (Eastern Michigan University)

Recent work in the scholarship of teaching and learning (see, for example, chapters by Nancy Chick and by Liz Grauerholz and Eric Main in Kathleen McKinney's edited volume, The Scholarship of Teaching and Learning In and Across the Disciplines) has focused on methodology questions and SOTL. These authors argue that the scholarship of teaching and learning has often favored social scientific methods of investigating student learning, perhaps leading to the devaluing of SOTL work in the Humanities. They call for a more inclusive approach to methodology in the field.

Discussions of research methods and disciplinary perspectives in SOTL are nothing new, of course. Beginning with Huber and Morreale's *Disciplinary Styles in the Scholarship of Teaching and Learning*, and continuing with Huber and Hutchings' *The Advancement of Learning*, good work in the scholarship of teaching and learning has shown respect for the disciplines (noting that good teaching in biology looks different from good teaching in political science, which looks different from good teaching in literature). Huber and Hutchings argue for the existence of methodological "trading zones", where people doing work in the different disciplines, using different methods, can come together and share their methodological perspectives to help advance the work we do.

In this workshop, I extend the idea of methodological trading zones, suggesting how we can learn from, and borrow, techniques from across the disciplines for investigating student learning. The aim is to find ways to more rigorously address student learning, and test our hypotheses about what contributes to student learning, in a way that shows respect for standards of evidence across different disciplinary traditions. In so doing, I outline ways in which the work we do in the scholarship of teaching and learning can be broadened, to encourage others to partake in rigorous investigation of student learning. While not a primer on research methods, I will spend some time in this session discussing critical issues concerning the use of various methods in the scholarship of teaching and learning.

A2. **Transitioning into SoTL: Decoding SoTL while Identifying Bottlenecks and Threshold Concepts**
Workshop
Raleigh Convention Center 201
Niamh Kelly (University of British Columbia), Janice Miller-Young (Mount Royal University), Dik Harris (McGill University), Gary Poole (University of British Columbia), Bettie Higgs (University College Cork)

In their work presented at the 8th annual ISSOTL conference and published in IJ-SoTL (http://www.georgiasouthern.edu/ijsotl) Kelly, Nesbit and Oliver spoke about emotional, cultural and intellectual difficulties experienced by STEM practitioners transitioning into SoTL. Interest generated by their work resulted in a panel presentation at the last (9th) ISSOTL conference where they were joined by additional scientists and engineers in an extended dialogue dealing with 'bumps, barriers and bridges' in transitioning from STEM to SoTL.
While attending other conference presentations the authors began to realize that: (i) difficulties engendered by scholars transitioning from traditional University disciplinary traditions into the SoTL field were not unique to STEM practitioners; and that, (ii) even the term SoTL engendered confusion for scholar-travelers who seemed to question in what way this scholarship was separate from Educational studies/research? The central question kept reframing itself but seemed to be: what is SoTL and how does one transition into this unfamiliar world?

In one of the last sessions of the conference David Pace, Bettie Higgs and colleagues presented a panel presentation bringing together their work around 'decoding the disciplines' and 'threshold concepts'. They talked about emotional and cognitive bottlenecks for students becoming familiar with a discipline; threshold concepts that students needed to understand to engage in the discipline; and tacit (unspoken) knowledge held by those in the discipline. The question surrounding difficulties transitioning into SoTL reframed itself as: in decoding SoTL, what are the threshold concepts?

First described by Meyer and Land (2003), threshold concepts are characterized as being transformative, integrative, and having explanatory capacity; but also, as eliciting an emotional response in the learner who has to grapple with knowledge that seems alien. This workshop aims to identify threshold concepts central to SoTL by inviting participants to narrate a specific bottleneck, or difficulty, that they experienced which, when overcome, allowed them to move forward in their transition into SoTL.

The workshop will be structured to allow time for individual narratives, along with audience dialogue arising from the narratives, all of which will be captured for feedback to the wider SoTL audience (with Behavioral Research Ethics approval). To facilitate workshop planning, those who anticipate sharing a narrative are invited to submit ahead of time toniamh.kelly@ubc.ca : (i) their intention to narrate; and, (ii) the title or subject matter of the 'transitional bottleneck' which they wish to highlight.

A3. **Bringing Students into SoTL Through an Undergraduate Teaching Assistant Program**
Workshop
Raleigh Convention Center 203
Linda Macri (University of Maryland), Daune O'Brien (University of Maryland),
Courtney Guth (University of Maryland)

Undergraduate Teaching Assistant (UTA) programs have become a familiar part of higher education, with well-established programs at countless institutions. The most established programs, however, tend to be in STEM disciplines rather than in the humanities. Several years ago, we seized the opportunity afforded by a confluence of events – a pilot program in blended learning and new general education requirement for undergraduate students to have "Scholarship in Practice" courses in and outside of their majors – to establish an Undergraduate Teaching Assistant program in our Writing Programs. In developing the program, our goals included offering students in the writing courses the opportunity to learn from "near peers" (Whitman 1988), offering the advanced undergraduates who would work as UTAs the chance to develop an understanding of the scholarship of teaching and learning generally and of composition scholarship in particular, and providing instructors in new blended learning courses assistance with the increased demand for commenting and responding that on-line versus face-to-face work would bring.

As part of this program, we designed a course to support the work of the UTAs. Because our UTAs work with writing classes at different levels and with different applications of technology, our course focuses on introducing students to teaching in higher education generally and the discipline of composition studies specifically. The course wears many hats: for English majors, it offers internship credits; for non-majors, it is a Scholarship in Practice course; and for all students, it supports their work as UTAs.

In this workshop, we will address issues of identity, instruction, and assessment for the UTA in any undergraduate course. What should their roles be? Are they tutors or teachers? Can they be both? Do we prepare them the same way we prepare tutors—or the same way we prepare our graduate student teaching assistants? For the field of composition, for example, we have volumes of research about the peer tutor, about tutoring in writing centers and on location in the classroom, and similar volumes on preparing graduate students to teach composition. But what are the best practices for helping these motivated, capable students to develop the professional competencies that they can use both in our writing classrooms and beyond? What level of knowledge—about issues specific to a discipline, about the scholarship of teaching and learning, or even basic classroom management—should they develop? Then, how do we assess the work they are doing in the classroom? What documents or evaluations demonstrate not only their hard work, but also their application of newly acquired scholarship into their practice? Are observations, reviews of lesson plans and other related materials good tools for assessment?

Our workshop, led by the instructor who developed the course for the UTAs and by two undergraduate students who each worked as UTAs for two semesters, will help participants consider how to use "near peers" in courses and will also engage participants in considering how to develop a program and curriculum to support "near peer" engagement in SoTL. Participants will discuss how to design programs that not only attract students but also lead

students into engagement with issues and practices relevant to the scholarship of teaching and learning.

A4. **The Wisconsin Teaching Fellows & Scholars Program: Cultivating Community and Leadership Through SoTL**
Panel
Raleigh Convention Center 301A
David Voelker (University of Wisconsin – Green Bay), Ryan Martin (University of Wisconsin – Green Bay), La Vonne Cornell-Swanson (University of Wisconsin)

For fifteen years, the Wisconsin Teaching Fellows and Scholars program (WTF&S) has advanced the practice of the Scholarship of Teaching and Learning across the University of Wisconsin System of 26 campuses. Developed by the UW System's Office of Professional and Instructional Development (OPID), the program has been widely acclaimed, winning the TIAA-CREF Hesburgh Certificate of Excellence in 2005 and receiving attention in The Scholarship of Teaching and Learning Reconsidered (2011) by Pat Hutchings, Mary Taylor Huber, and Anthony Ciconne. Only recently, however, has the program been the subject of systematic study.

This panel will present results from a year-long, multi-stage study of the impact of the WTF&S program on the hundreds of UW System faculty who have participated. The study included phone interviews with about 25 participants and a detailed survey completed by almost half of WTF&S participants from 2000 to 2011. Panel participants will include the current director of OPID, as well as the UW faculty who carried out this study in 2012-2013. The panelists come from three different disciplines and are each former participants in the WTF&S program.

The WTF&S program evolved over the years under several different leadership teams, but a number of components have remained more or less stable since the program embraced SoTL about fifteen years ago. Participants are selected by campus administration and are generally provided with a stipend and/or reassignment time. The program opens with a three-day "Faculty College," a UW System-wide retreat, held immediately after the conclusion of the spring semester, with approximately 100 participants from the UW campuses. In addition to participating in teaching workshops with UW colleagues, the Fellows and Scholars also take part in a WTF&S orientation, with an emphasis on the SoTL projects that each participant is expected to carry out. The second component of the program is a week-long Summer Institute, held in Madison. Fellows and Scholars use the Summer Institute to read and discuss pedagogical research, share best practices for teaching, and begin to develop their SoTL projects. The Summer Institute also typically includes sessions on SoTL research methodology and Institutional Review Board (IRB) procedures. The third component of the program is a full day meeting in the fall and winter, although this structure has varied. The main purpose of these meetings is to help provide additional support and feedback for the Fellows and Scholars as they carry out their SoTL projects. The final component of the program is a statewide conference sponsored or co-sponsored by OPID. Fellows and Scholars meet with their cohorts during the conference and also present the preliminary results of their SoTL projects through a poster session. The conference thus provides an opportunity to share the SoTL project with other program participants and conference attendees, who come mainly from the UW System.

This study of the WTF&S program included several phases. First, preliminary interviews with participants were used to identify important areas of the program's impact and thereby informed the creation of a lengthy online survey. Next, participants from the 2000-2011 period were invited to take the survey, which included an array of demographic items, Likert-scale questions about program components and impact, and open-ended questions for written responses. Nearly half of the eligible participants completed the survey, which yielded a rich trove of data. Finally, a broad sample of program participants were interviewed in order to gain a deeper understanding of how the program affected their approach to both teaching and SoTL research, in addition to investigating how the program opened up opportunities for leadership at a variety of levels (departmental, campus, and disciplinary). (The pool of interviewees was broadly representative of various disciplines and institutions; it included participants with positive, negative, and neutral evaluations of the program.)

The study found a deep and diverse impact on participants in the WTF&S program. Just over one-fifth of participants reported that the program had a "transformational positive impact," while an additional 38% reported a "major positive impact." Almost every other participant in the study attributed a "modest positive impact" to the program. The study documents impacts on how participants think about the teaching and learning process. It also explores connections between conducting and sharing SoTL research and making intentional changes to course design. Significantly, for the purposes of this panel discussion, the study found evidence that many program participants perceived that their completion of the program helped them to assume leadership positions.

The panel will focus on this last finding regarding leadership. The panel is particularly suited to the "Leadership, Academic Development and SOTL" track because it casts light on how faculty development in SoTL can motivate and prepare higher educators to become leaders in faculty development, curricular reform, and even higher education administration. The panel thus occupies common ground with The Scholarship of Teaching and Learning Reconsidered, which makes the case that a healthy future for SoTL depends to a large extent on its institutionalization. The WTF&S program provides one of the most vigorous models in the United States for developing and supporting SoTL work across multiple public universities.

The panelists will spend no more than 35 minutes describing the WTF&S program, explaining the methodology of the study, and sharing the findings, with an emphasis on the implications of this program of professional development for cultivating leaders from among higher education faculty. The remaining 25 minutes will be used to engage the audience in a discussion. In addition to taking questions and comments, the panelists will be prepared to pose a few questions for the audience to consider, including: How does this model compare to other existing professional development programs that emphasize SoTL? How might this model be adapted to contexts other than a statewide university system? And, how might this model be adjusted to provide even greater support for leadership development?

A5. **Reaching out to the Wider (Disciplinary) Audience**
Panel
Raleigh Convention Center 305A + Live Stream
Pat Michaelson (University of Texas – Dallas), Mary Huber (Carnegie Foundation),
Nancy Chick (Vanderbilt University), Karen Manarin (Mount Royal University),
Christina Hendricks (University of British Columbia)

This roundtable panel, composed of members of the ISSOTL Arts & Humanities Interest Group
(AHIG), will pose the question: where do we go from here? In keeping with the conference
theme of "Critical Transitions in Teaching and Learning," we look to explore how SOTL
practitioners can move beyond "preaching to the choir" to reinvigorate the A&H disciplines.
Early on, the Carnegie Foundation envisioned the primary community for SOTL work to be
within the disciplines. There were good reasons to develop cross-disciplinary forums, but it is
time to reconsider the original intent. We have an active but small core group of A&H SOTL
practitioners within ISSOTL. How can we bring our knowledge and insights to the wider
audience of our disciplinary colleagues?

A6. **The Impact of SoTL Journals on Change and Learning in Higher Education: Examples
from 3 Journals**
Panel
Raleigh Convention Center 306C
Milton Cox (Miami University), Gregg Wentzell (Miami University), Laurie Richlin
(Western Michigan University)

This panel will consist of the editors of three multidisciplinary journals that publish SoTL. The
session will begin with introductions and an invitation for other journal editors in attendance to
join the panel as discussants. Other editors may include editors of disciplinary journals that
publish SoTL (Healey, 2000)

At the beginning of the session the 3 editors will provide their definitions and overviews of
SoTL and scholarly teaching (Author, 1993). Each editor as panel member will provide details
about his or her publication: brief history, areas of interest for articles, manuscript and reviewer
guidelines, acceptance criteria, how the journals encourage manuscript submissions, and
financial support. Each panel member will discuss examples of articles and evidence that these
publications have produced learning and change in higher education.

One interesting aspect of all three journals of the three panel members is their developmental
role for writers relatively new to the area of SoTL. These editors welcome queries about the
appropriateness of a potential submission and provide feedback about the draft to the proposer.
If not of interest to that journal, other venues are suggested. If certain important evidence does
not appear in the draft, then the editors encourage the proposers to produce that evidence, even
if that means repeating their research process another time. This developmental role of SoTL
journals will be discussed, including its influence on the prestige of a journal.

Another topic of discussion will be that journals have both partaken of and contributed to SoTL
work in other venues. For example, one journal edited by a panelist was founded in response to

Boyer's (1990) call at a national conference in his keynote address. Boyer called for a forum in which to publish SoTL. In turn, that conference's themes have impacted the journal—e.g., a forthcoming "Teaching for Brain-Based Learning" special issue of the journal is based on the conference theme for 2011. Yet the editorial staff has been careful to not tie the journal to the conference. This journal fostered a new journal when submissions on learning communities became numerous enough to populate a new journal. The panel will discuss this type of generation of new journals.

Do SoTL journals publish articles about generating SoTL? One of the three journals published a special double issue on SoTL in 2003. Given time, the panel will mention the authors and topics in the double issue and their perceived influence on the development of publishing SoTL. Other editors will be invited to discuss the roles of their journals in publishing articles about generating SoTL.

The panel will discuss an analysis of the types of SoTL topics published in a SoTL journal. In an effort to track the history of SoTL as embodied in journals, the editorial staff of one of the three journals represented on the panel surveyed its editorial/review board members as well as noted the most frequently downloaded articles to determine the most numerous and influential forms of SoTL scholarship published and read over the first 20 years of its existence (since 1990). The following categories of SoTL work emerged: Assessing Students, Diversity, Learning Styles, Portfolios, SoTL, Student Development, Teaching Effectiveness, Teaching Methods, and Teaching Preparation. The presenters will discuss how these themes may have reflected and influenced SoTL work over the years. Similar efforts have occurred for teaching topics presented at conferences (Angelo, 2000; Author, 2000

Online versus print versions is a topic of interest to editors. Discussion will include a comparison of the number of online and print subscriptions for the three journals and the their costs. Related topics will include the electronic availability of back issues and site licenses for an entire institution, making SoTL available for all colleagues to discuss and use.

In addition, editors of disciplinary journals that publish SoTL will be invited to join in a comparison of issues that multidisciplinary and disciplinary journals encounter.

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A7. Reading, Writing, and Learning with Digital Storytelling and e-Books

Individual Papers (30 minutes each)
Raleigh Convention Center 301B

A7.1. A Book by Any Other Name Would Read as Well? How e-Books Transform Reading, Writing and Publishing Practices
Individual Paper (30 minutes)
Raleigh Convention Center 301B
Stefanie Panke (University of North Carolina – Chapel Hill)

According to several educational technology foresight studies, e-books have become an influential emerging technology for teaching and learning that is likely to play a significant role in higher education over the next five years (cf., Horizon Report 2010, Horizon Report 2011, Innovative Pedagogy Report 2012). The growing dissemination and the increased ease of use of digital readers and tablets have contributed to this trend. In April 2012, Pew Internet Research published the results of a study on reading habits, claiming that a fifth of US American adults have read an e-book in the past year. Devices for reading e-books differ – but the overall number of specialized e-reading devices is growing: The report stated that 29% of US American adults own an e-book reader (e.g., iPad, Kindle, Nook).

To understand the potential impact on teaching and learning, one has to first navigate the complex e-book landscape:

In a narrow definition, e-books are documents specifically designed for mobile e-readers. These readers can be either devices (e.g., Kindle, Nook, Sony Reader, Kobo E-Reader) or applications (e.g., iBooks, FB Reader, Google Play) that allow for display on iPads, tablets and smartphones. Depending on the functionality of the reader, e-books allow users to interact with the material by searching, bookmarking, annotating, indexing and connecting to external resources like dictionaries, encyclopedias, websites or social media channels.

In a broader sense, e-books can comprise a variety of digital documents such as websites, hypermedia learning objects (e.g., SCORM packages), online periodicals, e-journals, Web-based catalogues, PDF repositories and mobile applications.

Across platforms and formats, e-books confront higher education institutions with questions that touch upon the very nature of the written word. Issues include the curation of the manuscript, the integrity of the edition and the pedagogical orchestration of new reading experiences: Electronic content is easier to change and potentially more prone to fluctuation than printed material. Is it crucial to maintain the notion of a fixed and reliable edition, in particular with content intended for learning purposes? How are past editions archived and potentially accessible in an ever changing digital docuverse? How can authors leverage the social annotation, multimedia display and hypertextual architecture of e-books to foster deep cognitive processing and collaborative learning?

In 2012, UNC School of Government established a regular discussion board ("e-books group") to share ideas, practices, approaches and concerns among publication specialists, web developers, instructional designers and librarians. Over the past year, the School has experimented with multiple formats and processes for e-publication projects. Through several case studies, we present tools, technologies and procedures for developing and implementing different types of e-books. We critically discuss the ramifications of these technology choices for reading, writing and publishing practices. The presentation uses theories of (hyper-)text (cf., Aarseth, 1997; Bush, 1945; Chartier, 1995; Landow, 2006; Murray, 1998; Murray 2011; Nelson, 1960) as a framework to reflect our experiences and map challenges and potentials of e-books in higher education.

A7.2.   *The Reading and Writing Connection – Global Issues Perspectives: A Digital Storytelling (GIPADS) Project*
Individual Paper (30 minutes)
Raleigh Convention Center 301B
Mary Louise Rearick (Eastern Michigan University)

This paper/presentation, which addresses the strand New and Emerging Technologies and Teaching and Learning, reports the findings of a longitudinal study into a Global Issues Perspectives: A Digital Storytelling (GiPadS) Project, which involved a faculty member in a university-based teacher preparation program, librarians, educational technology staff, and 240 prospective teachers enrolled in "The Reading and Writing Connection". The research highlights factors that promote and inhibit collaborative, interdisciplinary teacher-preparation projects and evaluates the extent to which the project contributes to outcomes measured by IRA and NETS-TStandards, evidence-based rubrics (EdSteps, Digital Storytelling, AACU), and a technology and literacy survey. A digital story presentation format will include a description of the project, examples of GiPadS Projects, and a discussion of the research questions:
1. To what extent/under what conditions might a digital literacy project promote valued learning outcomes?
2. What factors promote/inhibit faculty collaboration on interdisciplinary projects and refinement of the course and project?

New and emerging technologies are used in K12 schools; therefore, it is imperative to prepare teachers who can use and evaluate how these technologies promote or inhibit teaching and learning. There is a need for studies that examine the effectiveness of technology use in the classroom (ref.) and how digital storytelling and project-based learning approaches (ref.) influence learners and learning (ref.).

The theoretical framework for the study is aligned with one explained in How People Learn. Cycles of action and research were conducted within a design-based research framework, using strategies that are consistent with those recommended by Barab & Squire (2004) and Patton's (2011) approach to evaluation of innovations. Data gathering methods included a technology and literacy survey, rubrics, notes from focus group discussions, and reflective essays. The team of specialists who assisted in the project reflected on the data and identified factors that promoted or inhibited student learning and the outcomes of the (GiPads) Project. Feedback

from an independent panel of judges who evaluated the GiPadS Projects were used to improve the preparation of teachers of reading and writing and the course. Student responses on the technology and literacy survey and on evidence-based rubrics used to determine the extent to which the course work and the GiPadS Project enabled prospective teachers to develop valued outcomes (e.g., global awareness, IRA, ISTE NETS-T, and the AACU inquiry and research, information literacy, teamwork, and written communication). Comments in reflective essays provided insight into how prospective teachers will use and evaluate print and digital texts, media, new technologies and resources to support literacy development, and they provide critical insight into how literacy practices are evolving as the Internet and emerging technologies generate new literacy practices, new learning outcomes, and new challenges for educators. The paper presentation will use a digital storytelling format to engage the audience in understanding how new and emerging technologies can be used to prepare teachers of reading and writing. Time will be allotted for the audience questions and discussion after the rationale, methods, and results of the study have been presented.

A7.3.   *Factors Associated with Instructors' and Students' Successful Adoption of Learning Tools in Interactive e-Textbooks*
Individual Paper (30 minutes)
Raleigh Convention Center 301B
Kathy Schuh (University of Iowa), Samuel Van Horne (University of Iowa), Jae-Eun Russell (University of Iowa)

Background and Review of Literature
The purpose of our paper is to share knowledge about a longitudinal research about the effectiveness of e-textbooks and to encourage a critical dialogue about the role of e-textbooks in the design of instruction in 21st-century higher education.

The results of prior research studies about the effectiveness of e-textbooks have had mixed results. Some researchers found that students had positive experiences using e-textbooks (Brunet, Bates, Gallo, & Strother, 2011; Jao, Brint, & Hier, 2005). Other researchers found that students preferred traditional textbooks over e-textbooks (Shepperd, Grace, & Koch, 2008; Woody, Daniel, & Baker, 2010). More recent research has demonstrated that e-textbooks can be a less efficient tool for learning than traditional textbooks (Daniel & Woody, 2013).Interestingly, there have been neutral findings regarding learning outcomes: students who used e-textbooks and students who used traditional textbooks did not have significantly different learning outcomes (Shepperd et al., 2008; Woody et al., 2010).

More recently, vendors have made available e-textbooks that include interactive features, such as the ability to share annotations, notes, and questions. However, researchers have rarely examined the effectiveness of interactive e-textbooks as integrated learning platforms. Thus, in our research study, we wanted to contribute to the scholarship of teaching and learning by investigating how students and instructors used these special tools and whether these tools were "boosts" to student learning.

Research Methods
We used a variety of research methods to examine how students and instructors adopted the special learning tools in an interactive e-textbook platform in their respective courses. We

interviewed instructors at the beginning and end of the semester to learn about how they had incorporated the e-textbook into their design of instruction. To learn about students' usage of the e-textbook, we administered a beginning-of-semester survey, 14 weekly reading journals, and an end-of-semester survey. We also conducted several focus groups to ask in-depth questions about students' perceptions of their e-textbooks. At the end of the semester, we collected from the e-textbook vendor the system analytics of students' and instructors' e-textbook usage: number of pages viewed; number and text of notes, highlights, annotations, questions, and tags; and number of pages printed.

Results
There were nine courses in our research study, so we had nine instructors and 276 student participants. Our results indicate that instructors primarily used the e-textbook as a substitute for a print textbook and did not require students to interact with them or with other students. Instructors indicated, in the interviews, that they had a strong grasp of the content in the e-textbook and so did not need to make the annotations that could be shared with their students. Our analysis of the data also indicates that students used more of the interactive tools when their instructors made more of a deliberate attempt to promote interaction in the e-textbook. Thus, the results suggest that instructional designers and instructional technologists should scaffold instructor adoption of interactive e-textbooks so that instructors can use them effectively in their teaching.

A8.   WAC, SoTL, and Supplementary Academic Assistance
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

A8.1.   Embracing the WAC/SoTL Alliance: Faculty Collaboration as Relational Pedagogy
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Sandra Lynn Tarabochia (University of Oklahoma)

Based on findings from a discourse-based study of interdisciplinary collaboration in Writing Across the Curriculum (WAC) contexts, this presentation "promote[s] the WAC SoTL potential" (Thew & Gustafsson, 2007) by offering a pedagogical approach to faculty development.
As a movement, WAC has much in common with SoTL, including the systematic investigation of teaching and learning (Bishop-Clark & Dietz-Uhler, 2012), a focus on reflective research and practice (Schön, 1987), and a commitment to applying research (McKinney, 2012). Both WAC and SoTL promote collaborative inquiry and interdisciplinary alliances among faculty to impact student learning and institutional culture. However, according to Thew & Gustafsson (2007) "more informed alliances between professional education developers and WAC practitioners" are needed to foster more rigorous examinations of WAC practices and deepen connections across contexts of teaching and learning.

Toward that end, I approach WAC faculty development as a SoTL initiative by bringing scholarship on teaching, learning, and relationship building (Wenger, 1998; Bingham & Sidorkin, 2010) to bear on findings from a qualitative research study examining face-to-face interactions among writing specialists and disciplinary content experts. I argue that

understanding the discursive techniques faculty use to communicate across disciplines as pedagogical moves (rather than strategies of persuasion, conversion, or resistance, for example) can improve interdisciplinary collaborations at the heart of WAC and SoTL.

The study focuses on the language writing specialists and disciplinary content experts use to communicate in WAC contexts and how their "talk-in-interaction" (Schegloff, 1987) constructs relationships among individuals and disciplines (Black, 1998, p. 20). Data was drawn from four participant groups, representing four post-secondary institutions. Each group included at least one writing specialist and one disciplinary content expert collaborating on a WAC/WID project. Groups submitted recordings of their WAC/WID meetings over the course of a semester and qualitative interviews were conducted to capture each participant's experience of the interactions. A blend of discourse analysis (Tracy, 1995) and grounded theory (Charmaz, 2006) was used to analyze the meeting and interview transcripts. The study extends existing research that identifies characteristics of productive interdisciplinary collaboration (Paretti, 2011; Jacobs, 2007; Creamer & Lattuca, 2005) by determining how participants use rhetorical, discursive, and linguistic moves to build cross-disciplinary relationships through face-to- face interactions.

Findings from the study indicate that communicative practices such as storytelling, affiliating, reframing, and veiling expertise can have pedagogical functions. Drawing on transcripts from meetings and interviews, this presentation offers examples of discursive techniques that promote "a philosophy of relational pedagogy" in the context of faculty development in WAC and SoTL (Noddings, vii). Practical implications of this philosophy will be explored and audience members will be invited to reflect on ways communicative practices might better facilitate pedagogical interactions with students and colleagues. Ultimately, this presentation answers Thew & Gustafsson's (2007) call to share research and promote conversation across WAC and SoTL communities, energizing our shared mission to sustain a rich culture of teaching and learning through interdisciplinary collaboration.

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A8.2. *Students' Acquisition of Disciplinary Knowledge through Supplementary Academic Assistance*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Nwabisa Josephine Bnagnei (Stellenbosch University)

With an increasingly diverse profile of underprepared first year students at tertiary institutions (Mgqwashu, 2000;Wilson-Strydom, 2010), and with the knowledge that first year students are acquiring discipline-specific ways of making meaning (Allie et al., 2009), this paper adopts a critical professionalism perspective and reports on two different groups of students who received academic support in English Literary studies. Critical professionalism advocates that lecturers need to be conscious of their own professional journeys as well as the students' educational biographies, and so this paper reviews the provision of academic support, which in both cases was an ad-hoc provision alongside departmental initiatives, with the aim of integrating it into the department's main stream academic support programme.

Action research was found to be apt for this inquiry, because apart from being situation-based and context specific, knowledge is generated through action, and findings emerge as actions develop, but these findings are not conclusive or absolute (Koshy, 2011). A particularly attractive component of action research is, as Waters-Adams (2006) states, "solutions can be developed only inside the context in which the problem arises and in which the practitioner is a crucial and determining element, and that the solutions cannot be directly applied to other contexts, but can be made accessible to other practitioners as hypotheses to be tested." Of the two groups of students, one had low levels of English proficiency, and the other group had never had literature instruction at high school, but both were registered for literary studies. For the first group, sharing an L1 with the students became the basis of academic support, while the second group needs a combination of an introductory and advanced bridging course in order to stand a fighting chance to pass. The paper reflects on two distinct ways of engaging students: one-on-one consultations and group discussions, supplemented with Webstudies technology.

The conclusions reached in this on-going inquiry include:
- The availability of an L1 facilitates the understanding of literary concepts and thus aids the development of disciplinarity,

- One-on-one consultations, while focused and intensive, lack the social support and cohesion offered by members of a group undertaking the same journey,
- Incorporating Webstudies as a learning tool affords an opportunity for establishing a teaching and learning community, but also for diagnostic purposes, particularly for academic writing, which is the central vehicle for all pedagogic activities.

Language instruction is resisted by literary departments, and I'm hoping that this series of support activities will lead to my department incorporating L1 based support in its academic assistance programme without reverting to grammar instruction. Audience members will be provided with samples of student writing and examples of two questions which students had to answer. I am interested in the approaches they would take in teaching students with the challenges I have described, thus providing me with a global approach as opposed to the context-specific manner I've been operating. With the understanding I have of the nuances of the pedagogic context of many South African universities, moving from a broad understanding will make the tailoring process easier.

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A9.   Learning in STEM Disciplines
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

A9.1.   Symbiosis: Improving Skills and Confidence in Mathematics for Life Science Students and Closing the Loop with Life Science Applications for Mathematics Students
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Krys Strand (Concordia College – Moorhead), John Reber (Concordia College – Moorhead)

At a U.S. undergraduate liberal arts institution, we acknowledge a need for improvement in skills and attitude toward mathematics, statistics and computing by life science students. This view has also been recognized as a national need by the National Research Council and the American Association for the Advancement of Science. The AAAS identified in their 2011

document Vision and Change in Undergraduate Biology Education: A Call to Action five core concepts and six core competencies for literacy in biology by undergraduate students. Many of these concepts require skills in mathematics, statistics, bioinformatics, and modeling; therefore, interdisciplinary collaborations and multidisciplinary, integrated pedagogies become essential for facilitating improvement in student learning. The life science curriculum at our institution includes many of the content areas outlined by the AAAS; however, our pedagogy is largely from a life science-focused perspective. The ability to use quantitative reasoning (core competency 2) and the ability to use modeling and simulation (core competency 3) were identified as areas in which students especially need to build confidence and acquire new skills. The last decade has also called for emphasis on life science applications in mathematics and statistics courses. On example is Cohen's Mathematics Is Biology's Next Microscope, Only Better; Biology Is Mathematics' Next Physics, Only Better(2004). This is especially cogent at our institution where in 2012, 58% of students enrolled in Calculus I and 56% of students enrolled in Introduction to Statistics were life science students. Our research group included two faculty (mathematics and statistics, biology and neuroscience) and two pre-service teachers (mathematics, biology). We developed integrated curricula for the life sciences, focusing on the introductory cell biology laboratory, and incorporated mathematics, statistics and computing with existing life science content. We also created self-guided online modules that explain and review those concepts in statistics and mathematics frequently used in life science. We aimed to 1) increase the competency and confidence of life science students with mathematics, statistics, and computing; 2) provide resources for faculty teaching integrated lessons in the life sciences; 3) provide life science applications for mathematics courses; and 4) afford an opportunity for mathematics and biology education students to design integrated curricula. To assess whether students gained competency in quantitative skills in the introductory cell biology course, we developed a 20-question multiple choice quiz covering a variety of concepts, some of which were expressly addressed in this course and others that are covered in future core life science courses. We also assessed students' confidence and attitude toward mathematics using the 40-question, 4-factor Attitudes Toward Mathematics Inventory (Tapia, 1996). Students completed both assessment measures on the first and last days of the course. Students generally improved in quantitative skills on questions that were covered by the integrated curriculum (t=2.32, df=147, p=.022) and they tended to show increased confidence in those skills (t=2.32, df=147, p=.021). We are continuing to build online modules and develop integrated curricula for the life sciences beyond the introductory course to enable continued improvement in skills and attitudes toward mathematics by life science students. The design, methods and outcomes of our project will be explained in this presentation. Attendees will be able to access the online modules, integrated curriculum and assessment measures; feedback will be encouraged and welcomed.

A9.2. *How Chemists Think: Implications for Student Learning and Metacognition*
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Matthew Fisher (Saint Vincent College)

Higher education faculty have long been interested in what uniquely characterizes learning in a particular discipline. In recent years much of this interest has focused around two general approaches:

1. signature pedagogies (first described by Lee Shulman, 2005)
2. the Decoding the Disciplines approach (Pace and Middendorf, 2004) developed by history faculty at Indiana University that initially focuses on identifying bottlenecks in student learning and then seeks to define the processes needed by students to work through them.

For the discipline of chemistry, Gravelle and Fisher (2012) proposed that undergraduate chemical research in the laboratory was a signature pedagogy because it situated student learning in the most authentic environment (Lave and Wenger, 1991), laboratory research, and engaged students in what chemists do. At the same time Gravelle and Fisher noted the lack of a rich descriptive model of what it means to think like a chemist and the habits of mind that characterize the discipline. As a result, they concluded that it was not possible at this time to examine more closely the extent to which students were engaged in a "cognitive apprenticeship" (Brown et al., 1989) of thinking like chemists as they participated in undergraduate research. Nor was it possible to examine more closely how other pedagogies might help prepare students for the signature pedagogy of undergraduate research and thinking like chemists.

This project aims to begin filling those gaps by initially asking a number of chemists (B.S. through Ph.D.) to complete "think alouds" (Chi, 2006) in two different ways:

1. while solving several different chemistry problems from the Diagnostic of Undergraduate Chemistry Knowledge exam developed by the Examinations Institute of the American Chemical Society Division of Chemical Education
2. when presented with open-ended lab scenarios derived from project based lab experiments published in the Journal of Chemical Education.

Transcripts of individual comments during these "think alouds" were coded for common elements. The goal of this work is to use what these practicing chemists said as they worked through the various problems as a starting point to develop a clearer description of what thinking like a chemist really involves. Such a description can serve as an important resource for faculty to understand a) how students practice the "habits of mind" of chemistry, b) what concepts and habits of mind function as bottlenecks to learning in chemistry, and c) how chemists do those same things that often become bottlenecks for student learning.

Preliminary analysis of transcripts suggests that a model proposed by Johnstone (1993) about how students experience chemistry in the classroom has particular relevance. Johnstone pointed out chemistry and chemical changes are represented and approached from macroscopic/visible, microscopic/invisible, and symbolic/mathematical perspectives. Practicing chemists spend almost all of their time thinking in microscopic and symbolic/mathematical ways but have multiple connections that allow them to move back and forth between the two perspectives. This conclusion has implications for how teachers might help students develop appropriate metacognitive strategies for disciplinary learning, particularly in the sciences. Audience members will be invited to reflect on what these results suggest for helping students develop metacognitive strategies in other disciplines.

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A10.   Change, Transitions, and Marginality
Individual Papers (30 minutes each)
Raleigh Convention Center 303

A10.1. Faculty Views on Risk and Change: A Preliminary Investigation
Individual Paper (30 minutes)
Raleigh Convention Center 303
Laura Harrington (McMaster University), Teal McAteer (McMaster University)

The changing context of higher education in the face of reduced government funding, competition from online education and increased scrutiny from the public requires institutions to adapt while ensuring that the quality of education and research are maintained. Responsiveness to the emerging landscape is impacted by the institutional culture, and must be grounded in its commitment to the scholarship of teaching and learning. The key questions at the core of this study include: how can responsible risk-taking in teaching innovation be encouraged among faculty members? How do faculty members define and assess risks to changing teaching approaches, and how comfortable are they in facing these challenges?

McMaster University has a strong culture of collaboration and innovation, and recognizes that these characteristics of its culture need to be sustained and supported as the institution confronts the unique challenges of the current environment. In order to facilitate general comfort with conscientious experimentation, it is critical to understand the behaviours and attitudes of faculty members towards responsible risk-taking. This study has been conducted in order to investigate the impact of organizational culture on change and risk-taking in higher education, specifically with regard to faculty members' views on the risks and challenges of remodelling their methods of instruction.

A preliminary study has been conducted via an anonymous survey of 47 faculty members at McMaster University. The study found that there is a general appetite for risk and comfort with change among instructors and a need for increased support from senior administration. Factors such as time, recognition and reduced emphasis on student evaluations would significantly impact the willingness of instructors to develop and implement novel approaches to teaching. Most feel that there are risks involved with innovation, but indicated a willingness to change in spite of the anticipated challenges. The study was limited in impact because of its size, but could be easily scaled to a broader audience. The survey results, combined with the existing literature on fostering innovative teaching in Universities, were used to develop a series of strategies that could be used to facilitate a culture of responsible risk-taking at the institution. The audience will be engaged in a dialogue about the validity of the proposed strategies, other tools that could be used to enable assessment and mitigation of risks, as well as the significance of this issue in the broader sector of higher education.

Much of the literature on risk-taking and approaches to change focuses on a private sector audience; there is a need for focused studies that consider the complex environments that exist in public sector institutions. The development of strategies to enable change among these faculty members can be extended to other populations and institutions, and could have a significant impact on the scholarship of teaching and learning. As more instructors feel empowered and supported to develop novel teaching methodologies, interest in emerging research will grow and a new cadre of innovators will focus their attention on the SOTL.

A10.2. Fostering "Possible" and "Ideal" SoTL Agents through "Holding, Transitional Spaces"
      Individual Paper (30 minutes)
      Raleigh Convention Center 303
      Valerie Mannix (Waterford Institute of Technology)

To date, there has been much ongoing research on faculty attitudes and training needs to respond to new higher education challenges pertaining to teaching and learning (Olsson and Roxå, 2012; Elkington and Lawerence, 2012; Fernández Díaz et al., 2010) and the effectiveness of educational faculty development (Amundson and Wilson, 2012). There has also been much research undertaken on the influence of context on teaching approaches (Biggs, 1999; Prosser and Trigwell, 1999; Sameulowicz and Bain, 2001; Lea and Callaghan, 2012). It would seem, however, that there has been less debate around the issue of what constitutes professional SoTL identity development and how faculty may be encouraged and motivated to embrace SoTL, thereby becoming "possible" and "ideal" SoTL agents as part of their professional identity.

This paper reopens the question of how the concept of a SoTL identity workspace could be defined or perceived as a "holding transitional space" (Winnicott, 1975) for "identity work" and "identity play" of "possible" and "ideal" SoTL practitioner/ agents. It is suggested that the concept of a "holding transitional space", based on the work of Winnicott (1975), Petrigilieri et al (2010) and Ibarra and Petriglieri (2010), might refer to an integrated space where individual and collective "identity work" and "identity play" are hosted. In the context of SoTL, this may refer to the hosting of multiple and integrated spaces enabling adaption and relatedness between the self and SoTL environment, thereby contributing to the potential construction of

both individual and collective SoTL identities (communities of practice and wider SOTL networks) in order to integrate across wider SoTL frameworks.

The paper also draws on preliminary qualitative research undertaken at Waterford Institute of Technology in 2013, which investigated through individual interviews and focus groups, the perceptions of 20 members of academic staff in regard to their multiple professional identities, their conceptions of teaching and research and their perceptions of their possible and ideal selves as SoTL agents. The study also focused on their perceptions of the ideal SoTL workspace and how best this may be facilitated or hosted through educational development programmes.

The findings of the study revealed the impact of micro- and macro contextual variables such as university, social, political and economic constraints in pursuit of scholarly teaching and dissemination of research. Some of the characteristics of a supportive SoTL "holding transitional" environment advocated by participants included high-level administrative commitment and support and understanding of teaching context; frequent interaction, collaboration and community among faculty (also as sources of informative feedback); access to faculty development programms or campus teaching centre; supportive and effective department chairs; sense of faculty involvement, shared values and a sense of ownership and autonomy.

The presentation and participant discussion will explore these questions based on the literature and the findings of the research project. It will also draw on the session participants' own experiences in order to better understand what constitutes professional SoTL identity development and how faculty may be encouraged and motivated to embrace SoTL.

A10.3. SoTL Around the Edges: Marginality, Disciplinarity, and the Difficulty of "Fit"
Individual Paper (30 minutes)
Raleigh Convention Center 303
Deandra Little (Elon University), David A Green (Seattle University)

Questions and Rationale:
Hutchings, Huber, and Ciccone (2011) raise the specter of tensions for academics pursuing SOTL projects, where individual goals and institutional agendas deviate or even collide. Further tensions arise at the epistemological level, where discipline-specific principles lead to hierarchies of acceptable research methods. In each case, SOTL scholars may find themselves caught in a quagmire of their own curiosity.

Like SOTL researchers, Academic Developers often occupy a marginal or liminal space between disciplines. For both, this space lies between the methods and discourses of their original disciplinary culture and those more common to the culture of educational research. Structurally, SOTL scholars, like developers, can often feel caught between oppositional institutional cultures— hearing, for example, rhetorical support from senior administrators but confusion about the value of SOTL research from colleagues on tenure committees. Epistemologically, both SOTL scholars and developers can feel caught between different disciplinary ways of thinking and practicing. In a theoretical article (Authors, 2011), we explored the roles developers take in this "between space" by adapting a framework from The

Marginal Man—Stonequist's 1937 study of migrants—to capture the actions of developers as "academic migrants" (Manathunga, 2006) who left their disciplinary homelands for a 'between-position' on the hierarchical and epistemological margins. SOTL scholars face a similar dilemma: How to work on SOTL in a way that is credible in their own disciplines but worthwhile in the SOTL community?

Whether at an institution where "only 'real research' counts" or "scholarly teaching counts," SOTL scholars often ask, "What counts as research? Are some methods more acceptable than others? How do I do meaningful work that will be valued?" Borrowing from our subsequent study of the tensions developers experience occupying an in-between space (Authors, 2012), we will work with participants to translate our framework to the SOTL field; together, we will explore how developers can support faculty in forging productive relationships and challenging disciplinary assumptions (Becher & Trowler, 2001).

Reflective Critique:
With further analysis of our research process, we realized we had chosen to play particular roles in navigating our own marginal identities as humanities-trained scholars turned developers. Although we based our research on a sociological theory, we applied it to academic development in a humanities way—pairing it with other critical theory, testing its metaphorical application to see whether it helped describe the tensions and power dynamics we were examining. Further, our interviews walked the line between grounded theory and oral history; we invited our respondents to tell us particular kinds of stories, and then applied textual—not discourse—analysis skills to the resulting narratives. Though we hadn't explicitly planned at the outset to rely on humanities tools and methodologies, we found ourselves doing so naturally. We did, though, at times find ourselves making authenticating claims more common to social science discourses as we discussed and defended our work.

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A11.   Transfer Students, Transitions, and Informed Revisions
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

A11.1. Transfer Students and Opportunities for Pedagogical Change

Individual Paper (30 minutes)
Raleigh Convention Center 302A
Carrie Wastal (University of California – San Diego)

Recent economic upheavals have directly contributed to a shift in the population of public universities in the US. This shift includes an increase in the number of transfer students coming from two-year colleges. And while there is a deep corpus of scholarship that studies student learning at the traditional undergraduate level, the same research is not readily available for undergraduate transfer students. This paper examines the challenges for transfer students who may not be sufficiently prepared for the rigors of writing at a public four-year research university. Many transfer students receive high grades in their community college and university writing classes. However, a substantial number of students who receive high grades in community college writing classes receive much lower grades after they transfer.

This paper discusses a research project that works to uncover possible causes of and remedies for the disparity in grades received by transfer students in community college and university writing classes. The paper also examines possibilities for adjusting pedagogy to better help transfer students achieve success and argues that aspects of this study are applicable to courses in multiple fields/disciplines.

Rather than view this as a problem that stems from community college instruction or failure in the articulation between two- and four-year colleges, this paper sees this issue as an opportune site for developing a pedagogical approach that serves two populations—the graduate students who teach the courses and the undergraduate students who learn academic writing in the courses. Informed by such researchers as Hagedorn and Zhang (2012), Haskell (2000), Levin and Kater 2013), and Moore, Rodrigue, and Serviss (2010) this paper calls for an approach to teaching transfer students that incorporates best practices for training graduate student teaching assistants and for teaching undergraduate transfer students from a variety of education backgrounds, cultures, socio-economic levels, and nationalities.

Using the data collected through an anonymous online survey of transfer students, follow-up small focus groups, and community college teachers' materials (writing assignments, grading rubrics, and worksheets), this paper will suggest ways that teachers can apply knowledge about the disjuncture between transfer students' preparation for writing and the expectations of writing in university classes to improve their pedagogical approach to teaching this population. Questions that will frame the audience discussion include the following, What do we currently know about best teaching practices for promoting student learning, particularly for transfer students from diverse backgrounds? How might classroom pedagogy be adjusted to best serve incoming transfer students? How can instructors be trained and/or supported to incorporate best practices for teaching transfer students?

A11.2. *Transition Pedagogy for Staff and Students: The First Year Teaching and Learning Network Co-ordinators*
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Jennifer Clark (University of New England), Lisa Gurney (University of New England), Sarah Lawrence (University of New England), Rhonda Leece (University of New England), John Malouff (University of New England), Yvonne Masters (University of New England), Jackie Reid (University of New England), Isabel Tasker (University of New England), Fredy Valenzuela (University of New England), Janelle Wilkes (University of New England)

This paper focuses on the establishment of a First Year Teaching and Learning Network in a regional university with a strong focus on distance education for a very diverse student cohort. Consisting of a co-ordinator in each of nine schools, the Network's purpose is to support first year teaching staff to help students transition into tertiary education. The paper explores the theoretical bases of the structure, the way it currently operates, the impact it has had and the plans for the future. in particular the paper argues that universities must consciously embed opportunities for staff to take ownership of transition pedagogy and thus encourage widespread capacity building amongst their peers. The paper demonstrates how the Scholarship of Teaching and Learning, in particular scholarship around transformative learning and capacity building, can be used as a mechanism to promote staff development and improvements in teaching first year students. This paper will be of interest to those involved with teaching first year, teaching online but also those charged to increase institution-wide scholarship-based teaching and learning practices.

A11.3. *Harnessing Data: Informed Course Revision for Improved Teaching & Learning*
Lorraine S. Gilpin (Georgia Southern University)

Use of end of semester ratings of instruction saturates studies on assessment in higher education. Purposes of student evaluations includes measuring teaching effectiveness for decision making, such as tenure and promotion; to help students select courses and instructors; and to help teachers improve their teaching (Lang & Kersting, 2006, p. 1). These purposes reflect issues that are pivotal to SoTL. Yet, several concerns, completion rate through timing to motivation, have been raised over the use of end of term student ratings of instruction (Marlin, Jr., 1987; Adams, 1997; Armstrong, 1998; Roberson, 2004; and Smith & Morris 2012). Given that no single tool is perfect, answers to questions about teaching and learning should come from multiple sources, including formative ones. Based on analysis of module evaluations and end of course evaluations, this presentation asserts that module evaluations yield more specific feedback in greater details, that can be used in the evaluation of teaching and learning and the redesign of courses to improve student learning, than end of course evaluation. The challenge to modify an already compressed course to be more responsive the growing number of Culturally and Linguistically Diverse Students (CLDS) and teachers lack of preparation in working with them (Youngs & Youngs, 2001; Lucas, Villegas, & Freedson-Gonzalez, 2008; and Durgunoglu & Hughes, 2010), within the same number of credit hours required informed decisions. What aspects of the course should be eliminated? What aspects of the course should be modified? What gaps exists in the course? On what basis should these decisions be made? The written

portion of end of course and module evaluations for 49 students 15 students in serving as a reference group, were narratively coded and analyzed in order to identify patterns and themes (Casey, 1995; Denzin & Lincoln, 1998; Marshall & Rossman, 1999; Clandinin and Connelly, 2000, He & Phillion, 2007). The end of course comments failed to deliver the specificity of feedback necessary to restructure the course to improve student learning. Instead, they focused on instructor personality; general teaching behaviors, procedural issues; and provided general summative comments on the course overall. However, the module evaluations offered a higher number of responses and more details about course specific activity. The data suggest that module evaluations provide more useful information that can be used to inform course revision for improvement of teaching and learning than summative end of course evaluation. This presentation highlights how to design module evaluations so that it yields useful information, examples of comments taken from both module and end of course evaluations, a table of course specific information harnessed from module evaluations, and how the data were used in the course revision. The session allows for exchange of ideas on experiences with module and other formative assessments, as well as effective end of course assessments. What are examples of assessments that yield rich and useful information for revising courses to improve teaching and learning? How are these assessments analyzed? How are the data utilized to improve teaching and learning?

A12. Online and Blended Teaching and Learning
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

A12.1. Learning With and From Each Other: Social Online Teaching and Learning
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Orly Sela (Oranim Academic College of Education)

Learning with and from each other: Social online teaching and learning
Social-based learning has long been seen as a positive direction in education, with many advantages for learners. Theorists such as Dewey (1938) and Vygotzky (1978) have emphasized this, and there is an abundance of research supporting their claims (e.g. Chatti, Jarke, & Specht, 2010; Hsu, Hwang, Huang, & Liu, 2011; Wenger, 1998). This clearly goes hand-in-hand with the second Internet generation, generally called Web 2.0, which emphasizes social online learning (Deters, Cuthrell, & Stapleton, 2010). The presentation describes an on-going action research project (Cohen, Manion & Morrison, 2000) carried out by a teacher educator at a pre-service teacher education college using on-line social learning (a.k.a. Computer Supported Collaborative Learning - CSCL), in her teaching. The first action cycle consisted of traditional (offline) social learning; the second cycle included the use of Wikis and discussion forums in blended learning; the third cycle included fully online courses based on both synchronous and asynchronous tools; and the fourth cycle has not yet taken place, but is planned to include non-educational online social sites, such as Facebook, twitter, etc. The presentation traces the action research cycles, including qualitative analysis of the data the teacher educator collected (student feedback and online texts) which helped her move from one cycle to the next, and ends with practical implications for teachers in general and teacher educators specifically. The audience

will be invited to relate to the issue of CSCL vis-à-vis their own teaching contexts, share their experiences and suggest ways in which their teaching can thus be enhanced.

A12.2. University Students' Attitudes Toward Online Learning and Instructor Presence
Individual Paper (30 minutes)
Raleigh Convention Center 305B
John A. Huss (Northern Kentucky University), Shannon Eastep (Northern Kentucky University)

When online education was first emerging, much of the focus and preoccupation dealt with the efficiency of the technological platforms from which the course modules were stored and launched, the "mechanics" of actually creating the courses themselves, and the sheer logistics of dispensing the instruction. The advancement of technological tools, coupled with an increasing confidence by university faculty, has served to ease these early procedural and structural entanglements. A new concern, however, is now emerging. What about the instructors themselves who are the intellectual and creative engines behind this plethora of online courses? With such a growing prevalence of online education, the need to examine the medium from the perspectives of those who actually take the courses is paramount. The purpose of this study was to explore the attitudes and perceptions of students at a rising metropolitan university who were enrolled in at least one fully online course during the fall 2012 semester. The study focused on student perspectives toward web-based instruction and what these students consider to be their expectations and experiences in the critical areas of course format; technological support; interaction with faculty and peers; course flexibility and pace; assessment and feedback; and overall communication. This study used a researcher-generated survey instrument, which blended a quantitative component in the form of 23 fixed response items (five of which were demographic in nature) with a distinct qualitative element accomplished through two narrative response questions that encouraged detailed and personalized answers. In addition, each quantitative item also solicited further comments or elaboration. Such an approach favors the triangulation design described by Creswell (2010). Within the triangulative model, quantitative and qualitative data are gathered simultaneously and integrated in order to clarify and better understand student responses (Creswell & Plano, 2007). Connelly (2009) insisted that "the goal of mixed methods research is to draw on the strengths and minimize the weaknesses of both types of research" (p. 31). For the narrative responses, content analysis was the technique employed to compress many words of text into fewer content categories based on explicit rules of coding (Weber, 1990). Holsti (1969) offered a broad definition of content analysis as, "any technique for making inferences by objectively and systematically identifying specified characteristics of messages" (p. 14). To achieve this end, emergent coding allowed the researchers to establish categories following a preliminary inspection of the data. The overall process was adapted from the procedures outlined in Haney, Russell, Gulek, & Fierros (1998), in which two people independently review the material and establish a set of features that form a checklist. The researchers then compare notes and reconcile any differences that show up on their initial checklists. Third, the researchers use a consolidated checklist to independently apply coding. An overall total of 1,085 students returned the questionnaire out of a university-wide population of 4,695 potential respondents. In synopsis, student responses were strong in expressing that instructors must approach online learning with a different orientation than when teaching face to face. Teaching online requires professors to be extremely organized and

methodical in both instructions and course navigation. Communication is key to a student's comfort level in an online course. Instructors need to be sure they are communicating clearly and often with their students. Reminders, prompt grading and meaningful feedback are essential. Other critical findings that will be discussed include the fact that only 7% of students said they selected an online course because they believed they learn best in that environment. Instructors need to be aware that students often populate online courses for reasons other than "educational" or scholastic ones. Student responses were very mixed about specific components of online courses. The two most striking examples involved the use of discussion boards (including expectations for synchronous participation) and the requirement of group work or group projects. Overall, this session will present the results, both numerical and narrative, from the students who were enrolled in at least one fully online course, which can then be used by those who design and deliver web-based instruction to better meet the expectations of students while, at the same time, providing a substantive academic experience. As a direct reaction to many of the student issues raised in our findings, this presentation will also share how utilizing free tools such as VoiceThread, podcasts, an interactive timeline, wikis, self-study games, and customized tutorials can create a strong learning environment. Session participants will view actual course learning modules and witness how a course using these tools resulted in a highly engaging, collaborative learning environment. Attendees will be provided "free tools" resources to use as well as instructional design tips for designing their own online courses. Such participation will be interactive. In this way, the research will inform authentic classroom and online practices. Thus, through public dissemination of these research findings, instructors within higher education can develop their pedagogical expertise by engaging in reflective practice as described in the SoTL literature by Brookfield (1995) and Martin, Benjamin, Prosser, Trigwell (1999). This presentation is consistent with a systematic study of teaching and learning and the public sharing and review of such work.

A12.3. *Assessing Cognitive Presence in an "À La Carte" Blended Course*
        Individual Paper (30 minutes)
        Raleigh Convention Center 305B
        Megan Mullen (University of Wisconsin – Parkside)

Can a college class be both online and blended at the same time—serving the needs of different students in different ways? Can such a course provide the same content and equivalent learning experiences to all members regardless of the format in which they've chosen to take it: all online, all blended (with one live class meeting per week), or a combination of the two? This is what I have done with my COMM 360: Contemporary Media Industries class.

This course is offered once a year, enrolling approximately thirty students. It is both an upper-level elective for the Communication major and required for the Public Relations minor. Although there are some students who wish to attend every live session offered and some who must have the scheduling flexibility of entirely online courses due to work and other commitments, others seem to appreciate not being committed to one format or another from week to week. But even beyond the logistical reasons to offer it in what I'm calling "à la carte" format, there are sound pedagogical reasons underlying my decision.

For one, there is a growing body of research to show the effectiveness of blended learning compared to both strictly online and strictly classroom-based learning. COMM 360 course is fundamentally a blended course, with one key difference for students working entirely online: instead of coming to class and taking active part in the discussion, they are expected to study the PowerPoint slides containing class notes and discussion questions as well as locate and discuss (on the online discussion board) one online resource related to the week's topic. This resource may be an online video, an alternative definition of a key term, a news article, or any number of other possibilities.

In addition to class participation and various short and longer projects, forty percent of all students' course grade is based on three take-home essay exams, answers to which may be based on any combination of assigned course material and (professionally cited) additional sources. In this project I am assessing select answers from those exams in order to determine the level of "cognitive presence" that can be detected in the class—for students generally and in comparisons of the three groups: all-online, all-blended, and those who combine the two modes.

Garrison, Anderson, and Archer (2001) in writing about computer-mediated instruction define "cognitive presence" as "the extent to which the participants in any particular configuration of a community of inquiry [consisting of social and teaching presence in addition to cognitive presence] are able to construct meaning through sustained communication."

Using a rubric as well as textual analysis, I have evaluated how much each of the selected exam answers reflects not only the use of assigned vs. self-discovered sources (including those posted by online classmates), but also the extent to which those different sources have been integrated, explained, and reflected upon. The rubric-based assessment has been correlated with attendance data to show correspondence between class format choice and evidence of cognitive presence.

A13.   Pre-Service Teachers, Student Teachers, and K-12 Education Reform
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

A13.1. Getting Pre-Service Science Teachers (PSTS) Involved in SoTL Secondary School Style
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Chiron Wesley Graves (Eastern Michigan University)

This paper presentation addresses the conference theme of Critical Transitions in Teaching and Learning by reporting on an investigation conducted to address a "critical transition" in K-12 science education. Recent K-12 science education reform initiatives call for a major paradigm shift from teaching science as a collection of isolated facts to teaching science as a dynamic inquiry-driven process used to generate scientific knowledge (Achieve, Inc., 2012; National Research Council, 2007; National Research Council, 2012). Additionally, the 2012 National Science Teacher Association (NSTA) Pre-Service Science Teaching Standards emphasize that effective science teachers "provide evidence to show that P-12 students' understanding of major

science concepts, principles, theories, and laws have changed as a result of instruction" (National Science Teacher Association, 2012). These "scientific teaching" initiatives at the K-12 level are a microcosm of the larger paradigm shift in science education at every level aimed at improving science literacy through an increased focus on student learning and an inclusion of inquiry-based instruction to engage students in the process of scientific knowledge generation (Handelsman et al., 2004; Handelsman et al. 2007). This paper describes a pilot study aimed at addressing the question, "How can I help my college students (pre-service science teachers aka PSTs) change the way they view secondary science teaching?" More specifically, "How can I help my PST's change their preconceptions about secondary science teaching to align more with a 'scientific teaching' theoretical framework for teaching science?" To meet the challenge of helping PSTs prepare to teach science "scientifically", I completely revised my secondary science teaching methods course using an academic service-learning/ project-based learning (ASL/PBL) hybrid model that capitalizes on the integration of service activities and academic content of approach of ASL (Anderson et al., 2001) and the question/project-centered approach of PBL (Colley, 2008; Thomas, 2000). For their project, PSTs worked in teams of three to design a science club for the Bright Futures afterschool program using a scientific teaching framework (Handelsman et al., 2004; Handelsman et al. 2007). Basically, each team was expected to design a science club that 1) engaged participants in the scientific practices outlined in A Framework for K-12 Science Education (National Research Council, 2012), 2) acknowledged the diversity of learners, and 3) evaluated effectiveness through the use of student data to determine if the learning goals of the club were met. Each PST submitted an initial teaching philosophy at the start of the semester and a revised teaching philosophy at the end of the semester as well as journal reflection entries. These assignments were used as data to determine if my revised approach led to any conceptual changes in the PSTs teaching philosophy. Initial data analysis suggests that PSTs did shift their thinking to acknowledge the importance of student data as evidence of teaching effectiveness. The paper presentation intends to engage the audience by identifying their preconceptions of science education and science teacher preparation. There will also be time devoted for the audience questions and discussion after the rationale, methods, and results of the study have been presented.

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A13.2. *Teaching Inquiry as a High-Leverage Practice: What Impact on Student Teachers?*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Nelson Graff (San Francisco State University)

Research in teacher education has suggested that organizing teacher preparation around high-leverage practices may help novice teachers more effectively integrate theory and practice and internalize the conceptual and practical tools we teach. One group of researchers (Grossman et al. 2009) has analogized these high-leverage practices to the complex practices taught in other domains of professional education and proposed a model to describe effective teaching of such practices, involving "representations, decomposition, and approximations of practice" (2058). Such a focus in teacher education has special import because of the "two worlds pitfall" of student teaching: student teachers are often faced in their student-teaching contexts with pedagogy that differs significantly from the pedagogy they are learning at the university.

Simultaneously, contemporary literacy pedagogy has moved to apply constructivist ideals about meaning to inquiry and social justice oriented teaching. Research has demonstrated that such teaching is particularly effective in urban schools, though earlier work contrasting education in schools according to social class suggests that affluent students have been experiencing more inquiry-oriented pedagogy for some time.

This presentation brings together these topics in an investigation of student teaching. Specifically, I examine how novices teach literature in their student teaching contexts. During their methods course the previous semester, these teacher candidates learned about and experienced inquiry-oriented pedagogy, and I examine how they negotiate the two worlds pitfall in their student teaching.

Data for this study come from pedagogical conversations held throughout the student teaching semesters in 2012 and 2013. Written reflections and lesson materials allow me to triangulate inferences drawn from these conversations. And comparisons between two years, during which I made changes to the Methods course to more closely match Grossman's model for teaching complex practices, allow me to reflect specifically on the value of the model. Findings suggest the particular significance of approximations of practice in teaching complex professional practices, as teacher candidates in the second year of data collection more strongly adhere to inquiry-based pedagogy in their classrooms regardless of teaching site. Participants will be asked to consider elements of professional education in which they prepare novices and whether this model may strengthen their own students' preparation.

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A13.3. Using APAC to Improve the Educational Outcomes of African American and Hispanic Male Students
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Tawannah G. Allen (Fayetteville State University), Carol Mullen (University of North Carolina – Greensboro/Virginia Tech), James H. Johnson, Jr. (University of North Carolina – Chapel Hill)

Literature
The improvement of educational outcomes for African American and Hispanic male students is examined by members of a University of North Carolina system-wide panel of experts of K–12 education reform. By using literature on resiliency (Henderson & Milstein, 2003), critical race, (Pitre, 2007), oppositional culture (Fordham & Ogbu, 1986), emotional regulation (Gross & Munoz, 1995), race and cultural identity (Hanley & Noblit, 2009), and successful pathways (King, Midgley, Sell, & Imig, 2010), and undergirded by the research of Hale (2001), and Boykin (1986), an understanding is developed as to how affection, protection, attention, and connection (APAC) are not only critically missing factors in the lives of many minority males but also how their absence influences the decision making of this population.

The Concept of APAC
APAC, is defined as using affection to provide care and support, while also offering unconditional positive regards and feedback to African American and Hispanic male students. Protection creates safe and nurturing classroom environments for males of color, while also providing guidance on emotional regulations. Promoting independent thinking and making healthy life choices are integral components for protection. Attention is developing positive ways to reinforce positive behaviors, along with positively/respectfully addressing inappropriate behaviors or responses. Connection includes helping males of color develop and maintain the social connections necessary for success, while also providing them with positive role modeling via activities and services offered within mediating institutions.

This session addresses the conference tracks inquiry into teaching practices and student learning, by focusing on teacher centered professional development modules designed to enhance the understanding on how APAC can increase the student achievement of minority males, while also reducing the high school dropout rate of these students. Also included in this session is how the use of various instructional strategies and differentiated instruction methodologies will be more effective if employed in conjunction with APAC. Common Core standards are a real-world approach to learning and teaching; while science, technology,

engineering, and mathematics (STEM) encourages a problem-solving, discovery, exploratory type curriculum. Culturally relevant instruction can be provided by infusing STEM focused activities into common core standards.

Methods
This longitudinal study, set in a rural North Carolina school sub-district identified as having the highest enrollment of African American and Hispanic male students,
employed mixed research methodologies and addressed these questions: (1) what cultural mismatches worsen the state of academic disconnect for minority males? (2) why does the academic disconnect phenomena begin relatively early age for males of color? and (3) how can teaching and learning can be improved with the infusion of APAC into daily instruction?

Reflective Critique
At the study's current phase, we are unable to offer a reflective critique at this time.

Audience Engagement
In small groups, attendees will be afforded firsthand teacher experience by using STEM focused common core manipulatives to model how APAC can be used in daily classroom instruction.

A14. Inquiries into Learning and Course Formats
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

A14.1 Threshold Concepts on a Massive Scale
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Susannah McGowan (University of California – Santa Barbara)

My works focuses on the infusion of threshold concepts in history into large lecture courses. The main focus of my research is to describe what the operationalization of threshold concepts look like within a large-lecture history course at a Research I university. The important questions this project addresses are: Where do certain threshold concepts gain traction in the larger setting? How do the professor, the nine teaching assistants and students interpret the role of threshold concepts in learning history? Where does this framework have the potential to support learning in large settings?

Given the large lecture climate at this university and the emphasis on online education that is developing within higher education (especially the emphasis on massive open online courses – MOOCs), learning how to teach students important disciplinary skills within a large lecture format proves an essential study to conduct at this point in time. Focusing on the threshold concept lens provides another avenue for discussing student engagement in large lecture courses.

Previous research on threshold concepts in the classroom focuses on upper-level seminars for majors (Middendorf and Pace, 2011; Meyer, Land, Baillie, 2010). Threshold concepts is a relatively recent term developed by Jan Meyer and Ray Land to describe the concepts within a

discipline that are essential to becoming an expert in that discipline. More specifically, threshold concepts, "represent how people 'think' in a particular discipline, or how they perceive, apprehend, or experience particular phenomena within that discipline (or more generally)" (Meyer & Land, 2003). Threshold concepts pose interesting avenues for conversations about teaching and learning however many questions remain about its application in the humanities.

The scholarship of teaching and learning is a new concept for this particular campus. My research project enabled the professor to enter into an introductory SoTL project to explore how his current course design works from his standpoint as well as his nine teaching assistants. Designing a large lecture course around key disciplinary concepts versus only content is crucial to ensuring student learning. He provided small opportunities for students to "think like historians" within their smaller discussion sections after having seen him describe what it means to do historical work. My findings will touch upon three data points: the professor's methods for introducing threshold concepts in history through video-taped think alouds; the role of the teaching assistant in a large lecture course and their own scholarship development as teachers; and student reactions to the inclusion of threshold concepts in a general education course. Discussion of my findings and their limitations will provide a reflective critique of the study and prompt further ideas for conducting large-scale SoTL projects.
I plan to engage the audience in a discussion around one case study that addresses my research questions. The case study will demonstrate the "trickle down" effect of a historical thinking concept from professor, to TA, to student.

A14.2   *Assessing the Impact of Course Format, Delivery, Mode, and Duration on Teaching and*
         Learning
         Individual Paper (30 minutes)
         Raleigh Convention Center 306B
         Prudence C. Layne (Elon University), Peter Lake (Sheffield Hallam University)

Is the Scholarship of Teaching and Learning keeping pace with the growing and diverse personal and professional lives of shifting student demographics and their needs? The discipline has emerged and evolved around a developmental trajectory of adolescents who emerge from high school and enter college. However, soldiers returning from war and suffering the effects of PTSD, higher rates of mental health issues, ESL needs of immigrants and their children, adults returning to college following extended periods of joblessness or other activities, and greater access to technology and information are only some of the new groups comprising higher education populations not just in the United States, but across the world. Classes that maximize and engage student learning during shorter and more intense periods than the traditional fifteen-week semester, offer the flexibility and convenience of online or hybrid deliveries to facilitate their busy schedules, and provide engaged experience and relevance in a shrinking world have seen increasing enrollments in colleges and universities across the United States. This new world order has changed how students learn, but has it changed how we teach? The Scholarship of Teaching and Learning has to examine how to engage student learning in "non-traditional formats."

Has the scholarship fully explored the impact of the length or structure of these terms on student learning, achievement, and performance? Without this information, we cannot know

whether instructors are using the best pedagogical practices to facilitate students' learning in these environments or ensure that students are meeting their optimal levels of academic achievement. Understanding the impact of course length and other related variables on students' learning may help instructors, students, and institutions think more deliberately about the implications of how, when, and why courses are scheduled and structured. This presentation explores two hypotheses, both of which significantly impact students, instructors, and institutions. First, the hypothesis that course duration and format have no significant impact on student learning outcomes and achievement may be accurate. Such a finding should make us explore questions about why some courses are taught in one way (format/delivery mode, duration) versus others, and what are the academic, pedagogical and financial decisions governing those choices? The other conclusion the study may reach is that a significant difference exists in student learning outcomes and achievement based on the course delivery mode, format, and duration. The same questions mentioned above would apply, but such findings may provide the impetus for various disciplines and programs to consider what kinds of knowledge may be acquired over a shorter versus a longer period? The presenters have begun to engage with education developers around the world.

A14.3 *Efficacy and Impact of Formative and Summative Assessment in an Online eLearning Course: Findings From a SoTL Study*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
John P. Egan (The University of Auckland)

Formative and summative assessment each play important and distinct roles in higher education (Biggs, 1999). In post-graduate professional education, our understanding of the impact of the purposeful use of each is limited. This paper, part of a larger SoTL study on the transfer of learning (Caffarella, 2002), examines the experience of multiple cohorts of alumni from a wholly online eLearning "applications" course. In particular we investigated former students' (n=92) perspectives and experiences with specific required learning activities, as well as these activities perceived impact on their practice as educational professionals. The findings are relevant to others teaching wholly online post-graduate courses in the realm of professional education—particularly those interested in how to foment a purposeful transfer of skills and knowledges from the classroom to practice.

This mixed methods (Bernard, 2000) study included a quantitative online questionnaire, completed by all participants, and qualitative key informant interviews with a sub-sample of questionnaire respondents. Statistical analyses were done using SPSS for Mac version 19 (2011); qualitative data were analyzed using NVivo 10 (2012). For statistical purposes five item Likert scales were collapsed to three items (example: Strong Agree-Agree-Neutral-Disagree-Strongly Disagree to Agree-Neutral-Disagree).

This course is an elective in the University of British Columbia's Master of Educational Technology (MET) program. Students have completed an undergraduate degree (sometimes more than one) and are completing a coursework based degree. Most are mid-career educational professionals working in primary or secondary education in Canada.

Overall 93% of respondents were somewhat or very successful in applying what they learned in the course to their practice. 82% felt the course was very, highly or the most valuable course in their program; 82% also saw the course has having a significant or very significant impact on their practice. Specific elements of the course included required weekly problem-, inquiry- and case-based discussions that received formative feedback only. 83% of students agreed that these discussions helped them link theory to practice; 66% agreed they improved their practice. Students also submitted narrative "flight path" papers at the beginning of the course, which required them to reflect and plan about their aspirations for the course. 83% agreed the assignment "got me started on the right foot" in the course; 83% also agreed that the flight path was "an excellent way to start a course that required self-reflection". 9% agreed that completing the assignment "had no impact on my subsequent experience in the course"; only 3% agreed that this assignment would have been better if summatively assessed. Students also completed a required small group learning activity, where each group was given a scenario and asked to create a learning management system selection rubric in response. 15% of respondents felt the task should have been summatively assessed: 80% felt it should remain formative. 67% agreed the task was "valuable", 81% agreed it "showed the value of collaboration" for selecting tools, and 82% agreed it "helped them integrate what we had previously read about tool selection".

Overall the formative assessment elements of the course seem to be working well. In terms of summative assessment, students complete a purposefully sequenced set of 5 assignments: an LMS site proposal, online quiz or exam, digital story, complete LMS site and final synthesis reflection. All these assignments were viewed as very valuable or of great value by between 59 (proposal) and 82 (LMS site) percent of respondents. The LMS site was seen as the most valuable (48%) and most relevant (39%); the online quiz or exam was seen as the least valuable (29%), with the digital story the least relevant (18.8%). However when asked which assignment might be dropped in future offerings, a plurality of respondents (48%) chose "none—keep them all". Overall the summative assessment elements also seem to be working well.

Thursday, October 3, 2013 | Lunch and Concurrent Sessions – B

Conference Lunch (12:30 PM – 1:30 PM) | Ballroom B

An informal group of academic/faculty developers will gather during lunch at the table(s) on the left side near the front of the ballroom. Look for table tent signs, and please join the conversation!

European scholars are invited to meet during lunch at the table(s) on the right side near the front of the ballroom. Look for table tent signs, and please join the conversation!

Concurrent Sessions – B (1:30 PM – 3:00 PM) | Abstracts on pp. 88-119

B1. **Beyond the Student-Centered Paradigm: Toward Engagement-Grounded Teaching and Learning**
Workshop
Raleigh Convention Center 202
Patti H. Clayton (University of North Carolina – Greensboro), Kathleen E. Edwards (University of North Carolina – Greensboro), Julie Dierberger (University of Nebraska – Omaha)

B2. **Collegial Influence on SoTL Work – Teaching and Learning Regimes as a Pivotal Professional Context**
Workshop
Raleigh Convention Center 201
Katarina Mårtensson (Lund University), Klara Bolander Laksov (Karolinska Institute)

B3. **Linking the Liberal Arts: An Alternative to the MOOC**
Workshop
Raleigh Convention Center 203
Kristina Ann Meinking (Elon University), Ryan C. Fowler (Center for Hellenic Studies)

B4. **Advancing SoTL Through the Work of Undergraduate Research Journals**
Panel
Raleigh Convention Center 301A
Mathew Hayden Gendle (Elon University), Rebecca Pope-Ruark (Elon University), James Butler (International Journal of Undergraduate Research and Creative Activities), Deanna Cox (The Journal of Undergraduate Research and Scholarly Excellence), Jeff Chen (Journal of Young Investigators)

B5. **Troublesome and Transformative Transitions: On the Yellow Brick Road to SoTL Identity**
Panel
Raleigh Convention Center 301B
Nicola Simmons (Brock University), Earle Abrahamson (University of East London), Jessica Deshler (West Virginia University), Barbara Kensington-Miller (University of Auckland), Karen Manarin (Mount Royal University), Sue Moron-Garcia (University of Birmingham), Carolyn Oliver (University of British Columbia), Joanna Renc-Roe (Central European University)

B6. **Critical Transitions in Writing Transfer: Inquiry and Implications**
Panel
Raleigh Convention Center 303
Jessie L. Moore (Elon University), Paula Rosinski (Elon University), Carmen Werder (Western Washington University)

B7. **Beyond Coverage: Using Threshold Concepts and Decoding the Disciplines to Focus on the Most Essential Learning**
Panel
Raleigh Convention Center 305A + Live Stream
Bettie Higgs (University of Cork), Arlene Diaz (Indiana University), Joan Middendorf (Indiana University), Leah Shopkow (Indiana University), David Pace (Indiana University – Bloomington)

B8. **SoTL in Promotion, Tenure, Strategy Statements, and Institutional Culture**
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

> *B8.1.* *SoTL in University Promotion and Tenure Decisions*
> Steven A. Freeman (Iowa State University)

> *B8.2.* *Strategy Statement for Teaching and Learning – A Paper Exercise or a Steering Document Initiating Scholarly Teaching and SoTL?*
> Ragnhild Sofie Sandvoll (University of Trosmø), Marit Allern (University of Tromsø, Norway)

> *B8.3.* *How can Higher Education Leaders Integrate SoTL Work into the Culture of the Institution? Insights from the Faculty!*
> Marilyn Cohn (Maryville University)

B9. **SoTL and Nursing Education**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

> *B9.1.* *Emerging Technologies: Delivering a BSCN Program to Rural and Remote Areas*
> Tia Josslyn Cooney (Confederation College), Sally Dampier (Confederation College), Carine Gallagher (Confederation College)

B9.2. *Transitioning into Practice: Capstone Experience for Baccalaureate Nursing Students*
Louela Manankil-Rankin (McMaster University), Patricia Ann Sevean (Lakehead University), Lunyk Child Ola (McMaster University), Lynda Bentley Poole (McMaster University), Sally E. Dampier (Confederation College), Karen Poole (Lakehead University), Lynn Martin (McMaster University)

B10.   Assessment and Learning Outcomes
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

B10.1. *Generating Credible Evidence of Graduate Learning Outcomes: An Investigation of Assessment Practice*
Clair Patricia Hughes (The University of Queensland), Simon Barrie (The University of Sydney)

B10.2. *Time-on-Task Diaries: Revisiting What Students and Faculty Do in Assessment*
Sean Scott Brawley (University of New South Wales)

B10.3. *Reflective Portfolios: Links to Current and Extended Learning Outcomes*
Sarah Bunnell (Ohio Wesleyan University)

B11.   Professional Development and SoTL in Postdoc Programmes
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

B11.1. *Professional Development: Through the Lens of the Scholarship of Teaching and Learning*
Michael Cubero Montejo (University of Adelaide)

B11.2 *SoTL in Postdoc Programmes – Constructing Useful Knowledge of Doctoral Education*
Anders Ahlberg (Lund University)

B12.   Learning Methodologies
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

B12.1. *Strengthening Inquiry-Based Learning with Contemplative Practices*
Patricia Owen-Smith (Oxford College at Emory University)

B12.2 *Replacing Traditional Lectures with Active Learning Methodologies – Two Models for the Biomedical Sciences*
Marian Dobos (RMIT University), Richard Guy (RMIT University), Bruce Byrne (RMIT University)

B13. **Research and Grant Funding**
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

> *B13.1. Changing Landscape, Changing SoTL: Intensive Researchers as Scholars of Teaching*
> Rosalind Duhs (University College London)

> *B13.2. A Case for Scholarship: Understanding the Influences of Grant Funding on Individual, Institutional, and Sectoral Transitions*
> Tilly Hinton (University of the Sunshine Coast)

> *B13.3. Examining a Decade of Research on Introductory Sociology: What are the Lessons for the Scholarship of Teaching and Learning?*
> David Purcell (Kent State University), Sarah Samblanet (Kent State University)

B14. **Student and Faculty Perceptions of Academic Rigor and Scholarship**
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

> *B14.1. At an Impasse: Faculty and Student Conceptions of Academic Rigor*
> John Draeger (Buffalo State College, State University of New York), Pixita del Prado Hill (Buffalo State College, State University of New York), Ronnie Mahler (Buffalo State College, State University of New York)

> *B14.2. Setting Students Up for Failure*
> Kathleen Colville (Elon University)

> *B14.3. Student Perceptions of Research and Scholarship: Challenges and Improvements*
> Sanjay Marwah (Guilford College), Daniel Rhodes (Guilford College)

Thursday, October 3, 2013 | Concurrent B Sessions - Abstracts

Concurrent Sessions – B (1:30 PM – 3:00 PM)

B1.   Beyond the Student-Centered Paradigm: Toward Engagement-Grounded Teaching and Learning
Workshop
Raleigh Convention Center 202
Patti H. Clayton (University of North Carolina – Greensboro), Kathleen E. Edwards (University of North Carolina – Greensboro), Julie Dierberger (University of Nebraska – Omaha)

In 1995 Barr and Tagg wrote of higher education in the U.S. that "subtly but profoundly we are shifting to a new paradigm: That of a college as an institution that exists [not] … to provide instruction [but] … to produce learning. This shift changes everything…." (p. 13). Their core insight involved re-framing education—from a teacher-centered model focused on transferring knowledge to a student-centered model focused on discovering knowledge and constructing meaning. This highly interactive workshop draws on the perspectives of participants and two bodies of literature to explore the question of whether we are experiencing another paradigm shift, toward "engagement-grounded teaching and learning" and, if so, what the implications for SoTL might be.

A decade after Barr and Tagg's article in Change reshaped how many of us understand and undertake teaching and learning, Parker Palmer (2007) wrote of the "debate" between the teacher-centered and the student-centered model that "some of us are torn between the poles [and] find insights and excesses in both approaches, … neither [of which] seems adequate" (p. 116). He proposed as a synthesis of the two models "a classroom in which the best features of teacher- and student-centered education are merged and transcended by putting not teacher, not student, but subject at the center of our attention … " (116). Palmer's work suggests that the student-centered paradigm, while an important and compelling alternative to teaching and learning as normatively conceived, may not express all of the dissatisfaction with—or sense of possibility around alternatives to—the dominant teacher-centered paradigm.

Work on community-campus engagement is a second source of ideas that problematize the adequacy of the student-centered model. Service-learning provides an example of the shift away from the teacher-centered paradigm and is, correspondingly, generally conceived as a student-centered pedagogy. From its inception, however, service-learning has defined all participants—faculty/staff and community members as well as students—as learners and teachers (e.g., Sigmon 1979, 1996). Service-learning framed as democratic engagement (Saltmarsh, Hartley, & Clayton, 2009) positions all participants as partners with identities and roles as co-educators, co-learners, and co-generators of knowledge (e.g., Bringle & Clayton, 2012). The paradigm of student-centeredness may not adequately convey the commitments of a pedagogy that is co-constructed by multiple participants who are engaged in reciprocal partnerships focused on public purposes.

Perhaps, then, we are in the midst of another paradigm shift—into what might be called not student-centered" but "engagement-grounded": a paradigm in which there is no population or thing around which teaching and learning is centered but instead democratic epistemologies, purposes, processes, and identities in which they are grounded. This session is part of a series of conversations guided by the facilitators at conferences and on campuses around the country in which practitioner-scholars in a wide range of roles collaboratively explore the potential value of and implications of framing teaching and learning and associated scholarship as "engagement-grounded." The facilitators have taught with, provided professional development on, and undertaken scholarship associated with innovative, democratic pedagogies for many years.

Participants will join this ongoing scholarship agenda, co-constructing a shared understanding of teacher- and student-centered teaching and learning through the use of reflection and embodied pedagogy and then using that characterization as a foil against which to conceptualize and critically examine "engagement-grounded teaching and learning." Informed by our own experience as well as Palmer's work and the literature on democratic engagement, we will consider the similarities and differences between these four paradigms; what is revealed and what is masked by the starting assumptions of each; and what questions each poses to the others. Noting the ways in which the shifts currently being evoked may take us beyond the student-centered paradigm, we will co-create concrete implications for SOTL: for example, from within the paradigm of "engagement-grounded," what kinds of questions would we ask about learning (presumably not only that of students), what kinds of methods and theories would we use to investigate them, and how would the full range of participants involved in such teaching and learning also be involved in SoTL?

The session will invite each of us to take on roles as co-educators, co-learners, and co-generators of knowledge as we inquire together and contribute to emerging scholarship. Participants will leave the session with questions to pose to their own teaching and SoTL (including, for example, the extent to which their work embodies elements of each paradigm) and possibilities for reframing their SoTL work from within the paradigm of engagement-grounded teaching and learning.

B2. Collegial Influence on SoTL Work – Teaching and Learning Regimes as a Pivotal Professional Context
Workshop
Raleigh Convention Center 201
Katarina Mårtensson (Lund University), Klara Bolander Laksov (Karolinska Institute)

It is well known that development and innovation in teaching might not be disseminated beyond the enthusiastic individual (McGrath & Bolander Laksov, 2012). As academics engage in SoTL, it therefore seems a relevant issue to address in what way the collegial context is influenced by the results of the SOTL-work, and vice-versa.

The British sociologist Paul Trowler has described the context in which academics work in terms of so-called teaching and learning regimes, TLR (Trowler, 2008, 2009). These are social

traditions and norms, developed over time in any disciplinary context, that guide what academics say and do in relation to teaching and student learning. Various taken-for-granted tacit assumptions about best teaching methods, about students, assessment practices and so forth are examples of the different aspects that are expressed through teaching and learning regimes. The implicit theories of teaching and learning, the manifestations of power as well as the conventions of appropriateness easily become visible when for instance entering a new academic work-place, as described by Fanghanel (2009). They may also appear in every-day practice, through conversations in the hallways, in meetings or in the lunchroom. Academics' opportunities to develop teaching and learning are, according to Trowler (2008), linked to a TLR both ways: the TLR could also change as a result of new perspectives introduced.

Ashwin & Trigwell (2004) provide a three-level matrix for the aims of educational inquiry: the private level, the local level, and the global level. SOTL-work sometimes stays with the individual academic and his/her students (which of course is fine), and sometimes aim directly at the global level: presenting the results at international conferences, and/or publishing the SOTL-results in international journals.

This workshop will focus the level in between, the local – the collegial – level. Participants will be introduced shortly to the theoretical framework and then work individually and in small groups to analyse the teaching and learning regime they are acting within. Participants will investigate and discuss:
- In what way does their collegial context, analysed through the framework of Trowler´s teaching and learning regimes, influence the SOTL-work?
- In what way does their SOTL-work influence the collegial context, given that it is part of a local teaching and learning regime?
- What strategies can be identified in order to maximize the potential of SOTL-work and its influence at the local level; whether that is a teaching team, a department, a programme or even a school?

By the end of the workshop participants will be able to apply the concept of teaching and learning regimes to their own context and suggest how it could be enhanced in terms of teaching and learning.

The workshop facilitators are both academic developers in research-intensive higher education institutions. They have vast experience in running workshops with academic staff from different disciplines; and they have both used Trowler´s concept of teaching and learning regimes in their own professional and scholarly work.

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B3.   Linking the Liberal Arts: An Alternative to the MOOC
Workshop
Raleigh Convention Center 203
Kristina Ann Meinking (Elon University), Ryan C. Fowler (Center for Hellenic Studies)

Since the mid-1990s, a small intra-institutional group of colleagues ("Sunoikisis")—from classics departments all over the US—has developed a series of advanced Latin and Greek courses. These courses have included both intermediate and advanced language instruction to enormous success, but now Sunoikisis has also developed an elementary Greek course. As a result, this program can now offer an entire minor in ancient Greek, covering everything from beginning Greek to more advanced courses on Homer, lyric poetry, comedy, and other literature.

All of these courses run on a hybrid online model: an organizing professor on the ground is the point of contact for students, but the course relies as well on fellow colleagues who collectively share the work of course preparation and implementation, with an eye toward helping the resident professor offer a genuinely new type of learning system. Although this new hybrid elementary Greek course is still a pilot program, we have acquired much valuable data about student learning (especially online versus traditional means), the effect of diverse pedagogies on student comprehension (given the use of both online technologies and classroom-based approaches), and the ways in which various types of assignments contribute to content mastery.

In recent years, Massive Open Online Courses (MOOCs) have become a recognizable feature within the curricula of many colleges and universities across the US. As a result, the entire landscape and future of the university is said to be, or rumored to be, shifting. The value—educational, pedagogical, and financial—of MOOCs continues to stir up heated debate among those both in favor of and opposed to this relatively new addition to the undergraduate learning experience. Supporters of such courses cite the accessibility and openness of the approach as arguments for expansion and further development; detractors, however, focus on challenges of attrition, assessment, authentication, and student engagement. That said, even their proponents might not know what to do with the explosion of MOOC popularity: although aware of the potential, they remain uncertain about what it is and of its long-term effects on higher education.

The model of the elementary Greek sequence offers compelling evidence for the value of blended courses that combine in-person class meetings with those enabled by technology (in this case, Google Hangouts). In this workshop, we will teach a sample "lesson" based on our online hybrid course and including an actual class of students enrolled in the course in Fall

2013. This format allows us not only to illustrate the types of instruction possible in this kind of learning environment, but also to highlight some of the online resources already in place. Through this sample lesson on an introductory-level Greek construction, we will confront some of the strengths and challenges of the model, giving voice in real time to our pedagogical process. During the last 1/2 hour of our presentation, we will lead a discussion with the larger group about what we all just saw and did: how it worked, what seemed challenging, and how we might creatively address some of these problems in the future.

It should be noted that this workshop does not only apply to language instruction. One facilitator has just applied this model, which we see as a liberal-arts approach to online courses, to an online course on philosophy and early Christian texts; his twenty-two students were all enrolled at the University of Southern Maine, while the facilitator is at the University of Washington. Clearly, these new pedagogical approaches to teaching reach beyond classroom-based language instruction. This presentation will create a forum in which to discuss an alternative model of instruction: one with more flexibility than the traditional classroom, but also one in which an interest in synchronous communication adds to the educational experience of the student. Our goal is an active model of academic engagement that does not shy away from emerging technologies, and we seek to engage participants in a dialogue not just about this particular series of courses but also about the broader application of such a hybrid approach to the humanities more broadly construed.

B4. **Advancing SoTL Through the Work of Undergraduate Research Journals**
Panel
Raleigh Convention Center 301A
Mathew Hayden Gendle (Elon University), Rebecca Pope-Ruark (Elon University), James Butler (International Journal of Undergraduate Research and Creative Activities), Deanna Cox (The Journal of Undergraduate Research and Scholarly Excellence), Jeff Chen (Journal of Young Investigators)

In recent years, an increasing momentum has developed within SOTL to include students in research related to their own teaching and learning. This movement has benefited from many of the trails blazed by undergraduate research. For example, high quality undergraduate research has long been centered around the practice of re-conceptualizing the traditional unidirectional professor/student dynamic of the "teacher" and the "learner" and allowing for both mentor and mentee to act as active co-investigators. As such, the practice of engaging in high quality undergraduate research serves as a model for how students can be directly involved in reflexively and critically examining their own learning experiences.

Through the participation of editorial staff members from Perspectives on Undergraduate Research and Mentoring (PURM), the Journal of Young Investigators (JYI), the Journal of Undergraduate Research and Scholarly Excellence (JUR), and the International Journal of Undergraduate Research and Creative Activities (IJURCA), this panel will discuss how each of these publications can uniquely contribute to the international SOTL conversation and more generally support quality undergraduate research as a best practice in undergraduate teaching. Collectively, these publications have several notable features that support the involvement of undergraduates in research dissemination, review, and publication in ways that vary

considerably from traditional models. For example, PURM is quite unique in that it publishes coauthored manuscripts written by undergraduate students and faculty or graduate student mentors that that focus (from both faculty and student viewpoints) on the evolution of a particular research project and critically reflect on a specific process, challenge, concern, or issue within that project. PURM also encourages undergraduate student-authored pieces on a specific aspect of the undergraduate research and/or mentoring experience that may be impactful for other students. Additionally, refereed submissions to PURM are reviewed by pairs of faculty and undergraduate students. As a whole, these activities support a vibrant publication that places student voices and perspectives front-and-center, and also allows for undergraduates to experience components of professional work that they traditionally have not been exposed to. Since 1997, the Journal of Young Investigators (JYI) has published over 700 research, science journalism, and science careers articles written by undergraduates. JYI is entirely student-run; the staff is currently composed of undergraduates from over 50 institutions in the U.S. and around the world. Students can not only submit their work for publication but also engage in peer-review on the editorial staff. Moreover, JYI pairs each staff member with a professional mentor in his or her field – faculty for research and journalists for science news and features – so that they may receive specific, hands-on training. JYI thus provides unique opportunities for undergraduates to learn and hone skills in scientific inquiry, communication, and critical review, which will serve them throughout their careers.

The Journal of Undergraduate Research and Scholarly Excellence (JUR)
publishes undergraduate work in an easily accessible and professional, peer-reviewed journal. JUR's mission is to publish outstanding undergraduate research, scholarly articles, and creative works in order to make them available to the public and connect the worldwide community of undergraduates. Headquartered on the campus of Colorado State University, the journal also maintains editorial offices at the Autonomous University of the Yucatan (Mexico), Schreiner University, and the University of New Haven. The undergraduate staff of the journal are required to take two courses (Introduction to - and Advanced Journal Editing, Peer Review, and Publication) prior to their appointments and work closely with a team of graduate and faculty advisors. All submissions undergo a double-blind review by one faculty referee, one graduate referee, and two undergraduate referees.

The International Journal of Undergraduate Research and Creative Activities (IJURCA) is a peer-reviewed, open access journal dedicated to the publication of outstanding scholarship by undergraduates and their faculty mentors. The Journal accepts submissions of research articles, fiction, poetry, photography, videos, and other creative works from undergraduate students in all academic disciplines. All submissions undergo a double-blind review by a minimum of two faculty members from institutions of higher learning from around the world. If possible, the work is also reviewed by undergraduates in collaboration with the faculty reviewers in order to provide additional peer-review experiences for students. The interdisciplinary nature and professional-level peer-review process of the journal provide a unique means for achieving a broad impact and recognition for scholarship done by undergraduates and their faculty mentors.

Historically, the production, review, and dissemination of research in both SOTL and the disciplines has been considered the "domain" of faculty. We hope that this panel will support a

discussion of the benefits to undergraduate mentoring (as a best practice of teaching) that result from a more student-centered approach to the publication of quality undergraduate research.

B5. **Troublesome and Transformative Transitions: On the Yellow Brick Road to SoTL Identity**
Panel
Raleigh Convention Center 301B
Nicola Simmons (Brock University), Earle Abrahamson (University of East London), Jessica Deshler (West Virginia University), Barbara Kensington-Miller (University of Auckland), Karen Manarin (Mount Royal University), Sue Moron-Garcia (University of Birmingham), Carolyn Oliver (University of British Columbia), Joanna Renc-Roe (Central European University)

(some authors may appear by video clips)
An increasingly expansive body of literature explores issues of academic identity development (Åkerlind, 2005; Bath & Smith, 2004; Clegg, 2008; Fanghanel & Trowler, 2008; Janke & Colbeck, 2008; Jawitz, 2007; Land, 2001; Simmons, 2011; Trowler & Knight, 2000). In this panel we, an international group of eight scholars with diverse disciplinary backgrounds, describe how interaction with SoTL and other SoTL scholars has impacted the way we shape our various academic identities as teachers, academic developers, students, scholars, or practitioners.

We discuss findings of a study in which we analyzed our individual reflective narratives and identified common threads regarding key moments in developing a SoTL identity. We go beyond previous writings describing the process of negotiating a SoTL identity (Huber, 2005; Kelly, Nesbit, & Oliver, 2012; Tremonte, 2011) to analyse common elements of our experience and to draw on Meyer and Land's (2005) notion of liminality to apply to SoTL identity development. We describe how navigating among conflicting identities can lead us into a troublesome but deeply reflective liminal space, prompting profound realizations and the reconstruction of our academic identities.

We have struggled to define the value, purpose, outcomes, and meanings of being a disciplined SoTL scholar, sometimes in addition to and sometimes in opposition to being a disciplinary scholar. SoTL has troubled our identities, but has simultaneously led us to new understandings of ourselves. We see this unsettling of identity as inherent to the process of engaging with SoTL and that normalising it as such may be helpful to others. The tensions that arise are to be expected, as is the transformative paradigm shift that can occur as academic identity in SoTL becomes more deeply understood.

Panel members will use the conference theme, Critical Transitions in Teaching and Learning, as a prompt to address how involvement with SoTL has impacted our academic identities, what challenges this has presented, and what has been learned that will bear meaning for others. We end by engaging the audience in a discussion of ways to support those engaging with SoTL to understand this threshold concept and to develop an integrative SoTL identity.

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B6. **Critical Transitions in Writing Transfer: Inquiry and Implications**
Panel
Raleigh Convention Center 303
Jessie L. Moore (Elon University), Paula Rosinski (Elon University), Carmen Werder (Western Washington University)

From first-year composition through advanced professional and technical communication, writing curricula are constructed on a foundational premise that writing can be taught - and that writing knowledge can be "transferred" across critical transitions. Arguably, all of modern education is based on the broader assumption that what one learns here can transfer over there – across critical transitions. But what do we really know about transfer, in general, and writing transfer, in particular? How might a better understanding of transfer inform the public works of composition? This panel provides an updated, holistic summary of writing transfer research before showcasing two research projects from the Elon University and Association of American Colleges & Universities (AAC&U) Research Seminar on Critical Transitions: Writing and the Question of Transfer (ERS).

In "The Elon Research Seminar and Current Understandings of Writing Transfer," presenter one briefly will introduce ERS, which actively engaged 45 participants from five countries and over twenty institutions in transfer research. The speaker will contextualize the seminar's institutional and multi-institutional research projects within the growing scholarship on writing transfer (e.g., Wardle, 2007, 2009; Nowacek, 2011; Driscoll, 2011; the fall 2012 special issue of Composition Forum; etc.). The presenter then will share a concept map and a statement on writing transfer that grew out of the seminar research. This introduction will provide context for the next two presenters, who will share their institutional research projects and highlight the role of students as co-inquirers in their work.

In "Students' Perceptions of the Transfer of Rhetorical Knowledge Between Self-Sponsored Digital Writing & Academic Writing," presenter two will discuss a research project designed to address calls that writing and rhetoric scholars must study the entirety of students' writing lives, especially the enormous amount of self-sponsored digital writing in which they increasingly engage (Mueller, 2009; Yancey, 2010). A growing body of research argues that students are writing more than ever in self-sponsored digital ways (i.e., text messages, blog entries, videos, twitter posts) but that we lag behind understanding the writing processes and rhetorical strategies that students have already developed, before they arrive at college, through this self-sponsored writing (Roozen, 2009; Grabill et al, 2010; Yancey, 2010;). Using data collected from case studies and surveys, presenter two will argue that although students display a great deal of rhetorical sensitivity (i.e., analyzing audiences, adjusting tone and style, and selecting mediums and delivery systems) in their self-sponsored digital writing, they showed less rhetorical sensitivity in their academic writing, especially if the sole audience was their professor. Further, students showed a keen awareness that self-sponsored digital writing is not valued by academia and initially resisted any consideration that the two types of writing might impact one another. Upon reflection, students acknowledged the possibility that the rhetorical strategies they relied upon in self-sponsored digital writing might be relevant to academic writing as well. It appears that the potential for transfer between these two types of writing exists, but only if students are encouraged to engage in metacognitive reflection and only if academic writing is for authentic purposes, conclusions which are supported by other transfer research (Driscoll, 2011; Nowacek, 2011; Wardle, 2009). Presenter two will conclude by exploring the potential transfer impact of collaborating with undergraduate students as co-inquirers on this project and by suggesting ways that writing teachers and programs might tap into the rhetorical sensitivity students apply when writing self-sponsored digital texts.

In "What we Talk About When we Talk About Writing Depends on the We," presenter three will outline findings from an institutional study of expectations across a range of stakeholders about what students need to know, do, and believe in order to be proficient academic writers. In the process, she will highlight the misalignments and their implications for students becoming "agents of integration" (Nowacek, 2011). The study contrasts expectations privileged by first-year students and faculty, by upper-division writing proficiency students and faculty, as well as by a sampling of central administrators. Using data collected from surveys, focus groups, and interviews, this presenter will explore what these mis-alignments reveal about barriers to transfer and about possible affordances that could be developed not only at the course level, but as part of institutional infrastructures, including the general education program. In outlining the research project, the presenter will also discuss the influence of inviting undergraduate

students into the inquiry in various roles, including developing survey questions, determining coding categories, coding survey results, and analyzing the emergent data.

In the closing segment, the presenters will facilitate a dialogue not only about the presented research, but also strategies for studying writing transfer, including how to expand the roles that students themselves might play as co-inquirers.

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B7.   Beyond Coverage: Using Threshold Concepts and Decoding the Disciplines to Focus on the Most Essential Learning

Panel
Raleigh Convention Center 305A + Live Stream
Bettie Higgs (University of Cork), Arlene Diaz (Indiana University), Joan Middendorf (Indiana University), Leah Shopkow (Indiana University), David Pace (Indiana University – Bloomington)

The list of things we "must" teach increases daily in almost every discipline, and the burden of replicating what we ourselves were taught often restricts our choices. In the midst of an avalanche of content it is easy to lose sight of student learning, and to assume that if we covered it, they learned it. Scholarly teachers today are, of course, awash in a flood of techniques and approaches to classroom instruction, but these may only add to the confusion, if they do not provide clear criteria for knowing what is most important to focus on. What is needed is a basis for making strategic decisions about what should be given the most attention when teaching in a particular discipline.

Two complementary approaches to teaching and learning -- Threshold Concepts and Decoding the Disciplines -- can help instructors concentrate the resources at their disposal on helping students master those concepts and skills that are most essential to successful learning in a field. The idea of Threshold Concepts proposes that there are certain central concepts in each discipline which must be mastered, if significant learning is to continue. Unlike other elements of a course, grasping these can produce learning that is "transformative, irreversible, and integrative," but the very nature of these concepts often makes them "troublesome" for students. Focusing on these crucial elements in the discipline can bring order to courses and greatly increase student learning. [Meyer and Land (2006); Perkins (2006); Meyer, Land, and Smith (2008); Meyer, Land, and Baille (2010)]

Decoding the Disciplines begins with 'troublesomeness' and specific bottlenecks to learning that emerge within particular courses and then seeks to define the basic operations that students must master to succeed in that discipline. It then leads the instructor through a series of steps that models these operations, gives students an opportunity to practice them, and assesses student success in mastering these abilities. Like Threshold Concepts, this paradigm keeps instructors focused on the most essential learning in a field and has been shown to greatly increase student learning. [(2004b); (2008); (2013); (2013)]

In this session the presenters will discuss the integration of these paradigms for increasing student learning and provide examples of how they can be used to help instructors make strategic choices in designing and teaching a course. Videos of faculty working with these concepts and of students emerging from Decoded courses will be shared. Participants will have an opportunity to use each of these approaches to foreground the most essential elements in a course and to develop a strategic plan for using backward design to refocus the learning on the most important issues.

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B8. **SoTL in Promotion, Tenure, Strategy Statements, and Institutional Culture**
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

B8.1. *SoTL in University Promotion and Tenure Decisions*
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Steven A. Freeman (Iowa State University)

Iowa State University (ISU) implemented a change in promotion and tenure (P&T) policies in 1999 based on Boyer's expanded definition of scholarship. This policy change allows faculty to include scholarship of teaching and learning (SoTL) work as part of their scholarship/research requirements for promotion and/or tenure. ISU's commitment to SoTL was demonstrated in the writing of the 2010-2015 strategic plan. One of the four priority areas in the strategic plan is "Iowa State will be a treasured resource for Iowa, the nation, and the world." The first goal under this priority area is "Incorporate research and engagement in the student experience to produce civic-minded graduates who are well prepared to address complex societal problems." One of the ways this goal will be measured and reported is in the number of SoTL works included in faculty promotion and/or tenure portfolios submitted each year. Data will be shared concerning the types of SoTL activities (grouped by academic rank and college) for all ISU promotion and tenure portfolios submitted in fall 2010, fall 2011, and fall 2012. The cultural change at ISU to include SoTL activities is well underway with nearly 50% of faculty listing at least one SoTL artifact on their P&T vita. While senior faculty were more likely to be engaged in SoTL activities, over 40% of the assistant professors at ISU were already doing some SoTL work at the time of tenure. The presentation outcomes will include how ISU implemented this cultural change around SoTL at a research focused AAU land grant university, what ISU has learned about institutionalizing SoTL, and ongoing efforts sustain and enhance this SoTL cultural. The audience will be invited to share their experiences regarding institutionalizing SoTL activities and to explore how the ISU experience could be implemented in the culture of their home institutions.

B8.2. *Strategy Statement for Teaching and Learning – A Paper Exercise or a Steering Document Initiating Scholarly Teaching and SoTL?*
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Ragnhild Sofie Sandvoll (University of Trosmø), Marit Allern (University of Tromsø, Norway)

Summary
The paper reports from an explorative study on how a strategy statement of teaching and learning was understood, endorsed and enacted by stakeholders in central positions at Faculty for Social Sciences at a [de-identified] university. The study was based on in-depth, semi-structured interviews with ten people in strategic positions at the Faculty. The study was done in 2009, three years after the statement was approved by the Faculty board. Our findings indicate that the statement was an important trigger for the pedagogical discourse and fostering communities of practice, which included issues of teaching and learning in hitherto research-

oriented community. However, the statement seemed to have little direct impact on the teaching and learning activities.

Aims
The aim is to explore how a strategic statement for teaching and learning was understood, endorsed and enacted by stakeholders in central positions at Faculty for Social Sciences at a [de-identified] university. This in order to identify and analyze factors that hinder and facilitate successful adoption of a strategic statement of teaching and learning. The strategic statement was introduced as an initiative to increase the priority placed on the quality on teaching and learning.

Methodology/research design
This study is based on in-depth semi-structured interviews with ten people in strategic positions (stakeholders) at the Faculty. The study was done in 2009, three years after the statement was approved.

Outcomes
The findings so far indicate that the strategic statement had limited impact on the teaching practice directly, but lead to discussions about teaching and learning. When this strategy statement was introduced, the dominant community of practice at the Faculty seemed to emphasize research activities, not teaching and learning activities. The statement can be seen as a contribution to fostering and triggering a community of practice for teaching and learning and a new way of prioritizing teaching.

Theoretical and educational significance
The theoretical framework for our study is the concept "communities of practice" (CoP). The concept is based on a social perspective on learning, where learning is defined as a socially situated activity. A CoP is, according to Wenger, McDermott and Snyder (2002) a group of people sharing a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an on-going basis. The educational significance of the study is how mission statements are screened through CoP systems of meaning and have to compete with other conventions and discourses among the academics. A statement has transfer value and life expectancy directly proportional to its fit with communities of practice norms (cf. Wenger 1998). However, a new statement can offer the Faculty new opportunities to enhance the pedagogical and scholarly discourse and develop SoTL at different levels. It also discusses the possible pitfalls when strategic documents are introduced.

Through the session the audience will be engaged through direct questions to reveal disagreements and enhance the discussion.

B8.3. *How can Higher Education Leaders Integrate SoTL Work into the Culture of the Institution?*
Insights from the Faculty!
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Marilyn Cohn (Maryville University)

Question/Rationale
Hutchings, Huber, and Ciccone (2011) make a strong case for positive relationships between the practices of SoTL and increased student learning. However, they are quick to point out that "institutionalization of innovations like SoTL requires levels of preparation, imagination, collaboration, and support that are not always a good fit (to say the least) with the inherited routines of academic life." (p. 6)

Addressing the track of "SoTL Institutional Cultures," this proposal asks: "How can higher education leaders support SoTL work among a critical mass of faculty in order to achieve enhanced student learning across the institution?

As the facilitator of a SoTL Seminar Program at a small, private university, I am exploring this question collaboratively with five faculty members participating in a two-year seminar expressly designed to prepare and support them for pedagogical inquiry. The first year focuses on preparation through an examination of selected SoTL studies and qualitative methods. The second year focuses on facilitator and collegial support as participants actually conduct SoTL studies.

This question is important because to achieve institutionalization of SoTL, we must first understand faculty perspectives on what constitutes effective preparation and support. Among legitimate obstacles to institutionalization are lack of training in SoTL methods, a belief that SoTL is "soft" and "subjective," a commitment to disciplinary research, heavy loads, and promotion/tenure issues. (McKinney, 2007; Cross, 2006.)

Our goals are to learn if and how our collaborative, interdisciplinary seminar approach can address these obstacles, and to share our findings.

Methods
The faculty comprise the 7th cohort of volunteer participants. Although we have collected positive data after each of the first six cohorts "graduated," this effort aims to capture the evolution of faculty thinking during the seminar. It follows our investigation of this cohort's Year I and examines faculty perceptions as they actually conduct SoTL projects in Year II. Our method is that of Participatory Action Research, in which the subjects of the study are also its researchers. (Kemmis & McTaggart, 2005; Stringer, 2008; Reason & Bradbury, 2006; Werder & Otis, 2010.) This method fits the collaborative seminar format and the goal of understanding deeply personal perspectives. As active seminar participants, the faculty should also be its active researchers.

Faculty data include open-ended surveys, written reflections, and interviews. Facilitator data include "seminar plans" and written reflections and observations.

Outcomes
After individual SoTL projects are completed, a collaborative analysis will produce a paper that describes support activities, the faculty's evolving perceptions of the effectiveness of the support, and conclusions as to the impact of the seminar on building commitment to SoTL. This assessment should benefit others in search of models for integrating SoTL into institutional culture.

Critique/Reflection
The entire study will be a reflection and critique of our shared responsibility/joint contributions to the effectiveness of the seminar; the findings will significantly influence the design of future seminars.

Audience Engagement Plan
Our Findings: 20 minutes
Audience Question: What do you see as pros and cons of this seminar approach to building institutional commitment? 10 minutes

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B9. **SoTL and Nursing Education**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

B9.1. *Emerging Technologies: Delivering a BSCN Program to Rural and Remote Areas*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Tia Josslyn Cooney (Confederation College), Sally Dampier (Confederation College), Carine Gallagher (Confederation College)

The delivery of education to Northwestern Ontario communities reflects unique challenges. Vast geographical areas characterized by low population density, shifting work force, out migration, large Aboriginal population, and an unstable economy create barriers for education to meet the needs of the communities (LHIN, 2010). To address this need, an innovative delivery of baccalaureate nursing education was developed, offering the four years of the Bachelour of Science in Nursing (BScN) program through a combination of real-time distance and onsite delivery in four northern Ontario communities, covering a distance of over 1000 km from the main campus. The program is the only community based baccalaureate nursing program delivered in Canada, addressing new pedagogy approaches for a radical change in nursing education (Benner et al, 2010). Following a 100% success rate from the 1stcohort on the provincial registered nurse examination, the 2ndcohort are currently in their third year of the program. This paper will focus on the 2nd cohort of Regional BScN students as a case study for distance education delivery. In order to accommodate Canadian Association School of Nursing (CASN) required learning outcomes, critical transitions were required such as on-site delivery of high-fidelity simulations, bringing students to the urban setting for acute surgical experiences, and a final capstone experience for nursing scholarship with the on-campus students (Medley & Horne, 2005;Sevean, et al, 2005). A key theme that was derived from student course evaluation of the rural campus high-fidelity simulation experience and main campus acute clinical experience was although we can deliver via distance, a hybrid approach using both distance and routine on campus learning provides greater learning opportunities. Themes from the high-fidelity simulation experience include:
- Increased self-efficacy and competence through multiple teaching approaches
- Knowledge translation from theory to practice in preparation for clinical areas
- Allowed for critical thinking and identification of individual student knowledge deficits
- Opportunity to network with students from other campuses and the faculty

As nursing education undergoes radical change, this paper will present a unique delivery of a BScN program to rural and remote areas via distance delivery with emphases on the combining high fidelity patient simulation to enhance the learning. Using a case study approach the 2nd cohort will report as co-learners in this process. Implementation of this innovative program has allowed for quality education to be delivered in a distance format to meet the needs of the students and communities. Individual case reports will be written identifying key learning outcomes and students perceptions of the impact of the experience as co-learners in a distance program. Recommendations to curricular design and educational pedagogy will follow. This study has implications to future educational delivery to rural and remote areas. There will be an opportunity for the audience to engage with the students as co-learners to explore their experiences of distance delivery of a BScN program. Although we can deliver distance

education, the question is should we, and how much face-to-face teaching should occur. A critique of this mode of study will be examined. As institutes of higher learning, we need to evaluate models of distance education as an emerging educational technology to ensure quality education delivery.

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B9.2. *Transitioning into Practice: Capstone Experience for Baccalaureate Nursing Students*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Louela Manankil-Rankin (McMaster University), Patricia Ann Sevean (Lakehead University), Lunyk Child Ola (McMaster University), Lynda Bentley Poole (McMaster University), Sally E. Dampier (Confederation College), Karen Poole (Lakehead University), Lynn Martin (McMaster University)

Scholarship has been perceived to be as an essential capability for enacting the professional nursing role and an activity that is possible for undergraduate nursing students (Sevean, Poole, & Strickland, 2005). The Scholarship of Application is a way to share with others one's own understanding about nursing's community of practice. A conference that captures the scholarly work of students in their final term opens a door to a world where commitment to lifelong learning is unleashed and celebrated. It is a place for meaningful synthesis of experiences that extend beyond the borders of the classroom to deepen their understanding about a particular aspect of nursing (Wiggins & McTighe, 2005). This pedagogical approach may be viewed as a capstone experience where students and faculty engage as co-investigators in an authentic experience, collaboration and integration of knowledge culminating in critical theoretical professional debates (Holdsworth et al, 2009). Its integration in a senior level nursing course is an inventive pedagogical strategy that has potential for understanding the transition of student nurses into professional nurses.

In 2003, a nursing program piloted a nursing theory course/practicum for senior nursing students that subscribed to the ideology that education should be emancipating or liberating

and infuse the learner with the energy to pursue an idea wherever it leads (Dewey, 1938, 1998). In the context of this paradigm the students were encouraged to embrace the four domains of Boyer's Scholarship Model by participating in an authentic conference experience (Boyer, 1990; Riley et al., 2002). The student led Nursing Scholarship Forum is an annual event the occurs on the last day of class prior to graduation where students present oral presentations and posters to agencies, preceptors involved in the students experience, as well as faculty and students in the nursing program.

A joint collaboration with another Canadian university nursing program has been developed to explore the efficacy of inventive experiential capstone experience that help students operationalize the theory-practice-research triad as they transition from student to new graduate. A capstone activity was developed in the second university that aimed at developing students' abilities to synthesize their experience. The students created and tested ideas that could make a difference at the unit level of their community of practice. These ideas were founded on the BScN curricular themes. Students disseminated their capstone to the wider community of practice through a conference entitled Seeing Possibilities: Hope through design. This presentation will discuss the collaborative phase of this joint project and the case study approach which will be used to understand the efficacy of a scholarship forum/capstone conference as inventive educational strategies aimed at influencing the transition of nursing students to the professional nurse role. This study is structured into three phases: Phase 1 – Collaboration; Phase 2 – Educational research on the activity per site; Phase 3 – 18 month follow up with students. This study has implications for educational reforms in nursing schools. Examples of student work presented at the scholarship forum and capstone conference will be displayed. A reflective discussion on the use of a capstone experience to facilitate transition in to practice will be explored with the audience.

B10.   Assessment and Learning Outcomes
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

B10.1. *Generating Credible Evidence of Graduate Learning Outcomes: An Investigation of Assessment Practice*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Clair Patricia Hughes (The University of Queensland), Simon Barrie (The University of Sydney)

The importance of providing credible evidence of student outcomes is recognised in many parts of the world where higher education institutions are increasingly held accountable for the nature and quality of student learning. Agencies have been established with responsibilities for articulating appropriate learning outcomes and for supporting their development and assurance.

One such agency, the Australian Learning and Teaching Council (ALTC), (now the Office for Learning and Teaching) conducted a Learning and Teaching Academic Standards (LTAS 2010) project to articulate Threshold Learning Outcomes (TLOs) across seven 'demonstration'

disciplines. In part to support the implementation of the TLOs but also to forestall potentially unintended consequences of the LTAS project, the ALTC in 2010 funded a number of projects through its Strategic Priority Grant scheme.

The AAGLO project team submission was successful in gaining funding to investigate:
- types of assessment tasks most likely to provide convincing evidence of student achievement of graduate learning outcomes
- processes that best assure the quality of assessment of graduate learning outcomes.

The project employed a mixed method approach incorporating literature reviews, consultation with an international reference group, visits to international agencies such as Alverno College and the OECD and 48 telephone interviews with academics who were active in the seven LTAS demonstration disciplines. This paper presentation reports data concerning the types of assessment task academics viewed as most appropriate for generating evidence of significant student learning and the practices used to assure the quality of tasks and the quality of judgements of the standard of student work.

The report begins with the identification of the type of task used most commonly by interviewees in their assessment of graduate learning outcomes and the purposes for which different types of tasks were used. Next it identifies the types of learning outcomes most often assessed or 'privileged' through the completion of these tasks and uses an examination of the TLOs developed in the seven demonstration disciplines to identify learning outcomes that were 'underprivileged', that is, those that were rarely if ever reported as being assessed. A framework adopted from systemic functional linguistics (Hughes 2009) is then used to explore the characteristics of tasks most effective in assessing both traditional learning outcomes (e.g. critical thinking, communication, research skills) and more elusive or 'wicked' (Knight and Page 2007) learning outcomes.

Interviewees reported a number of processes for the assurance of the quality of assessment tasks and of assessment judgements and these are presented with reference to levels of dialogue involved and engagement in the detail of assessment tasks or student work.
The paper concludes with the identification of priorities for future action that emerged from the project. These relate to the need for continued activity in the Scholarship of Teaching Learning and Assessment (SOTLA) (Rust 2011) to provide further insights into assessment practice that generates credible evidence of graduate learning outcomes; the importance of a whole-of-program approach to assessment planning and resourcing; and, a need to provide ongoing professional learning for academics with responsibility for assessment design.
Though contextualised in the Australian higher education sector, the paper will draw on participant interaction to identify parallels with similar developments in other parts of the world.

The paper's 15 references provide theoretical framing of the project.

B10.2. *Time-on-Task Diaries: Revisiting What Students and Faculty Do in Assessment*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Sean Scott Brawley (University of New South Wales)

Over the period 2010-12, the University of New South Wales embarked on a whole-of-enterprise project to deliver an efficiency gain and a quality improvement in its assessment practices. Here the term "assessment" refers to the work that students complete and academics grade to meet the requirements of the course/unit of study and which demonstrate acquisition of the course's learning outcomes. Each of the University's nine Faculties were involved in the project and at ISSOTL 2012 I shared the approach undertaken by the Faculty of Arts and Social Sciences in designing an online "Assessment Tool".

The Faculty's approach to assessment was based on the educational argument that student effort in a unit of study should, where possible, be explicitly aligned with formative and summative assessment tasks (Brown, 1981, 16; Higgins, Hartley and Skelton 2002, 61-62; Gibbs & Simpson 2004-5, 13) and, therefore, student time-on-task would drive the project. The problem with such an approach, as suggested by the likes of Gibbs and Simpson (2005) was the lack of baseline data, measurable metrics, or even expectations around the amount of time students actually spend completing assessment and the time faculty take to administer and grade such work.

To attempt to come to grips with this issue students and faculty completed time-on-task diaries during the trial of the assessment tool. Seeing this data collection opportunity as a chance to consider a broader range of issues around assessment for both students and faculty, the online diaries asked individuals to not only record the amount of time on task but the nature of the activity engaged in. For example, was the student writing the essay, researching in the library, researching online, etc. For very different reasons the data produced by students and faculty challenged a range of assumptions that the project team held around assessment. This presentation will share some of this data and the consequences. For example, how might such evidence provoke changes in assessment practices?

B10.3. *Reflective Portfolios: Links to Current and Extended Learning Outcomes*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Sarah Bunnell (Ohio Wesleyan University)

This paper describes an ongoing analysis into the use of reflective portfolios to enhance student learning. Our previous work indicates that the level of reflection in student portfolios is related to course-specific learning (e.g. Bernstein & AUTHOR, 2007; 2010; AUTHOR & Bernstein, 2009); the current project replicates and extends this work by also examining whether metacognitive reflection is related to students' evaluations of their learning a year later. Many educators argue that the impact of our teaching on student learning is often felt after the course ends and students reflect upon their learning. This paper draws on the rich body of work demonstrating a need to foster metacognition in our students (e.g., Dewey, 1933; Pintrich, 2002; Tanner, 2012)

and investigates whether the use of metacognitive portfolios influences students' reflective learning practices both during the semester and over time.

This investigation was conducted in an Introductory Psychology course. Across the semester, students (N = 45) completed reflective prompts about their learning in the course. These prompts were compiled into a reflective portfolio, and students wrote a final metacognitive response regarding how their thinking changed across the semester. Metacognitive responses were coded for types of changes reported in their thinking, the number of responses from earlier in the semester that they would now change, and their reasons for wanting to revise their responses. Additionally, portfolio responses were analyzed using the Linguistic Inquiry and Word Count (LIWC; Pennebaker, Booth, & Francis, 2007) to calculate the percentage of emotional and internal states terms used. Research indicates that references to emotions and other internal states in narratives index increased levels of reflection (e.g., Fivush & Baker-Ward, 2005); as such, we were interested in whether learning outcomes were related to lexical markers of reflection. Finally, to determine how metacognition and content knowledge within the course related to long-term changes in student thinking, students were contacted 15 months after the end of the course; they were asked to answer several questions about how their thinking has changed since the course's end, as well as to review their metacognitive portfolio and indicate how they would change the responses that they provided more than a year ago.

Analyses indicate that level of metacognition in the portfolio is indeed reflective of increased learning gains. For instance, individuals who reported changes in how they view themselves following the course had higher final exam performances than individuals who reported that the course changed how they think about others, indicating the critical role of self-reflection in learning. Additionally, individuals who report wanting to change their portfolio responses due to changes that they have seen in themselves over the semester demonstrated higher exam performances across the semester.

Discussion will focus on the use of metacognitive pedagogies to enhance student learning and the evaluation of learning that extends beyond the course. Audience members will be encouraged to consider to how they may employ reflective assignments to increase students' metacognition, as well as ways to assess learning outcomes beyond the boundaries of the semester.

B11.   Professional Development and SoTL in Postdoc Programmes
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

B11.1. Professional Development: Through the Lens of the Scholarship of Teaching and Learning
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Michael Cubero Montejo (University of Adelaide)

The link between professional development and in-service education and training to teaching practice has been the meat of research work in education for several decades now. Schools are now beginning to see the importance of professional development for their teachers in order to

improve their teaching knowledge and skills (Bolam & McMahon 2004, p. 42). And hopefully, this improvement teachers experience will enable them to provide better learning opportunities for their students.

This paper investigates the substantial literature on professional development (PD) and in-service education and training (INSET) with special focus on the different studies conducted that generate different criteria for effective PD and INSET programs. Advocates of professional development programs developed different criteria for an effective PD and/or INSET programs. Among these works are those of Garet et al. (2001), Harland and Kinder (1997), Ofsted (2010) and Penuel et al. (2007).

The models from these studies are seen to have overlapping criteria; therefore, this paper aims to synthesize them into five over-arching criteria. To do this, the criteria from the different models are matched with and framed under the national professional standards for teachers developed by the Australian Institute for Teaching and School Leadership (AITSL). These standards are used in the synthesis because of its encompassing scope that includes the professional knowledge, practice and engagement of teachers. These components of the professional life of teachers are important factors to consider in the crafting of programs for professional development.

This paper also suggests how to develop programs for Scholarship of Professional Development using the resulting over-arching criteria and utilizing three kinds of reflection proposed by Kreber and Cranton (2000). This process suggested by Kreber and Cranton (2000) is used in developing the programs because of the depth of reflection involved both on experience-based knowledge as well as research-based knowledge of teachers in the classroom. Reflection is one of the vital integral components of the scholarship of teaching and learning.

Finally, an assessment that ensures scholarship of the resulting PD/ INSET programs is proposed using the set of standards for scholarly work of the Carnegie Foundation for the Advancement of Teaching (Glassick, Huber & Maeroff 1997). The qualitative standards across the four scholarships ensure not only that the resulting professional development program inherits scholarship characteristics but also scholarship is practiced in the development process itself.

B11.2   *SoTL in Postdoc Programmes – Constructing Useful Knowledge of Doctoral Education*
        Individual Paper (30 minutes)
        Raleigh Convention Center 306A
        Anders Ahlberg (Lund University)

At the Lund University Faculty of Engineering SoTL has been an integrated part of the educational structure and culture for the past decade (Olsson & Roxå 2008; Olsson et al. 2012), as reflective teaching practitioners are rewarded Excellent Teaching Practitioners (including a raise in salary) academics present their teaching and learning findings in local peer-reviewed conferences pedagogical merits matter in the recruitment of academics.

To support SoTL further, there is a range of educational courses for teaching staff wherein participants investigate educational issues of their choice and report their findings in a semi-public report series available to academics and to leaders in need of information as a basis for better decision-making. The vast majority of these investigations treat undergraduate or masters level educational issues. However, the course for prospect associate professors largely revolves around how to improve and understand doctoral education as a future PhD supervisor in a research team. Since 2010 these postdocs have been instructed to perform two investigations during the course; an empirically underpinned group project of their choice, and an individual report based on interviews of PhD committee/examiner members.

In this poster presentation the range and emphasis of educational issues that are in the foreground in twenty-five group project reports are analysed and presented, including comments on what seems to be tacitly out of focus. I will also report outcomes of seventy accumulated PhD committee member interviews, with special emphasis on how PhD assessment criteria are made explicit (or not) backstage (cf. Lovitts 2007), behind closed doors in the otherwise public and transparent Swedish PhD training system.

Attendees will be encouraged to consider how these educational artefacts (course reports) can inform, influence and help improvement of PhD training programmes. In doctoral training this is especially critical due to its comparably informal and individualistic character.

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B12.   Learning Methodologies
     Individual Papers (30 minutes each)
     Raleigh Convention Center 302C

B12.1. Strengthening Inquiry-Based Learning with Contemplative Practices
     Individual Paper (30 minutes)
     Raleigh Convention Center 302C
     Patricia Owen-Smith (Oxford College at Emory University)

In 2011 our college revised its General Education Program emphasizing a "Ways of Inquiry" (INQ) pedagogy. While there is a multiplicity of definitions for inquiry based learning, most Inquiry-based learning programs are grounded in Jill Lane's notion of an "exploration of the content, issues, and questions surrounding a curricular area or concept." Similarly, we define our inquiry approach as a process of learning through discovery in which students learn and apply the ways in which scholars and researchers in a particular discipline ask questions and

create knowledge. The aim is to create much deeper, more durable learning. To be designated "INQ"our courses must explicitly require reading critically, communicating effectively and pursuing knowledge independently through inquiry. While much time, attention, and money have been given to the integration of this pedagogy into our general education program many of us still continue to struggle with its implementation. Typical issues central to our struggle have rested in two major areas: (1) the students' inability to trust their own authority in the learning process resulting in their discomfort and inability to independently interrogate and question and (2) the instructors' difficulty in leading students in the development of their own inquiry and in constructing a classroom ethos and process that will support student authority and address student resistance and lack of confidence. These are difficult issues to address in an academic system that has privileged those learning processes antithetical to student inquiry. Neither instructor nor student has learned how to centralize student inquiry. Instructors continue to pose the question and students continue to answer. Instructors continue to define the research and students continue to implement it. However, I will argue that many of our difficulties in implementation of an inquiry based classroom are due to our failure to attend to dimensions of thinking and learning that are the initial requisites for an inquiry-based pedagogy, dimensions located in contemplative practices. Contemplative practices are grounded in the belief that "a fully democratic society requires a system of higher education that trains students for reflective insight as well as critical thinking…the cultivation of mindfulness, introspection, and wisdom that complement intellectual and analytic undertakings." (Center for Contemplative Mind in Society,2012). At the heart of all contemplative practices is a quieting of the mind in the service of deep concentration, reflection, and insight, cardinal processes in learning. Paradoxically, for those of us committed to student owned inquiry we continue to fail to provide the environment for inquiry to take place. We start with inquiry rather than create the foundation in which inquiry might develop. The proposed paper will examine the ways in which specific contemplative practices, such as journaling, dialogue, deep listening, silence and stillness, and contemplative music can facilitate a meaningful and successful inquiry-based course. Examples of classroom assignments will be presented and evaluated in terms of their effectiveness. Each participant in this session will explore the ways in which such practices are linked to inquiry. By incorporating a contemplative mode of inquiry with critical thinking and analysis, we create an integrated education and make a unified knowing not only possible but probable in our classrooms and, perhaps most importantly, in all aspects of our students' lives.

B12.2   *Replacing Traditional Lectures with Active Learning Methodologies – Two Models for the Biomedical Sciences*
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Marian Dobos (RMIT University), Richard Guy (RMIT University), Bruce Byrne (RMIT University)

This paper addresses a need for change in the delivery of the biomedical sciences curriculum. To date, most undergraduate teaching in the biomedical sciences has been designed around traditional lectures delivered in large classes, tutorials and practical classes. While face-to-face lectures have remained a focus of the teaching contact time (2-3 hrs/week/course), video-recordings of the lectures are now being made available routinely to the students in most

Australian universities. Yet, our data indicate that student attendances to lectures have dropped dramatically, suggesting that our current students are no longer engaged with traditional lectures, and alternative methodologies are needed.

Substantial educational research has focused on the major benefits of the pedagogies that result in 'active learning'. Active learning methodologies facilitate improved learning outcomes, a deeper understanding of the discipline as well as development of capabilities for critical thinking, communication and teamwork, vital skills for the workforce (2). In this paper we propose a major shift away from face-to-face lectures, and a move towards increasing uses of 'active learning' collaborative modalities, supported by currently available educational technologies.

We have implemented two models based on 'active learning' methodologies in Peer Groups (PGs).

Model 1: A one-semester large class physiology course, previously consisting of four didactically taught modules, was modified such that two modules were presented using the 'interteaching' approach (1). In these modules no lectures were given, and students were presented with a self-study package related to a clinical scenario. Students in PGs discussed the topic and identified 'areas of difficulty'. Difficult concepts were collated from all groups and short concept-based video clips were generated by the lecturers and made available to support student learning. Exam results for the two 'interteaching' modules were equivalent to those for the didactically taught modules. Although the 'interteaching' model worked well in terms of participation and assessment outcomes, the project generated significant negative and positive student feedback. The "mismatch" between student perceptions and final outcomes will be discussed.

Model 2: Lectures were reduced by 50% in a two semester biochemistry class, and replaced by collaborative 'active learning' activities in PGs run in parallel with face-to-face lectures. In PGs, the students were engaged in problem solving, concept mapping activities and discussions targeted to determine and solve areas of difficulty with the theoretical components of the course. The solutions to their 'areas of difficulty' and additional understanding gained through the PG discussions were shared by all PGs online on Blackboard. Positive high levels of student engagement in the PGs as well as data from examination results indicated that the PG program assisted students with their learning, with performance improved in modules with a stronger PG component.

The two models described above demonstrate that collaborative active learning methodologies can be used successfully to promote student conceptual learning in the biomedical sciences, despite major reductions in face-to-face didactic lectures. Comparisons between the two models and implications for the future will be discussed with the participants of the session.

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(2) Saville, B. K., Zinn, T. E., Neef, N. A., Van Norman, R.,& Ferreri, S. J. (2006). A comparison of interteaching and lecture in the college classroom. Journal of Applied Behaviour Analysis, 39: 49–61.

B13. **Research and Grant Funding**
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

B13.1. Changing Landscape, Changing SoTL: Intensive Researchers as Scholars of Teaching
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Rosalind Duhs (University College London)

Global competition in marketised tertiary education is a key issue in the changing landscape of higher education (HE). As competition grows, is the importance of SOTL at research intensive universities increasing so universities can continue to thrive? Are today's intensive researchers scholars of teaching?

Gale's (2009) interpretation of SOTL is relevant: a 'focus on student learning and the pedagogical implications of understanding more fully what is happening in the classroom' (p.3). The wish to understand learning, inspired by the same curiosity about teaching as researchers bring to their 'discovery' (Boyer 1990), underpins the development of SOTL. The aim of this study is to explore whether this curiosity is intensifying against the backdrop of the changing landscape of HE. Hutchings et al (2011) suggest there is a 'buzzing hive of initiatives to improve the learning experience' (Preface) in the US, but are European bees slightly drowsier?

Kreber (2013) emphasises the centrality of 'the professional learning that the scholarship of teaching demands of academics engaged in this work' (p.145). The enthusiasm of academic staff for that learning and their perceived success as scholars of teaching will be studied.
Case study data gathered through interview at research-intensive universities in Sweden and England in 2005 will be compared with follow-up 2013 telephone interview data (four interviews in each country). Survey data will also be gathered. The aim will be to explore the perceptions of educational developers and senior staff who mentor new academic staff. As far as possible, staff who were informants in the original study will be interviewed again.

The fresh interview and survey data will be analysed in detail to establish themes so that the two sets of data can be compared and any change in approaches to and views on SOTL identified. The original study revealed a multiplicity of factors which shaped attitudes to SOTL. Few enthusiastic supporters of SOTL were found amongst researchers in 2005.

This small-scale qualitative study will not produce generalizable results, but it will provide insights. Interviewees will be in a strong position to detail their experience of the development of SOTL over a seven-year period.

Participants in the session will be invited to enrich the findings with their own experiences and to Tweet their thoughts to the presenter. Ten minutes will be devoted to discussion. Tweets will be integrated into the account of the session.

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B13.2. *A Case for Scholarship: Understanding the Influences of Grant Funding on Individual, Institutional, and Sectoral Transitions*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Tilly Hinton (University of the Sunshine Coast)

A case for scholarship: understanding the influences of grant funding on individual, institutional and sectoral transitions

As SOTL transitions out of the periphery and into the limelight, there are increasing expectations that the value of SOTL grant funding be evinced. Funding agencies, governments, institutions and the scholarly community are all seeking to understand what is made possible by SOTL research, and by the grant funding that facilitates much of it.

A contribution to the conference track 'SOTL and the changing landscape of higher education', this paper reports findings of a nation-wide project in Australia that examined the influence of grant funding provided by the nation's peak SOTL funding body. Primarily using a qualitative conversational interviewing method, the researcher undertook semi-structured conversations with a random sample (n=16, N-63) of completed projects that had been finalised between six and twenty-four months prior. The data gathering method facilitated 'the joint production of an account by interviewer and interviewee' (Alldred and Gillies in Cousin, 2008, p. 73) in which meaning was 'not merely elicited by apt questioning, nor simply transported through respondent replies' but rather 'actively and communicatively assembled in the interview encounter' (Holstein & Gubrium, 2004, p. 141). The interviews explored what influences the project had exerted, and to what ends, both during the project's life and post-completion, with a particular interest in understanding post-completion 'changes or benefits' (McLaughlin & Jordan, 1999, p. 66) that had accrued. As funding bodies and institutions seek out appropriate mechanisms to evaluate immediate and longer term grant impacts, this study offers a number of good practice principles.

The study found that projects maintained relevance post-completion, with all project leaders at least remaining interested in the work, although with varying degrees of actual ongoing involvement. Project leaders reported upscaling, embedding and sustainability of research findings, confirming that funding had facilitated transitions in practice, policy and experience for individuals, institutions and the higher education sector. Conversely, project leaders reported that they had faced considerable challenges in maintaining the momentum of projects

beyond their funded life, including lack of time, changed roles and inability to respond to opportunities. Many research participants seemed to value getting published much more highly than the considerable real world changes and benefits that their projects had brought about.

This research project offers a perspective on a sparsely documented stage of the research lifecycle, allowing us to see the end-stages of grant-funded research through the eyes of researchers themselves. Researchers who have grappled to convince others of the value of their projects, who have strategised to make change possible, and who have harnessed their findings to influence others for the benefit of students, institutions and the sector. This research is one thread, of course, of a much larger story. Its principle limitation is that the nature and extent of influence is articulated by project leaders – people who by definition are likely to have an interest in portraying projects in a particular light and who, on the other hand, may also be unaware of the full scope of the influence their project has exerted. This paper offers a nation-wide perspective on how SOTL funding can make a difference to academic staff, students, institutions, the sector and society, and will prompt audience members to reflect on how their own research might be prompting transitions and thereby creating positive impacts on learning and teaching.

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B13.3. *Examining a Decade of Research on Introductory Sociology: What are the Lessons for the Scholarship of Teaching and Learning?*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
David Purcell (Kent State University), Sarah Samblanet (Kent State University)

Introductory courses serve an important function for academic disciplines. For students, they are generally the first – and often, the only – exposure to a discipline's perspectives, theories, history, and methodologies. For academic departments, they also serve as a key recruiting mechanism for majors. In 2001, the American Sociological Association (ASA) created a task force to examine the role of introductory sociology courses in the discipline. A core part of the task force's mission was to develop learning goals for an introductory sociology course that could be used as a model at the college and university level (Hodges Persell 2010).

Since the ASA task force highlighted the importance of introductory courses, scholars have conducted scholarship of teaching and learning (SoTL) research on these courses in a variety of ways, including examinations of: how introductory courses influence student perceptions of achievement of general education goals (Howard and Zoeller 2007); key learning objectives (Persell, Pfeiffer, and Syed 2007); integrating sociological research into introductory courses

(Atkinson, Czaja, and Brewster 2006); and how various issues are covered in introductory sociology textbooks (Suarez and Balaji 2007; Lewis and Humphrey 2005).

In this paper, we investigate what sociology has learned from a decade of research on introductory sociology. We are conducting a meta-analysis of research on introductory sociology published in Teaching Sociology, the discipline's flagship SoTL journal (and an official journal of the ASA). This project covers all of the Teaching Sociology articles published on introductory sociology since the ASA task force announced its findings (54 in total). Using emergent coding, we have identified six key themes: 1) The content of sociological materials (e.g., the information students receive in courses and ways of conveying the information effectively); 2) Developing student skills; 3) Engaging students as active learners; 4) The classroom as an interactive, co-created space; 5) Teaching strategies, and assessment of teaching strategies and student learning and behavior; and 6) Other pedagogical goals.
In addition to discussing our findings, we will ask audience members to consider how this research can inform SoTL more broadly. For example, what can practitioners in other disciplines learn from this work? What key issues arise when one strives to inform introductory classes with SoTL research? This question is especially compelling given that introductory classes are often large-enrollment courses (the first author regularly teaches Introduction To Sociology in classes ranging from 100 to 250 students).

B14.   Student and Faculty Perceptions of Academic Rigor and Scholarship
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

B14.1.   At an Impasse: Faculty and Student Conceptions of Academic Rigor
Individual Paper (30 minutes)
Raleigh Convention Center 306C
John Draeger (Buffalo State College, State University of New York), Pixita del Prado Hill (Buffalo State College, State University of New York), Ronnie Mahler (Buffalo State College, State University of New York)

Many institutions use the National Survey of Student Engagement (NSSE) to measure the level of academic challenge (Kuh, 2009). Facing lackluster results, our institution made increasing academic rigor the cornerstone of its five year strategic plan. A cross-disciplinary research group responded with an ongoing multi-year study in hopes that SoTL could shape institutional change. Based on findings from faculty focus groups, a campus wide survey of faculty, and an extensive literature review, we developed a multidimensional model of academic rigor based on faculty perceptions (Authors, 2013). We concluded that learning is most rigorous when students are actively learning meaningful content with higher-order thinking at the appropriate level of expectation within a given context. In the next phase of the study, however, we discovered that students have a divergent view of academic rigor. Drawing on campus wide student survey and focus group interviews with students, we found that elements of the student model of rigor included concerns about workload, grading standards, level of difficulty, level of interest, relevant background in the field, and perceived relevance to future goals. Students signaled themes found in the literature, such as the relationship between perceived workload and the quality of learning (Lizzio et al, 2002; Kember & Leung, 1998;

Kember, 2004), grades and student performance (Wyatt et al, 2005), student involvement in learning (Astin, 1984; Bain, 2012), and differing expectations among various members of the university community (Sanders et al, 2000). The current study offers a qualitative analysis of the next phase of student interviews that build on previously identified elements of academic rigor. It offers several models of academic rigor from a student's point of view. Each model represents perceived connections between the most significant features of academic rigor. From earlier focus groups and more recent follow up interviews, it appears that student models differ substantially from the faculty model. It also appears that models offered by some students differ substantially from those offered by others. The presentation will use "double entry journals" (Bromley, 1993; Fretzin, 1992) to explore the implications of these divergent views of academic rigor to one's own practice and provide the resources with which to facilitate similar discussions at one's own institution.

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B14.2. Setting Students Up for Failure
> Individual Paper (30 minutes)
> Raleigh Convention Center 306C
> Kathleen Colville (Elon University)

"Thank God (or whoever you want), when failure slaps you in the face this semester. Yes, I am telling you to be grateful for failure." –Advice from an undergraduate student, in a letter to the next semester's class

Students and their instructors work in competitive environments. Courses that reward success and accomplishment celebrate high standards to prepare students for the rigors of the world outside the academy. And yet, this world is rife with struggle, despair and failure. If we turn away from failure in the classroom, and if we minimize opportunities for students to engage honestly, and with our help, in overwhelming tasks that invite struggle, we create an impoverished learning environment that may reinforce a hollow ideology of success.

Integrating theory and practice, the author proposes and illustrates four strategies to help students cultivate a mature appreciation of failure:
1. Raise instructor's own self-awareness of learned assumptions regarding success and failure.
2. Create opportunities for failure by assigning ambiguous and difficult tasks.
3. Help students to express and understand the emotional content of failure.
4. Construct a rich and redemptive narrative of failure.

First, instructors must examine their own relationships with this highly charged and culturally-determined issue. Jin Li's investigation of differences in educational techniques and philosophies in Cultural Foundations of Learning: East and West argues that everything from university mottos to conversations that mothers have with their preschool children reinforce dominant cultural views on the goals of education and collective concepts of intelligence. Li relates the Confucian educational virtue keku, endurance of hardship, to Carol Dweck's work on entity theory (intelligence fixed at birth) and incremental theory (intelligence grows with learning). In Li's telling, eastern cultures value rigorous struggle as an opportunity to demonstrate intelligence, while American teenagers (and their teachers) reward "effortless perfection", in which struggle is a sign of low ability. Claude Steele's Whistling Vivaldi critiques the entity theory and the association of struggle with lack of aptitude in U.S. contexts; Steele expands his critique by revealing the contribution of this false equation to class, race and sex-based stereotypes of academic ability.

Awareness raised, the instructor must make failure possible (through demanding coursework with ambiguous aims that require student interpretation and self-determination) and then relatable (demystifying the strong emotions and fears associated with failure). Atul Gawande's Complications details the medical mistakes of a surgery resident; fears and risks of failure are heightened when a novice's mistakes play out in the unpredictable bodies and lives of real people. Gawande examines the harm that students cause but frames this risk as a necessary element of a collective goal of excellence; no one in society is served, he notes, if we limit training opportunities to predictable situations with guaranteed successes, and thereby fail to educate the next generation. Judith Halberstam's The Queer Art of Failure further enriches our understanding of the gifts of struggle, describing failure as an adept political critique. For Halberstam, failure is an appropriate response to a culture with deep structural flaws, and failure exposes neoliberal and capitalist narratives of personal responsibility that seek to mask those flaws. These texts expand our cultural narrative of failure to include its value, necessity, and redemptive aspects. Failure can be an ecstatic, liberating and visionary refusal of the norm.

B14.3. *Student Perceptions of Research and Scholarship: Challenges and Improvements*
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Sanjay Marwah (Guilford College), Daniel Rhodes (Guilford College)

With the multitude of changes to higher education, students are not fully cognizant of the need for an education grounded in research and scholarship for careers and graduate school. Administrators face resource constraints and are unable to fund research initiatives. The result is a growing void of research and scholarship in teaching and curriculum. This paper examines the views of students at a small liberal arts college with a mix of traditional and adult students on the value of research. We conduct a case study and focus groups of this institution on the nature and extent of research and scholarship being integrated into the classroom. Using surveys and group discussion of students in four classes at multiple course levels, students perspectives are garnered and analyzed. In particular, the relationships between theories/philosophies and research/policy are fully examined. The analyses are expected to reveal areas of improvement in inclusion of research and scholarship into the general education curriculum and for specific majors at the college. Our research has implications and will be useful to understanding how teaching and learning benefit from increased focus on scholarship, reflecting on student's perception of research and how to best integrate it into the curriculum so students can assimilate it into their learning.

Thursday, October 3, 2013 | Break and Concurrent Sessions – C

Break (3:00 – 3:30 PM) | Hallway Level N & S

Concurrent Sessions – C (3:30 PM – 5:00 PM) | Abstracts on pp. 123-149

C1.   Completing the Research Cycle: A Framework for Promoting Dissemination of Undergraduate Research and Inquiry
Workshop
Raleigh Convention Center 201
Brad Wuetherick (University of Saskatchewan), Martin Luck (University of Nottingham), Rachel Spronken-Smith (University of Otago), Jason Brodeur (McMaster University), Tara Kajaks (McMaster University), Paula Myatt (University of Queensland), An Verburgh (University of Leuven), Helen Walkington (Oxford Brookes University)

C2.   Master Teacher Program: Inspiring Faculty to be Scholars of Student Learning
Panel
Raleigh Convention Center 301A
Ellen G. Rafshoon (Georgia Gwinnett College), Lydia Anne Soleil (Georgia Gwinnett College), Lee Kurtz (Georgia Gwinnett College), Alvina Atkinson (Georgia Gwinnett College)

C3.   Disciplinary "Toolboxes," Interdisciplinary Teaching and Collaborative Inquiry
Panel
Raleigh Convention Center 301B
Colleen M. Tremonte (Michigan State University), Samantha Noll (Michigan State University), Louise Jezierski (Michigan State University)

C4.   Critical Transitions in Foreign Language Pedagogy: New Approaches that Foster Students' Engagement, Critical thinking and Intercultural Competence
Panel
Raleigh Convention Center 302A
Ketevan Kupatadze (Elon University), Sarah Glasco (Elon University), Olivia Choplin (Elon University)

C5.   Moving From the Periphery to the Core: The Role of Centers for Teaching & Learning in Providing Institutional Support for SoTL Work
Panel
Raleigh Convention Center 302C
Maria Stalzer Wyant Cuzzo (University of Wisconsin – Superior), Aeron Haynie (University of Wisconsin – Green Bay), Jennifer Heinert (University of Wisconsin – Washington County), Renee Howarton (University of Wisconsin – Stout)

C6. **What is the Role of "Digital Scholarship" in Higher Education, Faculty Development, and the Scholarship of Teaching and Learning?**
Panel
Raleigh Convention Center 305A + Live Stream
Gary Poole (University of British Columbia), Martin Weller (Open University – Cardiff), Mary Kayler (University of Mary Washington), Jim Groom (University of Mary Washington), Andrea Livi Smith (University of Mary Washington)

C7. **What Kind of Community? An Inquiry into Teaching Practices that Move Beyond Exclusion**
Panel
Raleigh Convention Center 302B
Stephen Bloch-Schulman (Elon University), Daniel Malotky (Greensboro College), Spoma Jovanovic (University of North Carolina – Greensboro), John Humphrey (North Carolina Agricultural and Technical State University), Sherry Giles (Guilford College)

C8. **SoTL in the Arts and Humanities**
Individual Papers (30 minutes each)
Raleigh Convention Center 202

C8.1. *The Application of the Scholarship of Teaching and Learning in the Arts*
Victoria J. Furby (Buffalo State College, State University of New York), Holly Bewlay (Buffalo State College, State University of New York), Joy Guarino (Buffalo State College, State University of New York)

C8.2. *Kissing the Frog: Transforming Teachers by Turning Poetry into Praxis*
Jennie Osborn (The Higher Education Academy), Catriona Cunningham (The Higher Education Academy)

C8.3. *Examining Ensemble Musicians' Motivation and Cohesion in University and Community College Settings*
Wendy K. Matthews (Wayne State University)

C9. **SoTL in the Discipline of History - Cancelled**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

C9.1. *Decoding Student Preconceptions and Emotional Bottlenecks to Learning in History*
Arlene Diaz (Indiana University), Joan Middendorf (Indiana University), Leah Shopkow (Indiana University), David Pace (Indiana University – Bloomington)

C9.2. *The Impact of Darwin's Evolution Theory in History Learning in Albania*
Etleva A. Lala (ELTE University – Budapest)

C10. **Academic Freedom, Power in Higher Education, and SoTL**
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

C10.1. *Academic Freedom within Collegial Hierarchies – Affecting SoTL?*
Torgny Roxå (Lund University), Katarina Martensson (Lund University)

C10.2. *Power in Higher Education – Teachers Interacting with Formal Leaders*
Torgny Roxå (Lund University)

C11. **Classroom Conversations**
Individual Papers (30 minutes each)
Raleigh Convention Center 203

C11.1. *Facilitating Student Discussion: The Case of a Political Science Class*
Emma Fitzhugh (Eastern Michigan University)

C11.2. *Let's Talk! Exploring the Experience of Dialogue Days, A Student Engagement Activity*
Mandy Asghar (York St. John University)

C11.3. *"That's Just My Opinion": Coping with Classroom Inquiry Busters*
Frances Bottenberg (Elon University)

C12. **Second Language Writing, Developing Cultural Competency, Reducing Racism**
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

C12.1. *Writing about Writing: Empowering First-Year L2 Writers Through Meta-Discursive Writing, Research, and Genre Analysis of Academic Writing*
Joel Schneier (North Carolina State University)

C12.2. *Reinforcing Stereotypes or Transforming Their World View?: Assessing How Study Abroad Programs Develop Cultural Competency*
Nina Bosch Namaste (Elon University)

C12.3. *Reducing Racism in College Students: Using SoTL to Evaluate the Impact of a Peacebuilding Pedagogy*
Alicia H. Nordstrom (Misericordia University)

C13. **Mentoring Experiences: Enduring and Emerging Questions**
Panel
Raleigh Convention Center 303
antony lising antonio (Stanford University), Peter Felten (Elon University), Manuel Gomez (University of California, Irvine), Rebecca Gould (Middlebury College)

Concurrent Sessions – C (3:30 PM – 5:00 PM)

C1.   Completing the Research Cycle: A Framework for Promoting Dissemination of Undergraduate Research and Inquiry
Workshop
Raleigh Convention Center 201
Brad Wuetherick (University of Saskatchewan), Martin Luck (University of Nottingham), Rachel Spronken-Smith (University of Otago), Jason Brodeur (McMaster University), Tara Kajaks (McMaster University), Paula Myatt (University of Queensland), An Verburgh (University of Leuven), Helen Walkington (Oxford Brookes University)

"All undergraduate students in all higher education institutions should experience learning through, and about, research and inquiry. … We argue that this can be achieved through structured interventions at [individual instructor, program], departmental, institutional and national levels" (Healey and Jenkins, 2009, p. 3).

With the rise of undergraduate research and inquiry (UGRI) in higher education, and the challenges associated with ramping up experiences for all students where possible, it is critically important to provide students with opportunities to disseminate their research. Indeed, "(e)very university graduate should understand that no idea is fully formed until it can be communicated, and that the organisation required for writing and speaking is part of the thought process that enables one to understand material fully. Dissemination of results is an essential and integral part of the research process, which means that training in research cannot be considered complete without training in effective communication" (Boyer Commission, 1998). This dissemination of UGRI completes the research cycle for students, for example as articulated in the Research Skills Development Framework, and builds key communication skills (Willison and O'Regan. 2007). At the 2012 ISSOTL conference an international collaborative writing group was formed to explore undergraduate research. As a group, we developed a framework for understanding the nature of UGRI dissemination, linking the extent of public exposure to the development of student autonomy.

This workshop will first introduce the Research Skills Development Framework, exploring the different dimensions of the inquiry process from problem posing through to the dissemination of the students' work (Willison and O'Regan, 2007). From there, the facilitators will introduce a new framework for understanding UGRI dissemination that links the extent of to which the dissemination is public with the degree to which students have autonomy to determine the dissemination format (Spronken-Smith et al., submitted). We illustrate the framework with case studies ranging from dissemination activities within the curriculum, such as poster presentations and journal clubs, through to UGRI journals, conferences and product launches. Participants will be asked to work through different examples of how the framework might inform their own practices related to UGRI, and to provide feedback on the utility of the framework as a course or assessment design tool. Finally, we will consider how institutions can promote and support the dissemination of UGRI, including investing in appropriate

infrastructure to ensure long-term support for UGRI and the promotion of dissemination activities.

C2.   Master Teacher Program: Inspiring Faculty to be Scholars of Student Learning
Panel
Raleigh Convention Center 301A
Ellen G. Rafshoon (Georgia Gwinnett College), Lydia Anne Soleil (Georgia Gwinnett College), Lee Kurtz (Georgia Gwinnett College), Alvina Atkinson (Georgia Gwinnett College)

As the conference theme explains, the field of scholarship of teaching and learning is at a critical juncture and programs that help faculty become "scholars of student learning" contribute positively to transitions in the field. Our panel will focus on a two-year faculty development program, known as the Master Teacher Program (MTP), modeled after a similar program of the same name at United States Military Academy at West Point, which considers "faculty members … learners as well as teachers."

X College was founded in 2007 as a four-year public liberal arts access institution with a mission focused on "innovative use of technology and active-learning environments." Faculty teaches a much expanded student body of 9,000 students (from 300 in 2007) but most class sizes are capped at 26, with a small subset of courses capped at 40. In keeping with its mission, teaching is a highly valued skill at X College and faculty were hired primarily because of their teaching strengths and flexibility. However, like most faculty around the country, the majority of the faculty at X College received substantial training in their respective fields during graduate school but no formal education focused on how undergraduates learn, research-based teaching methods, or the scholarship of teaching and learning prior to beginning their professorial career.

In 2011, the Center for Teaching Excellence (CTE) started the two-year Master Teacher Program (MTP) with 36 professors. The MTP was designed to provide a structure where teachers from all disciplines could meet regularly with two main goals: (1) to examine and discuss research-based instructional practices, mostly from the text: Teaching at Its Best: A Research-Based Resource for College Instructors by Linda Nilson, and (2) to complete a teaching and learning (SOTL) project.

The CTE's current director, Dr. A will introduce our presentation. Dr. A will describe the how the MTP was adapted to fit X College, the success of the program in terms of the number of faculty who completed the program and turned in a final SOTL project, and discuss the challenges faced and lessons learned that will be of interest to other institutions who might consider instituting a similar program. Three participants in the MTP, Dr. B, a mathematician; Dr. C, a biologist, and Dr. D, a historian will then discuss what was most valuable about the program and describe changes to their teaching practice they ascribe to participation in the program. The three faculty will also briefly describe the individual SOTL projects they conducted as part of the program.

Dr. B's research is designed to test the efficacy of placing professional math tutors in courses for students who failed to meet the criteria for college-level coursework. She is comparing the success rates of students in courses with a single instructor with those with both the instructor and classroom tutor. This is a critical area of research as students who do not pass this course will either significantly delay earning their college degree or never earn it at all.

Dr. C's project involves students in a microbiology course who are being introduced to a novel instructional method to encourage them to apply science concepts to "real world" situations. Known in the SOTL literature, as "flipping," the method involves providing students with a heavier load of structured out-of-classroom work, such as viewing pre-taped lectures. Class time is reserved for discussion and group work that emphasizes the practical value of the science concepts in readings and videos studied in advance.

Dr. D's project is being conducted in an upper level U.S. history course for teacher education majors. It is designed to enhance student interest in learning how to write well, not just for the history class, but as a skill essential for success in any profession. The stakes are high for the cohort as these students must be able to write cogently enough to model their own work for the next generation of students. Dr. Rafshoon, a former news reporter, is teaching students how to incorporate historical content into the most commonly published format: the 750-word op ed article. Students receive step-by-step guidance in each step in the writing process to mimic the professional editing process. The point is for students to understand the necessity of multiple revisions and meeting professional standards for publication.

The results of the research conducted by Drs. B, C, and D will be shared with fellow participants in the Master Teacher Program and all have plans to publish their findings in journals in their respective disciplines that emphasize pedagogy. None of these professors would have had the motivation or background knowledge to become a SOTL practitioner were not for guidance and inspiration of the Master Teacher Program.

C3.   Disciplinary "Toolboxes," Interdisciplinary Teaching and Collaborative Inquiry
Panel
Raleigh Convention Center 301B
Colleen M. Tremonte (Michigan State University), Samantha Noll (Michigan State University), Louise Jezierski (Michigan State University)

Much of the current research in interdisciplinary teaching and learning identifies assessment as one of the most vexing puzzles for the development of future interdisciplinary projects and program building (see Lattuca et al, 2004; Boix Mansilla and Dawes Duraising, 2007). However, the extent to which assessment of interdisciplinary learning is always informed by pedagogic choices and enactments is less noted. This panel takes up this latter point, investigating the efficacy of one pedagogic enactment in interdisciplinary teaching contexts: the integrating of the disciplinary 'toolbox' (or 'toolkit'). Among the questions that we ask are: In general, what is the utility of the concept of a toolbox for better understanding the enactments of practices in 'disciplinary' work? What type of 'learning' do pedagogies built on 'toolboxes' yield? Is this learning primarily skills-based or epistemically-grounded, or both? How are disciplinary 'toolboxes' integrated into interdisciplinary teaching and what 'learning' does such integration

yield? This panel engages these questions through collaborative inquiry into classroom practice in two phases. In phase I, participants draw upon mixed-methods (i.e., interviews, surveys, and close-reading) to analyze student work for evidence of interdisciplinary understanding and competencies. In phase II, participants conduct comparative analysis of individual findings as part of making interdisciplinary thinking visible project. All are participants (faculty and graduate fellows) in a cross-college mentoring program anchored in interdisciplinary inquiry at a research I institution in the US.

In "Collaborative Inquiry into Interdisciplinary Teaching Practices," speaker one gives an overview of the Interdisciplinary Inquiry and Teaching (IIT) Fellowship Program and sets the parameters for the group's current research within the Visible Interdisciplinary Design (VID) Project. IIT seeks to enrich the professional development of a diverse group of graduate students by linking the mentoring of teaching development to the scholarship of interdisciplinary teaching and learning. VID is a pilot web-based project that tracks the thinking involved in designing and teaching interdisciplinary courses and, subsequently, captures emerging interdisciplinary pedagogical content knowledge (Shulman, 1987). The speaker argues that such projects provide a rehearsal space for teaching development and a research space for emerging SOTL scholars. In this particular instantiation, faculty and fellows are investigating the 'translatability' and 'portability' of discipline-specific toolboxes for interdisciplinary teaching and learning.

In "Incorporating Philosophical Toolboxes into Interdisciplinary Curriculum," speaker two discusses the 'philosophical toolbox'. While philosophers today focus on specific areas, such as language, environment, and science, the discipline of philosophy, in general, largely deals with the critical analysis of foundational methodological and conceptual principles that are often shared across disciplines. For this reason, one could argue that philosophical analysis is applicable to a wide range of intellectual disciplines and has a great deal to offer interdisciplinary projects, be those research oriented or pedagogical projects. In this presentation, the speaker explores the efficacy of integrating philosophical analysis in interdisciplinary teaching contexts. She argues that incorporating courses intended to give students a "philosophical toolbox" into curriculum could enrich a student's ability to better understand the epistemological and metaphysical commitments of people from various backgrounds. It thus provides them with tools helpful for cross-disciplinary translation and real world problem analysis. Speaker two is currently involved in collecting initial data from a course using a philosophical toolbox to develop critical thinking skills (summer 2013), and will be analyzing this data for evidence of competence necessary for interdisciplinary work.

In "A Sociological Approach to Cultural Tool-Kits for Social Action and Pedagogy," speaker three discusses a different configuration of a discipline-grounded tool-kit. The concept of culture as a tool-kit for the construction of meaning and as a cause of social action was developed in sociology by Swidler (1986) and has been applied in new ways across disciplines. The definition of the cultural tool-kit is comprised of "symbols, stories, rituals, and world views with which people solve problems and construct strategies of actions." This approach has been applied in sociology of knowledge in an understanding of "practice theory" where "formal theories, applied methods and software routines" become standard routines and practices for analysis (Breiger, 2000). In this presentation, the speaker examines the general utility of the concept of tool-kits for better understanding the enactments of meanings and practices in the

social construction of knowledge in a foundational course in the social relations major, MC280. As this course will be taught in fall 2013, she will be actively collecting data.

The audience will be invited to articulate their own understandings of 'toolbox' and/or 'toolkits', and to critique the findings to date of the panel in light of these. Together we will identify the most salient aspects of collaborative inquiry framed as SOTL projects; the efficacy of 'toolbox' pedagogies for interdisciplinary teaching and learning.

C4. **Critical Transitions in Foreign Language Pedagogy: New Approaches that Foster Students' Engagement, Critical thinking and Intercultural Competence**
Panel
Raleigh Convention Center 302A
Ketevan Kupatadze (Elon University), Sarah Glasco (Elon University), Olivia Choplin (Elon University)

A new emphasis in Foreign Language pedagogy on text and literacy extends the intellectual framework of our profession and is geared towards adult (college-level) learners whose learning is metacognitive and metalinguistic. Adult learners negotiate meaning by comparing the linguistic and cultural realms of L1 and L2. Hence, according to the literacy-based approach, reflection upon and comparison of native and target languages and cultures has to be the centerpiece of college-level FL pedagogy. This approach is more engaging and attractive for students, it bridges the divide between language-centered and literature-centered curricula, and it enhances students' intercultural competence.

In this panel, various presentations will describe practical experiences and approaches to FL pedagogy that center on literacy-based learning that develops students' critical thinking, intercultural competence and intellectual abilities in the FL classroom. Approaching cultural competency through texts/contexts can aid educators in teaching effective communication that steers clear of ethnocentrism. Methodologies drawing from narratives to enhance cultural competency can prove to be instrumental in helping students manoeuver through multidisciplinary and multicultural local and global contexts no matter what their principle field of study may be.

Presentation #1: Advanced FL Reading and Writing Courses: Critical Transition from "language" to "culture"
Taking the recommendations of the most recent MLA report, as well as the literacy-based approach to language teaching as its guiding principles, this presentation will describe innovative techniques developed for 300-level FL Reading and Writing Courses that focused on developing students' cultural competency while still addressing the issues of formal linguistic accuracy. The changes implemented in these courses were guided by recognition of content-based learning with emphasis on analyzing cultural narratives as the best practice in today's FL pedagogy.

Presentation #2: Digital games and mental narratives: 3D digital game-based language learning (DGBLL) environments for second language acquisition.

Unlike traditional forms of linear narrative, such as those found in books and film, the digital narratives of a video game must be configured through player interactivity before they can be interpreted. An artifact of players iteratively feeling their way through a game world on a physical, mental, and emotional level, digital narratives are as unique as the players themselves and represent a highly personalized form of situated activity and knowing. The manner in which digital narratives are configured in a video game is similar to how mental narratives are configured to navigate real-world spaces. As people interact with an ill-structured problem or negotiate entry into a new community of practice, they structure narratives that help them to organize the problem space in their minds, interpret the behavior of the actors within this space, and make sense of the physical environment in which they are located. The presentation will explore the connectivity between digital and mental narratives, with an eye toward understanding how the process of configuring digital narratives in a 3D digital game-based language learning (3D-DGBLL) environment also helps learners to co-configure mental narratives that influence how a second language is invoked and structured. Specifically, the presentation will examine the way in which these mental narratives express themselves in the written narratives that learners produce to describe an imagined situation that closely parallels the gameplay of the 3D-DGBLL environment. The presentation will also forward ideas for instructional best practices based on research findings and suggest future areas of investigation.

Presentation #3: Socio-linguistic and Cultural Competence through Project-based Pedagogies
This presentation will discuss exam-free methodologies implemented in French courses by detailing various collaborative projects, semester-length projects and experience-based assignments and rubrics as well as post-course student surveys and feedback. The objective is to show how much more effectively students are engaged in their own learning and are able to perform higher-order critical thinking tasks (that traditional modes of assessment such as quizzes and written exams are unable to accomplish) through constant and authentic collaboration and long-term projects. These examples of methodological hybridity will demonstrate how learning by doing empowers students to think critically about the inherent interdisciplinarity embodied in any language learning and critical reflection on questions regarding Culture in any given culture. The presentation aims to empower attendees to a) motivate students to discuss topics controversial or foreign to their own cultural conditioning; b) create their own literacy rooted student projects for their purposes that explore key cultural perspectives and draw cultural comparisons; c) promote links between target cultures and other academic disciplines; d) extend the study of target cultures beyond the classroom and into larger communities.

Presentation #4: "A Question of Perspective: Rethinking the Literature Survey Course for Today's Advanced Foreign Language Student"
In an age when language departments are being summarily ejected from college campuses, the undergraduate model for a French major that included literature survey courses from every historical period is quickly becoming untenable. Even the one-year survey needs to evolve. At small liberal-arts universities, advanced French students often pursue majors other areas, frequently International Studies or International Business. If we are passionate about literature and yet equally passionate about best serving the needs of our students, we must ask ourselves the following question: how do we adapt the traditional survey course in order to serve both our majors who might train to become professors and those advanced students who want to understand contemporary France for more "practical" pursuits?

In his 2008 response to the "MLA Report on Foreign Languages," Michael Geisler stressed the importance of multiple cultural discourses in the classroom: "Students need to know the central cultural metaphors […] that are generated by various historical traditions and discourses."[1]Literary texts open doors to these metaphors, but they cannot be the only texts students encounter. This presentation will explain the research informing our department's curricular revisions to its survey courses, give concrete examples of the integration of cultural metaphors via a variety of texts, and offer audience members the opportunity to brainstorm ways of re-conceptualizing their own survey courses around key cultural concepts.

[1] Geisler, Michael. "The MLA Report on Foreign Languages: One Year into the Future." Profession(2008), 229-239. Pg.234

C5. **Moving From the Periphery to the Core: The Role of Centers for Teaching & Learning in Providing Institutional Support for SoTL Work**
Panel
Raleigh Convention Center 302C
Maria Stalzer Wyant Cuzzo (University of Wisconsin – Superior), Aeron Haynie (University of Wisconsin – Green Bay), Jennifer Heinert (University of Wisconsin – Washington County), Renee Howarton (University of Wisconsin – Stout)

This panel includes Teaching and Learning Center (CETL) directors from the University of Wisconsin System. CETLs are key resources for faculty development and institutional integration of SOTL. Our Wisconsin CETLs advocate for the value of SOTL, support project development, increase the volume and visibility of SOTL presentation/publication, and enhance the infrastructure support for SOTL. Through campus "teaching scholars" programs, faculty SOTL awards, and programs that increase visibility of SOTL work across campuses, Centers are instrumental in fostering positive campus climates. Without institutional advocates like Centers, SOTL can be an isolated individual phenomenon that neither links together interdisciplinary communities of scholars nor receives public dissemination opportunities. By systematically linking SOTL work to Center work, SOTL can be understood as core academic scholarship, be supported financially and politically and generate public dissemination opportunities. This is supported by recent scholarship on this critical link (see Sorcinelli et al (2006), Gillespie and Roberston (2010), Cook and Kaplan (2011), and Schroder et al (2011)). The natural connection between CETLs and SOTL is a common commitment to scholarly inquiry and evidence on quality teaching and student learning. The value of this link has been long recognized in academia beginning in the 1990s (see Boyer (1990)). Today's Centers are on the cutting edge of supporting SOTL. Models that help define this critical link between SOTL and CETLs include (1) designing and supporting SOTL programs on campuses , (2) integrating key principles of SOTL into CETL practices and programming, and (3) building collaborative communities (see Hutchings, Huber, and Ciccone (2011)). By sharing the models and methods of actively linking Centers with SOTL work, this panel will demonstrate how CETLs advocate for successful integration of SOTL and build institutional cultures that support SOTL. Panelists will also critically evaluate this shift from periphery to core by identifying some of the pitfalls of integrating SOTL, including the challenges of getting SOTL on administrator radars and making the case that SOTL should be key to institutional assessment efforts.

Centers also create partnerships with assessment, academic leadership development, and institutional culture change by integrating SOTL and institutional initiatives. These partnerships help move campus culture and institutional understanding of SOTL work. Examples with evidence include:

- Panelists are actively involved in linking SOTL work to course, program, and institutional assessment efforts.
- Panelists are actively involved in changing institutional contexts, including experimenting with new SOTL dissemination opportunities such as social media, online scholarly communities, podcasts and other cutting-edge initiatives.
- Panelists are involved in institutional culture changes resulting from the graying of the academy as well as the addition of Gen X and Millennial faculty, the changing student demographic, and the developments in teaching and learning. These key developments facilitate the exploration of SOTL's role in faculty development.
- Panelists have pioneered New Faculty Orientation programs and other initiatives specifically focusing on SOTL's role in teaching & learning as well as scholarship production.
- Panelists, as CETL directors and members of the state-wide University of Wisconsin Office of Professional and Instructional Development (OPID), support the generation of future academic leaders. New research documenting the link between CETL and SOTL's role in developing academic leadership will be presented at the conference and highlighted in this panel.

In addition to its role in institutional initiatives and culture change, SOTL's proper place within traditional retention, tenure and promotion processes can be a highly political issue that Centers help navigate. Panelists have examples and evidence of how advocating for SOTL can influence departmental and university processes related to successful retention and promotion. CETLs can become low-politics, high-impact discussion places, inviting all stakeholders in retention and promotion processes to consider new ways of rewarding SOTL work. This single contribution can help move SOTL from periphery to core.

SOTL needs institutional support like CETLs to strengthen the transition from periphery to core. Institutions need CETLs to integrate SOTL with culture change. By supporting individual and community SOTL work, underwriting costs of generating SOTL projects, creating shared communities of interest, providing university dialogues about the role of SOTL in assessment and institutional change, and advocating for the value of SOTL in our university communities, Centers become a key resource to move SOTL to the center of the student learning experience.

Throughout the panel session, there will be ongoing interactive discussions between participants and the panelists, an evaluation form about participant experiences with teaching/learning centers (IRB pending), and a 20-minute open dialogue as the penultimate component. The key question for dialogue will be "What opportunities and barriers exist at your home campus to greater links between SOTL and CETL?" The panel will conclude its time with an action plan for how SOTL scholars can work with their Teaching and Learning Centers to move SOTL to highly-valued work across campus communities. Evidence for the panelists' presentations will include statistics of growth and use, examples of specific CETL/SOTL links, anecdotes, and explorations of resources. The participants will be able to access a Twitter feed during the presentation.

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C6. What is the Role of "Digital Scholarship" in Higher Education, Faculty Development, and the Scholarship of Teaching and Learning?
Panel
Raleigh Convention Center 305A + Live Stream
Gary Poole (University of British Columbia), Martin Weller (Open University – Cardiff), Mary Kayler (University of Mary Washington), Jim Groom (University of Mary Washington), Andrea Livi Smith (University of Mary Washington)

Digital media are transforming literacy, scholarship, teaching, and service, as well as providing new venues for research, communication, and the creation of networked academic communities. Digital pedagogy and scholarship takes a broader view of teaching, research and service than traditional scholarly practice and is transforming higher education (Weller, 2011). Digital scholarship is an emergent area in higher education that explores digital pedagogy and scholarly work through the developing recognition that digital tools can lead to new and more 'open' ways of working, teaching and learning.

This panel provides a unique opportunity to consider the role of digital scholarship within and across disciplines, faculty development and explore implications in higher education. Within the past 10 years there has been little movement in thinking about SOTL beyond traditional scholarly pathways. McKinney (2004) wrote, "the scholarship of teaching and learning goes beyond scholarly teaching and involves systematic study of teaching and/or learning and the public sharing and review of such work through presentations, performance, or publications," framing SOTL within traditionally tried and true established scholarly pathways (p. 12). Hutchings, Huber, & Ciccone (2011) survey findings from the 2009 CASTL Institutional Leadership and Affiliates Program reported the 'use of technology' and SOTL within three dominant areas: 1) supporting classroom inquiry and dissemination of technology innovations, 2) using digital tools for data collection and analysis, and 3) online dissemination of SOTL. The authors go on to report that respondents "felt that technology is not really a major element in their scholarship and teaching or learning work" (p. 138). With the current discussions around

the 'future of higher education' and implications for online learning it is perhaps time to consider the role of digital scholarship within SOTL.

Our understandings of open digital scholarship is emergent; few universities are engaging in SOTL on faculty development efforts centered on digital scholarship. Weller (2011) proposes three characteristics of digital scholarship: 1) digitization of content, 2) networked, and 3) openness. According to Burton (2009) the 'open scholar' is "someone who makes their intellectual work digitally visible and who invites and encourages ongoing critique of their work ….at any stage of development." The foundational work of defining digital scholarship, operationalizing digital scholarly work, and developing transformational faculty development models to support engagement in digital scholarship plays a key role in broadening our understandings of SOTL. One public liberal arts university is currently engaged in a faculty-centered university initiative, to support faculty engagement in digital scholarship (detailed initiative information below).

Three broad questions frame the session:
- In what ways, do faculty construct their digital identity, construct their own Domain, and engage in digital scholarship?
- In what ways, does digital scholarship contribute to SOTL?
- Where does 'open' digital scholarship fit in with our current understandings of SOTL?

Speaker 1 will serve as panel moderator. He brings extensive SOTL expertise to bear on panel member contributions to our understandings of SOTL and the role of digital pedagogy.

Speaker 2 will identify current open digital scholarship trends in higher education.

Speaker 3 will share the Domain of One's Own Pilot designed to empower students/faculty at a public liberal arts university in developing their own online identity through creating their own domain. They will inspire others' to think about how they can take control of their online identity through building a space in the digital world to pull together their own unique assortment of resources, documents, and tools that create an intellectual and social space that "you own" – in effect framing a digital identity. Digital domains captured evidence of: a) digital pedagogy in action (curricular, projects, processes, etc.) to promote and support effective and innovative teaching practices for student learning, b) the ways in which digital pedagogy and tools contributes to the learning environment to support student engagement, and c) disciplinary voice and engagement through digital means (online - blogs, social media, links, etc.).

Speaker 4 will share data from the Domain of One's Own faculty-centered initiative model designed to support faculty engagement in digital scholarship. Chen (2010) 'six edges of innovation' were infused into a 6-week initiative designed to support faculty with an authentic learning context by: a) engaging in a reflective process to construct their domain, b) gaining digital literacy skills and knowledge, c) learning about digital scholarship, d) sharing information about significant professional accomplishments and activities within and outside the UMW community, and, e) experiencing a sense of empowerment in owning your own domain. 28 faculty (13 non-tenure, 13 tenured, and 2 full) from a variety of disciplines and 2 administrators participated. The wide range of disciplines and faculty career path perspectives

provided for rich conversations and contributed to our understandings of the evolving nature of digital pedagogy. Qualitative methodology guided this research study. Data sources included: faculty application and end-of-project narratives, faculty blog posts, and faculty developed domains. Emergent themes will be shared.

Speaker 5 will provide a faculty perspective on the Domain of One's Own faculty initiative on digital scholarship.

C7. **What Kind of Community? An Inquiry into Teaching Practices that Move Beyond Exclusion**
Panel
Raleigh Convention Center 302B
Stephen Bloch-Schulman (Elon University), Daniel Malotky (Greensboro College), Spoma Jovanovic (University of North Carolina – Greensboro), John Humphrey (North Carolina Agricultural and Technical State University), Sherry Giles (Guilford College)

In Inclusion and Democracy, Iris Marion Young distinguishes between external exclusion in a decision-making process from internal exclusion. External exclusion happens when people "are kept outside the process of discussion and decision-making."[1] The more subtle way people are often effectively excluded from decision-making is through what Young calls "internal exclusion," that is, "ways that people lack effective opportunity to influence the thinking of others even when they have access to fora and procedures of decision-making."[2]

"Reclaiming Democracy" was intentionally designed in content and structure, not merely to recognize the problem of exclusion, but to act to combat—and to teach others to combat—both forms of exclusion. After articulating the problem of exclusion and what "inclusive" political communication looks like for Young, this panel will describe the course, its founding, and how its very structure moves beyond external exclusions. It will also describe how the curriculum, style and day-to-day activities of the course set out to combat internal exclusions that might otherwise hamper the real partnerships and real learning that occurs in the course. We will conclude with a discussion of the kind of community we try to create in the class, the challenges we faced, and how this experience encourages students to practice and to improve their democratic thinking.

Now heading into its fourth iteration, "Reclaiming Democracy" is a multi-institutional/community partnership intended to engage students and community members in local questions about democracy, about what makes it possible, what makes it likely, what barriers exist to enacting democracy in the local community. The class is co-taught by faculty at 6 different institutions of higher learning and a community activist, and the students enrolled in the class come from all 6 institutions and from the community at large. The course thus brings together public and private schools, HBCU's and non-HBCU's, large schools and small schools, and members of the community who are not currently enrolled in school. This panel will focus on its last iteration, which examined the role of education in Greensboro, NC (USA) and the relationship between education and democracy. The bringing together of such a diverse group of people makes it possible to discuss, for example, racial inequality in education with those who have been very privileged and those who have been much less privileged by our current

educational institutions and practices in ways that would be largely impossible on many of the campuses that participate in the course. This is made all the more vivid with the inclusion of members of the Greensboro community, who range in age from college age to into their 70's, and often speak powerfully about their own experiences with democracy and the challenges to democracy in Greensboro.

The panel will then take up several ways the course addresses the more subtle problem of internal exclusion; we will follow Young's threefold distinction to discuss how we have set up: 1. greetings, the "condition for all solidarity,"[3] including sharing snacks, sharing music and other gestures of goodwill; 2. the "affirmative uses of rhetoric" which allows everyone to "fashion claims and arguments in ways appropriate to a particular public in a particular situation,"[4] and 3. opportunities for everyone in the class to offer "narrative and situated knowledge"[5] and thus to engage and let others engage in ways that open people up to listen to others, focusing on one of the initial assignments, a discussion of and an autoethnographic writing framed by Jean Anyon's "Social Class and the Hidden Curriculum of Work."[6]

Finally, we will explore the implication of Westheimer and Kahne's article, "What Kind of Citizen? The Politics of Educating for Democracy"; these authors argue that different teachers and different courses often teach for different types of citizens.[7] Here, we acknowledge an analogy: that different types of learning communities prepare students for different types of extra-curricular communities. We will thus conclude by describing the type of community that we are trying to create and to prepare students for and describe the thinking necessary to be successful therein. We will also describe the challenges to doing so.

[1] Iris Marion Young, Inclusion and Democracy (Oxford: Oxford University Press, 2000), p. 55.
[2] Young, ID, 55.
[3] At Young, ID, 55 she quotes Emmanuel Levinas, Otherwise than Being, or Beyond Essence, translated by Alphonso Lingus (The Hague: Nijhoff, 1981), 117.
[4] Young, ID, 67.
[5] Young, ID, 70.
[6] Jean Anyon, "Social Class and the Hidden Curriculum of Work," Journal of Education, Vol. 162 (1), Fall 1980, 67-92.
[7] Joel Westheimer and Joseph Kahne, "What Kind of Citizen? The Politics of Educating for Democracy," American Educational Research Journal, vol. 41 (2), Summer 2004, 237-269.

C8. **SoTL in the Arts and Humanities**
Individual Papers (30 minutes each)
Raleigh Convention Center 202

C8.1. *The Application of the Scholarship of Teaching and Learning in the Arts*
Individual Paper (30 minutes)
Raleigh Convention Center 202
Victoria J. Furby (Buffalo State College, State University of New York), Holly Bewlay (Buffalo State College, State University of New York), Joy Guarino (Buffalo State College, State University of New York)

All three panel presenters are recipients of the Scholarship of Teaching and Learning Fellowship at Buffalo State. Panelists will open a discussion of the inherent challenges of the application of Scholarship of Teaching and Learning in artistic disciplines.

Victoria extensive experience with systematic research in the area of the Scholarship of Teaching and Learning as it relates to music and music education. In addition to her teaching responsibilities involving graduate research methods, She has been actively pursuing a research agenda related to assessment and sight-sight singing at both the undergraduate and secondary school levels for many years. She has presented her research at numerous conferences, including the 2012 ISSOTL conference and is a strong proponent for research-based teaching practices in the arts curricula. Her most recent study entitled "Peer Tutoring in the Aural Skills Classroom" lends quantitative methodologies to the analysis of the artistic medium of singing.

Joy has long promoted the scholarly application of research related to both dance and dance education within her teaching. In recent years, she has begun to expand her interests into systematic research of kinesthetic education and its applications beyond the boundaries of the Buffalo State dance program. Her research includes students from within the Buffalo Public school system and also non-arts related coursework within the Buffalo State curriculum. Her most recent study entitled "Kinesthetic learning in the college classroom" examined the effect of art and movement on learning in general education categories including humanities, natural and social sciences, history and math.

Holly has maintained performing as the primary focus of her scholarly activity. She has performed numerous solo engagements with opera companies from all over the world, as well as universities, orchestras and other arts organizations. She has also delivered numerous solo recitals and benefit concerts across the country. In order to find a way to inspire this dedication to the profession of singing and a love of performing for her students, Holly has turned to the scholarship of teaching and learning. Her study entitled "Assessment rubrics as a tool to increase student motivation in applied voice lessons" was recently completed and examined the effect of the combination of a pure artistic art form with quantitative assessment strategies.

The panel will discuss the characteristic, frequently unique, complexities of the Scholarship of Teaching and Learning and its application within varied artistic endeavors. Presenters will engage the participants to consider the following questions: 1) how do artist/researchers quantify the unquantifiable? 2) how do artists/researchers create a rationale for the application of the Scholarship of Teaching and Learning within arts education? 3) how do artists learn to speak the language of scholarly research? and 4) how do artists/researchers expand the attitudes and belief systems of their colleagues and superiors to discover the value of the Scholarship of Teaching and Learning? In addition to providing support for artist/researchers, this presentation will encourage other artists to discuss their transition from creative scholars to researchers and the complications of the journey.

C8.2. Kissing the Frog: Transforming Teachers by Turning Poetry into Praxis
Individual Paper (30 minutes)
Raleigh Convention Center 202
Jennie Osborn (The Higher Education Academy), Catriona Cunningham (The Higher
Education Academy)

The UK Higher Education Academy aims to enhance the student experience, and by implication to improve the practice of those teaching and supporting learning in HE. One of the ways that we achieve this is to scaffold the transition from reactive to critical reflective practice. This paper outlines how this can be achieved by leading practitioners in creative and critical engagement with the ready-made worlds of poets that enable them to rehearse and reflect upon the roles that they (un)consciously perform.

Our starting point is the familiar assertion that teaching is akin to performance, which like any other art form fires emotion, instinct and intuition as much as it commands the intellect. This assumption places teaching practice beyond easy reach of scientific scrutiny – it appears immeasurable, or even unknowable. If we agree that education resembles theatre does education operate, as Winterson suggests of theatre, through: 'a confrontation of assumptions, of prejudice and of paralysed feeling'(Winterson, 2009)? We believe that we can only educate ourselves to be better educators by confronting our own assumptions, prejudices and emotional engagement with who we are and what we do. Before moving into an academic understanding of learning and teaching – academic understanding being where academics feel most at home, we need to understand how we are 'teachers'.

Of course using stories and creative writing in educational research and academic development isn't new. Narrative inquiry holds that the starting point for research is 'the researcher's own narrative of experience' (Clandinin and Connelly, 2000, 70) and Leggo insists that 'teachers . . . should learn to know themselves as poets in order to foster living creatively in the pedagogic contexts of classrooms' (Leggo 2005). But for academics steeped in scientific methods/qualitative research the conceptual leap required to live and write poetically is perhaps inconceivable. Just as the 'otherness' of educational academic discourse erases meaning as academics outside that discipline read, perhaps asking academics to speak as poets silences them (Weller, 2011).

So, if we delay initiation into the scholarship of teaching and learning and instead lead academics into an imagined realm of poetry, we inspire an authentic engagement with the (show) business of teaching. This paper argues that structured group analysis of poetic works can offer an engaging, non-threatening and transformative experience, and that this reflective experience can makes academics more receptive to theoretical and scholarly approaches to their teaching practice.

We demonstrate how academic developers can scaffold academics as they unlock their narratives of teaching experience by staging critical encounters with poetic texts. Rather than the hand-built homes of authentic poetic voices offered by poetic inquiry, we will show how academics transform found poems through metaphor into authentic reflections of their own experience. We will share the 'graffiti' left behind by these poetic squatters – in the images inspired by their experience of reading/inhabiting found poems.

We offer our audience an opportunity to try it out working with a short poem: 'How to change a frog into a prince' by Anna Denise (2002).

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C8.3.   Examining Ensemble Musicians' Motivation and Cohesion in University and Community College Settings
Individual Paper (30 minutes)
Raleigh Convention Center 202
Wendy K. Matthews (Wayne State University)

The mainstay of traditional learning for musicians in a 4-year university course of study is the large ensemble, which includes wind bands and orchestras. This group-learning environment presents unique challenges and obstacles as musicians develop individual expertise and incorporate these skills with other musicians. In the past decade more students have elected to begin their formal study at 2-year community colleges, thus placing more emphasis on the learning in large ensembles at the community college level. Further, two distinct types of community college students are emerging (1) those that are pursuing an associate's degree to enable them to transfer to a four-year institution and (2) students who have no intention of transferring but enroll to gain skills needed in the work force or for personal enjoyment/development. The large ensemble is reflecting this diverse community college student population and must adapt to meet the needs of its student. Group learning research in other disciplines has demonstrated the importance of group cohesion, the tendency for group members to unite in the mission of the group and/or for social needs (Widmeyer, Brawley, & Carron, 1985), motivational climate, group environments reflecting members' belief that members are working towards team goals (Newton & Duda, 1999), and collective efficacy, a group's judgment of their combined capabilities to accomplish a task (Bandura, 1986). Therefore, the purpose of this study is to explore how university and community college band musicians' beliefs regarding their ensemble learning environment evolve specifically, in regards to their perceptions of group cohesion, motivational climate and collective efficacy.

Ninety-eight (N=98) instrumentalists participated in this study. Forty-six (N=46) of these participants were part of a competitively auditioned wind ensemble at a mid-Atlantic university and 52 (N = 52) were members of a community college band. The participants were given three questionnaires adapted for the music discipline: The Group Environment Questionnaire(Widmeyer, Brawley, & Carron, 1985), Perceived Motivational Climate in Music Questionnaire-2(Newton, Duda, &Yin, 2000), and the Musical Ensemble Collective Efficacy Scale (Zhang, Hausenblas, Barkouras, & Pease (2002). Reasonable estimates of reliability were obtained for each scale. Results indicated that the group cohesiveness of the two ensembles differed with respect to the social dimensions of group cohesion. The university musicians reported greater feelings of similarity, closeness, and bonding. In contrast, both groups held analogous beliefs in the importance of the musical objectives. With respect to motivational climate, the community college band's musicians reported a higher task-involving climate, whereas the university ensemble reported a greater ego-involving climate. Here the community band specifically valued effort and improvement and the university ensemble reported more intra-team rivalry. Finally, the university ensemble characterized higher collective efficacy beliefs indicated collective efficacy is a skill, which is cultivated with time. Findings may provide more guidelines on how cohesion, motivational beliefs, and goals evolve in large ensembles as instrumentalists move from a community college to university ensembles. Participants will discuss personal experiences in guiding the learning of 4-year and 2-year college students in open discussion format. Strategies for optimal structuring of team learning environments and ideas for future research will be generated in this session.

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C9.   SoTL in the Discipline of History
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

C9.1.   Decoding Student Preconceptions and Emotional Bottlenecks to Learning in History
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Arlene Diaz (Indiana University), Joan Middendorf (Indiana University), Leah Shopkow (Indiana University), David Pace (Indiana University – Bloomington)

In the natural sciences scholars of teaching and learning have long focused on the ways in which students' preconceptions of the field interfere with learning, but such obstacles to learning has been less studied in the humanities. In this panel members of the Indiana University History Learning project will discuss ways in which students' ideas about the nature of history and the subject matter of particular courses can generate emotional resistance to learning, and they will describe strategies for limiting the negative impact of these notions. After this initial presentation there will be a general discussion of the analysis of preconceptions in the scholarship of teaching and learning and recent findings from neurobiology on emotions and learning.

C9.2.   *The Impact of Darwin's Evolution Theory in History Learning in Albania*
        Individual Paper (30 minutes)
        Raleigh Convention Center 305B
        Etleva A. Lala (ELTE University – Budapest)

Historical thinking is not a natural process (Sam Wineburg, 2001). As such, it greatly depends on how the school, university, publications or other media presents it. In my research, I tried to understand, why Albanian university students refuse to seriously engage with history and with the past in general. In this presentation, I will argue that one of the main reasons for this attitude of Albanians in general is the Darwin's evolution theory, presented intensively to Albanian pupils in an early age, namely when they are 9 years old. Determining that Darwinism as a threshold concept (Meyer and Land, 2006; Land, Meyer and Smith, 2008; Cousin, 2012) was the finding and not the starting point of the research.

This research is based on the data collected during the fall of 2011 at the University of Elbasan, Albania. The data collection is composed of students' written works, either in-class, or at home, on mainly three different occasions: prompts at the end of each class, reflective papers in class or at home, and as part of the final exam. The first two occasions were mainly on a voluntarily basis, and anonymous, encouraging students to express themselves as sincerely as possible. These assignments were neither to be assessed, nor to be used for any grading purposes. The third one, however, the final exam, was taken by the students more seriously into account. While the two first occasions show their "private" thoughts, the third one represents their "official" attitude. Produced for different purposes, the students' approach to the past differs a lot in my data. (Werder and Otis, 2010).

Concerning the methodology, the concepts 'evolution theory' or 'Darwinism' were never introduced to students during the research period. After introducing topics from the German speaking countries, students were asked to reflect on the differences between the German and Albanian histories. Contrastive method was appropriated to avoid sheer comparisons between the two countries, but to reflect on what struck them as being totally different in different periods of time. While contrasting, students could see that Middle Ages in Europe were not as inferior as they used to think of the Albanian Middle Ages. Students were quite good in giving details of a well developed society in the reproductive part of the final exam. When taking a stance about the social changes from the early Middle Ages to the late Middle Ages, they went back to preconceived knowledge given to them by the scheme of the evolution.

The subconscious perception of the past being inferior to the present, in terms of human intellectual development shows up in different aspects of historical narrative, present in Albania not only in the student works but also in popular and scholarly publications and even in academic discourses. Even if not explicitly attributed to Darwinism, aspects of this mentality are visible especially in the linear development of the society, from the less to the more developed; in the focus on surface learning based on memorization of data; in the intellectual projection of the present thinking to the past especially in understanding concepts like people, nation, and also the belonging of legacies; in the political and symbolic use of the past events and characters etc.

The contribution of this research into this conference and in ISSOTL in general consists in opening up the debate about the efficiency/deficiency of using theories (i.e. Evolution theory) in teaching history and in writing history text books. As evolution theory could be a great tool in organizing knowledge in sciences like biology, in history teaching (at least in my modest context), it is counterproductive. I am interested to interact with scholars from other countries to see whether this finding of my research is locally based, because Albania, as an ex-socialist country, was deeply rooted in materialist dialectics, or it is the mega theories and phenomena which oversimplify the learning outcomes in learning history.

C10.   Academic Freedom, Power in Higher Education, and SoTL
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

C10.1. Academic Freedom within Collegial Hierarchies – Affecting SoTL?
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Torgny Roxå (Lund University), Katarina Martensson (Lund University)

This session will encourage participants to, based on their own experiences, reflect upon academic freedom in relation to collegiality, and what implications this relation might have for SOTL-work.

Ronald Barnett (2000) argues that mutuality, tradition, and particularity are central strands to the concept of collegiality. He also argues for its decline in contemporary university life: "Those who fall back on the idea of collegiality – and there are many who do – are not living in the real world." (ibid., 115). There is simply no room for collegiality in a changing world, a world of supercomplexity.

We argue against Barnett, and against those stakeholders who, from other directions than Barnett's, argue for increased new public management and an increased pressure through further economification of higher education. We claim that those arguments in general are based on deductive reasoning from ideological standpoints rather than being based on empirical research.

Academic freedom is sometimes (mis?)interpreted as letting academics go on with their business without any interference. It is mostly visible when being threatened. However, as

Åkerlind & Kayrooz (2003) have shown, academic freedom also includes a dimension of loyalty towards the professional context, an aspect much less explored.

This paper presents empirical results from a study of nine microcultures in higher education (four in a process of developing and five that already display high academic quality). The study, based on observations and interviews, focused on the experience of academics and students involved, in relation mainly to quality of teaching, including SOTL (Authors, 2011).

The results show a remarkable and complex relationship between individuality and collegiality. Collegiality emerges as hierarchical but permeated by trust. In all nine microcultures a majority of the academics are not included while decisions are made about the respective microculture's future. On the other hand, various procedures for sharing information, opinions and arguments are well established. Power-struggle and particularisation are counteracted by trust, and intense interactions. The result is a number of professional academic contexts where some aspects of working life is stable while others are flexible enough to allow constant experimentation and development.

We therefore argue that collegiality as displayed and interpreted in these empirical findings contradict the argument put forward by Barnett. It might be that "mutuality, tradition, and particularity" are important strands of collegiality. Our results rather point towards a need for further research in the matter. Collegiality is clearly hierarchical and mutual, traditional and reformative, as well as based on particularity and communality. What we need is more empirical research on collegiality instead of preconceived ideas about its virtues or deficiencies.

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C10.2. Power in Higher Education – Teachers Interacting with Formal Leaders
>   Individual Paper (30 minutes)
>   Raleigh Convention Center 306A
>   Torgny Roxå (Lund University)

How do academic teachers experience power when they interact with formal leaders in higher education? 38 narratives from teachers describing interactions with formal leaders were analysed. A salient aspect of these narratives is the experience of power.

The analysis was conducted through three conceptions of power offered by Dean (2009). In short these three are: 1) Power is something someone has. Conflict appears when someone challenges someone else and can contain elements of threats and violence. 2) Power is restricted and attached to rules. Conflict appears when interpretations of rules are contested. 3) Power is channelled through value systems (discourses or rationalities). Conflict appears when different value systems interact and thereby rearrange what is a rational argument.

Power is a hugely complex phenomenon (Foucault 2004; Giddens 2004; Biesta 2008; Dean 2009) and in reality the three conceptions are often in play simultaneously. During this analysis, power emerges as channelled through one, two, and sometimes all three conceptions.

Preliminary analysis reveals that power emerges distinctively and often with a positive outcome. Apparently, formal leaders can through the use of power release energy by organising the professional reality for teachers. Examples exist where leaders invite to or are open for negotiation. If this happens inside a shared value system the outcome, as presented in the material, have a potential to be constructive and experienced as an episode of growth and development. Due to the method used, positive examples are likely to be more frequent in reality than they are in this material. This has relevance for any discussion about leadership in higher education that either questions or argues in favour of collegial leadership.

Negative experiences emerge and are severe if power materialises through all three conceptions simultaneously. These severe examples often comprise elements where the use of power includes incorporating an alternative value system wherein the individual teacher feels diminished and deprived his or her opportunity to argue rationally. In the more moderate negative cases the teacher manages to withstand his or her sense of reality and thereby the matter does not affect the professional identity.

The presentation will include results from all 38 narratives as well as authentic extracts from narratives. It will also include a wider discussion on power in higher education.

C11.   Classroom Conversations
Individual Papers (30 minutes each)
Raleigh Convention Center 203

C11.1. Facilitating Student Discussion: The Case of a Political Science Class
Individual Paper (30 minutes)
Raleigh Convention Center 203
Emma Fitzhugh (Eastern Michigan University)

This proposal focuses on student learning that occurs during in-class simulations and collaboration groups. Increasingly research is proving the effectiveness of group learning in college classrooms (Manzer, Rassuli 2005; Paul 2012). At the same time more professional fields are searching for college graduates with experience in group work situations (Hanson 2006; Paul 2012). This case study analyzed four political science simulations in an introductory course. Though the discussion and collaboration between students encompasses political science topics, the skills students bring into the classroom and acquire during simulation work can be used in numerous professional fields, giving this project broad applicability.

Throughout the semester the students participated in two Supreme Court simulations, one legislative hearing and one non-partisan commission meeting. In each case, all students conducted primary research about the discussion topic focusing on the position their role in the simulation took. Next, opinion groups made up of two or three students worked together for

formulate an argument for their position. These opinion groups presented their arguments to a decision making board made up of six or seven of their classmates. After hearing the arguments this board worked privately to reach a decision. They were given fifteen minutes during class to debate and discuss initial opinions and reactions to the arguments presented. The students were also provided with an online threaded discussion to continue their work outside of class. The group needed to reach a decision together and prepare a written decision for a group grade. Their decision was then presented to the class by the professor.

Data was collected for this study in multiple forms. All students completed a survey at the beginning of the semester that gauged their knowledge level of American Government, past collaborative learning experiences, and comfort level surrounding group discussion and work. Throughout the semester student discussions and coursework, along with classroom observation notes, were collected as data. At the end of the semester the students completed a closing survey to gauge their opinions on the effectiveness of collaborative learning and personal feelings towards the experience.

This study addresses the ISSOTL 2013 Conference Track "Inquiry into Student Learning" by analyzing the outcome of classroom simulation and group work of students in an American Government class. The study also addresses inquiries on the teaching practices used when having students participate in class simulations and the process students experience when working in groups. The presentation will focus on how students' past group experiences impacted the simulations in this class. The presentation will also focus on the scaffolding of assignments and on the learning that lead up to the classroom simulations. Lastly, the presentation will focus on the group dynamics of making good decisions collaboratively.

C11.2. *Let's Talk! Exploring the Experience of Dialogue Days, A Student Engagement Activity*
    Individual Paper (30 minutes)
    Raleigh Convention Center 203
    Mandy Asghar (York St. John University)

Student engagement, in the UK, is often defined as students as representatives rather than how involved students are, in their learning. However, there is increasing interest in the correlation between engagement in learning and student success and the ways in which this might be enhanced (Trowler 2010, Bryson and Hand 2007, Zepke and Leach 2010). Dialogue days are a strategic institutional approach crossing both dimensions of student engagement. The days are structured into activities that create sparks to promote "talk" and take place in spaces separate from that used for everyday teaching. Faculty staff and students reflect together and inquire into student learning and associated teaching practices. This completed SOTL project explored the perceived value of Dialogue Days and to understand if investment in this type of activity continues to be worthwhile.

Methodologically a qualitative approach explored participants' perceptions about their experiences and the data was analysed using a phenomenological approach, through the lens of the lifeworld as divided into fractions (Ashworth 2003). Data was collected, by semi-structured interview, from a purposive sample of eight students and six members of Faculty, (theatre,

counselling, physiotherapy, sports science and occupational therapy). A snapshot of the findings focuses on the following fractions:

Sociality considered relationships between staff and students during this event. Dialogue days were reported, by students, to break down barriers associated with power and expertise, describing staff as behaving in different modes to that they had experienced in class. Spatiality considered the physical environment of the day and the window of opportunity that it created in the teaching calendar. It raised the importance of unfamiliarity of surroundings and how this influences behaviour by association within "other" spaces. Project explored how dialogue developed over the day prompting reconsideration of views by both staff and students. It represented the initial uncertainty that students had about the day, who gradually feel drawn into the academic community.

Reflecting on the findings I was struck by the powerful, often emotive, effects of Dialogue Days. One student said ""I felt relieved, had lots of things burning up inside me that I just wanted to get off my chest" "At the end of the day we are all here to mix and mingle and make work together". Creating these types of "spaces" develops students' academic identities so they become more connected to the institution to staff and to each other (Axelson and Flick, 2011), a challenge when many students have so few contact hours. There was evidence that these different environments could, as Broughan and Grantham (2012) suggest, create a variety of relationships between staff and students that can subsequently influence learning. Often those environments are dominated by staff as experts, students adopting reciprocal positions. In contrast spaces, such as dialogue days, seem to change and enhance the relational and emotional aspects of learning with the potential to impact on students' engagement and motivation.

The presentation plans to engage the audience by using a selection of quotations from the participants to stimulate a group activity and discussion.

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C11.3. "That's Just My Opinion": Coping with Classroom Inquiry Busters
Individual Paper (30 minutes)
Raleigh Convention Center 203
Frances Bottenberg (Elon University)

In a crucial way, deep learning emerges out of considering and critiquing the views of others as well as testing one's own beliefs and practices. Recent decades have seen a rise in the perceived acceptability of adopting dogmatic attitudes to inquiry that in effect stop deep learning before it can get started, a phenomenon that has also found its way into the college classroom. Such 'inquiry busting' attitudes include relativism, cynicism, nihilism, faith-based dogmatism, and radical skepticism.

Focusing on relativism and cynicism, I will begin my presentation by inviting audience members to role-play students 'inquiry busting' in the classroom. Through this interaction, we will actively come to recognize how student relativism and cynicism can disable engagement in several key ways: they shun critical testing to judge the quality of beliefs in play, they flaunt argumentative standards, and they stunt the development of useful theories and conceptual distinctions.

If we as instructors are interested in fostering deep understanding in our students, we must stay alert to inquiry busters and attempt to deactivate them when they do appear. This task is easier said than done, however: How ought one best deactivate inquiry busters? Is it possible to do so on the basis of rational argument alone? What motivates students to adopt such unproductive stances in the first place?

The aim of my talk is to offer concise and accessible responses to these questions, while also inviting audience insight-sharing. In particular, I will offer a two-pronged strategy for coping with inquiry busters. First, I will propose that the professional philosopher's expertise in persuading through rational argument can prove very useful even with those students ostensibly uninterested in arguing. Persuasive refutations of belief dogmatism exist in the critical thinking literature, for instance, while texts in introductory ethics carefully dismantle moral relativism. Certain concepts, such as that of public reason (as defended by Stanley Cavell and John Rawls), are foundational for productive multi-voiced discourse. I intend to present these resources in a manner useful to academics in disciplines both inside and outside of philosophy.

The literature on motivation within the field of educational psychology represents a second major source of support for coping with inquiry busters (cf. Eccles, Guay, Stipek, Wigfield). Gaining a sense of why students might be psychologically motivated to adopt inquiry busting attitudes is invaluable for developing deactivation strategies that rest on psychological rather than philosophical principles. For example, a student's relativist stance might sometimes be best interpreted as a defense mechanism, a means for that student to back out of a complex discussion which he or she feels ill-equipped to handle. In such a case, positive reinforcement of the student's productive contributions to the discussion will likely prove a very effective means of moving beyond a 'knee-jerk' relativist stance.

Equipped with strategic knowledge culled from the fields of philosophy and educational psychology respectively, headway can be made in stopping inquiry busters from blocking paths to deeper student learning and engagement.

C12.   Second Language Writing, Developing Cultural Competency, Reducing Racism
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

C12.1.   Writing about Writing: Empowering First-Year L2 Writers Through Meta-Discursive Writing, Research, and Genre Analysis of Academic Writing
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Joel Schneier (North Carolina State University)

Academic research and writing remains among the top struggles that foreign-born first-year college students face upon initiation into the U.S. university system. As second language (L2) English speakers, these students journey into surroundings where their U.S.-born peers and teachers thrust new cultural, linguistic, and academic expectations upon them. The first-year writing (FYW) classroom, which foregrounds language acquisition of the academic vernacular (Linton, Madigan, & Johnson, 1994), therefore serves as a liminal space where L2 English speakers might be guided in purposefully exploring the linguistic-, academic-, and literacy-based practices unique to U.S. higher education cultures. Indeed, for any student unfamiliar with the discursive practices of academia, the composition class can potentially exist as a site of struggle between cultural identity and discursive practices. In addition, such a linguistically diverse FYW class may tempt teachers to focus instructional attention on seemingly less-complex surface-level conventions and language-learning issues, rather than placing a broader emphasis on negotiating multiple discourses and genres (New London Group, 1996).

Responding to these concerns, and as a way of inquiring into student identity and learning from a position of both theory and practice, this paper examines the efficacy of implementing a writing-about-writing (WAW) curriculum in introductory composition classrooms for L2 students (Downs & Wardle, 2007).

Specifically, the FLE 101 course requires students to compose a sequence of formal writing and research assignments, culminating in a 25-page research study aimed at advancing literacy studies through primary and secondary research. Additional informal writing assignments serve as reflective spaces for students to address both the research processes and the qualitative developments resulting from the assignments.

The formal assignment sequence for the course is as follows:
• A Literacy Narrative: this exploratory assignment asks students to both investigate and present their own language and writing practices, both in English and in their native language.

- A Research Topic Proposal: here, students self-select a topic of inquiry that concerns the study of writing, which they explore and research throughout the course in order to gain a better understanding of cultural expectations and conventions related to their topics;
- An Annotated Bibliography: at this step, students research their topics of inquiry and learn how to present this research within the highly conventional structure of an annotated bibliography.
- A Fieldwork Report: students then design and conduct primary research (through a survey or observation) about an issue related to their topic of inquiry. After researching, they present their findings within the generic conventions of a technical report.
- A Literature Review and Response: at this final step, students synthesize their secondary and primary research in a literature review that follows the conventions of the genre. Then, students are asked to present a response that includes either their own literacy experiences and/or the field-work they have conducted.

By helping students critically engage and become comfortable with the academic vernacular, they can make their own voices and unique experiences heard, while creating diachronic changes in the very discourse that may initially exist as a site of struggle for them.

C12.2. Reinforcing Stereotypes or Transforming Their World View?: Assessing How Study Abroad Programs Develop Cultural Competency
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Nina Bosch Namaste (Elon University)

While there is much anecdotal evidence asserting study abroad programs to be truly transformational in the lives of undergraduate students, the statistical data indicates otherwise (Fischer 2011; Salisbury 2013). Institutions, especially private liberal arts institutions, continue to assert the importance of a study abroad or study away experience to the overall mission of creating liberally educated students. The question remains, have we designed effective measures to assess students' growth and transformation during and after their study abroad experiences? Even more so, what specifically are we looking for with regards to student learning as a result of their study abroad experiences? The study abroad literature indicates a panoply of areas in which student growth occurs: flexibility, self awareness, perspective taking, communication across difference, comprehension of differing contexts, foreign language proficiency, valuing of diversity, etc. (Deardoff 2009). Of particular concern, at least for me, is to discover why students sometimes return with a massive shift in their world perspective and level of comfort with diversity while other students return with even more entrenched stereotypes and practices of "othering".

My paper discusses the project that I am currently conducting, the process by which I've implemented my project, what I've learned from the pilot study, and what the next steps in the study are. The pilot study used emergent coding and grounded theory to analyze student essays for Elon University's semester-long study abroad program in San José, Costa Rica. I compared the application essays for acceptance into the study abroad program with students' end-of-course essays. As a result of such analysis it was clear that cultural competency was the area of their most marked growth. Therefore, based on many inter- and cultural competency

rubrics, such as the one from AAC&U, and the scale of movement from ethnocentrism to ethnorelativity (Bennett and Bennett 2001), I created a new rubric to evaluate students' essays which includes categories for knowledge, skills, habits of mind, and action. This rubric was shared with departments on Elon's campus and revised according to the feedback provided. A second reiteration of this pilot will be analyzed in summer 2013 after students return from their spring study abroad semester in Costa Rica and the rubric will be applied to evaluate students' change in cultural competency skills, again, comparing application essays with end-of-course essays. The next step in the project will be to use institutional data, particularly the NSSE results, control for students who studied abroad and see how studying abroad might or might not have affected scores on questions about diversity. At the core of the study is the evaluation of student learning and designing study abroad programs or courses to foster optimal learning and growth. Ultimately the project attempts to find and collect a series of best practices, implemented at the course level, that will foster optimal cultural competency growth during study abroad semester-long experiences.

This presentation will contextualize, briefly, college-level study abroad programs in the U.S. and assessments of study abroad experiences, as well as explain the process by which I conducted the study. In addition, participants will have an opportunity to read a sample student work and score the work using the intercultural competency rubric generated by my study. Discussion will center on how to use students' writing to evaluate and document students' intercultural competency growth as a result of study abroad experiences.

C12.3. *Reducing Racism in College Students: Using SoTL to Evaluate the Impact of a Peacebuilding*
Pedagogy
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Alicia H. Nordstrom (Misericordia Universitiy)

Problem & Theory: The AAC&U (2012) advocates that higher education emphasize global learning, diversity, and equity to help students "engage the social, civic, and economic challenges of a diverse and unequal world" (para. 1). Racism reflects one of these challenges and research has documented its social, emotional, academic, and health effects on American groups including Hispanics (Torres, 2009), African Americans (Yoo & Castro, 2011), Muslims (Ghaffari & Çiftçi, 2010), and Asian Americans (Yoo, Steger, & Lee, 2010). Negative effects of racism also extend to white college students. White students with higher empathy and guilt show greater improvements in racial awareness and cultural sensitivity, with students higher in fear having opposite effects (Todd, Spanierman, & Poteat, 2011). "Colorblind" students who lack sensitivity to cultural differences are at risk of being less prepared and successful in their future careers when they enter an ethnically diverse workforce (American Psychological Association, 2012).

Educators have succeeded in reducing prejudice in upper-level courses focusing on racism or oppression (Case, 2007; Kernahan & Davis, 2007; 2010). The current SoTL study is one of the first to attempt a transformative pedagogical intervention to reduce racism in a general education course (Intro to Psychology). The intervention (The Voices Project; TVP) uses principles of contact theory under the assumption that direct intergroup contact would reduce

students' stereotypes and prejudice towards unfamiliar or negatively perceived racial groups. Contact theory has a solid base of empirical support (Allport, 1954; Hewstone & Swart, 2011; Pettigrew & Tropp, 2011) and has reduced prejudice across subgroups in countries including Lebanon, Germany, Belgium, Great Britain, Cyprus, France, Netherlands, and the United States (Binder et al., 2009; Henry & Hardin, 2006; Pettigrew, 1997; Tausch et al., 2010).

Method & Results: The same white, female instructor taught TVP section and a "control" section of Intro to Psychology during two different semesters to ensure that effects of TVP were not present during the control condition. Using principles of contact theory, students in TVP class interviewed members from minority racial groups (i.e., Hispanics, African Americans, Muslims, Asian Americans) and wrote autobiographical memoirs of their lives which were presented to the class and campus. Fifteen out of 26 students (58%) from TVP class completed reliable and valid attitude surveys during the first and last weeks of a 15-week semester as well as one-year later. Nineteen out of 30 students (63%) in the control class completed surveys the first and last week. TVP class showed significant reductions in prejudice towards the four racial groups across the semester, and changes were maintained one year later. The control class showed no significant attitude changes.

Implications: A concluding discussion will explore the generalizability of TVP pedagogical framework for different courses and populations, and implications such as the addition of learning goals for students' racial development, facilitating opportunities for student activism and peacebuilding, and using SoTL to evaluate impact of learning on social attitudes.

C13. **Mentoring Experiences: Enduring and Emerging Questions**
Panel
Raleigh Convention Center 303
Antony Lising Antonio (Stanford University), Peter Felten (Elon University), Manuel Gomez (University of California, Irvine), Rebecca Gould (Middlebury College)

Mentoring is a fundamental form of teaching and learning in higher education. Not only do we mentor students in formal and informal ways, but throughout our careers we are mentored by peers (and perhaps also by students). Despite the centrality of this educational experience, mentoring seems to be under explored as a topic of inquiry in the scholarship of teaching and learning. In this session, we will consider the variety of purposes and forms that mentoring takes on campuses, the nature of mentoring relationships and mentoring communities, and the kinds of learning and development enabled by mentoring. Session participants will engage in discussion and activities that raise questions that might inform both the practices of and research on mentoring in higher education.

Thursday, October 3, 2013 | Poster Session, Theater, and Reception

Reception (5:15 PM – 7:00 PM) – Ballroom Lobby and Ballroom B

Some journal editors will be available in Ballroom B to discuss submission concepts.

Poster Session (5:30 – 7:00 PM) – Ballroom Lobby | Abstracts, pp. 156-220

PS1. *Monday Nights at Panera: An Alternative Setting for SoTL*
Kathryn L. Allyn (University of Tennessee – Knoxville), Kelly A. Boyce (University of Tennessee – Knoxville), Colleen P. Gilrane (University of Tennessee – Knoxville), Maggie L. Lohr (University of Tennessee – Knoxville)

PS2. *Focusing Teacher Education on Deep Understanding in a Culture of "Rubric Prep"*
Colleen P. Gilrane (University of Tennessee – Knoxville), Kristin T. Rearden, Hannah Louderback, Jessica Covington

PS3. *How Dogs, Kids and College Students Learn New Tricks: What Dynamic Tricky Mix Theory and Child Language Learning Can Tell Us About Teaching*
Marnie E. Arkenberg (Shaw University)

PS4. *When and How Can We Expect Students to Learn Emotional Intelligence if We Don't Teach It?*
Korrel Kanoy (William Peace University), Marnie Arkenberg (Shaw University)

PS5. *The Scholarship of Teaching and Learning and the Next Generation of Teacher-Scholars*
Maxine Atkinson (North Carolina State University), Andrea Hunt (North Carolina State University)

PS6. *The Role of Developmental Advising in Teaching the Whole Student*
Andrea Hunt (North Carolina State University), Margaret Stiffler (North Carolina State University), E. Megan Glancy (North Carolina State University), Maria Febbo (Duke University)

PS7. *Making the Connection: Assessment to Learning Outcomes*
Jennifer Austin (Colby-Sawyer College), Gregory Austin (Colby-Sawyer College)

PS8. *Evaluating Pedagogy Processes for Writing: A Practitioner Inquiry for Writing Center Research*
Shampa Biswas (Washington State University)

PS9. *Promoting the Intellectual Skill of Synthesis Through Student Scientific Writing*
Steven W. Brown (Rockhurst University), Jennifer Oliver (Rockhurst University), Renee Michael (Rockhurst University)

PS10. *Critical Reading in General Education*
Miriam Carey (Mount Royal University), Karen Manarin (Mount Royal University), Melanie Rathburn (Mount Royal University), Glen Ryland (Mount Royal University)

PS11. *A Flipped Approach to a Seminar Class*
Verna Case (Davidson College), Susanna Boylston (Davidson College), Kristen Eshleman (Davidson College)

PS12. *Using Action Learning for Creative Problem Solving in Doctoral Dissertation Proposal Preparation*
Diane D. Chapman (North Carolina State University)

PS13. *Developing the Feedback Loop: Strategies for Increasing Response Rates on End of Course Evaluations*
Erin Robinson (North Carolina State University), Ashley Grantham (North Carolina State University), Diane Chapman (North Carolina State University)

PS14. *Authentic Teaching and Assessment: Aligning the content and the Context of the Teaching Learning Process to Ensure Real World Success*
Ann Trousdale Clapper (North Dakota State University), Jeanette Hoffman (North Dakota State University)

PS15. *R U RDY 2 RITE? Improving Writing Skills Using the Common Reader and a Reiterative Writing Process*
Dorothy Dillard (Delaware State University), Rebecca Fox-Lykens (Delaware State University)

PS16. *Qualitative Institutional Assessment: Articulating the Value of Face-to-Face Education*
Christine Sorrell Dinkins (Wofford College)

PS17. *Understanding How Undergraduate Thesis Writing Impacts Learning Across Disciplines*
Jason Edward Dowd (Duke University), Julie A. Reynolds (Duke University)

PS18. *Empowering Students and Encouraging Engagement – Teaching and Learning with "Lecture Capture"*
Frank Joseph Fedel (Eastern Michigan University)

PS19. *Ascertaining Student Transformational Learning Abilities in Interior Design Education*
Charles Ford (Samford University), Amy Boyett (Georgia Southern University)

PS20. *Use of Study Aids in an Introductory Organic Chemistry Course: An Intervention that Benefits Low-Performing Students*
Maria Teresa Gallardo-Williams (North Carolina State University)

PS21. *Mythological Roleplaying Adventures in Latin Prose Composition: Gamifying a Foreign-Language Grammar Course*
T. H. M. Gellar-Goad (Wake Forest University)

PS22. *What Were They Thinking and Can We Change That?: An Investigation into Middle School Students' Thinking About Plant Growth*
Chiron Wesley Graves (Eastern Michigan University), Christopher Valasin (Eastern Michigan University), William Spotts (Eastern Michigan University), Lauren Mayleben (Eastern Michigan University)

PS23. *Infusion of Course Based Undergraduate Research Experiences (CURE) into Introductory Core Courses of a Biology Curriculum*
Wendy Heck Grillo (North Carolina Central University), Sandra L. White (North Carolina Central University), Gail P. Hollowell (North Carolina Central University)

PS24. *Problem Solvers + E-Minds = Contemporary Engineers*
Sirena Hargrove-Leak (Elon University)

PS25. *Who Speaks for SoTL?*
Kelly Hewson (Mount Royal University), Lee Easton (Sheridan College)

PS26. *Assessing Higher Cognitive Skills in Undergraduate Learning*
Carol Hostetter (Indiana University)

PS27. *Beyond the Sco-Modular courseware – From Concept to Business Impact*
Ken Hubbell (Ingersoll Rand University)

PS28. *SoTL or SoTLA? Practice or Policy? Assessment Policy as a Suitable Focus for Scholarship*
Clair Patricia Hughes (The University of Queensland), Simon Barrie (The University of Sydney)

PS29. *Assessment of Undergraduate Research at a Private Liberal Arts College*
Susan Larson (Concordia College), Mona Ibrahim (Concordia College)

PS30. *We Never Get a Second Chance to Make a First Impression: Introductory Course Design for Significant Learning*
Jacquelyn Lee (University of North Carolina – Wilmington)

PS31. *The Power of Presence in the 21st Century Classroom: Integrating Mindfulness-Based Pedagogy to Cultivate Attention, Curiosity, Compassion, and Intention among Students and Educators*
Jacquelyn Lee (University of North Carolina – Wilmington), Sarah Himmelheber (University of Wisconsin – Green Bay)

PS32. *Pinterest Pedagogy – Ways to Utilize Pinterest in Higher Education and SoTL*
Jessica Leveto (Kent State University)

PS33. *DIALOGUEMU: The Power of Dialogue on a College Campus*
Peggy Liggit (Eastern Michigan University), Bethany Fort (Eastern Michigan University)

PS34. *Experiential Education and Student Development: The Development of a Self-Efficacy Scale for Intercultural Competence*
Victoria Lipinski (Elon University), Kate Sidwell (Elon University)

PS35. *Critical Transitions in Faculty Pedagogical Learning: Does Extended Training Work?*
Judith Longfield (Georgia Southern University), Hsiu-Lien Lu (Georgia Southern University)

PS36. *Engagement and Retention of University Students: The Marching Band Experience*
Wendy K. Matthews (Wayne State University)

PS37. *Virtual Presence/Virtual Absence: Retaining (Dis-em)Bodied Students in Online Classrooms*
Christopher McCarrick (Clarion University), Joseph C. Bodziock (Clarion University)

PS38. *Student Attitudes and Awareness: How do Students' Attitudes Towards the Content and Their Awareness of the Learning Objectives Relate to Overall Success?*
Jessica A. Merricks (University of Missouri), Bethany Stone (University of Missouri)

PS39. *Diversifying Design: Understanding Multilingual Perceptions of Learning in a Flexible Classroom*
Susan Miller-Cochran (North Carolina State University), Dana Gierdowski (North Carolina State University)

PS40. *An Idealized Model for Designing, Presenting and Evaluating SoTL Projects*
Craig E. Nelson (Indiana University Bloomington)

PS41. *Monitoring Program Effectiveness with Competence Assessment Rubrics: The Carolina MPA Program*
Stefanie Panke (University of North Carolina – Chapel Hill), Maureen Berner (University of North Carolina – Chapel Hill)

PS42. *So What is Teaching Excellence and How Should We Assess and Reward It?*
Pam Parker (City University – London)

PS43. *Improving Students' Problem-Solving Competence with Think-Alouds*
Jeffrey Phillips (Loyola Marymount University), Katharine Clemmer (Loyola Marymount University), Jeremy McCallum (Loyola Marymount University), Thomas Zachariah (Loyola Marymount University)

PS44. *Evaluation of the Use of Structured Self-Assessment with Graduate-Level Occupational Therapy Students*
Bridgett Piernik-Yoder (University of Texas Health Science Center – San Antonio)

PS45. *Can Students in an Interprofessional Learning Experience Still Have Disciplinary Knowledge Gains?*
Susan Polich (Jefferson College of Health Science), Sallie Mayer (Virginia Commonwealth University), Brigitte Sicat (Virginia Commonwealth University), Christine Huynh (Virginia Commonwealth University), Rita Willett (Virginia Commonwealth University), Laura Morgan (Virginia Commonwealth University), Andy Pinson (Virginia Commonwealth University)

PS46. *Action Research to Improve Teaching and Learning*
Rhonda M. Rabbitt (Viterbo University), Susie Hughes (Viterbo University)

PS47. *Service Learning, Academic Engagement and Critical Thinking*
Jill Rinzel (University of Wisconsin – Waukesha)

PS48. *How Do Students Understand Standard Deviation?*
Alan Russell (Elon University)

PS49. *Transforming the Institutional Ethos Through the Scholarship of Teaching and Learning*
Brian P. Smentkowski (Southeast Missouri State University)

PS50. *SoTL as Collaborative Practice: Supporting the Critical Transition to Co-Instruction with Doctoral Students*
Dannelle D. Stevens (Portland State University), Micki M. Caskey (Portland State University)

PS51. *The Undergraduate Global Health Field Research Experience: Study Abroad, Service Learning, Professional Training, or "None of the Above"?*
Kearsley Stewart (Duke University)

PS52. *Mentoring Across Levels: Using Service-Learning to Involve Students Across Multiple Levels in a Pre-Professional Program*
Amanda Sturgill (Elon University), Phillip Motley (Elon University), Brian Walsh (Elon University)

PS53. *In Pursuit of Significant Learning: Measuring Application and Caring Learning in a University Personal Nutrition Course*
April Tallant (Western Carolina University), Brenda Marques (Western Carolina University), Nicole Martinez (Western Carolina University)

PS54. *Budding Enthusiasts: Collaborative, Interdepartmental Perspectives on Engaged Learning of Ethics & Law*
Charles Thomas (California State University – Dominguez Hills), Kirti Sawhney Celly (California State University – Dominguez Hills)

PS55. *SoTL in Teacher Education: Training Pre-Service Teachers to Demonstrate a Positive Impact on Learning*
J. Scott Townsend (Appalachian State University), Derek J. Mohr (Appalachian State University)

PS56. *Student and Faculty Perspectives on the Value of an Undergraduate Preceptor Program*
Daniel R. VanHorn (North Central College), Abigaile M. VanHorn (North Central College), Sean P. Brady (North Central College)

PS57. *Learning With/Through Other Eyes: Developing the Scholarship of Teaching and Learning with a Cohort of Scholars from Beijing*
Andrea Webb (University of British Columbia)

PS58. *Teaching Critical Thinking in Journalism and Mass Communications*
Sheila M. Whitley (North Carolina Agricultural and Technical State University)

PS59. *The Institute for Scholarship of Teaching and Learning at Mount Royal University*
Jim Zimmer (Mount Royal University)

PS60. *Understanding Faculty Critical Thinking Skills as a Path to Developing Critical Thinking Learning Environments for Students*
Genevieve Zipp (Seton Hall University), Catherine Maher (Seton Hall University)

PS61. *Grading by Experience Points: An Example from Computer Ethics*
Edward F. Gehringer (North Carolina State University)

Theatre Presentation (6:30 PM – 8:00 PM) – Flex Space

"Landscapes of Learning": A Devised Theatre Presentation of a SoTL Work in Progress
Deborah Currier (Western Washington University), Carmen Werder (Western Washington University), Shevell Thibou (Western Washington University), Olivia Ponzetti (Western Washington University)

Abstract on p. 221

Thursday, October 3, 2013 | Poster Session – Abstracts

Poster Session (5:30 PM – 7:00 PM) – Ballroom Lobby

PS1. Monday Nights at Panera: An Alternative Setting for SoTL
Kathryn L. Allyn (University of Tennessee – Knoxville), Kelly A. Boyce (University of Tennessee – Knoxville), Colleen P. Gilrane (University of Tennessee – Knoxville), Maggie L. Lohr (University of Tennessee – Knoxville)

For eighteen months, we spent Monday nights at Panera supporting each other's SOTL work in university and professional development settings. This study's purpose is to investigate the usefulness of Cultural-Historical Activity Theory (CHAT) as an analytic lens to understand the individual and collective development of our group, and how group activity is related to previous as well as later activity systems in which its members are engaged.

American teachers tend to spend their own money and time pursuing valuable professional learning opportunities (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009) including graduate courses. A semester is not long enough to support the deep learning that can take place over time (Borko, 2004; Dall'Alba & Sandberg, 2006; Speck, 2002; Wei, et al., 2009). After the course that was the genesis for our group, three teachers and their instructor said, "I'm not ready to be finished yet!" and began meeting at Panera.

Vygotsky (1978) explained learning as mediated action in which individuals construct meaning by interacting with artifacts and social others in their environment. Leont'ev (1974) later posited that the individual's activity, goals, and means link it to its environment; once "the divide between the organism and its environment is overcome, the cognitive processing of meaning making can be distributed among multiple individuals and objects in the environment" (Yamagata-Lynch, 2003, p. 102). Engeström (1987) is responsible for recent interest in CHAT (Roth, 2004) and his depiction of activity systems adds rules, community, and division of labor--and inherent tensions--to Vygotsky's triangle (Figure 1). CHAT embraces dialectical tensions "between individual and collective, material and mental, biography and history, and praxis and theory" (Roth & Lee, 2007, p. 191). It provides a lens that is capable of acknowledging the messiness of human activity and leading to richer representations of development (Barab, Evans, & Baek, 2004; Smagorinsky, 1995; Yamagata-Lynch, 2003). Wells (2011) explains how CHAT integrates into action research:

> ...if one wants to improve the learning opportunities that teachers provide for their students, it is not sufficient—or even very productive—to tell them how to act, out of the specific contexts in which they find themselves; rather, it is necessary to engage together with them in action and discourse in that situation in order to discover what action goals are appropriate to the "object" (i.e., goal) of the overall activity and by what operational means those goals can be achieved under the prevailing conditions. (p. 168)

We are now analyzing multiple data sources through the lens of CHAT, identifying activity systems, categorizing data into meaningful activities, and identifying historical interactions between participation in the group and activities in which we were/are engaged.

PS2. *Focusing Teacher Education on Deep Understanding in a Culture of "Rubric Prep"*
Colleen P. Gilrane (University of Tennessee – Knoxville), Kristin T. Rearden, Hannah Louderback, Jessica Covington

All of the negative effects of high-stakes assessments that teacher educators in the US have lamented for years with respect to the learning of P-12 students (McCarthey, 2008; Perelman, 2008; Taylor, 2008) are now a reality for the learning of our preservice teachers. Preservice teachers at our institution carry out a full-year graduate internship during which they are evaluated by the same system as teachers in the district in which they are teaching; in addition, our institution participates in the Teacher Performance Assessment (TPA) Consortium (TPAC) (Darling-Hammond, 2006; Hill, Hansen, & Stumbo, 2011).

The American Educational Research Association and the National Academy of Education convened a research briefing in September 2011 "as part of these organizations' commitment to the sound use of scientific research and data in education and education policy" (Darling-Hammond, Amrein-Beardsley, Haertel, & Rothstein, 2011, p. i). A background paper opened as follows:
There is a widespread consensus among practitioners, researchers, and policy makers that current teacher evaluation systems in most school districts do little to help teachers improve or to support professional decision making. For this reason, new approaches to teacher evaluation are being developed and tested (Darling-Hammond, et al., 2011, p. 1).

Coherence is missing from discussion of these issues (Wilson, Rozelle, & Mikeska, 2011; Wiseman, 2012). There exist multiple sets of guidelines for the design of teacher evaluation systems (Curtis & Wiener, 2012; Darling-Hammond, et al., 2011; Goe, Holdheide, & Miller, 2011; Wilson, et al., 2011) and for the evaluation of those designed (Glazerman et al., 2012; Shakman et al., 2012). Advice is available to support those who wish to include value-added assessments as part of an overall system (Glazerman, et al., 2012) as well as advice that value-added models are unstable and are affected by student differences (Darling-Hammond, et al., 2011).

Despite the conflicting perspectives among scholars and practitioners about what should count as evidence of effective teaching, some states have reified high-stakes teacher evaluation by increasing the frequency and intensity of the assessments themselves (including greater sanctions attached to value-added data). As faculty planning for the undergraduate spring pre-intern semester, we asked ourselves, should we organize around the TPA rubrics? Or around the [teacher evaluation system] rubrics? what if the state and/or district changes again in two or three years?

Our answer was to identify--and focus on--those enduring understandings (Wiggins & McTighe, 2005) that are essential to good teaching in all cases, and to design opportunities for engaged participation (Hickey & Zuiker, 2005; Jurow, Tracy, Hotchkiss, & Kirshner, 2012) in

developing these, so that they might transfer later into whatever scheme or framework teachers must operate. Data include interns' narratives and formal evaluation scores; results of following one cohort into teaching demonstrate that interns are successful at designing effective learning plans and overlaying the different rubrics to which they are accountable.

PS3.   *How Dogs, Kids and College Students Learn New Tricks: What Dynamic Tricky Mix Theory and Child Language Learning Can Tell Us About Teaching*
Marnie E. Arkenberg (Shaw University)

Findings about underprepared students suggest students who enter our classrooms with less preparation than others pose significant learning challenges for themselves, their classmates, and the faculty members who teach them. While much of the research on helping academically underprepared students has focused on remediation, that body of literature may do little to help those instructors who face diverse learning abilities within their own classrooms. Dynamic Tricky Mix theory, a theoretical approach that can account for rapid learning, and research on child language learning can help explain why some students are underprepared and what faculty members might do to facilitate learning for those students. Finding from three studies on child language will be presented: 1) how children become expert word learners, 2) questions children and parents ask each other, 3) and how teacher talk contributes to childrens' conceptual development. The first study involved children in a 3 month word-learning intervention. Results from that study include findings that learning begets learning and that cognitive abilities underlying word-learning change as word learning proceeds. The second study includes findings that expert question-askers ask questions that facilitate learning and that part of children's learning includes how to ask questions in an effective way—a skill they learn when questions are asked to them. The third study investigated learning of a sophisticated conceptual concept within a classroom setting and how use of linguistic techniques such as revoicing and reframing changed as children's understanding changed. These findings can help contribute to the teaching of underprepared students by elucidating the importance of 1) being sensitive to vocabulary differences in the classroom, especially when new vocabulary is essential for future conceptual learning, 2) how question-asking by experts helps learners recognize what questions to ask in the discipline and how to ask effective discipline-oriented questions, 3) and recognizing even sophisticated concept learning can be discovered through dialogue and inquiry, especially when that learning is supported by teacher responses that move learning forward. Future directions will discuss the extension of these projects to higher education.

PS4.   *When and How Can We Expect Students to Learn Emotional Intelligence if We Don't Teach It?*
Korrel Kanoy (William Peace University), Marnie Arkenberg (Shaw University)

AAC&U has identified ten high-impact practices that enhance student learning including First-Year Seminar Experiences, Internships, Service Learning and more (Kuh, 2008). These high-impact practices provide a venue for student learning of emotional intelligence – which predicts college graduation and career and life success. The evidence for emotional intelligence as a vital non-cognitive skill has grown with the work of Salovey and Mayer (1990), Stein and Book (2011)

and others. Yet, we are not teaching these skills on college campuses, even in the high-impact programs where non-cognitive skills are often emphasized.

Where do students learn problem solving related to non-academic problems? Where do they learn to hone decision-making skills? How do they develop active listening skills? Those three skills scored in the top four skill areas desired by employers for jobs identified as the fastest growing (Forbes, 2012). These same skills – and other emotional intelligence skills such as teamwork -- consistently appear in employer's surveys that ask what skills they want college students to possess (NACE 2010). This list of desirable skills also includes high-priority academic learning areas such as critical thinking and writing. But when and how are the equally-important emotional intelligence skills being learned other than by trial and error or personal experiences? Unfortunately those types of learning often lead to academic failure or interpersonal problems because of poor emotional intelligence.

Where does emotional intelligence student learning belong? Although emotional intelligence (EI) teaching and learning is being infused in some disciplinary courses – particularly in business management and leadership development – the best opportunities for teaching and learning EI come in the "high-impact practices" identified by AAC&U. The content of this poster session will focus on two topics:

Why is emotional-intelligence learning critical for student success?
This portion of the poster will outline research supporting the need for emotional-intelligence learning in colleges and how it predicts success. See, for example Sparkman, Maulding and Roberts (2012) and Kanoy(2010).

How can emotional-intelligence learning be infused across campus in high-impact practices?
Emotional intelligence can be infused in all of the high impact educational practices and examples will be provided in the poster. Three pedagogical techniques that enhance student learning -- reflection, case studies, and active learning – will be applied to various high-impact learning opportunities such as service learning. See Manring (2012) and Schutte and Malouf (2002) for examples of how EI was infused in high-impact practices.

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PS5. *The Scholarship of Teaching and Learning and the Next Generation of Teacher-Scholars*
Maxine Atkinson (North Carolina State University), Andrea Hunt (North Carolina State University)

Graduate professional development is fragmented with research and teaching seen as separate silos. Traditionally, the primary focus is on training graduate students to do research although recently training to teach has been given increasing attention in many universities. This fragmentation conveys the message that being a good teacher is incompatible with being a good researcher. The scholarship of teaching and learning (SoTL) can bridge this "curious gulf" between teaching and research and many scholars argue that SoTL should be integrated into doctoral training.

The April 2012 issue of Teaching Sociology identifies the most productive SoTL sociology departments in the country (Paino et al. 2012). Paino et al. (2012) measure SoTL productivity by the number of scholars, including graduate students, who publish in Teaching Sociology and the total number of articles published. We describe a sociology program whose graduate students have been extraordinarily successful in publishing their research on teaching. Indeed, as a collective, these graduate students are some of the most prolific SoTL scholars in the discipline (Paino et al. 2012). This success is recent in origin and warrants exploration and explanation (see Marx and Eckberg 2005). What precipitated this change? We note that the majority of this research is published by graduate students either working primarily with one faculty member or with graduate student partners. Why and how do graduate students learn to do SoTL? How does SoTL shape their identities as scholarly teachers?

The change in SoTL productivity is a result of our graduate course on teaching, the creation of mentoring relationships between senior and less experienced graduate students, and university level opportunities. These opportunities to participate in teaching programs reward innovative teaching techniques and provide a community of practice that helps shape graduate students' identities as scholarly teachers. We argue that the structural elements of teacher training in the department and in the university influence the graduate student culture around SoTL. Students are embedded in a network of colleagues and peers who value not only teaching and research on traditional disciplinary topics but also the scholarship of teaching and learning. The outcome is the most productive sociology SoTL department in the U.S. We also identify future challenges with integrating SoTL into doctoral training and discuss them in the context of what we know about teaching programs and/or courses across the country and over time.

PS6.   The Role of Developmental Advising in Teaching the Whole Student
       Andrea Hunt (North Carolina State University), Margaret Stiffler (North Carolina State
       University), E. Megan Glancy (North Carolina State University), Maria Febbo (Duke
       University)

Undergraduate academic advising can be embedded within a larger paradigm of teaching, and is central to student success by increasing retention, improving graduation rates, reducing time to graduation and facilitating involvement in learning (Creamer 1980; Tinto 2002). Types and quality of academic advising varies across departmental contexts which may affect the information, opportunities, mentoring and teaching that students receive from advisors. What do undergraduate students learn during academic advising? What is the relationship between student reports on the importance of academic advising and levels of satisfaction with academic advising? To address these questions, undergraduate students enrolled in sociology courses that fulfill a social science requirement for the general education program at a large research intensive institution were contacted via email and asked to complete an online survey about their advising experiences. Students were asked a series of closed-ended questions pertaining to their perceptions of the advisee role, the types of academic advising they receive, and whether students acquire social, human, and cultural capital through academic advising.

Preliminary analysis of the data (n=253) reveal several themes. First, students see advising as a learning process, more than just an avenue for accurate information about degree requirements and university processes. Yet our initial findings indicate that students primarily meet with their advisors for more immediately practical matters such as releasing advising holds in order to register for classes. Secondly, students ideally want to be encouraged to assume responsibility for their own education by working with advisors to develop planning, problem-solving, and decision-making skills. Students report wanting advisors that are approachable and responsive and who do not micromanage, allowing for their full participation in the advising process. Students also indicate that advisors should take into account their skills, abilities, and interests when helping them choose courses, which is part of knowing students as individuals. The types of advising experiences students described as desirable are in line with a developmental approach, first introduced by Burns Crookston (1972), to academic advising where students learn through the advising process as advisors assist them. In essence, students in our study describe wanting an advising experience that develops their role as active participant, which is consistent with the principles of the developmental advising model and the literature on academic advising (Crookston 1972; O'Banion 1972). However, the literature lacks sufficient information regarding the availability or usability of these developmental models of advising.

Our study also shows that students in the sample are less than satisfied with the actual advising they receive. We found statistically significant differences in what students perceive as important and their level of satisfaction with current advising. Nearly 75 percent of students feel better informed about the chosen discipline while only half of the respondents felt that their advisors had something to teach them about their major. Fewer students indicated learning about graduate school opportunities (26 percent) or career opportunities (26 percent). Only 20 percent of students report becoming more familiar with the campus community through advising. These findings suggest that although developmental models of advising are promoted in the literature on advising and reported as desirable by students, they are not necessarily

available on college campuses. Future research should include comparative studies and assess faculty/advisor perceptions of advising.

PS7.   *Making the Connection: Assessment to Learning Outcomes*
        Jennifer Austin (Colby-Sawyer College), Gregory Austin (Colby-Sawyer College)

With increased emphasis on assessment across campuses and specifically at Colby-Sawyer College, faculty are becoming more accountable for linking learning outcomes to course assessment and providing evidence for students meeting those outcomes. Furthermore, as employers and advisory groups, including alumni, report a percentage of graduates lack skill in critical thinking, communication, and working effectively in groups. This has provided an opportunity for faculty to reflect on the purpose of specific assignments within courses and the greater learning community, and whether we are developing skills necessary for productive graduates. Thus, considering the constructive alignment model by Biggs (1999), we suggest faculty need to be deliberate in considering assessment activities and show students how these are linked to course and college outcomes of student learning. Considering the state of higher education, and the increased demand on outcome-based curriculum, where "coherence between assessment, teaching strategies, and intended learning outcomes" is more important than ever (McMahon & Thakore, 2006).

This model allows for the ability of faculty to emphasize, and make explicit to the students, a connection between student learning outcomes and supportive assignments as a means of providing evidence based assessment. These explicit connections assist students to better understand how assignments in the class facilitate their mastery of both broad based and discipline specific skills. This also provides transparency for students to better connect to the importance of assignments and further increases 'buy-in' for students and results in student mastery of the class related materials. In other words students do not feel the class assignments are 'busy' work but rather have an important role in their mastery of class related outcomes.

This poster presentation is important to continue the discussion of creating course assignments directly linked to student learning outcomes. At its most basic, the constructive alignment model requires connection of three key areas of the curriculum: the intended learning outcomes, what the student does in order to learn, and how the student is assessed (Biggs, 2003, 1999). Emphasis will be placed on developing assignments for upper-level courses, with the goal of moving students toward application and results. It is our intention to present real assessment examples for attendees who review provide them specific methods implemented to create meaningful assessment activities directed towards realizing specific course learning outcomes that support the central focus of the liberal education mission of Colby-Sawyer College and the pre-professional focus of the Exercise and Sport Sciences department.

PS8.   *Evaluating Pedagogy Processes for Writing: A Practitioner Inquiry for Writing Center Research*
        Shampa Biswas (Washington State University)

Writing center's pedagogy is one of the unfamiliar aspects in the inquiry of teaching practices. This writing center research explores different writing instructional strategies with the

collaborative efforts of writing center's practitioners (directors, teachers, administrators, students) that would lead to the collaborative inquiry in the teaching practices. Intensive literature review will explore on: the contribution and philosophy of writing centers for students, the role of writing practitioners' framework, and writing pedagogy processes. A questionnaire will be developed to list the criteria for the best tutoring practices in the writing center through exploring the role and experiences of writing practitioners (tutors, directors, teachers, administrators, students' experiences). This practitioners' inquiry in the writing center would provide to understand the current instructional strategies and activities from writing practitioners (tutors, directors, teachers, administrators, students' experiences). We can conclude from the result that the writing classroom cannot provide all instructional strategies for English Second Language Learners (ESL) to become proficient writers. Students need kind of individual attention from writing tutors/teachers relating to: questions, concerns, cultural presuppositions (or assumption), writing processes, language learning experiences, and conceptions of what writing in English. In this case, the effective tutoring strategies can provide multiple benefits for teaching writing in writing center/writing classroom. The renewing of teaching and tutoring relationships points out the potential for a praxis perspective on translative tutoring that may enable tutors, students, and teachers to powerfully renegotiate traditional forms of writing classroom. To foster writing center communities of practices, all writing tutors (no matters what their cultural, linguistic and national background) and teachers can come forward to shape a new theory and practice for those communities. The writing center and writing center pedagogy is strongly connected to the ISSOTL (International Society for the scholarship of teaching and learning) communities where students' writers are valued as the owner of their writing. Power sharing approaches with students in the writing center can be considered in future writing classroom. Teacher can learn to integrate those tutoring approaches to bridge the gap between the expectations of teachers and students in everyday classroom. In addition, this writing center research can explore not only multiple perspectives of writing tutoring from writing practitioners, but also play a role to value students as a partner in teaching. Consequently, these collaborative inquiry and pedagogical efforts of the writing center can demonstrate the commitment and support to ISSOTL research and development across the discipline.

PS9.   *Promoting the Intellectual Skill of Synthesis Through Student Scientific Writing*
Steven W. Brown (Rockhurst University), Jennifer Oliver (Rockhurst University), Renee Michael (Rockhurst University)

Our project was a course embedded assessment designed to evaluate students' ability to synthesize articles presented in a literature review related to a research study conducted in a psychology experimental methods course. Expertise in scientific writing is an explicit goal of the American Psychological Association (APA, 2007) and is a foundational skill in all scientific disciplines. In particular, writing the literature review component of a research report provides excellent opportunities for students to exhibit higher order intellectual skills such as analysis, evaluation and synthesis (Bloom, 1956). Previous research indicates that students typically require specific instruction in how to analyze, evaluate and synthesize research results in order to successfully write a scientific research report (Froese, Gantz & Henry, 1998). The purpose of our study was to evaluate how students' ability to synthesize research discussed in a review of the literature changed in response to iteratively modified instruction across four semesters.

Prior to the Fall 2011 semester, the researchers jointly created a rubric for the APA manuscript in the experimental methods courses. The specific criteria that were evaluated were organized according to the different section headings of an empirical research report and included the abstract, introduction, method, results, and discussion (Rudner & Schafer, 1999). For the purpose of the present study, we focused our evaluation on one component of the introduction section we referred to as the integrative paragraph (Goldschmidt, 1986). In this section students were required to identify elements of the studies they discussed in their literature review that were related to their research hypothesis. They were then asked to use these elements to provide a rationale for their research hypothesis.

Data for this project were collected across 4 semesters of the course. In the first semester, student instruction for writing the integrative paragraph consisted of providing students with the grading rubric used to evaluate their research paper. The following semester, in addition to the rubric, students were also provided with an exemplar student paper and received written feedback on a draft of their study. In the final two semesters that were evaluated, students were given all the instruction provided in the first two semesters as well as a meeting to discuss the rationale of their study and feedback on an initial draft of their integrative paragraph. A content analysis of four semesters of papers was conducted in order to examine how the changes in instruction across semesters impacted the students' ability to write a suitable integrative paragraph. We will present results that indicate the quality of integrative paragraphs improved significantly after the meetings and feedback on integrative paragraphs was introduced into the instruction process.

Our project demonstrates how SOTL conducted within the context of a specific classroom assignment can improve teaching strategies for individual instructors while also providing useful information about specific components of student learning. This inquiry relates to the conference track of teaching practice as well as student learning. Our content analysis of the research papers helped shape our teaching practices across semesters as we attempted to improve student learning and performance on the assignment. Our results also fostered broader discussions within the department about how other courses in the curriculum might contribute to further developing analysis, evaluation and synthesis skills.

PS10. Critical Reading in General Education
    Miriam Carey (Mount Royal University), Karen Manarin (Mount Royal University), Melanie Rathburn (Mount Royal University), Glen Ryland (Mount Royal University)

Three years ago, four instructors from different disciplines, all teaching General Education at Mount Royal University in Calgary, Canada, were curious about students' reading abilities across the curriculum. In an endeavour to discover something about what and how students read, we designed a collaborative SoTL project examining critical reading in foundation courses across the four transdisciplinary areas of our General Education provision.

Why investigate reading? Not only do instructors throughout the Academy lament the lack of skill and discipline exhibited by their students in this fundamental activity; but reading is, itself, critical to academic success. It stands at the nexus of critical transitions in teaching and learning: if students can't read, or can't read critically, their time at university is compromised, as is the

mission of the university itself. Reading is also essential to professional endeavours and to the enhancement of democratic society. Being interested in both the academic and civic implications of reading, we focused our research on "critical reading" which has two distinct traditions: reading for academic purposes and reading for social or civic engagement.

We shared the same research question, the same research protocol, data gathering methods, and methodology for analysing the data (hybridized AAC&U VALUE rubrics). We collected ten written reflections on assigned readings (using the prompts: what?, so what?, and now what?) along with other research and reflective papers from seventy-two consenting students across four foundation GNED courses. We scored the students' written reflections in response to assigned readings, as well as the reflective and research papers, according to those hybridized rubrics, using benchmark, milestone, and capstone levels of achievement (tested through inter-rater reliability trials). As our project now draws to a close, we want to share our fascinating findings with interested colleagues, and we also want to talk about the collaborative research process we experienced.

This inquiry into student learning demonstrated that students can, indeed, read for academic purposes, although they might need some guidance in particular areas. However, students' social or civic engagement was not excited by coursework reading, nor was it activated by the research paper, no matter how provocative or interesting (to us) the topics. In fact, the data suggests that research papers, with their traditional forms of academic norms and styles, might actually discourage students from connecting the material they are reading to themselves or their worlds.

This poster describes our research process and results. What did we do? So What did we learn? Now What are the implications for us all? Join us in engaging conversations about SoTL research practices, the joys and challenges of collaborative projects, and what we learned about critical reading in foundation courses and how we might better encourage it.

PS11. *A Flipped Approach to a Seminar Class*
Verna Case (Davidson College), Susanna Boylston (Davidson College), Kristen Eshleman (Davidson College)

Flipped classrooms and connected learning are two pedagogical techniques designed to engage students in active learning. We often assume that seminar classes, where students participate in discussions on a regular basis, are ideal active learning environments. However, the degree of engagement can vary widely among students. Having taught upper level seminars for many years, I decided this year to "flip" my "Issues in Reproductive Medicine" seminar.

The learning goals for each student in the course were as follows:
• Learn about the variety of reproductive technologies that treat infertility, diagnose and treat the fetus, and manipulate the genome.
• Develop an understanding of the complex issues – legal, ethical, political, social, and economic – that surround reproductive technologies.

- Analyze and critically assess a variety of opinions on controversial topics and examine his or her beliefs and preconceived notions about the use of reproductive technology and genetic engineering.
- Communicate clearly and effectively (verbally and in writing) personal ideas and thoughts on topics and issues discussed during the course.

The spring 2013 class was divided into three collaborative peer groups, which were asked to address the question, "Should human eggs be genetically modified, thus altering the germ line in perpetuity?" Each group was given a slightly different focus for their work, i.e., one group attacked the question based on in vitro fertilization technologies, another looked at prenatal genetic diagnosis, and a third group focused on genetic engineering technologies. Groups did extensive research after class based on my prompts. During class, I met with each group, quizzing them on their research and asking them to probe deeper into the subject material. An Information Literacy librarian and Instructional Technologists assisted students developing their research and presentation skills.

The final projects for 2013 were compared to the final projects for 2012. In both years the learning goals for the course were nearly identical. The difference was the "flipped" aspect of the 2013 course. Flipping the class created greater engagement and ownership by each student throughout the semester based on responses to questions posed in class, the depth and breadth of each group's research as evidenced by the quality of their final projects. The courses third and fourth learning goals were greatly enhanced by the flipped classroom pedagogy.

PS12. *Using Action Learning for Creative Problem Solving in Doctoral Dissertation Proposal*
Preparation
Diane D. Chapman (North Carolina State University)

Action Learning (AL) is a process involving a small group of people solving real problems, while at the same time focusing on what they are learning and how their learning can benefit group members, and the group itself (Marquardt, 2011). The process is a method for global companies, government agencies, and non-profit groups that want to solve problems, cut costs, create new products and services, and change the cultures of their organizations (Marquardt, 2011), but little research is found on its use in higher education. Higher education institutions are criticized for not preparing students to enter the workforce (Fisher, 2013). Employers say students are unable to analyze information, construct a convincing argument or solve abstract problems (Fisher, 2013). "It's not a matter of technical skill, but of knowing how to think" said one employment consultant (Fisher, 2013, p. 6). This exploratory study sought to see how AL might work on a more personal level, such as addressing the problems students encounter in developing a doctoral dissertation proposal. The hope was that AL might not only solve issues relating to proposal development, but also drive the development of creative and critical habits of mind.

Traditional Action Learning sessions include from four to eight people with diverse backgrounds and experiences so as to acquire divergent perspectives and to encourage fresh viewpoints (Marquardt, 2011). A problem, issue, or opportunity is presented by a selected problem presenter (PP). AL then involves a questioning process facilitated by an AL coach who

assures the group adheres to ground rules and intervenes in the process if a learning opportunity or a breakdown in group process is observed. AL also requires group participants to focus on developing one or more leadership skills through participating in the session.

The modified Action Learning process used for this exploratory study used a shorter timeframe and focused more on group and individual learning. In the modified approach, the instructor asked students to bring a problem they were having in the development their dissertation proposals to class. Students were asked to take notes during the session on individual and group learning. When acting as problem presenter (PP), students would present their problems, the group would then use AL to investigate the problems, the PP would then explain what action steps he or she was going to take, and then the next PP would begin. Once all the students had presented problems, the sessions were debriefed and group and individual learning discussed.

The guiding research questions for this study were:
• How does Action Learning promote student learning?
• How effective is Action Learning as a method of addressing problems encountered in the dissertation proposal process?

At the end of the entire multi-problem session, participants were asked to respond to a short survey where respondents indicated their level of agreement to 5 statements. Following each Likert scale was a comment box where respondents were asked to comment upon their answers. All eight students in the course participated in the study and submitted responses to the survey.

Outcomes

A cursory overview of the quantitative data shows that the students overwhelmingly agreed that the process of Action Learning is useful for group learning, should be used with students in the dissertation process, and the results were personally valuable. Still positive, but with lightly less agreement were the statements about Action Learning's effectiveness in developing a student's thoughts around his or her dissertation and whether or not they wanted another session focused on their dissertation.

The qualitative comments help to frame these quantitative responses. Because there were few (8) respondents, the qualitative comments were coded and then grouped together to answer the research questions. The following findings resulted from this analysis:

Group learning occurred
Sense of democracy in the process
Development of a safe space is important
Learning by those not presenting problems
Unearthed root causes of problems
Different perspectives were valuable
Possible recurrent tool used in all programs
Learned more about oneself
Great for dealing with subjective issues
Self-reflection was critical and transformational

Structured questioning aspect is critical

Action Learning can be used to unearth and resolve problems encountered in the process of dissertation proposal development. Conditions include establishing a "safe-space" and an expectation for learning. Other types of courses can benefit from Action Learning, especially if issues have no defined solutions or are subjective. While the minimum timeframe for each problem is 45 minutes, most students could benefit from longer sessions.

Attendees will learn about the steps of the Action Learning process, how Action Learning can be implemented into teaching and learning, and have opportunities throughout the session to discuss Action Learning as a research and teaching methodology. Tips will also be presented for using Action Learning in the classroom.

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PS13. *Developing the Feedback Loop: Strategies for Increasing Response Rates on End of Course Evaluations*
Erin Robinson (North Carolina State University), Ashley Grantham (North Carolina State University), Diane Chapman (North Carolina State University)

Colleges and universities are facing increasing pressure to assess educational outcomes—in this climate, a concrete way to assess teaching outcomes is end of course evaluations. Although several studies have shown student evaluations to be reliable and somewhat valid, end of course evaluations are not without their problems (Centra, 1993; Hobson & Talbot, 2001; Aleamoni, 1999.) Due to small sample sizes, the data obtained from these evaluations can lack statistical significance. Additionally, due to low response rates, results could be skewed. Obtaining a high end of course evaluation response rate can help alleviate these concerns. Given that roughly 86% of institutions use course evaluations to inform decisions about faculty salaries as well as reappointment, promotion, and tenure, ensuring statistically significant data through high response rates is a goal shared by administrators and faculty alike (Haskell, 1997; Education Advisory Board, 2009). Research shows that faculty with class sizes under 30 should have at least a 75% response rate to create reliable feedback (University of British Columbia, 2010). Typical response rates on online evaluations, however, can range anywhere from 30-85% (University of British Columbia, 2010; Education Advisory Board, 2009). Despite the importance of obtaining a high end of course evaluation response rate, research on best practices in increasing evaluation response rates is relatively scarce.

This study, conducted at one large enrollment, southeastern, public institution with very high research activity examined practices among instructors who had high response rates in order to determine best practices in increasing end of course evaluation response rates. The study had a 59% response rate with 120 faculty members who taught at least one undergraduate course in

Fall 2012 and achieved an end of course evaluation response rate of 70% or higher responding. The study was conducted using an anonymous, online survey. Participants were that asked to describe the courses that they taught that achieved high response rates, identify special techniques or incentives used to motivate students to complete the evaluation, and offer suggestions for increasing response rates. The average course size for respondents was 11-25 students (53%), with 33% teaching courses of 26-50 students. Respondents taught between one and three course sections which had high response rates.

Findings indicate that discussing the importance of evaluation feedback and how it will be used to inform future courses (87% and 78% respectively), and working to create a classroom culture which reflected mutual respect between instructor and students (83%) were the most commonly employed mechanisms to increase evaluation response rates. Showing students "that their input is important in the collaborative venture of teaching and learning" is mutually beneficial to instructor and student (Keutzer, 1993, p.240). Lewis (2001) highlighted the importance of letting "students know what adjustments, … you are making in your teaching as a result of the information they provided" (p. 39). Use of incentives was not employed as widely as the investigators expected (13%).

This poster will present the results of the study and provide concrete tips and best practices for increasing end of course evaluation response rates.

PS14. *Authentic Teaching and Assessment: Aligning the content and the Context of the Teaching Learning Process to Ensure Real World Success*
Ann Trousdale Clapper (North Dakota State University), Jeanette Hoffman (North Dakota State University)

Too many college classrooms still rely on textbooks and lectures as the learning tools needed to help students acquire knowledge and skills. Herrington and Herrington (2006) describe these places as "…large lecture theatres, centre-staged with discipline experts…transmit [ting] theoretical knowledge in bite-sized chunks for passive learners to receive and consume" (p. 2). This type of learning environment, however, won't produce the type of workers that employers need.

Today's work places demand that college graduates be able to apply the knowledge and demonstrate the skills necessary to succeed on the job but these attributes won't be acquired using traditional "sit and get" approaches typical of a university education. Fortunately, recent research on constructivism and situated learning has charted a new course for university faculty wishing to provide more "authentic" learning opportunities in their classrooms and leading experts in this field have created guidelines to help faculty design these learning environments. These authentic learning guidelines include the need to provide learning contexts that "reflect the way the knowledge will be used in real life" (p. 4), authentic activities, collaborative construction of knowledge, and reflection (Herrington & Herrington, 2006).

The Educational Leadership Program at North Dakota State University recognizes the value of skill demonstration as a key element of preparing principals as evidenced by its long held practice of requiring candidates to complete the Interactive 21st Century Principal Development

Center (ID21) at the completion of their program. The ID21 requires candidates to complete four educational simulations and practicing school leaders trained as assessors rate the candidates' level of proficiency on each simulation.

During a program review, the faculty analyzed ID21 results and observed that there was a significant number of candidates scoring at the low end of the Developmental Zone on multiple simulations which was troubling since the faculty's target zone for candidates' performance on the ID21 was the Competency range. A review of course assignments revealed that there were not enough opportunities in the program for candidates to acquire and practice the skills required in the ID21 so new "Critical Assignments" were designed and embedded in selected courses to better align coursework with the simulations in the ID21.

In addition to noting the lack of alignment between the simulations required in the ID21 and course content, faculty also recognized that no baseline information was collected on candidates' skills relative to the ID21 skill sets when they entered the program. To remedy that, the program began using a pre-assessment process to collect benchmark data on candidates' performance on simulations that were similar to the simulations in the ID21 at the beginning of the program.

Changes in candidates' ratings on the ID21 are not yet available as the candidates that participated in the benchmarking process are still in the program. Qualitative data (student reflections gathered at the end of the pre-assessment process) indicated that candidates appreciated the opportunity to participate in the practice scenarios and valued the commitment that the faculty was making to be more purposeful about aligning coursework with the skills required in a capstone assessment.

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PS15. R U RDY 2 RITE? Improving Writing Skills Using the Common Reader and a Reiterative Writing Process
Dorothy Dillard (Delaware State University), Rebecca Fox-Lykens (Delaware State University)

R U rdy 2 rite? The forces undermining writing correctly and well often seem stronger than the efforts to teach writing. Even the most committed to teaching writing collapse under the pressure and use "textese", confuse fewer and less, change verb tenses mid-sentence and cut and paste from other sources without giving proper credit. As tempting as it is to give into these forces and to give up on insisting on grammatically correct sentences, research continues to underscore the importance of writing in learning (Gauerholz, Eisele and Stark 2013), socialization into professional disciplines (Carter, Ferzli and Wiebe 2007) and post graduate success (Mescle 2013).

Writing ability is a key indicator of academic achievement. Although not one and the same, writing and learning are closely linked (Gauerholz, Eisele and Stark 2013). Writing is a fundamental tool to measure learning, particularly learning at a higher level of understanding (Ciabattari 2013). As such, improving writing skills remains a central concern for colleges and universities and is related to a number of critical transitions currently facing higher education, not the least of which is relevance of a college education. Writing well is one of the fundamental transferrable skills necessary to succeed in the diverse and changing professional work place. Higher education is one of the few places where writing skills necessary for professional success across diverse disciplines can be taught effectively. Writing is associated with basic skills such as reading comprehension and is essential for more complex skills such as critical thinking, researching and information synthesis. Teaching strong writing skills is essential for academic program success as well as student success in college and the professional work environment. The question becomes how to teach writing effectively within the context of growing class sizes, less prepared students and greater demands outside the class room. Several effective methods to improve writing have emerged, including book club formats (Dempsey 2011; Casey 2008; Hoffert 2006) and reiterative writing processes (Covic and Jones 2008; Boscolo, Arfe and Quarisa 2007; Johnstone, Ashbaugh and Warfield 2002). Coupling these two formats improved essay writing in a sophomore Sociology writing course. The instructor employed a book club format using the campus Common Reader as a writing role model. Text from the Common Reader provided examples of sound logic, engaging theses and evidence. Supplementary readings from Sociology discipline were used in conjunction with the Common Reader to help students develop a broader understanding of the Common Reader and to practice synthesis skills. In addition, a reiterative writing process was used where students worked with their essays and the feedback from the instructor to improve writing.

These efforts are not new and have been attempted informally and even formally, raising the age old question whether the effort had any effect on writing. To address this concern, pre and post writing assessment data on a number of writing elements, including grammar, vocabulary, logic, thesis, and evidence were collected using a writing rubric. Pre and post course data from a total of 58 students in three sections of the writing course were compared to determine if and where writing improvement occurred. Writing improvement was evident in the in-class essay assignments. The large majority of students (between 79% and 83%) improved on logic development, thesis development, and supporting evidence. Most (60%) improved grammar skills but few (30%) improved vocabulary. However, students' writing did not improve in the longer more independent research paper writing assignment. Only about half improved in terms of logic, thesis and evidence with one quarter to one third declining in these areas. Two thirds showed improved grammar and vocabulary in the research paper. The student learning data will be used to improve the writing course. Most significantly, a stronger reiterative writing process will be used in the research paper writing assignments.

This project informs the scholarship of student learning in several ways. It provides an effective intervention to improve essay writing. It provides an assessment process to evaluate writing development. It also demonstrates the use of student learning data to improve course development. Possibly most importantly, however, this project provides a teaching method to engage both instructors and students; thus, reviving a commitment to teaching and learning writing skills.

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PS16. *Qualitative Institutional Assessment: Articulating the Value of Face-to-Face Education*
Christine Sorrell Dinkins (Wofford College)

In the changing landscape of higher education, colleges and universities are considering offering more education online. As noted by Beard, Harper, and Riley, however, "many [online] classes are established without proper input from students" (TechTrends 2004). Qualitative institutional assessment focused on the value of face-to-face interactions can help institutions (1) understand and articulate the advantages of classroom and other in-person interactions for student engagement and learning outcomes, (2) help their faculty and students make informed decisions in choosing online, on-campus, or blended education, and (3) increase accountability for claims that a residential liberal arts model is worth the high financial cost. The goal of this completed research study at Wofford College was to articulate the unique in-person interactions that enrich learning in a liberal arts environment and to better understand how, when, and where the most effective and engaging interactions happen.

This study employed a phenomenological method based on the works of Husserl and Heidegger. Phenomenological methods study experience itself as objectively as possible and are designed to describe and articulate, not to compare. Thus, this study set out to articulate the value of a face-to-face education, not to compare it to online education but to serve as a groundwork for discussion on what aspects of face-to-face education might be preserved or lost in online education. The phenomenon investigated was the lived experience of teaching and learning on a liberal arts campus. The researcher explored this phenomenon in two ways: by

direct observations of classroom, lab, and other interactions at Wofford and by interviewing Wofford faculty, staff, and students about their experiences.

For observations from classrooms to football fields, the researcher watched and listened objectively, recording in field notes. For interviews, the researcher used a combination of two approaches: First, critical incident prompts invited interview participants to recall a time that stood out for them. For instance, "please think back to a time when you were very engaged while in the classroom." Such prompts elicited narratives that vividly illustrated the interview participant's personal and direct experience with the phenomenon. Second, Socratic Shared Inquiry engaged participants in back-and-forth dialogue that asked them to explore their own deeply-held beliefs on the phenomenon.

The resulting data were rich, surprising, and powerful and captured meanings that quantitative assessments cannot measure. Observational findings included: Significant flexibility in teaching approaches; frequent use of Socratic method; and strong evidence that students are collaborative and engaged. Interview findings illustrated that certain aspects of face-to-face education were most important to all constituencies interviewed: Relationships between students and faculty, relationships among students, civic engagement, co-curricular faculty/staff support, and transformational education. Recurring themes identified included: family, trust, and a sense of community and shared purpose.

Interview participants reported that the interview sessions helped them understand and articulate their own beliefs about the value of face-to-face education. At the conclusion of the study, Wofford faculty, staff, and students presented with the findings reported they were better able to understand the advantages of studying in-person within the liberal arts campus experience.

PS17. Understanding How Undergraduate Thesis Writing Impacts Learning Across Disciplines
Jason Edward Dowd (Duke University), Julie A. Reynolds (Duke University)

In the research presented here, we strive to better understand how writing an undergraduate thesis improves critical thinking and writing skills through impacting metacognition, motivation and beliefs, and how these impacts differ as a function of student characteristics and department context. In previous work, we have demonstrated that students studying biology who participate in a structured thesis-writing course alongside independent research not only develop better writing skills—expected, perhaps—but also exhibit stronger critical thinking and scientific reasoning skills than students working one-on-one with faculty, as measured by trained evaluators using carefully-designed rubrics. Students enrolled in the writing course achieved highest honors at graduation at almost triple the rate of other thesis writers. These results are in keeping with the notion that writing can be an effective strategy for promoting such learning outcomes, but the mechanism of effect—how writing affects learning—is largely unknown. Moreover, as previous work was limited to biology students at one university, potential differences between biology and other science-related disciplines and across student populations require further investigation.

In this study, we present results from the first year of ongoing research to address these questions and expand on previous work. We focus on understanding the impact of capstone writing in undergraduate, STEM education on student learning outcomes. We are conducting this investigation not only in the Department of Biology at Duke University, but also in three other departments at Duke—chemistry, economics and neuroscience—and in biology departments at three other universities—Morgan State University, University of Minnesota, and University of North Carolina at Chapel Hill. The writing tasks are unified by the expectation that students are participating in research and that their writing contributes to ongoing scholarly conversations. There is substantial evidence that motivation (one's level of engagement with a task) and self-efficacy (beliefs regarding one's ability to learn) significantly influence learning. Additionally, such elements as epistemological beliefs (one's views about knowledge) and metacognition (the ability to monitor one's own thinking) certainly play a role. However, despite the fact that all of these elements interact with one another and operate concurrently, much of the prior research involves individual examination of each one. Through pre-semester and post-semester surveys, as well as analysis of students' written work, we are able to study the interdependencies of these elements and how they relate to students' learning outcomes, including critical thinking and scientific reasoning exhibited in thesis writing, honors level at graduation, the presence of expert-like views and improved self-efficacy at the end of the semester.

Ultimately, through collaboratively addressing this question of how such positive learning outcomes result from an advanced writing course for biology students, analysis of this data will be used to motivate institution- and department-specific changes during subsequent years of this multi-year study.

PS18. Empowering Students and Encouraging Engagement – Teaching and Learning with "Lecture Capture"
Frank Joseph Fedel (Eastern Michigan University)

Significance of the topic – The presenter will discuss teaching and learning implications related to the addition of lecture capture (LC) as a component of a graduate health sciences program. He will also describe how a process that began as an innovative in-class practice grew to become a university-wide pilot project, engaging hundreds of faculty and students. Attendees will be encouraged to explore their motivation for including LC in their teaching, and will be provided with information that may assist them in broadening university involvement.

The Lecture Capture Pilot Project (LCPP) at Eastern Michigan University provides an example of effective implementation of a cooperative effort among multiple shareholders at a public university to empower students and increase student engagement. Implementing the project required teamwork and communication between the Faculty Development Center (FDC), Extended Programs and Educational Outreach office (EPEO), Division of Information Technology (IT), and a motivated faculty member. The EMU LCPP can serve as a model for adoption of new technologies to support critical transitions in teaching and learning university-wide.

Presenter's relevant experience – Since 2009, the presenter has integrated LC technologies into the classroom at both the undergraduate and graduate level. He has created over 1,000 recordings with LC systems from two vendors, and has mentored over a dozen individuals on the use of LC across multiple colleges within the university. He has presented at a variety of venues, including the U.S. Coast Guard's Human Performance Technology Workshop 2012, the 2011 and 2012 Clickers Conferences and multiple FDC-sponsored events at EMU. He has also presented webinars and held virtual workshops online on the use of LC in education. Finally, he is pursuing his Ph.D. in Technology (concentration in Education and Technology) at EMU to supplement his current credentials.

PS19. *Ascertaining Student Transformational Learning Abilities in Interior Design Education*
Charles Ford (Samford University), Amy Boyett (Georgia Southern University)

As teachers of both theoretical and professional practice courses in two similar undergraduate Interior Design programs, we were interested in enhancing the student learning experience and bridging the gap between student awareness and implementation of building code expectations within students' junior and senior year of design concept coursework. This longitudinal research inquiry explores student transference of knowledge. The study's focus is to ascertain student's depth of awareness and understanding of building code expectations, including the Americans with Disabilities Act (ADA), by interior design students who are enrolled in junior and senior level concept courses at two peer institutes. It is projected that such a study will provide a basis to develop pedagogical practices in Council for Interior Design Accreditation (CIDA) accredited interior design programs, better ensuring the transference of knowledge in upper level coursework.

As professional design educators, creating safe and accessible facilities requires awareness of the needs of the end users who may be facing various physical challenges. It is vital that we not only teach the implications of building codes and the Americans with Disabilities Act (ADA) guidelines, but also heighten the students' awareness and empathy for the non-typical end user.

One experiential learning method used by design educators to heighten student's awareness and empathy is the use of image-based inquiry. Image-based inquiry has long been used in art therapy and by disciplines that use images as primary resources in their work. This approach provides design educators with an instructional technique that can improve students' heightened design sensibilities relating specifically to universal design. Student samples of image-based inquiry, gathered yearly over a three-year period, included image-based inquiry methods in which students explored their adaptive experience of a simulated disability. The students expressed their experiences through images, which revealed their conscious and subconscious values and attitudes toward impairment. While the study indicated that the use of image-based inquiry did effectively promote metacognition and self-reflection, the experience was temporary and did not foster the transference of knowledge of ADA guidelines to other programmatic coursework without prompting by the professor.

Research that investigates interior design students' implementation of building code expectations, including the Americans with Disabilities Act (ADA), into concept courses has not been done. Researchers shall design pre and post-tests in an effort to measure students'

transformational awareness, understanding, and application of building code standards into their concept course projects. Mean score and t-test will be calculated to determine the existence of any statistical significance among respondents. Qualitative analysis will be conducted to ascertain emerging themes among respondents' image-based inquiry and open-ended question responses.

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PS20. Use of Study Aids in an Introductory Organic Chemistry Course: An Intervention that Benefits Low-Performing Students
Maria Teresa Gallardo-Williams (North Carolina State University)

There has been much debate over whether the use of student aids on examinations is a suitable pedagogical practice. There are studies that justify the use of student-created reminder sheets by acknowledging that students must review the material in order to organize and create their sheets. Preparing for exams by actively developing formula sheets or worksheets assists students in studying, even if they are not consciously aware they are studying. In the present study, we compared two semesters of introductory college organic chemistry courses to determine if the use of worksheets during the final exam significantly improved student

performance. Data from each group were analyzed through the use of boxplots and statistical summary measures to characterize each group, and scatter graphs to study the relationship between the average worksheet grade and the final exam grade and final course grade. Average final exam grades were comparable between the two classes, with the class in which students were allowed to use worksheets when taking the final exam having a slightly higher average than the class where worksheet use was not allowed during the final exam, but no statistical difference. When comparing the final course grades, the average course grades for both sections were comparable, but the section in which worksheets were used during the final exam had a much lower number of students in the D-F range, indicating that the low-performing students in the class had benefited from the intervention.

PS21. *Mythological Roleplaying Adventures in Latin Prose Composition: Gamifying a Foreign-Language Grammar Course*
T. H. M. Gellar-Goad (Wake Forest Unviersity)

This poster details the results of Wake Forest University's spring 2013 Latin Prose Composition class, taught as a semester-long mythological adventure roleplaying game. The study of prose composition is one of the most difficult and stressful components of an undergraduate curriculum in Latin. Simply put, it's a slog, and presents an obstacle to student motivation and confidence. By combining pedagogical principles of gamification and the expectancy-value theory of motivation, this unusual course format—in a new, diverse context for SOTL—encouraged students to take ownership of and creative risks with extremely challenging course content. This approach can easily be adapted for the teaching of composition in any other language.

The design concept grew out of a broader SOTL interest in educational gamification, the use of games for pedagogical purposes. In particular, the course idea was prompted by calls in Bowen and Sheldon for reshaping education to function more like videogames. As they argue, videogames provide pedagogical value through customization; encouragement of risk-taking; enjoyable challenges and inducement towards mastery; interaction and feedback; agency, identity, and a stake in the outcome; situated meanings (as opposed to mere definitions); just-in-time, on-demand knowledge; systems thinking (focus on application of skills and knowledge); sequential problem-solving; lateral, reflective thinking; and creativity.

Major drawbacks to videogamification specifically are the need for extensive instructional technology support to design a videogame for a course and the potential to alienate students unfamiliar with or uninterested in video gaming. Accordingly, Latin Prose Composition was designed as a "pen-and-paper" roleplaying game, with the instructor assuming the role of "Gamemaster" and each student choosing a "Player Character" from Graeco-Roman mythology (e.g., Circe, Perseus, Romulus, Cassandra). Having students adopt personas or avatars that they maintain and develop over the course of the semester gives the participants a sense of ownership in the course, and promotes buy-in on course content—just as the conceit of a mythical roleplaying adventure superimposed upon the course infrastructure links the extrinsic value of "in-game" storyline achievements with the intrinsic values of mastery over course material.

The roleplaying game superstructure also fosters student motivation through the three "levers" of expectancy-value theory. Playing a character in a story ties together extrinsic and intrinsic value for the course. Facing in-game monsters, challenges, riddles, and obstacles as a team (an "adventuring party") produces a spirit of camaraderie and a feeling of a supportive environment. And restructuring grading from a traditional system to one whereby students earn "experience points" by completing assignments and thus "gain levels" towards their final grade provides early feedback, low-stakes opportunities for risk-taking and errors, and ultimately a sense of control, flexibility, and self-efficacy.

This poster summarizes the design, development, execution, and critical evaluation of the Latin Prose Composition course, including samples of student work, class sessions, course materials, student feedback and assessment, and the instructor's reflective class journal. There will be opportunities for audience engagement through a model class meeting, discussion about ways to apply the methodology to the teaching of other courses and languages, and ample question-and-answer time.

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PS22. *What Were They Thinking and Can We Change That?: An Investigation into Middle School Students' Thinking About Plant Growth*
Chiron Wesley Graves (Eastern Michigan University), Christopher Valasin (Eastern Michigan University), William Spotts (Eastern Michigan University), Lauren Mayleben (Eastern Michigan University)

This poster presents a SoTL investigation conducted by our research team composed of science teacher educators and pre-service teachers. The project uncovers middle school students' thinking about plant growth and attempts to change their thinking through scientific inquiry. Our study addresses the conference theme of Critical Transitions in Teaching and Learning because it involves our efforts to adjust to the "critical transition" occurring in K-12 science education in the 21st century. K-12 science education in the 21st century calls for a major paradigm shift from a teacher-centered approach of teaching science as a collection of isolated facts to a student-centered approach where students engage in the dynamic inquiry-driven practices used to generate scientific knowledge (Achieve, Inc., 2012; National Research Council, 2007; National Research Council, 2012). This shift requires science teachers to completely rethink how they currently teach science by asking them to identify, elicit, and confront student preconceptions (Bransford et al, 2000; National Research Council, 2007). As a result, science teacher educators must also rethink how they approach science teacher preparation (National Research Council, 2012; National Science Teacher Association, 2012). The study was conducted to determine if student thinking about plant growth could be revealed using a game show model at the start of "instruction". Typically, secondary science teachers use games as an end-of-the-unit review activity to help students prepare for the unit test. For our study, we wanted to examine the impact of using a game show model at the start of instruction to help promote

student engagement in the scientific practice of argumentation using evidence. The study involved 7th grade students participating in an after-school science club. The club facilitators, two pre-service science teachers, used a Family Feud-type game (aka Science Feud) to identify student preconceptions about plant growth. Student comments gathered from this game were used to guide our subsequent club activities. The following week, we engaged the students in scientific discourse about plant growth. During this discourse, students were encouraged to consider how they would test whether their ideas were valid and these ideas were used to develop a week-long investigation into whether plants would grow in the dark. After allowing a week for plants to grow, the students were asked to analyze the data and form evidence-explanations based on the data. Individual student understanding was re-assessed at the end of the club to determine if any changes in understanding occurred. Our study offers a unique contribution to the current SoTL conversation because it provides a SoTL-based model for addressing science teacher professional development during a critical transition in K-12 science education. We make the argument that scholarly investigation and critical reflection into what it means to teach science "scientifically" is an appropriate way to prepare 21st century science teachers - it provides science teachers with an opportunity to explore and practice a new way of teaching science.

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PS23. Infusion of Course Based Undergraduate Research Experiences (CURE) into Introductory Core Courses of a Biology Curriculum
Wendy Heck Grillo (North Carolina Central University), Sandra L. White (North Carolina Central University), Gail P. Hollowell (North Carolina Central University)

According to the National Research Council (NRC, 2003) students need to appreciate that science is a process and not a set of facts to be memorized. The NRC suggested that students be provided with opportunities within the undergraduate biology curriculum to engage in scientific research Numerous studies have demonstrated personal and professional gains in undergraduate research, including increased confidence, ability to think like a scientist, and enhanced communication and organizational skills . Moreover, it has been demonstrated that undergraduate research experiences enhance retention rates in pursuit of the undergraduate degree (Gregerman et al, 1998) and the interest of students in research careers in STEM disciplines (Lopatto, 2007). As a result, course-based undergraduate research experiences, (CUREs), have been developed to engage more students in research, at institutions such as ours, which are not research intensive and at research intensive universities that cannot accommodate large numbers of undergraduates in internship-style research (Desai et al., 2008; Wood, 2003). Thus, CURE makes biology education look more like biology research.

Since 2010, our University, a Historically Black College and University (HBCU), has participated in the Phage Hunters Advancing Genomics and Evolutionary Science (PHAGES) program, supported by the Howard Hughes Medical Institute (HHMI) Science Education Alliance (SEA), in which we introduce CURE using Graham Hatfull's phage genomics model to one laboratory section of our General Biology I course for majors. For all other sections we continued with the traditional "cookbook" style laboratories, in which critical thinking is not strongly emphasized and students frequently have misconceptions of what research entails and what a career in the sciences is like.

Students in the revised CURE section, as compared to the non-revised sections, were much more engaged and interested in their labs, resulting in improved class attendance. We observed a sense of ownership and excitement about what they were doing, in contrast to students in the traditional labs, who were unengaged, and did only the minimum required work. CURE section students were very involved in class discussion, asked questions, and aimed for better lecture and laboratory grades. Seventy-two percent of the students enrolled in the CURE section compared to 45.8% of the students enrolled in the traditional style laboratory, earned a grade of C or higher in the class. Students enrolled in the CURE section were better prepared technically for upper level science classes, were more engaged and interested in their learning, when compared to students in non-CURE sections of General Biology I. Outcomes which we measured by a survey were: 1) increased interest in science; 2) ability to analyze and evaluate data; 3) skill learning; 4) growth in competency, motivation and expertise. Cumulatively, these findings are serving as seed data for curriculum revisions, over 4 years, to incorporate CURE into all 3 required core courses for Biology majors.

PS24.   Problem Solvers + E-Minds = Contemporary Engineers
          Sirena Hargrove-Leak (Elon University)

Engineers are probably best known for their ability to solve complex problems and most recognize that engineers are a vital part of a thriving economy. In fact, the National Academy of Engineering (NAE) stated in the "The Engineer of 2020: Vision of Engineering in the New Century" report of 2004: "If the U.S. is to maintain its economic leadership position and be able to sustain its share of high-technology jobs, it must prepare for a new wave of change…it is agreed that innovation is the key and engineering is essential to this task." Unfortunately, engineering education has often failed to keep up with this "new wave of change" with outdated modes of teaching that do not foster innovation. Contemporary engineers must also be equipped to work with business leaders to use the innovation to drive today's marketplace. This more broadly educated engineer is an entrepreneurially minded engineer. According to Timothy Kriewall and Kristen Mekemson in their article entitled "Instilling the Entrepreneurial Mindset into Engineering Undergraduates" entrepreneurially minded engineers "are able to fill both the roles of traditional staff engineers, as well as fill the position of entrepreneurial engineers, those who take leadership roles within companies and define, design, create and produce incremental improvements to products intended to retain and/or capture market share in order to stay ahead of competitive products or meet the needs of changing markets." Kriewall and Makemson also provide a comprehensive list of attributes of entrepreneurially minded engineers, many of which overlap with benefits of and skills required for service-learning. In this work, first year engineering students facilitated engineering design projects with 4th and 5th grade students as a service-learning project. They used the Engineering is Elementary® units developed by and available from the Museum of Science in Boston. Each unit includes a storybook featuring a character(s) from one of a variety of cultures and backgrounds who is confronted with a problem. The accompanying curriculum materials guide the users through a hands-on engineering design challenge to solve the problem encountered by the storybook character(s). First year engineering students were assessed to determine the utility of this service learning partnership in developing entrepreneurial mindset. The proposed poster will address the assessment outcomes as well as the development and execution of this project in the hope that colleagues in other fields may be prompted to do something similar.

PS25.   Who Speaks for SoTL?
          Kelly Hewson (Mount Royal University), Lee Easton (Sheridan College)

In higher education's present context—overdetermined by a 'new work order' and accompanied by severe funding cuts; featuring market intrusions into curriculum, the industrialisation of teaching processes and a concomitant erosion of academic autonomy; with student/clients incurring ever-more debt to get credentialised — the question of who speaks for the Scholarship of Teaching and Learning and how becomes critically important.
We begin our inquiry with Nancy Chick's application of Peter McLaren's multicultural theories' spectrum to a range of SoTL approaches in and across disciplines. Anchoring one end are conservative approaches; others fall within the liberal "big tent" while at the opposite end are critical "borderland" practices which Chick conceptualises as pushing at disciplinary boundaries. What we'd like to do is deepen Chick's elegant model to analyse the uses of and underlying assumptions about student voices along the SoTL spectrum.

Further, mindful of Michael Fielding's observation that the deployment of student voices at this particular historical conjuncture is not entirely innocent (2010), we nevertheless posit that to account responsibly for student voices in SoTL may require an additional category. We suggest a movement beyond the critical to a radical SoTL, whose practices are marked by a collegiality among all involved in evidence-based studies, studies whose claims we can all speak about, to address vigorously what we know has been proven to constitute quality in higher education.

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PS26. Assessing Higher Cognitive Skills in Undergraduate Learning
        Carol Hostetter (Indiana University)

Questions and Rationale
SOTL practices encourage teachers to turn a lens to our classrooms, using theories and methods from the literature to solve classroom problems. The mixed methods study examines the effect of teaching on higher cognitive skills in an undergraduate class. The research questions are, What knowledge do students acquire and what cognitive skills do they develop? It is important to assess students' cognitive skills. College learning should be more than having students acquire sets of facts. The arc of cognitive development from the first year through the last should reach the level of deep learning, the growth of moving from memorizing to analyzing, synthesizing, and applying learning to new situations (Alters and Nelson, 2002; Perry, 1998). Perry's scheme of intellectual and ethical development is useful in this project.

Theory and Methods
The classroom intervention combined several teaching methods. The pedagogical foundation of the course was Team-Based Learning. Active learning techniques were layered within the Team-Based Learning approach in the class. Specifically, student teams designed and implemented a quantitative research study, and the class as a whole implemented a qualitative research study (approved by the university's human subjects committee). Engaging students in a real-world research project allowed them to learn skills through practicing them. Komarraju and Karau (2008) found student engagement to be positively correlated with in-class activities, and suggest using a variety of teaching techniques to help students of all motivational and engagement levels learn.

Outcomes
Data were collected over two semesters in the same course. Pre- and post-test measures of classroom knowledge showed statistically significant gains in students' learning, indicating that students gained in the knowledge that the course was designed to impart. Focus groups of students a year later assessed their cognitive skill development. Students reported that doing the research projects enhanced their learning and especially helped them learn how to learn.

They reflected on their development from "just caring about facts" to understanding that the world is made up of diverse and uncertain realms that can be better understood the more we are engaged in it. Most students reached the level of seeing knowledge as relative, while a few students were able to embrace the importance of using commitments to certain frameworks within a specific context. Using evidence to inform one's commitments was expressed by many students, and is a key objective of the research class.

Reflective Critique

While the case study of two semesters of students does not meet the standards for generalizability, it may provide support for understanding teaching methods that affect student learning. In addition, the effects of education cannot be limited to one class alone – students are affected by many other curricular and co-curricular events. But classroom studies are still helpful. As McKinney (2012) states, it is important that educators understand how teaching interventions work and why they work. In this case, "working" means facilitating students in the development of both knowledge and higher cognitive skills. Attendees at this talk will be encouraged to discuss application to their own classes.

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PS27.   *Beyond the Sco-Modular courseware – From Concept to Business Impact*
         Ken Hubbell (Ingersoll Rand University)

The ISSOTL13 theme of critical transitions in teaching and learning reflects trends propagating business and industrial learning for the past decade. Increased use of blended learning and the need for flexible, scalable and sustainable learning content are driving significant changes in organizational approaches to learning. In the past, instructional designers have approached modular learning as simply an extension of eLearning governed by learning content management systems. Ingersoll Rand University and similar corporate entities are developing and deploying learning programs by expanding on this concept to include a wide array of modalities, recognizing the importance of delivering each type of content in an appropriate format. While this concept has been around for several decades, it is only recently that many organizations, including academic institutions, have actually begun to apply the concept at the learning objective level.

While K-12 and college level programs have primarily focused on finding an appropriate mix of content types at the macro level – full courses – very little work has been done in the area of customization of course content based on pre-assessment and prescriptive selection of course modules based on expected learner outcomes. Businesses and other organizations face similar challenges in addressing the individual needs of each employee. In a time of globalization and a rapidly changing job market, the ability to adapt course content quickly and cost effectively is vital to the success of the organization and the individual.

As a result of advances in learning management systems, personal learning records, badging, and forecasted infrastructure changes from technologies like Tin-Can and MOOCs, the field of teaching and learning is transitioning from a system of static, categorized curriculum to a dynamic system equipped to meet the changing needs of continuous, role-based learning. Success in this transition will require study and research of the institutional and business impact of these changes.

Theory/Methods/Framework/Models
Many of the established approaches to learning are integrated into a modular solution. Gagne's Conditions of Learning Theory speaks to effective pre-assessment and sequencing of instructional material to address gaps in knowledge and skill. This idea is mirrored in Bruner's Constructivist Theory. On-the-job training, work shadowing and workshops all address Bandura's Social Learning Theory to improve retention. This type of system achieves efficiency by reducing the course materials as described in Carroll's Minimalist Theory and through reuse and reorganization of learning modules as required for individual roles. Integrating mentoring, coaching and communities of practice as modules provides the Social Cognitive Development framework described in Vygostky's theory a supportive environment and additional resources and tools to help reinforce each learner's experience to achieve their learning goals.

Outcomes
The modular approach to courseware and learning paths at Ingersoll Rand University are resulting in a number of outcomes captured through our business intelligence system:
improved learner engagement through appropriate blend of content types
improved performance through pre-assessment and custom role and location based curriculum
improved time to competency
reduced cost through reuse/remix of course modules specifically when addressing localization issues

As manager of learning technology and a leading learning strategist in our organization, it is the responsibility of my team to provide the research and academic data to support our learning design and deployment. This support is a direct result of the collaboration and networking we perform across business units, regions and functional lines like enterprise information technology and corporate communications. By connecting these groups, our learning programs benefit from their input and support.

Reflective Critique
Ingersoll Rand University tracks learner, course, and business metrics as well as after action review data for each program and curriculum. We use this information to critique and improve

our learning solutions and to provide recommendations for improvements in content, process and methodology. While we are achieving positive results from course participants, however, demographical differences are prevalent especially in the age category. Long term individual and business impact remains uncertain as the program is still in its early stages. We will continue to gather and analyze data to improve course materials in our spiral development process.

Audience Engagement
This session focuses on aligning the business needs of flexibility, scalability and sustainability with the day-to-day practices of learning development and performance support; using the right technology at the right time to create a truly modular approach, not just an eLearning deployment system. After this session, participants will be able to analyze their learning programs and apply modular techniques to improve learner engagement and program sustainability. Key takeaways include using learning management systems for more than just tracking course completions and developing blended solutions that go beyond just eLearning. I plan to present a case study covering the concepts of a modern modular learning curriculum and then break the audience up into smaller groups to discuss how this approach can benefit their organizations and academic institutions. Each group will have a short time to present a key concept they uncover during this exercise. All of the ideas will be collected and posted online for the audience as a whole to share. The session will wrap up with a Q&A session on industry trends supporting the modular approach, its viability for a variety of institutions and the role of SOTL in achieving this transition.

PS28. SoTL or SoTLA? Practice or Policy? Assessment Policy as a Suitable Focus for Scholarship
Clair Patricia Hughes (The University of Queensland), Simon Barrie (The University of Sydney)

Those engaged in SOTL investigations that focus on the assessment of student learning can find the practices they investigate are unable to be trialled, implemented or evaluated because of a conflict with institutional policy. This situation can arise when well-intentioned institutional policy makers run the risk of inhibiting effective practice through the incorporation of 'safety' features designed more to shield students from the harmful effects of poor assessment than to expose them to best practice.

A recent national assessment project in Australia - Assessing and Assuring Graduate Learning Outcomes (AAGLO) – identified instances of where well-intentioned efforts to prevent poor practice had resulted in the development of policy with negative though unintended, consequences. The project also found examples of laudable assessment policy whose implementation was blocked through inadequate infrastructure or inconsistency with policy in related areas.

Through the adoption of a mixed method approach, the project team collected a comprehensive range of data on assessment practice through telephone interviews with 48 academics across seven disciplines in universities throughout Australia. The academics selected were active in the scholarship of teaching and learning in their discipline in either institutional or national contexts, and many were acknowledged discipline leaders. Though an analysis of institutional

assessment policy was not central to the project goal, interviewees themselves raised the issue of restrictive assessment policy as a barrier to the implementation of practices arising from their own scholarly investigations or to the trialling of practices recommended by others.

The poster draws on evidence from interviews in identifying eight key policy issues.
- Program fragmentation
- Policy gaps and inconsistencies
- Standard grade cut-offs
- Norm-referenced approaches to moderation
- Mandatory course task variety
- Upper and lower limits on number of tasks
- Inclusion of non-achievement factors in grade calculations
- Mandatory provision of detailed criteria and standards for assessment judgements.

The background of each issue is elaborated through descriptions of origin and a discussion of its significance. The discussion draws heavily on the literature associated with SOTLA - the Scholarship of Teaching, Learning and Assessment (Rust 2011) -and incorporates 17 references. In conclusion it is acknowledged that all policy development involves the consideration, evaluation and selection of options appropriate to the educational context in implementation is to occur. The aim of the poster is twofold: to highlight the importance of policy, including assessment, as a suitable focus for SOTL and indeed SOTLA projects or investigations, and to promote informed decision-making through raising awareness of potential risk factors in policy development rather than to advocate standardised approaches.

The AAGLO project was federally funded through the Australian Office for Learning and Teaching (OLT).

Rust, Chris. (2011). The Unscholarly Use of Numbers in Our Assessment Practices: What Will Make Us Change? International Journal for the Scholarship of Teaching and Learning. Vol. 5, No. 1. Available at http://www.georgiasouthern.edu/ijsotl

PS29. *Assessment of Undergraduate Research at a Private Liberal Arts College*
Susan Larson (Concordia College), Mona Ibrahim (Concordia College)

There have been numerous publications citing the effectiveness of undergraduate research as a high-impact learning experience (e.g., Kuh, 2008, High-Impact Educational Practices; Lopatto, 2009, Science in Solution). Despite the compelling evidence for undergraduate research as a valuable learning experience, institutions are interested in collecting their own assessment data in order to demonstrate that with one's own student population undergraduate research produces desired learning outcomes. This is especially important as accrediting bodies have growing expectations for institutions to craft and implement assessment plans for noncredit bearing educational experiences and experiences that extend beyond major fields of study. For example, recent HLC accreditation criteria include an expectation that institutions assess gains in learning achieved in co-curricular programs (www.ncahlc.org/).

This poster will describe one school's work to develop a meaningful and sustainable assessment plan for undergraduate research. This four-year private co-educational institution with a long history of providing research experiences to undergraduates has seen recent growth in its undergraduate research program. Congruent with increased opportunities, the institution has begun to assess student learning and engage in program evaluation, including collecting demographic data, assessing satisfaction with undergraduate research activities and disseminating findings to faculty and administrators. In addition to summarizing the assessment plan and describing lessons learned from initial implementation, this poster will describe outcomes of the college's summer undergraduate research program.

At the end of the summer research experience, students complete an internal survey assessing their summer research experiences in which they i) indicate their learning gains and confidence on a number of student learning outcomes, ii) reflect on the learning agreement they had signed at the beginning of the summer, and iii) rate and provide feedback on the summer program activities. Science students also complete Lopatto's Survey of Undergraduate Research Experiences (SURE). In addition, mentors of summer research students complete an assessment instrument evaluating their students' performance. Data support positive learning gains in the summer research students. For example, across seven different learning outcomes evaluated by the internal survey, students report an average gain of 3.99 on a scale of 1-5 with 5 being a "great gain." When asked the open-ended question "what were one or two of the most important things you learned from your research experience," results can be grouped into four categories: research skills specific to the projects students were working on; understanding of the research process; understanding of science; and personal gains.

The assessment program described in this poster is one example of how SOTL is connecting with institutional assessment while serving to strengthen and enhance college programming.

PS30. *We Never Get a Second Chance to Make a First Impression: Introductory Course Design for Significant Learning*
Jacquelyn Lee (University of North Carolina – Wilmington)

Background and Focus of Inquiry
Introductory courses are incredibly important in any discipline. This critical venue can shift disinterest to excitement, craft a subtle interest into a career path, or deflate curiosity, losing potential majors in the field. Introductory courses offer the opportunity to dispel myths about a discipline and garner engagement of the next generation of professionals in the field.

These courses seem to fall between two primary phases of professional socialization. "Pre-socialization," is the phase that accounts for formative experiences shaping an individual's development, worldview, and eventual decision to choose a particular career path, and "formal socialization" occurs when a student is engaged in the structured educational program (Miller, 2009, p. 931). The introductory course may both be the catalyst for and an initial step in formal socialization. As such, the course development and pedagogical approaches utilized in introductory courses, in particular, have great potential.

Scholarship relating to introductory courses tends to focus on pedagogical strategy (e.g., problem-based learning, team-based learning) and organizational challenges (e.g., class size, grading). Less specific attention is paid to course design, and educators often have little to no training in this area (Fink, 2004). Given the importance of an introductory course and the lack of attention to course design at present, greater attention to course design of introductory courses is needed. Fink's taxonomy of significant learning (2003) provides a useful framework for the creation of impactful learning experiences in introductory courses.

Presentation Overview
The presentation offers an example of application of Fink's taxonomy of significant learning to the development of an introductory social work course. With a case study approach, course development and implementation is explored by identifying opportunities provided in the course that reflect the six categories of significant learning: foundational knowledge, application, integration, human dimension, caring, and learning how to learn (Fink, 2003). Using a 12-step model, three design phases of course design are explored; topics covered include: consideration of situational factors, feedback and assessment procedures, teaching/learning activities, thematic structure of the course, instructional strategy, grading, and an evaluation plan. Feedback from the evaluation plan is presented. Considerations and recommendations for best practices across disciplines are included, and directions for future research are explored.

Contribution to SoTL Conversation and Conference Theme
Trends in higher education are focusing more closely on integrating the growing scholarship on effective pedagogical practices, and collaboration between students and teachers is emphasized. These trends call upon educators to carefully develop courses with these elements in mind, and Fink's taxonomy provides a framework to do so. Further, the significant learning model supports the movement to acknowledge holistic development of students in the learning process.

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PS31.   *The Power of Presence in the 21st Century Classroom: Integrating Mindfulness-Based Pedagogy to Cultivate Attention, Curiosity, Compassion, and Intention among Students and Educators*
Jacquelyn Lee (University of North Carolina – Wilmington), Sarah Himmelheber (University of Wisconsin – Green Bay)

Background / Relevance
Mindfulness practice enhances the ability to attend to the inner experience while also encouraging intentional engagement with the environment. Defined as "paying attention in a particular way: on purpose, in the present moment, and non-judgmentally" (Kabat-Zinn, 1994, p. 4), mindfulness practice involves observation, description, non-judgment, non-reactivity, and

acting with awareness (Baer, Smith, Hopkins, Krietemeyer, & Toney, 2006). Rooted in Eastern thought, mindfulness has become increasingly prevalent in Western approaches to healthcare during recent years, most notably in mental health treatment. Drawing connections between physiological and psychological health, a strong body of empirical research supports the notion that mindfulness is associated with decreased emotional distress, a more positive state of mind, and enhanced quality of life (see Greeson, 2009 for a review). Growing attention to the benefits of mindfulness has spread beyond health disciplines to an array of other areas, including education. As the landscape of higher education shifts toward a collaborative process that acknowledges students' holistic development is central to learning, both affective and cognitive processes are becoming emphasized in the learning experience.

As such, attention to mindfulness-based pedagogy has grown significantly in the sphere of K-12 education and is gaining attention in post-secondary education. Schoeberlein and Sheth (2009) suggest mindfulness practice creates multiple benefits for both students and educators. For students, the broad benefits of availability in the present moment, stress reduction, and overall well-being foster attention, concentration, enhanced academic performance, and pro-social behaviors in the classroom. Additionally, mindfulness practice empowers educators with skills to stay focused, present, flexible, and available.

Presentation Overview
Summarizing the latest research on mindfulness, this presentation explores the conceptual and practical relevance of mindfulness to teaching and learning in the college classroom. The presentation reports findings from the implementation of mindfulness-based pedagogy in undergraduate and graduate social work courses, and suggests a multitude of practices to integrate mindfulness-based pedagogy. Based on this evaluative survey research and a review of the literature, considerations and recommendations for best practices are included. The presentation is particularly relevant for disciplines in which effective service provision necessitates presence and active engagement with others (e.g., social work, psychology, nursing, education), but the pedagogical strategies presented hold potential for courses in any discipline. Directions for future research are explored.

Contribution to SoTL Conversation / Conference Theme
Inquiry into mindfulness-based pedagogy offers pragmatic practices supporting education's emerging collaborative nature. Benefits of mindfulness practice extend beyond enhancing engagement in the learning process; this practice encourages educators to navigate transitions in higher education with intention.

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PS32.   Pinterest Pedagogy – Ways to Utilize Pinterest in Higher Education and SoTL
        Jessica Leveto (Kent State University)

Focus: In this presentation I will focus on1) how Pinterest is being used by academics, 2) suggest innovative ways in which Pinterest could be used for academics and 3) present a research agenda related to SoTL inclusive of Pinterest. I will highlight new and innovative ways in which Pinterest can, and is, being using in relation to enhance pedagogy and SoTL. I will focus on ways that scholars have utilized the social media outlet in the classroom. I will also include ways in which Pinterest can be used for scholars to network with others to enhance their approaches to teaching and learning. Drawing upon current literature related to social media and the academy, I will review how scholars can begin to test theory and measure the utility of Pinterest for their teaching objectives. I also plan including a reflective critique highlighting the potential difficulties and complications that can arise form use of social media in the classroom.

Contribution to SoTL: A review of the literature related to the usefulness of Pinterest turned up no results. To date utilizing Pinterest in the academy has remained unexamined beyond some attention in a series of education blogs. This project contributes to the SoTL by introducing scholars to the richness of the resource and present ways in which Pinterest can be studied as an emerging technology within the SoTL.
Connection to Theme & Tracks: This poster presentation relates to a number of the conference tracks. This poster specifically fits the "emerging technologies and SoTL" track but could also be applicable to the "SoTL and the changing landscape of higher education" and "new and diverse contexts for SoTL".

Literature, methods, evidence & conclusions: Drawing from McKinney (2007), "Enhancing Learning Through the Scholarship of Teaching and Learning The Challenges and the Joys of Juggling" and Poore (2013) "Using Social Media in the Classroom a Best Practice Guide," I plan to outline a series of potential research agendas that could evolve out of utilization of Pinterest in the classroom. I intend to focus on the technology of Pinterest, the current and future applications of Pinterest and establish a variety of ways in which SoTL is positioned to integrate Pinterest as an emerging technology and how best we can measure the impact of utilization of Pinterest.

PS33.   DIALOGUEMU: The Power of Dialogue on a College Campus
        Peggy Liggit (Eastern Michigan University), Bethany Fort (Eastern Michigan University)

Research Question: What happens when faculty, staff and students dialogue together as equals, with a focus on the dialogue itself, rather than on an agenda?
Answer: A university culture begins to change.

A student's reaction: "I'd never had a conversation with faculty and staff where I felt that we were on equal footing."

A faculty's reaction: "This is the only time I ever get to go to a meeting and not take notes, bring a report or leave with an assignment. All I need to do is be present and participate. It's great!"

A staff's reaction: "We're all learning more about what each of us does on campus."

The goal of DialoguEMU was to narrow down a general topic on "student learning" to one big question by the end of the semester. But what we didn't know was that the dialogue itself would be so transformational, so instructive and so connecting for the faculty, students and staff involved.

Significance: Perhaps it's time to embrace dialogue as a way to increase understanding of the learning experience and make meaningful connections across offices, divisions and divides on our campuses. We offer that "dialogue" is a transformational process.

Facilitators' Relevant Experience: Facilitator 1 is a Director of the Faculty Development Center (FDC). Her interest in dialogue began when she attended a SoTL conference session by the Dialogue Team from Western Washington University. Liggit researched, consulted with WWU colleagues, then requested a part time staff member to conduct the pilot for one year. This workshop shares the results of that pilot and guides participants through a dialogue session.

Facilitator 2 shares her experience from a student's perspective. As part of the DialoguEMU team, she took notes, facilitated small groups, consolidated and summarized themes and helped the team prepare for biweekly sessions.

Learning Outcomes for the Poster : At this poster session, participants will read about methodologies for implementing a productive dialogue session. We compare and contrast the differences between dialogue, debate and discussion. Participants who come to this session will be able to describe the benefits of using dialogue to examine different types of issues and how to move a dialogue from an initial session to conclusion. We also cover what and how many members of a Dialogue Team are needed, how to train student facilitators (we partnered with communication majors), and how to evaluate a dialogue project.
Plans for Participants' Engagement: The poster session begins with a brief primer on "what is" dialogue. During the poster presentation we will ask a participant to suggest one "real" issue to dialogue about and demonstrate how this issue could be incorporated into a dialog session. On a laptop, we will show short videos of dialogues in action. Participants should be able to recognize the value of dialogue, the roles needed to carry out a dialogue, and the topics/situations for which dialogue is a reasonable approach.

Literature, Methods and Evidence that Serve as the Foundation:
What is Dialogue?, David Bohm, On Dialogue, from DIALOG: REDISCOVER THE TRANSFORMING POWER OF CONVERSATION, BY GERARD, GLENNA, copyright 1998 BY Dominick Able Literary Agency
Going Deep: Learning from Campuses that Share Responsibility for Student Success, Kinzie and Kuh, About Campus, Nov/Dec. 2004

Exploring the Differences Between Dialog, Discussion and Debate, adapted by Tanya Kachwaha 2002 from Huang-Nissan (1999) and Consultants/Trainers-Southwest (1992), distributed by the Program on Intergroup Relations, 2007, University of Michigan.

We are modeling our program after WWU's Teaching-Learning Academy that has been active for over 12+ years (http://library.wwu.edu/tla).

Reflective Critique: "You should never worry about your good ideas being stolen in educational reform, because even when people are sincerely motivated to learn from you, they have a devil of a time doing so." (Fullan, 2009). At Western Washington, TLA has been recognized as an institutional process for "developing recommendations about ways in which learning can be enhanced throughout their university." We found there were aspects of WWU's program that were difficult to emulate, e.g. number of participants and ability of communications majors to put theory into practice. We are exploring additional recruitment strategies and working more closely with Communications faculty as we revise facilitator training materials. Evaluation of our pilot through surveys and interviews shows that DialogEMU has potential, and we will continue our program next year. The most surprising result of the study was learning that "the dialogue" is the most valuable aspect the program. Dialogue, as it is happening in the moment, is the change force and "the how" of conducting a university-wide dialog can be transferred from one institution to another.

PS34.   *Experiential Education and Student Development: The Development of a Self-Efficacy Scale for Intercultural Competence*
         Victoria Lipinski (Elon University), Kate Sidwell (Elon University)

Elon University students have multiple encounters with diversity. They study abroad, volunteer in the community, and report having serious conversations with students of different religious beliefs, political ideologies, and personal values. But experience alone does not necessary lead to learning or informed action; students must have opportunities to reflect on the meaning of their experience in order to maximize the impact of their experience. To facilitate this, Elon has initiated an ePortfolio project to scaffold reflection about encounters with diverse others. The ePortfolio entries will be assessed using rubrics related to student's levels of learning development with regard to intercultural knowledge and competence and civic engagement.

In this poster we report on the construction of a Self-Efficacy Scale for Intercultural Competence and Civic Engagement (SESICCE). Bandura's groundbreaking work on perceived efficacy demonstrated that many aspects of personal and communal success are strongly influenced by "the conviction that one can successfully execute the behavior required to produce the outcomes" (1977, p. 79). Perceived efficacy is influenced by prior experiences, vicarious experiences, and social influences, all of which are interpreted in the context of emotions and mood (Bandura, 1977). Thus, in contrast with more global constructs such as self-esteem or locus of control, perceived efficacy is highly context-specific.

We reasoned that self-efficacy for intercultural competence would both reflect students' learning and development fostered by encounters with diversity and influence their likelihood of seeking out intercultural interactions in the future. We predicted that those with higher levels of self-efficacy for intercultural competence would engage in intercultural experiences of increasing levels of complexity or challenge throughout their college years. We predicted that students with lower levels of self-efficacy would be less likely to do so, unless they experienced

what Bandura refers to as a mastery experience, an event in which a student's capability of acting effectively in an inter-cultural context is demonstrated clearly.

We drew on previous research to identify conceptual dimensions of self-efficacy for intercultural competence and to develop questions for each dimension. Many questions were based on the AAC&U VALUE Intercultural Knowledge & Competence rubric, which addresses students' awareness of self (culture and identity) and others/worldview; perspective-taking and communicating in the presence of diversity; curiosity to better understand others; openness to seek out interaction with diverse others; and self-confidence to engage in new encounters with diverse others. We also added items reflecting action: evidence of self-efficacy and personal commitment to address inequities and work for the common good.

Modifications were made following pre-testing to include only those items which elicited differential responses among individuals with different levels of experience with diversity. A sample of 100 students across class levels were asked to provide information on their experience with diverse others, write about a recent experience, answer three reflection questions about the experience, and respond to self-efficacy questions using a unipolar response scale from 0-100. This presentation will report on the results of the factor analysis and provide implications for others interested in evaluating the developmental influences of meaningful encounters with diversity.

PS35. Critical Transitions in Faculty Pedagogical Learning: Does Extended Training Work?
Judith Longfield (Georgia Southern University), Hsiu-Lien Lu (Georgia Southern University)

Questions and Rationale: This proposal addresses the conference theme of critical transitions in teaching and learning and the changing landscape of higher education track by examining the question: What effect will faculty participation in an extended study of effective teaching methodologies have on their practice?

This is important because effective teaching is a challenge for non-trained and inexperienced instructors. In fact, students' achievements may be negatively impacted if instructors are ineffective teachers1. Palmer speaks of the "privatization of teaching" as one of the factors that prevent faculty from growing "more fully into the demands of the teacher's craft"2. Faculty developers have begun to address the problem of faculty preparedness related to teaching issues like active learning, student-centered learning, outcome assessment and diversity3. However, there has been little research on the effectiveness of faculty development programs, especially longer-term ones. To address this issue, faculty, lecturers and teaching assistants, were invited to participate in an eight-week, pilot "course" known as the Teaching Academy (or Academy), and the effects this had on their teaching was studied.

Theory/Methods/Framework/Models: Kolb's "Experiential Learning Theory of Development"4served as the framework for the design of the Academy. His theory stresses the linkage between instruction and the "real world" utilizing experiential learning methods. In order to facilitate participants' understanding of research-based strategies, the activities used throughout the Academy were experiential in nature with participants working in

interdisciplinary groups (to reduce "privatization") and assuming the role of students. The study employed mixed methods with data sources that included pre- and post-surveys, reflective-journals, exit interviews and classroom observations. The data from the 37 participants was analyzed to determine if they changed their ideas related to learning-centered teaching and if they implement the teaching strategies demonstrated.

Outcomes: Results indicated participants implemented learning-centered strategies in three areas: planning, teaching and assessment. In planning, participants began to focus on higher order learning outcomes and on assessing students' baseline knowledge. In teaching, participants began to use strategies that engaged students in connecting knowledge through structured practice, motivating them in higher order thinking, modeling processes and using collaborative learning. In assessment, participants were able to implement Classroom Assessment Techniques (CATs), and began to restructured exam and quiz questions, gave group quizzes and use learning journals to encourage students to reflect. Moreover, participants observed were successful in applying what they learned to their classrooms.

Reflective Critique: The Academy appears to have challenged the beliefs of participants and encouraged them to be more open to learning new strategies to support students' learning. This pilot study provided information on the effectiveness of the experiential learning methods and strategies used for the purpose of further refining the Academy's curriculum and teaching methodologies. Additional study over multiple reiterations will be necessary to determine its long-term impact on participants' teaching.

Audience Engagement: The audience at this session will be invited to share their own learning to teaching college experiences, as well as to discuss the learning opportunities made possible by increased instructor teaching skills and the reduced "privatization of teaching."

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PS36.   Engagement and Retention of University Students: The Marching Band Experience
Wendy K. Matthews (Wayne State University)

One out of every four freshman who begin their studies at four-year colleges and universities does not return for their sophomore year (U.S. News, 2000). Dropout rates for first-year students are a source of much concern for institutions of higher education. Tinto (1997) proposed a theoretical model for freshman dropouts that emphasizes three key influential factors: a) failure to break away from friends and family; b) failure to understand and/or accept the role of a college student; and c) failure to bond with the institution, either socially,

academically, or both. Extracurricular activities, specifically, collegiate marching bands have the potential to address the third factor by creating a social and academic learning environment for these students. Preliminary research in marching band participation shows that these programs lead to feelings of belonging among students, increased friendships, more interaction and emotional commitment (Dagaz, 2012) and can contribute to one's identity as an important and valued member of the school community (Eccles, & Barber, 1999). Most of the limited research exploring marching band participation has centered on high school students. Therefore, this qualitative study aims to understand experiences of collegiate level marching band members. Specifically, examining the processes of group functioning as well as inter- and intra-group and relationships.

Fifty-five collegiate band members from a large, urban university were interviewed, through focus group discussions, about their experiences in marching band. Principles of grounded theory (Strauss & Corbin, 1998) guided data analysis to identify key themes related to group values. Results highlighted beliefs regarding cohesion of the ensemble around their role as a marching band and relationships to each other. Three broad categories of themes emerged from content analysis: themes that describe the school connections, their pride in band and its connectedness to their school, their social bonds, how the band represents a family environment, and the role of music in their lives. Students commented on how the marching band energizes the fans and supports the student athletes, and entertains through music and visuals. They also commented on how being a member of the marching band was a stress reliever and balance from their day-to-day academic responsibilities. Their social responses embodied acceptance, tolerance of differences, and the willingness for everyone to work hard for the group. Students also reported that an overwhelming majority of them would return to the band and to the college next year. Results affirm the place extracurricular activities can play in college retention as marching bands offer a strong connection to the university and a strong peer support group. Validity was established through member checking and external audits (Creswell, 2003). The findings of this study may be useful for educators advising extracurricular activities and interested in the retention of university students.

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PS37. Virtual Presence/Virtual Absence: Retaining (Dis-em)Bodied Students in Online Classrooms
Christopher McCarrick (Clarion University), Joseph C. Bodziock (Clarion University)

In recent years, as reported in the Chronicle of Higher Education, enrollment in online courses has not only increased, but has changed demographically. Online students increasingly represent a mix of non-traditional and traditional college students, the latter group using online courses in addition to conventional face-to-face courses to successfully complete degree requirements.

Consequently, the relatively common problem of retention in online classes--keeping online students not only engaged with the class, but keeping them from simply disappearing—has become exacerbated. According to a recent article from The Chronicle, "Students drop out of online classes at rates 15 percent to 20 percent higher than traditional ones."

In this presentation, we will discuss this issue of retention in online classes, in particular online English classes. We will first hypothesize why students leave and then discuss potential ways to sustain enrollments in these types of classes.

The presenters will consider these specific issues:

Interaction – This pertains to teacher-student and student-student. How can we both increase the amount of interaction in a virtual environment, and the quality of the interaction? How can we tap into and re-purpose the familiarity many students already have with technology in a social setting.

Technological Equity – Generally, students who attend face-to-face sessions in a traditional brick-and-mortar setting have access to similar levels of technology through the college. Online courses, however, are often tethered to the technological capacities of the individual student, and those capacities can be widely divergent.

Training - Again, generally both students and teachers are "dropped into" an online environment and left to figure things out. Teachers at least have the frequent advantage of being trained, but even then that training tends to be restricted to whatever Learning Management System software the college uses. That leaves an extraordinary number of online applications left undiscovered and unused. Furthermore, in an effort to encourage faculty to become involved with online teaching, we may tend to downplay the technology, which can result in a good deal of frustration for both teacher and student.

Theory – How might we avoid placing our women, minority, and/or working class students— those who are less likely statistically to bring a digital fluency with them to college (Selfe 1999; Gee 2003; Selber 2004; Banks 2006)—at a disadvantage when we ask them to polish their literacy skills in a (virtual) environment that presupposes their ability to navigate technology to their advantage? Already branded by the academic hierarchy, those students harboring literacy 'deficits' are, if we are not critical and reflexive in our online pedagogies, the most likely to fall through the hypermediated fractures of online courses. However, as we ask our most 'at risk' students to write with multimodality, those same students stand to gain the most in terms of

critical participation in the (re)writing of the socio-political metanarratives often prescribed and maintained by technology.

PS38. Student Attitudes and Awareness: How do Students' Attitudes Towards the Content and Their Awareness of the Learning Objectives Relate to Overall Success?
Jessica A. Merricks (University of Missouri), Bethany Stone (University of Missouri)

It is well understood that a tight linkage between learning goals, instruction, and assessment are necessary for successful teaching and learning (Arvidson and Huston, 2008; Marsh, 2007). In addition, research shows that students take more ownership of their own learning when the performance expectations are clear (Schonfeld et al, 1988; Duchasstel and Merrill, 1973). It is apparent that there is a connection between students' interaction with the learning objectives and their overall success, but few studies have explicitly investigated this relationship. To what extent do students take the learning objectives into account? One may assume that students structure their learning strategies around the course learning goals; however, there is little empirical evidence to suggest that students actually do so. In teaching and promoting self-regulated learning in higher education, it is critically important that clear learning goals are expressed and that students are trained to use those goals as a framework for structuring their own learning. In addition to student awareness and use of the learning goals, student attitudes towards the subject also play a role in how students approach learning. This seems to be especially poignant in non-major science courses, in which students often do not see the relevance of the material to their personal lives. We know from research that when students are not interested in the content, they are less engaged in the learning process and therefore resort to surface approaches to learning, such as cramming to memorize content for an exam (Marsh, 2007). Therefore, understanding the relationship between students' attitudes toward learning and overall learning outcomes is critical. Our research addresses the following questions: (1) What attitudes do students hold toward the subject matter, and how do those attitudes influence learning outcomes? (2) How does students' prior knowledge of the subject matter influence their overall success? (3) To what extent are students familiar with and using the learning objectives as a tool for mastering the content? To address these three questions, we administered a series of surveys to undergraduate students enrolled in an infectious diseases course designed for non-majors. Students were given pre- and post-instruction surveys regarding their knowledge and attitudes about the unit content (HIV/AIDS). After the exam, we also surveyed the students on their knowledge of the learning objectives as well as the extent to which the objectives were used in preparing for their exam. This research explicitly addresses students' awareness of the learning objectives as well as their attitudes about the content covered in a non-majors science course. Students' attitudes toward HIV/AIDS as well as their prior knowledge varied substantially, and we saw distinct patterns regarding overall learning outcomes. We also observed a clear link between students' knowledge of the learning objectives and their mastery of the expected content. Our results speak to the significance of providing clearly stated learning objectives as well as assessing student attitudes towards the subject matter in a collective effort to support success for a greater number of students.

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PS39. Diversifying Design: Understanding Multilingual Perceptions of Learning in a Flexible Classroom

Susan Miller-Cochran (North Carolina State University), Dana Gierdowski (North Carolina State University)

Over the last two decades, computer classrooms have slowly begun to replace non-technologically enhanced classrooms as the default environment for writing instruction. The technology in computer classrooms quickly becomes dated, though, and maintenance of such classrooms proves expensive. In our own program, our first solution was to design a computer classroom where students could "bring your own technology" (BYOT). On the surface, it seemed to address the problem, but a new problem emerged; teachers became increasingly frustrated that the furnishings were heavy and fixed. The mobility of the students' technology paired with the fixed nature of the classroom design highlighted the disconnect between our classroom spaces and the active learning and collaborative pedagogies our instructors practiced. Our attention turned toward the design of the classroom itself instead of just the available technology.

Scholarly discussion of instructional environments for writing tends to focus on the modalities of instruction and the approaches that are most pedagogically effective in a variety of mediated learning environments. In discussions of these learning environments, the actual places in which we teach and learn are often neglected as a focus. Composition scholar Nedra Reynolds (2004) reminded us in Geographies of Writing: Inhabiting Places and Encountering Difference that we should not ignore the physicality and materiality of learning environments, asserting that "placesare hugely important to learning processes and to acts of writing because the kinds of spaces we occupy determine, to some extent, the kinds of work we can do or the types of artifacts we can create" (p. 157).

To help our classroom environment better support our teaching and learning values, we redesigned one of the BYOT classrooms to include all mobile furnishings, mobile whiteboards, and multiple LCD screens for projection. We hypothesized that such changes could increase student engagement in the writing process, give teachers more pedagogical choices, and provide an environment that encourages active learning. The results from our pilot study of this space suggest that instructors believe the space enables them to do more varied, active learning activities, and the students responded that the flexible room has a positive effect on their learning. The small sample size included in the initial study, though, highlighted for us the need to look at the impact of such an environment on a more diverse student population before drawing conclusions.

To respond to this concern, we report the results of an ethnographic study of multilingual writers in our flexible classroom. During the study, we observed a section of First-Year Writing for multilingual writers. Through this poster presentation, we share data collected through observations, survey responses from students and instructors, and interviews, and we contextualize those data through images and video from the flexible classroom. We also asked students to conduct a conceptual mapping exercise where they drew their ideal writing classrooms and narrated to us the choices that they made, and we use the survey data, photos, diagrams, and the students' conceptual maps as an organizing structure for the poster.

PS40.   *An Idealized Model for Designing, Presenting and Evaluating SoTL Projects*
         Craig E. Nelson (Indiana University Bloomington)

A model for designing and reviewing SOTL projects will be presented using key examples of large gains for students from under represented backgrounds. Key features of the model were drawn from Biggs and Tang (2007). The model fosters better designs for new SOTL projects by helping us track a complex process. It also allows us to present our projects and other examples in story-like ways, reinforcing the take-home messages. And it can serve as a framework for formative and summative review of SOTL proposals and submissions.

Briefly stated, the steps of the model are:
1. Recognize and care about problem: Formal or informal assessment may suggest improvement is needed and help define problem.
2. Seek Hypotheses from colleagues and from the literature. This step is too frequently skipped.
3. Qualitative & Narrative Explorations. Goal: Find out what successful students are doing and, thus, what other students need to do. If exploration of hypotheses from colleagues and literature yields likely hypotheses may want to skip to making new learning designs.
4. New Learning Design. What changes might get most or all students to learn in the ways that the more academically successful students are doing already?
5. Design Formative and Summative Assessments: Qualitative and quantitative assessments of effects. Often use qualitative first to see if working then both qualitative and quantitative to document the effects.
6. Build in Alternative Hypotheses: Qualitative and quantitative assessment of alternative hypotheses and complicating factors. This step is critical but is rarely done. It allows us to reduce misinterpretations and over interpretation and to explore routes to further improvements in learning.
7. Implement and assess the new design.
8. Analyze the data.
9. Repeat process until clear positive or negative results are obtained.
10. Make it Public!

The model will illustrated using Triesman's study of African Americans in calculus (Fullilove & Treisman 1990; Treisman 1992). The new learning design lowered the D, F and W rate from 60% to 4%.

The model will also be applied to modifications of remedial courses in an open-admission, inner city community college (Quizon 2011). The new learning design increased pass rates for remedial courses from 40% to 80-90%.

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PS41. *Monitoring Program Effectiveness with Competence Assessment Rubrics: The Carolina MPA Program*
Stefanie Panke (University of North Carolina – Chapel Hill), Maureen Berner (University of North Carolina – Chapel Hill)

Fostered by the rise of constructivist learning theory, authentic assessment, performance assessment and connected approaches and tools – such as rubrics, portfolios and competency-based learning outcomes – have been discussed in educational research since the mid-nineties. The paradigm shift from 'assessment of learning' towards 'assessment for learning' plays an important role in the change from input to output orientation of teaching, learning and supporting students' critical thinking abilities (Rennert-Ariev, 2005).

Assessing student learning is a necessary prerequisite for any program that aims to know whether it is achieving its learning objectives. Additionally, many accrediting bodies require the assessment of learning objectives. The Carolina MPA program is one of 163 programs that are accredited by the National Association of Schools of Public Affairs and Administration (NASPAA). NASPAA accreditation is a voluntary peer review process that determines whether programs in the fields of public administration, public policy and public affairs meet a threshold of quality.

NASPAA is currently in the process of transitioning to the accreditation standards passed in its 2009 annual conference. These new standards foresee a shift towards a competency-focused curriculum. The University of North Carolina at Chapel Hill used this opportunity to rebuild the Carolina MPA curriculum anew from scratch, first deciding on program specific competencies, then building all program requirements and basic course content around the new standards.

Implementing competency assessment in line with the new accreditation standard has potentially large implications, since it is tied to the content, curriculum, teacher practices and standards for learning (cf. Calarysse & Raffel, 2007). Instead of assessing how well students can reproduce knowledge imparted by the instructor (input), the focus shifts to the competencies

students can apply (output). Competencies are an integrated, complex construct of knowledge, skills and attitudes that can be used in order to solve arising problems and succeed in handling (new) situations (Baartman et al., 2007).

In the context of authentic assessment, rubrics have become a popular tool to measure student learning and program effectiveness. The presentation describes how the Carolina MPA program used rubrics in the process of implementing a competency-driven curriculum. In a close collaboration of instructional designers, program leaders and program faculty, eight rubrics were developed to capture how well students perform in central competencies (instead of using grades as a measure). This system is designed to track how well the program is performing over time with regards to meeting the new accreditation standards. Moreover, the rubrics help identify and address areas of the curriculum that are not preparing students to the level the program seeks to achieve. The new curriculum began with the 2012-2013 year, and we have our first results in measuring the overall competency of students.

How to implement high-quality competency-based assessment is an open question: What is the best approach to design, implement and evaluate rubrics? How do stakeholders develop a shared understanding of competency-based student learning outcomes? How can programs ensure that the competency-based assessment meets quality standards? The presentation addresses these questions based on the experience of the Carolina MPA program.

PS42.   So What is Teaching Excellence and How Should We Assess and Reward It?
     Pam Parker (City University – London)

I will be outlining the evaluative research we have undertaken as part of a Higher Education Academy (HEA) change academy project on recognising teaching excellence. The project has two main aims which are: identifying with staff and students both a generic and disciplinary perspective of what teaching excellence is and, how we should recognise and reward this in our institution.

The project commenced with a literature review focused on the work of a range of authors such as Gibbs (2008), Gibbs & Habeshaw (2002), Little et al (2007) and Skelton (2004, 2005 & 2009) and a review of other institutional award schemes. This provided a valuable background but the project team wanted to explore teaching excellence within our institution where the focus on business and the professions has led to traditional academics teaching but also a range of professional practitioners. We are also evaluating if our current recognition and award scheme focuses on appropriate criteria. We gained senior management support for the project and University ethical approval to engage staff and students in the project.

Naturalistic inquiry was felt to be an appropriate approach because it takes account of the setting where the study takes place and the relevant values for this setting as well as the relationship of the researcher to those taking part. The data we wanted to collect was qualitative and so we have used open questions on questionnaires, interviews with students and staff, a blog for the project, workshops and the collection of case studies.

The data collected to date related to what is teaching excellence does match some of the areas within the literature such as the teacher – student relationship but the students and staff alike have emphasised the personal attributes of staff much more significantly than we originally thought which may be linked to some of our disciplinary areas. They have also cited the ability to engage and challenge students, share the "real world" experience and, using innovative approaches to teaching and assessment. In terms of recognising teaching excellence there have been some interesting discussions about mirroring the criteria used for research and showing equity between the careers. Lastly rewarding teaching excellence has gained a range of suggestions from a specific title, monetary reward and a trophy. We believe the diverse range of data collection tools used will enable us to gain the richest data possible. Data collection will be completed by the end of September and so we will add to the findings outlined here.

The project blog enables staff and students to engage with the ongoing developments and provide feedback and suggestions as we progress. Sharing the project and findings with peers at ISSOTL will enable us to disseminate the findings of the project but also gain critical feedback on these as well as a sense of how these findings might match those that others would find in their own institution.

PS43. *Improving Students' Problem-Solving Competence with Think-Alouds*
       Jeffrey Phillips (Loyola Marymount University), Katharine Clemmer (Loyola Marymount University), Jeremy McCallum (Loyola Marymount University), Thomas Zachariah (Loyola Marymount University)

A recently released AAC&U report stated that over seventy-five percent of surveyed employers want a greater emphasis on problem-solving skills in college. The Partnership for 21st Century Skills reported that only twenty-eight percent of employers classify college graduates' problem solving as "excellent." Greater knowledge and cognitive skills are useful for addressing these issues but they are not sufficient. A student solving a problem also needs to employ metacognitive and self-regulation skills– a student tries different approaches, evaluates each and maybe creates new ones when problem solving. Throughout the activity, the learner is best served by constantly monitoring her work, which allows her to identify and correct errors before the conclusion.

To help students improve their self-monitoring skills, we have shifted the focus of several courses to the problem-solving process, rather than the refined end product of problem-solving–written solutions. Students and instructors solve problems using a think-aloud protocol whereby they articulate their thought-process. Through these activities students see the role of planning, monitoring and adjusting their work as they solve complex, real-world problems.

To facilitate learning, the think-alouds are recorded using Livescribe smartpens, which capture the penstrokes as well as what the recorder says. Once uploaded to the Internet, users see an animation of the written work that displays the writing in real time with synchronized audio. These recordings can be paused, rewound, and advanced to key moments in the problem-solving process.

The instructors have introduced assignments and in-class activities that utilize recorded think-alouds. To study the effectiveness of the recordings, three different implementations have been

tested. In the first, Modeling, instructors create recordings that serve as extra worked examples. In Apprenticing, students view and analyze student-created recordings. Among these recordings are examples of expert-like as well as novice problem solving. In the final implementation, Scaffolding, students record and analyze their own problem solutions as well as their classmates'.

Over the course of this NSF-funded project, instructors in chemistry, mathematics, physics and teacher preparation courses have employed different implementations each semester. This has allowed us to make comparisons between the implementations while controlling for instructor differences. Changes in students' problem-solving skills, self-efficacy, and beliefs were assessed with pre/ post surveys, measures of problem-solving skills, and scores on content knowledge inventories. Results of these assessments as well as sample class activities for each of the three implementations will be presented.

PS44. *Evaluation of the Use of Structured Self-Assessment with Graduate-Level Occupational Therapy Students*
Bridgett Piernik-Yoder (University of Texas Health Science Center – San Antonio)

Self-assessment has been identified as an important skill for students to develop to enhance performance and support autonomous learning (Wakeford, 2003). Self-assessment as an active learning strategy has been shown to facilitate the development of students' metacognition (Clauss & Geddey, 2010). Furthermore, it has been suggested that self-assessment is a particularly important skill for students pursuing clinical careers to develop as the focus of continued learning of healthcare practitioners related to competency and clinical roles is largely self-directed (Epstein, Siegel, & Silberman, 2008). However, limited research exists regarding the use of self-assessment with graduate-level occupational therapy students.

The purpose of this study was to examine the perceptions of graduate-level occupational therapy students regarding a structured, formative self-assessment activity that was integrated into a course. Students completed three self-assessment modules during a course on occupational therapy assessment and intervention for adults with neuromuscular dysfunction. The modules consisted of statements regarding knowledge and skills that were developed during the course. Additionally, students were asked to identify learning strategies to further develop each skill or knowledge area.

Data were collected from 124 students over a four-year period using a summative evaluation at the completion of the self-assessment activity. The evaluation consisted of seven-point likert scale for items relating to students' perception of the learning activity. Students were also prompted to provide comments. Means were calculated for each likert-scale item and items were rank ordered from highest to lowest mean response. Narrative comments provided by students were also reviewed. Items with the highest mean responses indicated that students agreed that completing the self-assessment activity made them consider areas where they needed to seek additional resources regarding their knowledge and skills (= 5.79). Additionally, students perceived that the self-assessment activity assisted them to evaluate their learning in the course (= 5.78) and made them reflect on their learning in the course (= 5.70). Narrative comments revealed that students may struggle with generating ideas for additional

learning resources and that it would be beneficial to incorporate self-assessment throughout the curriculum.

Findings from this study suggest that structured self-assessment activities may assist graduate-level occupational therapy students reflect on and evaluate their learning in a course. Further research is needed to determine if structured self-assessment activities translate into students' autonomous self-reflection to support their learning in other courses or extends to self-assessment as they transition to the role of practitioner.

This study contributes to current issues in SOTL as self-assessment serves as a foundation for self-directed learning. Undoubtedly, it is the goal of faculty across disciplines to support the development of students as self-directed learners. Therefore, it is important to systematically evaluate self-assessment learning activities to achieve a better understanding of student's perceptions on the use of self-assessment to support their learning. Research in the area has the potential to support teaching practices related to the use of self-assessment with students.

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PS45. *Can Students in an Interprofessional Learning Experience Still Have Disciplinary Knowledge Gains?*
Susan Polich (Jefferson College of Health Science), Sallie Mayer (Virginia Commonwealth University), Brigitte Sicat (Virginia Commonwealth University), Christine Huynh (Virginia Commonwealth University), Rita Willett (Virginia Commonwealth University), Laura Morgan (Virginia Commonwealth University), Andy Pinson (Virginia Commonwealth University)

Training all healthcare professionals to work effectively in interprofessional teams has been recognized as an important step in improving the quality, safety and patient-centeredness of our healthcare system (Institute of Medicine, 2003). Interprofessional education should be designed to achieve core competencies, such as those established by the Interprofessional Education Collaborative's expert panel (IPEC, 2011).

IPE Experience: The interprofessional education (IPE) experience described here took place in an academic Internal Medicine primary care clinic. Prior to this experience, pre-licensure medical and pharmacy students worked in separate clinical rotations without the opportunity to work together. In this new model, our students first learned about each other's disciplines and then worked together in a highly structured interprofessional experience. Prior to the experience, students learned about each other's profession via an on-line module that covered

training, career paths, and current challenges of each profession. This was followed by a faculty facilitated interprofessional group discussion that explored perceptions and stereotypes of each discipline and discussed benefits and challenges of collaborative practice. Students then worked together twice a week for five weeks providing collaborative patient care.

Purpose: We had concerns that with so much emphasis on teamwork, students may not learn the core disciplinary knowledge emphasized in this clinic. It was the purpose of this study to determine if students in this IPE experience gained knowledge regarding one fundamental aspect of patient care.

Methods: Students (n = 76) were asked to create a pre and post-experience concept map using the topic "Medication Non-Adherence." They received training on the concept mapping technique prior to creating their first map. The results of the students' maps were compared to a master concept map created by two experts, one a pharmacist and the other a physician. A rubric was used for scoring; the rubric was created from the master map and validated using the technique described by Moskal (2000, 2003) and MullInix (n.d.). Maximal possible score was 40. Three of the authors scored the student maps and their scores were confirmed for inter-rater and test-retest reliability. Only complete pre/post sets of maps were used in this study. Results: Fourteen (14) complete sets of maps were used. Pre- and post- rubric scores were compared using the paired t-test. Mean pre-experience score was 24 (range 19-28); mean post-experience score was 27 (range 22-31). Difference between the pre- and post- scores was statistically significant (p=0.015) indicating students had gained knowledge about the topic. Scorers noted that most students missed concepts considered essential by our experts. Students also showed only superficial knowledge about the topic even after the experience.

Discussion: Our concerns about students failing to gain disciplinary knowledge during this IPE experience is lessened by this study. Although statistically significant, the actually change in scores was relatively small and was reflected in the superficial gains seen qualitatively. We are unable to determine if this small, superficial gain is normal for students at this level of training, an artifact of the experience, or due to several limitations in the study (no control group, small sample size, possible misunderstanding of the concept mapping technique). Further studies including a control group are needed.

PS46. *Action Research to Improve Teaching and Learning*
        Rhonda M. Rabbitt (Viterbo University), Susie Hughes (Viterbo University)

Teaching and learning is a reciprocal dynamic. The problem under investigation in this study was effective teaching and learning in today's educational climate and classroom. The rationale was that what is needed in today's school is a new mindset rather than a new recipe. The new mindset of data-driven decision-making system-wide. The tool utilized was the action research cycle (Plan-Do-Study-Act) in Pk-12 classrooms during a Master of Arts in Education degree program. The purpose of the study was to determine if teachers who were taught the perspective of intentional actions for continuous improvement were able to (a) use action research to create new options or new approaches to old problems, (b) model a commitment to learning and continuous professional growth, (c) study their teaching to set into motion a plan for professional development and, (d) take on additional leadership opportunities in the next

two years. Results of the study showed that the great majority of the participants did see the benefits of utilizing action research as a tool for continuous professional development. Because of the dynamic interaction between faculty member, teacher, PK-12 student, increased engagement and renewed motivation is the result. The researchers saw benefits to extend the data collection to investigate the impact at one- year and three-years after graduation. True to the name of continuous improvement, this study is not finite, it continues to evolve.

PS47. Service Learning, Academic Engagement and Critical Thinking
       Jill Rinzel (University of Wisconsin – Waukesha)

Background: Research looking at the impact of service learning has been growing in the last 10-15 years. Much of the research began in the K-12 environment, and then grew to the 4-year university environment (Taggart & Crisp, 2011). A meta-analysis of service learning across age groups has found positive associations including improved attitudes towards school and learning and improved academic performance (Celio, Durlak, & Dymnicki, 2011). Therefore, the current study will investigate the attitudes towards school and factors that are related to success in higher education, such as critical thinking. Some research has begun to look at the impact of service learning in the 2-year college environment, and some of the results seem to differ from the 4-year university studies (Taggart & Crisp, 2011). Research has suggested that service learning impacts different populations in different ways (Pascarella, 1999; Conway, Amel, & Gerwien, 2009). Therefore, it is important to examine how service learning can impact learning in the 2-year environment because of the possible differences and the larger number of older students at the university under study. Additionally, the Conway et al. study also found that, across environments, effects were stronger when reflection was used in curriculum related service learning projects. Both of these elements are utilized in the current study, therefore, maximizing the likelihood that students will benefit from service learning.

Methods: Participants consisted of students in Psychology or Education classes at a small 2-year liberal arts university. As part of the classes, all students were given the option of either completing service learning (related to the course) or completing a research paper for their final project. Both groups were asked to complete a final paper connecting either their research or their service learning to course ideas. Students who participated in the study were asked to complete the Academic Competence Evaluation Scales (ACES) and a short demographic survey at the beginning of the semester. At the end of the semester, they were again asked to complete the ACES. All students (regardless of their participation in the study) chose to engage in service learning or write a research paper for their final project in the course. The final papers were then graded to assess their level of transfer through the use the of AACU VALUE rubrics. Additionally, grades in the course and overall GPA were compared. Because students can self-select into the groups, the pre-post design allows me to control for their previous functioning in most of the variables of interest.

Results: Sixty two students participated in the study and their grades, GPA, critical thinking, academic engagement and transfer skills were compared to examine the role of service learning as a different context for learning and engagement. Discussion: Service learning can provide an opportunity for students to see how ideas from psychology and education can be applied to real life situations. This study had several limitations including a small sample size, self-selection

effects and a lack of ethnic diversity in the sample. However, the research does provide insight into this population.

PS48. *How Do Students Understand Standard Deviation?*
    Alan Russell (Elon University)

This paper focuses squarely on student learning. Pat Hutchings' Opening Lines: Approaches to the Scholarship of Teaching and Learning discusses that the approaches to SoTL work fall into four main categories. My current research focuses on a question of "what is", a question that seeks to describe how students learn. In particular, I am trying to describe how students understand the concept of standard deviation in their statistics courses.

The shift in statistics from focusing on teaching to focusing on student learning is somewhat novel. Those who look at student learning in statistics have a good feel for the prototypical ways to understand the concept of mean and how to teach towards those concepts. For instance, understanding the mean as a balance point for the data distribution is different from understanding mean as a "fair share" division of discrete goods. Once we identify these prototypical understandings, activities can be created to enhance both concepts to give students a better appreciation for the power of the mean.

As the focus on student learning is still relatively new, deeper investigations into core concepts are only now taking place. I began a line of inquiry to determine the prototypes for understanding standard deviation following several discussions at the 2007 United States Conference on Teaching Statistics (USCOTS). To explore this understanding, I completed a series of "think alouds" of several telling tasks with novice, intermediate, and experts in statistics. Patterns naturally started to form into prototypes for understanding the concept of standard deviation.

The audience will have a chance to work the telling tasks for themselves. I will then share some of the work of the research participants for comparison. That is, after trying to solve the problem on their own, the audience will see the results of the "think alouds" and come to understand the patterns of understanding. The audience will see how the prototypes of "division of the range" and "average deviation" coalesced as current student thinking. Once we firmly have this snapshot of student thinking, I will hint at future research which will explore classroom activities designed to strengthen these concepts and offer balance among the various prototypes. This will foreshadow my future research question of "what works" according to Pat Hutchings.

PS49. *Transforming the Institutional Ethos Through the Scholarship of Teaching and Learning*
    Brian P. Smentkowski (Southeast Missouri State University)

From Scholarship Reconsidered to the present, the ultimate goal of engaging in the scholarship of teaching and learning has not been to invent separate islands of inquiry, but to develop a sense of community structured around SoTL. Southeast Missouri State University participated in the first generation of CASTL clusters, pioneered a highly successful SoTL Fellows Program

that succeeded in building a genuine sense of community on campus, and through the CASTL Institutional Leader program, committed itself to both the theme title and 3-year objective of Building SoTL Communities. Now, as our SoTL Fellows Program's Core Continuing Grant draws to a close, we are able to look back in order to look forward; to document those forces and factors that enabled us to transform the institutional ethos of the university to embrace SoTL, and to develop a culture that no longer requires economic incentives and rewards in order to endure. This poster presents not only an analytical narrative about the transformative impact of SoTL, but a roadmap and toolkit for successfully influencing the campus culture and building sustainable SoTL communities.

PS50.   *SoTL as Collaborative Practice: Supporting the Critical Transition to Co-Instruction with Doctoral Students*
Dannelle D. Stevens (Portland State University), Micki M. Caskey (Portland State University)

Questions and rationale: When it comes to teaching doctoral students, historically many might say that the best approach remains idiosyncratic to capture faculty expertise. However, today others point to the 50% doctoral student completion rate across the U.S. and urge doctoral teaching faculty to drop the idiosyncratic and rethink their ways of instructing doctoral students. Yet, how do we not lose unique idiosyncratic faculty contributions and still change our instruction to improve doctoral student retention?

We found that a collaborative SOTL framework (plan-teach-assess-reflect, then, several other cycles) can capture faculty expertise. The purpose of the study was to describe and explain our ways of using a SOTL methodology during our yearlong collaboration and co-teaching experience and to apply the outcomes not only to improve doctoral student retention, but also to strengthen our knowledge of using SOTL in a collaborative teaching model.

Theory/methods/framework: To explore our collaboration of co-teaching doctoral students, we drew upon situated learning theory (Lave & Wenger, 1991), which suggests that learning happens within specific activities and within a particular context. During the learning process, individuals co-construct knowledge through engagement with others in shared experiences. Interactions with people determine what is learned and how learning takes place (Putnam & Borko, 2000). Essential to situated learning theory are social interaction and collaboration, where learners participate in a community of practice (Wenger, 1998).
As a community of practice, we, the two authors, share a common passion for teaching and a desire to improve doctoral student retention. We contend that situated learning theory and community of practice align well with the purpose our collaborative SOTL project: to strengthen our knowledge of co-teaching. Organizing teaching to be meaningful and practical for teachers, administrators, and leaders remains a persistent problem of professional doctoral programs (Olson & Clark, 2009). To change from an idiosyncratic to a collaborative stance requires a change in our teaching practice and an exploration of signature pedagogies (Shulman, 2005) that shape teaching and learning in doctoral programs.

Outcomes: The outcomes for our collaborative teaching model were changes in our idiosyncratic planning and teaching to collaborative practices. The SOTL framework allowed us

to explore the critical transition from solo to co-teaching. Specifics include: (a) PLAN: planning sessions to map the teaching objectives; (b) TEACH: negotiating responsibility for specific learning experiences; (c) ASSESS: collecting and evaluating a variety of student responses to our co-teaching experiences, and (d) REFLECT: documenting our feelings, thoughts, and views in writing (journals) and discourse.

Reflective critique: We have learned how to not step on each other's toes and, yet, proceed to transform our individual teaching practice to co-teaching. SOTL has helped us systematically learn about each other's teaching practice, examine our assumptions about student learning and respect each other's contributions.

PS51.   *The Undergraduate Global Health Field Research Experience: Study Abroad, Service Learning, Professional Training, or "None of the Above"?*
Kearsley Stewart (Duke University)

Background:
Global health is one of the fastest growing areas of interest at American universities. Unlike students of international health in the 1960s-1990s, today's global health students are younger (even undergraduates), and are often required to participate in service learning programs or independent health research to fulfill requirements for global health certificates or minors. These programs attract untrained "pre-med" undergraduate students with stories of exotic infectious diseases, plus the opportunity to play doctor years before they are allowed to interact with patients in the American medical educational system. How do we introduce students to concepts of social justice that address global health inequities, but simultaneously challenge students to see themselves, and their own training and research, as perpetuating the very global health inequities they so deeply desire to change? How is the relationship between anthropology and the health sciences transformed by global health programs leveraging anthropologists for pre-departure "cultural" training for health science students? How do we move beyond students' fear and loathing of research ethics to embrace the IRB process and enhance the success of their own projects?

Methods:
Global health research ethics and pre-departure training program developed for undergraduate students participating in 10-week global health study abroad programs (Europe, Africa, Caribbean, South America) sponsored by a private American university; student reflection papers, student-developed research ethics case studies, and student video projects from 2008-2012.

Results:
Address the pedagogical challenges of pre-departure training for global health students by focusing on (1) culture as a feature not only of the marked "other", but also of the students' own training as medical professionals (2) unintended negative consequences that stem from students' privileged and unethical access to urban hospitals, rural clinics, physicians and patients in host communities. The presentation is supported by a 30-minute student video about their summer research experience, to be displayed with the poster on an iPad.

Conclusion:
An interdisciplinary dialogue and collaborative pedagogy between anthropology, bioethics, research ethics, and global health is essential for transforming global health service learning and student research into a critical and reflexive training experience that minimizes negative impact on host communities.

PS52. *Mentoring Across Levels: Using Service-Learning to Involve Students Across Multiple Levels in a Pre-Professional Program*
Amanda Sturgill (Elon University), Phillip Motley (Elon University), Brian Walsh (Elon University)

For students in professional programs such as communication, applied projects are an essential part of learning. However, these projects can present challenges. Projects that are done in the context of the classroom or homework have the advantage that the experience can be carefully structured to specific learning goals. They lack authenticity, however. Since the mission of a professional program is to teach students to function independently in the workplace, students need the opportunity to learn some of the "soft skills" as a part of their education.

Service-learning and other client work can be a chance for students to gain contextualized practice under the guidance of faculty. However, interfacing off-campus has challenges. For one, students need to have sufficient ability to offer something to the off-campus client. This can be a problem for classes with students early in the major. One possibility to have students who are at different levels in the program work together. This increases the potential complexity of the project and allows for mentorship, so older students solidify their knowledge by teaching it to others and younger students can still make meaningful contributions. Previous research found that experience working off-campus and with group projects makes the projects more successful (Colbeck, Campbell & Bjorklund, 2000). We were interested in seeing if the older students, who had the prior experience, could use this to benefit the younger students.

This poster presents projects from several semesters, involving students of varied levels working together across classes to complete service-learning projects for clients. In two cases, students in junior and senior level classes worked together. In another case, students in the penultimate course in the major worked with students in the first and second class in the major. In these cases, lower level students are learning to create content, while students in the upper level worked together to manage content creators and to package content.

Throughout, certain instructors collected reflection journals from students and kept field notes. These elements of data were triangulated with interviews with students up to one and half years after the experience. After the analysis, there was a reflexivity check by a professor who taught one of the classes, but did not participate in the analysis.

Learning benefits accrued to both groups. Younger students got a view of the big picture through working with the older students on the publication-level issues. Older students learned about integrating roles across a project, working effectively with less experienced peers and about the difficulties that novices have with the tasks.

To improve the experience, we suggest having direct client/partner involvement for all students, using dedicated student liaisons between classes and using a model where instructors visit all classes to help students understand their roles in relation to the other students/classes and so students have a larger pool of faculty support to draw from.

Reference
Colbeck, C.L, Campbell, S.E., & Bjorklund, S.A. (2000). Grouping in the dark: What college students learn from group projects. Journal of Higher Education, 71(1), 60-83.

PS53. *In Pursuit of Significant Learning: Measuring Application and Caring Learning in a University Personal Nutrition Course*
April Tallant (Western Carolina University), Brenda Marques (Western Carolina University), Nicole Martinez (Western Carolina University)

L. Dee Fink's taxonomy of significant learning includes foundational knowledge, application, integration, human dimension, caring and learning how to learn. Even though one of the overall goals of most college nutrition courses is to improve nutrition behaviors to reduce risk of disease, there is more often a focus on knowledge gained (foundational knowledge) than actual measurement of dietary behavior changes. This research project focused on measuring change (learning) in first year students (n=35) enrolled in a personal nutrition seminar course by focusing on application and caring learning according to Fink's taxonomy of learning. The researcher taught two sections of a nutrition seminar and used a variety of teaching methods including emphasizing self-efficacy, using instructional methods including lectures, class discussions, small group learning activities, dietary self-assessment and peer nutrition counseling. Both sections received food portion estimation instructions, were asked to complete a personal three-day food record, and enter their food records into an online dietary analysis system at the beginning and end of the semester. In addition, students completed pre- and post-electronic surveys concerning their nutrition behaviors and values at the beginning and end of the semester. Students examined their dietary analysis results to determine deficiencies and excesses and the health consequences (such as chronic diseases) of unchanged dietary behaviors. Paired t-tests were employed to determine differences in pre- versus post-measures in select questions that represented application and caring learning. Application learning as measured by using nutrition facts panels on food labels to choose foods showed a significant difference from pre- (M = 3.03, SD = 1.15) to post- (M = 2.36, SD = .931) measure, t(35) = 3.83, p = .000, (1 = always to 5 = never). Also related to application learning, students indicated more agreement with watching food portion sizes from pre- (M = 2.56, SD = .773) to post- (M = 1.86, SD = .639), t(35) = 4.86, p = .000) measure, and more agreement of choosing healthy foods to prevent heart disease from pre- (M = 2.46, SD = 1.06) to post- (M =1.86, SD = .845), t(34) = 3.10, p = .004) measure (1 = strongly agree to 5 = don't know). Regarding caring learning, students indicated a significant change in the importance of nutrition when buying food, from pre- (M = 2.14, SD = .772) to post- (M = 1.57, SD = .608)t(34) = 3.97, p = .000) measure, and personal importance of eating a variety of food from pre- (M= 1.85, SD = .657) to post- (M = 1.53, SD = .507), t(33) = 2.75, p = .009), (1 = very important to 5 = don't know). Results suggest that significant learning took place as indicated by their changes in behavior (using food labels more frequently, stronger agreement with watching portion sizes and choosing foods to prevent heart disease) and their values (more importance placed on nutrition when buying foods and

eating a variety of foods). Limitations of this study include a small sample size. Recommendations for further study include using a control group and incorporating and evaluating more kinds of learning per Fink's taxonomy. Examples of how the project can be replicated in other disciplines will be provided.

PS54. *Budding Enthusiasts: Collaborative, Interdepartmental Perspectives on Engaged Learning of Ethics & Law*
Charles Thomas (California State University – Dominguez Hills), Kirti Sawhney Celly (California State University – Dominguez Hills)

Much is to be gained by designing assignments that engage students to immerse themselves in their work and think critically in order to create and present an integrated whole--a well-defended oral and written point of view. In the spirit of writing to learn and writing across the curriculum, two faculty teaching required courses--Law of Business Organizations and Principles of Marketing--explore the impact of using a comprehensive assignment based on a current piece of investigative journalism in each of their courses with the specific goals of improving (a) higher order learning (based on Bloom's Taxonomy) (b) critical thinking skills (based on the Halpern Critical Thinking Assessment (HCTA), and (c) understanding of ethical issues.

Since Christopher Columbus Langdell introduced the case method of instruction at Harvard Law School in 1870, the Socratic method of interrogation has become the dominant method used in graduate business and law programs. While the Socratic method may be appropriate for training graduate students, its efficacy for undergraduate education is less clear. Undergraduate business students have divergent learning goals and take core courses because they are required, not because of interest in the subject. As faculty of business law and marketing with a diverse student body that includes many first generation college students and adult learners, we have experienced the limitations of existing teaching methods especially for ethical decision-making. Consequently, the goal of developing higher learning outcomes and critical thinking skills can be elusive in teaching undergraduate students business ethics and legal concepts.

In order to increase engagement and learning, we have developed group project assignments for our upper division courses, loosely based on a recent investigative report of a medical device company that engaged in illegal human trials of bone cement that led to the deaths of several surgical patients. The case evokes strong emotional reactions in readers and involves significant ethical issues in marketing and sales, the role of governmental agencies like the Food and Drug Administration, and a plethora of legal issues, making it suitable for both the law and marketing course. Students are asked to evaluate professional code of conduct violations, legal liability, and financial consequences, and to write a paper and present their conclusions in class. Since the assignments are designed to address themes in our classes, course concepts are learned from immersion in real-world events that provide practical demonstrations of (un)ethical decision-making.

Higher order learning and ethical decision making are assessed via (1) content analyses of student papers, presentations, and reflections, and (2) performance on multiple choice assessments. Critical thinking is assessed using the HCTA, a holistic assessment using realistic

scenarios that uses both recall and recognition memory. Comparisons are made with sections of classes/student groups where the assignment was not used (taught by the same instructor and taught by a different instructor). Our work attempts to show that a substantial, timely, real-world, well designed group assignment leads to higher engagement with the course material, higher levels of learning, better critical thinking skills, and improved ethical decision making.

PS55. *SoTL in Teacher Education: Training Pre-Service Teachers to Demonstrate a Positive Impact on Learning*
J. Scott Townsend (Appalachian State University), Derek J. Mohr (Appalachian State University)

The focus of this program is to discuss an innovative approach to SOTL in teacher education, which is inspired by contemporary accreditation and licensure expectations, and grounded in teacher socialization and cognitive learning theory.

Education must transform to meet societal needs. Central to this transformation is accountability. Accountability in US education takes many forms, is apparent at all levels, and is mandated locally, as well as at the state and federal levels. In the US, a new vision for accountability at the university level, driven by rigorous national and state standards is emerging. This vision calls upon teacher education programs (TEP) to design and implement coherent plans for both accreditation and licensure in an effort to best prepare 21st century educators.

In North Carolina, US this 21st century vision inspired comprehensive reform in multiple, highly connected areas: learning and teaching standards, assessment and accountability, and teacher preparation. The result was new state-level K-12 professional teaching standards (NCPTS), which serve as the basis for teacher preparation, evaluation, and professional development; revised K-12 content standards (NC Essential Standards), which clearly articulate what students should know and be able to do; and an innovative state-level TEP approval process.

The new electronic TEP approval process, which is separate from national accreditation focuses on outcomes rather than inputs, eliminates barriers and obstacles that do not ensure quality and provides for institutional flexibility with regard to rigor and accountability. While each university responded to the mandate with unique approaches, each were required to submit six key artifacts for evaluation. Each of the six artifacts required TEPs to undergo revision, but one area in particular has challenged these programs to change significantly – that is the expectation that pre-service teachers (PST) demonstrate a positive impact on student learning.

Our TEP embraced this challenge and was revised to ensure that PSTs are capable of achieving this new outcomes-based expectation. The revision resulted in a comprehensive, articulated SOTL-based process that begins during the initial semester of the TEP and concludes during student teaching, thus spanning five semesters.

The SOTL-based process, termed Impact on Student Learning Project (ISLP), combines planning, instruction and assessment with the scientific method; the purpose of which is to

provide PSTs with an opportunity to: determine impact on student learning; enhance instructional effectiveness; and improve reflective ability and autonomy. Each semester PSTs engage in a multi-step SOTL-based process:

1. Plan for instruction, assessment, reflection and dissemination
2. Instruct
3. Collect, analyze, and interpret learning data
4. Develop instructional goals and strategies
5. Disseminate findings

While the ISLP outcomes and process are consistent across the TEP, the semester-specific requirements and nature of the ISLP experience becomes increasingly complex to match the PSTs corresponding level of professional development.

The purpose of this presentation is to detail a SOTL-based process in teacher education, highlight specific expectations of the process by semester and showcase artifacts that demonstrate pre-service teachers' positive impact on student learning. The intent is to provide participants with innovative SOTL-based ideas for addressing new and rigorous standards to which TEPs are or soon will be accountable.

PS56. *Student and Faculty Perspectives on the Value of an Undergraduate Preceptor Program*
Daniel R. VanHorn (North Central College), Abigaile M. VanHorn (North Central College), Sean P. Brady (North Central College)

Barr and Tagg (1995) champion the shift in higher education from the Instruction Paradigm to the Learning Paradigm. In the Learning Paradigm, students teaching students can be a powerful learning tool. For example, teachers may put students in small groups to solve problems or debate important issues, assign group projects, or require peer review of student writing and presentations. Institutions also need to develop structured programs that encourage students to learn from one another. We explore and evaluate the North Central College preceptor program to help with the development of such programs. Our preceptor program is quite different than teaching assistant programs where the focus is often on the release of faculty from activities such as grading student work. Preceptors do not grade or evaluate student work but serve as student tutors and mentors. Furthermore, preceptors enroll in a course where they meet regularly with other preceptors to discuss their experiences in the context of education, leadership, and skill development. This project explores the various roles that undergraduate preceptors take on to further student learning. It looks at the program from the perspective of a student, a preceptor, and a faculty member. This three-pronged approach will contribute significantly to this year's conference track on student roles in and perspectives on the scholarship of teaching and learning.

Surveys were administered to faculty (80% response rate) and preceptors (100% response rate) to explore and evaluate our preceptor program. Faculty members were asked to describe the roles that preceptors play in the classroom, identify how preceptors were selected, and to address the benefits and challenges of the program. Undergraduate preceptors were asked to

discuss the benefits and challenges they experienced while serving as preceptors and what they perceived to be the benefits and challenges for the students in the class.

The surveys resulted in a plethora of information, so only a few of the highlights are shared here. Faculty reported they used preceptors primarily to hold review sessions, to mentor students, and to assess class progress. Over 40% of faculty respondents specifically indicated that they also employed preceptors to help the preceptor experience life in academia and/or prepare for graduate school. Over 90% of the faculty surveyed strongly agreed with the statement, "I would consider utilizing a preceptor in one of my classes in the future." Preceptors reported gaining important teaching experience and valued working closely with a professor. Preceptors reported difficulties defining their roles with their respective classes and motivating the students with whom they worked. Preceptors noted that students benefited from the preceptor program because students could get additional help, had access to a different perspective on the class, and often found it easier to relate to the preceptor than to the faculty member. Studying the varied perspectives of faculty, preceptors, and students will help us better understand and improve programs that utilize students teaching students as a learning tool.

Barr, R. B., & Tagg, J. (1995). From teaching to learning—A new paradigm for undergraduate education, Change, 27(6), 13-25.

PS57.   *Learning With/Through Other Eyes: Developing the Scholarship of Teaching and Learning with a Cohort of Scholars from Beijing*
        Andrea Webb (University of British Columbia)

Considering new and diverse contexts for SoTL means questioning the extent to which SoTL is internationalized. Situating SoTL within the changing landscape of higher education means considering the educational cultures in which associated universities may be situated and building flexible and responsive SoTL programs that include all our colleagues in the conversation. This poster presentation inquires into the program design and teaching practices of a faculty certificate program at a North American research-intensive university when the cohort consisted of visiting professors from Beijing.

The UBC Faculty Certificate Program (FCP) on Teaching and Learning in Higher Education(http://ctlt.ubc.ca/about-isotl/programs-events/faculty-sotl-program/) was established in 1998 and has since graduated over 300 faculty members from Canadian and international universities. The program focuses on scholarly approaches to university teaching and learning to foster the scholarship of teaching and learning (Hubball, Clarke, & Poole, 2010). In each of the last three years, there has been a cohort of professors from various Beijing universities who have come to UBC to engage in the FCP in an intensive, eight-week program. By analyzing feedback forms and informal interviews with participants, I recognized that there was a disconnect between the academic culture of the host university and the home institutions of the participants. Including the Chinese professors in the design of a learning-centred program (Barr & Tagg, 1995; Beaudry & Shaub, 1998; Grunert O'Brien, 1997) and utilization of pedagogical practices focused on a community of practice (Wenger, 1998; Gillespie, 2004; Petrone & Ortquist-Ahrens, 2004) has been successful at supporting these professors as they

make the shift to the scholarship of teaching and learning and begin engaging in inquiry into their curricula and pedagogies.

Through my experience facilitating two cohorts (November/December 2011 and February-April 2013), I have developed an appreciation for the impact that cultural context plays in the adoption of the scholarship of teaching and learning. Working with participants from the Chinese educational culture has highlighted the importance of a learning-centred program design with its commitment to demonstration of learning outcomes through varied formats. Inclusive teaching practices that develop and support learning communities have been successful at engaging the Chinese professors in scholarly approaches to teaching and learning. The internationalization of SoTL with non-native English speaking faculty and universities offers rich collaboration outside traditional SoTL conversations. Highlighting the importance of educational culture and context, this new conversation encourages SoTL in diverse cultural contexts.

PS58.   Teaching Critical Thinking in Journalism and Mass Communications
       Sheila M. Whitley (North Carolina Agricultural and Technical State University)

Every professor faces the challenges of not only teaching course content, but also determining if students understand the content and applied it properly. This is especially an important issue if the content is based in a discipline that teaches students to communicate to the masses. Such is the case with students majoring in journalism and mass communication. Given enough words or time, most college students can communicate to the masses, but our students must communicate a true-to-the facts message in few printed words or within the tersely allocated broadcast time slot.

The ability to critically think is the foundation of every educated person. This is an ability that students must learn and practice by thinking and exploring how they think. A review of critical thinking and metacognition literature is explored in this paper to support the research question. What are the teaching challenges or strategies for the professor who teaches lower- and upper-level courses to ensure students develop critical thinking abilities that will take them from the classroom to the professional world?

The Department of Journalism and Mass Communication at North Carolina A&T State University offered one degree with five concentrations (Broadcast Production, Electronic Media and Journalism, Print Journalism, Public Relations, and Media Management). In fall 2012, the department realigned and updated the concentrations and by going from five to three concentrations (Mass Media Production, Multimedia Journalism and Public Relations).

Fall 2011 the department joined the university's Southern Association of Colleges and Schools (SACS) Quality Enhancement Plan (QEP) rotation. QEP helps instructors deliberately design instruction that focuses on the development of students' critical thinking skills sustained over the students' course of study at the University from freshman to senior years. The QEP treatment courses focused on the student's ability to analyze critical thought (ie: debate, writings, issues, problems) using the following criteria: ("clarity, precision, accuracy, relevance, significance, fairness, logic, depth, and breadth, evidentiary support, probability, predictive, or

explanatory power" (National Council for Excellence in Critical Thinking, 2009, no page/online)).

All concentrations in the department will participate over the next few years. Electronic Media and Journalism participated in fall 2011, Broadcast Production in spring 2012, Print Journalism in fall 2012, and Public Relations in spring 2013. The rotation continues with and Multimedia Journalism in fall 2013. Prior to joining the QEP rotation, critical thinking was measured by faculty via class assignments and projects. QEP provided a platform for consistency and intentional assignments and projects to develop the students' critical thinking abilities.

The QEP project centers on a common activity for all courses in the department's treatment group and a common student learning outcome. Based on a review of literature for an appropriate project, the spring 2012 Broadcast Production faculty decided to use the 14-minute documentary on YouTube, "A Girl Like Me" for the group project. It is a documentary that explores the topic of "What is good hair in the African-American community?" It was produced by a high school student. The overriding student learning outcome for this project was as follows: Students will view and critique the short documentary "A Girl Like Me" by writing a 200-500 word essay on the documentary based on the course's primary focus. The overriding question the student critiqued the documentary was: Did this documentary achieve its purpose of exploring whether the stereotypes from 50 years ago still exist today? As professional journalists and mass communicators, you must be able to see a story and analyze it for newsworthiness or how well you communicate that information to the public.

The essays were graded using a common rubric tailored to the assignment. The rubric had six categories (Clarity, Persuasiveness, Context and Purpose, Conventions of the Discipline, Use of Sources, and Grammar and Mechanics) with four columns. The columns ranged from one (lowest) to four (highest) points for each category. The "Exceeds Standards" column was worth four points, "Meets Standards" was worth three points, "Approaches Standards" was worth two points, and "Below Standards" was worth one point. The scores for each category were added together to get the "Obtained Total Score" that was crossed referenced with the "Holistic Score."

QEP is not a one semester commitment for the faculty involved in the project. The faculty involved in the project revised all their course syllabi to incorporate critical thinking throughout lectures and course assignments. By the end of the QEP rotation, all concentrations will participate. All JOMC courses will incorporate critical thinking activities.

Participating in QEP has had positive effects as also evident in increased scores on the critical thinking pre- to post-test. The department is committed to incorporating critical thinking in all courses to strengthen students' critical thinking. To date, the nine faculty members who completed a QEP rotation are implementing critical thinking exercises and language in their courses. By the end of spring 2013, all concentrations will have participated in QEP and all course syllabi and exercises in the department will incorporate critical thinking in their courses.

This poster evaluates a disciplinary approach to teaching, learning and SOTL. As this is a continuing project, data collection is incomplete. There is evolving evidence from the rubric and standardize tests that the project is having success.

The Institute for Scholarship of Teaching and Learning at Mount Royal University
Jim Zimmer (Mount Royal University)

Established in 2008, the Institute for Scholarship of Teaching and Learning has become an integral part of the supporting infrastructure for research at Mount Royal University. Building on Mount Royal's century-long commitment to educational excellence, the Institute facilitates and supports scholarly inquiry related to teaching and learning and provides leadership to the advancement of SoTL locally, provincially and nationally. The Institute is a research centre, encouraging and supporting systematic scholarly inquiry that leads to a deeper understanding of student learning; a nexus for communication and collaboration, providing resources and coordinating initiatives locally and beyond; and a community of scholars, advancing the existing body of knowledge about teaching and learning while building a culture of inquiry. Organizationally, the Institute is situated within the Mount Royal's Faculty of Teaching and Learning. Its cross-institutional mandate facilitates engagement of scholars from all of the university's academic faculties and departments.

Enabled by seed funding from MRU, and more recently by generous donations from Nexen Inc. and Transcanada Corporation, the Institute has launched several signature programs over the past five years:
- the Nexen Scholars Program - an annual research development program in which cohorts of faculty from academic units across the campus are supported in the design and implementation of course-based SoTL inquiries.
- the Centennial Symposium - a "practitioner's conference", this annual gathering of teacher/scholars from Canada and beyond is dedicated to developing individual and collaborative SoTL inquiries, sharing nascent data and findings, going public with results, and building the scholarly community in teaching and learning
- the Collective Scholarship initiative - a program which supports groups of faculty in collaborative inquiries on shared, learning-focused, research questions.
- the International Forum on Scholarship of Teaching and Learning - an annual event highlighting the nature of contemporary educational research, this forum brings together senior administrators, campus leaders, private and public sector stakeholders and faculty committed to scholarly inquiry in teaching and learning.
- Writing Residencies - for scholars who have completed their inquiry project, presented their results in public venues, and are ready to write for publication, the Institute offers a facilitated writing residency. This residency provides scholars with guidance, critique and independent time to reflect on results, refine analysis and dissemination strategies, and revise scholarly writing for publication.
- Nexen Scholars "Going Public" Awards - these travel grants support the dissemination of research results produced during the Scholars Program and promote the work of the Institute for Scholarship of Teaching and Learning.

In addition to describing the mandate of the Institute and its signature programs, the poster will summarize the impact and reach of the Institute's work to date, the outcomes of its programming, and "lessons learned." For ISSOTL delegates, the session provides an opportunity for one-on-one conversation with Institute representatives about Mount Royal's approach to advancing SoTL on-campus and beyond. For the presenters, the session is an

opportunity to learn from delegates about what is working on their campuses, and to reflect on how such approaches might inform the work of the Institute going forward.

PS60. *Understanding Faculty Critical Thinking Skills as a Path to Developing Critical Thinking Learning Environments for Students*
Genevieve Zipp (Seton Hall University), Catherine Maher (Seton Hall University)

As faculty within the academia, it is our role to foster critical thinking skills in our students, thereby providing them with the foundational skills required to succeed as scholars and leaders. In teaching and learning literature the path taken to develop critical thinking has no direct route and no clear end point. The state of what we know and do not know about critical thinking is based upon the current available evidence and our "naive idea" that as faculty our curriculum seeks to develop this elusive notion in our students. In order to promote critical thinking, faculty must recognize that critical thinking is a productive and positive activity which is a process and not an outcome. Critical thinking may manifest itself as an internal process or an external action depending upon the context in which it occurs. While, many have investigated the role of and development of critical thinking in undergraduate and graduate students (Koo & Thacker, 2008) little is known about faculty critical thinking. Thus, as faculty trying to develop critical thinking we must first attempt to clearly define this construct in ourselves in order to promote learning environments that can support student's critical thinking skills.

This poster will present pilot data on a university faculty's critical thinking (CT) aptitude scores as measured by the California Critical Thinking Skills Test (CCTST) and offer a framework for exploring the link between faculty critical thinking skills and the development of learning experiences to promote students' critical thinking skills.

PS61. *Grading by Experience Points: An Example from Computer Ethics*
Edward F. Gehringer (North Carolina State University)

In most of education, courses are graded based on percentages—a certain percentage is required for each letter grade. Students often see this as a negative, in which they can only lose points, not gain points, and put their class average at risk with each new assignment. This contrasts with the world of online gaming, where they gain "experience points" from each new activity, and their score monotonically increases toward a desired goal. In the last two or three years, several instructors have moved to grading by experience points (XP).

In Fall 2012, the author switched to grading by experience points [1] in his Ethics in Computing class. Students earned points for a variety of activities, mainly performing ethical analyses of various issues related to computing, and participating in debates on ethics-related topics. The course is a required one-credit course for Computer Science majors at our university. It has often been plagued by low attendance. We wanted to induce students to delve into the very relevant and often very interesting issues of law, public policy, and personal morality.

Experience points seemed like a logical choice. Students could gain XP for each topic that they wrote on (scaled by their score for that contribution). Specific numbers of XP a for each letter grade (for example, 2600 points for an A, 2300 for a B), and, if students need to earn extra points to reach their desired grade, they would merely need to perform additional activities, like analyzing more issues for our Ethics in Computing site [2], or reviewing analyses done by other students. In effect, all work is treated as if it is "extra credit," having a particular point value. Students could write a maximum of six analyses during the semester, but doing only three analyses put them on track to earn an A, provided they did "A work" (receive ≥ 93% of the 400 possible XP for the analysis). Students were encouraged to work in pairs. Each member of the pair received as many points as a sole author would for the same work.

Results indicated that the students appreciated the ability to earn extra points by performing extra activities (rated 4.02 on a Likert scale of 1 to 5). But they were less likely to complete analyses after signing up to do them than were students in a traditionally-graded class. The students also seemed to strive for quantity of work, not quality; their average score on analyses declined markedly at the end of the semester. However, they did more peer reviews (for which they earned up to 50 XP) toward the end of the semester. It was difficult to set the various grade thresholds correctly. Based upon the thresholds given at the start of the semester, nearly half of the class ended up with either an A+ (28% of the class) or an F (20%). Student comments indicated that their biggest concern was rapid grading turnaround, so they would know where they stood in the class at all times.

[1] [Author] (2001). [Title]. 2001 ASEE Annual Conference and Exposition. Retrieved from http://citeseerx.ist.psu.edu
[2] Sheldon, L. (2011). The Multiplayer Classroom: Designing Coursework as a Game. Course Technology Press.

Thursday, October 3, 2013

Theatre Presentation (6:30 PM – 8:00 PM) – Flex Space near 307

"Landscapes of Learning": A Devised Theatre Presentation of a SoTL Work in Progress
Deborah Currier (Western Washington University), Carmen Werder (Western Washington University), Shevell Thibou (Western Washington University), Olivia Ponzetti (Western Washington University)

[We must move away from] making theatre for communities to making
theatre with communities. The richest and most productive way to work with… groups is to help them find their own voice, not to speak for them.[i]

As we forge ever-further in SOTL to examine new and diverse ways of conducting, deconstructing and making meaning of the scholarship of teaching and learning, innovative approaches to the work seem to be the logical next step in our collective inquiry. One innovative and non-traditional method of making meaning in SOTL is through the performing arts, specifically work that involves multiple voices of inquiry which tackles the subject not from a constructivist, passive view ("what is SOTL?") but rather from an expressive, active and performative way. The performative, or "meaning-making," approach follows the cognitive psychology tradition whose aim is to:
Discover and to describe formally the meanings that human beings created out of their encounters with the world…. It focus[es] upon the symbolic activities that human beings employ in constructing and making sense not only of the world, but of themselves. [ii]

Using the theories and techniques of various theatre practitioners who focus on original/devised[2]work as well as the exercises and processes employed by renowned theatre theorist Augusto Boal[iii], a group of faculty, students and staff from Western Washington University have been working on a devised script addressing SOTL from multiples perspectives and active approaches. The project has been dubbed "Landscapes of Learning," as the metaphor leapt out at participants in thematic discussions during the first exploratory meetings. For the past 2 years, WWU students, faculty and staff have attended the Teaching and Learning retreat offered by the Teaching and Learning Academy, where the Landscapes project was a participatory thread. Work on the script has progressed over time and includes various scenes, monologues, movement pieces and images that address the landscape of SOTL as seen from multiple perspectives. The following brief script excerpt, written together by a group of 15 students and faculty during the 2012 Western Washington University SOTL retreat, is the beginning of a scene parodying the well-known "Family Feud" television game show:

Host: Let's meet our families! (Family Feud theme music plays)
On our right, we have the Faculty family- Call-Me-Doctor, Mr. Committee, Tenured-And-Untouchable, Over-Worked-Adjunct and Should-Have-Retired-Years-Ago. Okay Doctor, come on down!
On our left we have the Student family – Dormie, Rowdy, Checked-out, Suck-Up and Over-Achiever. Over-Achiever, come on down!
100 professors and 100 students in our audience were polled with commonly asked questions and their top 3 answers are on the board. Let's begin!

The script is at once funny, poignant and- most importantly- thought-provoking. It is a work-in-progress and those involved feel it is time to share the work-to-date and engage in dialogue surrounding the piece itself. We are looking for feedback on where the piece stands, where it might go and what it is addressing. The script itself is a creative manifestation of our findings regarding researching SOTL as a community of students and faculty working in equal partnership. The script is beginning to take shape as a unique and powerful process and product that could be shared in larger arenas as a way to present and dialogue SOTL research.

This presentation is dependent upon a secondary element: the proposed pre-conference workshop to work with students, faculty and staff on-site at the conference on a staged-reading of the script. This can easily be achieved in one of the pre-conference time-slots, and scripts for all participants will be provided. This means that the panel presenters with consist of those pre-conference participants and therefore cannot be identified in this proposal. A specific call to the "Students and Co-Inquirers" and the "Humanities" groups will go out if this proposal is accepted, urging them to bring students and staff and to sign up to participate as readers (this entails also being at the pre-conference workshop). My hope is that Elon participants would be willing to sign on, as they will be on site already for the pre-conference activities.

The technical needs of this presentation include a projector with sound system hook-up and a PC laptop connection to those things. Depending on the number of readers involved, there will need to be a music stand and chair available for each reader. The minimum number of participants needed is 8. I am seeking funding to bring at least one student from WWU who has been involved with the scripting process as well.

This presentation does not follow the traditional conference format in any of the iterations listed in the call for proposals. What it does do, however, is demonstrate – quite literally – new and emerging approaches to our work in SOTL. The hope is that the presentation and subsequent discussion of the performance content and delivery will generate even more source material for further performative explorations. We are not seeking to solve issues of SOTL but rather to explore the concept of meaning-making in our work as expressed through performance. As Augusto Boal stated in his work with Theatre of the Oppressed: It is more important to achieve a good debate than a good solution."[iv]

[1] This workshop goes hand-in-hand with the pre-conference workshop proposal "Landscapes of Learning:" A Participatory Staged Reading of a New Theatre Piece.

[2] "Devising" entails starting from "scratch" with a dedicated group of interested people willing to investigate a topic/prompt and culminates in a wholly original script/performance written by, for and about the participants who have a message to share with others regarding their investigations.

[i] Diamond, David. "Out of Silence: Headlines Theatre and Power Plays" in Playing Boal: Theatre, Therapy and Activism. Routledge,1994, 2000.
[ii] Bruner, Jerome. Acts of Meaning. Harvard University Press, 1995.
[iii] Boal, Augusto.
[iv] Babbage, Francis. Augusto Boal. Quoted p. 85. Routledge, 2004.

Friday, October 4, 2013 | Day at a Glance

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Concurrent Sessions – D (9:00 AM – 10:30 AM)

Break (10:30 – 11:00 AM) | Hallway Level N & S

Concurrent Sessions – E (11:00 AM – 12:30 PM)

Conference Lunch (12:30 PM – 2:00 PM) | Ballroom B

    Business Meeting (w/ Lunch) | RCC 402

Plenary (2:00 PM – 3:30 PM) | Ballroom C
Thomas Horejes, Sian Bayne, and Anthony Antonio

Break (3:30 – 4:00 PM) | Hallway Level N & S

Concurrent Sessions – F (4:00 PM – 5:30 PM)

ISSOTL Interest Group Meetings (6:00 PM – 7:00 PM)

Friday, October 4, 2013 | Breakfast and Concurrent Sessions – D

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Concurrent Sessions – D (9:00 AM – 10:30 AM) | Abstracts on pp. 228-259

D1. **Learning to See the Infinite: Teaching and Measuring Visual Literacy**
Workshop
Raleigh Convention Center 202
Michael S. Palmer (University of Virginia)

D2. **Making Philosophical Thinking Manifest Through Think-Alouds**
Workshop
Raleigh Convention Center 203
Stephen Bloch-Schulman (Elon University), Ann J. Cahill (Elon University)

D3. **SoTL Programs for Graduate Students: Characteristics and Impact**
Panel
Raleigh Convention Center 301A
Nancy L. Chick (Vanderbilt University), Cynthia Brame (Vanderbilt University), Adam Wilsman (Vanderbilt University)

D4. **From Classroom to Lobby? A Roundtable on Advocacy by ISSOTL**
Panel
Raleigh Convention Center 305A + Live Stream
Kelly Hewson (Mount Royal University), Diana Gregory (Kennesaw State University), Katarina Martensson (Lund University), Jennifer Meta Robinson (Indiana University)

D5. **No More Workshops: A Critical Transition to Sustained Faculty Development**
Panel
Raleigh Convention Center 301B
Tracy Wilson Smith (Appalachian State University), Vachel Miller (Appalachian State University), Reeves Shulstad (Appalachian State University), Barbara Michel (Appalachian State University)

D6. **The Problems and Possibilities of Rethinking Power in Student-Faculty Pedagogical Partnerships**
Panel
Raleigh Convention Center 201
Alison Cook-Sather (Bryn Mawr College), Hayley Burke (Bryn Mawr College), Peter Felten (Elon University), Jennifer Hill (UWE-Bristol), Desiree Porter (Elon University)

D7. **The National Landscape of SoTL in Canada**
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

> *D7.1.* *Growing from Local Good Practice to a National Activity*
> Catherine O'Mahony (Irish National Academy for Integration of Research, Teaching, & Learning), Bettie Higgs (University of College Cork)

> *D7.2.* *The Canadian Teaching Commons: Exploring the SoTL Landscape in Canadian Higher Education*
> Brad Wuetherick (University of Saskatchewan), Stan Yu (University of Saskatchewan)

D8. **Reimagining Spaces for Learning**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

> *D8.1.* *Critical Transitions and Transformations: De-Centering Classroom Spaces and Instruction*
> Robin L. Snead (University of North Carolina – Pembroke), Dana C. Gierdowski (North Carolina State University)

> *D8.2.* *Multimodal Composition: Reimagining Space and Organization to Reinvigorate Meaning*
> Paulina Julia Bounds (University of Georgia), Lindsey Harding (University of Georgia)

D9. **SoTL in Mathematics**
Individual Papers (30 minutes each)
Raleigh Convention Center 303

> *D9.1.* *Concept Maps for Calculus Concepts*
> Kavita Bhatia (University of Wisconsin – Marshfield), Kirthi Premadasa (University of Wisconsin – Baraboo), Ibrahim Saleh (University of Wisconsin – Marathon County)

> *D9.2.* *Tackling Transition: Mathematics Skill in the Disciplines*
> John Craig (Higher Education Academy), Janet De Wilde (Higher Education Academy)

D10. **Students' Help-Seeking and Partners in Teaching and Learning**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

> *D10.1. Students Asking Questions: A Longitudinal Study of Help-Seeking Behaviors*
> Andrea Lisa Nixon (Carleton College)

D10.2. Librarians as Active Partners in Teaching and Learning
Alison Bradley (University of North Carolina – Charlotte)

D11. Culturally and Linguistically Diverse Students
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

D11.1. Preparing Teachers to Work with CLDS: Implications of Analysis of Students' Journals
Lorraine S. Gilpin (Georgia Southern University)

D11.2. Building Bridges: International Students, Cultural Transition, and Academic Discourse
Holly J. Bauer (University of California – San Diego), Madeleine Picciotto (University of California – San Diego)

D12. Undergraduate Research and Interdisciplinary Programs
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

D12.1. Original Undergraduate Research & the English Major: An Epistemological Transition?
Karen Manarin (Mount Royal University)

D12.2. The Australian National University Vice-Chancellor's Courses – An Evaluation of an Interdisciplinary Undergraduate Program
Richard Munro Baker (Australian National University)

D13. Critical Transitions and Boundary Crossing
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

D13.1. What's In It for Me? Critical Transitions in Faculty Work
Shari M. Childers (University of North Texas), Julie Suzanna Glass (University of North Texas)

D13.2. Campus Life and the Teaching and Learning Center: Crossing Boundaries and Turning the Tables on the Conversation about Learning
Catherine Ross (Wake Forest University), Amanda Horton (Wake Forest University)

D14. Assessment Practices
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

D14.1. Assessment Practices in Higher Education
Michelle Yeo (Mount Royal University), Jennifer Boman (Mount Royal University)

D15.   Toward a Sensory Commons: Digital Video, Student Engagement and Bilingual Strategies
Panel
Raleigh Convention Center 402
Dirksen Bauman (Gallaudet University), Thomas Horejes (Gallaudet University), Kristin Mulrooney (Gallaudet University), Sharon Pajka (Gallaudet University), Miako Rankin (Gallaudet University), Kathleen Wood (Gallaudet University)

Concurrent Sessions – D (9:00 AM – 10:30 AM)

D1.   Learning to See the Infinite: Teaching and Measuring Visual Literacy
Workshop
Raleigh Convention Center 202
Michael S. Palmer (University of Virginia)

Overview & Significance
Though the definition is debated, visual literacy essentially refers to the ability to interpret, negotiate, and make meaning from information presented in an image (Avgerinou & Ericson, 1997). Little et al. have argued that "visual literacy…is a critical skill for twenty-first-century students and ought to be a central component of liberal education" (Little, Felten & Berry, 2010) and suggest that instructors of 1st-year general education through capstone courses help students think critically about the images they encounter.

Visual literacy was a stated learning objective for the fall 2009 iteration of a 1st-year, general education seminar known as Falling from Infinity (FFI). To help students develop visual literacy skills, they received formal instruction throughout the semester and completed a series of carefully designed learning activities. The effects of these interventions were measured using a pre-/post-semester methodology where students were asked to look at two different—but stylistically similar—paintings and write a response to the following two questions: What do you see? and what do you think it means? Students' responses were analyzed using Toulmin's argument model (Toulmin, 1969), with particular focus on claim, supporting evidence, and warrant (i.e. the inferences or assumptions taken for granted by the writer that connect the claim and the supporting evidence). After instructional interventions, students made more basic and advanced observations, offered more supporting visual evidence for their claims, and made stronger connections between their claims and the visual evidence (Palmer, 2011). These results suggest that the classroom interventions significantly improved students' ability to make necessary and appropriate observations in images and to develop stronger claims supported by their observations.

Session Goals & Outcomes
In this highly interactive session, participants will engage in a variety of simple, yet powerful learning activities explicitly designed to develop visual literacy skills. This experience will allow participants to compare the impact the interventions have on their own ability to make meaning from images with the impact measured for students in FFI. By the end of the session, participants will be able to:
• adapt and incorporate into almost any course simple activities that improve visual learning skills;
• design a study to measure the impact these interventions have on student learning.

Session Outline

The session will be constructed around a simplified version of the original study; that is, a pre- and post-measure of visual literacy skills.

- (10 min) Following a brief ice-breaker activity, participants will individually make as many observations as possible for a pre-selected image. This will serve as the pre-measure.
- (25 min) With another image, I will guide participants through a structured "seeing" activity, involving a slow reveal of an image. In addition to helping participants make more and better observations, I will begin to help them support a claim based on their observations.
- (20 min) With a third image, using a slightly modified, collaborative activity, participants will continue to develop and practice the visual literacy skills just introduced.
- (15 min) As a post-measure, participants will again individually make as many observations as possible for a pre-selected image, one that is different but stylistically similar to the first. Using the definitions employed in the original study, participants will then "score" their ability to make basic and advanced observations both before and after the intervention.
- (10 min) In a large-group setting, I will quickly share results from the original study in Falling from Infinity, drawing comparisons to the participants' own results.
- (10 min) Q&A

Relevant Workshop Experience

I have presented the SOTL research behind this workshop at the Conference on Higher Education Pedagogy. I am currently writing up the study for the Journal of Excellence in College Teaching as well as an invited article for an upcoming edition of New Directions in Teaching and Learning. I have presented highly regarded interactive workshops on pieces of this session at several universities and over a hundred other teaching- and learning-focused workshops nationally and internationally.

References

- Avgerinou, M., & Ericson, J. (1997). A review of the concept of visual literacy. British Journal of Education Technology, 28(40), 280-291.
- Little, D. Felten, P., & Berry, C. (2010). Liberal Education in a Visual World. Liberal Education,96(2), 44-49.
- Palmer, M.S. (2011). Learning to see the infinite: Teaching and measuring visual literacy. Conference on Higher Education Pedagogy, Blacksburg, VA.
- Toulmin, S. (1969). The Uses of Argument, Cambridge, England: Cambridge University Press.

D2.   Making Philosophical Thinking Manifest Through Think-Alouds
Workshop
Raleigh Convention Center 203
Stephen Bloch-Schulman (Elon University), Ann J. Cahill (Elon University)

Any scholarship of learning is a particular challenge for philosophers because we have often (and historically) conceived of our work as being properly done in an armchair, that is, done without making "predictions and testing them against observation, whether or not their theories in fact have consequences that could be so tested."[1] Instead, philosophers have

focused on our own actions: specifically, much of the philosophy literature in pedagogy works to clarify the arguments we make to our classes without testing to see if these arguments are clearer to our students.[2]Without acknowledging it, this focuses philosophers on their own teaching, ignoring the deep differences between the thinking of experts and novices. In addition, because "it is difficult for teachers to gaze backwards"[3] and because philosophers have largely not done testing or observing (as opposed to engaging in) this form of thinking, they know relatively little about their own expertise and about student's struggles.

As so many have shown, experts and novices do not only differ in what they know, but in how they think; therefore, witnessing the thinking of novices and experts (not merely the result of that thinking) can be a powerful way to gain an understanding of these differences within philosophy. Furthermore, showing students how experts think can be revelatory for their own understanding of philosophical thinking. Think-alouds–the verbalizing of one's thought process while doing a particular activity, such as reading a difficult text or responding to a challenging problem–can make that thinking visible[4]; they thus can successfully be used to make philosophical thinking itself more evident and to show both philosophers and students what this looks like, and it thus works as a research methodology and as a powerful pedagogical tool.

In this workshop, we will engage participants by giving some a chance to perform a think-aloud while others observe; we will then present examples of how we use think-alouds as both research and pedagogical tool, and finally we will give participants an opportunity to develop ways of using think-alouds in their courses and scholarship.

Speaker 1, associate professor of philosophy, started using think-alouds as part of his Elon Center for the Advancement of Teaching and Learning Scholarship and has further developed his use of think-alouds as a 2008 Carnegie Academy for the Scholarship of Teaching and Learning (CASTL). He presents widely in SoTL, and is on the editorial board of College Teaching, Partnerships: A Journal of Service-Learning and Civic Engagment, and Teaching and Learning Inquiry: An ISSoTL Journal.

Speaker 2, professor of philosophy, began using think-alouds as part of her Elon Center for the Advancement of Teaching and Learning Scholarship.

Together, they have presented on the use of think-alouds at two conferences, including the Lilly Southeast conference, 2013.

1. [1] Timothy Williamson, The Philosophy of Philosophy (Oxford, England: Blackwell, 2007), p. 1.
2. [2] Stephen Bloch-Schulman, "Philosophy Pedagogy and the Socratic Method: How Philosophers Use and Write about Teaching and their Signature Pedagogy" in Exploring More Signature Pedagogies: Approaches to Teaching Disciplinary Habits of Mind, edited by Nancy L. Chick, Aeron Haynie, & Regan A.R. Gurung (Sterling, Va.: Stylus Press, 2012), pp. 15-26.
3. [3] Glynis Cousin, "An Introduction to Threshold Concepts," accessed 3.12.113 at http://www.gees.ac.uk/planet/p17/gc.pdf, p. 2.
4. [4] See Lendol Calder and Sara-Eva Carlson, "Using 'Think Alouds' to Evaluate Deep Understanding." Accessed

.14.2012.http://www.sc.edu/fye/resources/assessment/essays/Calder&Carlson-9.25.02.html,

5. K.A. Ericsson & H. A. Simon, Protocol Analysis; Verbal Reports as Data (revised edition). (Cambridge, MA: MIT Press, 1993), K.A. Ericsson & H. A. Simon, "How to Study Thinking in Everyday Life: Contrasting Think-Aloud Protocols with Descriptions and Explanations of Thinking." Mind, Culture, & Activity, 5/3 (1998): 178-186, Suzanne Wade, "Using Think Alouds to Assess Comprehension." The Reading Teacher (1990): 442-451, Maryellen Weimer, "Think Alouds Shed Light on How Students Grapple with Content." Faculty Focus, January 6, 2012, Accessed 8.14.2012. http://www.facultyfocus.com/articles/teaching-professor-blog/think-alouds-shed-light-on-how-students-grapple-with-content, and Sam Wineburg, Historical Thinking and Other Unnatural Acts: Charting the Future of Teaching the Past (Philadelphia: Temple University Press, 2001), particularly chapters 3 and 4.

D3.   SoTL Programs for Graduate Students: Characteristics and Impact
Panel
Raleigh Convention Center 301A
Nancy L. Chick (Vanderbilt University), Cynthia Brame (Vanderbilt University), Adam Wilsman (Vanderbilt University)

Shulman (2000) is among the many who criticize the lack of pedagogical preparation in most graduate school programs, creating first junior faculty who struggle as teachers while also navigating the publication and other demands of being pre-tenured, and later senior faculty who don't prioritize effective teaching and student learning. One solution to change the teaching quality and commitments of future faculty has been the expansion of graduate-level professional development programs to address teaching. Robinson et al (2013) list a variety of benefits for such programs, including "helping them develop professional identities…and attitudes toward ongoing professional development," "examine, critique, and reframe their disciplinary understandings, leading to new insights," "develop a language about teaching and tools for talking with faculty in other disciplines," and facilitate a "successful transition to faculty life" (p. 188).

Less common for graduate students are full SoTL programs. Such programs extend the benefits of teaching programs by immersing graduate students in the theories and practices of taking a scholarly approach to their own teaching. Importantly, these programs also respond to the concerns about the lack of student involvement in SoTL beyond the role of research subject (Werder & Otis 2009). According to Werner and Otis, students bring the dual perspective of learners and teachers to classroom inquiry, with the accompanying potential to transform the landscape of SoTL.

Vanderbilt University's Center for Teaching has sponsored three different SoTL programs for graduate students since 2007. By May of 2013, 80 graduate students will have completed these programs. We will share our findings on three primary questions about the experiences of these graduate students:
- What are the characteristics of their SoTL projects?
- What do participants report as the effects of their participation in a SoTL program?

- Did participation in a SoTL program impact participants' productivity as disciplinary scholars?

For the first question, we are analyzing participants' abstracts, final posters, and reflective statements. To address the second, we are conducting an online survey of the participants informed by the impact survey developed by the leadership of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL; Hutchings, Huber, & Ciccone 2011, pp. 146-152). To address the third question, we are focusing on participants from three disciplinary areas (from the humanities, foreign languages; from the social sciences, education; from the natural sciences, cell and developmental biology), comparing the number of disciplinary publications of SoTL program participants with non-participants within those departments. We address each of these questions in more detail below.

First, we will share our document and grounded theory analysis (Glaser & Strauss 1967) of the participants' abstracts, posters, and reflections to reveal the following:
- the "problems" (Bass 1999) they identify in their classrooms,
- the types of SoTL questions they ask (Do they continue the traditional "what is?" and "what works?" projects from Hutchings's well-known typology (2000), or do they "broaden the types of SoTL questions being asked" [Felten in Werner & Otis 2009, p. 13], given their perspectives as both student and SoTL researcher?),
- the types of pedagogies they explore,
- the issues in student learning that concern them, and
- the limitations and challenges they face in completing their SoTL projects.

Next, we will turn to our follow-up research as we explore the impact of participation in a SoTL program. We are investigating how the graduate students who've completed these programs understand their experiences as graduate students and in subsequent careers:

Do they, for example, voice the "narrative of constraint" in which they primarily see "barriers" and "overloaded plates," which leads to a professional life of "'treading water,'" especially when it comes to teaching (O'Meara, Terosky, & Neumann 2008, p. 16.)—or do they tell the "narrative of growth" in which they see themselves as "carving out strategies to make meaningful contributions" by "putting students first" and "taking teaching seriously," among other ways of "composing new professional roles and work lives where they can find meaning, continue to learn, and make commitments to rigorous and meaningful research, teaching, and engagement" (p. 21)?

Do they report that participation in a SoTL program impacted their confidence as teachers? Their willingness to adopt unfamiliar pedagogies or to create innovative approaches?

Do participants report that participation in a SoTL program influenced the likelihood of pursuing a faculty position? A position with a significant teaching component?

Do participants report that participation in a SoTL program increased the probability of pursuing subsequent SoTL projects?

We are also investigating whether completion of these programs impacts the participants' productivity as disciplinary scholars. Feldon and colleagues (2011) have reported that teaching experiences improve methodological research skills for STEM graduate students. Because SoTL promotes a scholarly approach to teaching, we hypothesize that participation in a SoTL program would have additional positive impact on research skills. To test this hypothesis, we will use the indirect measure of research publications, comparing the number of publications of SoTL program participants and non-participants in three representative departments that span the disciplinary expertise of our institution.

Our panel fits most obviously into the "Student roles in and perspectives on SoTL" conference track, as well as the "Leadership, academic development, and SoTL" and "SoTL and the changing landscape of higher education" tracks. In our 60-minute session, we will begin by sharing our review of the minimal research on graduate student SoTL programs and our analysis of the data from our 80 graduate students, described above. Then, we will turn to the audience to "exchange insights, engage in discussion, and learn from each other's research and experiences" (ISSOTL). We will find out what other kinds of graduate programs are offered at our audience members' institutions and the impact they have observed from these programs, concluding with a summary of the approaches brought forth in the discussion and the strengths, opportunities, and potential limitations offered by each.

D4.   From Classroom to Lobby? A Roundtable on Advocacy by ISSOTL
Panel
Raleigh Convention Center 305A + Live Stream
Kelly Hewson (Mount Royal University), Diana Gregory (Kennesaw State University), Katarina Martensson (Lund University), Jennifer Meta Robinson (Indiana University)

In his keynote at Hamilton's ISSOTL 2012, Harvey Weingarten, the president of Ontario's Higher Education Quality Council, urged SoTL practitioners to translate what we have learned from systematic, evidence-based study of higher education for policymakers busy defining "quality education."

The ISSOTL Ad Hoc Advocacy and Outreach Committee--thus far comprised of folk from Canada, Sweden and the United Staes--formed in response to the need for informed faculty voices in public discussions about higher education. We engaged in some rich, action-oriented email exchanges, but quickly recognised the need for a conduit for broader input, generative conversation, and information-gathering among ISSOTL members. Hence, our proposal of this roundtable to which we'd invite you to consider how our organisation might productively intervene in higher education policy. For instance, how do we "work the space" between our scholarly projects and public policy-makers? What research findings would we wish to consolidate for "translation?" To whom or what do we direct our translations?

D5. **No More Workshops: A Critical Transition to Sustained Faculty Development**
Panel
Raleigh Convention Center 301B
Tracy Wilson Smith (Appalachian State University), Vachel Miller (Appalachian State University), Reeves Shulstad (Appalachian State University), Barbara Michel (Appalachian State University)

In 2011, the Faculty Development and Academic Affairs units at Appalachian State University invited applications for its first Teacher Scholar Certificate Program. The program was conceptualized as a two-year faculty development opportunity to encourage and foster excellence in teaching and learning. Ideal candidates are teachers who are already effective and desire to be accomplished, expert scholar-teachers, not faculty needing remedial development. The program was given the title Scholarly Teaching Academy (the Academy). Interested faculty completed an electronic application, providing information related to career stage, home department, and teaching assignments, and more detailed responses to questions related to their interest and rationale for applying; teaching challenge to be examined; achievements, improvements, and discoveries expected; activities and experiences that might help participants explore, research, and address the stated interest, challenge, or need; potential impact of participation on professional life; and potential impact on others (students, colleagues). Responses were evaluated by faculty development staff based on the persuasiveness of rationale, clarity of ideas, evidence of interest in the program, and potential impact on teaching and students' learning. A positive recommendation from department chairs was also required.

Through this competitive process, ten applicants, representing nine different departments, were accepted for the initial Academy cohort beginning their collaborative study in Fall 2011. Three members and the facilitator, who represent undergraduate first-year and general education as well as graduate-level perspectives on teaching and learning, will participate in this panel session. As initial representatives in this new model of faculty development, we will discuss our individual and collective experiences, including outcomes, processes, lessons learned, and ways the Academy works differently than traditional workshop-oriented models of faculty development. The facilitator will also discuss her role as chief participant, organizer, and mentor.

The Academy represents a critical transition in faculty development at our university. Single workshops have been almost exclusively offered based on perceived faculty need . The Academy's intention is to provide a sustained faculty development opportunity. Over time, a critical mass of Academy alumni will influence programs and departments across campus. This faculty development transition is consistent with a faculty learning community as described by Milton Cox (n.d.) (http://www.units.muohio.edu/flc/whatis.php):

> A faculty learning community (FLC) is a group of trans-disciplinary faculty, graduate students and professional staff group of size 6-15 or more (8 to 12 is the recommended size) engaging in an active, collaborative, yearlong program with a curriculum about enhancing teaching and learning and with frequent seminars and activities that provide learning, development, transdisciplinarity, the scholarship of teaching and learning, and community building.

Cox further states that FLCs increase faculty interest in teaching and learning and provide safety and support for faculty to investigate, attempt, assess, and adopt new (to them) methods.

Methods
In Year One, participants met regularly as a group. Each Academy participant developed a Teaching Excellence Plan (TEP) based on goals from their initial application to the Academy. The facilitator planned face-to-face meetings and workshops based on data and feedback from participants, including the goals articulated in their TEPs. Topics included Presence Pedagogy, the 5 E's Learning Cycle, Threshold Concepts, Instructional Design, and Paideia Seminars. Faculty from various departments presented as local experts on these topics. During the first year, participants logged approximately 909 hours, an average of over 100 hours each, on Academy activities. The logs include descriptions of activities with dates and approximate time expenditures. Activities include observations of other instructors, travel and presentations at professional conferences focused on teaching, participation in Hubbard Center and Learning Technology Services workshops, consultations and meetings with mentors, development of course materials, reading of professional literature, development of annotated bibliographies, writing about teaching, development of surveys and research protocols related to teaching, and communication with members of appropriate professional organizations and communities. During our meetings, we used showcase and sharing as well as incubation presentations (citation) to collaborate and get feedback from others.

During Year Two, participants worked more independently, implementing and evaluating their Teaching Excellence Plans and defining their next teaching and learning goal(s). Though we continued our collaboration, our conversations were more focused on individual plans and goals, peer observation and review within our classrooms, appropriate data collection, and written products resulting from our efforts. In addition, we documented our work for our departmental, college, and university communities, creating a portfolio representing our Academy involvement.

Evidence
In their book, The Powerful Potential of Learning Communities: Improving Education for the Future, Lenning and Ebbers (1999) emphasize that "Faculty benefits [from FLCs] include diminished isolation, a shared purpose and cooperation among faculty colleagues, increased curricular integration, a fresh approach to one's discipline, and increased satisfaction with their students' learning" (p. iv). Our participants have expressed similar sentiments about their experience. Also consistent with Cox's Necessary Qualities for Building Community (n.d.), we found that our group was characterized by openness, responsiveness, respect, empowerment, collaboration, and challenge. Our panel members will discuss these qualities from their individual perspectives.

Each participant will share a portfolio about Academy experiences and outcomes. These portfolios will serve as models and exemplars for our future faculty development initiatives, including subsequent Academy cohorts. Portfolios include artifacts such as Logs of hours; a Moodle site; Observation records/reviews; Teaching Excellence Plans; Annotated Bibliographies; Annual Reports (individual and collective); Student Evaluation of Teaching Data, Rubrics and Protocols (Student Survey; Peer Observation); Self-Assessments; Redesigned Courses/Syllabi, Conference Proposals and Presentations; and Manuscripts for peer-reviewed journals.

The panel session will include the following components:
- Panel facilitator – context setting, introductions, including name, department, teaching assignments; TEP focus and examples
- Panelist perspectives on Faculty Learning Communities: Necessary Qualities for Building Community (Cox, n.d., http://www.units.muohio.edu/flc/qualities.php)
- Individual processes/methods
- Individual Outcomes – most critical transitions in development as teacher-scholar
- Portfolio Sharing
- Closing – Next individual steps; next cohorts for University

Audience/participants will be encouraged to consider the implications of a similar faculty development model in their own institutions and organizations. The final 20 minutes will be dedicated to questions to individuals or the group as needed by audience members. Audience members will have access to our electronic records and portfolios for follow-up planning and explorations of related faculty development initiatives. In addition, we will use a kinesthetic quiz to open and close the session. Participants will rate their level of efficacy in facilitating Sustained Faculty Development initiatives at the beginning and then at the end of the session.

D6. The Problems and Possibilities of Rethinking Power in Student-Faculty Pedagogical Partnerships
Panel
Raleigh Convention Center 201
Alison Cook-Sather (Bryn Mawr College), Hayley Burke (Bryn Mawr College), Peter Felten (Elon University), Jennifer Hill (UWE-Bristol), Desiree Porter (Elon University)

This panel will feature two students, one faculty member, and two faculty developers who have participated in, facilitated, and/or studied projects included in Engaging Students as Partners in Teaching & Learning: A Guide for Faculty (Jossey-Bass, forthcoming). Drawing on literature that argues for positioning students as partners in SoTL and faculty development (Bovill, Author 1, & Author 2, 2011; Author 1, 2011; Author 1, Bovill, & Author 2, forthcoming; Cox & Sorenson, 2000; Delpish, Holmes, Knight-McKenna, Mihans, Darby, King, & Author 2, 2010; Mihans, Long, & Author 2, 2008; Werder & Otis, 2010) and on arguments for creating classroom environments conducive to participation by all students through downplaying faculty power and encouraging cooperation, active engagement, and student agency (Auster & MacRone, 1994; Mann, 2001; Shor, 1992), we will offer our different perspectives on how best to conceptualize and share power in student-faculty pedagogical partnerships.

Referencing our experiences, theories of student participation in SoTL in particular, and theories of power in student-teacher relationships more generally, we dig into some of the complexities of challenging and attempting to rebalance traditional faculty-student power dynamics that place faculty in the position of expert (and therefore as holding more power than the learner) and have students assuming a low level of agency and being subordinate to the expert teacher (Heron, 1992). From our various perspectives, we discuss our perceptions of how we handle "what is expected" of students and of teachers (Mann, 2008, p. 59) and how these expectations contribute to the establishment of patterns that can be difficult to break. We argue against a notion of power that puts students in passive roles and "constrains the student's

autonomy and the capacity to take responsibility" (Mann, 2008, p. 61) while simultaneously reinforcing absolute faculty power and authority. We argue instead for a model of student-faculty partnership that "narrows the hierarchical distance between professors and students" (Sorenson, 1999, p. 182), encouraging "shared responsibility between different, and potentially conflicting, partners" (Havnes, 1998, p. 1), and that supports the co-creation of knowledge (Savin-Baden, 2008).

These explorations link to recent analyses of difference, privilege, and power in the Scholarship of Teaching and Learning (Chick, 2013). They open questions of identity and position beyond those of student and teacher: while complex power dynamics inform all student-faculty partnerships, there are larger socio-cultural realities that further complicate this work. In creating opportunities for participation of and analyzing the outcomes for underrepresented students in pedagogical partnerships, for instance, we call into question how inclusive SoTL work in general and student-faculty partnership work in particular might be (Author 2, Bagg, Bumbry, Hill, Hornsby, Pratt, & Weller, 2013, forthcoming) and how opportunities for partnership can challenge both societal and institutional inequities and support diverse students and faculty members in sharing authority in and responsibility for developing culturally sustaining pedagogy (Author 1 & Agu, in press).

While the panelists share a commitment to reconceptualizing power in student-faculty partnerships, we have different experiences of attempting to act on that commitment. If we approach the issue as students, we face the challenge of having to assume more power — and responsibility — within partnerships, but not necessarily outside of them. If we approach the issue as faculty, we face the challenge of having to share power — and responsibility — with students, which complicates not only our relationships with those students but also with all students and with other faculty. If we approach the issue as faculty developers, we have to think about how best to support students and faculty in sharing power but not destabilize to too great an extent their own or others' identities and roles.

All participants on the panel will talk about having to rethink their understanding of power and adjust to a different dynamic. Students talk about how "partnership between professors and students recognizes us both as teachers and learners, which takes away some of the traditional power dynamics" but also highlights what are often differences between students and faculty regarding how "accepting of traditional relationships between students in teachers" they might be. Faculty talk about having to learn to trust student partners "by sharing power with them, not exerting it over them" (Delpish et al., 2012, p. 98) — a change that requires a willingness to rethink authority and responsibility along with power. Faculty developers talk about the commitments that underlie Engaging Students as Partners in Teaching & Learning: A Guide for Faculty — to respect, reciprocity, and shared responsibility — and how to support their enactment.

Expected outcomes for participants: By the end of this session participants will be able to: (1) Explain both various experiences of and theories behind student-faculty partnership in pedagogical planning and the role of power in these; (2) Identify the challenges to and possibilities of sharing power in student-faculty partnerships; and (3) Articulate ideas or preliminary plans for how they might integrate, or deepen, student-faculty partnership in their own practice.

Outline of session: After a brief introductory exercise about the role of power in student-faculty partnerships (10 minutes), each panelist will spend 5 minutes sharing a set of points that conveys his or her experiences and perspectives based on having participated in student-faculty partnership (20 minutes total). Then, after a think-pair-share exercise to help participants focus their ideas and questions (5 minutes), session participants will choose to join small-group discussions on student-faculty partnerships in different contexts and the particular power dynamics within those (15 minutes). The entire group will reconvene to share insights and questions about how to support student-faculty partnerships that clarify, complicate, and revise power dynamics (10 minutes), and then conclude with a brief exercise to identify take-away messages and next steps for each participant (5 minutes).

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D7.   The National Landscape of SoTL in Canada
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

D7.1.   Growing from Local Good Practice to a National Activity
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Catherine O'Mahony (Irish National Academy for Integration of Research, Teaching, & Learning), Bettie Higgs (University of College Cork)

While the scholarship of teaching and learning is yet to become a mainstream activity across Ireland, it and the attendant three approaches for integrating research, teaching and learning are becoming more evident across the third level sector. As described by Jenkins and Healey (2005), the integration of research, teaching and learning takes four main forms: Research-led teaching and learning, whereby research findings are used to inform the curriculum; Research-oriented teaching and learning whereby the curriculum emphasises the processes by which knowledge is produced in the field; Research-based teaching and learning whereby students are engaged in authentic research; and Research-informed teaching and learning whereby the curriculum is informed by a systematic inquiry into the teaching and learning process itself. The Irish National Academy for Integration of Research, Teaching and Learning (NAIRTL) has encouraged, supported and rewarded efforts by Higher Education staff to engage with this continuum of inquiry into teaching and learning within their academic research, and has achieved this primarily through its Grants Initiative.

A key challenge for NAIRTL is supporting the nascent communities of practice arising from projects supported by the Grants Initiative, and encouraging the dissemination of the resulting tools and new knowledge. NAIRTL has disbursed more than €1.2 million over four years to support 161 projects, two thirds of which are collaborative. The outputs of these projects include the development of innovative teaching tools, the creation of new academic learning communities, and the sharing of new thinking and research on teaching and learning approaches through journal articles, presentations, handbooks and online publications amongst many other examples.

Using three NAIRTL funded projects as case studies, this paper will explore methods to support local good practices to become more mainstream, embedded activities. The paper will include reflections on the particular contexts, institutional and national, for supporting communities of

practice and encouraging the dissemination and repurposing of outputs, and will also identify the challenges encountered and lessons learned along the way. Preliminary analysis suggests that growing from local good practice to a national activity requires three elements: (1) small, enthusiastic inter-institutional working groups comprised of key actors/decision makers, (2) well designed work plans with clear deliverables and deadlines, (3) a common purpose/focus, thus encouraging collegiality and the sharing of resources and experiences.

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D7.2.   *The Canadian Teaching Commons: Exploring the SoTL Landscape in Canadian Higher Education*
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Brad Wuetherick (University of Saskatchewan), Stan Yu (University of Saskatchewan)

More than twenty years have passed since Boyer's (1990) articulation of the need to broaden the definition of scholarship to explore what has come to be known as the scholarship of teaching and learning (SoTL). In Canada, and around the world, SoTL has continued to mature as more faculty and staff have participated in furthering our understanding of higher education teaching and learning – or what has been called the building of the teaching commons (Huber and Hutchings, 2005). In December 2011 the Society for Teaching and Learning in Higher Education in Canada approved a study to explore the current state of the SoTL in Canadian Higher Education. The purpose of the project was to examine how SoTL activity and support has been changing in recent years in Canada, and in particular to explore ways in which the STLHE could continue to enhance its support of SoTL as one of its strategic directions and imperatives.

This presentation will disseminate the results of this study, completed during the summer of 2012, which replicated for Canadian Higher Education the 2005 survey completed by Carnegie Foundation for the Advancement of University Teaching (Huber and Hutchings, 2005). The presenters will also summarize key recommendations that come out of the results, which are particularly informed by the recommendations in Hutchings et al's (2011) recent SOTL Reconsidered, for the institutional and national integration of SoTL in Canadian higher education (and beyond).

D8. **Reimagining Spaces for Learning**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

D8.1. *Critical Transitions and Transformations: De-Centering Classroom Spaces and Instruction*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Robin L. Snead (University of North Carolina – Pembroke), Dana C. Gierdowski (North Carolina State University)

In the twenty-first century, the use of technology in teaching and learning has grown exponentially, resulting in critical transformations of the practice. This panel explores two related critical transformations—the transformation of classroom space, and the transformation of instructional delivery methods—that focus on the use of technology and student-centered learning environments and practices. These transformations "de-center" the focus on the instructor and emphasize collaboration and active learning with first-year students who are undergoing the critical transition from high school to college.

Presenter One – "De-Centering the Classroom: The Study of Flexible Classroom Design for Composition Students and Instructors"
This presenter will discuss the results of an ethnographic study she conducted of a technology-rich, "flexible" pilot classroom in a first-year writing course at a large southeastern university. The space included mobile furnishings, mobile whiteboards, and multiple LCD displays for projection, and students used their own laptop computers versus university-supplied machines. The goal of the design was to give instructors more flexibility with their pedagogy, increase student engagement in the writing process, and create a more learner-centered environment. The study explored student use and perceptions of the flexible space through interviews and classroom observations. Students were also asked to complete conceptual mapping exercises, which were designed to obtain more information about preferences for certain seating or geographic areas related to collaborative work and peer review.

The results suggest that student perceptions of the space were largely positive, as they reported that the flexibility of the space increased interaction with their peers and instructor and contributed positively to their learning. However, the data indicate that students used the space to maintain social connections and territories within small groups. As a result, students did not collaborate with others outside their established peer groups unless they were directed to by their instructor. In addition, the space was perceived as reifying social and hierarchical territories, where students considered specific areas as belonging solely to the instructor, particular peer groups, or themselves. These territorial perceptions contributed to the social cohesion of small groups in the class and demonstrated students' hesitancy to sit in or near certain areas of the room they considered "teacher" space.

Interviews with instructors indicate they had a positive perception of the room and used it for a variety of student-centered teaching practices. However, teachers reported a desire for a more de-centered classroom where they could control the technology and display equipment from any point in the room versus only the classroom front. Based on this research, the presenter collaborated with the institution's IT department and classroom designer to conceive of a

modified design that de-centered the space further in an attempt to achieve a more learner-centered environment. Another flexible classroom reflecting this redesign will be launched in Fall 2013.

Drawing on the work of Douglas Thomas and John Seely Brown (The New Culture of Learning,2011), Jos Boys (Towards Creative Learning Spaces, 2012), and others, this presentation will address issues of student learning and teaching practices as they relate to designing spaces that support and encourage active engagement and the social construction of knowledge.

Presenter Two—"De-centering Instruction: Active Engagement Through the Flipped Model" One outcome of the implementation of emerging educational technologies in teaching and learning is an increased focus and attention on different means of delivering instruction. One model of instruction receiving increased attention is the "flipped" or inverted model of instruction. The "flipped" model is not entirely new; after all, for centuries instructors have assigned reading to be completed outside of class, with discussion of the material as an in-class activity. What is somewhat new in the current discussion of the flipped model is the use of screencast, video, narrated PowerPoint, or other technological means to deliver instruction traditionally presented via lecture. Students interact with this material outside of class, and in class, students engage in workshops or active learning activities that involve application of the material.

The second presenter will discuss the results of a mixed methods study she conducted at a regional southeastern public university, offering inquiry into the effectiveness of the flipped model of instruction as compared with traditional instructional methods for delivering instruction in first-year composition. In this study, the researcher was the instructor for both sections of the course. The two sections of the course were similar in terms of student demographics, and all student participants were in a transition program for at-risk, basic writers. During one module (learning unit) of the course, instruction was designed for the experimental section according to the flipped or inverted model, while instruction for the control section was designed according to a more traditional classroom approach. Data collected included student surveys focused on preferences for traditional or flipped instruction, statistics gathered from the course management system reflecting the engagement of students with the material, and assessments of student learning including performance on quizzes and evaluation of the end-of-unit essay.

Drawing on relevant literature from several disciplines including Composition Studies and Education, as well as the results of the study, this presentation will address issues of student learning and teaching practices as they relate to designing instruction that supports and encourages active engagement, and "de-centers" the focus on the instructor, placing emphasis more firmly on the students. This study contributes to the practice of SOTL by engaging with inquiry into teaching practices and student learning by investigating the conditions under which student learning best occurs (Shulman & Hutchings, 1999) and sharing results of those investigations to advance the practice.

Following the separate presentations, panelists will offer critique of both studies and draw relevant implications. Further, panelists will engage attendees in a discussion regarding these

and other means to "de-center" classroom spaces and instruction, including the challenges to making changes that are specific to their own institutional contexts.

D8.2. *Multimodal Composition: Reimagining Space and Organization to Reinvigorate Meaning*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Paulina Julia Bounds (University of Georgia), Lindsey Harding (University of Georgia)

The confluence of new media studies, visual rhetoric, and visual literacy places freshman composition programs in a time of transition, as teaching strategies and composing processes, supported by emerging technologies, encounter opportunities for dynamic recalibration to meet the needs of twenty-first-century student writers and digital writing environments and projects. One such opportunity emphasized in current SoTL literature is integrative learning, a process by which students develop a network of skills and knowledge from experiences in and out of the classroom. To master this sort of learning, students need to practice making meaningful connections on their own, apart from the institutions and structures they are familiar with. As Carol Schneider argues, the simultaneous "fragmentation" and "explosion" of knowledge today calls for innovative teaching practices that "invite students to integrate learning from different sources" and "provide models, frameworks, and practice in actually doing so" (7). In a first-year writing course, the essay offers a prime opportunity for pedagogical innovation that in turn encourages students to reimagine a form, opening it up to new arrangements as they develop connections between ideas on their own.

For a traditional essay, the shape conforms to the expectations of printed text: paragraphs progress; the introduction and conclusion are used to signal the boundaries of the work; the thesis statement appears at the end of the first paragraph, signposting for readers the essay's central idea. As a Web 2.0 technology, Prezi offers composing strategies that extend writing beyond typing words on a page and into more conscious manipulation of space and design to convey meaning. Constructing an argument using Prezi software heightens concern for essay arrangement and flow as the standard boundaries, direction, and scaffolding get stretched, pulled, and pushed to "help shift our understanding of the boundaries and [to] allow us to bracket information as we inquire - over and over again" (Murray 159). Visual elements, like arrows and frames, as well as the progression of the essay along its writer-defined path, require an attention to visual rhetoric and organization that enables far more flexibility in terms of an essay's shape. By replacing the page with Prezi's canvas, the space becomes the driving force of the text, allowed to resonate with the argument, the writer, and the reader so that ideas can be expressed more clearly and effectively.

This presentation examines the changes incurred in the organization of students' essays when they are performed in Prezi. Students in two groups were given an assignment to write an analytical paper and use Prezi to create it. In one group they were able to use images, shapes, videos, and animation, and in the other group, they were able to use only text, shapes, and the effects that the software provides to convey their ideas. The presenters will show multiple examples of student work from both groups which reveal the diverse, imaginative ways the essays were organized according to logics arising from essay content. These examples reveal how escaping the confines of the traditional essay provides for greater coherence and audience

awareness in the final presentation. Prezi as a compositional space challenges students' expectations about essay organization and encourages them to develop their own writing paths so that they might become practitioners of visual rhetoric and designers of multimodal texts "characterized by the mixed logics brought together through the combination of modes (such as images, text, color, etc.)" (Lauer 227). In the midst of the transition from printed texts to digital texts, we can see that the linear form needs to be renegotiated among a multitude of organizational opportunities for students to explore, develop, and reflect upon.

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D9.   SoTL in Mathematics
Individual Papers (30 minutes each)
Raleigh Convention Center 303

D9.1.   Concept Maps for Calculus Concepts
Individual Paper (30 minutes)
Raleigh Convention Center 303
Kavita Bhatia (University of Wisconsin – Marshfield), Kirthi Premadasa (University of Wisconsin – Baraboo), Ibrahim Saleh (University of Wisconsin – Marathon County)

We describe a study designed to answer the question "Can concept maps be used to understand and enhance student learning of the infinite series and sequences?" Concepts maps are used by teachers in many disciplines both to understand how students learn and make connections between concepts in certain topics as well as to improve the student learning process. Studies on the use of concept maps on college level mathematics are limited but a few studies such as (Lapp, Nyman & berry 2010), which was conducted to measure student understanding on the inter-relationships between certain concepts of Linear Algebra and (Serhan & Syam 2011), which uses concept maps to enhance student understanding of the concept of the derivative at a point, provide encouraging results on the appropriate use of concept maps as a productive pedagogical intervention which can be used both for understanding and enhancing learning.

We use concept maps to make visible as well as enhance student learning in the topic of infinite sequences and series in calculus II. This topic being one with wide ranging and crucial applications in mathematics (González-Martín & Nardi 2007), presents significant difficulties to most calculus students. In spite of this, this area remains relatively understudied in mathematics education .One of the key learning outcomes of this particular section is to select the correct strategy to determine whether a given sequence or series is convergent or divergent. An overly algorithmic approach to these strategies to check convergence without sufficient accompaniment of conceptual understanding of concepts such as infinity, is shown by (Nardi, Biza and González-Martín) to be one major reason for student difficulties.

By getting students to draw concept maps which will represent and link both the key concepts as well as strategies, we hope as teachers to understand the possible conceptual shortcomings of the student as well as allow the students to obtain a deeper understanding of the different concepts, strategies and how they are linked. The study contains the following steps. The section on infinite sequences and series is taught up to the point where all the strategies to find convergence/divergence are covered. Then a pre-test is given to measure student understanding. The students then draw concept maps and any change in the understanding is measured through a post-test. The concepts maps drawn by the students are analyzed and through this analysis we obtain evidence of student learning (or un-learning). The studies were conducted in three two year campus of the University of Wisconsin System.

D9.2. *Tackling Transition: Mathematics Skill in the Disciplines*
Individual Paper (30 minutes)
Raleigh Convention Center 303
John Craig (Higher Education Academy), Janet De Wilde (Higher Education Academy)

The quantitative and numerical skills of students in higher education has emerged as an area of public concern in the UK in recent years. Recent reports such as those published by the Nuffield Foundation (2010), Institute of Physics (2011) and British Academy (2012) have identified challenges relating to: (i) levels of mathematical attainment of students before they enter higher education; (ii) problems of transition experienced by students during higher education in the development of quantitative skills and (iii) the skills profiles of graduates completing their degree programmes. In summary, there is concern that many students leave higher education poorly equipped with the quantitative skills needed for futures roles as citizens, employees/ers and lifelong learners.

This paper reports on a project undertaken by the Higher Education Academy, to explore the second of these challenges, that relating to transition, across a range of disciplines to establish a robust evidence base on the scope and nature of the problem. Data has been collected through a programme of desk-based literature reviews, focus groups and surveys of academic staff and students, to identify what is already known in each area and add to this through exploring the perceptions and standpoints of different stakeholders. The seven discipline selected were business; chemistry, computing, economics, geography, psychology and sociology. This provides an opportunity to compare practice and experience across disciplines combing various hard, soft, pure and applied characteristics (Neumann, Parry and Becher, 2002).

At the time of writing, research is on-going, but a number of conclusions are emergent. Firstly, that there is a practical need to develop more effective strategies of support for both academics and students in the development of mathematical skills. Secondly that, particularly in the social sciences, these challenges reflects contested understanding of disciplinary identity and purpose. Having outlined the project aims and research process, the paper will explore each of these issues and make recommendations for how each might be addressed.

The paper will be of interest to academics from disciplines in which students engage with quantitative and numerical material as well as those concerned with supporting student

transitions into higher education. Participants will be encouraged to share their experiences and reflections relating to supporting transitions to inform the next phase of the project.

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D10. Students' Help-Seeking and Partners in Teaching and Learning
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

D10.1. Students Asking Questions: A Longitudinal Study of Help-Seeking Behaviors
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Andrea Lisa Nixon (Carleton College)

In the Fall of 2007, X College began an educational research project examining the ways in which students engage the campus while working on support-intensive assignments . The project began with a series of four case studies and was conducted and analyzed by a research team that incorporated both student researchers and academic support professionals (e.g. staff working in academic departments, the IT and library organizations, and other academic support units). The findings of these case studies were the basis for the creation of Carleton's Student Engagement with Academic Support (SEAS) survey. This project represents an institutional-level SoTL initiative.

The SEAS survey has been administered four times and is the basis for the present longitudinal analysis. To date 1026 students have participated in the study for a response rate of 62%. Each survey administration is based on a sample of 800 students, 200 from each class year. Samples from each class year are held consistent throughout the duration of the study to enable repeated survey administrations for the same respondents over time.

In the analysis of first administration of the SEAS survey, there were initial, strong signs that the College's students go through a process of acculturation that relates to the types of curricular support they seek. First- and second year students were more likely to report seeking assistance from student workers at academic support centers as well as teaching assistants or prefects. In contrast, juniors and seniors were more likely to report seeking assistance from faculty members and majors in their areas of study. This initial analysis prompted us to examine whether or not these help seeking behaviors represented the cusp of a generational shift or were better explained by a student developmental model. That was the impetus for extending the study into a longitudinal one.

These patterns held true in the analysis of the subsequent administrations of the survey. The distinct help-seeking behaviors based on class year prompted members of the College's community to consider the complementary roles that faculty members, academic support professionals, and students themselves play in creating an engaging learning environment. Perhaps the most surprising initial finding of the study was that students reported seeking help on assignment types familiar to them at greater rates than on assignments respondents considered challenging. This finding, particularly true of first-year students, prompted an institutional-level effort to make explicit our cultural norm that asking questions is not a sign of weakness but rather a mainstay of joining an academic community.

This presentation will both share findings of the full longitudinal study but also make available the survey instrument for other institutions. While this project has been generative at the College, it could be of greater effect if colleagues at other institutions interested in institutional-level SoTL work would be interested in doing comparative work.

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D10.2. Librarians as Active Partners in Teaching and Learning
      Individual Paper (30 minutes)
      Raleigh Convention Center 305B
      Alison Bradley (University of North Carolina – Charlotte)

The challenge of teaching ethical and appropriate use of information is an ongoing one for all educators. Library instruction seeks to improve students' research skills and increase student engagement in the research process, but the traditional model of one-shot instruction sessions limits teaching of these essential skills to a static training model. Isolating research instruction in a single brief session can give students the mistaken impression that these skills are simple to acquire, and that a successful student researcher only needs to know how to search a few databases to be able to effectively and ethically find, evaluate, and use information in their academic work. (See Artman et al 2010, Jacobs & Jacobs 2009.) Furthermore, it limits the teaching librarian to a consulting role, thereby limiting their ability to practice reflective teaching and effective self-assessment, since the librarian rarely sees the work students produce. The professional literature in librarianship clearly illustrates both the need to help students develop their information literacy skills and the great potential for collaboration between instructors and librarians to achieve this goal. While traditional library instruction introduces students to the research process, collaboration with instructors can provide a stronger effect. Having librarians work with instructors on developing the assignment itself provides an essential opportunity to reach the students directly, as "students persistently focus on assignment requirements" (O'Connor et al 2010). Librarians can provide an important alternate point of view to classroom instructors in developing assignments, since students often come to the reference desk or request a research consultation for assistance with tasks that are unclear or confusing. (Kenedy and Monty 2011)

In a series of grant-funded projects, librarians at UNC Charlotte developed in-depth collaborations with classroom instructors: to design research assignments that engage students

in the research process, to implement these assignments effectively, and to support students throughout the research process. Instructors participating in these programs worked closely with librarians to consider the clarity, purpose, and scope of their assignments, while reviewing and redesigning research activities assigned in their course with student success in mind. In small classes, the collaboration involved multiple in-class instruction activities, and one-on-one consultations for most or all students enrolled. In large courses with multiple concurrent sections, a combination of in-class videos, online research guides, voluntary workshops, and consultations by appointment allowed the individual librarian to offer support to hundreds of students enrolled in each semester.

By building closer collaborations with teaching faculty, librarians were able to reach new levels of engagement with students, and in turn students showed greater engagement with their work and with their degree program and university overall. Evaluation of students' final projects, surveys of students and faculty involved, and tracking of student success metrics over time help to demonstrate the success of these pilot projects.

D11.   Culturally and Linguistically Diverse Students
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

D11.1. Preparing Teachers to Work with CLDS: Implications of Analysis of Students' Journals
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Lorraine S. Gilpin (Georgia Southern University)

This presentation, under girded in SoTL (Huber & Morreale, 2002; Huber & Hutchings, 2005 and cognitive and social constructivism (Piaget, 1977 & Vygotsky, 1978), uses narrative analysis (Casey, 1995; Denzin & Lincoln, 1998; Marshall & Rossman, 1999; Clandinin & Connelly, 2000; He & Phillion, 2008) to gauge students' responses to interactions within a course, which prepares teachers to work with culturally and linguistically diverse students (CLDS). Kreber (2006), Atkinson (2001) and Author & Coauthor (2009) have challenged SoTL to transform the academy and society in socially meaningful ways. Challenging pre-service and in-service teachers to work effectively with CLDS is part of this agenda. "Praxis,"-contemplation and reflections that inform practice (hooks, 1994 and Freire1970/1998) should be pivotal in courses designed to prepare teachers to work with CLDS. The journals of 32 undergraduates and 17 graduate students, texts of the understandings that students' constructed as a result of interactions in the course, were treated as field texts from which patterns, themes, and gaps were derived in the drafting of the interim texts (Clandinin and Connelly, 2000, p. 132). The final text is the result of fine tuning interim text including merging and separating clusters of themes. The journals were analyzed in order to glean insights into student's reaction to content highlighting statistics, examples of discrimination, barriers to learning, and mis-education, related to CLDS. Rather than simply giving students the 'rules' for working with CLDS, they were presented with what constructivists call "intriguing situations" comprised of challenging tasks, questions, problems, (Maxim, 2010, p. 33) and other opportunities for interactions from which they could draw conclusions about teaching attitudes and behaviors that enhance the learning of CLDS. Further, both collective and individual reflection was encouraged through

discussions and journals respectively. Students, then, were active co-constructors and constructors of knowledge. Each pre-service and in-service teacher made a minimum of four entries that averaged about 750 words, in which they responded to course activities, including case studies; analyses of court cases, movies, and children's literature; interview with an English Language Learner; and traditional activities, including PowerPoint and video presentations, readings, and discussions. Themes, from the analysis of the journals, revolve around shock, despair, helplessness, and blame. They also evidenced feelings of being personally offended and taking personal responsibility. Some students made connections to the broader social and political contexts in which education is set and brainstormed possible routes to more responsive education for CLDS. This session highlights the themes with rich examples as it focuses on the implications for teacher preparation programs. Based on the analysis of students' journals and a review of literature (Youngs & Youngs, 2001; Lucas, Villegas, & Freedson-Gonzalez, 2008; McGraner & Saenz, 2009, and Durgunoglu & Hughes, 2010), it is evident that students stand to benefit from interactions with high quality materials and instruction about CLDS; and personal contact with people from diverse cultures and experiences with CLDS. Herein lies a springboard for discussion about what programs are doing and what they ought to do to prepare teachers to work with CLDS.

D11.2. *Building Bridges: International Students, Cultural Transition, and Academic Discourse*
Holly J. Bauer (University of California – San Diego), Madeleine Picciotto (University of California – San Diego)

How to best support and educate the increasing number of international students attending American universities has become a major challenge and opportunity for educators across the United States. Nowhere does this emerge more clearly than in the writing classroom. While many universities offer support in language and writing, such support is often narrowly focused and does not always take into account the broader academic transitions that international students must make to succeed on U.S. campuses. Student-affairs support units may address cultural transition, but do not always address classroom culture and the discourse conventions that are specific to an academic context. Our research focuses on this disconnect and on collaborations that may help to bridge the divide. We ultimately argue that the large influx of international students can be seen as an opportunity for educators in the United States to better understand the relationship between language, writing, and university culture, and to use this understanding to create more effective learning environments.

For the last year, we have examined a range of data on efforts to support international students that have recently been developed at our university, a university that has seen a fourfold increase in the number of incoming international freshmen in just the past two years. We have considered this data in the context of varied approaches that U.S. colleges and universities are taking to help international students transition into the American academy. In particular, we have looked closely at a summer bridge program for new international students. Summer bridge programs, which have long been touted as an effective means towards promoting student success, have been understudied; little empirical evidence of their effectiveness is available, particularly in recent scholarship. Some studies (e.g. Strayhorn 2011) have pointed to the positive benefits that such programs can have for underrepresented students, but information on transition programs specifically geared towards international

students is limited. Existing studies are often merely descriptive rather than investigative (e.g. Rushton, Cook, and Macintosh's 2006 report on the Student Transition and Retention project at the University of Ulster). There is a need for further research in this area. To help fill this need, we examined the 2012 pilot of a summer transition program for international students and subsequent data that was collected (via focus groups, surveys, and tracking of academic records), including information regarding the participating students' academic progress, work in writing courses, and writing center use.

Evaluation of the 2012 pilot project led to the conclusion that several aspects – in particular, those related to language and writing – were ineffective in terms of student engagement and learning outcomes. We will discuss how the recognition of problems with the 2012 pilot led to programmatic changes involving significant interdepartmental and cross-program collaborations. These collaborations have led to a redesign of the summer transition program for 2013 that we hope will be more successful. We will invite the audience to critique the ways in which we integrated research and practice in our attempt to develop creative and productive responses to the changing landscape of higher education.

D12.   Undergraduate Research and Interdisciplinary Programs
        Individual Papers (30 minutes each)
        Raleigh Convention Center 306C

D12.1. Original Undergraduate Research & the English Major: An Epistemological Transition?
        Individual Paper (30 minutes)
        Raleigh Convention Center 306C
        Karen Manarin (Mount Royal University)

Since undergraduate research, where a student "makes an original intellectual or creative contribution to the discipline" (Council on Undergraduate Research 2011), has been identified as a high-impact educational practice (Kuh 2008), there have been calls to engage English students in research activities beyond the traditional research paper (Behling 2009 ; Grobman and Kinkead 2010). However, there are few explorations of how these practices affect student learning beyond preparation of honors students for post-graduate studies (Kelly, Russell, & Wallace 2011). Yet if undergraduate research leads to significant learning gains, it should be available for all students. Healey and Jenkins (2009) address issues of inclusiveness when they argue that the university should "help all students cope with 'supercomplexity'" (p. 35). Undergraduate research incorporated into the general curricula addresses this epistemological goal.

This project examines student learning in two senior-level English classes which provided a scaffolded approach to research: a fourth-year seminar on the 18th century gothic where students were expected to do original undergraduate research and a more traditional third-year course on Romantic literature with a focus on reading scholarly articles. Using textual analysis, source checking and the American Association of Colleges and Universities VALUE rubrics for Reading and for Written Communication, I analyzed artifacts from 35 students including research posters, reflective pieces and research papers. I also conducted 11 semi-structured interviews to gather student perceptions about the research process.

Students undertaking original research in the 4th year course demonstrated significant difficulties when the final paper was measured against the VALUE Reading rubric, checked against the original sources, and read holistically. However, the reflective pieces and interviews also suggest that many students were rethinking how knowledge is constructed. Instead of a relatively mechanical exercise of trying to find sources to support or argue against a predetermined thesis, students struggled to integrate different types of knowledge within a theoretical framework and began to see themselves and each other as producers of knowledge.

This presentation asks participants to debate larger issues about inclusivity, assessment and our own assumptions about the purpose of an undergraduate degree. If most of our students will not continue to post-graduate studies, is undergraduate research worthwhile? Can learning gains be adequately captured through traditional assessment methods that focus on a final product? What critical transitions do we as faculty have to make?

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D12.2. *The Australian National University Vice-Chancellor's Courses – An Evaluation of an Interdisciplinary Undergraduate Program*
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Richard Munro Baker (Australian National University)

As outlined on the Australian National University (ANU) webpage http://vc-courses.anu.edu.au/ - the ANU Vice-Chancellor's Courses "involve active discovery and research. These courses are inherently inter-disciplinary in terms of content, teaching staff and the students enrolled in them. They involve ANU researchers from across a wide range of disciplines sharing through innovative teaching practices cutting edge research with students. ANU alumni in prominent positions in the private and public sectors are also involved in the teaching of the courses. Teaching is innovative, taking its excellence from students as well as teachers. The courses are for highly motivated students who will become leaders in their chosen careers." The Vice-Chancellor's Courses are open to undergraduate students from right across the spectrum of degrees offered by the ANU

The ANU VC courses aim to address a range of transition issues.

"Creating Knowledge" http://vc-courses.anu.edu.au/ck/home/ aims to introduce first year students to various disciplinary and cultural ways of creating knowledge and prepare them to make the most of their time in an institution where knowledge is both created and shared
"Leadership and Influence" http://vc-courses.anu.edu.au/li/home/ aims introduce 2nd year students to the idea of how individuals can make a difference in various contexts. The course presents leadership and influence as something all students can be involved with during both their time at university and in their post university life.
"Unravelling Complexity" http://vc-courses.anu.edu.au/uc/home/ brings students together from every ANU faculty to share disciplinary insights in to dealing with complex problems as preparation for their careers beyond university
"Mobilising Research" http://vc-courses.anu.edu.au/mr/mr/ is a capstone course that challenges and supports students to explore the organisation of research for the good of society. It aims to provide students with the opportunity in their final undergraduate semester to do a real research project in preparation to them taking up postgraduate research projects or employment.

This paper will explore the degree to which these courses have effectively addressed the about outlined transition issues. It will focus in particular on the literature on 1) teaching leadership and 2) dealing with complexity and will argue that undergraduate courses on these two topics can be truly transformative for students. Key source for my analysis are student assessment pieces that have with student permission been shared with future classes via the web – see egs from "Leadership and Influence" at http://vc-courses.anu.edu.au/li/example-work/ and for "Unravelling Complexity" at http://vc-courses.anu.edu.au/uc/example-work-4/
The paper concludes with critical reflections on lessons learned for inter-disciplinary teaching and learning.

D13. Critical Transitions and Boundary Crossing
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

D13.1. *What's In It for Me? Critical Transitions in Faculty Work*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Shari M. Childers (University of North Texas), Julie Suzanna Glass (University of North Texas)

This is a time of critical transition in faculty work. Faculty must begin to examine how new imperatives in the market and work place impact their work and the role they play in students' motivation within and outside the classroom and within and beyond disciplinary content. A confluence of internal and external pressures is compelling universities to turn their focus to developing transferable skills in the mode of AAC&U's "essential learning outcomes" (2007), and faculty must take ownership of curriculum in all its guises.

This paper explores the correlation between faculty engagement beyond the classroom and student engagement within the classroom. Using data from a two semester experiment, we show a connection between faculty involvement in orientation and student engagement the

following semester. We also suggest some potentially problematic implications for both instructor evaluations and student motivation. This is a new context for SOTL as it blends the traditional realms of student and academic affairs. The study is in line with Vincent Tinto's framework that improving retention must include a consideration of elements that cut across all aspects of student life on campus. The collective impact of student life outside and within the classroom and within and outside the university all play an essential role in understanding and supporting student success.

In the study described in this paper a faculty member participated in several "Mock Classes" during the parent component of a required orientation for first time in college freshman during summer 2012. Following the session her 3 composition sections filled within the day, in contrast to previous years when enrollments hovered between 5 and 10 until the start of classes. Observational data as well as students' scores and participation in online activities showed a significant increase from Fall 2011 to Fall 2012. Specifically, traditional performance markers increased positively: retention and final exam averages both improved. End of term student evaluations of effectiveness also improved. Other non-standard but potentially more indicative markers of student engagement and performance also improved—submission rates on the first major assignment for example: approximately half as many zeroes were recorded on the first assignment submission in the 2012 semester vs. 2011.

This paper considers these data with respect to existing scholarship on three significant elements of contemporary higher education: (1) insular and often competing institutional structures; (2) current trends in faculty evaluation; and (3) academic motivation, particularly with respect to the changing student population and imperatives to motivate all students and help them to succeed. Participants in this session will work collectively and in smaller groupings to consider boundary-crossing engagements in light of these competing demands and, ultimately, what is in it for them when they choose such avenues for involvement.

D13.2. Campus Life and the Teaching and Learning Center: Crossing Boundaries and Turning the Tables on the Conversation about Learning
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Catherine Ross (Wake Forest University), Amanda Horton (Wake Forest University)

The offices of Campus Life and the Teaching and Learning Center had each carved out their territories: the former with students, the latter with faculty. Each had run various book discussion groups for students and/or faculty with mixed results. A newly arrived assistant director of Campus Life and Student Programs researched previous efforts at getting students involved in reading books with faculty outside the classroom, and felt that for future reading groups to be successfully implemented, she would need to restructure the format of the book reading programs in order to: 1) better promote student accountability, 2) create more strategic pacing so that students could actually read the text, and 3) thoughtfully pursue a topic that would connect with students. Additionally she noted that students at our institution tend to look for opportunities that afford them a truly unique experience. Meanwhile the director of the Teaching and Learning Center had been looking for ways to bring student voices into the discussions about teaching and learning, and was thinking about using Ken Bain's new book,

"What the Best College Students Do" for a faculty book discussion group but was unsure how to involve students. What would happen, they wondered, if they worked together to create an equal-participation faculty-student book group (5 students and 5 faculty in each group) on the topic of learning, using Bain's book? Would anyone want to participate? Would the students actually come if they weren't being graded or getting credit for it? Would the faculty find out anything they didn't already know about their students and their attitudes towards learning? Would hearing about the students' understandings of learning and college in general change the sometimes negative stereotypes faculty have of students? Would students find greater motivation for deeper learning that could overcome a single-minded focus on getting good grades just by reading and discussing the book? Using the participants' final reflections and evaluations of this experience, we will share the answers to all these questions as well as the details of how we managed the groups, and what kinds of discussion prompts we used to keep everyone on equal footing. There will be time for attendees to ask questions and to share how they might apply this model on their own campuses.

D14.   Assessment Practices
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

D14.1. Assessment Practices in Higher Education
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Michelle Yeo (Mount Royal University), Jennifer Boman (Mount Royal University)

Background
Assessment practices in higher education, particularly as they relate to student learning, have been a subject of enormously increased attention and study over the last two decades (Postareff et al., 2012; Biggs & Tang, 2007; Gijbels, Segers, & Struyf, 2008). Institutions demand more innovative methods to measure student achievement, often within the context of increasing accountability expectations (Ashghar, 2012). While the literature has progressed towards a common emphasis on formative assessment (Asghar 2012; Black & William, 2009), assessment-for-learning (Brown, 2004-5), and learner-centred assessment (Huba & Freed, 2000), relatively little attention has been paid to instructors' conceptions, understandings, and practices in relation to assessment (Offerdahl & Tomanek, 2012; Postareff et al., 2012). It is sometimes presented as though once informed adequately, instructors can easily "just change" their practices. In reality, assessment practices are extremely difficult to alter, partially because they involve risk both for instructor and for students, but also because they occur within complex socio-cultural contexts (Postareff et al.2012).

Literature
The literature relevant to the present study is found in two broad areas. First is research on instructor conceptions and subsequent practices of assessment. While there is not a plethora of research in this area, recent studies demonstrate 1) that practices are clearly linked to instructor conceptualizations (Postareff et al, 2012) and that 2) there seems to be a lag between current teaching practices generally and assessment practices in particular (Offerdahl & Tomanek, 2012). There is work demonstrating that instructors seem to move through various stages in

their understandings of assessment (Postareff et al., 2012). There is also evidence to indicate that instructors utilize a kind of practical knowledge framework model in explaining their thinking about teaching (Gholami & Husu, 2010), and that in general, assessment practices are under-theorized by practitioners (Asghar, 2012). The second umbrella is the literature on signature pedagogies, which focuses on disciplinary ways of knowing which should be intentionally taught to students as novices in the discipline (Gurung et al., 2009). It promotes "educating students to practice the intellectual moves and values of experts" (p. 3). Interestingly, there is not much acknowledgement that this kind of training in turn shapes the instructor's own orientation towards assessment.

Evidence

This research takes a qualitative approach in investigating conceptions of assessment and the possible link between disciplinary thinking and approaches to assessment in the undergraduate classroom. Instructors from a variety of disciplines are sought for in-depth interviews and sharing of course outlines. Participants will also be interviewed about their conceptions of assessment, how this is related to practice, how these conceptions have developed over time, and how evidence is constituted in their discipline.

Conclusions and Significance

This study will help to close the gap between current thinking in assessment practices in the literature and actual practices within institutions of higher learning. We argue that transforming assessment practice is a highly critical transition in teaching and learning that deeply impacts student learning.

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D14.2. *Testing a New Model for Core Competency Assessment*
  Individual Paper (30 minutes)
  Raleigh Convention Center 302C
  Davida Scharf (New Jersey Institute of Technology)

Rationale: Information literacy has been identified as an important set of competencies for 21stcentury students. How can programs and courses that include information literacy objectives best be assessed? Accreditation agencies, and the Association of College and Research Libraries (ACRL) have defined the abilities and some of the behaviors of an information literate person, librarians have demonstrated that they can teach and evaluate the information handling skills using multiple choice tests, where questions are presented out of context. Yet most of the scholarship on information literacy has not gone beyond explanations related to "building block skills," i.e., the retrieval, evaluation, and citation of sources. Little work has been done on information use, which requires methods of assessment of the higher-order thinking skills that are used in contextualized writing tasks involving secondary research. Assessing the building blocks is important, but not enough to answer the questions about student outcomes asked by accrediting agencies because higher-level competencies are not systematically evaluated. Moreover, it would be important to know which factors besides instruction might predict or explain students' information literacy performance.

Theory/Methods/Framework/Models: Theoretical models of assessment in higher education lack the detail needed by instructors and librarians to enable them to engage in continuous improvement through research. This gap was addressed by developing the Scharf Model for Core Competency Assessment (SMCCA) and testing several hypotheses regarding information literacy implicit in the general model. The SMCCA was proposed to isolate important classes of variables affecting learning. An experimental design using multivariate methods to account for the multiple influences of variables on information literacy allowed for the determination and partitioning of the influence of each variable and sets of variables. This knowledge allows for efficient and systematic progress to be recorded where less productive variables can be dropped from the model and significant and important variables are kept to increase the amount of variability explained in the outcomes.

Outcomes: An instructional intervention was evaluated using a brief essay as a pre- and posttest of learning in technical communication course. Analyses of variance and covariance were used to measure academic gains and to partial out the effects of confounding variables. A control group took the same course without the intervention. 1) The method used for measuring information literacy was found to be reliable and valid. 2) The pre- and posttest showed that the treated students achieved impressive gains in higher-order skills. 3) Treated students significantly outperformed students in the control group with substantive effect sizes explaining results. 4) Socioeconomic status had no significant impact on information literacy.

Critique: The model was tested on a sample of students (N=160) at one university, and the model and methods may be instructive, but the conclusions cannot be generalized to other academic institutions. Further research is needed.

Engagement: If time and logistics permit, the diagnostic essay assignment and scoring rubric will be posted in advance so participants can score two brief essays in advance of the session. At the session, the scores will be tallied and used to engender discussion.

D15. **Toward a Sensory Commons: Digital Video, Student Engagement and Bilingual Strategies**
Panel
Raleigh Convention Center 402
Dirksen Bauman (Gallaudet University), Thomas Horejes (Gallaudet University), Kristin Mulrooney (Gallaudet University), Sharon Pajka (Gallaudet University), Miako Rankin (Gallaudet University), Kathleen Wood (Gallaudet University)

In the spirit of "critical transitions," this panel argues that what could be seen as a classroom scene of marginal relevance actually reveals methodological and pedagogical gains for all SoTL practitioners. At first glance, the Gallaudet University classroom may seem like foreign territory. It is the only university in the world in which spoken language is uncommon, giving way to academic discourse in American Sign Language (ASL) and written English. This bilingual context is further complicated by the fact that the deaf, deaf-blind, hard of hearing and hearing student population arrives at Gallaudet with widely varying degrees of linguistic proficiencies in ASL and English. Indeed, there is no guarantee that students will be able to understand their peers or their professors on the level of everyday social discourse, let alone relating to abstract academic discourse. Entering such a classroom is a daunting task populated with perplexing pedagogical challenges.

The critical transition here is when the professor enters this classroom scene and transforms the many challenges into advantages. Documenting and disseminating this critical transition has been at the heart of the Gallaudet Scholarship of Teaching and Learning Initiative (GSTLI). Over the past two and a half years, five teacher/scholars have been conducting SoTL research in their classrooms, the results of which comprise this panel. While their questions, classes and results vary, three common themes have emerged thus far from their work which catalyze the critical transition from the unique issues facing Gallaudet teachers to the wide applicability to all SoTL practioners: 1) digital video as a means of data collection and as pedagogical tool, 2) building community through sensitivity to the sensory commons of the classroom and 3) the use of bilingual pedagogies as an inroad to developing habits of critical thinking.

The session will begin with a 5-minute introduction by Dr. Dirksen Bauman. The following five scholars will then present overviews of their individual research projects.

Dr. Sharon Pajka, English: Creating "Place" in a Visually-Oriented and Linguistically-Diverse First-Year Course

McInerney, Smyth & Down (2011) write "'Place' is a lens through which young people begin to make sense of themselves and their surroundings. It is where they form relationships and social networks, develop a sense of community and learn to live with others." As a result, I urge students to have an affective investment in their learning and encourage them to build upon our "sensory commons" to create a new physical, intellectual and emotional place where belonging leads to epistemological knowing.. Results from video data collection show that when one feels connected with the group, more authentic and engaged reading and composing takes place. Engagement may be measured through video data through the embodiment of learning postures, affective engagement and participation. Engagement is also measured through participation in social media sites set up for the purpose of conversing in English.

Dr. Thomas Horejes, Sociology: Demystifying Linguistic Pedagogy in a multilingual classroom: Transforming liminal spaces into positive meta-cognitive spaces

Dr. Horejes shares his epiphany on his naivety about students' linguistic dispositions in their learning environment. The pedagogical assumptions about linguistic access in his multilingual classroom regulated his students in a temporal bottleneck of learning – placing them in a liminal space). Dr. Horejes' video evidence of his classroom provides glimpse of these liminal spaces to decipher pathways for transformative linguistic pedagogy. One transformative approach is the provision of equivalent 'readings' in American Sign Language (ASL) and English and using visual video ethnography to document evidence and insight into the benefits of having greater access to the same academic content. The effort is a push toward embracing linguistically diverse, multi-modal, and visually-focused learning environments. This effort required the self-reflection and self-examination as a teacher and the pedagogical assumptions that one "brings" to the classroom. Moreover, framing one's linguistic pedagogy has implications on student knowledge and critical to this inquiry are developing alternative ways to transform these liminal spaces into positive meta-cognitive spaces.

Dr. Miako Rankin, Linguistics: Bilingual Pedagogy as a Lens into Critical Thinking about the Relationship between Examples and Definitions in Science

The bilingual classroom allows for unique perspectives into what constitutes evidence of critical thinking. Students may possess more advanced skills to display their thinking in one language than the other. When our underlying goal is the development of critical reasoning itself, how do we design learning opportunities that allow students to tap into their own skills and practice and develop parallel skills in their non-primary language(s)? Miako Rankin considers these questions based on results from her analysis of the framing of questions and the types of answers students give in both English and American Sign Language when asked for examples or definitions in an undergraduate linguistics course. Results from video data show that students vary in their propensity to use either examples or definitions, and that interaction with their peers and explicitly guided group discussions lead them to enhanced recognition of the relationship between them.

Dr. Kathleen M. Wood, English: Students being coherent in writing and presenting: Lessons from a bilingual-gain SOTL classroom

"I thought I taught that so well—why didn't they learn it?" This is a discussion of a SOTL study of how to use two languages to promote coherence in written and presented work. Setting up my SOTL study by working backwards, I decided to first look at how my freshmen were commonly organizing their academic texts, the "what is," to understand what lessons would move them to the "what could be" in their work. Studying their ASL and English texts from all points in the semester revealed what coherence strategies these freshmen accomplished and which bilingual-gain approaches might have promoted these accomplishments.

Kristin Mulrooney, Linguistics: The use of lecture capture and video technology to provide feedback to students on their use of language used in an academic setting

The course I examined introduces students to the study and composition of academic texts in American Sign Language .The assignments are designed for them to use ASL for different purposes, to summarize, to persuade, to inform. Ambrose et al (2010) describe how targeted feedback is one of the critical elements in the cycle to improve such academic skills. This project examined how I provide targeted feedback in my course. I examined three types of feedback given to students on their ASL compositions: self-feedback, peer feedback and instructor feedback. The results demonstrate the benefit of lecture-capture and video technology to this process by the creation of a frozen text that can be viewed repeatedly in the way a written text can be.

Friday, October 4, 2013 | Break and Concurrent Sessions – E

Break (10:30 AM – 11:00 AM) | Hallway Level N & S

Concurrent Sessions – E (11:00 AM – 12:30 PM) | Abstracts on pp. 264-297

E1. **The New Faculty Institute: Using SoTL to Inform New Faculty Support in the 21st Century**
Workshop
Raleigh Convention Center 203
Laurah B. Turner (The University of Cincinnati), Pamela Baker (The University of Cincinnati), Howard Jackson (The University of Cincinnati)

E2. **Assessment of Reacting to the Past Role-Playing**
Workshop
Raleigh Convention Center 202
Tony Crider (Elon University)

E3. **Living in a Post-Boyer World: Second Generation Challenges in Emerging Scholarships**
Panel
Raleigh Convention Center 201
Laura Cruz (Western Carolina University), Robert Crow (Western Carolina University), Jill Ellern (Western Carolina University), George Ford (Western Carolina University), Barbara Jo White (Western Carolina University), Hollye Moss (Western Carolina University)

E4. **Contributing to an Interdisciplinary College Identity Through SoTL Programming and Collaboration**
Panel
Raleigh Convention Center 301A
Denise Domizi (University of Georgia), C. Edward Watson (University of Georgia), Tim Foutz (University of Georgia), Stephan Durham (University of Georgia), Hilary Tanner (University of Georgia)

E5. **Developing Critical Skills in General Education: Critical Writing, Mathematical Literacy, and Integrative Learning**
Panel
Raleigh Convention Center 301B
John Draeger (Buffalo State College, State University of New York), Susan McMillen (Buffalo State College, State University of New York), Melanie Rathburn (Mount Royal University), Glen Ryland (Mount Royal University)

E6. **Incorporation of Oral Assessments into Didactic Curriculum to Reflect Practice**
Panel
Raleigh Convention Center 302A
Lisa M. Lundquist (Mercer University), Angela O. Shogbon (Mercer University), Cynthia A. Sanoski (Thomas Jefferson University)

E7. **SoTL in the Humanities and the Arts: Common Ground and Relevant Differences**
Panel
Raleigh Convention Center 302B
Phillip M Motley (Elon University), Nancy Chick (Vanderbilt University), Stephen Bloch-Shulman (Elon University), Deb Currier (Western Washington University), Eduardo Gregori (University of Wisconsin – Marathon County)

E8. **Transforming Teaching and Learning Cooperatives**
Panel
Raleigh Convention Center 302C
Shevell Thibou (Western Washington University), Carmen Werder (Western Washington University), Timothy Costello (Western Washington University), Kali Catherine Legg (Western Washington University)

E9. **Metacognitive Skills for Critical Transitions in Learning**
Panel
Raleigh Convention Center 303
Leah Savion (Indiana University), Carol Hostetter (Indiana University)

E10. **Student Voices in SoTL**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

   E10.1. *Moving SoTL Forward: Engaging Students as Co-Researchers in Institutional Inquiry and Assessment*
   Scott Paul Simkins (North Carolina Agricultural and Technical State University), Karen Hornsby (North Carolina Agricultural and Technical State University), Tawanna Franklin (North Carolina Agricultural and Technical State University), Alice Moore (North Carolina Agricultural and Technical State University)

   E10.2. *Students as Partners in Learning: Going Beyond the Institutional Evaluations*
   Judy Esposito (Elon University), Resa E Walch (Elon University)

   E10.3. *Co-Teaching: Impacting Student and Teacher Learning*
   Michele Pittard (Wabash College), Marc Welch (Wabash College)

E11. **Comparing SoTL in Global Contexts**
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

> *E11.1.* *A UK Approach to Disciplinary SoTL (Or How Can We Encourage UK Faculty to Apply Their Skills of Research and Higher-Order Thinking to Their Teaching?)*
> Elizabeth Cleaver (University of Hull), Maxine Lintern (Birmingham City University)

> *E11.2.* *The Contemporary Landscape of Teaching and Learning History in Australian Higher Education*
> Adele Nye (University of New England)

> *E11.3.* *Reflections from Co-Inquirers Engaged in a SoTL Research Project at Native Education College: What's Social Location Got to Do with It?*
> Roselynn Verwoord (University of British Columbia), Ashley Michell (Native Education College)

E12. **International and Interdisciplinary SoTL Communities**
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

> *E12.1.* *Interdisciplinary Relationship-Building in an Intensive, SoTL Faculty Institute*
> Ashley Grantham (North Carolina State University), Erin Robinson (North Carolina State University), Diane Chapman (North Carolina State University)

> *E12.2.* *Fostering International Research Communities Through a Collaborative Writing Initiative*
> Beth Marquis (McMaster University), Mick Healey (Higher Education Consultant)

E13. **Exploring Technologies for Teaching and Learning**
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

> *E13.1.* *Emerging Technologies – Emerging Practices?*
> Claire Englund (Umeå University)

> *E13.2.* *Google Forms as an Enhanced Classroom Response System*
> Sarah Heckman (North Carolina State University), Edward F. Gehringer (North Carolina State University)

E13.3. Student Perceptions and Learning Experiences of Mobile Technologies to Enhance Fieldwork Learning
Derek France (University of Chester), Victoria Powell (University of Chester), Brian Whalley (Queen's University – Belfast), Alice Mauchline (University of Reading), Julian Park (University of Reading), Katharine Welsh (University of Chester)

E14.   Peer-Review and Student Assessments of Teaching
Individual Papers (30 minutes each)
Raleigh Convention Center 305A

E14.1. Developing a Culture to Support Peer Review of Teaching in Higher Education
Alan Barnard (Queensland University of Technology), Robyn Nash (Queensland University of Technology), Kathleen McEvoy (University of Adelaide), Susan Shannon (University of Adelaid), Suzanne Rochester (University of Technology – Sydney), Cheryl Waters (University of Technology – Sydney), Susan Bolt (Curtin University)

E14.2. The Impact of the Immediate Feedback Assessment Technique on Course Evaluations
Trent W. Maurer (Georgia Southern University), Jerri Kropp (Georgia Southern University)

E14.3. Peer-Review Based Assessment of Teaching – A Conceptual Discussion
Thomas Olsson (Lund University), Torgny Roxå (Lund University)

Concurrent Sessions — E (11:00 AM — 12:30 PM)

E1. **The New Faculty Institute: Using SoTL to Inform New Faculty Support in the 21st Century**
Workshop
Raleigh Convention Center 203
Laurah B. Turner (The University of Cincinnati), Pamela Baker (The University of Cincinnati), Howard Jackson (The University of Cincinnati)

The recruitment, retention, and professional development of new faculty are important goals of academic leaders and institutions. Each contributes to long-term stability and productivity of departments, and ultimately contributes to intellectual capital and institutional rank [1, 2].

Meeting these goals, however, requires significant changes to financial, personnel, and facility resources [2].

Furthermore, institutional expectations for faculty achieving promotion and tenure are increasing, including provisions that more strongly focus on teaching accountability [3], and increased research productivity.

Accordingly, institutional-level support systems must accompany these increased expectations. Previous research relating to concerns, stresses, challenges, and available support systems suggest pre-tenure faculty lead unbalanced lives, express confusion about the tenure process, and experience a loss of personal, family, and leisure time. Studies measuring pre-tenure experiences and perceptions suggests new faculty need clear expectations, mentoring, communication, more research support, and a welcoming environment. Additionally, support of senior faculty members assigned to mentor junior faculty is a critical component of a successful program to ensure clear outcomes for the program, avoid mentor burnout, and set clear expectations for the role of mentors [4-7].

To more strongly support new faculty success at The University of Cincinnati, we have created "The New Faculty Institute," which employs an inter- and intra-departmental peer mentoring program, preparatory guidance for reappointment and tenure folders, a professional development seminar series, and an "Ask Me Anything" luncheon series that provides new faculty with access to senior leadership. The Institute both in its programs and its inter- and intra-disciplinary focus reinforces existing departmental and unit strengths in mentoring and other areas where it exists, as well as provides a framework to create new support structures where they were previously lacking.

Our session has two parts: For the first 20 minutes we will share the preliminary results of the New Faculty Institute Impact Study. This study draws on the scholarship of teaching and learning to evaluate ability of the University of Cincinnati's New Faculty Institute to positively affect new faculty efforts in research, teaching, and service. Additionally, we examine the

impact of this institute on new faculty efficiency, retention rates, job and knowledge of the reappointment and tenure process. Specifically, we will share the results of a baseline and follow-up surveys which measures new faculty perceptions of their experience thus far.

For the remainder of the session, using our successes and challenges in building the New Faculty Institute, we will actively lead participants in drafting a pragmatic framework for a structured new faculty mentoring program that integrates the scholarship of teaching and learning. Specifically, the workshop will:
- Brainstorm issues and concerns for new faculty at their institution across provost, college, department, and individual levels.
- Identify existing institutional resources and collaborations to build a strong(er) mentoring program for new faculty.

Evaluate faculty and institutional needs using a template to draft a multifaceted framework for a mentoring program that provides professional development support for both mentors and new faculty (i.e. workshops on preparing a reappointment folder, training for mentors and new faculty, opportunities for mentor/new faculty interaction).

Preliminary findings from our study demonstrate that the flexible model that we have created to support new faculty is working to promote success and retention and aligns with institutional priorities. We are also providing key assessment to institutional leaders to secure permanent funding for this Institute. Thus, our experience as well as the flexible framework that we have created can be used as a tool for other institutions to create strong(er) mentoring programs for new faculty.

Though this Institute is new, we bring extensive experience as faculty, co-creators/facilitators of key programs, and administrators to this session. In the last four years The University of Cincinnati's Center for the Enhancement of Teaching and Learning has served more than 6,500 faculty members, from 14 different colleges, the majority of which are full time. Over the last four years, we have offer 570 workshops or programs. Additionally, one in every three pre-tenure hires on the 2012 incoming new faculty at The University of Cincinnati is participating in our New Faculty Institute.

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E2. **Assessment of Reacting to the Past Role-Playing**
Workshop
Raleigh Convention Center 202
Tony Crider (Elon University)

Reacting to the PastTM educational role-playing games were created in the 1990s at Barnard College to promote deep reading of classic texts. In the past decade, both the number of "reacting games" available and the institutions using them has grown from a few dozen to several hundred. Reacting games are becoming more diverse, covering more disciplines (e.g. art history, astronomy, biology) and more class formats (e.g. chapter-length games, large class games). While the Reacting to the PastTM curriculum is increasingly popular, assessment of its impact on students is relatively scant.

As part of our four-year National Science Foundation grant, my colleagues and I have created several chapter-length reacting games with a focus on science and math. Instructors have reported generally positive feedback from students. In assessment of these games, we began with both open-ended and multiple-choice questions to gauge simple content learning, the lowest level of Bloom's taxonomy. We also asked science attitude questions drawn from the Science Attitude Inventory (SAI-II; Moore & Foy 1997).

Our multi-year, multi-institution assessment data of both content learning and science attitude are comparable to other interactive engagement methods; neither significantly better or worse.This mirrored earlier work by Stroessner, Beckerman, Whittaker (2009) that found only minor evidence for student transformation during Reacting to the PastTM games. What then, if anything, distinguishes this pedagogy from other approaches?

One key element is verbal engagement. During a typical game day, students lead the class and do all of the speaking while the instructor silently takes notes. We have begun a detailed investigation of verbal engagement during reacting games, exploring both the amount of time each student talked and the quality of each comment. We use the Knowledge Construction Scale of Gunawardena, Lowe, and Anderson (1997) to gauge the evolution of the group discussion during student debates. One positive aspect of reacting games is that, unlike most other pedagogies, students speak much more frequently. However, our studies also show that a minority of students do the debating. A majority of students spend the majority class period listening. We will examine metrics and plots I developed to gauge the level of a classroom's verbal engagement as a function of time. These can be used with reacting games or other interactive pedagogies. They are akin to the Behavioral Observation of Students in Schools (BOSS) assessment by Shapiro (2010) for K-12 education, but with a more quantitative look at the Active Engagement Time of all students in the class.

Another distinguishing element of reacting games is student motivation. Students are more likely to show up to class to play reacting games (Higbee 2008). Our own surveys to students in multiple classes playing The Trial of Galileo showed that they were more likely to prepare for class if the game was close; if their was no chance for victory (or defeat) they didn't prepare. By keeping the different teams equally matched and the score close, an instructor can motivate students with something besides the standard mechanism of class letter grades.

Most faculty that use reacting games in their curriculum learn about it from playing it at a conference. In this workshop, participants will receive a brief introduction to the Reacting to the PastTM series and then play a sample, chapter-length reacting game, The Pluto Debate. Each will be assigned a role as a real astronomer arguing over Pluto and the meaning of the word planet. Some will play plutophiles that support Pluto's status as a planet, some play "rebels" arguing that Pluto is merely a member of a larger population, and some play indeterminates that are undecided as to how they will vote.

After playing the game, I will discuss our assessment of reacting games, including the content learning, the science attitudes, and the verbal engagement. We will conclude with a group discussion, examining the classroom experience from the perspectives of both game masters (i.e. instructors) and game players. Participants will be asked to respond to the following questions: Of the instruments created for assessment of reacting games, which might be useful in other SOTL research? What other SOTL-driven assessments might be used to gauge the impact of reacting games? How might the findings of SOTL research improve student game play and learning? These are intended to promote a continued dialogue on reacting games, assessment, and other SOTL research.

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E3. **Living in a Post-Boyer World: Second Generation Challenges in Emerging Scholarships**
Panel
Raleigh Convention Center 201
Laura Cruz (Western Carolina University), Robert Crow (Western Carolina University), Jill Ellern (Western Carolina University), George Ford (Western Carolina University), Barbara Jo White (Western Carolina University), Hollye Moss (Western Carolina University)

This presentation provides a summary and analysis of a survey given to the faculty and administrators of a state comprehensive university, five years after the Boyer model of scholarship, including SoTL, was first integrated into its recognition and rewards system. Building on the national survey conducted by the Carnegie Foundation for the Advancement of Teaching (Hutching, Huber & Ciccone, 2011), this panel presents a survey instrument designed to explore "second generation" issues in the adoption of the Boyer model of scholarship. The Carnegie survey revealed distinct challenges to the forward progress of the integration of SoTL into academic culture, including 'institutionalization', the provision of professional development, the culture of assessment and accountability, and the evaluation of teaching. This survey takes these challenges and, in one sense, expands them to cover the full range of scholarships in the Boyer model and, in another sense, narrows them to focus on the challenges faced within a single institutional culture.

The survey builds on earlier research, also done at the institutional level, that analyzed changes to tenure and promotion standards (XXX, 2011; XXX, 2012; XXX 2013), but moves the focus of analysis from policy to culture, thus asking the question of whether the revisions to the structure of the recognition and reward system simply plays lip service to change, or contributes to authentic shifts in practice and perceptions. The eighteen survey questions were divided into three dimensions: philosophy and mission, institutional support, and faculty support. The results of the survey both confirm and illuminate the results of the national Carnegie survey on SoTL and provide new insight into the interplay between the four different types of scholarship outlined by Boyer. The panelists will explicate the survey instrument itself (Crow) and then provide commentary on the results, including analysis of significant factors (discipline, tenure, status/rank) and comparative statistics (faculty and administrators).

Using the schema of the Carnegie survey, this institution fell under the category of widespread but shallow acceptance. That being said, the survey results suggest that, when placed in this altered context, the institution has made significant strides towards cultural acceptance, but still faces serious organizational challenges, and that this liminal state is perceived differently by different stakeholders on campus. A growing body of literature points to the pivotal role that comprehensive institutions can play in the adoption of Boyer scholarships, including especially SoTL (Henderson, 2009; Henderson and Buchanan, 2007), so this institution as a case study has particular weight in examining the phenomena of organizational and cultural change on a wider scale. Similarly, the acceptance of teaching and learning as scholarship has shown itself to be sensitive to institutional type (Wright, 2004), thus underscoring the need to examine and expand the survey/survey results to include other institutions for comparative purposes. Panelists will also discuss ways to address the challenges illuminated by the survey results, and next steps in moving forward with organizational change.

As institutions transition from the initial stages of understanding and advocating for broader definitions of scholarship, the next, or second-generation, phase of institutionalization is critical for achieving the long-term goals of recreating academic culture to recognize and reward innovative scholarly work in integration, engagement, and teaching and learning and to contribute to the development of distinct institutional identities for universities of all types. If we use the Gartner hype cycle as an analogy for a path towards institutional change, this session will engage participants in discussion of possible ways for universities that are beyond the 'peak of inflated expectations', to move out of the 'trough of disillusionment" and to segue way into the 'plateau of productivity'. Overall, this session will show how one comprehensive institution has navigated this critical transition so far and will enable and inspire other institutions to consider how we can overcome challenges and obstacles collaboratively in order to achieve the broader aims of cultural transformation in the scholarship of teaching and learning.

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E4. **Contributing to an Interdisciplinary College Identity Through SoTL Programming and Collaboration**
Panel
Raleigh Convention Center 301A
Denise Domizi (University of Georgia), C. Edward Watson (University of Georgia), Tim Foutz (University of Georgia), Stephan Durham (University of Georgia), Hilary Tanner (University of Georgia)

In October of 2006, The Journal for Engineering Education issued a special report challenging schools of engineering to transform their curriculum and build innovative yet rigorous research-based programs to prepare the engineers of tomorrow.

At the University of Georgia, the College of Engineering is experiencing unprecedented growth; the University's strategic plan for the first decade of the 21st century identified comprehensive engineering as a priority initiative for the first state-chartered public university in the U.S. The engineering program transformed from a single department with two undergraduate and three graduate degrees in 2008 to a college that now offers eight bachelor and seven graduate degree programs. Student enrollment will grow from 550 undergraduate and 50 graduate students in Fall 2011, to a projected enrollment of 1,250 undergraduate and 95 graduate students in 2015.

To take advantage of opportunities afforded by this new engineering college, engineering faculty are adapting education reform ideas that include infusing a liberal arts education

directly into engineering coursework. The Engineering Academic Office seeks to promote a shift in ideology where instruction is seen not as a "load," but as an opportunity for faculty to engage in scholarly activities and contribute to the engineering education reform initiative.

To support this initiative, the College of Engineering partnered with the Center for Teaching and Learning (CTL) to develop a program to prepare the engineering faculty to conduct SoTL research.

This session will explore one college's initiative of challenging a group of faculty to systematically inquire into teaching and learning in their own classrooms.
Participants in this panel include the CTL workshop facilitators and members of the engineering faculty who participated in the program. The CTL facilitators of the SoTL workshops, which includes the Director of the Center and the Coordinator of the Scholarship of Teaching and Learning, will discuss the structure of the workshop series, which included introducing the participants to SoTL, generating research questions, determining appropriate research methods and methodology, completing a human subjects application to the Institutional Review Board, implementing the project, analyzing data, and presenting their research. The facilitators also had one-on-one meetings with the engineering faculty members as they designed and implemented their first SoTL projects.

The Director of Engineering Academic Affairs will give an overview of the growth trajectory in the college and will discuss the impetus for promoting and supporting the program, how he recruited participants, and the short- and long-term goals of the project.

Members of the engineering faculty will discuss the program from their perspectives, reflecting on their experiences, challenges, and what they have learned so far both in terms of answering their research questions, and in terms of the process in general.

Throughout the session, we will be open to questions and comments from the session attendees and provide opportunities for attendees to share their own perspectives in terms of experiences and challenges of implementing a SoTL agenda in their own contexts.

Session participants will leave with ideas for implementing a SoTL institute that is appropriate and customized for their own institutional context(s) and will possess new lenses for seeing SoTL as a strategic mechanism for fostering institutional change in support of excellence in teaching and learning.

E5.   **Developing Critical Skills in General Education: Critical Writing, Mathematical Literacy, and Integrative Learning**
Panel
Raleigh Convention Center 301B
John Draeger (Buffalo State College, State University of New York), Susan McMillen (Buffalo State College, State University of New York), Melanie Rathburn (Mount Royal University), Glen Ryland (Mount Royal University)

This panel considers ongoing investigations on two campuses (Canada and U.S.) into effective learning strategies in general education programs. In particular, it focuses on the development of critical skills – writing, mathematical literacy, and integrative learning. These investigations acknowledge that gains in one area need not transfer to the next (Prosser and Trigwell, 1999) and skills development is often further undermined by the fact that there is often little coordination across programs (Nelson Laird, Niskode-Dossett & Kuh, 2009). Yet, the goal remains to uncover strategies that promote lifelong learning (Cropley & Knapper, 1983).

In previous work on academic writing in general education, one of the panelists found that students in two courses identified sources and steps they deemed valuable to their development as academic writers. The current study extends that work by investigating student understanding of themselves as writers and of the writing process at eight stages during the semester. Using qualitative analysis of student reflections and surveys, the study found that students identified six sources for their development as writers: instructors, peers, support staff, family, reading, and self. According to the students, the impact of these sources came into effect at differing stages in their development to strengthen their perceptions and practice in writing. This study also includes preliminary findings of how students integrated their understanding of writing with their actual writing in a general education course. The study offers recommendations for developing strategies that support student understanding and practice of academic writing in general education.

Another panelist investigates widely reported science and math anxiety in general education classrooms. This study explores whether anxiety is a barrier to student learning and whether integration can mitigate those feelings of anxiety. Through the use of student surveys and coursework (including reflective writing), our panelist found that students report anxiety regardless of changes in competency. Thus, anxiety does not appear to be a barrier to learning. In their reflections, students regularly related content knowledge from the course with aspects of their everyday lives; this included integration with other academic pursuits, personal reactions and with larger global issues.

Based on surveys and student interviews, the previous work of two other panelists found that students believe that general education courses are valuable insofar as they help students learn to ask critical questions, explore new areas of inquiry, and make connections to their academic major. Yet, many students lack the learning strategies necessary to meaningful connections between essential ideas. The current study uses additional survey data to explore barriers to integrative modes of learning. If, for example, integrative learning requires moving beyond mere course content to make connections within the course and across a student's course of study, then it should come as no surprise that students have difficulties making these connections when they report lacking interest in the content and lacking the background

knowledge that might facilitate such connections. This suggests that professors should purposefully promote integrative habits of mind (Huber, Hutchings, & Gale, 2005). Because this is not often the case, this study offers integrated strategies intended to help students move from the thought that they are taking "random collection of courses" to the thought they can build to a meaningful educational experience if they search for connections within and across their courses.

The panel will frame a discussion about how critical skills (writing, mathematical literacy, and integrative learning) can be developed in a wide variety of educational environments.

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E6.   Incorporation of Oral Assessments into Didactic Curriculum to Reflect Practice
Panel
Raleigh Convention Center 302A
Lisa M. Lundquist (Mercer University), Angela O. Shogbon (Mercer University), Cynthia A. Sanoski (Thomas Jefferson University)

Oral assessments are designed to provide students with opportunities to develop and demonstrate their command of spoken presentation content. These assessments further allow students to prepare and present findings in a context relevant to professional practice and provide an opportunity for the students to develop important communication skills. Students are able to utilize higher order thinking skills during oral assessments, including analyzing and evaluating information. This form of assessment further evaluates students' level of competence in both their knowledge and communication skills.

Development of appropriate interprofessional communication skills is also an important aspect of professional competency. In the health professions, the published literature on communication skills training and assessment in pharmacy is primarily focused on communication with patients. Little data exists on the development of appropriate communication skills with other healthcare providers. Similarly, in medical education, core behaviors and interpersonal patient-relation skills have been developed that are taught to medical students and assessed. However, the focus is on the assessment of communication with actual or simulated patients, rather than with other healthcare providers or peers. Self-assessment is an important component of students' learning as it is a critical aptitude for students and professionals. Within professional practice, self-assessment is the basis on which continuous professional development and self-directed learning is constructed. However, there

is an assumption that students are ready to self-assess upon entry into their profession. The accrediting body for pharmacy education highlights the importance of self-assessments in equipping students to assume responsibility for their learning through self-assessment of their level of knowledge, skills, attitudes, values and the achievement of desired competencies. They also encourage student self-assessments and faculty evaluation of students' development of professional competencies and behaviors. One such professional competency is communication skills.

In an effort to evaluate students' communication skills with healthcare providers and their self-assessment of these skills, we compared pharmacy students' self-assessments and faculty evaluation of performance of communication skills during oral assessments. For three consecutive years, one individual and one group patient case-based oral examination were given. Faculty evaluated both students' knowledge and communication skills using a scoring rubric, which utilized a 4-point Likert scale. Immediately following each oral examination, students self-assessed their communication skills using the same rubric. Students' self-assessments were compared to faculty evaluation of their communication skills. Students' performance on the oral assessments were also compared to faculty evaluation of their communication skills. A total of 401 (97.3%) students consented to participate and completed communication self-assessments. Faculty evaluation of students' communication skills in both the individual and group oral assessment was significantly higher than the students' self-assessment (p<0.001). Students' self-assessment of communication increased from the individual to the group oral assessment. In addition, a positive correlation was seen between students' performance on the oral examination and mean faculty communication evaluation scores (r=0.49, p<0.001).

Students' verbal communication skills have also been assessed in a capstone course that uses complex and realistic patient cases. Each of the patient cases has a different practice environment focus (community pharmacy practice, ambulatory care pharmacy practice, inpatient clinical pharmacy practice, critical care pharmacy practice, and long-term-care pharmacy practice. Students are randomly assigned to a different partner to complete written pharmaceutical care plans for each of the cases. The students are then expected to present their care plan in a defined period of time. The accuracy of each student pairs' presentation as well as each student's verbal presentation skills are evaluated during each of these oral assessments. Feedback from the students' course evaluations over the past 2 years have revealed that the students prefer completing pharmaceutical care plans in a verbal rather than in a written fashion, as they feel that this opportunity better prepares them for providing clinical recommendations to other healthcare providers in the "real world."

Greater use of this method of evaluating communication skills may improve student's confidence and competence in the verbal communication of clinical recommendations to healthcare providers and better prepare them for practice as future pharmacists. In addition, appropriate self-assessment of performance is a key component of professional development. Incorporating self-assessment activities in various aspects of the curriculum may contribute to students' development and improvement of their verbal communication skills.

During this session, we will describe the benefits and challenges of oral assessments, discuss the use of oral assessments to evaluate students' knowledge and communication skills, and provide

examples and outcomes from different universities utilizing oral assessments in the didactic curriculum. Specifically, our outline of the session is as follows:

- Introduction to oral assessments
- Definition of oral assessments
- Six dimensions of oral assessments
- Benefits and challenges of utilizing oral assessments
- Incorporation of oral assessments into the didactic curriculum
- Individual and group oral assessments
- Selecting which dimension(s) of oral assessments will be evaluated
- How to develop and integrate oral assessments in a didactic curriculum
- Examples from different universities on how oral assessments are being utilized in the didactic curriculum
- Active Learning
- Discussion of opportunities and methods for integrating oral assessments into the didactic curriculum

The active learning component will involve small- and large-group discussions regarding opportunities for integration of oral assessments into a selected course. The six dimensions of oral assessments will also be utilized to design an oral assessment pertinent to participants' courses, with attendees indicating which dimension will be assessed and how it will be best assessed in their course. Audience response questions will be dispersed throughout the presentation to engage participants and get an assessment of their use of oral assessments, familiarity with this form of assessment, and method of delivery in their course.

Oral assessments are an essential component of students' education. It provides students with an opportunity to develop their communication skills. Faculty should consider the incorporation of oral assessments into their courses in order to facilitate students' knowledge and competence in professional communication skills.

E7.   SoTL in the Humanities and the Arts: Common Ground and Relevant Differences
Panel
Raleigh Convention Center 302B
Phillip M Motley (Elon University), Nancy Chick (Vanderbilt University), Stephen Bloch-Shulman (Elon University), Deb Currier (Western Washington University), Eduardo Gregori(University of Wisconsin – Marathon County)

Recent discussions of the scholarship of teaching and learning have acknowledged that the humanities struggle for recognition, identity, and acceptance (Gale, 2005; Bass & Linkon, 2008; Author, 2012). This situation is not unlike the wider plight of the humanities in current mainstream American culture. The humanities' struggle for visibility and relevance is unfortunate for a variety of reasons. Of course, high quality SoTL work is being done in the humanities, but much of this work would benefit from greater participation and collaboration and also from wider recognition. Additionally, this struggle is further complicated by the wide array of disciplines that comprise the "humanities." While the breadth of disciplines in the humanities share many commonalities, they are also markedly different in many ways. Even the most basic definitions describe the humanities as a complex and varied collection of

academic disciplines, with practitioners engaged in scholarly work ranging from creative, expressive pursuits to rigorous academic research. Is the investigation into the teaching and learning that happens in the humanities, then, any less varied? The proposed panel discussion will explore this complexity.

Specifically, panelists will investigate the similarities and differences that SoTL scholars encounter along the divide between those working in the arts and those working in more traditional humanities disciplines. While faculty in disciplines such as philosophy, literature, or history and those in theater, dance, or the visual arts are often broadly categorized as all being affiliated with the humanities, and while they share similar concerns for how they teach and how their students learn, there are distinct differences between the two sides. What issues related to student learning most interest faculty from each "camp," and why? What does evidence of student learning look like in the fine arts, in English, in music, or in the foreign languages? What does the SoTL process look like for practitioners in the many humanities' disciplines? What strengths do faculty on each side of the divide bring from their specific disciplines to the broader filed of SoTL?

Furthermore, how do recent advancements in technology and computing affect the humanities, and are these changes consistent across the different disciplines? Is the emergence of the "digital humanities" a phenomenon that all disciplines are experiencing and, if so, what value does this development present to the traditional humanities versus the arts? What new SoTL research opportunities are being exposed given the changes that the digital world affords academia?

Two panelists will represent views from the more traditional humanities disciplines of philosophy and the foreign languages, while two will represent the arts disciplines of theater and dance and the visual arts. Each of the four panelists will present a short description of some of the types of SoTL research being done in their field, paying special attention to common concerns and approaches, as well as considerations perhaps unique to their discipline. Additionally, the panel moderator, who is a faculty member in English, is affiliated with teaching and learning research at the institutional level and can thus offer SoTL views from a campus-wide vantage point. After short introductory presentations by each panelist, the panel will continue with a broad discussion—involving the panelists, the moderator, and the audience—that will interrogate the value of the humanities in SoTL, the varying nature of SoTL work currently being done, and where this work might be lacking. Our ultimate goal is to foster understanding, develop agreement, and build momentum in our common effort to mitigate the perceived visibility issues related to the humanities disciplines in the scholarship of teaching and learning.

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E8. **Transforming Teaching and Learning Cooperatives**
Panel
Raleigh Convention Center 302C
Shevell Thibou (Western Washington University), Carmen Werder (Western Washington University), Timothy Costello (Western Washington University), Kali Catherine Legg (Western Washington University)

The idea of partnering across individuals and groups has become increasingly attractive to higher education institutions as resources become ever more limited. Yet we tend to use the language of partnering, especially "co-location," "collaboration," and "co-inquiry" as interchangeable without a careful scrutiny of distinctions in theory and practice. Panelists will address a two-part question: To what extent are these partnering models distinct and yet inter-related relationships on a continuum? And how might understanding this cooperative continuum model facilitate institutional change for teaching and learning? A better understanding of how individuals and groups involved in the scholarship of teaching and learning might develop and sustain these partnering relationships could dramatically influence and facilitate effective institutional change and enhance student learning.
As scholars of teaching and learning, we not only need data to advance our understanding, but we also need to continually examine the conceptual models driving our theorizing about the data. While the value of learning partnerships rarely is questioned, the panelists seek to examine our collective assumptions about the value of various learning partnerships and propose a conceptual model for transforming a learning environment by moving to co-inquiry spaces that invite in all stakeholders including administrators, faculty, staff, and especially students.

Based on surveys, personal experiences, student artifacts, and interviews - panelists will provide an analytical model to understanding "co-location," "collaboration," and "co-inquiry" as distinct, though interrelated, approaches to partnering on behalf of student learning. The model purports these distinguishing characteristics: co-location defined as simply sharing a common physical/virtual space; collaboration as sharing an interest in reaching a common outcome or product; and co-inquiry as sharing an interest in addressing a common question(s) about learning. They will use this model to present two paradigmatic case stories (#1 and 2) from their home institution, followed by a dialogue with the audience on what these cases reveal about critical junctures of transition along the cooperative continuum. They then will present two additional cases (#3 and 4) from their home institution followed by a dialogue with the audience about what these cases suggest are effective strategies for moving institutional cultures from co-location to collaboration to co-inquiry.

Case Story 1 - Redefining Partnerships in a Learning Commons
In May of 2012, our Library Dean announced a series of presentations titled, "Redefining the Academic Library." One particular outcome of these presentations reaffirmed the Library's move of creating a Learning Commons and acknowledged that our library space would be changing to accommodate more collaboration, specifically in the Learning Commons. This panelist, who is charged with coordinating the Learning Commons programming, will tell the story of how eight new program partners co-located and are now working as program partners in the Learning Commons. In the process, the panelist will suggest that moving from one space to another can be limited to just that, a physical move. However, this partnership with new

colleagues and programs has also provided an ongoing challenge and opportunity for re-imagining learning partnerships.

Case Story 2 - Interacting with the Larger World as Part of a Service-Learning Experience
This case involves service learning practices in university study abroad programs by focusing on a particular student group who enrolled in a 10-week, winter 2013 course in Kenya and Rwanda. The course convened stakeholders as disparate as a village chief in Africa and a university president in the Pacific Northwest, creating high impact learning for both students and community partners. This panelist, who directs the Center for Service-Learning and was a participant in the course, describes how international service learning can be a collision course between multiple forces including critical pedagogy, logistical challenges, physical and ideological risks, and consciousness of privilege. However, this experience represents a successful case that resulted in a relevant, safe, and significant intercultural learning experience for everyone involved. What critical junctures does this case reveal about moving to co-inquiry?

Case Story 3 - From Seeking Answers to Seeking (Better) Questions in a First-year Course
Every two years a class in the ecology and economics of salmon recovery is offered as a 100-level general education course at this panelist's university. Two professors team teach the course (one from ecology and one from economics) in an effort to provide students with an answer to this question: How and why should we restore salmon populations? As it turned out, this question would never be answered at least definitively. Instead, the professors cautioned, "We are not here to tell you what to think. We are here to teach you how to think. We are not here to give you answers but tools." In this case story, the student panelist will highlight how the professors were able to persuade her and other students in the class of the importance of being co-inquirers, not just collaborators, and thus shifted the focus from finding answers to seeking questions. This case will engage participants in identifying strategies for transforming classrooms into sites of co-inquiry.

Case Story 4 - Backwards by Design in a Faculty Learning Community
The Director of the Learning Commons and of Writing Instruction Support (a professional development program to support faculty teaching writing), describes the experience during and after a 2012 summer faculty retreat which she facilitated. It brought together twenty new and returning faculty who teach with writing and/or service-learning for a three-day working retreat. She will describe the overall backwards-by-design development model that aimed at fostering a culture of intellectual and pedagogical generosity, as well as the retreat activities. She will also recount how a number of the retreat faculty continued to meet weekly on their own during the entire subsequent academic year. This case will invite participants to identify specific strategies for moving faculty from across disciplines to move to co-inquiry on teaching and learning.

E9.   Metacogntive Skills for Critical Transitions in Learning
Panel
Raleigh Convention Center 303
Leah Savion (Indiana University), Carol Hostetter (Indiana University)

Questions and Rationale
People acquire procedural knowledge ("know how") through three routes. Innate skills, such as walking, do not need to be taught. Automatic knowledge, such as first language acquisition, is acquired naturally as we grow and develop in life. Metacognitive skills are learned deliberately, through active methods, and are critical transitions in teaching and learning. Metacognitive skills include a large host of higher order abilities for thinking about thinking. These abilities include 1) having a conscious awareness of one's cognitive strategies as a learner or problem solver, 2) tracing the effectiveness of these strategies for various tasks, and 3) reflecting and making revisions necessary for facilitating the desired performance. Research findings (Isaacson & Fujita, 2006; Hartwig, Was, Isaacson, & Dunlosky, 2011) indicate that students who effectively use metacognitive strategies perform better, and are more conscientious learners in every academic domain. Yet both educators and students can be unaware of the non-automatic nature of acquiring metacognitive skills and their benefits and importance in life-long learning. Metacognitive skills require deliberate instructions, and can be made voluntary, transparent and accessible with the help of some simple devices and explicit classroom instruction. In the SOTL project, we pose these questions: What benefits can metacognitive skills provide students, and what active learning techniques can enhance metacognitive skills? To answer these questions, the researchers conducted a qualitative research case study in which students in upper-level logic classes tutored students in lower-level logic classes and wrote about their experience. The purposes of the workshop are reporting research on the effects of active learning techniques on students' metacognitive skills, and demonstrating teaching methods for enhancing metacognitive skills. The facilitators have experience with teaching and scholarship on metacognitive skills, one in the humanities and one in the social sciences. The lead author has engaged her students in the active learning methods we describe for 15 years.

Theoretical Background
Theories about the effectiveness of metacognitive skills are based in the idea that being aware of their learning processes helps students monitor and regulate their learning (Hartwig, Was, Isaacson, & Dunlosky, 2011). Being able to assess one's skill level, motivation, learning style and comprehension grounds a learner and prepares him or her to move to the next level. An important aspect of this self-awareness is reflecting on one's text comprehension and the compatibility of one's existing beliefs with the new information being learned. One method of enhancing this self-awareness is teaching a new learner. Tutoring a novice allows students to realize how they learn, and notice their own misconceptions and learning gaps. With this awareness, students have the opportunity to address and resolve their mistakes. This self-reflection is consistent with Zimmerman and Risemberg's theory about the benefit of comparing one's own knowledge to a standard, and using the results to enhance learning (Zimmerman and Risemberg, 1997). It also fits with the componential model of metacognition as proposed by Tobias and Everson (2002).

Outcomes
The qualitative case study of expert-novice tutoring examines the effects of having students in upper-level classes tutor those in lower-level classes. Findings indicate that the reflection by student experts showed a deeper understanding of concepts, an awareness of the benefits of practice, an ability to trace misconceptions, an appreciation of having a "window to a different mind," a perception of different levels of learning, an ability to learn different techniques, and the notion of general principles of academic success. Student reflections also indicated their pleasure in engaging in learning with a novice learner. After one semester's successful foray into this active learning technique, the lead researcher used it in subsequent semesters.

Reflective Critique
The qualitative case study described here cannot be generalized, but may provide theoretical and practical support for other faculty to examine their students' metacognitive skill development. The preponderance of literature on the value of metacognitive skills gives educators strategies for helping students increase their learning as well as increase their knowledge of how to learn.

Audience Engagement
The presenters will engage participants in individual and group reflection on which of their teaching techniques actually enhance specific metacognitive skills. In addition, participants will brainstorm devices that could enhance metacognitive skills in a variety of learning domains, such as case studies, the humanities, social sciences, and so on.

E10.   Student Voices in SoTL
    Individual Papers (30 minutes each)
    Raleigh Convention Center 305B

E10.1. *Moving SoTL Forward: Engaging Students as Co-Researchers in Institutional Inquiry and Assessment*
    Individual Paper (30 minutes)
    Raleigh Convention Center 305B
    Scott Paul Simkins (North Carolina Agricultural and Technical State University), Karen Hornsby (North Carolina Agricultural and Technical State University), Tawanna Franklin (North Carolina Agricultural and Technical State University), Alice Moore (North Carolina Agricultural and Technical State University)

Recent SoTL work has highlighted the importance of student co-researchers in assessing and improving pedagogy, course design, and curricula (e.g. Mihans, Long & Felten, 2008; Yonezawa & Jones, 2009; Werder & Otis, 2010; Otis, 2010; Bovill, Cook-Sather & Felten, 2011; and Wymer, Fulford, Baskerville & Washington, 2012). Less research has focused on student-driven inquiry in support of institution-wide assessment, typically the domain of institutional researchers.

This session will highlight the value of incorporating students as co-researchers in institutional inquiry and assessment processes. We will use the experience of the Wabash-Provost Scholars program, developed at North Carolina A&T State University (USA), to illustrate important "critical transitions" in SoTL and the role that students can play in that transition. In particular,

two undergraduate Wabash-Provost Scholars, along with the co-directors of the project, will discuss how the inclusion of student collaborators (1) impacts the gathering and interpretation of institutional assessment evidence and (2) promotes powerful recommendations for institutional change. We will then ask participants to consider ways that they can systematically incorporate "student voices" in their own institutional assessment and inquiry processes.

The Wabash-Provost Scholars, a group of undergraduate student researchers fully trained in focus group procedures and IRB protocols, have conducted university-wide research on a variety of topics over the past four years, have served as invited assessment consultants at other institutions, and have presented on their experiences at national and regional conferences. In short, they have developed into institutional SoTL scholars. Moreover, their research has generated rich, institution-specific narratives of "ground level" experiences that continue to inform changes to teaching practices, academic policies, and course design across campus. The Wabash-Provost Scholars program operates at the juncture of at least four "critical transitions in teaching and learning" highlighted in the ISSOTL 2013 conference theme: Moving SoTL (1) from isolated practice to systematic research, (2) from isolated projects to institutional integration and strategic action, (3) from students as subjects to students as participants and leaders in inquiry, and (4) from classroom investigations to institutional assessment. These ideas will be embedded into both the presentation and discussion during this session, while also promoting the value of students as SoTL co-inquirers.

These critical transitions are also a central theme in Hutchings, Huber, and Ciccone (2011), where the Wabash-Provost Scholars program is highlighted in a section on "The SoTL Meets Assessment: New Roles for Students" (pp. 79-80). The Wabash-Provost Scholars program also plays a central role in a recent (U.S.) National Institute of Learning Outcomes Assessment (NILOA) case study on "Examples of Good Assessment Practice" (Baker, 2012, pp. 5-6). These references further illustrate the role that student scholars can play in institutionalizing SoTL through systematic university-wide inquiry aimed at strategic action and institutional assessment.

Participants in this session will leave with innovative ideas about how to develop effective inquiry-based and SoTL-focused institutional assessment projects that lay the foundation for meaningful institutional change.

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E10.2. *Students as Partners in Learning: Going Beyond the Institutional Evaluations*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Judy Esposito (Elon University), Resa E. Walch (Elon University)

Lee Shulman writes about faculty isolation in the classroom, sometimes referred to as pedagogical solitude. When faculty from different disciplines come together to examine the same issue, exploring an understanding of their higher level goals and pedagogy for fostering these goals, we break out of pedagogical solitude, creating a collaborative learning environment that deeply enriches the teaching/learning experience.

This project started as a collaboration between two instructors who wanted to improve student inquiry and create an innovative collaborative learning experience for students in two courses: Fatherhood and Substance Abuse and Human Behavior. Through the use of stories, media examples, quotes, panel discussions, research articles and film, students from the two courses came together and examined what they already knew, challenged misperceptions, explored new ways of thinking and then constructed new representations of the impact of addiction on families. From this initial interdisciplinary collaborative, supported by the institution's Center for the Advancement of Teaching and Learning, evolved a multi-layered process of course delivery and course assessment on three levels: student, discipline, and teacher. Breaking out of pedagogical solitude provided the means for connecting more fully with students, which then informed future teaching.

One year later, the instructors asked their students what they learned from the two courses, what was most impactful, and what was unnecessary or ineffective. What the professors thought they knew about their courses was sometimes very different from what the students reported as impactful learning experiences. Students remembered things that the instructors thought they wouldn't, were impacted by learning experiences that the instructors had deemed ineffective, and valued parts of the class that the instructors had initially decided to omit from future courses.

The instructors found not listening to and carefully considering the input of students before, during and after course delivery can be an immediate disadvantage in current course delivery and learning, and furthermore, detrimental to the learning of students in future courses.

Moreover, soliciting feedback on a course well after the grades are submitted and the students have had time to reflect on the course can offer much more candid feedback, due to the timing related to the course and the lack of pressure from impending grades and relationship dynamics with the instructor.

Based on what we learned from our overall collaboration and the feedback from our students in these two courses, we transferred these practices into other courses. By authorizing the students' perspectives (Cook-Sather, 2002), both faculty members began to strategically view students as collaborative learners, thus the classroom emerged into shared ownership, with teacher and student learning together.

This presentation highlights the practice of including students as full partners in inquiry and learning, including a demonstration of multiple pedagogical strategies that build stronger connection to content as well as stronger relationships within the course. Our course outcomes and evaluation strategies such as the use of field notes, clickers (personal response system), focus groups, and student-led course design will be discussed.

E10.3. Co-Teaching: Impacting Student and Teacher Learning
     Michele Pittard (Wabash College), Marc Welch (Wabash College)

Two decades ago, Guyton and McIntyre claimed that the traditional model of student teaching had not changed significantly since the 1920s. For decades, Indiana has mandated student teaching as part of the licensure requirements, thus to a large degree the teacher education program at my institution has employed a traditional model of student teaching. Although we value and seek out exceptional mentor teachers for our teacher candidates, the reality is that the placement of student teachers is often left up to the schools where placements are often based solely on seniority rather than ability to mentor. The fact that some of our teacher candidates are placed with extremely effective mentor teachers has been just plain good luck on our part. The other reality is that we were facing more and more resistance from schools to accept student teaching placements. This, of course, is due to the pressure on teachers and principals for schools to perform well on high stakes assessments and new teacher evaluation systems. Therefore, we decided it was time to develop a co-teaching model for the student teaching practicum. For our institution, the development of a co-teaching model for student teaching included a more deliberate placement and selection process including asking that mentor teachers agree to use the co-teaching model. In addition, we instituted a more intentional orientation program that enabled us to educate mentor teachers and teacher candidates on the co-teaching model – the goal being to create a more supportive and relevant student teaching experience for teacher candidates and mentor teachers.

The research (Bacharach, Heck & Dahlberg) from St. Cloud State University, one of the first teacher preparation institutions to employ co-teaching for the student teaching practicum, is among the most convincing, but their research is based on elementary student teaching placements. Our licensing program is secondary only, so while our questions do not drastically differ from what St. Cloud and others have examined, the secondary setting is very different from the elementary. Because we believe strongly in the power of teacher research, it made

sense for us to design a SoTL project to study the effectiveness of the co-teaching model at the secondary level.

The guiding question for this project, which aligns with the "Inquiry into Teaching Practice" track, is: How does co-teaching impact teacher candidate development (i.e., identity development & skill development) during the student teaching practicum? This single paper presentation, which will include teacher candidates who participated in the first co-teaching cohort, will report preliminary findings that generally support the claim that co-teaching positively impacts teacher candidate development both in terms of identity development and skill development. What is most interesting, though, about this finding is that it confounds what some mentor teachers and teacher candidates feared going into the co-teaching practicum: that teacher candidates would not have enough autonomy to develop their identities in a co-taught classroom nor would they be given enough responsibility in front of the classroom to develop pedagogical skills.

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E11. Comparing SoTL in Global Contexts
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

E11.1. A UK Approach to Disciplinary SoTL (Or How Can We Encourage UK Faculty to Apply Their Skills of Research and Higher-Order Thinking to Their Teaching?)
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Elizabeth Cleaver (University of Hull), Maxine Lintern (Birmingham City University)

This paper session presents ISSOTL 13 conference participants with the opportunity to gain early insight into the key arguments presented in a new book (to be published by Sage in early 2014). The session will be divided into three parts.

Part 1: we present a UK perspective on disciplinary SOTL arguing for the importance of using the term 'enquiry' as an alternative to the terms 'research' or 'scholarship' when engaging faculty members in SOTL activities. The reasons for this will be examined in the UK context.

Part 2: recognising the power and potential of embedding disciplinary perspectives in SOTL (see for example, Huber, 2006; Kreber, 2009 and Potter, 2008) we explore how we have worked with subject specialists to develop accessible introductions to undertaking 'educational enquiry' from a range of disciplinary perspectives. The reasons for this approach are three-fold:

1. our experience shows that many faculty members do not feel they need to develop, or indeed have the time to develop, additional 'research' skills associated with their teaching role. This is particularly significant given the secondary status of teaching activities in many UK universities where the lines drawn between teaching and research appear more pronounced than ever, despite attempts on both sides of the Atlantic to close the gap (Boyer, 1990; DfES, 2003).

2. even if faculty do decide to explore SOTL, or are asked to do so as part of (compulsory) initial teacher development activities, they may find that they are expected to engage with a new multi-disciplinary field: education studies. Disciplinary approaches to SOTL are not always writ large in UK teaching development activities and the expectation that staff should engage with a range of new disciplines can cause both uncertainty and a sense of disjuncture (Savin-Baden 2008; Stierer, 2008).

3. one of the key messages that educational developers in the UK regularly impart to faculty - that they are not expected to become 'experts' but simply 'practitioner' researchers – seems to go against the grain of what is known and valued. Experiences of study and work to-date will have led faculty to value and prioritise the development of their own and others' disciplinary expertise. To ask faculty to undertake research in an area in which they do not deem themselves 'expert' can be counterintuitive and can further undermine certain disciplines' views on the rigour of the social sciences.

Together these point us towards our goal of engaging faculty members in SOTL by drawing on their own disciplinary expertise and starting points. Presenting examples of approaches from a range of disciplines (identified by disciplinary specialist authors) we will offer insights into how discipline-based faculty can be helped to navigate a pathway towards rigorous enquiry into their teaching practice. We close this section by briefly exploring some of the tensions that we have encountered with regard to defining disciplinary approaches to educational enquiry.

Part 3: an open invitation to the audience to share their own experiences of the some of the challenges and tensions that we have introduced.

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E11.2. *The Contemporary Landscape of Teaching and Learning History in Australian Higher Education*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Adele Nye (University of New England)

This paper will primarily discuss a national study, Historical Thinking in Higher Education, undertaken in 2008 and 2009 (Nye et al, 2011). In addition it will reveal the impact of that research and the projects that have grown from it, as well as other undertakings within the history education community. The Australian History SOTL research community is collegial, dynamic and productive. It has been energized by a growth in interest in the scholarship of teaching and learning and by the development of national teaching and learning standards.

The Historical Thinking in Higher Education study encompassed twelve Australian universities seeking out students and staff perceptions of teaching and learning in history. As a scoping study it drew upon a participatory action model of research and aimed to create a community disciplinary dialogue about the teaching of history. The student participation rate was unprecedented with 1455 students agreeing to fill in a questionnaire and less than 10 declining. The staff participants numbered fifty academics across 6 states and territories.

The questions put to students included: What is historical thinking? What are the skills and benefits of historical thinking? The research with academic staff involved extended qualitative interviews. The findings of this study represent a snap shot of perceptions on teaching and learning within the discipline that can now contribute to the contentious discussions about benchmarking and national standards, professional development, transitional learning in tertiary education and academic identity.

Analysis of the data from the students' questionnaires led to a rethinking in two areas: the use of primary and secondary evidence and student interaction with teachers. The data indicated that students had a clear preference for secondary evidence over primary evidence, which is in contrast to much of the disciplinary dialogue. This prompted further research on student expectations and access and analysis of evidence.

The second major finding from the student questionnaires was a desire for connection to their lecturers. This raises questions about delivery, online learning and mentoring. The quantitative data of students' responses was especially clear: students want good access to their teachers and regard this as a key to progression in their learning.

From the academics emerged a collective narrative of concern about standards. The first year students' levels of literacy, research and close reading skills were noted as being below the desirable standard. Research in Australia has significantly moved forward in this field in the last two years with the development of national standards (Brawley et al, 2011) and a new study of first years and the implementation of these standards.

The interviews with academics revealed much about their background, their own transitional learning, and their professional and academic identities. The personal stories of philosophical and theoretical standpoints provided particularly rich data. These narratives are part of ongoing writing and dissemination.

Collectively the study and subsequent research have revealed the processes of the transitional and transformative stages in history education. While there is still much to be done it is also appropriate that we acknowledge the affirming nature of the field, which has shown to promote pattern of lifelong learning.

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E11.3. *Reflections from Co-Inquirers Engaged in a SoTL Research Project at Native Education College: What's Social Location Got to Do with It?*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Roselynn Verwoord (University of British Columbia), Ashley Michell (Native Education College)

In 2009, three individuals including one instructor and two former students at Native Education College (NEC), a private Aboriginal post-secondary institution in Vancouver, BC, Canada, conducted a SoTL research project. The goal of the research was to design a course student assessment model based on the medicine wheel and to understand the impact of using the assessment model on students' understanding of course goals and learning objectives, within a course on child welfare in the Family and Community Counselling Program at NEC. Three years later, after publishing an article (see Authors, 2011) on the process of designing the student assessment model and presenting our work at several conferences, we are examining our experience of working together as co-inquirers in our SoTL research project, particularly the role that our social locations had in shaping our experiences as co-inquirers.

Our current theoretical research examines the following questions: What was the experience of collaboratively engaging as co-inquirers in a SoTL research project across cultural backgrounds (Indigenous and non-Indigenous), social locations (class, race, gender, etc.), and status within Native Education College (former student and instructor)? What opportunities and challenges arose in working across these locations to engage as co-inquirers? Based on our experiences, what learning can be shared to inform future collaborative SoTL research involving students as

co-inquirers across diverse cultural and social locations? In exploring these questions, we seek to build on previous scholarly work that explores the role of students as co-inquirers in SoTL research (see Healey et al., 2010; Bovill et al., 2011) and to contribute to a more nuanced conversation that focuses on the role of co-inquirers' social locations in collaborative SoTL research projects. We draw on Freire's (1970) writing within critical social theory, particularly his work on the teacher-student dichotomy to frame our thinking about co-inquiry within SoTL research projects.

In this session, the presenters will share individual perspectives and reflections on why they chose to participate in the SoTL research project, what they found most exciting and challenging about engaging as co-inquirers, and what could be done to encourage and support more undergraduate students to engage as co-inquirers in SoTL research projects. Session participants will be invited to engage with and consider these questions in relation to their own SoTL inquiries, particularly SoTL inquiries that involve students as co-inquirers across diverse social locations. Participants will engage in small group discussions about the opportunities and challenges in engaging in collaborative SoTL projects involving students as co-inquirers. This session is of interest to educational developers, faculty members, and graduate and undergraduate students who will gain an enhanced awareness of the opportunities and challenges of engaging in SoTL research involving students as co-inquirers across diverse cultural and social locations.

E12.   International and Interdisciplinary SoTL Communities
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

E12.1. Interdisciplinary Relationship-Building in an Intensive, SoTL Faculty Institute
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Ashley Grantham (North Carolina State University), Erin Robinson (North Carolina State University), Diane Chapman (North Carolina State University)

Since its early stages, SoTL has grown tremendously. Leading researchers in SoTL have suggested ways to continue to grow the field, including socializing more faculty and graduate students to conduct SoTL research and integrating SoTL into the work of university teaching centers (McKinney, 2007); however, little research exists regarding the implementation of such initiatives. This research project examines the challenges that arise during an interdisciplinary faculty development institute designed to help faculty members learn to develop and conduct a SoTL project, the first known study of its kind.

In 2012, sixteen faculty members and postdoctoral scholars from a variety of ranks and departments participated in the Office of Faculty Development's SoTL Summer Institute. Throughout the SoTL Summer Institute, faculty members were asked to reflect on their learning using New Learning methodology (Weissner & Sullivan, 2007). Additionally, faculty members were asked to reflect on how their learning might impact their instructional practice. While many of the responses revealed new insights about SoTL research, many of the responses also

indicated disciplinary biases towards research, including SoTL methodologies, prompting the need for further study.

The researchers conducted two focus groups to further probe the biases of those participating in the Summer Institute to determine perceptions of the impact of working in an interdisciplinary group, learning about various ways of doing research, and having dedicated time, space, and structure to spend working on a SoTL project on the faculty members' instructional practice, scholarship, and epistemologies. Seven of the original seventeen Summer Institute participants participated in the focus groups.

Focus group findings revealed that faculty members learned new instructional techniques from other disciplines throughout the course of the Summer Institute, changed their course design to facilitate data collection for future SoTL projects, and explored and gained confidence in new research methods. Additionally, some participants reported realizing that they could learn from other disciplines as a result of their participation in the Institute; however, responses also indicated that some participants were still lacking in respect for research methods other than the methods typically found in their own disciplines.

Ultimately, the researchers conclude that there are benefits to conducting an interdisciplinary Summer Institute dedicated to helping faculty members learn to conduct SoTL research; however, when working with faculty in an interdisciplinary group, time and space must be dedicated to fostering interdisciplinary relationships and respect for the values of others' disciplines and methodologies. Likewise, those attempting to lead faculty development initiatives dedicated to introducing disciplinary researchers to SoTL must be aware of how deeply rooted faculty are in their disciplines and how those beliefs can impact both SoTL faculty development initiatives and participants' beliefs about SoTL research more broadly (Vanasupa, McCormick, Stefanco, Herter, & McDonald, 2012).

Participants in this presentation will be given the opportunity to reflect on their own disciplinary biases and how they might affect SoTL work, as well as have ample time to ask questions of the presenters.

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E12.2. Fostering International Research Communities Through a Collaborative Writing Initiative
Beth Marquis (McMaster University), Mick Healey (Higher Education Consultant)

In recent years, teaching and learning researchers have called for the scholarship of teaching and learning (SoTL) to become increasingly collaborative (Gale 2007) and international (Higgs 2009). As MacKenzie and Meyers (2012) point out, however, international teaching and learning research collaborations can be exceedingly challenging to develop and sustain. Initiatives that promote and enhance sustainable collaborative relationships are thus required.

This presentation reports on one such initiative designed to foster meaningful and effective international SoTL collaboration: the development of international writing groups that ran in conjunction with the 2012 International Society for the Scholarship of Teaching and Learning (ISSOTL) conference. This initiative, which was modeled on the International Network for Learning & Teaching (INLT) Geography writing groups that have existed for more than ten years, allowed nine groups of diverse scholars, from 13 countries worldwide, to come together and to co-author reflective pieces about teaching and learning topics of shared interest. The groups initially worked at a distance to prepare an outline, before meeting in person for two days prior to the conference to develop their ideas and receive feedback from others. Following the workshop, groups had almost three months to complete and send in their finished papers for submission to the new ISSOTL journal. All articles from the initiative that successfully passed through the journal's peer review process are due to be published in a special issue in September 2013.

In this session, we will discuss the results of a research project designed to gather qualitative and quantitative data about the experiences of those involved in the collaborative writing groups. Participants were invited to take part in two online surveys (one in September 2012 and one in March 2013) and one focus group (held in October 2012), which asked them to share their experiences and perceptions of the initiative early in the process, during the residential workshop and following submission of their paper for review. Preliminary results from this research, as well as the outcomes of the journal review process, suggest that the initiative is a promising means of promoting collaborative SoTL partnerships.

Session attendees will learn about the perceived challenges and successes of this model for fostering international SoTL collaboration, and will be encouraged to discuss ways in which the initiative might be refined or adapted to other contexts in order to further promote the development of sustainable, cross-national research relationships.

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E13.   Exploring Technologies for Teaching and Learning
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

E13.1. Emerging Technologies – Emerging Practices?
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Claire Englund (Umeå University)

Over the last twenty years the use of information and communication technologies (ICT) [1] in higher education has increased rapidly and institutions of higher education have increasingly invested in technical infrastructure and virtual learning environments to support teaching and learning (de Freitas and Oliver, 2005). A critical review of research on the educational use of technology, however, reveals very little evidence of significant impact on teaching practices, rather, educational technology is being used to replicate or supplement existing practices. (Hannafin and Kim, 2003; Lovelace and Ellis, 2001; Conole and Oliver, 2007). Further research that can promote the development of a scholarship of teaching and learning with technology is essential.

The pedagogical adoption of ICT is a complex process influenced by many factors, both contextual and individual in nature. The strategies adopted by individual teachers are shaped by external factors such as technical support or the structural and organizational constraints of the university context (Russel, 2009; Kreber, 2010). However, teachers' beliefs and attitudes and their confidence and competence with ICT are also centrally important in the pedagogical adoption of ICT (Somekh, 2008).

In the present study, the context and practices of a group of teachers on an online Pharmacy Program have been investigated in a longitudinal study, providing insight into changes in teaching practice and approaches to teaching in a technologically rich teaching and learning environment. The study focuses on two particular aspects:
- How do teachers' approaches to teaching and learning affect uptake and implementation of new practices with technology?
- Do practical experiences in the area of teaching and learning with technology lead to transformation of pedagogical practices?

Method
Qualitative and quantitative data concerning the program have been gathered regularly since 2003 as part of the quality assessment and development agenda of the Pharmacy Program. Data includes teacher questionnaires, semi-structured interviews, observation and analysis of online teaching practice. Documentation concerning program organization and management, student course evaluations and student results are also included in the study.

Discussion
Preliminary results indicate that there are important individual factors governing teachers' responsiveness to ICT. In similar teaching contexts, faculty reacted very differently to the challenges and opportunities afforded by technology enhanced teaching and learning on the Pharmacy Program. Differences in the individual teachers' approaches to teaching and learning with technology, in departmental teaching culture and in the individual's openness to change were all factors evidenced in the case-studies.

There is an urgent need to identify and implement strategies that promote the effective implementation of learning technologies in higher education if the quality of teaching and learning is to be maintained. This study aims to explore and suggest strategies that can support academic development activities that enable transformation in teaching practice and stimulate further the development of scholarship in the field of technology supported teaching and learning.

[1] Information and communication technologies refer here to the broad range of technologies used in education.

E13.2. *Google Forms as an Enhanced Classroom Response System*
        Individual Paper (30 minutes)
        Raleigh Convention Center 306C
        Sarah Heckman (North Carolina State University), Edward F. Gehringer (North Carolina State University)

Classroom response systems (CRSs) are devices and associated software that allow instructors to pose questions that students can answer during class, and instantly present the instructor with a listing or summary of student responses. CRSs can improve student learning and improve student engagement. The instructor receives feedback with a listing or summary of student responses. Most CRSs use clickers, handheld devices with small keypads that can be used to choose answers to multiple-choice questions. An increasing number of systems allow students to use other devices, like cell phones, laptops, and tablets, for input (i.e., PollEverywhere, MessageGrid, ClassQue, and ChimeIn). As standalone systems, they face a major barrier to adoption: they are not integrated with tools students use regularly to do their classwork.

Many universities, ours included, have adopted Google Apps for Education. Google forms can serve as an enhanced CRS, providing a wide range of response formats that extends beyond many clicker options. Students' answers can be tracked and students can be given credit for the number of questions they answer, or the number of correct answers they submit over the course of the semester. Previous work by the second author assessed the benefit of holding students responsible for their answers when using Google forms as a CRS. Giving credit for answers was shown to raise the response rate on in-class exercises from 29.3% to 42.4%. This paper describes how two computer science instructors use Google forms as a classroom response system. By providing a CRS that records and retains student responses, we can track students' learning over time and hold them accountable for class preparation and participation.

Both instructors teach large lecture sections that may range from 30-120 students, which increases the difficulty in assessing student learning during lecture. Google forms promote active learning and gauge student understanding of the materials during lecture. The instructor creates a Google form containing questions for students to answer, usually related to materials just covered in class. The instructor provides a link to the form on the course website, and reveals the link at the appropriate time in class. Students have several minutes to answer the forms, optionally working in pairs or small groups. As forms are submitted, the students' answers are entered into a Google spreadsheet associated with the form. The instructor can watch the responses as they are submitted and from observed student answers, the instructor can clarify lecture materials specific to student difficulties.

Students in classes ranging from introductory undergraduate to graduate level courses, were surveyed about their perceptions of Google forms as an enhanced classroom response system to student learning and engagement. We had 160 responses with a response rate of 33% across eight course sections over two semesters. We found that 70% of students answering the survey agreed or strongly agreed that Google forms helped them learn course materials. Seventy-four percent of students agreed or strongly agreed that Google forms as a classroom response system increased their engagement in the classroom.

E13.3. *Student Perceptions and Learning Experiences of Mobile Technologies to Enhance Fieldwork Learning*
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Derek France (University of Chester), Victoria Powell (University of Chester), Brian Whalley (Queen's University – Belfast), Alice Mauchline (University of Reading), Julian Park (University of Reading), Katharine Welsh (University of Chester)

Mobile technologies are increasingly affordable and popular with most undergraduate students coming into Higher Education having a smartphone or mobile device (Welsh & France, 2012). However, a recent undergraduate student study (Woodcock et al., 2012) found that many students who own smartphones are "largely unaware of their potential to support learning" but importantly, found that they are, "interested in and open to the potential as they become familiar with the possibilities". It is therefore imperative for practitioners to provide their students with opportunities to discover these possibilities

Within a higher education learning context, mobile technologies provide an excellent opportunity to incorporate a more flexible learning experience. iPads are just one of many devices which can be used to facilitate mobile learning in the field and they are the central device which is the focus of this research. Over the course of 2012 - 13, questionnaires and focus groups were conducted with groups of students from first year undergraduates to postgraduates on six field courses (3 UK, 2 European and 1 USA based = total 220 students) to investigate student perceptions and learning experiences of using iPads during fieldwork. The different fieldwork environments (Urban, Coastal, Badland or Volcanic) and variable assessment regimes provided a diverse range of information about how students perceive the benefits and drawbacks of using these mobile learning devices.

Initially, students used the iPads to take photographs, video, browse the web, enter raw data and as a tool to aid student reflection, through tweets and short videos. Students reported on the pitfalls (e.g. 3G connection) and practical aspects (e.g. easy to use; saves time) as well as intellectual benefits (e.g. aided real-time fieldwork reflections). The devices also facilitated engagement and group interactions and helped develop graduate level skills such as rapid information gathering, networking, creativity, digital literacies, reflection and independent learning. Students did need some assistance in showing what tools/Apps can be of benefit, especially where there is no/limited internet or 3G connection. Some of the negative themes will also be considered and are centred around iPad usage in urban settings and the cost of the device.

One of the key messages that this paper will demonstrate to the delegates is the range and potential of mobile devices for flexible learning outside a normal classroom based environment. Mobile devices can encourage and foster group interactions, real-time data collection and analysis and an improvement in overall digital literacy for students. Delegates must be aware however that there are potential pitfalls that must be mitigated against to use mobile devices effectively on fieldwork. A critique of iPad enabled student learning on fieldwork will be provided and as well as the limitations and affordances of using this type of technology.

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E14.   Peer-Review and Student Assessments of Teaching
Individual Papers (30 minutes each)
Raleigh Convention Center 305A

E14.1. Developing a Culture to Support Peer Review of Teaching in Higher Education
Individual Paper (30 minutes)
Raleigh Convention Center 305A
Alan Barnard (Queensland University of Technology), Robyn Nash (Queensland University of Technology), Kathleen McEvoy (University of Adelaide), Susan Shannon (University of Adelaid), Suzanne Rochester (University of Technology – Sydney), Cheryl Waters (University of Technology – Sydney), Susan Bolt (Curtin University)

This presentation addresses issues related to leadership, academic development and scholarship of teaching and learning, and highlights research funded by the Australian Office of Learning and Teaching (OLT) designed to embed and sustain peer review of teaching within the culture of 5 Australian universities: Queensland University of Technology, University of Technology, Sydney, University of Adelaide, Curtin University, and Charles Darwin University. Peer review of teaching in higher education will be emphasised as a professional process for providing feedback on teaching and learning practice, which if sustained, can become an effective ongoing strategy for academic development (Barnard et al, 2011; Bell, 2005; Bolt and Atkinson, 2010; McGill & Beaty 2001, 1992; Kemmis & McTaggart, 2000). The research

affirms that using developmental peer review models (Barnard et al, 2011; D'Andrea, 2002; Hammersley-Fletcher & Orsmond, 2004) can bring about successful implementation, especially when implemented within a distributive leadership framework (Spillane & Healey, 2010).

The project's aims and objectives were to develop leadership capacity and integrate peer review as a cultural practice in higher education. The research design was a two stage inquiry process over 2 years. The project began in July 2011 and encompassed a development and pilot phase followed by a cascade phase with questionnaire and focus group evaluation processes to support ongoing improvement and measures of outcome. Leadership development activities included locally delivered workshops complemented by the identification and support of champions. To optimise long term sustainability, the project was implemented through existing learning and teaching structures and processes within the respective partner universities. Research outcomes highlight the fundamentals of peer review of teaching and the broader contextual elements of integration, leadership and development, expressed as a conceptual model for embedding peer review of teaching within higher education. The research opens a communicative space about introduction of peer review that goes further than simply espousing its worth and introduction. The conceptual model highlights the importance of development of distributive leadership capacity, integration of policies and processes, and understanding the values, beliefs, assumptions and behaviors embedded in an organizational culture.

The presentation overviews empirical findings that demonstrate progress to advance peer review requires an 'across-the-board' commitment to embed change, and inherently demands a process that co-creates connection across colleagues, discipline groups, and the university sector. Progress toward peer review of teaching as a cultural phenomenon can be achieved and has advantages for academic staff, scholarship, teaching evaluation and an organisation, if attention is given to strategies that influence the contexts and cultures of teaching practice. Peer review as a strategy to develop excellence in teaching is considered from a holistic perspective that by necessity encompasses all elements of an educational environment and has a focus on scholarship of teaching. The work is ongoing and has implication for policy, research, teaching development and student outcomes, and has potential application world-wide.

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E14.2. *The Impact of the Immediate Feedback Assessment Technique on Course Evaluations*
Individual Paper (30 minutes)
Raleigh Convention Center 305A
Trent W. Maurer (Georgia Southern University), Jerri Kropp (Georgia Southern University)

Questions & Rationale: This project presents an inquiry into teaching practices. We investigated the impact on course evaluations of using partial credit iterative responding [PCIR] with the Immediate Feedback Assessment Technique [IF-AT] forms on summative course assessments. Similar to scantrons, the IF-AT form has a series of boxes representing answer choices. For each question, one box (the correct answer) has a small star in it; the other boxes are empty. All boxes are covered with a coating similar to a lottery ticket. The student scratches the coating off the box they believe to be the correct answer and receives immediate feedback as to the veracity of their response (i.e., star or no star). With iterative responding, students keep scratching answer choices until they uncover the star. With PCIR, students receive diminished credit for a correct answer based on how many attempts they needed before they uncovered the star. Prior research on IF-AT forms has demonstrated that the provision of immediate feedback boosts student learning, especially long-term retention (Dihoff et al. 2004; Epstein et al. 2001). Additional research has demonstrated that students perceive IF-AT forms more favorably than scantrons, even without PCIR (DiBattista et al. 2004; DiBattista & Gosse 2006). Research has not yet explored the costs and benefits to instructors of using IF-AT forms, but it has explicitly called for such investigations (DiBattista et al. 2004). Additionally, research on course evaluations has documented a significant relationship between students' expected course grades and evaluations (Ginexi 2003; Maurer 2006), so the use of IF-AT forms with PCIR could significantly affect course evaluations to the extent that it raises students' grades. What is unknown is how much influence on course evaluations the use of IF-AT forms could have and how much additional influence the PCIR option could have beyond that. This project reports on the results of two studies designed to investigate those questions. Methods: Study 1 compared evaluations from students in courses where exams were manipulated. Two sections of students completed exams using scantrons; two sections used IF-AT forms with PCIR for each item scored 100%, 50%, 25%, 0% (e.g., answering correctly on the second try yielded 50% of the points for that question). Study 2 compared evaluations from students in courses where daily reading quizzes were manipulated. One section of students used IF-AT forms with iterative responding without partial credit; one section of students used IF-AT forms with PCIR for each item scored 100%, 25%, 10%, 0%. Outcomes, Reflective Critique, & Audience Engagement: Results from Study 1 revealed that multiple course evaluation scores increased 10% in the PCIR condition. Results from Study 2 revealed no difference in course evaluations between conditions. The audience will participate in a demonstration using the IF-AT forms with PCIR. Small group discussion of the methodology will be used to springboard into whole group discussion. Discussion will include next steps for a more comprehensive and systematic exploration of possible experimental conditions and manipulations to more fully assess the impact of IF-AT forms on course evaluations.

E14.3. Peer-Review Based Assessment of Teaching – A Conceptual Discussion
Individual Paper (30 minutes)
Raleigh Convention Center 305A
Thomas Olsson (Lund University), Torgny Roxå (Lund University)

Assessment of the quality of research is based on collegial peer-review systems that are strongly embedded in academic traditions, and the confidence in the judgements is usually high. Assessment of teaching has traditionally not been close to the rigour of peer-review of research, and this is the challenge of the conceptual debate we want to raise. Important initiatives to improve the quality of academic teaching during the last decades have been the Scholarship of Teaching and Learning movement, and the Teaching Quality movement. A key issue in both is the importance of a scholarly approach to teaching and learning. We analyse and argue for a scholarly peer-review based assessment of teaching (Olsson & Roxå 2013), closely related to the structure of peer-review of academic research.

Trigwell (2001) discussed the judging of university teaching and presented a model illustrating aspects of the teaching and learning situation. We build on his work in our discussion of peer-review of teaching and propose a model starting with teachers' conceptual understanding of teaching and learning and how this relates to the teaching practice with focus on students, colleagues, and organisational levels.

We separate the research process as well as the teaching process in three parts. Research starts with practical research work, including collection of (quantitative or qualitative) data and different analyses of the data. Secondly, a research paper is written and finally it is this paper that is assessed in the peer-review process. Teaching starts with the actual teaching practice, including teaching materials, planning of teaching and the teaching practice. Secondly, in an assessment process, a teaching portfolio is written, including a self-reflection and integrated practical examples. Finally, it is the teaching portfolio that is assessed in a peer-review process. The main difference between peer-review of teaching and research concerns the importance of interpersonal skills. Traditionally this aspect, together with quantitative teaching records, has been the principal concern of the assessment. We argue that interventions in the practical teaching process are disturbing and a single teaching performance does not give much relevant information. Teaching practice involves numerous interactions that are not able to detect unless the practice is followed over a longer time. Furthermore, assessment of teaching as well as assessment of research involves data not immediately accessible using peer-review. The ability to interact is evident, but also practical research skills are hidden in the methods section of a paper and not directly assessed.

We present an assessment of teaching focusing on the reflective practitioner (Schön 1983) comparable to traditional academic peer-review of research. The participants of this session are invited to contrast their views with our arguments that peer-review of teaching should be a multifaceted and rigorous assessment closely related to peer-review of research.

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Conference Lunch (12:30 PM – 2:00 PM) | Ballroom B

Business Meeting (w/ Lunch) | RCC 402

Plenary (2:00 PM – 3:30 PM) | Ballroom C

Thomas Horejes, Sian Bayne, and Anthony Antonio

The Friday plenary session showcases an international trio of TED-style short plenaries on learning spaces. These highly visual conversation starters will challenge attendees' thinking about learning spaces in the classroom, online, and in students' social spaces.

Visual Deaf Space Classroom Ecology: Lessons in Learning from Gallaudet University

Classrooms at Gallaudet University are designed to optimize visual-spatial learning strategies. Within this evolving context, the acute visual-spatial aptitudes that many deaf students experience stand to help non-deaf students better cultivate the skills and knowledge necessary to thrive in our highly visual world. Creating a space of a "sensory commons," Deaf Space classroom ecology is designed to maximize classroom's sense of community and engagement. In this keynote, I share the "sensory commons" that exists at Gallaudet, in our classrooms and other spaces that have visual engagement front and center. Discussing the untapped knowledge about visual-spatial intelligence become lessons learned from Gallaudet as a contribution to SoTL as a whole.

Thomas Horejes is assistant professor of Sociology at Gallaudet University, the world's only liberal-arts college with a mission that incorporates bilingualism (English & American Sign Language) for the deaf and hard-of-hearing students in higher education. Dr. Horejes studies the ways University faculty facilitate knowledge in linguistically diverse, multi-modal, and visually-focused learning environments that have implications for all university students, hearing or deaf. Click here to learn more about Dr. Horejes.

The New Voc-Ed: Teaching Life as a Vocation

In this short talk, I entertain the notion that higher education at its core should be vocational education -- a vocational education that is centrally concerned with students' pursuit of knowledge pertaining to the question Tolstoy called, "the only question important for us: What shall we do and how shall we live?" The New Voc-Ed, then, is not about teaching the manual skills and trades to students we have classified as intellectually incapable of the mental trades. It is precisely about teaching students the skills and knowledge they need to seek their life's work – their vocation – work that is equally about what we do as well as how we live. I will explore what such an emphasis means for teaching and learning across the university.

anthony lising antonio is Associate Professor of Education and Associate Director of the Stanford Institute for Higher Education Research at Stanford University. antonio's research focuses on stratification and postsecondary access, racial diversity and its impact on students and institutions, student friendship networks, and student development. At Stanford he also serves as the Director of Asian American Studies and is a faculty-in-residence the Education and Society Theme House. His latest book is Assessment For Excellence: The Philosophy And Practice Of Assessment And Evaluation In Higher Education (2012), with Alexander W. Astin. Learn more about Dr. antonio at http://www.stanford.edu/~aantonio/.

Digital Essays: Academic Writing at the Edge

The study and production of text is a defining academic activity, yet the way in which texts are shaped and shared in internet spaces presents an intriguing set of challenges to teachers and learners. Pedagogic work with the new generation of web artefacts requires us to work within a textual domain which is unstable, multilinear, driven by a visual logic and informed by authorship practices which are multimodal, public and sometimes collective. How can we critically approach these new writing spaces, as learners, teachers and scholars?

Siân Bayne is a Senior Lecturer in the School of Education at the University of Edinburgh, and Director of Studies on the Edinburgh MSc in Digital Education. Her research interests revolve around educational change as we become more and more enmeshed with the digital. Dr. Bayne's current particular interests are around posthumanism and online education, the geographies of distance education, museum learning and multimodal academic literacies. She's currently Associate Dean (digital scholarship) in the College of Humanities and Social Science at Edinburgh. Learn more about Dr. Bayne at http://sianbayne.net/.

Friday, October 4, 2013 | Concurrent Sessions – F

Break (3:30 PM – 4:00 PM) | Hallway Level N & S

Concurrent Sessions – F (4:00 PM – 5:30 PM) | Abstracts on pp. 305-347

F1. **Designing and Assessing Curricular and Co-Curricular Pairings**
Workshop
Raleigh Convention Center 202
Christine Sorrell Dinkins (Wofford College), Kirsten Allen Bartels (Fredrik Meijer Honors College, Grand Valley State University)

F2. **Problem Solving Through Think-Aloud**
Workshop
Raleigh Convention Center 203
Katharine Clemmer (Loyola Marymount University), Jeremy McCallum (Loyola Marymount University), Jeff Phillips (Loyola Marymount University), Thomas Zachariah (Loyola Marymount University)

F3. **Engaging Faculty in Assessing and Improving Students' Critical Thinking**
Panel
Raleigh Convention Center 301A
Barry Stein (Tennessee Tech University), Ada Haynes (Tennessee Tech University), Gregory Light (Northwestern University), Denise Drane (Northwestern University), Meg Skinner (University of Wyoming), Erika Prager (University of Wyoming)

F4. **Preserving the Hybrid Spaces of SoTL: Cross-Disciplinary Exchange as Catalysts for Creativity**
Panel
Raleigh Convention Center 301B
David A. Reichard (California State University – Monterey Bay), Kathy Takayama (Brown University)

F5. **What Does Research Reveal about Successful Academic Development to Promote Teaching and Learning?**
Panel
Raleigh Convention Center 305A + Live Stream
Diane Jacqueline Salter (Kwantlen Polytechnic University), Peter Felten (Elon University), Lynne Hunt (University of Southern Queensland), Tessa Owens (Liverpool Hope University), Arshad Ahmad (McMaster University), Joy Lam (University of Hong Kong)

F6. **Reading, Student Connections, and Sense of Belonging**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

F6.1. *Improving Reading Compliance and Quiz Scores Through the Use of Reading Guides*
Trent W. Maurer (Georgia Southern University), Judith Longfield (Georgia Southern University)

F6.2. *Reading Through Connections: A Phenomenographic Study of Student Connections to Scholarly Text*
Margy MacMillan (Mount Royal University)

F6.3. *"Sense of Belonging" in Science and Humanities Students: Is There a Difference?*
Helen Pokorny (University of Westminster), David Chalcraft (University of Westminster), Justin Haroun (University of Westminster), Deborah Husbands (University of Westminster), Sibyl Coldham (University of Westminster), Renee de Neve (University of Westminster)

F7. **Preparing the Next Generation: Placing SoTL at the Core of the Preparation of Future History Instructors**
Panel
Raleigh Convention Center 402
David Pace (Indiana University – Bloomington), James Cronin (University of Cork), Arlene Diaz (Indiana University – Bloomington), Bettie Higgs (University of Cork), Joan Middendorf (Educational Leadership Center for Innovative Teaching and Learning), Leah Shopkow (Indiana University – Bloomington)

F8. **Group Dynamics and Collaboration**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

F8.1. *Impacts of Group Dynamics on the Effectiveness of Term Project in Helping Students' to Connect Theory with Practice*
Israel Dunmade (Mount Royal University)

F8.2. *The Jigsaw Strategy – An Integrative Process for Learning*
Lizzie Ngwenya-Scoburgh (University of Cincinnati)

F8.3. *Empowering Student Collaboration through Agile Self-Organization*
Rebecca Pope-Ruark (Elon University)

F9. **SoTL in the Health Sciences**
Individual Papers (30 minutes each)
Raleigh Convention Center 303

F9.1. *Identifying Factors that Enhance the Capacity of Clinical Educators to Engage with the Role*
Sally Abey (Society of Chiropodists and Podiatrist Higher Education Academy), Susan Lea (Kings College London)

F9.2. *Finding Teachable Moments to Education Professional Level Health Science Students in the Clinical Environment: Is It as Easy as 1, 2, 3?*
Genevieve Zipp (Seton Hall University), Catherine Maher (Seton Hall University)

F9.3. *From Classroom to Practice – Do Physical Therapists Use Their Evidence Based Practice Skills?*
Trish Manns (University of Alberta), Johanna Darrah (University of Alberta)

F10. **Service-Learning and Community Partnerships**
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

F10.1. *Re-Imagining Service-Learning Through Collaborative Research*
Tom Mould (Elon University), Gloria So (Elon University)

F10.2. *An Intensive Biology Service Learning Experience Delivered Professional Development for Graduate Students and Improved Student Learning*
Laura B. Regassa (Georgia Southern University), Missy Bennett (Georgia Southern University)

F10.3. *An Ecological Approach to a University Course which Develops Partnerships Impacting Health and Wellness in K-12 Schools and Communities*
Leigh Z. Gilchrist (Vanderbilt University), Carol T. Nixon (Vanderbilt University), Sharon L. Shields (Vanderbilt University), Barbara Holland (Vanderbilt University), Elizabeth J. Aleman (Vanderbilt University)

F11. **Academic and Professional Development for Novice Teachers**
Individual Papers (30 minutes each)
Raleigh Convention Center 201

F11.1. *Developing Teaching Assistants' Pedagogical Responsibilities and Professional Skills: Recent Canadian Research*
Carol Rolheiser (University of Toronto), Tricia Seifert (University of Toronto), Richard Wiggers (Higher Education Quality Council of Ontario)

F11.2. Investigating the Effects of Academic Development on Novice Teachers' Conceptions of Teaching in Higher Education
Linda Margaret Price (The Open University), Anders Ahlberg (Lund University)

F12. Extending and Crossing Classroom Boundaries
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

F12.1. Using Twitter to Extend and Democratize the Classroom Space
Jeffrey Carpenter (Elon University)

F12.2. Group Work Across State Lines: Innovation in Studying the 2012 Presidential Election
Jeffrey L. Bernstein (Eastern Michigan University), Christopher Cooper (Western Carolina University)

F13. SoTL Research in the Performing Arts
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

F13.1. A Signature Pedagogy Analysis of Music Teacher Preparation and Motivation
Daniel C. Johnson (University of North Carolina – Wilmington), Wendy K. Matthews (Wayne State University)

F13.2. SoTL Research in the Performing Arts: Past Analysis/Future Directions
Kathleen Marie Perkins (Columbia College – Chicago)

F13.3. Assessment Rubric as a Tool to Increase Student Motivation in Applied Voice Lessons
Ho Eui Holly Bewlay (Buffalo State College, State University of New York)

F14. Structures, Liminality, and Boundary Spanning in Educational Development
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

F14.1. Connectors and Boundary Spanners: Uncovering the Complex Roles of Educational Developers in Contemporary Higher Education
Elizabeth Cleaver (University of Hull), Celia Popovic (York University)

F14.2. Changing Academic Staff? Structure as a Key Concept in Modeling Academic Staff Development
Trine Fossland (University of Tromsø), Marit Allern (University of Tromsø)

F14.3. Explorations of the Role Academic Managers Play in the Liminal Space of Faculty Engagement with SoTL
Sarah Maguire (University of Ulster), Amanda Platt (University of Ulster)

F15. **Teaching and Learning with Technology**
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

F15.1. *Digital Immigrant as First Year Faculty: Harnessing Opportunities for Self-Study Research in Teaching with Technology*
Lisa Brown Buchanan (University of North Carolina – Wilmington)

F15.2. *Considering Digital Learning Technologies for Nontraditional Students: A Diffusion-Based Framework*
Elizabeth A. Pitts (North Carolina State University)

F15.3. *Wikipedia as a Catalyst for Med Students' Knowledge Construction Processes*
Nicola Simmons (Brock University)

Friday, October 4, 2013 | Concurrent F Sessions – Abstracts

Concurrent Sessions – F (4:00 PM – 5:30 PM)

F1. **Designing and Assessing Curricular and Co-Curricular Pairings**
Workshop
Raleigh Convention Center 202
Christine Sorrell Dinkins (Wofford College), Kirsten Allen Bartels (Fredrik Meijer Honors College, Grand Valley State University)

This panel presentation and discussion explores pairing curricular and co-curricular experiences for enhanced learning, engagement, and impact. Beginning with an exploration into the wide variety of options and methods for incorporating high-impact practices in a range of courses, this panel will look at the benefits and pitfalls of extending learning beyond the classroom. The panel then moves on to two of the most critical components of co-curricular development – methods for assessing student-learning outcomes and opportunities for students to articulate their own learning experiences. The panelists will welcome discussion on the ideas and questions presented.

Classroom environments provide a wonderful foundation for students to learn how to have an impact on their world, providing the necessary knowledge base to create meaningful change. But to truly plant seeds that will grow from knowledge to global impact, we must give students the opportunity to spread their wings. Reaching outside the classroom and encouraging – even requiring – co-curricular experiences can enrich and enliven learning experiences for all involved. Working with community partners, getting involved with service-learning, and attending conferences and seminars empowers students to make a connection between learning and implementation of skills.

Study after study has shown that applied knowledge is the key for lasting impact, and giving students the opportunity to apply their knowledge while still in the course provides powerful, lasting benefits that align with AAC&U's LEAP goals. That said, the idea of pairing curricular and co-curricular learning can be daunting, with pitfalls sometimes turning into seemingly insurmountable obstacles – we choose not to joust with windmills for fear that we will look a fool. Yet when faculty take risks, students reap the rewards.

If something has not been tried, many faculty may not know how to begin, may not know how to find the most beneficial opportunities, and may fear the pairing will detract from the educational experience that they have worked so hard to create. Often we keep doing in our classrooms what we know has worked well in the past, even as we ask our students to take risks and stretch themselves in our changing and challenging world. The status quo is not necessarily the best way to prepare students for the future.

To assist others in incorporating these valuable teaching tools, this panel looks at the range of types of co-curricular experiences available, discusses ways to develop new opportunities, and presents key literature on how high-impact practices have a lasting effect on student success

and commitment. It frankly discusses successes and failures, strategies for turning failures into learning opportunities, and how co-curricular opportunities are a vital component to developing strong students.

Yet, even if we take the leap and bring these pairings into our curriculum, how do we know if our efforts are successful? How do we measure student learning outcomes and personal growth? When it comes to experiential learning, "mention the word assessment to faculty colleagues and they probably will [say], 'I'd love to but I don't have time or skills.'" (Qualters 2010). Yet it is not enough to think that because it was valued, it was successful – we need assessment methods that will demonstrate the areas of success and what needs improvement in the design and implementation; and we need opportunities for students to articulate and reflect on their learning in graded or ungraded assignments.

In the second part of this panel, with audience participation in the activity, the presenters will demonstrate Socratic Shared Inquiry, a method which serves as an assessment tool and a metacognition assignment for students. This two-phase method can be successfully used to assess a wide range of learning experiences.

The first phase – the Interview phase – requires students to work in pairs utilizing audio recordings for later reflection. One partner poses a Socratic question relevant to the educational experience being assessed, often definitional in nature ("How would you define poverty?" "Now that you've been working with our community partners for 5 weeks, how do you define service?"). The other partner acts as co-inquirer, challenging her own ideas as she responds to the definitional and follow-up questions. When both agree that they are ready to stop the inquiry session, the partners switch roles.

The second phase – the Analysis phase – requires students, in writing, to interpret, analyze, and react to their own and their partner's responses, thereby producing a 2-3-page metacognitive reflection. Students might include statements such as, "I was surprised that Susan described X as Y. I think I would have said Z. But now that she said Y, this makes me think…." This metacognitive analysis helps students articulate what and how they are learning during and immediately after the educational experiences being assessed.

In contrast to existing models for assessing experiential learning which are often teacher-driven and structured to assess specific outcomes (e.g. the DEAL model, Moley, Henry, et. al. 2010), in Socratic Shared Inquiry, students use definitional questions to help each other articulate core beliefs that are then probed with follow-up questions based solely on answers they themselves generate. This process helps students articulate the details and complex relationships at play in their knowledge and skill acquisition and educational experiences, and it is likely to illuminate learning outcomes not intended or foreseen by the instructor. Students in the Socratic role are encouraged to ask questions such as, "I see, and what do you mean by 'X' in your response? Why that word? What are the implications of that?" Socratic interviews typically end in aporia, with no definite conclusion, and leave the students with more questions than they had at the beginning of the inquiry.

Thus, the interview and analysis process together help the students produce rich qualitative assessments of their learning while simultaneously leaving them with more questions they will

want to explore. This method is equally effective in assessing the impact of and reaction to the experience by all stakeholders in the experiences. The instructor can use these assessments to evaluate the success of the co-curricular pairing and/or to assess each student's learning and depth of reflection.

F2. **Problem Solving Through Think-Aloud**
Workshop
Raleigh Convention Center 203
Katharine Clemmer (Loyola Marymount University), Jeremy McCallum (Loyola Marymount University), Jeff Phillips (Loyola Marymount University), Thomas Zachariah (Loyola Marymount University)

Problem solving is widely considered one of the most import sets of skills for success in all science, technology, engineering and mathematics (STEM) courses, yet many students struggle to solve real-world problems. Too often teachers and textbooks portray problem solving as a collection of algorithms and heuristics, which inadequately prepare students. Textbook examples do not capture the process of problem solving as they only present polished, error-free solutions, not the thinking that lead to them.

Despite the desire to improve students' problem-solving skills, there is a lack of instructional materials and methods that improve students' ability to plan, monitor and adjust their thinking within a problem-solving context. Only with these self-regulation skills can students solve the challenging real-world problems that they will face in their STEM careers. As part of an NSF-funded project, the workshop facilitators have spent the last two years developing materials, mastering technology, and studying how students solve problems. Central to the project, and this workshop, are the questions: Can students, who might otherwise struggle in a STEM course, improve their problem-solving skills? Can improvement in problem-solving skills be accurately measured within the context of a STEM course?

To capture the problem-solving process, for formative and summative assessment, students are instructed to verbalize their thought process in the form of a "think-aloud." This makes what is essentially an internal thought process explicit, allowing improved feedback to the students. This instruction cycle follows from research that has previously shown that think-alouds can improve problem-solving skills. The feedback, and assessment focuses on students' self-regulation or self-monitoring as they solve mathematical and scientific problems Think-alouds are recorded using innovative, easy to use technology- Livescribe Pulse smartpens, which are ballpoint pens with embedded computers and microphones. When used with Livescribe Dot paper, a smartpen records and synchronizes pen strokes and audio to create a "pencast," which can be uploaded to the Internet or emailed between classmates. These recordings allow the viewer to follow the recorder's process and self-monitoring much more than in a typical static, written solution. By exchanging these recordings, students and faculty can engage in asynchronous collaboration among outside of the class. The recorded think-alouds, and subsequent analysis, then also form the bulk of the project's assessment data.

In this workshop the presenters will share their experience in incorporating think-aloud components into their courses as well as the results from those courses. Participants will learn

how to use Livescribe smartpens, incorporate think-alouds their classes, and to assess the effectiveness of think-aloud-based activities.

The multidisciplinary nature of the project team (faculty from chemistry, education, mathematics and physics) has resulted in more effective instructional materials and robust research findings than could not have been achieved with a single disciplinary perspective. Because of the team's diverse background, the facilitators are mindful of participants' different perspectives and have crafted the workshop to be engaging and informative for participants from any discipline. The team also has experience crafting and facilitating professional development workshops for STEM instructors at both the collegiate and high school levels.

Participants in this session will:
(1) Discuss how to design problem-solving activities that incorporate think-alouds especially in science, technology, engineering and mathematics (STEM) classes
(2) Create pencasts (think-alouds) using a Livescribe pen,
(3) Assess the quality and effectiveness of a previously recorded pencast using a rubric to measure problem solving skills that has been developed by the presenters
(4) Learn about additional resources including a searchable database of think-alouds in STEM fields and teacher preparation that is being developed by the presenters.

Relevant Bibliographic Citations:
- E. Fox & M. Riconscente, "Metacognition and Self-Regulation in James, Piaget, and Vygotsky" Educ Psychol Rev 20, 373–389 (2008)
- Committee on Prospering in the Global Economy of the 21st Century: Committee on Science, Engineering, and Public Policy, Rising above the gathering storm: energizing and employing America for a brighter economic future. 2005, Washington, DC: National Academies Press.
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- M. L. Pate, G. W. Wardlow, D. M. Johnson "Effects of Thinking Aloud Pair Problem Solving on the Troubleshooting Performance of Undergraduate Agriculture Students in a Power Technology Course" J. Agric. Educ., 45 1-11 (2004)
- B. Berardi-Coletta, R. L. Dominowski, L. S. Buyer, E. R. Rellinger "Metacognition and problem solving: A process-oriented approach" Journal of Experimental Psychology: Learning, Memory, and Cognition, 21, 205-223 (1995)

F3.   Engaging Faculty in Assessing and Improving Students' Critical Thinking
Panel
Raleigh Convention Center 301A
Barry Stein (Tennessee Tech University), Ada Haynes (Tennessee Tech University), Gregory Light (Northwestern University), Denise Drane (Northwestern University), Meg Skinner (University of Wyoming), Erika Prager (University of Wyoming)

A critical transition in teaching and learning is the need to engage faculty in the assessment of those skills that they deem most important. Although the acquisition of factual knowledge is important, most educators would argue that an undergraduate education should prepare

individuals to do more than recite facts, it should prepare students to think critically, solve problems, and effectively communicate ideas. Indeed, critical-thinking skills are regarded by many faculty as the most important outcome of an undergraduate education (Bok, 2006). Many assessment experts believe it is essential to develop faculty-driven assessment tools in order to engage faculty in meaningful assessment that can improve student learning (Ewell, Ikenberry, and Kuh, 2010; Kuh & Ikenberry, 2009). Assessments that are not related to skills valued by faculty or that do not engage faculty members in the actual evaluation of student responses are less likely to drive change.

For the past thirteen years Tennessee Technological University (TTU) with support from the National Science Foundation (NSF) has been involved in an extended effort to develop, refine, and nationally disseminate an instrument to assess critical thinking that is faculty driven (Stein & Haynes, 2011). The Critical thinking Assessment Test (CAT) was developed by faculty from a wide variety of institutions and disciplines, with guidance from cognitive/learning sciences and assessment to both assess and engage faculty in efforts to improve student learning. Over 150 institutions are collaborating in the dissemination of the CAT instrument. The instrument is being used to evaluate both formal and informal learning in a great variety of institutions ranging from community colleges to public and private four-year institutions. It is being used at small, medium, and large institutions with a liberal arts focus or STEM orientation. Student responses on the CAT are scored by an institution's own instructors. The national dissemination model for the CAT instrument involves intensive two-day regional training workshops that prepare two to three representatives from each institution to lead scoring/development workshops on their own campus. The extensive involvement of faculty in all phases of the instrument development and deployment has resulted in an assessment tool that engages faculty members in meaningful assessment, helps them understand student weaknesses, and encourages discussion of methods to improve student learning. Various institutions are also using the CAT as a model to help faculty understand how to develop better course assessments that encourage students to develop the kinds of critical thinking skills that are relevant in their disciplines. As such, the CAT instrument serves as both a useful assessment tool and provides an opportunity for faculty development that can contribute to improved student learning.

This panel session will feature an overview of the NSF funded CAT instrument along with case studies of how the CAT instrument is being used at two distinctive institutions. Northwestern University will discuss how the CAT instrument has been incorporated into faculty development in a collaborative project involving Northwestern University and City Colleges of Chicago that is also funded by NSF. Their presentation will examine the potential benefits of using the CAT instrument as part of a broader faculty development program to improve teaching and learning. They will also discuss their efforts to use the CAT instrument as a model for developing better discipline specific assessments to encourage critical thinking. The presentation by Northwestern will explore the impact of using the CAT on a variety of teaching and learning measures (both quantitative and qualitative) over several years.

The University of Wyoming began using the Critical Thinking Assessment Test for programmatic assessment in 2009. The Office of Academic Affairs and Ellbogen Center for Teaching and Learning (ECTL) support the project by coordinating and assisting with the administration of the test, coordinating the faculty scoring sessions and IRB submittals, and

organizing workshops on how to use the CAT for program assessment and faculty development. This coordination has led to an expanded, campus-wide dialogue about critical thinking, which is contributing to the project's long-term sustainability.

Currently, six programs (Pharmacy, Social Work, Veterinary Sciences, Business, Geology, Zoology/Physiology) are using the CAT with plans to expand to eight programs next year (Kinesiology and Health, and Nursing). Within each program, faculty have identified a research question related to student learning and are administering the CAT to collect relevant data. UW's goal is to expand the number of faculty who administer and score the test and to build upon this experience to help faculty "close the loop" on their assessment processes. The ECTL has begun offering workshops on how to develop discipline-specific analog questions and is partnering with Academic Affairs to expand mini-grant opportunities for faculty through the university's annual Assessment Academy. In Fall 2013 there will be an introduction of faculty learning communities on assessment of critical thinking skills to provide additional opportunities for collaboration between programs using the CAT.

These case studies allow us to examine how an assessment tool which is faculty-driven (both developed by faculty and scored by faculty at one's own institution) can be used as both a tool to understand weaknesses in student learning and to engage faculty in more effective teaching practices derived from the scholarship of teaching and learning. It will discuss how such faculty-driven assessments can assist faculty to develop more effective classroom assessments. This panel will also discuss some of the difficulties that can occur when using such faculty-driven tools. In addition to the normal audience discussion, the session will actively involve the audience in those critical thinking skills assessed by the CAT.

F4.   Preserving the Hybrid Spaces of SoTL: Cross-Disciplinary Exchange as Catalysts for Creativity
Panel
Raleigh Convention Center 301B
David A. Reichard (California State University – Monterey Bay), Kathy Takayama (Brown University)

In the "early days" of the Scholarship of Teaching and Learning, Mary Taylor Huber and Pat Hutchings of the Carnegie Foundation encouraged scholars to bring our work in SoTL to the disciplines. And, this endeavor has had great success in embedding SoTL within the context of the disciplines, and for some, gaining validation for this work in the academy. Yet, does the success of disciplines embracing SoTL mean that SoTL has finally "arrived?" If SoTL scholars only encounter researchers in their own disciplines, has the pendulum swung too far away from the cross-disciplinary beginnings of SoTL? What are the consequences of biologists, or historians, or composition studies scholars doing SoTL only talking amongst themselves? This panel discussion provides an opportunity for SoTL practitioners from any discipline to explore the value and importance of preserving interdisciplinary/cross-disciplinary exchange in the scholarship of teaching and learning, particularly for innovative and creative thinking in scholarly inquiry focused on teaching and learning.

While SoTL has made great strides in many disciplinary contexts, there is danger that SoTL

work will become another form of disciplinary scholarship--SoTL for historians, SoTL for biologists etc. While this development has produced a deepening understanding of teaching and learning in those disciplines, it also raises important questions about whether scholars should continue to work together across disciplines, in part to preserve SoTL as a "trading zone," where we can deepen and broaden our collective understanding of teaching and learning across the disciplines. Do the liminal spaces where SoTL scholars work across the disciplines encourage more creative thinking? Do these spaces foster innovation in developing new theoretical frameworks, research methods, and ways of disseminating findings? Are such cross-disciplinary encounters in fact a signature practice and methodology within SoTL? In short, as SoTL matures and transitions as a field of inquiry, and finds welcome space in many disciplines, this panel will provide a platform for the organizers and the participants to discuss the fundamental question of what it means to "be" a SoTL Scholar.

It should be noted that this panel is not intended to dismiss disciplinary SoTL work. Rather, we assume that there is an essential need for foundational expertise in one's discipline and SoTL research in one's discipline, as a starting place for fertile cross-disciplinary work. If we aren't scholars/experts in a field, we suggest, we can't recognize the benefits of drawing from other disciplines. Rather, this panel explores SoTL as a hybrid space that has a proven record of promoting creative thinking. We build on the foundations of Shulman's signature pedagogies and pedagogical content knowledge to share our own insights from our cross-disciplinary work, which provides an epistemological complement to the work of McCune and Hounsell (2005), as well as that of Calder (2006).

The format for the panel will include brief framing comments by the organizers, former CASTL scholars, who have been involved in and written about the value of cross-disciplinary SoTL work. The remaining time will provide audience members the opportunity to engage in a dialogue about the questions raised by the organizers. and to share their own experiences with disciplinary and/or cross-disciplinary SoTL work.

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F5. What Does Research Reveal about Successful Academic Development to Promote Teaching and Learning?
Panel
Raleigh Convention Center 305A + Live Stream
Diane Jacqueline Salter (Kwantlen Polytechnic University), Peter Felten (Elon University), Lynne Hunt (University of Southern Queensland), Tessa Owens (Liverpool Hope University), Arshad Ahmad (McMaster University), Joy Lam (University of Hong Kong)

This international panel presentation reflects on the sustainability of initiatives to promote quality learning and teaching in universities. These initiatives include the creation of academic development units, sometimes known as learning and teaching centres, and special projects such as the Centres for Excellence in Teaching and Learning (CETL) in the UK. The increase in the number and wide distribution of academic development initiatives has been driven, in part, by quality review processes requiring universities to demonstrate standards in learning and teaching, but what does the research reveal about successful academic development?

Research on the outcomes of academic development units (Ling 2009; Gosling 1996; Gosling 2001; Schroeder 2011; Sorcinelli et al. 2005; Gosling 2008; Gosling 2009; Holt 2010; Leibowitz et al, 2011) reveals that, despite considerable variation in local contexts, many centres have struggled to attract more than a devoted cluster of followers and that their impact has been limited and far from systematic. As a consequence, some universities are reconfiguring the role of academic development units to shift from a focus on enhancing teaching to one that strategically aligns the work of centres with their university's vision for teaching and learning. Accordingly, academic development units now work with faculties and departments to help them to realize their university's strategic plans – with a resultant shift from a focus on input (teaching) to outcomes (learning).

This change, along with increased institutional attention to student learning outcomes, has caused some 'Enthusiastic advocates of student centeredness [to] become deeply suspicious of the activity of teaching' (Northedge 2005). This panel presentation asserts the centrality of university teaching in facilitating student learning and, drawing on evidence from international research and reports, panel members will share ideas about change leadership in higher education with the aim of creating debate on key questions associated with the promotion of university learning and teaching.

This session will be highly interactive. The presenters will provide a brief overview, share experiences with the full group and raise questions for break-out group discussions. The participants will contribute ideas and perspectives both during the full group presentation and also in break out groups that will allow small group discussion of specific topics and questions that will then be brought back to the full group for sharing of ideas.

The following questions will guide the discussion. We will conclude the session with an opportunity for participants to make concrete plans to act on what they have learned from the discussion.

- What do we know about the characteristics of effective, sustainable teaching and learning initiatives in higher education?
- To what extent do quality review and assessment processes associated with university learning and teaching inhibit innovation and individual creativity?
- What roles do the disciplines and departments have to play in promoting teaching/learning initiatives and embedding change?
- How can the Scholarship of Teaching and Learning contribute to sustainable initiatives to promote learning and teaching in universities?
- How do changes in the landscape of higher education, such as funding or educational technologies, influence initiatives to promote learning and teaching in universities?

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F6. **Reading, Student Connections, and Sense of Belonging**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

F6.1. *Improving Reading Compliance and Quiz Scores Through the Use of Reading Guides*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Trent W. Maurer (Georgia Southern University), Judith Longfield (Georgia Southern University)

Questions & Rationale: This session will present an inquiry into student learning as measured by reading compliance and quiz scores. Students' reading compliance has declined substantially over the past 30 years from over 80% to less than 20% (Burchfield & Sappington, 2000). Even in textbook-reliant introductory courses, students read less than 1/3 of the assigned pages (Gurung & Martin, 2011), and reading compliance significantly predicts exam scores and final grades (Sappington et al., 2002). Students who have not completed the readings are unprepared for class activities based on that material, which makes it difficult for instructors to move beyond content-delivery lectures. One strategy for encouraging reading compliance is a graded reading quiz, which provides an external incentive for doing the readings (Ruscio, 2001). Further, short quizzes at the start of class, when paired with prompt feedback, are an effective teaching strategy (Connor-Greene, 2000). They reduce massed practice and procrastination (Maki & Maki, 2000) and provide feedback to students on the effectiveness of their studying (Rosenthal & McKnight, 1996). One method for helping students get more out of the readings is to use reading guides (Herber, 1978). A reading guide requires the instructor to determine the learning outcomes associated with reading the assigned text and create a structured series of questions to guide students through the text, helping them to determine meaning and achieve basic comprehension and vocabulary (Horning, 2007). Reading guides, "model how to select, decide, and focus upon what textbook material is important to learn" (Helms & Helms, 2010, p.109). Students perceive them to be helpful in learning lesson objectives and preparing for graded assessments (Helms & Helms, 2010), and students who complete them score higher on graded assessments (Meiss, 1983). Methods: This project compared students' daily in-class reading quiz scores across five conditions (sections of an introductory Child Development course): control, reading guide only, reading guide + on-line practice quiz, reading guide + on-line graded quiz, and reading guide + both on-line quizzes. At the start of each of 20 content days in the course, students completed a 5-item quiz over the assigned readings (half a textbook chapter). Except for the control section, all students had access to an instructor-designed reading guide for each of the 20 assigned readings from the start of the course. Students were encouraged, but not required, to complete the reading guides in preparation for class. Outcomes & Reflective Critique: Results revealed that the reading guides significantly increased student learning as demonstrated on daily in-class reading quizzes, with marginal additional gains when practice quizzes were used. The addition of on-line graded quizzes (with and without on-line practice quizzes) resulted in lower scores on in-class quizzes, suggesting a negative effect from additional summative assessment. Results held even after controlling for self-reported time spent studying. Audience Engagement: The audience at this session will be invited to brainstorm ways to further develop and utilize reading guides as well as to discuss the teaching opportunities made possible by high levels of student reading compliance.

F6.2. *Reading Through Connections: A Phenomenographic Study of Student Connections to Scholarly*
Text
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Margy MacMIllan (Mount Royal University)

The study of undergraduate reading experiences has a long history within the scholarship of teaching and learning (Haas 1993; Linkon 2005; Manarin 2012). Much of the work on student reading documents difficulties students have with literary texts (Chick, 2009, Salvatori, 2000), but there has been a steady thread in the literature around how students read and use – or more to the point, don't read or use scholarly articles (Rosenblatt 2010; French 2005; Emmons et al 2010). Reading articles is a necessary step for students to participate in the scholarly conversations in the disciplines – a critical part of the transition from student to scholar. This study examines student reading practices in a classroom environment, specifically, students' capacity to make connections to scholarly text. Making connections between prior and new knowledge is a fundamental aspect of constructivist learning, and plays a part in enhancing retention and further use of materials students read (Marton and Saljo 1984). Further, actively seeking connections can help students see the relevance in scholarly articles and may therefore increase their ability to engage with the text (Spires, 2003). This presentation will describe variations in how students connected with the text and the implications of those variations for teaching and learning.

The presentation will focus on research with students in a third-year course: Research Methods for Public Relations. Students participated in a class on reading academic articles that included an exercise where they had to write connections inspired by a section of the text. Of the 50 students registered in the course, 30 consented to allow their in-class exercises to be included The researcher analysed these connections at first looking for differences in content, that is, what the students connected the article to. However it soon became clear that there was a deeper, richer story in the data. The connections students made ranged from word or text association, corresponding to Marton's 'surface' learning to connections as analogies or integration which had parallels to his 'deep' learning. Phenomenography, which has a long history as a method for studying learning (Marton 1975, Saljo 1984, Bruce 1997, Boon et al 2007), allowed the researcher to focus on variations in the students' experiences to develop an understanding of how ways of connecting to the text might influence understanding of the text beyond simple recall.

The presentation will provide a detailed look at the categories of connections students made and what those connections indicate about how the students read the text. Participants will engage in a brief exercise similar to that which provided the data for the study. They will have the opportunity to make connections of their own with a brief scholarly text and consider how these connections affect their own reading. We will discuss the benefits and limitations of gathering and analysing similar data from students. The presentation and the activity will raise questions about how we understand student reading, how we assign and assess it and how these factors affect the ways students actually read.

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F6.3. *"Sense of Belonging" in Science and Humanities Students: Is There a Difference?*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Helen Pokorny (University of Westminster), David Chalcraft (University of Westminster), Justin Haroun (University of Westminster), Deborah Husbands (University of Westminster), Sibyl Coldham (University of Westminster), Renee de Neve (University of Westminster)

The development of a sense of belonging is recognised as an important indicator of success in student transition, retention and performance in higher education. An understanding of the factors that help or hinder a sense of belonging has important implications for the management of higher education.

This study builds on earlier research on undergraduate business students that indicated that 10-15% of new students find it difficult to develop a sense of belonging to their place of study (Chalcraft et al, 2012). This new study takes this a stage further to explore similarities and differences in the development of a sense of belonging between students from the schools of Business and Life Sciences within the same institution. These two schools have many differences including type of subject studied, size of school and class size, average age of students, and the path of study leading up to study at university. A key aim of this research is to explore what factors may be influencing the sense of belonging of students at each school.

A mixed-method approach was taken employing a questionnaire informed by Goodenow's (1993) instrument for measuring sense of belonging and the Australian National Student Survey questions relating to student engagement. Alongside the questionnaire we also carried out focus groups to gain a clearer student perspective. The survey and focus groups were conducted with first year students from the two schools in the academic year 2012/13. A sample of 500 students completed the questionnaire and 4 focus groups were conducted.

This study is informed by previous research, such as that of Tinto (1975, 1993, 1997) and Astin (1973). Reports from the United States of America provide measurements of the concept. Hausmann et al (2007) measure sense of belonging in American educational institutions through the variables of race, gender and financial difficulties. Also, individual culture and self-perception are considered by Chow & Healy (2008), Kember, Ho & Hong (2010), and de Beer, Smith & Jansen (2009), as are induction events and transition (Braxton, Milem & Shaw-Sullivan 2000, Edward 2003, Vinson et al 2010), teaching and group belonging (Hamilton, McFarland & Mirchandani 2000, Levett-Jones & Lathlean 2008, Meeuwisee, Severiens & Born 2010), and career focus (Edward 2003, Hassanien & Barber 2007).

The results of the study will be presented including identification of overarching and school specific influencing factors. A single approach to the encouraging of a sense of belonging is unlikely to work equally well right across a large and diverse organisation such as a university. The study will identify issues that differ by school and can influence the developing of the sense of belonging that the literature suggests is important for successful student transition into, and retention through, a course of study at higher education level.

We are particularly keen to foster an active audience-based discussion and review of the possible influences and will seek audience contributions of further aspects to be explored.

F7. **Preparing the Next Generation: Placing SoTL at the Core of the Preparation of Future History Instructors**
Panel
Raleigh Convention Center 402
David Pace (Indiana University – Bloomington), James Cronin (University of Cork), Arlene Diaz (Indiana University – Bloomington), Bettie Higgs (University of Cork), Joan Middendorf (Educational Leadership Center for Innovative Teaching and Learning), Leah Shopkow (Indiana University – Bloomington)

If the scholarship of teaching and learning is to become a permanent element in education it will be necessary to make it an integral part of the preparation of instructors at all levels. But , like all institutions, academia resists change, and it will be necessary to consider crucial strategic questions if SoTL is to be part of the fabric of training of future faculty: Should there be an effort to integrate SoTL into the training of secondary school teachers in order to expose future instructors to best practices before they even enter college? Can the challenges of teaching in a discipline be conveyed in an interdisciplinary pedagogical course? Should such preparation take the form of individual courses or can it become part of the structure of degree requirements for the Ph.D.? What teaching strategies are most effective at preparing future faculty for the classroom? And how to find answers to these questions that are appropriate for specific institutional contexts? It is likely that the questions and answers are of benefit across the disciplines.

This panel will explore the development of a variety of different responses to such questions within the discipline of history. Historians operating in different national and institutional contexts will explain and demonstrate how they have integrated the scholarship of teaching and learning into the preparation of future instructors. Each will briefly position these efforts within a typology of possible strategies and products of the different courses. Finally we will discuss the effects the different approaches have on made these approaches appropriate.

Presenter #1 will discuss a pre-service teacher's course on teaching beyond the white male narrative in US history
Presenter #2 will describe SOTL as the centerpiece of a course in which history students learn about teaching the crucial operations in their field by working with students from across disciplines.
Presenter #3 will discuss the minor in high education pedagogics in Swedish universities
Presenter #4 will describe the use of collaborative SoTL projects in a course for PH.D. students on "Teaching College History
Presenter #5 will describe the creation of a Ph.D. minor in the Scholarship of Teaching and Learning and a project by the American Historical Association and the Teagle Foundation to incorporate best SoTL practices in a model course for Ph.D. students at the University of California at Berkeley.
Presenters #6 and #7 will share their experiences of providing an innovative program for graduate historians who are beginning to teach.

After these initial presentations have laid out a range of potential strategies, participants in the session will work together in small groups to discuss what approaches might be most effective at integrating SoTL into the training of future instructors within their institutional contexts, followed by a sharing of ideas by the entire group. The insights gained will be collated and categorized and made available on a website as an open-educational resource for the wider community to avail of.

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F8.   Group Dynamics and Collaboration
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

F8.1.   Impacts of Group Dynamics on the Effectiveness of Term Project in Helping Students' to Connect Theory with Practice
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Israel Dunmade (Mount Royal University)

Term project is a component of student centered project-based instruction model or strategy in which students apply concepts learned in the class to plan, implement, and evaluate projects that have real-world applications beyond the classroom. The intent is to facilitate students' development of cognitive skills and skills of high value to the work place where they will apply the knowledge acquired after graduation. This approach is premised on constructivism views that students learn by constructing new ideas or concepts based on their current and previous knowledge. The most important benefit of this approach is that students find projects fun, motivating, and challenging because they play an active role in choosing the project and in the entire planning process. In addition, research indicates that engagement and motivation does not only lead to high achievement but promotes long term retention of what is learned.

However, group dynamics may affect effectiveness of a group of students in carrying out their term project. It may also affect the quality of work done and how well an individual student in the Term project group is able to connect theory with practice through the project. Consequently, this study was aimed at identify specific group characteristics that enhance and those that diminishes students' ability to connect theory with practice through their term project. The data used for the analysis were collected in the 2012 Fall semester and 2013 Winter semester from students' reflective journals and their term project reports.

Analysis of the data analysis from the four courses' reflective journals and term project reports will be completed at the end of May 2013. However, preliminary results showed that personality compatibility, previously being in the same class and in the same study group in other courses, and gender mix in a group affect term project's effectiveness in helping students' connection of theory with practice.

F8.2. *The Jigsaw Strategy – An Integrative Process for Learning*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Lizzie Ngwenya-Scoburgh (University of Cincinnati)

Many students find business courses repetitive and a regurgitating of isolated facts and terms with limited application. Students claim to understand the content; however, when in the real world, can they illustrate that they have learned transferable business skills? While passing test scores indicate that students may understand the content; however, it is uncertain that they are able apply the knowledge in the real world. The development of critical thinking skills needs to be incorporated to promote techniques for business making decisions. This case study measured the effectiveness of using the jigsaw cooperative learning method in Introduction to Business to determine if it increased student learning and test performance.

In the last 12 years there has been a substantial awakening of interest in applying principles of cooperation to the classroom as a primary means of teaching traditional subjects. According to Salvin & Cooper (1999) "cooperative learning is a well-documented and a frequently recommended strategy for enhancing academic, cognitive, and social outcomes for students"(p. 647). Cooperative learning is a process of instructional strategies that involve students working collaboratively in groups. The jigsaw method is one of the oldest and commonly used cooperative learning methods. According to Aronson (2008), the jigsaw classroom is a cooperative learning technique with a three-decade track record of successfully increasing positive educational outcomes. Consequently in the business field, problem solving has become a team effort to reduce top-down, rigid management. In business, teams are encouraged and have been found to help decrease the time in problem solving. Thus the jigsaw method is used to help groups solve an issue with the benefit of including practice in small group interactions.

My research application of the jigsaw method for instruction in my courses suggests that student's comprehension of the material and test scores improved. Studies indicate that the implementation of the jigsaw method, encourages students to become experts of the content because they were expected to learn the material, teach their jigsaw team what they had learned and apply it to problem solving or strategy application. A quiz on the material revealed an increase of 10% on their total grade compared to a group that did not use the jigsaw method. My rationale for using the application of the jigsaw method is; cooperative learning in work teams has become main stream in business and the Association to Advance Collegiate Schools of Business (AACSB), is making demands for assessment of student learning. The agency suggests: "Our output is not teaching; it is, in fact, student learning" (AACSB, 2005, para. 2). The jigsaw method supports learning. The literature suggestions that if each student's part is essential, then each student is essential, thus making this strategy effective.

Utilizing the jigsaw cooperative method to learn a business theory for future application improved student learning and test scores in an introductory college-level business class. Students enjoyed the activity better than traditional lecture and students practiced working in teams.

This presentation will give instructors an option to promote a cooperative learning environment that supports peer teaching, discussion, problem-solving and learning. The presentation will engage the audience on how to utilize the jigsaw method in various teaching disciplines. Instructors should walk away with a skill option of a cooperative learning technique that uses simple ideas for great effects.

F8.3. *Empowering Student Collaboration through Agile Self-Organization*
    Individual Paper (30 minutes)
    Raleigh Convention Center 305B
    Rebecca Pope-Ruark (Elon University)

How often do we as instructors assign group projects in our classes only to be disappointed by the final products which regularly seem thrown together at the last minute or completely the product of one overzealous student (Bruffee, 1999; Burnett, White, & Duim, 1997; Frederick, 2008)? But perhaps a more important question is how often do we as instructors teach our students strategies for successful collaborative work rather than simply assuming they know how to collaborate?

As collaboration scholar Rebecca Burnett noted at the 2013 Conference on College Composition and Communication, "Collaboration is NOT intuitive." So what do students know about how to collaborate successfully? What are the perceptions and biases that might color their approaches to collaborative projects? What happens when students are taught specific and easy-to-use strategies for managing collaboration that empower them to move beyond the typical divide-and-conquer mentality common in the classroom today?

In this paper, I will present the results of two recent studies exploring student collaboration and the results of a project management strategy intervention. The first study surveyed 122 college students about their perceptions of collaborative. The second study examines the work of students in my grant writing for non-profits course after students were introduced to an Agile collaboration strategy, Kanban.

"Agile" refers to a set of values articulated in the 2001 "Agile Manifesto" which calls for practices that value people as individual contributors to a larger goal, encourage engagement and accountability through self-organization of all project activities within the team, and acknowledge that change happens regularly and requires flexibility and agility (Beck et al., 2001). Kanban translates to "card" in Japanese and uses a simple whiteboard and sticky notes to help team members visualize and reorganize work tasks while limiting the work in progress in order to achieve consistent progress toward goals (Anderson, 2010; Benson & Barry, 2011).

By sharing survey results and tracking student growth via written journals, large group reflective discussions, and team Kanban artifacts, I will discuss my preliminary findings which

indicate that students divide-and-conquer for efficiency not for effectiveness, and that strategies like Kanban that enable students to self-organize and visualize their project work led to higher project engagement and peer accountability. Attendees will leave with a specific set of strategies to implement in their own classrooms to empower their students to succeed in collaborative work, a necessary skill to transfer into all aspects of their lives and work.

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F9.   SoTL in the Health Sciences
Individual Papers (30 minutes each)
Raleigh Convention Center 303

F9.1.   Identifying Factors that Enhance the Capacity of Clinical Educators to Engage with the Role
Individual Paper (30 minutes)
Raleigh Convention Center 303
Sally Abey (Society of Chiropodists and Podiatrist Higher Education Academy), Susan Lea (King's College London)

Research has shown that there are multiple factors which potentially impact upon the student experience, including level of prior placement preparation provided by the University to the student; requirement for comprehensive orientation to the learning environment upon arrival (Rodger, Fitzgerald, Davila, Millar, & Allison, 2011); number of students allocated to a placement, particularly if at short notice (Murray & Williamson, 2009); self-efficacy of the clinical educator in their own practice (Rodger et al., 2011); and finally, the complexities of the clinical environment including clinical educator-student relationships, student experiences of placement and patient relationships, which all have the potential to influence student learning (Dunn & Hansford, 1997). Student learning has also been the subject of research which has identified barriers and facilitators to the delivery of effective placements (Corlett, 2000; Duffy & Scott, 1998; Hesketh et al., 2001; Hewison & Wildman, 1996; Licqurish & Seibold, 2008). Not surprisingly, the clinical educator is influential in the students' placement experience (Ali &

Panther, 2008; Andrews & Wallis, 1999; Jokelainen, Turunen, Tossavainen, Jamookeeah, & Coco, 2011) and important in the amelioration of some of these potential challenges within the placement environment.

The aim of this study was to survey clinical educators from podiatry across 15 English National Health Service (an organisation where the cost of medical care is free at the point of access) Trusts using the 'Capacity to engage with clinical education' scale ('Author' et al, 2013 in press). The scale is comprised of 74 items with the survey including items relating to factors hypothesised to predict the variability of clinical educator capacity to engage in mentoring. A 42% response rate was achieved (n=66).

Multiple linear regression identified four variables that predict the variability of the dependent variable, clinical educator capacity to engage, producing an adjusted R_2 of .447, significant at .000. These variables were: volunteering, protected time, portfolio assessment responsibilities and university relationships.

Establishing the factors that are significant in influencing capacity to undertake the role of clinical education has important implications for how placements are managed at both a local and national level within the National Health Service. Placement investment needs to provide the resources and opportunities that not only increase individual capacity to engage with clinical education, but which also embodies factors that enhance quality and effectiveness. With costs of training nurses, midwives and allied healthcare professionals in England estimated at £4 billion in 2011 (Williamson, Callaghan, Whittlesea, Mutton, & Heath, 2011), it is important that capacity is enhanced alongside effective learning placements, with the potential to increase allocations, whilst decreasing attrition rates. The findings of the project should be of importance for both Higher Educational Institutions negotiating placements and those within the National Health Service who facilitate them. The findings also have the potential to impact upon the quality of patient care and inform strategic planning and policy-makers.

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F9.2. *Finding Teachable Moments to Education Professional Level Health Science Students in the Clinical Environment: Is It as Easy as 1, 2, 3?*
Individual Paper (30 minutes)
Raleigh Convention Center 303
Genevieve Zipp (Seton Hall University), Catherine Maher (Seton Hall University)

As health science academicians our role is to provide students an environment that will develop their knowledge and skill set to practice their "craft" in the clinic. However, the academic environment is not solely responsible for the development of their skill set. Clinical experiences are designed to complement and support student learning. In this clinical environment the practicing health care professional acts an instructor and mentor to student. The process involved in the mentorship of professional health care students is truly an active learning experience for both the mentee and the mentor. The role of the clinical instructor (CI) is to provide an environment which complements the student's academic preparation and enables a student to develop their skills in becoming an autonomous practitioner. Often this active learning in the clinical setting is challenged by the demands of the health care environment. For many CI's finding teachable moments in today's changing health care environment is not always easy as 1, 2, 3 but it can be achieved.

While, one might argue that the absence of securing teachable moments in the clinic is solely a result of the health care environments' financial issues and productivity needs placed upon the mentor, we would suggest that a contributing factor is the CI's lack of awareness of what constitutes a teachable moment. Teachable moments are those events which result in positive behavioral change. The notion of teachable moments is a multifaceted phenomenon which fosters intellectual curiosity and mastery as defined by a "high degree of competence within a particular area" (Ambrose, 2010).

This paper will explore a proposed framework, using Sprague and Stuart (2000) four stages of mastery which ranges from unconscious incompetence, to conscious incompetence, to conscious competence to finally unconscious competence to support CI awareness and the utility of

teachable moments in the clinical environment. The authors will discuss options for collaborations between the academic and clinical faculty which support active student learning using teachable moments framework.

    1. discuss the tenets associated with teachable active learning moments
    2. explore possible ways in which one might further maximize upon these moments in the clinical environment
    3. explore collaborative opportunities between the academy and clinical environment that might help support the awareness of and utility of teachable moments in the clinical environments

F9.3.   *From Classroom to Practice – Do Physical Therapists Use Their Evidence Based Practice Skills?*
       Individual Paper (30 minutes)
       Raleigh Convention Center 303
       Trish Manns (University of Alberta), Johanna Darrah (University of Alberta)

Background: Ten years ago the physical therapy program at the University of Alberta revised its curriculum during the transition from baccalaureate to master entry level education. Curriculum models were developed and guided both the development and implementation of the revised curriculum. They reflected the principles of evidence based practice, and all courses provided students with opportunities to apply their newly acquired evidence based knowledge and skills. Didactic lectures were replaced with more active learning strategies including group based case learning activities. Physical therapy skill based laboratories were retained, and the amount of time students spent in clinical learning situations remained the same. Following this major curriculum change, we were interested in knowing if the increased emphasis on evidence based practice knowledge and skills transferred to clinical practice. Did the graduates from the revised curriculum use an evidence based approach that included the use of research evidence, clinical experience and patient values more than the graduates of the former curriculum?

Methods and Outcomes: We interviewed practicing physical therapists who were graduates of our program both before and after the transition from the traditional curriculum to the revised curriculum. Physical therapist participants were provided with two clinical scenarios and discussions during the interview focused on the clinical decision making processes used to make treatment decisions for the clients in the scenarios. Eighty physical therapists were interviewed. They had between one to 15 years of clinical experience. Years of clinical experience and curriculum content did not influence the way therapists approached clinical problems; they all used clinical experience and patient values more than research evidence. Graduates from the revised curriculum demonstrated better knowledge about evidence based practice, but did not apply this knowledge clinically in their solutions to the scenarios any more frequently than other therapists. There was a knowledge to practice gap.

Reflective Critique: The findings of this study have led us to reflect particularly on the content of the evidence based curriculum, and the workplace context in which students and clinicians apply their evidence based skills. We propose that curriculum changes are needed to provide a more appropriate matching of the time constraints of evidence based practice activities in academic and clinical settings. Evaluation strategies also require adjustment to appropriately assess a time-limited evidence based practice exercise. Separate, but related to the evidence

based practice curriculum, is the context in which knowledge and skills learned in the academic setting will be applied. We explore the apparent culture differences between academic and workplace settings related to evidence based practice, and discuss possible way to reduce those differences. In professions such as teaching and health care, curriculum developers need to be aware of the different hierarchy of values in the workplace compared to the classroom.

Audience Engagement: Input will be solicited from audience members about their experiences tackling knowledge to practice gaps in their settings.

Conclusion: A knowledge to practice gap is not unique to the profession of physical therapy and our proposed solutions may have broad application to other health care professions.

F10.   Service-Learning and Community Partnerships
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

F10.1. Re-Imagining Service-Learning Through Collaborative Research
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Tom Mould (Elon University), Gloria So (Elon University)

In this presentation, I examine how service-learning can be re-envisioned as collaborative research, with positive outcomes for students as well as community members. While many of the benefits of service-learning are well documented, important student learning goals related to the development of cross-cultural understanding embodied in transformed relationships between students and community members have not been fully explored. I argue that these learning goals, as well as many other equally vital but more frequently discussed goals, can be achieved when research drives service. In such an approach, even the holy grail of student learning goals—the development of lifelong learners—can be fostered if not conclusively achieved.

The primary focus of this work is an inquiry into student learning and teaching practices, particularly in terms of the roles students fill as learners, collaborators, researchers, and community members. While this presentation is primarily theoretical, I base much of my argument on a pilot project based on the principles of collaborative research as service that I undertook during the Fall, 2012 to record and analyze the narratives and perceptions about public assistance in the local community. Ultimately, I argue that research as service can erode stereotypes, transform traditional town/gown relationships, and lead to deep and meaningful civic engagement that extends beyond the specific boundaries of a single class or project.

Research as service is not a new idea, just an underdeveloped one. In her book Fundamentals of Service-Leaning Course Construction, Kerrissa Heffernan and Richard Cone suggest there are six types of service learning, including "Undergraduate Community Based Action Research" (2001). Leading the exploration of this intersection between community-based research and service-learning are Kerry Strand (2003) and Carolyn Berhman (2011). By following Behrman's lead and considering a pedagogical model that combines collaborative research, service, and

learning within the structure of an academic course, this presentation aims to elucidate practical models for and varied benefits of service-learning coupled with collaborative research.

Beginning with a focus on research as a basis for service-learning reorients students in terms of their learning goals and the roles they adopt, particularly in establishing obligations to an academic community as well as a more local one. Further, the nature of these relationships is governed not only interpersonally, but intellectually. Service-learning should also have clear intellectual learning goals for the student, but a model that begins with collaborative research embeds these learning goals in the relationships students form with agencies and community members so that intellectual inquiry becomes the service, rather than a by-product of other, often prescribed work.

My initial assessment of the efficacy of this approach to service-learning is based both on the reflections students wrote at the end of the pilot course, as well as from on-going discussions with students and community partners involved in the class and project. The presentation will engage audience members in a discussion of how they might integrate similar work into their curricula to help students engage in meaningful conversation and action in their local community.

F10.2. An Intensive Biology Service Learning Experience Delivered Professional Development for Graduate Students and Improved Student Learning
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Laura B. Regassa (Georgia Southern University), Missy Bennett (Georgia Southern University)

Service learning (SL) is a form of experiential learning that empowers students to use their expertise to solve community problems (Bringle and Hatcher, 1996; Kolb 1984; Roger 1969). Over the past decade, STEM (Science Technology Engineering Math) SL in higher education has expanded rapidly as evidenced by institutional initiatives to centralize and facilitate these activities (National Service-Learning Clearing House, 2010). In addition, there have been numerous reports addressing the efficacy of this approach with respect to college STEM student learning or personal growth (e.g. Eyler et al., 2001; Hagerty and Rockaway, 2012; Haines 2003; Ropers-Huilman et al., 2005; Sevier et al., 2012). The current study also investigated the utility of SL for STEM (biology) graduate students, but with a focus on student professional development. Specifically, the SL experience was designed to enhance STEM student communication, leadership, teamwork and time management skills. While these skills do not explicitly fall within the traditional STEM course content, they are critical for success of STEM graduate students. A program-based approach was used to implement and manage the SL activities that were intended to deliver this key skill set. A total of 20 graduate students were involved in intensive SL experiences over four years; each graduate student assisted a high school teacher with generation and delivery of hands-on, standards-aligned science activities in high-need schools. A mixed-method approach utilized observational evaluations, surveys and interviews to track graduate student outcomes. Learning outcomes for those targeted by the service learning activities (i.e. in-service teachers, high school students) were also evaluated using pre/post-tests and surveys. To date, cumulative data has indicated positive outcomes for

all participants. Fellow attitudinal surveys, supported by observational data, showed that 75-100% of the graduate students credited the program with enhanced communication, leadership, time management, organizational, and teamwork skills. All high school teachers increased their content knowledge and confidence with laboratory skills based on pre/post survey and test results. High school students in biology classes with MBI fellows showed 12% to 23% increases for five of six tested concepts; non-MBI classes showed no significant increases. Overall, the intensive SL activity enhanced critical graduate student professional skills; provided professional development for partner teachers; and generated learning gains for high school students through hands-on, inquiry-based activities.

F10.3. *An Ecological Approach to a University Course which Develops Partnerships Impacting Health and Wellness in K-12 Schools and Communities*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Leigh Z. Gilchrist (Vanderbilt University), Carol T. Nixon (Vanderbilt University), Sharon L. Shields (Vanderbilt University), Barbara Holland (Vanderbilt University), Elizabeth J. Aleman (Vanderbilt University)

While partnerships between higher education institutions and external communities are not a new phenomenon, these relationships have become increasingly common and essential to promote civic engagement and social responsibility among university students and to address community health and education disparities (Gronoski & Pigg, 2000; Russell & Flynn, 2000). Moreover, cross organization and sector partnerships are expected more often by funders and community members in order to address complex social problems (Koschmann, Kuhn, & Pfarrer, 2012). While research has documented evidence of some of the core elements of effective university-community partnerships (e.g., common goals and agenda, shared control), relatively little is known about how to achieve these elements (Author, 2005).
We assert employing an ecological systems theory orientation to frame collaboration promotes effective partnerships. From a theoretical perspective, attention to context implies the need to seek and value multiple perspectives (Tebes, 2005). Practically, pluralism of perspectives increases the recognition of community contexts and needs, thus promoting the relevance, effectiveness, and sustainability of collaborative efforts (Israel et al., 2005). Further, from an ecological systems theory lens, there must be synergy to produce something greater than the sum of the whole. The resulting collective agency promotes systemic and sustainable partnership practices (Koschmann et al., 2012).

In this paper, we describe how a university undergraduate course has evolved, leveraging theory to enhance university-community collaboration. The course, Health Service Delivery to Diverse Populations, incorporates service-learning to facilitate student learning and university-community collaboration. Using illustrative examples of several service-learning projects, we show how ecological systems theory has enhanced the course and supports a more systemic approach to developing partnerships in support of community based health promotion. Ultimately, an ecologically-driven approach to developing partnerships has facilitated considerable student learning and service and scholarship within the university. The engagement of our community partners as co-teachers and leaders in the course has enriched student learning and encouraged civic engagement. Within the campus community, the

importance of service, beyond student civic engagement, has grown as evidenced by organizational structures and support, faculty involvement, community engagement, and scholarship. This is consistent with the dual scholarship and action mission of our department as well as the ideals of the "Engaged Campus" (Edgerton, 1994) linking scholarship and community needs (Author, 1997).

In addition, the partnerships have facilitated organizational learning and capacity building within community. As a result of making our ecological systems approach explicit, our community partners have been able to celebrate their unique contributions in improving community outcomes. When multiple partners come together over time, it encourages collective learning and responsibility to more synergistically address critical needs within a community. Thus, a systems orientation not only enhances individual and time-limited partnerships but also can provide the scaffolding to support a web of partnerships integrating and extending these building blocks to promote health more systemically and broadly in the community. Throughout the presentation, we will engage the audience to address strengths or gaps within our approach, comment on potential levers facilitating effective university-community partnerships, and discuss innovations in service-learning and student civic education.

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F11.   Academic and Professional Development for Novice Teachers
Individual Papers (30 minutes each)
Raleigh Convention Center 201

F11.1. Developing Teaching Assistants' Pedagogical Responsibilities and Professional Skills: Recent Canadian Research
Individual Paper (30 minutes)
Raleigh Convention Center 201
Carol Rolheiser (University of Toronto), Tricia Seifert (University of Toronto), Richard Wiggers (Higher Education Quality Council of Ontario)

In the Province of Ontario in Canada, SoTL is increasingly being supported as systematic research where communities of researchers build on each other's work and contribute to a broader contextualized research agenda. This approach necessitates leadership that serves as a catalyst for productive province-wide collaboration across universities and colleges.
Over the past five years, approximately 50 teaching and learning projects have been supported by the Higher Education Quality Council of Ontario (HEQCO). This paper highlights HEQCO'S role conducting, funding, and providing expertise for research on issues important to the province's postsecondary sector. One group of studies has investigated the growing role of teaching assistants (TAs) as part of integrated instruction teams at the province's 20 universities. In addition to outlining the broader findings from this province-wide collaboration, this paper will present one study of two different initiatives at the University of Toronto.

Recent research on teaching and learning in postsecondary education has reiterated the need to better understand the impact of faculty teaching on student learning (Christensen Hughes & Mighty, 2010; Kuh et al., 2005). More specifically, the debate about the effects of so-called "teacher-centred" and "learner-centred" approaches to classroom teaching continues (Barr & Tagg, 1995; Trigwell, 2010; Wiemer, 2013). In a parallel fashion, the literature on TA development has highlighted the need to focus on core competencies and a connection to the affective dimensions of teaching (Carroll, 1980; Staton & Darling, 1989; Prieto & Altmaier, 1994). This research has also emphasized the effectiveness of peer training for graduate students and the impact this model can have on encouraging learner-centred approaches (Schönwetter &

Ellis, 2010; Taylor, Schönwetter, Ellis, & Roberts, 2008). Some have posited that the competency of graduate student teachers is contingent on their amount of experience and their level of involvement in a particular course (Simpson & Smith, 1993).

Several recent initiatives at the University of Toronto have focused on the role of the TA as part of a teaching team, in supporting deep student learning and the development of core skills and competencies. The study profiled in this paper assesses the influence of the Advanced University Training Preparation (AUTP) certificate and the Writing Instruction for TAs (WIT) initiative, on TAs and undergraduate students. Using a mixed method design, the study identifies ways in which TAs contribute to course development, instruction and assessment, and how they build the teaching skills necessary to support student learning and grow in their own development of a student-focused approach to teaching.

The paper highlights one branch of the broader study. Quantitative findings reflect the positive relationship between breadth of responsibility and a decreased use of teacher-focused strategies. As well, peer trainers use teacher-focused approaches less often and student-focused approaches more often than other TAs. Discussion focuses on the implications of these findings for TAs' contributions to teaching teams and their professional identity development.

The study's findings will serve to guide next stage development of the university's TA initiatives while providing insights that fuel broader discussion and research related to TA professional development.

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F11.2. Investigating the Effects of Academic Development on Novice Teachers' Conceptions of Teaching in Higher Education
Individual Paper (30 minutes)
Raleigh Convention Center 201
Linda Margaret Price (The Open University), Anders Ahlberg (Lund University)

Audience engagement: at the beginning of the presentation the audience will be asked to make suggestions as to how teachers' development might be considered. At the end of the presentation they will be asked to reflect on whether the approach presented offers reasonable insights into teacher development.

Background
In order to improve the quality of student learning it is important to engender scholarly approaches to fostering teachers' development. This is particularly important for novice teachers entering into higher education who may have little-to-no teaching experience. Trigwell and Prosser (1999) have already demonstrated links between teachers' approaches to teaching and students approaches to learning. They have also shown links between teachers' conceptions of teaching and teachers approaches to teaching (Trigwell & Prosser, 1996). Price and Kirkwood (2008) argue that in order to have an impact on student learning teachers need to be scholarly in their underlying understanding of these relations between their teaching beliefs and practices and their impact on student learning (Price & Kirkwood, 2008). To address this, our novice(academic) teacher development programme adopted a pedagogically underpinned approach that linked theory with practice. Our goal was to examine whether our approach was having any effect on novice teachers beliefs about teaching. This study examines two questions: 1) what are novice teachers' conceptions of teaching as they begin the teacher development programme; and 2) what effect, if any, has the programme had on their conceptions of teaching.

Context
Participants were mostly doctoral students in a Swedish research-intensive university who were taking an introductory course in teaching and learning in higher education, as part of a larger academic development programme (Andersson, 2010). It comprised a week-long module with a requirement to complete an additional scholarly project, presented (six weeks later) for scrutiny by their peers and the course coordinators. The course focused on introducing pedagogical concepts and then using group working opportunities to examine how these concepts might be put into practice in their teaching.

Methods and procedures
Three cohorts of participants were examined. Each cohort had approximately 25 participants. Each participant was asked to complete a written reflection of their views of teaching before and after the course. These were categorised into conceptions of teaching using Prosser, Trigwell and Taylor's (1994) model and were compared and contrasted to examine whether any changes in development had occurred.

Findings
Most participants had relatively teacher-centred conceptions of teaching before the course and after the course their conception became more student-centred. This illustrates important transitions in teachers' development. This is significant, as research has already shown that conceptions of teaching influence conceptions of learning (Trigwell & Prosser, 1996) which influence teachers' approaches to teaching and subsequently influence learning (Trigwell et al., 1999).

Conclusions
The scholarly approach adopted in this course appears to have had an effect upon these novice teachers' conceptions of teaching, where they moved toward more elaborate conceptions of teaching. The opportunity for participants to be able to able to discuss pedagogical concepts and relate them to practice appears to be valuable in helping to develop conceptions of teaching. However further research is needed to explore how generalizable this approach might be and what issues might prevail for those whose conceptions were not elaborated.

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F12.   Extending and Crossing Classroom Boundaries
Individual Papers (30 minutes each)
Raleigh Convention Center 302A

F12.1. Using Twitter to Extend and Democratize the Classroom Space
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Jeffrey Carpenter (Elon University)

The micro-blogging service Twitter has been caricatured as the domain of narcissists and celebrity stalkers. It has, however, become popular among many K-12 educators as a tool for professional learning. This paper describes what happened when I required my teacher education students to use Twitter as a required course assignment.

Literatures
There is, as of yet, limited literature on the use of Twitter for educational purposes, and none specifically related to teacher education students. The K-12 education press has reported on the general increase in use of Twitter by educators (e.g., Davis, 2011; Lu, 2011), and Gerstein (2011) has reported on the results of a survey about teachers' use of Twitter for professional development (n=135). Greenhow & Gleason (2012) summarized existing research on Twitter's use in higher education as demonstrating a positive impact on student engagement with course content, student-to-student interactions, and student-instructor interactions.

Methods & Evidence
This descriptive research sought to answer two questions: RQ1.) what effects will student use of Twitter for a required class project have on classroom dynamics and student learning? and RQ2.) what are students' perceptions of using Twitter as part of a required class project? The subjects in this investigation were 20 undergraduate senior teacher education students enrolled in a fall 2012 course entitled Teaching in 21st Century Classrooms.

Data was gathered from students' and instructor's Twitter activity. Students made at least two education-related tweets per week for 12 weeks. Also, they participated in three Twitter chat sessions that were relevant to their education interests and one in-class activity that involved tweeting. During the semester, I also tweeted regularly in relation to the course. Students submitted a written reflection on their experience utilizing Twitter. They compared the Twitter project to other aspects of class, and were also asked several open-ended questions including

how or why Twitter contributed, or failed to contribute, to their learning. Finally, I wrote three memos in September, October, and November to reflect on my emerging perceptions of the students' use of Twitter and its impact on the classroom space. Data was analyzed using analytic induction.

Conclusions

Twitter facilitated expansion of the classroom space by extending conversations beyond the time during which the class met and by drawing non-students into those conversations. Students discussed content from class with practicing teachers in Twitter chats, and had their opinions and ideas validated in powerful ways by members of the profession they aspire to enter. Twitter also democratized the classroom space by lessening the typical power differential between instructor and students. Through Twitter, students found readings and resources that became a part of the class content and dialogue. This was in contrast to the typical classroom in which the instructor is sole selector of the materials of study. Students were enthusiastic about their Twitter experience, and perceived Twitter chats to be the most beneficial aspect of the project. They saw the chats as an opportunity to share and gather resources and ideas, as well as network with educators with similar interests.

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F12.2. Group Work Across State Lines: Innovation in Studying the 2012 Presidential Election
Individual Paper (30 minutes)
Raleigh Convention Center 302A
Jeffrey L. Bernstein (Eastern Michigan University), Christopher Cooper (Western Carolina University)

The two of us each taught a campaign and elections course on our respective campuses during the fall 2012 semester. With the presidential election going on, and the two of us being located in competitive states, we decided to teach the class as a comparative course, comparing our state with our colleague's state during the election. The two of us guest-lectured multiple times in each other's classes over Skype, assigned reading on the politics of both states to our students, and taught the class by comparing how the election looked differently in North Carolina versus Michigan.

As part of the course, we assigned students to do group projects across state lines. In groups composed of EMU and WCU students, the students collaborated on an election prediction map, and also worked on a term paper that studied some aspect of the election in comparative

perspective. We believe that this was an interesting, innovative and valuable way to learn about campaigns and elections in the United States.

Our focus in this paper is on the nature of the group work. We firmly believe, even more so as we evaluate this project, that college students must learn to work in groups, and to use technology to facilitate this group work. Students entering the work world will no doubt be expected to work with others to achieve a common goal; often, the groups with which they must work will not be located in the same place. Whether through Skype, Google +, Facebook groups, e-mail, or whatever form of technology is being invented as we write, workers in the future will have to use technology to help their groups achieve these goals. Our experiences with the students have shown us the promise, and the pitfalls, of helping students gain experience in doing this.

In this paper, we explore how our groups worked together. Some groups worked together well – through the use of surveys, interviews with students, and content analysis of the group work, we will explore what made our effective groups work well. Some groups, unfortunately, struggled. We will use our data to explore what went wrong with these groups, and to talk about different ways to improve the group processes.

We continue to believe, more than ever, that what we attempted is important. Our paper will focus on finding better ways to help students develop skills at using technology for aiding group work.

F13. **SoTL Research in the Performing Arts**
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

F13.1. *A Signature Pedagogy Analysis of Music Teacher Preparation and Motivation*
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Daniel C. Johnson (University of North Carolina – Wilmington), Wendy K. Matthews (Wayne State University)

Signature pedagogies (Gurung, Chick, & Haynie, 2009) reflect the structures integral to each discipline and describe their core values. As such, they reveal the unique ways in which disciplinary experts impart the knowledge, skills, and dispositions essential to success in any given field (Shulman, 2005). In music, signature pedagogies include characteristic habits of mind that define musicianship such as: applying theory to practice, using critique as instruction, and interpreting performances through historical contexts. (Don, Garvey, & Sadeghpour, 2009). Operationally, these pedagogies directly and positively impact students' work during their development as school music teachers.

The hallmark of music teacher education is the student-teaching internship during which music teacher educators need to understand and guide their students' development. The purpose of our study was to explore the decision-making motivation of pre-service music teachers as influenced by the student-teaching internship. For our theoretical framework, we considered

motivation in education through the lenses of secondary motivation (McClelland, 1987), and self-determination theory (Ryan & Deci, 2000). Human motivation, as explored by McClelland, is in part a function of primary as well as secondary motives – power, affiliation, and achievement. In self-determination theory, Ryan and Deci theorized types of motivation in human functioning depend on the satisfaction of three basic psychological needs: autonomy, competence, and relatedness. We chose these frameworks because of their applicability to the scholarships of teaching and learning in the classroom (Bieg, Backes, & Mittag, 2011; Maehr & Midgley, 1991; Ryan, Connell, & Deci, 1985).

This study was the next phase of our ongoing research in music teacher pedagogy. Ten pre-service music teacher participants provided responses to three scenarios which represented different classroom situations and presented specific motivational challenges. Using grounded theory, we analyzed the data for emergent themes. In similar studies during earlier phases of our research (Johnson & Matthews, 2012), the following themes emerged: music skill acquisition, socialization, practicing specific instructional methodologies, assessment reflecting student achievement, teachers fitting into schools as institutions, and classroom management.

This study highlights the need for teacher educators to be better informed about what factors motivate music teachers to make decisions and how those motivations influence their decision-making process. As we reflect on this research, we critically examine the traditional transmission of pedagogical models and practices in music teaching. By focusing on the student-teaching internship as an essential pedagogical practice in music teacher education, we begin to define the signature pedagogy of pre-service music teachers. In our session, audience members will be presented with the same scenarios the participants considered and will share their reactions with fellow conference attendees.

F13.2. SoTL Research in the Performing Arts: Past Analysis/Future Directions
    Individual Paper (30 minutes)
    Raleigh Convention Center 306C
    Kathleen Marie Perkins (Columbia College – Chicago)

Most SOTL research has depended on the methodologies of either the social sciences or the STEM disciplines. While these approaches can adequately document the processes and outcomes of cognitive learning in most disciplines, they fall short when applied to the performing arts in which kinesthetic and affective learning are additionally prominent. How do performance researchers capture the subtle and subjective process as a student artist struggles to embody, in the moment, an aesthetic or emotional idea? What constitutes proof of learning or demonstration of artistic understanding? What objective criteria/rubrics can we use in these most subjective areas? Is true objectivity even possible? And what ends do our inquiries support?

The literature on SOTL performance skills research is extremely thin, especially in the medium of theatrical performance. Dance and music have marginally more examples. Ironically, the use of performance in social science research has a growing presence in the literature, but it does not, of course, speak to the matter of performance skills at all but to audience response.

The proposed paper will attempt to open a critical dialogue about the state of SOTL research in performance skills by presenting an overview of representative projects in the performing arts in the last two decades culled from representative SOTL publications and pedagogical journals in the arts. By analyzing the range of approaches and methodologies used, the kinds of questions pursued and the purposes to which results have been applied, a clearer picture of the position of the performing arts in the SOTL universe may emerge. From there, directions for the future can be envisioned, including discerning which , if any, social science or STEM methods are relevant to performance and creating new approaches to studying the embodiment of learning in performance from within the subjective nature of performance itself. The presentation will include a discussion of these possibilities with the audience.

F13.3. *Assessment Rubric as a Tool to Increase Student Motivation in Applied Voice Lessons*
      Individual Paper (30 minutes)
      Raleigh Convention Center 306C
      Ho Eui Holly Bewlay (Buffalo State College, State University of New York)

The purpose of this study was to find out what kind of connection there may be between student understanding of teacher expectations and student motivation. Finding out what connects these two may help the instructor to enhance student motivation while teaching. "Teachers need to communicate to students the objectives of the lesson—what it is the students should learn. Doing so may enhance the students' self-efficacy for the task at hand by helping students feel confident in their work" (Schunk, 1991; Ames, 1992). Once students gain self-efficacy, the students may grow as independent artists who create and produce music according to their own authentic voices. Being an independent artist means putting together concepts learned from the rubric to a coherent whole (Krathwohl, 2002).

Eight participants from various levels (first, second, third, and fourth years) in this study were enrolled in Applied Voice Lessons with the researcher. Pre- and post-treatment surveys developed by the researcher were given to the participants at the beginning and the end of the semester. The researcher analyzed the data by comparing the participants' responses on the pre- and post-assessment to determine growth in intrinsic motivation, if any.

Participants were introduced to the rubric created by the voice faculty at the beginning of the semester. The rubric gave clear guidance to lead the students to understand what is expected of them. At the conclusion of each weekly class, the rubric was used for the students' self-evaluation. The instructor gave feedback on the self-evaluations to instruct the student with specific steps to improve skill acquisition over the following week. The rubric, typically used for evaluative purposes during the final exam, became a teaching tool. In the hopes that if students have a clear understanding of the expectations of the faculty, as well as clear directives on how to achieve success in the skills scored on the rubric, they will be more intrinsically motivated to work independently to develop those skills.

At the beginning of each weekly lesson, students were asked to complete a weekly survey created by the researcher on the relationship between their understanding of the content taught during the prior week and their motivation to practice. For the data analysis, student responses

to the weekly survey were compared week to week to determine usefulness of the rubric as a teaching tool to enhance student motivation to practice singing.

It was determined that the use of the assessment rubric as an instructional tool did not increase intrinsic motivation of students. However, several interesting ideas were developed from analysis of the surveys, the most important being that each student has different motivation to practice, so the instructor must provide differentiated instruction to increase student motivation. Based on the results of the weekly self-assessment using the rubric and the weekly survey, the instruction was varied to accommodate the students' individual needs. The researcher's plan for the presentation includes sharing the assessment tool, strategies for differentiating instruction to increase student motivation, and discussing implications for findings.

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F14. Structures, Liminality, and Boundary Spanning in Educational Development
Individual Papers (30 minutes each)
Raleigh Convention Center 302C

F14.1. Connectors and Boundary Spanners: Uncovering the Complex Roles of Educational Developers in Contemporary Higher Education
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Elizabeth Cleaver (University of Hull), Celia Popovic (York University)

This paper reports on a small-scale study of a targeted sample of nine members of the international educational development community (from England, Wales, Scotland, Sweden, New Zealand, Australia and Canada) and their perceptions of their role as institutional 'boundary spanners'.

The study builds on Gosling's (2008a; 2008b; 2009) and Wisker's (2013) investigations of the size, function, and priorities of educational development units and of unit directors' perceptions of their roles. Often positioned outside academic faculties, sometimes within academic services or human resource departments or as independent central units, educational developers are charged with providing services and support to maintain staff teaching and learning skills and to support the fulfillment of institutional learning and teaching strategies. In order to maintain academic credibility, many keep one foot in the academic camp by undertaking research, often within the SOTL field. Many also mentor and support academic colleagues in pedagogic development and SOTL projects; they are increasingly expected, like their academic colleagues, to win external project funding or to support others to do so. In short, educational developers

are gaining increasingly complex, wide ranging and cross-institutional responsibilities and, if not on full academic contracts, are certainly 'para-academics' (Macfarlane, 2011).

We sought to understand the changing roles of educational developers in this complex higher education environment and, in turn, to help them to play an active part in developing a wider understanding of these roles. To do this, the study borrowed the conceptual frameworks of 'boundary spanning' and 'connecting' from leadership and management studies. We asked participants to read a literature review on boundary spanners (Williams, 2010) and a brief description of the concept of 'connectors' (Gladwell, 2002). In an open-ended questionnaire, participants were asked to comment on how various themes in these readings related to their work, and to support their comments with examples. In addition, the sample was asked to identify any areas/themes within the documents which did not resonate with their experiences and to explain why they felt this was the case. The responses were coded thematically.

Our respondents highlight the resonance of 'boundary spanning' and 'connecting' with their roles, particularly in relation to connecting up disciplinary experts within institutions (who can view themselves as unique and therefore able to gain very little from those outside their discipline) and in spanning the boundaries between operational activities and strategic direction to maximum effect. The paper concludes by reflecting on the importance of this 'boundary spanning' role for the promotion of SOTL as an activity, and the importance of SOTL, in turn, for spanning boundaries. We argue that it is through such activities that institutions can work to achieve institutional strategic priorities such as 'enhancing the student experience' and 'improving student engagement' and can both evidence and evaluate achievements in these areas. Participants will be encouraged throughout the session to reflect on their own 'boundary spanning' activities within their institutional contexts and to share their understandings of SOTL as a 'boundary spanning' activity.

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F14.2. Changing Academic Staff? Structure as a Key Concept in Modeling Academic Staff Development
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Trine Fossland (University of Tromsø), Marit Allern (University of Tromsø)

Academic staff development has become an important aspect of quality enhancement in Higher Education. Scholarship of Teaching (SoTL) has strengthened its position as a concept for educational development at universities in the western world. This paper discusses changes in a program for academic staff development, a program for basic pedagogical competence at a Norwegian university, attempting to transform teaching practice through portfolios. We want to investigate whether the structural changes in this program represent a model that supports the continuing professional learning (CPL) and make a considerable difference in academic staff development (Ramsden, 1998; Gibbs et al., 2008a). Recent theorizing and discussion concerning conceptions of teaching and learning confirms that the task of achieving change is still perceived as a personal and private affair, rather than being professed as a question of professional faculty development of academic staff. To challenge this understanding we ask: Why is structure a key concept in Academic staff development? By following the changes based on the evaluation of the program for basic pedagogical competence in higher education we discuss the concept of structure in relation to SoTL. Our research design is based on surveys from participants in the program, interviews of academic staff that have submitted portfolios, evaluations from the university Faculties and self-evaluation from the program unit. Findings The findings indicate that development of Teaching Portfolios function satisfactory for the individual academic and in some cases for small groups at department levels; whereas there were few signs of general educational development. After several structural modifications this changed. The paper will discuss strategies to enrich the Teaching Portfolio program aiming to support both development of SoTL for the individual academics and educational development of the institution.

Audience engagement: The paper will discuss strategies to enrich the Teaching Portfolio program aiming to support both development of SoTL for the individual faculty and at levels such as departments and faculties. Through the session the audience will be engaged through direct questions to reveal disagreements and enhance the discussion.

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F14.3. *Explorations of the Role Academic Managers Play in the Liminal Space of Faculty Engagement with SoTL*
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Sarah Maguire (University of Ulster), Amanda Platt (University of Ulster)

Gibbs (2008) highlights that, in order to develop teaching excellence, leadership activities such as nurturing an environment where it is permissible to talk in a scholarly manner about T&L, and where this is enabled through departmental structures, need to occur. This notion has been developed further by Roxå & Mårtensson (2009) in their exploration of significant conversations and networks and the role they play in developing scholarly conceptions of T&L. Gibbs also concluded that to drive teaching excellence forward managers need to value, encourage and celebrate teaching. Literature on the leadership of T&L also highlights teacher development as a component of the responsibilities of the academic leader (Martin et al, 2003; Ramsden, 2003). Within the UK the development of sector standards in T&L (UK PSF, 2011) together with national teaching excellence awards has helped to re-prioritise teaching development. However, the impact of this approach may be diminished if some manager conceptions and attitudes have lagged behind, thereby slowing down the transition to a more integrated and strategically-led culture of SOTL and teaching excellence.

This study explores the role the academic manager plays in influencing, motivating and supporting faculty engagement in T&L CPD. The impact of managers' own beliefs and values is analysed by examining factors such as their conceptions of; SOTL, teaching excellence, reflective practice, how they value and develop learning communities, their awareness and understanding of CPD opportunities and approaches within the HE sector and the institution (Gibbs, 2008; Wenger, 2000).

This study is situated in a large UK university with a strong teaching mission. A multi-methodological approach has been adopted interpreting institutional data from over five years. Evaluations from CPD activities, recognition and reward schemes have been collated and analysed for patterns of engagement. Against this rich backdrop, semi-structured interviews with 15 academic managers have been conducted to explore potential links between their leadership approach and its influence on faculty engagement with CPD.

This analysis has shown considerable variation in engagement with CPD opportunities, reward and recognition processes across departments. Preliminary results indicate manager conceptions of teacher excellence, and the value they place on teaching as a professional and scholarly endeavour, impact on their prioritisation, motivation and support for staff engagement with CPD. Results reinforce Marshall et al's contention (2011) that the capability for effective academic leadership requires attention to the domains of T&L and demonstrates that where SOTL is troublesome for academic leaders then our transition to scholarship at individual, departmental and organisational levels will falter.

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F15. **Teaching and Learning with Technology**
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

F15.1. *Digital Immigrant as First Year Faculty: Harnessing Opportunities for Self-Study Research in Teaching with Technology*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Lisa Brown Buchanan (University of North Carolina – Wilmington)

This paper presents findings and implications from a year-long self-study of teaching and technology integration as I examine my dual identity as digital immigrant (Prensky, 2001) and first year faculty while negotiating the demands and context of my teaching. Guiding research questions included: How does a digital immigrant navigate and harness technologies to expand university teaching and learning? How does the context and demands of teaching affect instructional uses of technology? How does self-study in the university classroom inform future practice?

Literature Review
While some researchers have examined technology integration in university courses (e.g., Swain, 2006; Wright & Wilson, 2011), less is known about the process faculty engage while

planning and implementing instruction using technologies. Similarly, discussions contrasting digital natives and immigrants exist (e.g., Bennett, Maton, & Kervin, 2008; Prensky, 2001), yet classroom practices of digital immigrant faculty have not been studied. Given the literature gap, Mishra and Koehler's (2006) technological pedagogical content knowledge (TPCK) framework provides a foundation for studying teaching practices and TPCK using the self-study approach.

Methodology
Self-study research (Loughran & Russell, 2002) is central to understanding one's own teaching practice while improving teaching and expanding student learning. Utilizing self-study, I employed three data collection methods: researcher memos (Maxwell, 2005), instructional plans, and student reflections. Constant comparative method (Glaser & Strauss, 1967) was used analyze and interpret the data.

Findings and Implications
Using technology resources to improve university teaching is a realistic outcome for digital immigrant faculty. While my digital immigrant identity was integral to understanding how I approached educational technology integration, researcher memos demonstrated that I also understood the context of my teaching. Through continual self-study/reflection of practice, I frequently assessed my teaching, critiqued pedagogical effectiveness, and reflected on my identities within context demands. Technology integration can advance university teaching while expanding students' technological knowledge. Some educational technologies (e.g., tablets, social media platforms, Web 2.0 tools) demonstrated benefits for technology integration across courses. Additionally, the context of students' coursework (teacher education) and the demand for K-12 technology integration generated urgency for harnessing technology in my university teaching. Employing self-study informs future practice. As researcher and faculty, I recognize the responsibility of my teaching to increase student learning and extend research. Furthermore, the self-study design created a framework to continually assess and improve my teaching.

Like many university faculty, I am a digital immigrant. Prior to my efforts to navigate and harness technologies to expand teaching and learning, my use of educational technology was minimal. Yet, I recognized opportunities for transforming coursework and my own TPCK. Likewise, I also considered the advantages of self-study for studying university teaching, improving student learning, and contributing to research. Given the unprecedented growth and availability of technologies, faculty should thoughtfully consider how technology can simultaneously improve traditional teaching methods and student learning. This study demonstrates benefits of faculty self-study and offers implications for future research within university classrooms. Opportunities for audience engagement in this session will include online polling, critiquing technology integration across institutions, and discourse surrounding the implications.

References
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F15.2. Considering Digital Learning Technologies for Nontraditional Students: A Diffusion-Based Framework
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Elizabeth A. Pitts (North Carolina State University)

1. Questions and Rationale
A foundational goal of ISSOTL is to "[p]romote cross-disciplinary conversation to create synergy and prompt new lines of inquiry." Yet to date, the scholarship of teaching and learning has had little engagement with empirical research on diffusion, "the process by which an innovation is communicated through certain channels over time among the members of a social system" (Rogers 2003, p. 35). To demonstrate synergies between the two fields and suggest potential lines of future inquiry, this paper offers a diffusion-focused perspective on the role that emerging technologies may play in redefining higher education. Specifically, I ask, to what degree can MOOCs and other digital learning technologies make a college-level education more accessible and affordable for low-income, first-generation college students and other nontraditional populations? Studies of diffusion suggest that the fate of these and other promising innovations will be determined by the ways that they are viewed by a variety of potential adopters.

2. Theory/Methods/Framework/Models
I begin by reviewing the literature on diffusion, tracing how scholars such as Dearing and Meyer (2006), Hall (2006), and Green et al (2009) have refined Rogers' (1962) model of diffusion to provide a sophisticated model of how adopters evaluate, customize, embrace, and reject new technologies. Then, using this updated model as a theoretical framework, I discuss recent studies of digital technologies and nontraditional college students, suggesting future research questions that a diffusion-focused perspective suggests.

3. Outcomes
In conclusion, I argue that diffusion research demonstrates an important need for scholarship

that considers not only how students and professors use new technologies, but how the practices of both groups are influenced by contextual variables such as institutional priorities, organizational culture, classroom layout, and the affordances of various technologies.

4. Reflective Critique
Glassick, Huber and Maeroff (1997) define reflective critique as evaluating one's own work from multiple perspectives and drawing on that evaluation to improve future scholarship. In my conclusion, I will discuss how encountering diffusion research has broadened and enhanced the ways in which I conceptualize, practice and study technology-supported teaching and learning.

5. Audience Engagement
Audience members will be invited to share their own successes and challenges in incorporating digital technologies into the classroom, as well as the benefits and drawbacks that they associate with the use of these technologies to make higher education more accessible and more affordable, particularly for nontraditional students. I will also enlist the audience's help in considering how a diffusion-focused perspective might inform future scholarship of teaching and learning.

F15.3. *Wikipedia as a Catalyst for Med Students' Knowledge Construction Processes*
        Individual Paper (30 minutes)
        Raleigh Convention Center 306A
        Nicola Simmons (Brock University)

A Vision of Students Today (Wesch, 2005) is a powerful example of students' online collaboration through social media. Shortly after viewing that video, I heard faculty asserting their assignments were stronger because they didn't allow Wikipedia use. I pondered this, wondering how disallowing a knowledge source helped students develop habits of scholarly inquiry. Soon after, I heard our Chair remind graduate students that they are required to do more than use existing knowledge: they must create new knowledge.

This confluence of events caused me to give my graduate students an assignment to locate a course-related Wikipedia page and critique it, discussing its strengths and limitations, making recommendations for improvement, and making the appropriate edits. The assignment was intended to help students develop their research skills in an introduction to graduate study course and also to prompt a discussion about use of sources and cross-referencing.

While content is important, process skills such as critical thinking, problem solving, self-guided inquiry, appropriate use of resources, and others are essential skills in this century (author, forthcoming). Heil (2005), however, notes that students often take the route that yields the quickest information, foregoing academic journals and scholarly databases in favour of websites and Wikipedia. O'Sullivan and Scott (2000) found students primarily chose internet resources for reasons of expediency, with only 10% noting limitations to internet information.

Post-secondary graduates must be critical of resources and technically savvy regarding online collaboration tools. We live with social construction of knowledge, or "knowledge and

information with multiple creators, collaborative knowledge created without traditional hierarchies of power, and through dispute and negotiation" (Maehre, 2009, p. 232). The 21st century world calls for graduates who are engaged in knowledge creation and can collaborate easily with others in this regard.

Hammett and Collins (2002) note graduate students expect to "see themselves as a producers of knowledge and acknowledged members of an academic community" (p. 439). While students may be encouraged to publish or present their work, they may have little authentic opportunity to practice these graduate level skills, particularly if they take a course-based route. Ethics approval was sought to conduct a survey of students' perceptions about the assignment; in phase 2, students also submitted reflective papers. Analysis of these data suggests significant growth in understanding of knowledge construction and self-authorship (Baxter-Magolda, 1999) as emerging academics. Some participants' reflections suggest an even deeper re-working of personal constructs (Kelly, 1955).

I detail the findings around assignment challenges, 'peer' pressure, meta-cognition about knowledge use and creation, and recommendations for future practice and research. I outline the paradigm shifts (Mezirow, 1991) that can result when students engage in knowledge critique and creation. Not only did they become knowledgeable about the particular topic they had chosen as they researched further details for their recommendations, they also experienced frame of reference shifts as they re-construed (Kelly, 1955) what they thought about knowledge creation. As one student put it "I came to realize that creating knowledge was actually about constructing the self."

Full references provided at session.

Friday, October 4, 2013 | Interest Group Meetings

ISSOTL Interest Groups (6:00 PM – 7:00 PM)

Advancing Undergraduate Research, Raleigh Convention Center 302B
Arts and Humanities, Raleigh Convention Center 301A
General Education, Raleigh Convention Center 301B
National Teaching Fellows and Institutional Teaching Award Winners, Raleigh Convention
        Center 302C
Problem-Based Learning, Raleigh Convention Center 305A
Scholarship of Leadership, Raleigh Convention Center 302A
Sociology, Raleigh Convention Center 305B
Students as Co-Inquirers, Raleigh Convention Center 306A
Student Engagement, Raleigh Convention Center 306B

Interest Groups are described on pp. 14-15 of the program.

Affiliated Group (6:00 PM – 7:00 PM)

The International Society for the Scholarship of Teaching and Learning in History – David Pace
        (dpace@indiana.edu), Raleigh Convention Center 306C

Saturday, October 5, 2013 | Day at a Glance

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Board Meeting (8:00 AM – 8:45 AM) | Room 1178

Concurrent Sessions – G (9:00 AM – 10:30 AM)

Break (10:30 – 10:45 AM) | Hallway Level N

Closing Plenary (10:45 AM – 12:15 PM) | Ballroom C
Changing Higher Education One Step at a Time – Sherry Linkon, Arshad Ahmad, Klara Bolander Laksov, Marian McCarthy, and Julie Reynolds

Saturday, October 5, 2013 | Concurrent Sessions – G

Conference Breakfast (8:00 AM – 9:00 AM) | Ballroom B

Board Meeting (8:00 AM – 8:45 AM) | Room 1178

Concurrent Sessions – G (9:00 AM – 10:30 AM) | Abstracts on pp. 354-382

G1. **Finding Focus and Flow: Creative Activities to Unblock the Writing Process**
Workshop
Raleigh Convention Center 307
Nicola Simmons (Brock University)

G2. **Weaving SoTL into Institutional Cultures: Two Models for Supporting Institutional and Cultural Change**
Workshop
Raleigh Convention Center 301B
Roselynn Verwoord (University of British Columbia), Andrea Williams (University of Toronto), Theresa Beery (University of Cincinnati), Karen Strickland (Napier University), James McKinnon (Victoria University of Wellington), Jessica Pace (McMaster University), Helen Dalton (University of New South Wales), Gary Poole (University of British Columbia)

G3. **Catalyzers of Change: Large Course Redesign, SoTL, Emerging Technologies and Centers for Teaching and Learning**
Panel
Raleigh Convention Center 302A
Concepcion Godev (University of North Carolina – Charlotte), J. Garvey Pyke (University of North Carolina – Charlotte), Jaesoon An (University of North Carolina – Charlotte), Sam Eneman (University of North Carolina – Charlotte), Kurt B. Richter (University of North Carolina – Charlotte)

G4. **15 Years On – What We've Learned about Disciplinary Approaches to SoTL**
Panel
Raleigh Convention Center 302C
Mills Kelly (George Mason University), Lendol Calder (Augustana College), Sherry Linkon (Georgetown University), Susan Conkling (Boston University)

G5. **Communities of Practice, Self-Reflection, and Bricolage**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

G5.1. *From Self-Reflection to Self-Knowledge: Helping Teachers Deepen Self-Awareness Through an Alternative Arts-Based Research Methodology*
Kim West (University of Saskatchewan), Carly Priebe (University of Saskatchewan), Mayya Sharipova (University of Saskatchewan), Kim Ennis (University of Saskatchewan)

G5.2. *Practice Based Knowledge, Communities of Practice, and Transition*
Carolyn Bew (Higher Education Academy)

G5.3. *Student Learning and Bricolage*
Christian Gilde (University of Montana Western), Bethany Blankenship (University of Montana Western)

G6. **SoTL and Study Abroad**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

G6.1. *SoTL and Study Abroad: How to Fail in Experiential Learning*
Jody D. Horn (Oklahoma City University)

G6.2. *Inquiry in Istanbul: Global Engagement and Scholarly Inquiry Development in a Pilot Study-Abroad Course for First-Year Honors Fellows*
Michael Ian Carignan (Elon University), Maureen Vandermaas-Peeler (Elon University), Danielle Deavens (Elon University)

G7. **SoTL Networks and Research Communities**
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

G7.1. *The Commons in Action in Rural South Africa: Maximizing the Impact of SoTL on a Satellite University Campus*
Elizabeth Magdalena Smuts (University of the Free State – Qwaqwa)

G7.2. *Fostering Sustainable Teaching & Research Communities? The Role of Teaching & Learning Research Institutes*
Beth Marquis (McMaster University)

G8. **Writing: Development, Transfer, and Engagement**
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

G8.1. *"Thinking More About My Writing": Students' Perspectives on What Helps Them Grow as Writers*
Jane West (Mercer University)

G8.2. *Will Writing Studies Scholarship Help Students Learn Academic Literacy? Using Writing about Writing to Teach Transferable Writing Strategies*
Kevin Eric DePew (Old Dominion University)

G8.3. *A National Empirical Study of Best Practices in Writing to Learn: Evidence-Based Actions Faculty Can Take to Increase Student Engagement and Learning*
Paul Anderson (Elon University), Chris Anson (North Carolina State University), Robert M. Gonyea (Indiana University), Charles Paine (University of New Mexico)

G9. **SoTL and Institutions**
Individual Papers (30 minutes each)
Raleigh Convention Center 305A

G9.1. *The Second Wave: Integrating the Scholarship of Teaching and Learning in an Institutional Teaching and Learning Framework*
Lynn Taylor (University of Calgary), Dennis Sumara (University of Calgary)

G9.2. *Understanding the Institutional SoTL Landscape*
Brad Wuetherick (University of Saskatchewan), Stan Yu (University of Saskatchewan), Jim Greer (University of Saskatchewan)

G9.3. *Institutional Assessment Shaking Hands with the SoTL Scholar: Merging the "What Is" with the What-Has-to-Work*
Kathleen Marie Wood (Gallaudet University)

G10. **Respect for Human Dignity, World Politics, and World Languages**
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

G10.1. *Development and Evidence-Based Assessment of Respect for Human Dignity*
Lauren Scharff (U.S. Air Force Academy), Michelle Butler (U.S. Air Force Academy)

G10.2. *Teaching Students to Think Critically about the Role of International Law in World Politics*
Nataliya Morozova (Nizhny Novgorod State University)

G10.3. One Step at a Time: A New Approach to Elementary Language Learning
Kristina Meinking (Elon University)

G11. Evolving Practices in Teaching and SoTL
Individual Papers (30 minutes each)
Raleigh Convention Center 301A

G11.1. The Globalization of Higher Education and the Evolution of Best Practices in Teaching
Antonette Barilla (Elon University – School of Law)

G11.2. Universal Design for Learning and Multiple Intelligences Theory and Practice as SoTL Levers
Marian McCarthy (University College Cork), Brian Butler (University College Cork)

G11.3. What is Already Out There? Evaluating Evidence about Educational Practice
Susan Elgie (Higher Education Quality Council of Ontario)

Saturday, October 5, 2013 | Concurrent G Sessions – Abstracts

Concurrent Sessions – G (9:00 AM – 10:30 AM)

G1. **Finding Focus and Flow: Creative Activities to Unblock the Writing Process**
Workshop
Raleigh Convention Center 307
Nicola Simmons (Brock University)

This session brings together a SoTL study on the impact of creative activities to stimulate metacognitive thinking and scholarly writing with a hands-on workshop to engage participants in the process applied to their own scholarly writing. One of the potential stumbling blocks in making SoTL results public is getting started in the writing process itself, and bringing clarity and focus to ideas. Sometimes the writing process begins without the author having completely resolved the conceptualization of the paper.

Sometimes the trick to innovative thinking is to step away from linear paths and bring a more creative flow to cognitive processes (Gauntlett, 2007). As Newton and Plummer (2009) note "the use of the creative arts as pedagogical strategy enables individuals to better understand themselves, to stimulate thinking" (p. 75).

In this session, I will facilitate three creative activities (Lego building, collage, and free flow responsive writing) to help you get past the initial inertia of the writing process. The intention of these activities is threefold: 1) to help you think about conceptualizing your ideas, 2) to support you in making implicit ideas explicitly, and 3) to provide you with strategies you can apply in your future writing.

We will discuss how your experiences and insights compare to findings from a study (Simmons & Daley, in press) that explored use of collage in meaning-making and what the literature indicates about use of creative processes to unblock cognitive work. It is hoped you will leave with strategies for increasing your own writing capacity as well as for teaching and mentoring others.

- Gauntlett, D. (2007). Creative explorations: New approaches to identities and audiences. Abingdon, Oxon: Routledge.
- Newton, J. M., & Plummer, V. (2009). Using creativity to encourage reflection in undergraduate education. Reflective Practice, 10(1), 67-76.
- Simmons, N., & Daley, S. (in press). The art of thinking: Using collage to stimulate scholarly work. The Canadian Journal for the Scholarship of Teaching and Learning.

G2. **Weaving SoTL into Institutional Cultures: Two Models for Supporting Institutional and Cultural Change**
Workshop
Raleigh Convention Center 301B
Roselynn Verwoord (University of British Columbia), Andrea Williams (University of Toronto), Theresa Beery (University of Cincinnati), Karen Strickland (Napier University), James McKinnon (Victoria University of Wellington), Jessica Pace (McMaster University), Helen Dalton (University of New South Wales), Gary Poole (University of British Columbia)

Session Purpose
In October 2012, at the ISSoTL 2012 conference, a group of eight individuals from various countries came together as part of the first ISSoTL International Collaborative Writing Groups, to engage in discussions about integrating SoTL into institutional cultures. After much sharing and discussion, a paper was collaboratively written that presents two models for integrating SoTL into institutional cultures. This paper will be published in the Journal of Teaching and Learning Inquiry. As a group, we shared many of the same challenges to SoTL integration despite working in diverse settings. The purpose of this concurrent workshop session is to invite conference participants to engage with and test our models, which serve as analytical tools for weaving SoTL into institutional cultures.

Context
For sustained and sustainable engagement with student learning, SoTL must be woven into the fabric of our institutions rather than relying on individuals operating in isolation. Unfortunately, the current global climate of fiscal austerity means that there are fewer faculty and these faculty have increased administrative and teaching responsibilities. Like anyone else, academics typically choose to invest their limited resources in meeting the demands of daily survival. In the face of these urgent demands, the call to integrate SoTL into daily practice is unlikely to be heeded unless it eases the aforementioned burdens. SoTL champions are needed in order to bring about a change in institutional culture. By institutional culture, we refer to the entrenched behaviors of individuals working within organizations as well as the common "values, assumptions, beliefs or ideologies that members have about their organization or its work" (Peterson and Spencer, 1991, as cited in Kezar and Eckel, 2002, p. 142).

In order to effectively weave SoTL into institutional cultures, SoTL champions need an awareness of how to weave SoTL into institutional cultures. To support this, we have developed two models for integrating SoTL into institutional cultures. The first model depicts the barriers individuals face (e.g. meeting tenure and promotion expectations, social norms, government policy, and expectations for completing funded research projects), as well as the opportunities and strategies available to them and the second model shows the three major levels within organizations: the macro, the meso, and the micro, and how SoTL practices get disseminated across these levels. These models assume that the isolated actions of a scattered few do not a culture make. Working from this assumption, our models help to demonstrate how SoTL can move from isolated action to cultural norm. To apply the models, we propose the use of three necessary and inter-related processes: (1) dissemination/communication; (2) network development; and (3) sustained support. These three elements must be vibrant and closely linked for an academic culture to grow and flourish.

Session Description
In this workshop, participants will be invited to bring their institutional contexts to our models to determine what aspects of our models "hold true" across diverse institutional contexts and which aspects of our may need conceptual clarification. The small group discussions will be divided into three parts.
- Discussion of the realities of how well SoTL is woven in to their institutional cultures.
- Introduction to our models in order to provide context for a discussion about where they place themselves in relation to the levels within organizations and to identify who they know at the different levels.
- Generation of ideas for how to increase connections among the levels and will provide feedback on the usefulness of our models for weaving SoTL into institutional cultures.

By the end of the session, participants will have a deeper understanding of how to weave SoTL into institutional cultures and an awareness of two models to support the weaving of SoTL into their institutions.

References
- Kezar, A., & Eckel, P.D. (2002). The effect of institutional culture on change strategies in higher education: Universal principles or culturally responsive concepts? The Journal of Higher Education,73, 435-460. doi:10.1353/jhe.2002.0038
- Peterson, M. & Spencer, M. (1991). Understanding academic culture and climate. In M. Peterson (Ed.), ASHE reader on organization and governance (pp. 140-155). Needham Heights, MA: Simon and Schuster.

G3. **Catalyzers of Change: Large Course Redesign, SoTL, Emerging Technologies and Centers for Teaching and Learning**
Panel
Raleigh Convention Center 302A
Concepcion Godev (University of North Carolina – Charlotte), J. Garvey Pyke (University of North Carolina – Charlotte), Jaesoon An (University of North Carolina – Charlotte), Sam Eneman (University of North Carolina – Charlotte), Kurt B. Richter (University of North Carolina – Charlotte)

The place of teaching within US institutions of higher education has undergone a significant transformation ever since Boyer's (1990) seminal work, which stimulated reflection on the place of teaching in higher education and articulated the role of teaching as a scholarly endeavor. Twenty-three years later, professors at universities across the US, and across all academic disciplines, are engaging in the discussion of teaching not as a mere ad-hoc activity but as an activity that is worth examining systematically. How has this transformation taken place? Is this transformation complete? If not, how far along are we from meeting the ideal goal of complete transformation? How have centers for teaching and learning contributed to this transformation? The panel will answer these questions by presenting the accomplishments of the Center for Teaching and Learning at UNC Charlotte as a catalyzer of change that is central to the stimulation of the discussion of teaching best practices and the scholarship of teaching and learning. This center is not alone in US higher education. Centers such as the Center for

Teaching and Learning at UNC Charlotte have sprung up in universities throughout the US in the last twenty years.

SoTL projects. The center's partnerships with academic departments as well as the creation of a SoTL grant has yielded tangible results that can be observed in the increasing number of SoTL grant applications and the number of conference presentations, panels and publications that have resulted from faculty examining systematically what they do in the classroom. An important outcome for faculty applying to SoTL grants is that they need to get acquainted with learning theories and discipline-specific scholarship of teaching and learning. The panel will describe sample projects and how this grant has been used to establish an annual symposium that makes the scholarship of teaching even more visible across campus.

Large course redesign. The SoTL activity stimulated by the center has gone beyond the projects funded by the SoTL grant. Many faculty have responded to the center's invitation to consider other ways to structure and deliver instruction in large enrollment courses. These are the projects known as large course redesign projects. While these projects have emerged from the need to economize resources, they have inspired unanticipated creative ways to approach teaching and learning that in turn stimulate questions for engaging in the scholarship of teaching and learning. The understanding of metrics in assessing outcomes is usually one of the take-aways for professors involved in large course redesign projects as well as a new appreciation for collaborative work with colleagues inside and outside one's department. These projects are guided by principles of learning as detailed in Edelman (2006), Howard (2006), Taylor and MacKenney (2008), Tokuhama-Espinosa (2011) and NCAT. The panel will present several samples as well as how they have resulted in papers that have been presented at conferences or published.

Emerging technologies. The center is instrumental in promoting reflection and research on teaching and learning across all disciplines. The reflection and research on teaching is promoting a scholarly approach to teaching. In turn, scholarly teaching is gradually translating into scholarship of teaching, that is, papers on teaching and learning that are presented at conferences or published. Some of the center's accomplishments include educating faculty about different metrics that can be used to assess teaching effectiveness, encouraging faculty to make their findings public through conferences and publications, and persuading administrators to recognize research on teaching and learning as research that deserves recognition at the same level as research in other fields of inquiry. The panel will describe the role of workshops on emerging technologies and how they can be used as tools to enhance teaching and to collect data that may become the basis for scholarship of teaching and learning.

Purpose of the panel session. The panel's purpose is to guide the audience through the complex network of events, institutional structures and results that can promote scholarship of teaching and learning. These events are making it possible to continue to inspire scholars who are interested not only in reflecting on teaching and learning but who are also interested in turning their reflection into scholarly work. The large course redesign theme will be the platform for the discussion of SoTL and emerging technologies. The panel will also discuss the challenges the Center has faced while trying to fulfill its mission.

Engaging the audience. The audience will be presented with questions that may be answered within two minutes. These questions may be accompanied with a multiple-choice answer to aid the audience's reflection process. They will be invited to discuss the question with the colleagues sitting next to them. They will also review a couple of scenarios and identify research questions that may lead to both scholarly teaching and to scholarship of teaching work, that is, work that can be presented at a conference or published.

References:
- Boyer, E. L. (1990). Scholarship Reconsidered: Priorities of the Professoriate. San Francisco, CA: Jossey-Bass.
- Edelman, G. M. (2006). Second Nature: Brain Science and Human Knowledge. New Haven, CT: Yale University Press.
- Howard, P.J. (2006). The Owner's Manual for the Brain. Austin, TX: Bard Press.
- National Center for Academic Transformation. http://www.thencat.org/whatwedo.html
- Taylor, G. R. & MacKenney, L. (2008). Improving Human Learning in the Classroom: Theories and Teaching Practices. Lanham, MD: Rowman & Littlefield Education
- Tokuhama-Espinosa, T. (2011). Mind, Brain, and Education Science: A Comprehensive Guide to the New Brain-Based Teaching. New York: W.W. Norton.

G4.   15 Years On – What We've Learned about Disciplinary Approaches to SoTL
Panel
Raleigh Convention Center 302C
Mills Kelly (George Mason University), Lendol Calder (Augustana College), Sherry Linkon (Georgetown University), Susan Conkling (Boston University)

This panel session brings together four of the early members of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) for a discussion of what they have learned about disciplinary styles in SoTL over the 15 years since they began their work in this field. Panelists hail from English, Music, and History and have pursued their SoTL work in a variety of institutional types, ranging from small liberal arts colleges, to conservatories, to large state universities, to highly selective institutions. Each has published extensively in the field.

The format of the session will be more in keeping with the conference roundtable approach, in which each of the four panelists will present two brief cases or lessons from their SoTL work that speak to the importance of disciplinary styles, after which the audience will be invited to join in the discussion through an interactive process that emphasizes participatory exchange. In particular, audience members will be asked to consider which values and methods of their discipline seem to best inform thinking about student learning, which methods for investigating learning and the efficacy of teaching in their discipline have produced the most generative results, and which lessons from their disciplinary approaches to SoTL seem to have the widest applicability across disciplinary boundaries.

It is this last point that will drive the second half of our conversation. Taking up Mary Huber and Sherry Morreale's call to acknowledge what happens "on the borders of disciplinary imagination," the panelists will encourage the audience to consider which ideas, research methods, and teaching processes can be exchanged in the "trading zones" that exist on those

disciplinary borders. (Huber, Morreale: 2002) The goal of this conversation will be to highlight the value of this cross-disciplinary exchange even as we shine a bright light on the value of intensely focused disciplinary research.

G5. **Communities of Practice, Self-Reflection, and Bricolage**
Individual Papers (30 minutes each)
Raleigh Convention Center 302B

G5.1. *From Self-Reflection to Self-Knowledge: Helping Teachers Deepen Self-Awareness Through an Alternative Arts-Based Research Methodology*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Kim West (University of Saskatchewan), Carly Priebe (University of Saskatchewan), Mayya Sharipova (University of Saskatchewan), Kim Ennis (University of Saskatchewan)

Researchers often use alternative forms of data representation because of their potential for expanding cultural notions of knowledge and how this knowledge is perceived and presented (Eisner, 1997). In this presentation we will discuss an alternative research methodology that we have developed and termed "mystery montage" (Authors 2012). The purpose of this research methodology is to assist teachers in deepening their understanding about themselves through critical reflection of who they are as teachers, their guiding philosophy or principles, and their teaching practice in general.

Mystery montage is a variation of visual mapping, storyboarding, and collage that incorporates visual elements related to one's teaching philosophy, principles, and practice (within and beyond the classroom) through guided kinesthetic, arts-based learning. McCready and Raleigh (2009) suggest that teachers engage in three developmental processes to become more aware of why they do what they do in the classroom: self-reflection, self-analysis, and self-knowledge. In the first stage, self-reflection, teachers are beginning to develop self-awareness. In the second stage, self-analysis, teachers are beginning to question their assumptions, values, and ideas related to teaching and learning. In the third stage, self-knowledge, teachers are able to express a complex, holistic, and interrelated schema of their teaching philosophy and practice through metaphor, images, or themes. Our study used a mixed methods approach that combines qualitative and quantitative data along with pictorial analysis (Gaiger, 2002; Skåreus, 2009) in an attempt to document these three stages and to better understand the effectiveness of the montage method in deepening self-awareness and possibly, transforming teaching practice. Teachers, including faculty, teaching and advising staff, and graduate students took part in three workshops designed to 1) introduce them to the research methodology, 2) guide them through the montage process with the outcome of writing a teaching or advising philosophy, 3) reflect on their experiences using the montage process. The teachers completed quantitative measures assessing their beliefs about their teaching philosophy, and qualitative open-ended questions about the relevance of the process. Teaching philosophies (both pre- and post-workshop) were collected and coded in addition to the montages as indicators of the various stages of self-awareness. Qualitative results from the pictorial analysis and teaching philosophy statements revealed a movement from early stages of self-awareness to deeper levels of self-

knowledge through a more complex, interrelated, and holistic schema expressed in the post-workshop teaching philosophy statements. Quantitative analyses revealed higher levels of confidence and satisfaction in teaching as compared to the pre-workshop data collected, $p < .05$.

Overall, the montage process appears to be an effective method for deepening self-awareness of teaching philosophy and practice. More data will be collected in the next stage of this study on the long-term individual effects of this experience on teaching practice. Finally, this presentation will conclude with a discussion of how alternative research methodologies, such as mystery montage, will help to broaden and transition the current body and nature of the scholarship of teaching and learning through the inclusion of alternative research methodologies.

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- Authors. 2012. Mystery montage: A holistic, visual, and kinesthetic process for expanding horizons and revealing the core of a teaching philosophy. Collected Essays on Learning and Teaching, 5. Retrieved March 13, 2013
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- Skåreus, E. 2009. Pictorial analysis in research on education: Method and concepts. International Journal of Research and Method in Education, 32(2), 167-183. doi: http://dx.doi.org/10.1080/17437270902946678

G5.2. *Practice Based Knowledge, Communities of Practice, and Transition*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Carolyn Bew (Higher Education Academy)

Current emphasis on transition to employment as the desired outcome of higher education may obscure potentially wider benefits both to individuals and to society as a whole. This is particularly evident in graduates from art and design disciplines who, typically, will go on to be self employed, operating independently within and across a range of creative practices. Their capacity for imaginative thinking, innovation and entrepreneurship equips them as effective contributors to all sectors of the knowledge-based global economy. Therefore, curriculum design should have a specific focus on developing these attributes, beyond what has come to be known as the employability agenda.

Across all disciplines there are differences in pedagogy, in the nature and means of learning and the way knowledge is developed and applied. At the centre of pedagogy for creative practice-based subjects, is a notion of divergent thinking where solutions develop through intelligent problem creation and resolution. The pedagogy of 'learning to practice' lies at the heart of the studio environment where the primary mode of teaching is through a dialogic approach that engages students with ongoing project work.

Wenger (1998) proposes that effective learning is linked to participation in common activities: "…a kind of community created over time by the sustained pursuit of a shared enterprise. It makes sense therefore to call these communities communities of practice." However, for creative and, overwhelmingly, visual subjects, there is a clear disjuncture between the language of the discipline and the broader academic discourse. Colleagues in practice-based disciplines need to support their students through their own experiences of learning and teaching, using the rich language of their communities of practice. This need not detract from traditional modes of academic writing and debate but would more truly reflect the complexity and variety of a studio-based education while retaining the integrity of the discipline.

This paper examines the problem of validity, in academic circles, of knowledge gained through art practice. Further, it argues that, for learners within these disciplines, transition to employment is of lesser importance than acceptance into the communities of practice they aspire to join.

Wenger E. (1998) Communities of Practice: learning, meaning and identity, Cambridge, MA: Cambridge University Press

G5.3. *Student Learning and Bricolage*
Individual Paper (30 minutes)
Raleigh Convention Center 302B
Christian Gilde (University of Montana Western), Bethany Blankenship (University of Montana Western)

There is no one simple way for teaching creative thinking. Creative thinking is a critical response to the world around us, and more college students are challenged to be creative and to invent resources from the available materials at hand to solve unanticipated problems. This creative approach is known as bricolage. This is the thrust of this paper's exploratory research which brought forth the following research question: Can a student be (or be encouraged to be) a bricoleur in his/her learning?

Bricolage is an idea that was developed and popularized by Claude Levi-Strauss, which can also be employed in the higher education classroom. Based on this creative approach, the paper provides an overview of the theoretical underpinnings of bricolage; theory that is informed by the works of influential scholars such as Claude Levi-Strauss and Joe L. Kincheloe. This theoretical discussion is enriched by various examples from different organizations and disciplines.

To investigate the concept of bricolage in the context of the research question an interpretative research approach was used. The method employed to gather these exploratory data were personal classroom observations and student feedback. Different classroom settings were chosen to examine the effectiveness of students using bricolage in teaching and learning. Preliminary results of this exploratory research suggest that bricolage is a promising and effective classroom tool to explain certain concepts and make learning more experiential for the student audience. However, certain limitations that were encountered during the course of this research are reported as well; limitations, such as the small number of participants, exploratory

nature of the research, definitional clarity of bricolage in the context of teaching and student use, and an overemphasis on the resources rather than the process used for bricolage in this research.

To demonstrate bricolage, the paper-session attendees are asked to participate in a short exercise. More specifically, the participants are asked to explore how to generate value by adapting the sources at hand. Creating something from nothing or repurposing something that already exists, will be key to this experience. A debriefing will highlight the uses of bricolage as a technique in the classroom and things participants can take back to their classroom. Participants will walk away from this presentation by asking themselves important questions, such as: Do my students have what it takes to be a bricoleur (bricoleaner)? And if so, how can I unearth and develop this pertinent learning skill?

G6. **SoTL and Study Abroad**
Individual Papers (30 minutes each)
Raleigh Convention Center 305B

G6.1. *SoTL and Study Abroad: How to Fail in Experiential Learning*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Jody D. Horn (Oklahoma City University)

Evidence-based practice permeates teaching in the 21st century. Similarly, experiential learning, as a high impact practice, continues to be praised for its high level of engagement and transformative potential. Yet, assumptions about the inevitable transforming nature of study abroad often preclude SoTL research. In response to the conference theme of critical transitions, findings from this research suggest that study abroad programs, or experiential learning in general, need to be one of the next major venues for SoTL work that analyzes transformative outcomes. This completed SoTL project used a cultural anthropological model informed by Gordon (2010) for assessing transformative and intercultural learning in a two week study abroad program. Qualitative analysis was used to measure participant's movements from country specific knowledge, to social interactions that were either low or high intensity disorienting dilemmas (Riley, 2005), to ultimately either reinforcement of stereotypes or transformative learning. Students were evaluated on five disorienting dilemmas, their self-awareness as a reflective traveler as defined by the model, and their ability to move to new frames or perspectives, by means of a carefully constructed matrix using a likert scale ranging from mastery to emerging. The outcomes were surprising on two levels: firstly, that there would be students who "loved" the study abroad, yet, according to the evidence, did not experience transformative; and secondly, that the evidence would be so unambiguous.

Moreover, when transformative learning occurred, it was not spontaneous. The course was carefully planned with pre-readings and detailed instructions on journaling as a reflective traveler. In light of transformative learning theory, this research suggests that one might need to be more mindful in designing a course for study abroad programs and experiential learning. By the end of this presentation attendees will be able to (1) create a research design for assessing transformative and intercultural learning in study abroad courses and (2) understand and

identify disorienting dilemmas that lead to transformative learning. Attendees will be asked to envision using this model in disciplinary study abroad courses or experiential learning for achieving transformative learning.

- Brewer, E., & Cunningham, K. (2010). Capturing study abroad's transformative potential. In E. Brewer & K. Cunningham (Eds.), Integrating study abroad into the curriculum (pp. 1-19). Sterling, VA: Stylus.
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- Riley, R. (2005). A transformative learning model for service-learning: A longitudinal case study. Michigan Journal of Community Service Learning, 12, 5-22.

G6.2.   *Inquiry in Istanbul: Global Engagement and Scholarly Inquiry Development in a Pilot Study-Abroad Course for First-Year Honors Fellows*
Individual Paper (30 minutes)
Raleigh Convention Center 305B
Michael Ian Carignan (Elon University), Maureen Vandermaas-Peeler (Elon University), Danielle Deavens (Elon University)

Institutions of higher learning are increasingly focused on preparing students for a global world, and study abroad programs are one important means of broadening students' experiences (Wang, Peyvandi & Moghaddam, 2009). There are a number of documented benefits of participating in study abroad programs, including increased concern for international affairs, interest in the history of countries other than one's own, and ability to understand the complexities of national identity (Clarke et al., 2009; Kim & Goldstein, 2005). This study is a multi-faceted evaluation of a new short-term study abroad program for a select group of first-year college students in an Honors Program at a small, liberal arts university.

In the 2012-13 school-year, we implemented a new study-abroad course designed to fit into a first-year sequence for Honors Fellows at Elon University. First year Honors Fellows take an interdisciplinary Global Studies course in the fall and one of two discipline-based Honors seminars in the spring. We designed the three-week winter-term course as a bridge between the two full semesters that extended the global theme while also introducing students to the nature of academic discipline by modeling discipline-based inquiry and methodologies from the fields of history and religious studies in Turkey. The course focused on topics related to the ancient religious history of Asia Minor, the modern cultural and political history of the Turkish Republic, and the city of Istanbul as a crossroads of cultures ancient and modern. Among the goals for the course was to engage the concepts of "East" and "West," by exploring their utility and limitations in interpreting examples of regional identities as well as our own identities as "westerners" in the middle-east.

In the fall of 2012, all 40 first-year honors fellows were administered a survey that included questions related to their participation in a community of scholars at Elon, their previous experiences and expectations regarding international study (Kim & Goldstein, 2005), and a scale of global-mindedness or how one sees oneself as connected to a larger world community

(Clarke et al., 2009). In winter 2013, 15 students traveled to Turkey as part of the pilot program while the remaining 30 students took courses on campus. After the pilot program concluded, the students were interviewed in small focus groups with regard to their specific course experiences as well as their academic, cultural and personal growth during the course in Turkey. In April 2013, all of the first-year honors fellows will be administered an end-of-year survey in which they evaluate their participation in a local community of scholars, and respond to the international study expectancies and global-mindedness surveys again. Results of these surveys and focus group interviews will be presented in the context of the course and university goals for global engagement and scholarly inquiry.

The course leader evaluated two end of semester assignments and will report on the analysis of student learning vis-à-vis course goals from each. One of these was a reflective writing that asked students to consider their experience in light of the course concept of "East/West." Results indicate varying levels of critical engagement with the concept and/or applying it to their own experience. The course leader also evaluated a "capstone" assignment to determine the extent to which disciplinary methodology had developed. The results of this assessment indicate a major challenge to developing this kind of knowledge in the short time-frame of our winter semester.

This panel brings program, faculty leader, and student perspectives together to discuss the extent to which the general experience of travelling and studying in Turkey and the specific course assignments helped students attain the main course goals, as well as how the course experiences may or may not have helped the participants prepare for globally focused educational efforts both on campus and in future longer-term international study. The first panelist, who is the director of the program, will speak on the first-year surveys and focus-group analysis. The second panelist, who was a faculty leader for the course, will discuss the assessment of student learning based on final assignment evaluations. The third panelist is a student who enrolled in the course, who will comment on how a student-experience of sites, readings, and assignments spoke to the course goals, and how and whether the course was an effective bridge between the fall and spring semesters.

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G7. SoTL Networks and Research Communities
Individual Papers (30 minutes each)
Raleigh Convention Center 306A

G7.1. *The Commons in Action in Rural South Africa: Maximizing the Impact of SoTL on a Satellite University Campus*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Elizabeth Magdalena Smuts (University of the Free State – Qwaqwa)

In a rural area of South Africa, on a small satellite campus of a university, 350 km from the main campus, the manager of the Centre for Teaching and Learning guides seventeen members of a community of practice in a fourth cycle of action research (AR) towards scholarly teaching. Since the Campus is not seen as a place of excellence, improving teaching and learning (T&L) is of the essence. Aligned with contemporary views, the focus is placed on advancing SoTL in the disciplines.

Low student success rate as well as the ignorance of leaders and staff regarding good teaching practices (not even to mention SoTL), motivated the research. Since the number of community members grew from eight (2011) to seventeen (2013), the T&L Champions Project increasingly aims to integrate SoTL campus-wide. More academics realize that SoTL provides research-based knowledge for improving their teaching practice; offers a platform for publications; and improve student success. The community is led to engage with each other and with the larger teaching commons.

Intervention/action focuses on four generally recognized features of SoTL:

Critical reflective practice: Organising regular meetings to stimulate reflection and a collective forum for sharing problems, possible solutions and other related experiences.

Theory-guided teaching: Creating collaborative ways to gain and apply knowledge from literature, including publications on research-based principles of smart teaching and literature related to particular disciplines.

Evidence-based practice: This is enhanced by workshops and other means of developing participants' knowledge and skills regarding AR and other established methodologies to implement in the investigation of T&L innovations in their own disciplines.

Peer review and sharing: Opportunities are created to share findings with each other and also at institutional forums, conferences and in publications. Media coverage includes regular reports/photos of workshops and other activities. Monthly focus is placed on one community member. Funding is provided for these endeavours.

The research design is participatory action research with emphasis on the emancipatory aspect. The research aims at professional development of the community, as well as enhancing their understanding of T&L in their disciplines, with an ultimate view to change their practices collaboratively and reflectively towards student success.

Methodology includes deliberate, systematic data collection based on observations, discussions, staff- and student feedback, surveys, a research journal and analyzing student performance statistics. Participants' developments emerge from reflection reports and interviews.

Results: The 2012-Group's efforts were recognized institutionally, nationally and internationally. They showed 20% average improvement on student success, presented their work at two international- and four national conferences. One won the Institutional T&L Excellence Award for E-Learning. They established a network with another satellite campus. The disciplinary focus is bearing fruit and pride is established. Participants no longer regard SoTL as alien to their environments. The challenge remains to integrate the SoTL initiative campus-wide.

Overarching, we will continue creating a source of professional expertise and integrate SoTL in our academic practices by means of the commons and a disciplinary focus. In this way we can maximize the impact in an environment where it is critically needed.

G7.2.   *Fostering Sustainable Teaching & Research Communities? The Role of Teaching & Learning Research Institutes*
Individual Paper (30 minutes)
Raleigh Convention Center 306A
Beth Marquis (McMaster University)

Since the 1970s, interdisciplinary research institutes have become increasingly common at institutions of higher education, and particularly at those with strong research mandates. Despite posing some unique organizational challenges, such institutes have been championed for their capacity to encourage research collaboration across disciplinary boundaries and thus to contribute to the development of knowledge about complex problems that would benefit from an interdisciplinary approach (Bozeman & Boardman 2003; Bunton & Mallon 2007).

The challenge of enhancing student learning in higher education is one such complex problem, and thus it is perhaps not surprising that teaching and learning scholars have recently suggested that the field would benefit from more collaborative and interdisciplinary work (McKinney 2013), and from the kinds of central institutional embedding that research institutes can provide (Poole, Taylor & Thompson, 2007). A number of organized, interdisciplinary units focused on researching teaching and learning in higher education have sprung up at universities and colleges, but systematically gathered information about best practices for developing and running this kind of institute is nonetheless scant.

This presentation reports on a research project that attempted to fill this gap by gathering qualitative and quantitative data about the design, organization and outcomes of higher education research institutes at research-intensive universities. Websites for universities categorized as 'high' or 'very high' in terms of research intensity and 'comprehensive' or 'fully comprehensive' in terms of subject focus on the QS World University Rankings list for 2012 were scrutinized to determine whether or not these institutions were home to publicly advertised institutes or research groups related to higher education. In Spring 2013, individuals

listed as affiliated with institutes of this sort at 91 universities worldwide were invited to complete an online survey that consisted of both open-ended and Likert-style questions. Participants were asked about both the characteristics and outcomes of the teaching and learning research institutes with which they are affiliated, as well as about their perceptions of these institute characteristics.

Drawing from these survey data, this session will describe some of the perceived benefits and challenges of teaching and learning research institutes at research-intensive universities worldwide. Session participants will also be encouraged to reflect, through discussion, on the extent to which such structures might foster sustainable teaching and research communities that contribute to the enhancement of student learning.

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G8.   Writing: Development, Transfer, and Engagement
Individual Papers (30 minutes each)
Raleigh Convention Center 306B

G8.1.   *"Thinking More About My Writing": Students' Perspectives on What Helps Them Grow as Writers*
Individual Paper (30 minutes)
Raleigh Convention Center 306B
Jane West (Mercer University)

Question and Rationale
This question guiding this research is, "What aspects of pedagogy do graduate students find helpful to their development as writers?"

Part of my task as a teacher educator specializing in literacy is ensuring that when my students become teachers in their own classrooms, they understand their own literacy processes well, can articulate those processes, and are exemplary literacy models for their own students. However, not all students enter my classroom with strong writing skills. Needs range from basic understanding of grammar to finer points of argumentation. I designed this study to

capture students' thinking about how my teaching supports or fails to support their growth as writers.

Framework and Methodology
Data were collected over five semesters; here, I will draw only on a modified version of Brookfield's (1995) critical incident questionnaire. Three times per semester students comment on their writing, their growth as writers, and how instruction supports or hinders that growth.

Early in the analysis, I noticed parallels between what my students found helpful and the conditions that support children's initial literacy learning (e.g., immersion in a literate community, explicit demonstrations by others, and the freedom to risk error on the path to success) (Cambourne, 1995). Cambourne's model became a framework for subsequent data analysis.

Conclusions and Reflective Critique
Parallels between Cambourne's model and my adult students' perspectives are strong. Three of Cambourne's conditions account for the majority of my students' responses: demonstration, employment (authentic use of the desired literacy practice), and responsibility (described below). Substantive differences exist, however, between Cambourne's descriptions of those conditions and the ways my students experience them. For example, the meaning of responsibility(opportunity for choice and self-determination) is elaborated in this study: For these adult writers, responsibility includes reflection, initiative, and self-evaluation.

This research is changing the way I approach syllabi, assignments, instruction, and response to student work. For instance, students' voices on their need for demonstrations—not only of the kind of writing they produce, but of how they might go about producing it—have prompted me to provide more (and more carefully selected) examples of completed products and to show students how I go about my own writing. There is a tension, however, between adequate support and too much—a risk of displacing the discovery that can accompany students' own cognitive struggle (Mezirow, 1991).

I have not compared students' ideas about what supports their growth as writers with evidence of actual growth in their written products. Also, results indicate that students who are more capable writers have a slightly clearer sense of what contributes to their growth. This raises a question of cause and effect that cannot be answered by the data.

Questions for discussion: Do these findings ring true for your own teaching and learning experience? How might we act on these findings in various teaching contexts? Specifically, how can we build on these elaborated notions of learner responsibility, and how can we provide adequate support for insecure or struggling writers without doing too much for them?

Downs and Wardle (2007) argue little evidence in writing studies scholarship supports that the strategies taught in first year writing (FYW) courses transfer to other academic courses or beyond. They rationalize that FYW courses try to teach general "academic discourse" skills, but they question whether any discourse conventions cut across all disciplines. To make the FYW course more relevant to students, Downs and Wardle advocate a curriculum, Writing about Writing, that situates the FYW course in writing studies scholarship; the instructor teaches students how to read writing studies scholarship, how to conduct writing studies research, and how to produce writing studies scholarship. With this approach students learn how to perform within a discourse community—one that arguably has conventions similar to the physical and behavioral sciences. Recently at the 2013 CCCC, presenters from a university serving a working-class student body examined whether their adoption of this curriculum that exposes students to scholarship on teaching and learning in writing studies is both accessible and relevant to their student population. Although not all students will go on to read and write scholarship after the completion of their college writing requirement, this presenter argues that Writing about Writing can be taught in such ways that it prepares students to write for multiple genres—including grants, research reports, usability reports—that they will be expected to read and produce in the career's their advanced education has prepared them for.

Although the common wisdom for general education is that Downs and Wardle's Writing about Writing is best suited for a second semester writing course or beyond, the presenter designed his first semester writing course—most student's first exposure to college-level academic writing—upon this approach. The presenter will describe how Downs and Wardle influenced the course's curriculum. Rather than using Downs and Wardle's textbook, the presenter cobbled together writing studies scholarship and writing resources and assigned students to compose an academic scholarship-like IMRAD-formatted paper and a "remix" of the this paper (e.g., letter, Prezi presentation, YouTube video) aimed at a specific audience for a specific purpose. As a result students do not only produce scholarship-like writing, they learn how to make it accessible to other audiences. After describing the curriculum and what students produced during the semester, the presenter will report from student interview data (collected a semester after the class) that students appreciated learning that they had agency over their writing, but found the writing scholarship to be inaccessible. Drawing upon both this data and sound writing scholarship, the presenter will explain the revisions that can be made to the curriculum for this teaching context and prompt the audience to interrogate ways Writing about Writing can be adopted in their own contexts.

A National Empirical Study of Best Practices in Writing to Learn: Evidence-Based Actions Faculty Can Take to Increase Student Engagement and Learning
Individual Paper (30 minutes)
Raleigh Convention Center 306B

Paul Anderson (Elon University), Chris Anson (North Carolina State University), Robert M. Gonyea (Indiana University), Charles Paine (University of New Mexico)

Incorporating writing into courses across the curriculum is widely accepted as an effective pedagogy for increasing student engagement and learning, as demonstrated by the widespread adoption of writing-across-the-curriculum programs in the US and the burgeoning interest in writing for academic purposes in Europe and elsewhere (International WAC/WID Mapping Project, 2013; Thaiss et al. 2012). Britton et al. (1975) and Emig (1977) established the theoretical bases for using writing-to-learn pedagogy that others have elaborated in various ways (Klein, 1999; Carter 2007). Studying data from 159 US colleges, Astin (1992) found that a focus on the development of students' writing skills correlated positively with a larger number of general education outcomes than any other course attribute. From interviews with over 1,600 students at 25 US colleges, Light (2001) concluded that the amount of writing in a course has a stronger relationship with students' level of engagement than any other course characteristic. Examining the performance of over 2,300 students at US 24 colleges, Arum & Roska (2011) concluded that after the first three semesters, students make "barely noticeable" improvement in critical thinking and complex reasoning (p. 35). The exception: Students who took courses requiring 20 or more pages of writing and 40 or more pages of reading per week.

However, small-scale empirical studies of writing-to-learn have produced mixed results. Reviewing 30 years of quasi-experimental studies, Ochsner and Fowler (2004) "question evidence cited in support of WAC/WID goals and pedagogies" (p. 117), arguing that the efflorescence of the writing-to-learn movement has been based primarily on testimonials from those predisposed to accept its claims. In a meta-analysis of 48 quasi-experimental studies, Bangert Drowns et al., (2004) found that writing-to-learn strategies have only a small effect on learning.

The discrepancies between the results of large-scale and smaller quasi-experimental studies raise the possibility that writing-to-learn pedagogies are effective only under certain conditions, perhaps only with certain types of students or institutions, only if some minimum amount of writing is required, or only if faculty provide certain kinds of writing assignments and instruction.

The Council of Writing Program Administrators and the National Survey of Student Engagement partnered to appended 27 writing-specific questions to the regular NSSE survey at 151 U.S. colleges; over 60,000 students volunteered to respond.

Multivariate OLS regression models of the effects of writing practices on three deep approaches to learning scales and three self-reported gains scales showed that the more frequently students (1) work on meaning-constructing assignments, (2) engage in interactive writing activities, and (3) receive clear expectations, the more they engage in deep learning activities and the greater the gains in learning and development that they attribute to their college. These results persist after controlling for such student characteristics as gender, parental education, race, grades, and

major; the amount students engage in other deep learning activities; and the amount of reading and writing they do.

Our presentation will include descriptions of specific, evidence-based best practices in writing to learn for faculty across the curriculum and leave time for discussion.

G9.   SoTL and Institutions
Individual Papers (30 minutes each)
Raleigh Convention Center 305A

G9.1.   The Second Wave: Integrating the Scholarship of Teaching and Learning in an Institutional Teaching and Learning Framework
Individual Paper (30 minutes)
Raleigh Convention Center 305A
Lynn Taylor (University of Calgary), Dennis Sumara (University of Calgary)

The sustained success of SoTL conferences and journals attests to the work of the "first wave" of individual scholars who embrace the value of "going public" (Hutchings & Shulman, 1999) with systematic inquiry into their students' learning and how that learning can be improved. But going public to whom? In many cases colleagues in the same program or institution are unaware of that shared knowledge. Going public is not an end - but a means - to informing practice and furthering SoTL in our programs, institutions, and beyond.

The challenge of the "second wave" of evolution in SoTL is already upon us. In the face of changing expectations for who we teach, what they should learn, how they should learn it, as well as how we demonstrate the impact of our work (Hénard & Roseveare, 2012), the imperative for integrating SoTL at an institutional level has never been stronger. To achieve this systemic integration, institutions must exercise leadership to raise awareness about the value of SoTL; provide intellectual and financial resources to support those claims; establish leadership roles at multiple levels to build robust "networks of practice" (Wasko & Faraj, 2005); and adjust policies and practices that enable and reward SoTL (Hutchings, Huber & Ciccone, 2011).

The proposed paper documents a case study analysis of a research-intensive university's implementation of an integrated framework for teaching and learning (including SoTL) in response to this challenge. The case will briefly describe this transformative framework, and how it was developed. The focus will then shift to how the institution's ongoing transition from the framework to an "Institute for Teaching and Learning" community that will physically and intellectually integrate educational (academic) development, technology integration, and scholarship of teaching and learning resources to build institutional teaching and learning capacity. In particular, colleagues will be supported in SoTL work (as individuals and in networks of practice) through design, proposal, ethics approval, funding, data collection and analysis, and publication phases.

A challenge in this case is that the Institute initiative is situated in an asynchronous process of bringing into alignment institutional strategies for teaching evaluation, annual reports,

promotion and tenure practices, and quality assurance in ways that provide an environment that values and rewards teaching practice and scholarship.

Participants will be invited to contribute their expertise to addressing our challenges and to discuss elements of the case that may be useful in their own institutional contexts.

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G9.2. *Understanding the Institutional SoTL Landscape*
Individual Paper (30 minutes)
Raleigh Convention Center 305A
Brad Wuetherick (University of Saskatchewan), Stan Yu (University of Saskatchewan), Jim Greer (University of Saskatchewan)

On most, if not all, campuses in Canadian higher education there continues to be a growing number of faculty/instructors integrating the Scholarship of Teaching and Learning (SoTL) as part of their scholarly activities. While much literature has documented this growth of individual SoTL practitioners and the wider community of SoTL scholars (Hamann et al., 2009; Witman & Richlin, 2007), Hutchings, Huber, & Ciccone (2011) advocate the need for SoTL to be supported and legitimized at the institutional level for it to have a larger impact. However, what has been less explored is a systematic assessment of the extent to which SoTL is actively being conducted at an institution. A complete grasp of the range of SoTL activity is essential if it is to be advanced as a practice and a form of scholarship across the institution.

In response, a study to comprehensively assess the degree to which SoTL was being conducted amongst academic and administrative staff was conducted in 2012 at a medical doctoral university in Western Canada. This study sought to categorize the depth and intensity of SoTL activity using a model put forth by Trigwell et al. (2000; 2011). Trigwell et al.'s (2000; 2011) model proposes that SoTL can be categorized hierarchically depending on the breadth and caliber of dissemination, from level one SoTL scholars whose purpose for conducting SoTL is to investigate one's own classroom to inform their teaching to level three SoTL scholars whose research has been verified and reaches an audience across disciplinary boundaries. Finally, this study examined whether demographic variables such as gender, academic rank and academic discipline impact one's likelihood of SoTL engagement.

A three-pronged sampling method was utilized, including a bottom-up approach, involving identifying known SoTL scholars and asking them to refer other SoTL scholars through snowball sampling; a top-down approach, involving email outreach first to academic staff then to department heads seeking self-identification or referrals; and a lateral approach, involving an extensive internet search examining web pages of academic staff and searching for indications of SoTL activity. As a result, this study found a sizable community of 284 scholars exploring some aspect of teaching and learning, consisting of 247 academic staff and 37 administrative staff, each of whom fit within the model proposed by Trigwell (2000; 2011). Furthermore, this study revealed distinct trends between demographic variables and SoTL engagement.

In this presentation, we will introduce the methodology and results of our study. Furthermore, we will use our findings to initiate a broader dialogue on the current state of SoTL at the institutional level and future directions for this form of scholarship.

G9.3. *Institutional Assessment Shaking Hands with the SoTL Scholar: Merging the "What Is" with the What-Has-to-Work*
Individual Paper (30 minutes)
Raleigh Convention Center 302C
Kathleen Marie Wood (Gallaudet University)

While SoTL scholars are carefully tending the fires of student learning, it seems that administrators, boards of trustees, and accreditation teams are ready to fan those flames for the purposes of promoting institutional assessment success. Likewise, Hutchins et al. (2011) suggest that while SoTL scholars are engaging in bottom-up questions of students' learning, institutions are focused on the top-down issues of effectiveness and accountability. Indeed, scholar-faculty often find that innovation, collaboration, and support are not always a good fit with the inherited routines of academia (Hutchings et al. in Trigwell and Felten 2011).

This presentation focuses on how SoTL scholars can make a "strategic connection" to "embed the work more deeply in institutional life (Hutchins, 2011:70-71)"—supporting institutional assessment. Can we operate from the bottom up and pursue organizational changes that often challenge the status quo of the institution (Kezar and Lester, 2011, in Trigwell and Felten), staying true to our SoTL roots, while still having a positive impact on institutional assessment results?

Following the research path I took, participants will first be asked to name a "row" on an institutional or other assessment rubric that has given their students trouble: What does institutional or class assessment data reveal about what gives your students trouble? It's as good a place to start finding a SoTL project as any other.

Next, I will explain that at our university, assessment data revealed that some of our graduating seniors still have difficulties making their papers and presentations coherent. And in a SoTL study of my freshmen, I learned that the rows of their paper and presentation rubrics (both the AAC&U Value Rubrics for Institutional Assessment and my assignment rubrics) only vaguely required them to manage their thesis statements—essential for coherent texts. And worse,

course activities, designed to support assignment success, did so only minimally. I will briefly summarize the evidence and results of this two-semester study.

Participants will then be asked to take their stickler assessment "rows" and brainstorm how we can address those difficulties, in our general studies and major courses, the curricula, and the curricular-assessment apparatus therein. We will discuss the important bridges that must be built from "what is" giving our students trouble, to curricular changes that are aimed at ameliorating these difficulties and which provide students with ample practice in formative assessment projects—and SoTL inquiries of those projects.

I will wrap up with a discussion of how the findings of this SoTL study have been and will be used in our General Studies curriculum mapping work and in our AAC&U Engaging Departments projects, focusing on students' achievement of more coherent academic texts in both written English and American Sign Language, central to our bilingual institutional mission and assessment plan.

G10.   Respect for Human Dignity, World Politics, and World Languages
Individual Papers (30 minutes each)
Raleigh Convention Center 306C

G10.1. Development and Evidence-Based Assessment of Respect for Human Dignity
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Lauren Scharff (U.S. Air Force Academy), Michelle Butler (U.S. Air Force Academy)

Evidence-based practice has increased the prevalence of institutions adopting educational outcomes, yet challenges remain regarding how to best implement and assess many of them, especially those related to personal responsibility such as respect for human dignity (RFHD) (Pusateri, Halonen, Hill & McCarthy, 2009). The goals of the present, multi-semester SoTL study were twofold. First, we wanted to evaluate the effectiveness of lab simulation demonstrations and face-to-face field trip interactions in developing understanding of individuals who are different, and to evaluate how these interventions impact self-reported attitudes and likelihoods of behaviors towards these "others". Second, in order to perform those evaluations, we needed to create an instrument that would be sensitive enough to capture subtle changes resulting from the interventions. Because there is no consensus on a model of RFHD, we approached our efforts with the premise that prejudice and RFHD are inversely related, and that by focusing on the reduction of prejudice, we would in turn increase RFHD. Due to the treatment courses involved, (cognitive psychology, biopsychology, sensation and perception), the main focus was on likelihood of RFHD behaviors toward persons with brain or spinal cord injuries and persons with sensory losses. Students in research methods served as a control group. Our assessment instruments acknowledged the value of both quantitative as well as qualitative data. The pre-post semester feedback incorporated scenarios that captured "boundaries of comfort". Also included was a reflection assignment that linked to the specific intervention activities incorporated in the treatment courses. We predicted that both types of intervention activities should address Pettigrew and Tropp's (2008) factors: cognitive knowledge of the outgroup, and empathy and perspective taking (with the field trips showing a larger impact than the lab

demonstrations). Recently we added questions to better explore the possible generalization of the intervention experiences to different types of "others" (e.g. those with psychological disorders, the elderly, those having other sexual orientations). Our data suggest that our instruments were able to capture subtle differences and changes in comfort, as well as reveal meaningful qualitative shifts. The scenario responses indicated that only the field trip groups showed significant positive changes in attitude / comfort, suggesting that personal interactions during the field trips added a meaningful component to the course experiences and student propensities to act in respectful ways. Further, greater changes were shown for scenarios that matched the face-to-face experience. The latter was substantiated by the new questions that tested for broader generalization; responses showed strong approach / comfort only for those groups with whom the students had had direction interaction. However, the positive shift shown from a first field trip (for those students who had taken one of the field trip courses a year earlier) had not been lost. The qualitative data supported the above conclusions, but additionally indicate that the treatment experiences differently developed different components of affect (anxiety, empathy, hope) related to the development of RFHD. Audience interactions will include how these instruments might be modified to focus on different types of "others" in different courses.

G10.2. *Teaching Students to Think Critically about the Role of International Law in World Politics*
Individual Paper (30 minutes)
Raleigh Convention Center 306C
Nataliya Morozova (Nizhny Novgorod State University)

My initial puzzle concerns the absence of a 'theoretical disposition' to the study of international law among my students, i.e. the fact that they do not appreciate the importance of theories of international law in understanding world politics.
This puzzle developed out of classroom observations during the seminars in International Law and World Politics - the two core courses that I teach to 4th year BA and 1-st year MA students at the Department of International Relations of the Nizhny Novgorod State University, Nizhny Novgorod, Russia.

Translated into the language and concepts of SOTL, such lack of theoretical engagement means that low-level cognitive activities – mostly memorization – are employed while higher order cognitive abilities – relating, applying, theorizing – are required to perform a task appropriately. I therefore identify my students' approach to learning international law with a 'surface' approach which is characterized by extrinsic motivation and a memorization/reproduction strategy. By contrast, a 'deep' approach to learning presupposes an intrinsic motivation geared to understanding the author's intentions and a search for meaning. Students' approaches to learning (SAL) perspective developed from within a constructivist theory or learning, which states that what a student does is more important in determining effective learning than what a teacher does. As suggested by John Biggs in Teaching for Quality Learning at University, a 'surface' approached can be overcome through constructive alignment – a method of teaching that aligns intended learning outcomes with both teaching/learning activities and assessment tasks. When implemented, constructive alignment will encourage extrinsically motivated students to use higher order cognitive skills and apply theory to practice in much the same way as students with intrinsic motivation.

However, there seems to be a conspicuous lack of research into what a good theory-informed argument in social sciences actually entails. I have therefore attempted to combine SOTL research and classroom questionnaires in order to answer the following research question: what do students do when they try to apply theories of international law to the analysis of world politics? In keeping with the idea of constructive alignment I have encouraged my students to apply international legal theory to political practice so that they could see the relevance of such application and learn how to do it. Thus, 4-th year International Relations students were asked the following: "Do you think that the knowledge of international legal theory (doctrine) is relevant for understanding world politics? In what respect?" What emerged from 60 questionnaires is a taxonomy of levels of theoretical understanding/engagement that I would like to present at the conference. This taxonomy proceeds by way of highlighting what makes a good analytical and normative claim. It is therefore particularly helpful in terms of defining assessment criteria. However, what still needs to be done and what I would like the audience to help me with is deciding on teaching/learning activities that will encourage my students to make better theoretical arguments.

G10.3. One Step at a Time: A New Approach to Elementary Language Learning
      Individual Paper (30 minutes)
      Raleigh Convention Center 306C
      Kristina Meinking (Elon University)

Elementary Latin students encounter numerous challenges: new vocabulary, an entirely new syntactical system, and a wealth of cultural information to learn and explore. Instructors too face significant obstacles, not least that students enter courses at varying levels of experience in the language. This paper, then, is concerned with the ways in which elementary Latin students' learning and language acquisition can be strengthened by class structure, in-class activities, and pedagogical methods. I suggest that more traditional pedagogies and course structures limit our ability to accomplish these goals effectively and that we should instead look to the sciences, in particular, for a potential solution. SCALE-UP (Student-Centered Active Learning Environment for Undergraduate Programs) is one such approach. Originally designed to accommodate more students in Physics classes, this pedagogy focuses on collaborative, individually-paced learning as well as frequent, in-depth instructor feedback to help students progress through the material. The results continually include increased student success, self-confidence, and most importantly, learning.

The paper will be divided into two parts. In the first portion, I will give a brief overview of the general principles of the SCALE-UP model and of features (e.g. classroom design and layout) shared by most instructors who employ the pedagogy. By way of a discussion of the elements that I initially adopted and adapted for the second semester course (in spring 2011), I will articulate the effect of a mastery-based curriculum for learning Latin, changes that I made to the course and the reasons behind them, and how the approach can be employed even in the first semester (successfully undertaken in fall 2012). Throughout, I will pay particular attention to how the group dynamic functioned to motivate students and how it led to inter-subjective teaching and guidance, as well as how regular student feedback (e.g. weekly self-assessments) were used to gauge student progress and confidence.

In the second portion of the discussion, I will review data gathered from three semesters of the second elementary course (including official and supplemental evaluations, student perceptions of progress, and achievement). I will also share a series of reflections on the practice, an overview of how student feedback and involvement in course design shaped future iterations of the course, as well as plans for changes to the model on a broader scale. These include the presentation of course material to students as they are ready for it; increased support of student learning through peer-centered learning and mentoring; and the creation of virtual resources to increase both the speed and ease with which students learn. Despite persistent challenges, including logjams, limited time for student-teacher interaction, and impediments to a streamlined workflow, on the basis of the successes I will argue that this is a fundamentally useful approach to three important, recurring problems: (1) a high student-to-teacher ratio (in one class, 25 to 1); (2) the diverse levels of ability in the typical second-semester language classroom; and (3) motivating students to learn for the sake of learning.

G11.   Evolving Practices in Teaching and SoTL
Individual Papers (30 minutes each)
Raleigh Convention Center 301A

G11.1. The Globalization of Higher Education and the Evolution of Best Practices in Teaching
Individual Paper (30 minutes)
Raleigh Convention Center 301A
Antonette Barilla (Elon University – School of Law)

This piece explores the question of whether the globalization of higher education necessitates change in the best teaching practices for graduate education. The question builds upon SOTL scholarship and the foundations for evaluating and assessing effective teaching at the graduate level. The presentation explores a new challenge of graduate level education – the increasingly global classroom and the effect of diverse language backgrounds on student understanding. Education journals and leading news magazines alike note the dramatic change in graduate populations. Increasing mobility and capital make it possible for individuals to widen the breadth of their studies and to add a cultural aspect to their learning by studying in a foreign country. Employers value both the cultural and technical knowledge to be gained by obtaining a degree abroad and classrooms are increasingly reflective of this trend. Educators are finding their students, though proficient in the common language of study, have diverse native-language backgrounds. This population shift necessitates a critical transition in the way we teach. Teaching practices that may have been effective for students with the same language background are not as effective with classrooms of students with varying language and cultural experiences. Law schools, business programs, medical schools, and other graduate level institutions devoted to student success must be prepared to adopt teaching methodologies that take into account the challenges posed by classrooms of diverse, non-native speakers. Educators must address the three main challenge areas – socio-cultural parameters, culture-based learning preferences, and diverse writing constructions – in order to engage students and successfully facilitate the development of knowledge and understanding. In pursuit of the most effective teaching practices for multi native-language classrooms, I have considered analytical data from educators and students in classrooms around the world and have reviewed my findings in light

of recent scholarship and targeted studies including the Harvard Berkman Center's and Carnegie Foundation's report on new skills and new learning in the legal education setting, the Longview Foundation for World Affairs and International Understanding's report on Teacher Education for the Global Age, and others. This paper is based both on a meta-review of various related studies, as well as on original research conducted at the graduate setting over the course of ten years. I propose a variety of teaching techniques, traditionally untapped at the graduate level, be employed including the identification of learner characteristics, the use of explicit language concepts and strategic instruction, employment of classroom routine and patterning models, extensive use of team based learning groups, conferencing, and feedback, and differentiated instructional strategies, giving students multiple options for taking in information, making sense of ideas, and effectively expressing what they learn. Programs that integrate this approach exhibit the ability to not only address core knowledge and skills but also to develop language and literacy skills of a culturally and linguistically diverse group of students who also have a wide difference in their experiential and educational backgrounds.

Conference participants will be called upon to consider and share socio cultural norms of education in various countries. They will also have the opportunity to independently consider models and archetypes of communicating information to a language-diverse classroom.

G11.2. Universal Design for Learning and Multiple Intelligences Theory and Practice as SoTL Levers
 Individual Paper (30 minutes)
 Raleigh Convention Center 301A
 Marian McCarthy (University College Cork), Brian Butler (University College Cork)

The seven principles of Universal Design were originally drawn up by a group of architects, environmental engineers and product designers to promote access to buildings, to the environment, and to everyday products and technology, by the widest number of people at a reasonable cost. The principles would promote a design mentality to address all needs from the design stage, avoiding 'retrofitting'. Such principles can be used to evaluate existing structures and products, to review the design stage and educate both designer and user. Many third level institutions have looked to the seven principles of universal design in an effort to reach out to the growing diversity of student learning in and beyond the classroom (Yuval et al, 2004; Zeff, 2007; Burgsthaler, 2013). Changing demographics, developments in technology, social attitudes, new equality and disability legislation, as well as up to date pedagogical perspectives, are creating pressures that insist that diversity be addressed in the classroom. The principles of universal design are viewed by many as a key solution to addressing such challenges.

This paper draws, however, on the work of the Centre for Applied Special Technology (CAST) at Wakefield, Massachusetts (Meyer and Rose 2000, 2005) which views the principles of Universal Design for Learning (UDL) as different to the principles of other domains of universal design. Based on the principles of neuroscience, UDL principles reflect a strong focus on learning and address the dynamic, complex and multi-layered nature of teaching and learning evident in its three indicators: multiple means of representation, of engagement and of expression.

The paper focuses on the inclusive nature of these three principles for learning and on how these resonate with other contemporary pedagogies that speak to all learners, such as Multiple Intelligences (MI) Theory (Gardner, 1983, 1999a and 1999b; Barrington, 2004; Chen, 2009; Hyland and McCarthy, 2009). MI theory, as defined by Howard Gardner, claims that students learn in different ways, that they bring a variety of intelligence strengths to the learning and that students need to express their learning in different ways through a variety of authentic and ongoing assessment approaches. Both UDL and MI focus on the differentiated classroom, on taking human difference seriously, and reaching out to all students. From the perspective of a SoTL lens (Boyer, 1990) and this conference theme, the paper sees UDL and MI as facilitating the inclusive pedagogy of Teaching for Understanding (TfU) (Perkins, 1993, 1998; Wiske, 1998)and thus acting as critical transitions that invite us to re-examine our teaching practices in the light of student learning. Do we design learning so that all students have access to it? What would it mean if we designed our teaching to include multiple means of representing understanding and multiple ways of engaging students so that multiple ways of student expression are equally valued? This paper contends that the synergies between UDL and MI lead to a pedagogy of understanding and of equal access to learning for all, acting as catalysts for SoTL work in providing us with lenses that make teaching and learning processes visible.

The paper will draw on a range of Course Portfolios (Hutchings, 1998) which 21 faculty will present in May 2013, using UDL, MI and TfU lenses to document and review their teaching. It is hoped that this aspect of the paper will stimulate discussion.

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G11.3. *What is Already Out There? Evaluating Evidence about Educational Practice*
Individual Paper (30 minutes)
Raleigh Convention Center 301A
Susan Elgie (Higher Education Quality Council of Ontario)

The Scholarship of Teaching and Learning (SoTL) has at its heart issues of practice (Hubball & Clarke, 2010). Decisions about transitions in practice begin with researching and evaluating existing evidence, involving content and principles that may be quite different from those in scholars' home disciplines (Brew, 2011; Dewar, 2008). This situation presents a challenge that may lead to uncertainty for SoTL researchers about evaluation criteria and the types of evidence to include.

Evaluating Evidence about Educational Practice (EEEP) is a systematic process originally developed for use in elementary and secondary education by scholars with the University of Toronto and the Association of Educational Researchers of Ontario (2012). This paper presents an adaptation (slightly renamed) for postsecondary education. EEEP comprises criteria for evaluation, an evidence typology, and a process for evaluation.

Criteria. Although educational research reviews usually focus on effectiveness, in practice, the principles of equity and efficiency are also important. Effectiveness involves improving overall educational outcomes. Equity implies fairness, not necessarily equality in allocating resources

or in defining and judging student outcomes. The importance of efficiency is evident in today's economy. Efficiency can also have implications for equity if resources are allocated so that each receives only what is needed.

Typology. Scholars are accustomed to look to peer-reviewed literature for information about home disciplines. For decisions about teaching practice, though, at least three types of evidence should be consulted: (1) research studies and reviews, (2) professional judgement, and (3) media, journalism, and anecdote.

Research studies and reviews are available in published or unpublished reports in professional or research journals. The so-called 'grey' literature available on the internet and elsewhere may be especially current and helpful. Professionals and experts such as postsecondary educators, psychologists, communications specialists, or researchers may have valuable insights into educational practice. Their opinions may be based on research, understanding of principles of learning, or personal experience. Media reports, blogs and personal testimony are important information sources for educators and students. While some media reports summarize research and professional judgements, others provide vivid accounts of students' or educators' experiences.

The EEEP process consists of: (1) gathering, (2) sorting and assessing, and (3) summarizing and synthesizing the evidence. Gathering evidence may include library and internet searches; professional websites; listservs; consulting colleagues, experts or other stakeholders; and attending conferences. After a broad search, filtering the evidence to keep only that relevant will save time and maintain consistency and focus. Sorting and assessing the evidence involves identifying the type of evidence and locating appropriate quality indicators; a set of quality indicators are available within EEEP for each type of evidence. Finally, summarizing and synthesizing the evidence involves thoughtful consideration of the evidence in light of the criteria of effectiveness, equity and efficiency.

Attendees at this presentation will be able to practise using the EEEP process on a brief blog post using appropriate criteria, and will receive a copy of the EEEP decision-making tree.

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Saturday, October 5, 2013 | Saturday Plenary

Break (10:30 – 10:45 AM) | Hallway Level N

Closing Plenary (10:45 AM – 12:15 PM) | Ballroom C

Changing Higher Education One Step at a Time

Sherry Linkon, Arshad Ahmad, Klara Bolander Laksov, Marian McCarthy, and Julie Reynolds

For a variety of reasons – economic, political, technological -- higher education around the world is changing in fundamental ways. How should we, as scholars of teaching and learning, respond? At the end of the conference, we are all likely heading home with a few ideas about new research or new teaching strategies, but what if we were all also going to return home prepared to take one step to make a difference in our departments, on our campuses, within our disciplines, or in higher education policy? How can we translate our knowledge into manageable, meaningful advocacy?

In the Saturday plenary, **Changing Higher Education One Step at a Time**, colleagues who are already making a difference will share their stories, describing projects they've undertaken, on different levels, from efforts to intervene in international debates to working for change within our own programs and departments.

Sherry Linkon (Georgetown University, U.S.) will moderate the plenary session, which will feature Arshad Ahmad (McMaster University, and President of the Society for Teaching and Learning in Higher Education, Canada), Klara Bolander Laksov (Karolinska Instituet, Sweden), Marian McCarthy (University College Cork, Ireland), and Julie Reynolds (Duke University, U.S.).

Sherry Lee Linkon is Professor of English and Director of the Writing Program at Georgetown University. Her SoTL research examines student learning in disciplinary and interdisciplinary courses in the humanities, and she studies and speaks about social class issues in higher education. Linkon has worked as an academic organizer in a variety of settings – within academic programs, in interdisciplinary centers, in professional organizations, in academic unions, and online, by developing resources for students, faculty, journalists, and general audiences.

Arshad Ahmad is the Associate Vice President and Director of McMaster University's Institute for Innovation and Excellence in Teaching and Learning. His current research interests are in Accelerated Hybrid Learning Designs, Conceptual Change, Teaching Philosophies and Strategies. Arshad is the President of STLHE - The Society for Teaching and Learning in Higher Education, which is a national association of teachers. He is also the Vice-President of ICED -

The International Consortium for Educational Development consisting of 23 member organizations worldwide. Both STLHE and ICED, aim to improve the quality of the student learning experience. In 1992, Arshad was recognized for leadership in teaching with a lifetime 3M National Teaching Fellowship – a program he coordinated for 10 years.

Klara Bolander Laksov is associate professor in Medical Education at Karolinska Institutet, Sweden, with a background in sociology and medical education. Klara leads a research group on learning environments and educational development. She is involved in the development of educational quality at local and national level as member of the educational board at Karolinska Institutet and former chair of the Swedish network for educational development (SwedNet). Her current research investigates the meaning of the clinical learning environment for the quality of student learning in medical and health undergraduate programs and the enactment of policy and change in higher education.

Marian McCarthy co- directs Ionad Bairre, the Teaching and Learning Centre, University College Cork, Ireland, which she co-founded with Bettie Higgs in 2006. The Centre provides a suite of accredited and developmental programmes for staff, postgraduate students and researchers. Marian's research is influenced by SoTL and by Harvard's Project Zero Classroom, whose synergies impact her teaching. She has a life –long interest in arts approaches and in workshop pedagogy. She holds the President's Award for Teaching Excellence at UCC and won a number of team awards with Bettie for their work in developing the Centre and enhancing the student experience.

Julie Reynolds is an Associate Professor of the Practice in the Biology Department at Duke University, and also serves as the Director of Undergraduate Studies. In 2002, she was one of the first scientists to teach in the award-winning Thompson Writing Program at Duke. As a member of the biology faculty, she teaches a graduate level course on scientific teaching, and writing-intensive science courses, including a course for undergraduate thesis writers. In addition to teaching, Julie has an active research program focused on pedagogies that promote science literacy, particularly Writing-to-Learn strategies (www.science-writing.org). Her current Writing-to-Learn research is funded by the National Science Foundation, and she also has a National Institute of Health training grant to support her work promoting diversity within the biomedical and biological sciences. Julie is the Vice President for Education and Human Resources of the Ecological Society of America, an Atlantic Coast Conference (ACC) Teaching Scholar, and a facilitator for the American Society for Microbiology's Biology Scholars Research Residency Program.

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Catherine Ross, D13

Torgny Roxå, W4, C10, E14

Alan Russell, PS

Jae-Eun Russell, A7

John Russo, AW3

Glen Ryland, PS, E5

Ibrahim Saleh, D9

Diane Jacqueline Salter, F5

Sarah Samblanet, B13

Ragnhild Sofie Sandvoll, B8

Cynthia A. Sanoski, E6

Leah Savion, E9

Davida Scharf, D14

Lauren Scharff, G10

Joel Schneier, C12

Kathy Schuh, A7

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Susan Shannon, E14

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Sharon L. Shields, F10

Angela O. Shogbon, E6

Leah Shopkow, AW2, B7, C9, F7

Lee S. Shulman, Thursday Plenary

Reeves Shulstad, D5

Brigitte Sicat, PS

Kate Sidwell, PS

Scott Paul Simkins, E10

Nicola Simmons, B5, F15, G1

Meg Skinner, F3

Brian P Smentkowski, PS

Andrea Livi Smith, C6

Tracy Wilson Smith, D4

Elizabeth Magdalena Smuts, G7

Robin L. Snead, D8

Gloria So, F10

Lydia Anne Soleil, C2

Sarah Spangler, W3

William Spotts, PS

Rachel Spronken-Smith, C1

Barry Stein, F3

Dannelle D. Stevens, PS

Kearsley Stewart, PS

Margaret Stiffler, PS

Bethany Stone, PS

Krys Strand, A9

Karen Strickland, G2

Amanda Sturgill, W1, PS

Dennis Sumara, G9

Kathy Takayama, F4

April Tallant, PS

Hilary Tanner, E4

Sandra Lynn Tarabochia, A8

Isabel Tasker, A11

Lynn Taylor, G9

Shevell Thibou, Theatre, E8

Charles Thomas, PS

J. Scott Townsend, PS

Colleen M. Tremonte, C3

Laurah B. Turner, E1

Christopher Valasin, PS

Fredy Valenzuela, A11

Samuel Van Horne, A7

Maureen Vandermaas-Peeler, G6
Abigaile M. VanHorn, PS
Daniel R. VanHorn, PS
An Verburgh, C1
Roselynn Verwoord, E11, G2
David Voelker, A4
Resa E Walch, E10
Brian Walsh, PS
Helen Walkington, C1
Carrie Wastal, A11
Cheryl Waters, E14
C. Edward Watson, E4
Andrea Webb, PS
Marc Welch, E10
Martin Weller, C6
Katharine Welsh, E13
Gregg Wentzell, A6
Carmen Werder, B6, Theatre, E8
Jane West, G8
Kim West, G5
Brian Whalley, E13
Barbara Jo White, E3
Sandra L. White, PS
Andrea Williams, G2
Richard Wiggers, F11
Janelle Wilkes, A11
Sheila M Whitley, PS
Rita Willett, PS
Adam Wilsman, D3
Katarina Winka, W4
Kathleen Marie Wood, D15, G9
Brad Wuetherick, C1, D7, G9
Michelle Yeo, D14
Stan Yu, D7, G9
Thomas Zachariah, PS, F2
Jim Zimmer, PS
Genevieve Zipp, PS, F9

Convention Center Floor Plans – Level 2 / Mezzanine Level

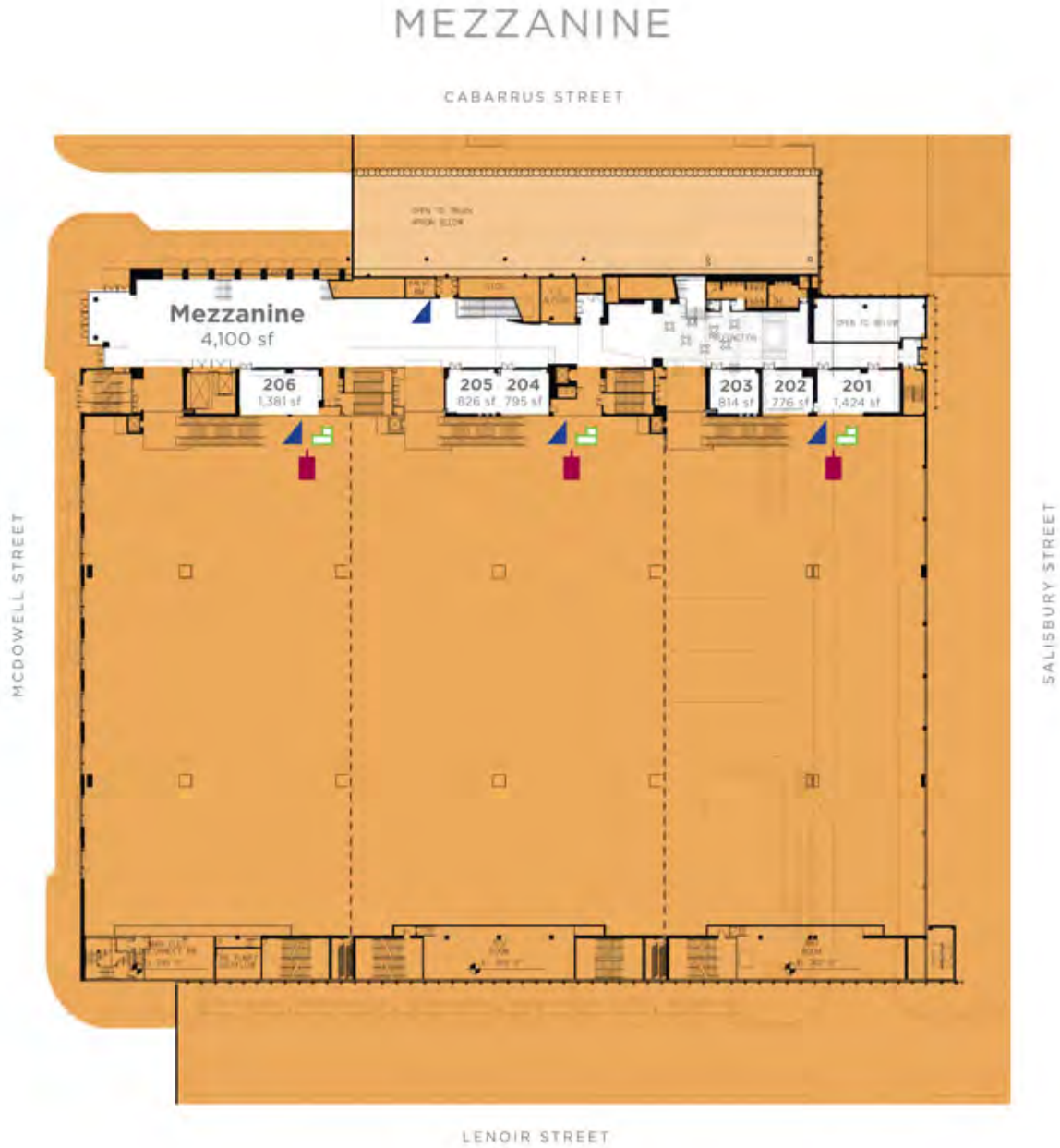Concurrent sessions are scheduled on Level 2 (and Level 3).

MEZZANINE
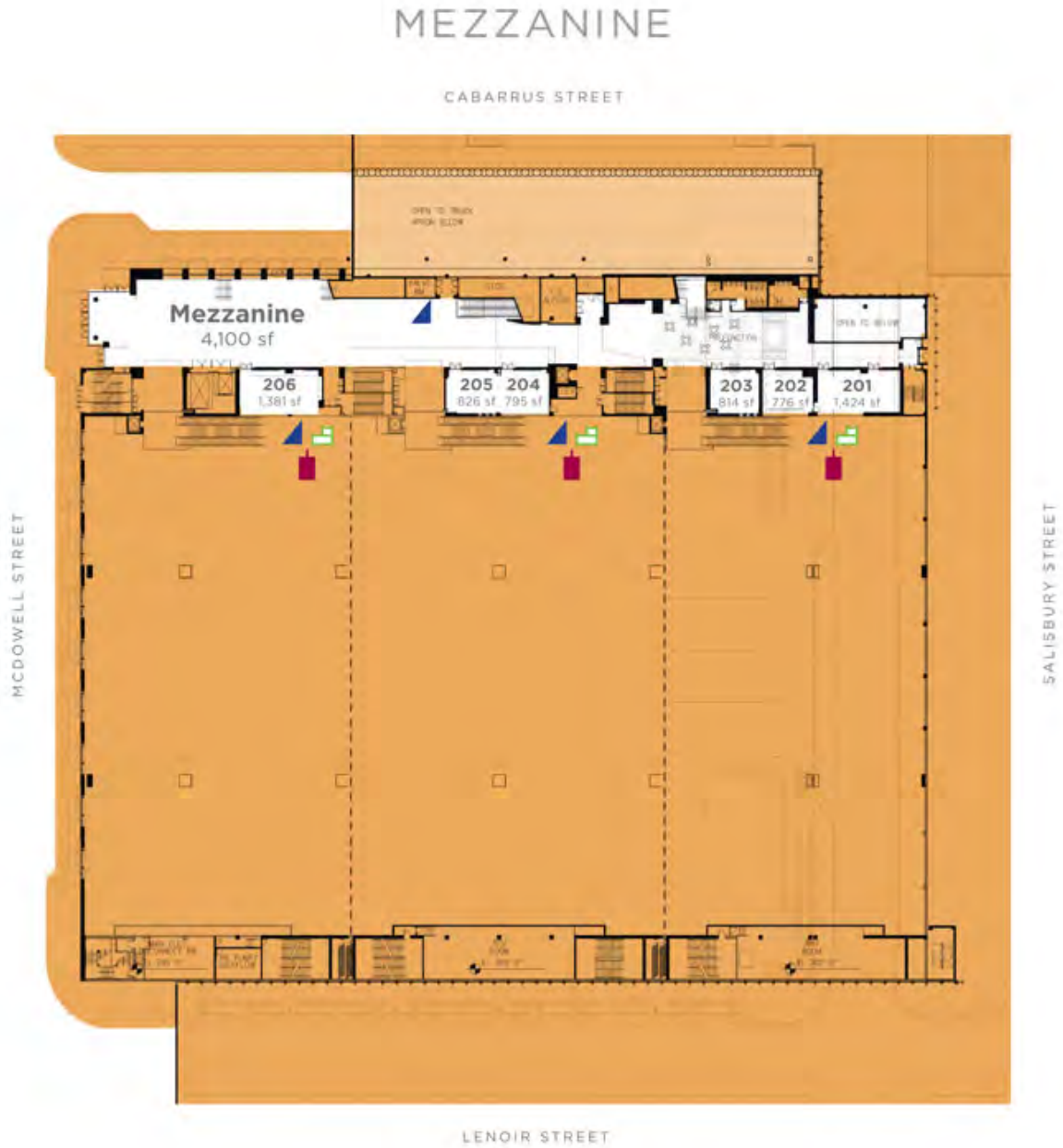
Convention Center Floor Plans – Level 3 / Meeting Rooms

Concurrent sessions, interest group meetings, and morning/afternoon breaks are scheduled on Level 3. The Registration Desk and the Steelcase Lounge are in the Level 3 Lobby.

Convention Center Floor Plans — Level 4 / Ballrooms

Plenaries, Breakfasts, Lunches, Receptions, and the Poster Session are scheduled on Level 4.

MEZZANINE

CABARRUS STREET

Mezzanine
4,100 sf

206	205	204	203	202	201
1,381 sf	826 sf	795 sf	814 sf	776 sf	1,424 sf

MCDOWELL STREET

SALISBURY STREET

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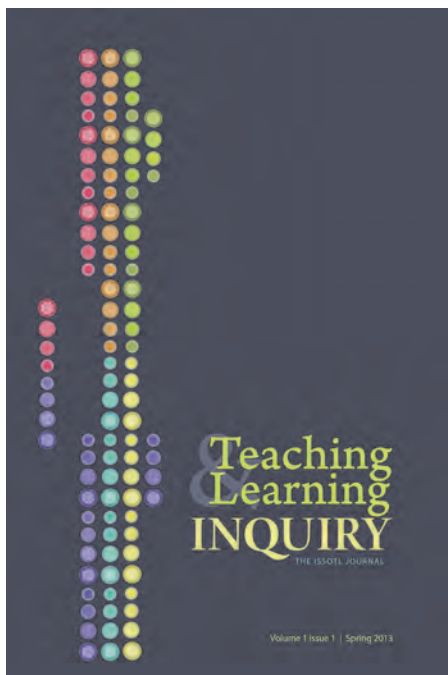OFFICE ENVIRONMENTS

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GROUP

LECTURE & TEST

DISCUSSION

Teaching & Learning INQUIRY

Edited by Nancy Chick and Gary Poole

Teaching and Learning Inquiry is the official publication of the International Society of the Scholarship of Teaching and Learning (ISSOTL). Published twice a year, it includes insightful research, theory, commentary, and other scholarly works that document or facilitate investigations of teaching and learning in higher education. *TLI* values quality and variety in its vision of the scholarship of teaching and learning. Its pages showcase the breadth of the interdisciplinary field of SoTL in its explicit methodological pluralism, its call for traditional and new genres, and its international authorship from across career stages. The journal regularly features articles documenting SoTL projects, theoretical assertions, literature syntheses, or reports on the field; dialogues responding to previous issues; innovative but systematic reflections through creative products; and reviews of books, external articles, web resources, or conferences.

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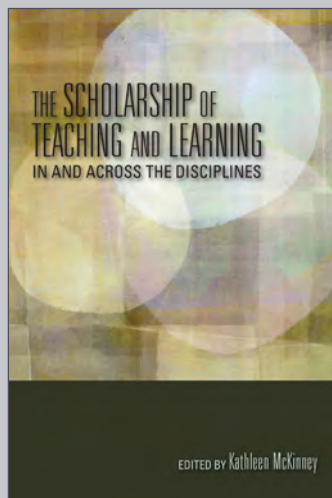
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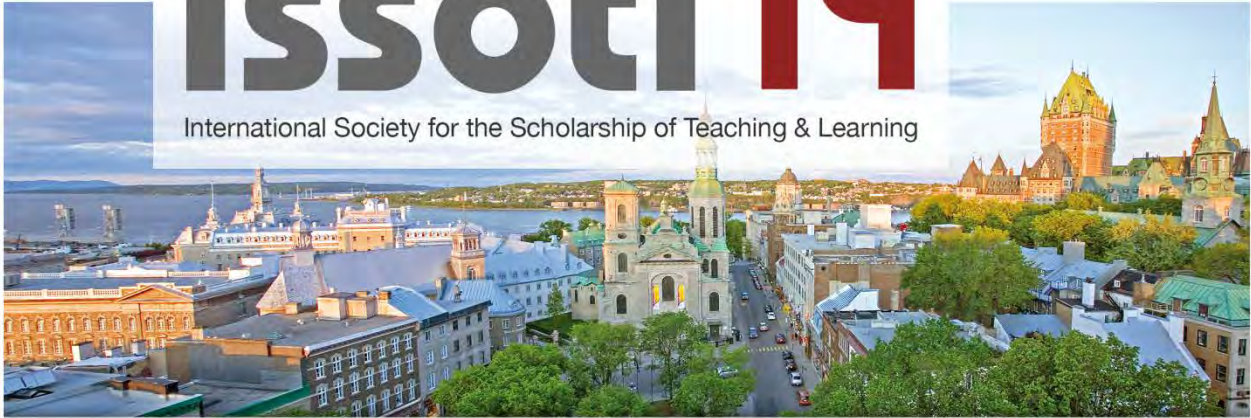
Wednesday, 10:00 AM – 6:30 PM
Thursday, 10:00 AM – 7:00 PM
Friday, 10:00 AM – 5:00 PM

The Steelcase Lounge behind the Registration Area on Level 3 of the Raleigh Convention Center will remain open throughout the conference.

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