

ABSTRACT ID	ABSTRACT TITLE	ACCEPTANCE CODE	AUTHOR LIST	ORDER	LOCATION	DATE & TIME	SUMMARY
72686	The Scholarly Professor: Building a Faculty SoTL Group from the Ground Up	Paper	Susan C. Warner	C.01.1.	Wright A Ballroom	Friday, 21 October, 10:30AM-12:00PM	This session will present an overview of the initiation of a faculty SoTL group. It will deal with the first year of development of a learning community of faculty who focused on learning about SoTL and then instituting SoTL projects into their classroom. The session will provide practical tips on creating a SoTL faculty learning community as well as presenting an overview of the SoTL projects currently ongoing with this SoTL Learning Community.
72007	Focusing Faculty Programming to Illustrate and Support SoTL	Paper	Ann Marie VanDerZanden, Steven A. Freeman & Steven Mickelson	C.01.2.	Wright A Ballroom	Friday, 21 October, 10:30AM-12:00PM	This presentation will address the findings of a comprehensive assessment of the Iowa State University professional development programming for faculty, staff and graduate students over a multi-year period. We will focus on how programming topics are selected relative to audience need and preference, and how the topics illustrate and /or support SoTL.
72557	Designing Models of Professional Development that are Acceptable to Academic Staff	Paper	Jennifer Murphy, Áine Hyland & Bettie Higgs	C.01.3.	Wright A Ballroom	Friday, 21 October, 10:30AM-12:00PM	Policy developments in Europe are paying greater attention to the need for professional development of academic staff. This paper will review relevant literature to present a conceptual understanding of existing models of professional development in academic practice, their assumptions,

							expectations and impact. Focus groups, with faculty, senior managers and educational developers have given insights into the assumptions, expectations and impact of existing models. A new framework for professional development of academic staff will be presented.
71797	Assessing "21st Century Skills" in University Contexts: Not so Fast!	Paper	Daniel T. Hickey & Jennifer M. Robinson	C.02.1.	Oak Room	Friday, 21 October, 10:30AM-12:00PM	Contemporary situative theories of cognition suggest that universities resist pressures to standardize, teach, and assess "21st Century Skills." The 21st Century is really about fast changing contexts. Today's graduates need (a) domain knowledge linked to contexts of learning and use, (b) an appreciation of how domain knowledge is shaped by contexts, and (c) practice writing about that knowledge in multiple context. Misrepresenting this complex reality as specific testable skills undermines these crucial goals.
72723	FOSTERING ESSENTIAL SKILLS FOR LIFELONG LEARNING: A METACOGNITIVE ACTIVITY FOR DEEPER READING AND REFLECTION	Paper	Fahima Aziz & Karl R. Wirth	C.02.2	Oak Room	Friday, 21 October, 10:30AM-12:00PM	We describe the results of a simple metacognitive activity, one that can be readily adapted to other courses and disciplines, to improve students' reading, learning, and metacognitive skills. Student learning in courses with reading reflections was significantly improved relative to those in courses without reflections, and they reported more frequent utilization of a wider range of reading strategies. Reading

							reflections also helps us, as instructors, understand and support our students' learning and metacognitive skill development.
71706	SOTL influencing collegial contexts	Paper	Katarina Mårtensson & Torgny Roxå	C.02.3.	Oak Room	Friday, 21 October, 10:30AM-12:00PM	This study uses a socio-cultural perspective to investigate five strong academic micro-cultures in a research-intensive university in order to explore how they function in relation to teaching and student learning. Trust, internal climate, engagement, personal mastery, external orientation, and leadership permeate these micro-cultures. SOTL-activities are frequent but appear to be absent in every day discussions about teaching, indicating a possible limitation in SOTL as an individual enterprise. Individual engagement in SOTL as a strategy for change in higher education will be discussed.
72567	Promoting Academic Rigor: A Multidimensional Approach	Paper	John D. Draeger, Lisa Hunter, Pixita del Prado Hill & Ronnie Mahler	C.03.1	Juneau Room	Friday, 21 October, 10:30AM-12:00PM	Some educators, citing NSSE and CLA findings, conclude that U.S. colleges and universities lack academic rigor (Arum & Roksa 2011). Similar concerns prompted our campus-wide study. A multidimensional conceptual model of academic rigor, including higher-order thinking, high expectations, active engagement, and meaningful activity, was formulated based on our analysis of focus group interviews, survey findings, and course materials. In this presentation, we explain and

							apply the model to curriculum, instruction, and assessment.
72706	The Effect of Real-World Research on Students? Learning: Team-based and Project-based Learning	Paper	Carol Hostetter & Leila Wood	C.03.2	Juneau Room	Friday, 21 October, 10:30AM-12:00PM	One problem in higher education is the lack of student engagement in required courses. The paper presents the results of a study assessing students' learning in a required research class, using Team-Based and project-based learning. The professor engaged students in conducting an IRB-approved research study with interviews and surveys. Students' knowledge was high and attitudes were positive. The majority of students indicated that doing a research project in a team enhanced their interest and learning.
72707	Interdisciplinary lesson study: Using case studies to build graph interpretation and web evaluation skills, and student enthusiasm	Paper	Amanda Little, Maleka Hashmi & Jennifer Grant	C.03.3	Juneau Room	Friday, 21 October, 10:30AM-12:00PM	We used the lesson study process to develop, evaluate, and revise an interdisciplinary non-majors biology lesson that teaches graph interpretation, critical analysis of internet information, and neurotransmitter action in the context of a case study comparing different plant-derived compounds for treating depression. The lesson made coursework relevant to students, and stimulated student interest in biology. Lesson study observation revealed the inner-workings of student groups, and the instructor's role in facilitating group learning.
72663	Important Quality Aspects of Students' Degree Projects in	Paper	Thomas Olsson, Ingrid Svensson,	C.04.1.	Wright C Ballroom	Friday, 21 October, 10:30AM-	This proposal presents a project investigating characteristics of the complex role of degree

	Engineering Education		Åsa Lindberg-Sand & Kristina Nilsson			12:00PM	projects in an engineering education context. One quality aspect is the breadth of different types of projects within a programme. Another aspect is projects that successfully are completed in cooperation with industry. Of special importance is that the problem often is specified beforehand. The process and results of the project are more important aspects of quality than the text in the report.
72135	Questioning as a Gateway to Critical Thinking: Active Immersion in Scientific Literature	Paper	Diane C .Tucker, Alan W. Eberhardt & Joe L. March	C.04.2.	Wright C Ballroom	Friday, 21 October, 10:30AM-12:00PM	Freshman Science and Technology Honors students were systematically encouraged to examine their depth of understanding through posing questions while analyzing original scientific literature. A team-based learning approach was used in which teams were tasked with using Hoskins' CREATE methodology to evaluate original scientific literature. Results indicated increases in students' confidence in reading and discussing scientific literature and in the quality of students' questions as indexed using Bloom's Taxonomy.
71768	The Impact of SOTL Culture on a Curricular Redesign	Paper	Kathleen M. Perkins, Caroline Latta & Jeffrey Ginsberg	C.04.3	Wright C Ballroom	Friday, 21 October, 10:30AM-12:00PM	The Scholarship of Teaching and Learning is both a practice and a mind set. This presentation will outline the role of both in a major curricular redesign of a large performing arts department which has been developing a practical "everyday" approach to the use

							of SOTL over the last decade.
72736	Engaging faculty in collaborative inquiry: A multi-institutional study of interdisciplinary learning in science-rich courses	Panel	Joanne L. Stewart, Tricia A. Ferrett & Whitney M. Schlegel	C.05.1	Empire Ballroom	Friday, 21 October, 10:30AM-12:00PM	Assembling a team of faculty to tackle complex questions in teaching and learning requires significant faculty development efforts in order to ensure methodological rigor. The initial results from a multi-institutional team (Carleton, Grinnell, Hope, St. Olaf, and Whitman) studying science-rich interdisciplinary courses will be presented. Interview data, faculty/student survey results, and scholarship of teaching and learning investigations have led to the first major finding: a framework for organizing and assessing science-rich interdisciplinary learning.
71464	Expanding the Role of Civic and Political Engagement: A Case Study of SoTL Program Development	Panel	Maria A. Moore, Stephen K. Hunt, Jeffrey L. Courtright, Lance R. Lippert & Jennifer Silva McDade	C.06.1	Miller Room	Friday, 21 October, 10:30AM-12:00PM	Selected as an American Democracy Project campus by the Carnegie Foundation for the Advancement of Teaching, the School of Communication at Illinois State University developed and documented effective teaching strategies promoting inclusion of civic and political engagement content in campus-wide coursework and programs. This multifaceted and multimodal experience can serve as a practical SoTL model of strategies and process for others considering thematic interdisciplinary program development.
71395	A Year in the Life of a Wisconsin Teaching Fellow/Scholar: Making Connections	Panel	Kathy R. Immel, Mary Beth Leibham, Jeana L. Magyar-Moe, Paul Van Auken & Tracy	C.07.1	Usinger Room	Friday, 21 October, 10:30AM-12:00PM	Panel members include six 2010-2011 Wisconsin Teaching Fellows/Scholars from various disciplines and institutions within

	Between SoTL Work and Professional Development		Slagter				the UW System who will share their experiences developing teaching/learning projects over the past year and the impact that SoTL research has had both on their teaching and professional development. Panelists will discuss the Wisconsin Teaching Fellow/Scholar Program and the important role it has played in engaging them in scholarly work on teaching and learning. Each panelist will briefly discuss his/her own project along with efforts to bring back to his/her campus what he/she has learned as a Wisconsin Teaching Fellow/Scholar in order to encourage others to embark on their own teaching/learning projects.
72716	Transforming Educational Development of SoTL by Engaging in, Leading, and Publishing About Communities of Practice	Panel	Milton Cox, Jacquie McDonald, Laurie Richlin, Gregg Wentzell	C.08.1	Walker Room	Friday, 21 October, 10:30AM-12:00PM	Certain models of communities of practice (CoPs) have proven effective in developing SoTL, but not all CoPs may provide this opportunity. This panel examines several CoP models, reports on early results of an Australian Learning and Teaching Council grant that examines leadership of CoPs, and discusses publishing about CoPs as SoTL. Examples of CoPs in higher education, leadership recommendations, and peer reviewed journal articles about CoPs as SoTL will be given and discussed.
70938	Critical Reading in General Education: A Collaborative SoTL	Panel	Karen Manarin, Miriam Carey,	C.09.1	Monarch Ballroom	Friday, 21 October, 10:30AM-	This collaborative project examines critical reading in four very different first-year general

	Inquiry		Melanie Rathburn, Glen Ryland & Richard Gale			12:00PM	education courses, where critical reading is defined as reading for academic purposes and reading for social engagement. Four instructors shared the same research question, data gathering protocol and data analysis methodology. In this panel, we describe how we set up this project; we also explore the strengths and challenges of collaborative SoTL inquiry. We present some early findings common across the curriculum.
71811	SoTL Interdisciplinary Collaboration: Presentations and Publications Workshop	Workshop	Karen Swanson, Jane West, Joseph Dye, Patricia Kelly, Caroline Brackett, Karen Rowland & Jeannette Anderson	C.10.1.	Wright B Ballroom	Friday, 21 October, 10:30AM-12:00PM	A group of six interdisciplinary graduate faculty have created and sustained a SoTL conversation which encourages faculty from five disciplines to complete and move SoTL projects into conference presentations and publication. The workshop will discuss how to create an energetic collaboration on your campus.
72696	Professional Development Support for SoTL in the UW-System	Panel	Bob Eierman, La Vonne Cornell-Swanson, Regan Gurung & Lori Carrell	C.11.1	Mitchell Room	Friday, 21 October, 10:30AM-12:00PM	This panel will describe recent SoTL professional development support opportunities offered to educators by UW-System OPID and three UW campuses. Each of four panelists will describe the evolution of their programs and impacts of the programs on SoTL productivity. Related issues, such as departmental acceptance of SoTL as scholarship, will be discussed. The panel will describe where SoTL professional development has been and where it is presently in order to stimulate discussion of future directions.

71354	Using the Faculty RPT Process to Reward Faculty Engagement in SoTL	Panel	Sue M. Norton, Kim Buch, Lisa Kornetsky & Jim Robinson	C.12.1	MacArthur Room	Friday, 21 October, 10:30AM-12:00PM	Faculty from two colleges (Business; Arts & Sciences) and two universities (University of Wisconsin-Parkside and University of North Carolina Charlotte) will discuss ways that reappointment, promotion, and tenure (RPT) practices often discourage faculty engagement in SoTL and how RPT policies and practices can be changed to encourage faculty involvement in SoTL in ways that are beneficial to students, faculty, departments, and universities.
71522	Closing the gap between learners? and instructors? expectations: unexpected results	Panel	Laura J. Schmidt, Joy Becker, Derek Wissmiller, Ruth Nyland & Renee Surdick	C.13.1	Kilborn Room	Friday, 21 October, 10:30AM-12:00PM	A multidisciplinary group of faculty at the University of Wisconsin-Stout will present findings from a 2010-11 project studying the impact of improved communication of expectations on student motivation, metacognition, and the learning environment. Conclusions are based on student surveys, ongoing class dialogues, and instructor observations. The presentation will conclude with audience participants sharing methods they have used in their classes. This project was supported by a University of Wisconsin-System Undergraduate Teaching and Learning Grant.
71752	Where is Feminism in the Scholarship of Teaching and Learning?	Workshop	Stephen R. Bloch-Schulman, Donna Engelmann, Juli Eflin & David Concepcion	C.14.1	Pabst Room	Friday, 21 October, 10:30AM-12:00PM	As is quickly evident by looking at past ISSOTL programs, there is a significant dearth of feminist work in the scholarship of teaching and learning. We will thus ask 1) why feminism is not better represented in the

							scholarship of teaching and learning, 2) what feminism is, 3) what feminism would add to the scholarship of teaching and learning that this scholarship is currently missing, and 4) what feminism adds to pedagogy, generally.
72635	Rules of Disengagement: Using Lesson Study to Transform the Teaching of Grammar	Panel	Paul M. Anheier, Joan Navarre & Andrea Deacon	C.15.1	Schlitz Room	Friday, 21 October, 10:30AM-12:00PM	Grammar mini-lessons, or short-form lessons embedded within a class lecture, have remained a fixture in many writing courses as a relatively non-invasive means of fulfilling grammar-specific writing instruction needs. Despite widespread use of mini-lessons, researchers remain as deadlocked as ever as to how effective the approach is in making students better writers. We will share the results and implications of a lesson study that examined the transfer of grammatical knowledge from mini-lessons to actual student writing.
72641	The development and assessment of a faculty-driven, cost effective, SoTL center.	Paper	Philip T. Dunwoody, Kathryn Westcott, Jay Hosler, David Drews & Michael Boyle	D.01.1.	Schlitz Room	Friday, 21 October, 1:30PM-3:00PM	This presentation will describe the creation and assessment of a cost effective, faculty-driven center focused on the advancement of the Scholarship of Teaching and Learning at a small liberal arts college. The development of the SoTL center, including the structure of the faculty-run SoTL center board, the type and design of SoTL activities on campus, faculty involvement, and the costs of these activities will be covered.

72644	INTERNSHIP IN COLLEGE TEACHING: ENGAGING AND SUPPORTING PROSPECTIVE FACULTY IN SOTL	Paper	Colleen P. Gilrane, Amy D. Broemmel, Renee R. Moran & Monica T. Billen	D.01.2.	Schlitz Room	Friday, 21 October, 1:30PM-3:00PM	Two doctoral students and two faculty members will describe and evaluate their experiences using internship to mentor doctoral students into teaching undergraduate classes, including discussion of what helped and supported the interns, what hindered, what needs to be tweaked in the process, and how well resources were used.
72128	Scholarship of teaching and learning at the highest level? Experiences from a study program for doctoral supervisors	Paper	Anders Sonesson & Anders Ahlberg	D.01.3	Schlitz Room	Friday, 21 October, 1:30PM-3:00PM	We present an analysis of written assignments in a study program for doctoral supervisor (n>100). We address four questions: 1) What aspects of doctoral student learning and experience, or doctoral training are supervisors focusing on? 2) Are there instances of cross disciplinary learning among participants? 3) Can incremental knowledge building be seen within the program? 4) How do supervisors perceive their own development? Our results indicate a fertile ground for a scholarship of doctoral supervision.
71789	Mercer on Mission in Liberia: Photo Data Analysis	Paper	Karen Swanson, Emillie Paille, Richard Wilson, Hannah McAnespie & Catherine Eisel	D.02.1.	Usinger Room	Friday, 21 October, 1:30PM-3:00PM	Photographs were used as a unique form of data. Faculty supplied 1500 photographs taken in 2009 during a Mercer on Mission Liberia trip as a tool to matriculate students for the 2011 trip. The photos were sorted into themes which provided specific topics as students talked through the sights of the trip prior to leaving. Data was also collected after the

							2011 students returned to determine the usefulness of the pre-trip activity.
72704	Affecting Men: The Long Term Impact of Teaching Masculinities	Paper	Warren Rosenberg	D.02.2	Usinger Room	Friday, 21 October, 1:30PM-3:00PM	This study focuses on a freshman seminar on men and masculinities taught at all-male Wabash College. Initial studies looked at the effects of teaching about masculinities while students were still in college. This study attempts, through interviews and correspondence, to determine how the course affects students from the first time it was offered in 1993 to the present. Information collected so far reveals a surprising amount of retention of material and transformation in student attitudes about a range of masculine themes, from friendship, to careers, to sexuality.
71997	An Alternative Design for the Basic Course Speaks for Itself	Paper	Tammy French, Susan Wildermuth & Edward Frederick	D.02.3.	Usinger Room	Friday, 21 October, 1:30PM-3:00PM	This study compared the effectiveness of traditional basic course designs to that of large lecture/small lab designs, to find out whether there existed a significant difference in the student learning outcomes between formats. The authors examined cognitive, affective, and communication apprehension outcomes for students, and teacher evaluation outcomes for educators. The findings indicate that when instructors adapt their style to the alternate lecture/lab format, the student's needs are met almost evenly in both formats.

71802	Technology and Iterative Learning: A Study of Blogs, Wikis, and E-Portfolios	Paper	Edith M. Kennedy	D.03.1.	Miller Room	Friday, 21 October, 1:30PM-3:00PM	This paper reports the results of a study that examined 207 students across 3 semesters. The results show that pedagogically sound implementation of technology based assignments create a learning community that affords the opportunity for iterative learning leading to active, deep learning. In addition to the findings of the original study, other instructors who are now implementing these techniques in their classes report similar outcomes. Students are more engaged and prepared for class, are participating actively and learning more.
72806	Developing critical thinking skills using a novel Web 2.0-based pedagogy	Paper	Lesley-Jane Eales-Reynolds, David Gillham, Gunter Saunders & Carol Grech	D.03.2.	Miller Room	Friday, 21 October, 1:30PM-3:00PM	This paper describes an international action research project designed to develop student skills in critical thinking and analysis through the use of a Web 2.0 based tool. The tool, which guides users through the stages of critical analysis and thinking is designed to allow authentic set-up. The outputs created by users through this process are also authentic to the discipline and the learning outcomes desired. The paper describes the authentic learning experience and outcomes of the project.
71368	Search for a Cure: Student Preference for Style and Focus of Math Word Problems.	Paper	Kirthi Premadasa	D.03.3	Miller Room	Friday, 21 October, 1:30PM-3:00PM	Mathematics words problems targeted to provide useful real-world applications of a concept are not embraced favorably by most students. This study attempts to find out on the

							one hand whether a different style of presenting a word problem, with an attachment containing a summarized goal of the problem will makes it more preferable to college algebra students. On the other hand, it also aims to find out whether students prefer problems based on certain types of scenarios over others. The effect on student performance is also studied.
72181	Struggling to learn, learning to struggle: Student insecurities exposed during an action learning project	Paper	Christy A. Brazee	D.04.1.	Pabst Room	Friday, 21 October, 1:30PM-3:00PM	Action learning projects(ALPs) involve student-organization partnerships designed to address complex “real-world” problems through the concurrent study and application of course theories, concepts, and processes. This learning strategy requires class members to be more self-directed, engaged, and participative compared to traditional learning approaches. Analysis of student reflections gathered throughout an ALP revealed a series of student insecurities that strongly impacted their learning motivation. This paper describes these insecurities and offers recommendations for leading ALPs.
71534	Creating a Culturally Safe Teaching Learning Environment	Paper	Balbir K. Gurm	D.04.2.	Pabst Room	Friday, 21 October, 1:30PM-3:00PM	The intent of this presentation/discussion is to help make classrooms more culturally safe. Cultural safety is understood to mean there is no damage or harm by interactions between people and that dignity and respect are maintained for

							all parties in an interaction. The environment may be deemed unsafe if any faculty or student is humiliated, alienated, or directly or indirectly dissuaded from participating in learning endeavours. Students were asked to describe classrooms where they felt safe and when they felt excluded. The themes from this qualitative study will be presented. The audience will be engaged to identify how they can use this information to make their classrooms culturally safe.
71488	How Scholarly is our Approach to Using Technology in Learning & Teaching?	Paper	Linda Price & Adrian Kirkwood	D.04.3	Pabst Room	Friday, 21 October, 1:30PM-3:00PM	How do SoTL practices relate to theoretical interpretations of what constitutes SoTL? We explore this issue by examining a wide range of 'published' artefacts. The use of technology in learning and teaching is used as a case-study through which current practices are examined. The findings suggest that activities are biased towards the 'publishing' of classroom-based, practitioner-driven inquiry. This raises questions about SoTL approaches to using technology and by extension to SoTL generally.
72087	Student assessment and learning of clinical competence: Development of OSCE-R and its revision	Paper	Kayo Matsushita & Tomoko Hirayama	D.05.1.	Empire Ballroom	Friday, 21 October, 1:30PM-3:00PM	The purpose of this study is to improve student assessment and learning of clinical competence in physical therapy. We developed "OSCE-Reflection (OSCE-R)" Method, which incorporates students' collaborative reflection into the OSCE (Objective Structured Clinical Examination). Based

							upon its implementation, we have found the common OSCE task and assessment criteria insufficient for fostering clinical competence. We are developing the revised version of OSCE-R, which enables the assessment of core competence for physical therapists and student learning.
72763	Viewing Development Critically-Use of Concept Maps in Lifespan Human Development Course	Paper	Sadguna Anasuri	D.05.2.	Empire Ballroom	Friday, 21 October, 1:30PM-3:00PM	Students in higher education need practice and refinement of critical thinking skills to help in their personal and social lives. The purposes of this study was to create an opportunity for the students in Lifespan Human Development course (n=20) to learn this skill via the assignment of creating Concept Maps. The criteria employed in the study were Basic content, In-depth information, Connections/Comparisons, Theoretical/Holistic Views, Creativity/Novelty. Results showed that critical thinking skills among the students improved over the semester showing three distinct performance patterns: Steady-progress pattern, Inconsistent-progress pattern, and Diffused pattern. The researcher values the deliberate instructional strategies on this.
72091	Understanding School Leaders' Changing Professional Perspectives through SOTL	Paper	Lana Khong	D.05.3	Empire Ballroom	Friday, 21 October, 1:30PM-3:00PM	This paper presents a first-person account of how taking the SOTL approach in investigating my own teaching practice gave me important feedback on how to add value to an in-service professional

							development course that I offer to middle-management school professionals. Evidence of new professional understandings gained by my students is drawn from their reflections on their own changing perspectives as well as on the course itself and how that supported them in expanding their viewpoints.
71858	Communication 100: Measuring Student Learning in an Orientation to the Major Course	Paper	Rhonda Sprague	D.06.1.	Monarch Ballroom	Friday, 21 October, 1:30PM-3:00PM	This presentation chronicles how student data have been used to develop a required course orienting students to a comprehensive major program. The author will use data to show how the course helps students make decisions about pursuing the major and selecting an emphasis, as well as the elements students found particularly helpful in making decisions. Evidence from pre- and post-test measures will be used to demonstrate student learning about the major program.
71254	New Literacies, New Media and New Journalism? An institutional perspective on transformative pedagogy in journalism education	Paper	Ranga Venkatachary & Alfred Hermida	D.06.2.	Monarch Ballroom	Friday, 21 October, 1:30PM-3:00PM	As a situated practice, journalism is governed by time and space and certain literacy practices. Due to the impact of social media and networked technologies, it is no longer sufficient to evaluate proficiency in tasks that reflect prevailing news industry practices. What is the nature of change in the pedagogical signature of this field? We find that disciplinary knowledge structures influence faculty readiness to change and its articulation is of value to our

							peers.
71700	Going URB@N: Exploring the impact of undergraduate students as pedagogic researchers	Paper	John Butcher & Rachel Maunder	D.06.3	Monarch Ballroom	Friday, 21 October, 1:30PM- 3:00PM	This paper reports on the impact of an institutional scheme designed to involve undergraduate students in pedagogic research. Through URB@N (Undergraduate Research Bursaries at Northampton), students are funded to work as researchers on pedagogic projects in partnership with academic staff. We report findings from a longitudinal mixed method study demonstrating the impact of the scheme for learners, academic staff and the institution via enhanced commitment to and engagement with the scholarship of teaching and learning.
72621	Singing Gesualdo: Rules of Engagement in the Music History Classroom	Paper	Susan C. Warner & Sandra S. Yang	D.07.1	Kilborn Room	Friday, 21 October, 1:30PM- 3:00PM	This paper explores the pedagogical soundness of "rules of engagement" as a learning activity by answering questions about its effectiveness in student learning as (1) stated in current scholarship of teaching and learning, (2) the strength of its support in relationship to the stated course, department, and university objectives, and (3) how effective I and my students experience it in terms of student learning and retention.
70462	A Mental Strategies Approach to Ethics Education: Practical Techniques and Methods	Paper	Anna A. Filipova	D.07.2.	Kilborn Room	Friday, 21 October, 1:30PM- 3:00PM	Based on the thought self-leadership concept, as constructed through social cognitive theory, this study assumes that the use of mental strategies approach to ethics education can potentially

							enhance students' ethical thought patterns and attitudes. A pre-experimental research design, the one-group pretest-posttest design was used. The results suggest that graduate students had acquired greater thought-self leadership skills and expressed a more positive attitude towards ethics. Specific recommendations for the effective application of the mental strategies techniques and methods were provided.
72444	What Students Say about Hybrid	Paper	Jay L .Caulfield	D.07.3	Kilborn Room	Friday, 21 October, 1:30PM-3:00PM	“What advice would you give teachers who have decided to teach using a hybrid course design?” “What are a few of the major lessons you learned specific to hybrid learning environments?” These are two of several questions that a group of graduate students who had enrolled in multiple hybrid courses taught by different teachers were asked upon interview. Listen to what they had to say. Is their message aligned with the SOTL literature?
71444	The Scholarly Teaching Difference in Student Evaluation and Learning: The Case of Site Construction	Paper	Ludwika A. Goodson, Don Slater & Yvonne M. Zubovic	D.08.1.	MacArthur Room	Friday, 21 October, 1:30PM-3:00PM	The big question for this SoTL project was “What learning experiences could change the low level of student engagement in a senior-level site construction course?” This question led to the teaching goal of improving student confidence, satisfaction, and learning. Richlin’s scholarly teaching (2006), Keller’s ARCS model (2006), Nuhfer’s knowledge survey research (2003), and Dick and Carey’s

							instructional systems procedures (1996) guided confidence surveys and active learning, with results reported over a 5-year period of teaching.
71597	Not Transforming the Academy: A Case of Enculturation into Mathematics	Paper	Mary Beisiegel	D.08.2	MacArthur Room	Friday, 21 October, 1:30PM-3:00PM	This study describes the experiences of mathematics graduate students as they considered their futures as academics and teachers of university-level mathematics. Significant obstacles to the transformation in teaching practices were present in the department and will be shared in this session. In essence, enculturation into the community of mathematicians and the censoring of their interests in teaching caused these future professors to resign their hopes to teach in ways other than how they were taught.
71692	The Status of the Scholarship of Teaching and Learning in South African universities	Paper	Teboho Pitso	D.08.3	MacArthur Room	Friday, 21 October, 1:30PM-3:00PM	This presentation reports on the SoTL investigation that took place in South Africa and focused on identifying policy provisions that attempted to encourage and support SoTL, describing activities that could be associated with SoTL and understanding better the views and experiences of staff on SoTL as well as setting up preliminary criteria for evaluation of the impact of SoTL drawn from the empirical data. I also compare the impact of SoTL in South African and Swedish universities.
70933	Improving Students? Learning of Critical	Panel	Etibar A. Najafov	D.09.1	Walker Room	Friday, 21 October,	Including position papers into the course syllabus as a

	Thinking in Academic Writing Class					1:30PM-3:00PM	requirement fosters the process of students' learning of critical thinking in the field of international relations. Data characterizing impact of position papers on students' learning of critical thinking were gathered by analysis of the students' position papers, as well as by conducting the Survey of students' opinions on practical measures.
72732	Preparing Tomorrow's Professionals: Experiences of Three Teaching and Learning Scholars	Panel	Israel Dunmade	D.10.1	Mitchell Room	Friday, 21 October, 1:30PM-3:00PM	Organizations worldwide spend millions of dollars every year to improve their staff's competence. Academics in various fields are also using assorted approaches to prepare students for professional roles. However it is necessary to assess the effectiveness of these approaches. This presentation focuses on how three scholars are educating students for career success. Their approaches include the use of a term project to connect theory with practice in an environmental course, a thinking framework to promote an expert-like thinking in a physics course, and various teaching strategies to foster engagement in patient advocacy in a nursing course. Student voices about these approaches and the scholars' reflections will also be presented.
71911	Balancing the Tripod with Decoding the Disciplines: Connecting	Panel	Leah Shopkow, Arlene Díaz, David Pace & Joan Middendorf	D.11.1	Juneau Room	Friday, 21 October, 1:30PM-3:00PM	Disciplinary practices are shaped by disciplinary epistemology, but faculty don't usually bring epistemology into

	Epistemology, Expert Practice and Pedagogy to Develop Disciplinary Thinking in Students						the classroom. Instead, faculty often present "content" and hope that students will pick up practice and understanding. Yet many students never engage in disciplinary thinking. Our videos will show Decoding the Disciplines interviews revealing disciplinary epistemology, allowing faculty to choose pedagogies that develop disciplinary thinking. Attendees will reflect on their own disciplinary understandings and how these might alter their classroom practice.
72693	Transformation: The Praxis of Ethics in the Classroom	Workshop	Valerie J. Kokott-Rebhahn, Debra A. Murray & Gary Robbins	D.12.1	Oak Room	Friday, 21 October, 1:30PM-3:00PM	Members of the psychology department at Viterbo University in La Crosse, WI will demonstrate scholarship of teaching and learning emphasizing active learning in undergraduate courses regarding ethics. Active learning occurred in the following classes: Psychological Testing, Research Capstone, and Theories of Counseling. Principles for good practice will be shared, as well as documents from each course's active learning strategies. Discussion questions based on each course will also be posed.
72667	The Scholarship of Teaching and Learning in the Professional Development Landscape for General Education	Panel	John D. Draeger, Lisa Hunter & Susan McMillen	D.13.1	Wright A Ballroom	Friday, 21 October, 1:30PM-3:00PM	Many higher education institutions are skilled at providing theoretical and technical professional development workshops, but framing such programs within the context of SoTL is less common (Adams, 2009).

							Providing professional development for faculty who teach general education courses presents its own unique challenges (Gaff, 1980) and yet it is necessary for educational reform. This presentation will examine SoTL in the professional development of general education faculty and staff.
72685	Lesson Study in a College Algebra Class	Panel	Sarah Bennett	D.14.1	Wright B Ballroom	Friday, 21 October, 1:30PM-3:00PM	The panel will present perspectives from a Lesson Study for College Algebra conducted by the Mathematics Department at the University of Wisconsin-Barron County. Four instructors prepared a lesson, designed an assessment, observed the lesson, and met to discuss the results. The lesson involved transformations of graphs and piecewise-defined functions. We will discuss the challenges faced by our students and the collaborative experience of conducting a Lesson Study at a small college.
71442	Critical Thinking in The Disciplines: Can We Affect/Effect It?	Panel	Dan G. Riordan, Jill Klefstad & Debbie Stanislawski	D.15.1	Wright C Ballroom	Friday, 21 October, 1:30PM-3:00PM	This session explores the possibility of designing courses specifically to affect the critical thinking capabilities of students. After a brief overview of the project, two participants will explain their work and the conclusions that they have drawn. The project coordinator will summarize with conclusions that can be drawn from the project as a whole. Participants will take away ideas for methodology useful to create

							and evaluate assignments and to plan and carry out this type of research project.
72328	Talking Across the Disciplines: Building Communicative Competence in a Multidisciplinary Graduate-Student Seminar on Inquiry in Teaching and Learning	Paper	Jennifer M. Robinson	E.01.1.	Mitchell Room	Friday, 21 October, 3:30PM-5:00PM	One hallmark of SOTL is its multidisciplinary; nonetheless, differing interpretations based on disciplinary misunderstandings occur. The Teagle-funded Collegium, a preparing future faculty learning community, offers a process for generating shared meanings in a multidisciplinary SOTL community. I provide evidence from discussions, reflections, reports, and interviews of Collegium members to argue for attention to politeness phenomena that may belie more fundamental miscommunications and offer strategies for building common meanings, including through the development of "safe spaces."
71916	Preparing to Teach: Evaluation of a Graduate Student Teaching Development Program	Paper	Joseph Lampert & Rachel Ricci	E.01.2.	Mitchell Room	Friday, 21 October, 3:30PM-5:00PM	This paper describes a year-long teaching development program for graduate students and reports findings from a comprehensive evaluation conducted throughout the year. We examine both quantitative and qualitative evidence that program participants adopted a more student-focused approach to teaching, and discuss implications of the evaluation findings for the future of the program and graduate student teaching more broadly.
71725	An Integrated Teacher Development Model	Paper	Margaret D. Hilliard, Grace E. Strube	E.01.3.	Mitchell Room	Friday, 21 October, 3:30PM-	Two graduate students at Truman State University developed a model for teacher

	for Future Instructors		& Dean Janet L. Gooch			5:00PM	development while serving as course instructors in a novel student-initiated course (SIC) program. The impact of the teacher development model on the student instructors, the SIC program, and the university will be discussed. The teacher development model has the potential to transform the development of pedagogy for doctoral students and new professors through structured, ongoing evaluative feedback and self-reflection.
71896	Beyond Observation: Using peer review to encourage assimilation and application of observed skills	Paper	Brett Scott	E.02.1	Pabst Room	Friday, 21 October, 3:30PM-5:00PM	One key to attaining mastery in the field of artistic performance is guided practice under the direction of an expert teacher. Using this method in a classroom setting means that students will spend the majority of their classroom time observing other students. This case study measures the effectiveness of two methods of encouraging students to assimilate and apply observed concepts. My presentation will discuss applications for fields of study that focus on the acquisition of skills.
72730	Teaching-Stream Faculty and SoTL Engagement	Paper	Susan Vajoczki, Fenton Nancy, Karen Menard & Dawn Pollon	E.02.2.	Pabst Room	Friday, 21 October, 3:30PM-5:00PM	The Teaching-stream Faculty(TSF) Survey, was commissioned by the Higher Education Quality Council of Ontario, to explore the current range of teaching-stream faculty appointments in Ontario, in comparison with national and international TSF appointments. Although less than 10% of

							Ontario TSF reported SoTL participation to enhance their teaching and learning it is a required component for promotion at some institutions. In this session we will explore the tensions between the SoTL reality and expectations of TSF.
72638	Cross Disciplinary Perspectives and Faculty Experiences of Using Technology in Fieldwork	Paper	Derek France, Julian Parks, Katharine Welsh & Brian Whalley	E.02.3	Pabst Room	Friday, 21 October, 3:30PM-5:00PM	This presentation outlines initial findings of practitioner's perspectives of using technology (e.g. Web 2.0) in fieldwork across Geography, Earth Sciences, Geology and Biosciences. The results suggest that using technology can speed up data collection, introduce new, and build upon, existing student skill sets. Key barriers to faculty range from logistical aspects of using the technology, to the skills of faculty to adopt new technologies, and to develop new pedagogies to assess student learning.
72605	Student attitudes towards online peer assessment	Paper	Paul Chin	E.03.1.	Schlitz Room	Friday, 21 October, 3:30PM-5:00PM	Research into group work and peer assessment has been well established for many years. With the increased use of technology to support online group work and peer assessment how valid is it and what are student perceptions? This presentation will review a longitudinal study of online peer assessment and report findings of whether peer assessment data validates student perceptions of the process as an aid to learning in groups.
72180	Digital Office Hours?	Paper	Phillip M. Motley & Sang Nam	E.03.2	Schlitz Room	Friday, 21 October,	As academics, we often make the assumption that digitally

						3:30PM-5:00PM	mediated communication technology allows for enriched student-teacher interactions. Students use email, instant messaging, Facebook, Twitter and other social media applications with one another and are frequently attempting to do so with their instructors. Is there the potential for a lack of meaningful engagement when students substitute face-to-face meetings with mediated communication? This paper attempts to shed light on this emergent phenomenon.
71347	Using Writing Center Techniques to Reinvent ?Traditional? Peer Review: Teaching Students to Use Peer-Tutorial Methodology	Paper	Valerie A. Murrenus Pilmaier, Katie Kalish & Jennifer Heinert	E.03.3.	Schlitz Room	Friday, 21 October, 3:30PM-5:00PM	Our SOTL project redesigns peer review for both face-to-face and virtual classrooms by mixing the best practices of the traditional Composition classroom peer review with those of the Writing Center peer tutorial to forefront conversation in the revision process. This presentation discusses the methods we used to adapt peer review in both settings, examines the triumphs and challenges we encountered, and demonstrates that this method engages students while helping them improve their writing processes.
72498	Bringing Just-In-Time-Teaching to the Humanities	Paper	John D. Draeger & Jason Grinnell	E.04.1	Oak Room	Friday, 21 October, 3:30PM-5:00PM	Just-in-Time Teaching (JiTT) techniques have been shown to increase the likelihood that students will complete assigned readings, understand core course concepts, and feel responsible for their own learning (Novak et. al 1999;

							Howard 2004; Simkins & Maier 2004; Scharff et. al. 2010). This paper draws upon questionnaires, instructor logs, and qualitative analysis of student work from four humanities classes to consider how JiTT techniques benefit the preparation of both students and teachers.
72672	What do literature majors have to say about their learning?	Paper	Pat Michaelson	E.04.2.	Oak Room	Friday, 21 October, 3:30PM-5:00PM	Literary studies has a rich tradition of engaging, thoughtful teaching. This project turns, instead, to the students. In a series of interviews with majors, I explore how they conceive the field : how do they blend the many texts and different approaches they encounter into a sense of the discipline as a whole?
71555	Breaking the Frame: a Critical Inquiry into Teaching Literature and Film	Paper	Nick Davis & Susanna Calkins	E.04.3.	Oak Room	Friday, 21 October, 3:30PM-5:00PM	This session will focus on the pedagogical experiments that emerged from a faculty member challenged with teaching formal film analysis to undergraduates, who often respond to movies only at the levels of story or of gut-level emotion. Using a range of theoretical frameworks, the instructor sought to “break the frame” of traditional literature classes, not just by exploring the key challenges, but by using the “authentic practice” of SoTL to build critical thinking capacity in his students.
70484	Demonstrating the Scholarship of teaching and learning through student generated concept	Paper	Ray Francis	E.05.1	Wright A Ballroom	Friday, 21 October, 3:30PM-5:00PM	Concept maps provide a unique pictorial representation of an individual's understanding of a concept, problem, or idea. As classroom tools, concept maps

	maps.						provide faculty with student generated artifacts to effectively demonstrate and explore the scholarship of teaching and learning. Concept maps provide meaningful information about student learning and faculty performance. These tools are objective, meaningful assessments through which the instructor can monitor student progress, self-evaluate classroom performance, and revise instruction.
72724	Teaching Students about Learning: Meta-cognitive Reflection on Learning Strategies and Performance	Paper	Fahima Aziz & Karl R. Wirth	E.05.2	Wright A Ballroom	Friday, 21 October, 3:30PM-5:00PM	Simple classroom activities were employed to help students develop as self regulated learners. We asked students to reflect and assess their accuracy in answering questions correctly and helped them identify different learning strategies they used in preparing for exams. The goal of this project is of two-fold: (1) to help students reflect on their learning and performance in exams and (2) to help students understand the importance of undertaking strategies for metacognition.
72599	Conceptions of students and learning: can SOTL overcome the market?	Paper	Joelle Fanghanel	E.05.3.	Wright A Ballroom	Friday, 21 October, 3:30PM-5:00PM	This paper examines academics' conceptualisations of students and learning through a sociological lens. From a UK perspective, it observes that conceptions of the student as consumer appear to be dominant but suggests that academics' anchorage in transformative paradigms provides a form of resistance to neoliberal discourse and an

							opening for envisioning higher education differently which it relates to the practice of SOTL.
71374	Engineers Without Borders: Bringing the Liberal Arts to the STEM Disciplines	Paper	Michael Carriere & Douglas Stahl	E.06.1.	Juneau Room	Friday, 21 October, 3:30PM-5:00PM	This paper, a joint effort between professors in the General Studies and Civil and Architectural Engineering and Construction Management departments at the Milwaukee School of Engineering, uses a recent cross-disciplinary service-learning experience in Guatemala as a means to suggest a holistic approach to integrating the liberal arts with the STEM disciplines.
72044	Analyzing individual contributions to collaborative construction of written argument	Paper	Sarah L. Bunnell & Dan Bernstein	E.06.2.	Juneau Room	Friday, 21 October, 3:30PM-5:00PM	The presentation examines individual meta-cognition found in collaborative writing projects in an undergraduate psychology course. We analyze how the decisions and edits made by individual students are related to their own intellectual development and reflective capacity. After reviewing formal evidence based on textual analysis, we also offer observations about evolving class climate. Participants will discuss their own meta-cognitive goals for students and identify where they may find evidence of these skills in students' written work.
72744	The Impact of Clicker Case Studies on Student Learning and Engagement in Introductory Biology	Paper	Kimberly Baker	E.06.3.	Juneau Room	Friday, 21 October, 3:30PM-5:00PM	The case study method of teaching has been shown to engage students with course content and enhance critical thinking. This study evaluated the impact of case studies on retention of information and

							students' perceptions toward using clicker case studies in a large enrollment introductory biology course. Results show that students had a positive attitude toward the use of case studies and that there is a greater retention of information when using the case study method of teaching.
71493	Lessons in 'productive disruption': what student-faculty partnerships in pedagogical planning can teach us	Panel	Catherine Bovill, Alison Cook-Sather, Peter Felten	E.07.1	Wright C Ballroom	Friday, 21 October, 3:30PM-5:00PM	This session uses the notion of 'productive disruption' (Glasser & Powers, 2011) to analyse what can happen when students and faculty create partnerships for pedagogical planning, including developing curricula and teaching approaches. Drawing on examples from several different institutions in the US and the UK, we propose that student-faculty partnerships both complicate traditional roles and responsibilities in higher education and deepen student and faculty learning. We discuss project findings and implications for collaborative pedagogical planning.
72572	How the Practice of Sociology Can Inform Interdisciplinary SOTL	Panel	Melinda J. Messineo, Sara O'Sullivan & Purna Mohatany	E.08.1	Walker Room	Friday, 21 October, 3:30PM-5:00PM	This international panel will discuss how the disciplinary methods, theory, and practice of sociology can inform interdisciplinary SOTL efforts. Panelists will discuss how the social sciences can help faculty design SOTL research by assisting with research question formation, navigating the institutional review board process, sample selection, and data analysis. The field is rich

							with quantitative techniques for studying changes in test scores as well as qualitative strategies for understanding transformations in perspective, values, and beliefs.
72737	Disciplinary Thinking in Intermediate Spaces: Digital Tools and Inquiries into the Structure of Student Thought	Panel	Randall J. Bass, David Pace & Michael Smith	E.09.1	Wright B Ballroom	Friday, 21 October, 3:30PM-5:00PM	This session explores the intersections of emerging digital tools, intermediate cognitive processes of students, and disciplinary thought. After a theoretical introduction, one case study will present the use of the presentation software, Prezi, to help students play with the structures of thought in preparing to write a paper; a second case study will examine how the structures of student-created wikis can be analyzed for significance in learning.
71476	Are Webtexts the Future of SoTL Publishing? A Discussion of the Opportunities and Challenges of Interactive, Open-Platform, Multimedia Scholarship	Panel	Maria A. Moore, Laura Cruz & Cheryl E. Ball	E.10.1	MacArthur Room	Friday, 21 October, 3:30PM-5:00PM	Many SoTL journals have gone online, translating current and archival texts from paper to electronic form. This has increased accessibility and distribution but it has not begun to take advantage of the multimodal capabilities of Web technology. It is possible to augment text-based content with video, animation, sound and reader-directed interactivity (webtext); yet few journals have embraced the technology available. This panel of editors and scholars will explore the opportunities and challenges of multimodal scholarship.
72620	Transformation: Producing Change in Students, Curricula,	Panel	Emily A. Dykman, Debra A. Murray,	E.11.1	Kilborn Room	Friday, 21 October, 3:30PM-	The proposed workshop will explain the process of utilizing experiential learning strategies

	and Collaboration, a pilot study		Kaila M. Schoenberg, Angela R. Mensink, Laura Modrich & Jessica Wolf			5:00PM	to enhance teaching and learning and engage participants in a sample of these strategies. Using the initial findings of a pilot study, the presenters will explain how the utilization of Scholarship of Teaching and Learning transformed a particular course and had positive effects on an entire academic program. Presenters will also discuss the course assessment techniques utilized in the course and the strengths and challenges inherent when transforming courses.
71905	Servant Leadership: Driving curriculum integration through an institutional multidisciplinary approach	Panel	David A. Howell, Kelly Ottman, Anne-Marie Nickel, Alicia Domack & Kristin Shebesta	E.12.1	Monarch Ballroom	Friday, 21 October, 3:30PM-5:00PM	What can Servant Leadership look like in business and humanity based classrooms? How can faculty unfamiliar with the concept embrace and infuse servant leadership into their curriculum? What influence can this have on the teaching and learning process? What type of ongoing academic infrastructure is needed to support these efforts? This session will address these questions through a panel discussion that includes administration, faculty from multiple disciplines and students.
72713	Fostering Professional Identity and Citizenship in Undergraduate Students	panel	Joanna Szabo Hart, Helena Myllykoski & Heather Nelson	E.13.1	Empire Ballroom	Friday, 21 October, 3:30PM-5:00PM	Panelists for this discussion include three faculty from Mount Royal University, Calgary, Alberta, Canada. Dr. Joanna Szabo-Hart, PhD and Helena Myllykoski RN, MHS, teach undergraduate nurses and Dr. Heather Nelson, PhD teaches within the Department of

							Humanities. Each panellist is currently involved in data analysis with their respective class cohorts from their Scholarship of Teaching and Learning (SOTL) projects from the fall of 2010. Coming together as a panel occurred as a result of the recognition of the similar themes and intentions in their research questions regarding the relationship between professional identity and citizenship.
72478	Should Colleges Require Reading and Writing?	Panel	Kate Thomas, Jill Klefstad, Jennifer Grant & Jada Schumacher	E.14.1	Miller Room	Friday, 21 October, 3:30PM-5:00PM	We will present the results of using "First Exposure" techniques that encourage students to engage course material prior to coming to class. We teach at UW-Stout, a polytechnic university known for its hands-on, applied programs. We regularly encounter students who want to "do" projects but resist reading and writing. We teach introductory, General Education, and required core courses at all levels and are committed to academic rigor in our courses that require reading, writing, and application.
72714	Academic Service-Learning: Pedagogy for any Discipline	Panel	Jenice Meyer, Eleni Pinnow, Monica Roth-Day, Beth Grbavcich & Beth Austin	E.15.1	Usinger Room	Friday, 21 October, 3:30PM-5:00PM	Academic Service-Learning (AS-L) can be a powerful, engaging pedagogy. However, there is a lack of awareness about what High Impact AS-L actually is and how it can be incorporated into a curriculum. Following an overview of the established Standards for Service-Learning Practice, four professors from Psychology,

							Social work, English, and Communicating Arts will share how they have integrated AS-L into each of their disciplines to achieve course learning, and at times department, goals.
72673	How the Millennial Faculty Will Transform SOTL	Poster	Laurie Richlin	F.1.01.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	As members of the millennial generation pass through college and graduate school, they are becoming our faculty colleagues. Although every generation brings with it a new set of goals and behaviors, the millennials mark a much larger change than usual in how they prefer to work and communicate with students and other faculty members. This poster describes results from a team that investigated the institutional impact of the millennial faculty, including their participation in SOTL.
72689	The C.R.E.A.T.E. approach to analysis of Biology journal articles shifts undergraduates' ability to read primary literature , their attitudes about science, and their epistemological beliefs	Poster	Sally G. Hoskins, David Lopatto, Leslie M. Stevens & Alison Krufka	F.1.02.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	We developed a Likert-style questionnaire aimed at assessing students' self-assessed views about science, scientists, the research process, and aspects of learning, and administered it on the first and last days of the 14 week semester. We found significant changes in students' confidence in their ability to read and analyze primary literature, their understanding of the nature of science, and their epistemological beliefs, for example their sense of whether knowledge is certain and scientific talent innate.

72649	Transforming the Academy through Collective Inquiry - Scholarship of Teaching and Learning in General Education	Poster	Richard A. Gale, Jim Zimmer & Miriam Carey	F.1.03.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Mount Royal University's Institute for Scholarship of Teaching and Learning works to understand and improve student learning campus-wide. Recently the Institute has begun an Engaging Departments Initiative designed to support coordinated program-level research. This poster provides insight into our work with the Department of General Education, with a focus on individual faculty preparation, structured departmental engagement, and the role of program review in developing an institutional model of impact and sustainability.
71883	Transforming Learning: A Longitudinal Examination of a Collaborative Service Project Involving Graduate and Undergraduate Students	Poster	Wendy G. Troxel & Phyllis McCluskey-Titus	F.1.04.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Our poster reveals results of a longitudinal study assessing undergraduate and graduate student learning based on participation in a collaborative service project. This research assessed the benefits to students and types of learning outcomes students reported both immediately following the project and up to 5 years later. Findings and implications for teaching, both inside and outside the classroom, using service learning as a methodology are presented.
71821	"Reading in Context" for Networked Engagement with Course Readings	Poster	Daniel T. Hickey	F.1.05.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	"Reading in Context" is an online activity for learning to (a) locate, interpret, and critique personally relevant articles, (b) uncover the ultimate meaning of core articles in the literature, and (c) learn the subtleties of scholarly referencing. Using widely

							available tools, students locate and critique personally-relevant articles that reference core articles, and jointly identify the best and worst citations and examples of referencing conventions. Examples and evidence from an introductory and advanced course are presented.
71863	Wikifolios, Reflections, and Exams for Online Engagement, Understanding, and Achievement	Poster	Daniel T. Hickey, Stephen Bishop & Firat Soylu	F.1.06.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Many e-learning instructors must choose between efficient-but-boring expository approaches and engaging-but-exhausting constructivist approaches. Our poster shows how we address this tension with widely-available e-learning tools and participatory models of learning. Weekly wikifolios provide a context to post and discuss course readings as they relate to individually relevant course contexts. Public reflections provide evidence of enduring understanding and an efficient basis for grading. Timed online exams featuring carefully-selected items provide accountability for broad coverage.
72584	Linking Students with Community: Designing a Public Management Course using Project-Based Learning and Service Learning	Poster	Byoung Joon Kim	F.1.07.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This study explores the impact of creating a computer literacy program for senior citizen through developing Project-Based Learning (PBL) and Service Learning (SL) opportunities in a public management course. The findings of this study will shed light on understanding how these implementations

							influenced students' learning and how students' PBL/SL participation in the program could increase community engagement of students as well as senior citizens.
72645	Linking departmental and institutional assessment of critical thinking.	Poster	Philip T. Dunwoody, Jordan Baney & Mark McKellop	F.1.08.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This poster will describe attempts to link a homegrown measure of psychological critical thinking (PCT) with institutional assessment of critical thinking via the Collegiate Learning Assessment (CLA). Scores on the California Critical Thinking Skills Test (CCTST) and the Psychology Area Concentration Achievement Test (PACAT) are used to predict performance on our psychological critical thinking inventory. Correlations between our PCT inventory, the CCTST, PACAP, and CLA will be included.
70871	Building a technology-enabled course portfolio program across institutions	Poster	Hiroyuki Sakai	F.1.09.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This paper proposes course portfolio programs aimed at university curriculum improvement, involving communal and institutional efforts, by referring to advanced practices in the U.S. (Bernstein et al., 2006). Three independent teachers applied this program, and the results of this endeavor are reported. They created multimedia portfolios on an online support environment. This paper discusses the teachers' acquisition of a learner-centered approach and introduction of the program to a larger curriculum.
72643	SoTL and Community Reinforce One	Poster	Dewar	F.1.10.	Crystal Ballroom	Friday, 21 October	At ISSOTL 2009 Loyola Marymount University (LMU)

	Another to Create Impact at Loyola Marymount University					5:30PM-7:00PM	reported how "SoTL" and "Community" each contributed to the development of the other at LMU and both worked together to influence campus culture regarding teaching and learning. This poster provides an update on the groups, activities and initiatives that support SoTL at LMU, assesses the impact of SoTL at LMU and identifies challenges that remain.
72608	The Impact of SOTL in a Doctor of Physical Therapy Program	Poster	Jeannette R. Anderson, Niamh Tunney, Leslie F. Taylor & Alyssa C. LaForme Fiss	F.1.11.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This poster will describe how SOTL, starting with the assessment of the outcomes of a project in one course, has ultimately impacted a new Doctor of Physical Therapy program. The influences on the individual student, cohorts of students, faculty, and the program will be explained. The description will include changes in admissions criteria, curriculum development, and on-going and future scholarship opportunities.
72688	International Internships ? Preparation and Partnership	Poster	Carolyn "Kelly" Ottman & Stephen Williams	F.1.12.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Internships bridge academics with the "real" world through application of discipline specific knowledge and skills. However, what if internships are in a different country? How do we prepare students for the culture and operational norms of an international internship? This question is the focus of our poster presentation and discussion.
72700	What do teaching/learning strategies do nursing students identify as	Poster	Joanne M. Bouma	F.1.13.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	The expectations of educators having to embrace and incorporate the technologies of the day in their teaching are

	being supportive of their learning						increasing. There is an underlying assumption that educators should be implementing technology in the classroom because today's student learns better with technology. This SOTL project will provide various teaching/learning technology options to nursing students in a tutorial setting and gather their insight on how these technologies do or do not support their learning.
72312	Transcending Borders: Internationally Educated Health Professionals Transformative Learning Through Role Play Simulations	Poster	Deb L. Bennett & Karen Dodge	F.1.14.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	The initial findings of our SoTL inquiry exploring how internationally educated health professionals value role play simulations in enriching their communication skills and knowledge will be presented. This performance based course at Mount Royal University's Language Institute in Calgary, Canada targets cultural competence and interpersonal skills. The students' voices and transformative experiences with role play simulations that will be shared have the potential to inform the flow of an innovative teaching approach across national borders.
72646	Website Credibility Evaluation: Research in Progress	Poster	Patrick H. Carmichael	F.1.15.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	First-year university students have an avalanche of information at their fingertips through the Internet, but few are equipped to evaluate the validity and biases of website information. This research examines how students learn to evaluate websites, and

							considers positive and negative impacts on the process. The goal is to understand: a) student perceptions of the website evaluation process; b) how students acquire and apply evaluative skills; c) barriers and facilitators affecting outcomes.
72677	A study in studio pedagogy, as it relates to voice training for classical singers at the undergraduate level	Poster	Reid D. Spencer	F.1.16.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	In North America there is considerable work being done in the area of studio pedagogy, as it relates to the training of classical singers. This poster presents the beginning of a project that will examine two related questions: Is there a benefit to shorter, more frequent lessons in voice training, and does the current trend toward scientific methodology in the studio supersede the older, empirical methodology used by teachers since the 17th century?
70290	Assessment Tools for Music Performance, Theory, and History Courses	Poster	Diane Foust	F.1.17.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This presentation will showcase assessment tools used to measure student learning in music performance, theory, and history courses. Examples include rubrics and self-assessment tools that serve the dual purpose of providing feedback to students on their development of intended learning outcomes and generating meaningful information about the collective performance of students in a music program. The sample tools also show how instructors can articulate expectations through qualitative descriptors and grade student work using

							those descriptors.
72598	Enhancing students' engagement in undergraduate physiology laboratories	Poster	Kenneth B. Byrne & Richard Guy	F.1.18.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	The current study of undergraduate physiology students at RMIT examined responses to a new interactive practical format. The results showed that students benefited with increased enjoyment, confidence and active participation in the laboratories, demonstrating an enhancement of engagement. However, the study also found students who had bad experiences with the previous format had significantly less enjoyment, confidence and active participation, as well as a less positive attitude towards the practical and the assessment.
72587	Road Trip to Critical Thinking: A Journey Designed to Develop Students' Ability to Evaluate Evidence	Poster	Steven W. Brown	F.1.19.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	For three semesters I have been revising an assignment designed to help students develop their ability to critically evaluate evidence presented in literature reviews. I will present the assignments used to assist students in developing their critical thinking skills as well as data across three semesters illustrating improvement in student performance. Students improved their ability to incorporate methodological considerations into their evaluations and reduced their tendency to exhibit confirmation bias when evaluating the validity of evidence.
72255	Looking forwards and backwards: Using rubrics for multiple levels of assessment	Poster	Renee Michael & Risa Stein	F.1.20.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	In this poster presentation we share how we have used a rubric to serve multiple assessment functions. We will

							describe the use of rubrics for pre-assignment skill assessment as well as data summarizing their levels of accuracy, students' own views as to the utility of this process, and how it impacted their levels of confidence towards completion of a later assignment.
71352	Improving Assessment and Faculty Satisfaction in Service-Learning	Poster	Kevin Sackreiter	F.1.21.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Frustrating experiences integrating service-learning into the classroom and doubts about instructor effectiveness using the pedagogy motivated this study of service-learning and its assessment. Through a survey of 226 communication faculty insight was gained into the motivation behind the use of service-learning, factors influencing satisfaction levels with the methodologies use, and options for practical assessment. Through this study the practitioner was able to elevate the effectiveness of the pedagogy's use enhancing student outcomes and project impact.
72735	Teaching for Understanding as a SoTL Lever	Poster	Marian McCarthy	F.1.22.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	In order to research their teaching, faculty need to be able to name and document its parts. Teaching for Understanding (Wiske, 1998) approaches facilitate SoTL work in providing a framework with a double lens - pedagogical and disciplinary- to map out student learning and its compelling evidence.
72622	Assessing a Video Mentoring Model	Poster	Kathleen L. Bell	F.1.23.	Crystal Ballroom	Friday, 21 October 5:30PM-	Twenty (20) videos were completed using CASTL grant funding to increase interest in

						7:00PM	the process and product of the undergraduate student/professor research mentoring relationship. Collectively these videos represent an array of departments in seven (7) different colleges at the University of Central Florida, a large doctoral research university. Viewer survey results indicate the videos reduced initial anxiety and stimulated increased interest in participation in undergraduate research.
72405	A Proactive Approach for Improving the Performance of Students in College Physics	Poster	Howard E. Jackson, Leigh M. Smith & James Sullivan	F.1.24.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	We report on preliminary results using the mathematics teaching program ALEKS along with the use of Just-in- Time-Teaching (JiTT) and Peer Instruction (PI) to improve the performance of students in College Physics, an algebra-based course. Preliminary data indicates that performance was strongly correlated with performance within ALEKS with modest comparative increases attributed to the use of JiTT and PI in two out of the four classes. Supported in part by the National Science Foundation through CCLI grant DUE-1022563.
72589	JiTT/Clickers/PI in a Large Freshman Chemistry Course - Preliminary Results	Poster	Estel D. Sprague	F.1.25.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Just-in-Time-Teaching (JiTT), together with clickers and Peer Instruction (PI), was tested in a large (~400) freshman chemistry class. Preliminary results indicate a striking improvement in learning, as evidenced by the performance on common final

							exams of this class versus comparable, traditionally-taught classes. Supported in part by the National Science Foundation through CCLI grant DUE-1022563.
72606	Engaging students with audio feedback	Poster	Paul Chin	F.1.26.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Student satisfaction data from the UK's National Student Survey about their course often cites feedback as an issue. From the academics' viewpoint providing traditional written feedback on exams or assignments, particularly to large cohorts of students can be time consuming. Written feedback also limits the depth of feedback, often restricted to cursory comments. This poster presents the preliminary findings of providing audio feedback and the benefits reported by students in gaining richer feedback.
72169	Developing intercultural competence: Using SOTL methods to evaluate the impact of an international art & design requirement	Poster	Mary Wright, Stiliana Milkova & Monica Huerta	F.1.27.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This poster presents findings from an evaluation of a new international experience requirement, implemented at the School of Art and Design at [institution blinded]. The study measures the impact of the new requirement on students' intercultural competence through a student survey, analysis of artists' statements and student work, and a faculty focus group. This project brings the methods of SOTL to examine learning experiences that take place far outside the traditional classroom.

72731	Student academic development and gains in loosely-structured service-learning projects: A tale of two sections	Poster	Amanda Little	F.1.28.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	How does student academic development influence the cognitive and affective gains from loosely-structured service-learning projects in non-majors science courses? Student success and approaches to tasks differed in classes of upperclassmen and freshmen when creative problem-solving in response to community need. Upperclassmen had concrete strategies for tackling loosely-structured projects, while freshmen needed to be more explicitly provided with those strategies. Effectively structuring service-learning projects requires a balance of scaffolding and freedom to encourage creative expression.
72708	Gendered Exigence Poster Project	Poster	Nichole K. Kathol	F.1.29.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This poster presentation uses example student projects to explore successes and tensions that emerged in student learning from a Gender and Communication course final project assignment. Anchored in the concept of rhetorical exigence, the assignment asked students to identify a problem situated at the intersection of gender and communication and to create a rhetorical artifact (in this case, a poster) that attempted to solve for the exigence they chose.
72642	The Correctional "Other"	Poster	Gary N. Keveles	F.1.30.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This study assesses the degree to which a series of learning modules in an undergraduate class during spring 2011 influence student views toward

							crime, corrections, punishment, and offenders. Specifically, the study asks the following research question: What affect, if any, is exposure of students to writings by offenders, to videos about the lives of criminals, and to interactions with offenders for their greater understanding of this stigmatized group? Will greater student acquaintance with offenders develop a more empathetic appreciation of these human beings who have committed criminal offenses?
71562	A Humanities SoTL Poster: Representing Humanist Meaning-Making	Poster	Nancy L. Chick	F.1.31.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This poster will address this genre for representing SoTL work. Its typical form doesn't capture specific humanist values nor humanist ways of capturing or conveying knowledge. This poster will offer some alternatives for expressing the results of such SoTL inquiries, expressions that both honor humanist approaches to form and capture the essential elements of SoTL inquiry.
72563	Development and Implementation of Rapid Assessment Techniques for a Discussion-Based Graduate Course on Effective College Classroom in "STEM"	Poster	Mustafa Ozkaynak & Michel Wattiaux	F.1.32.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Assessment is potentially beneficial to improve course content and teaching practice but is often resource-intensive and time-consuming. This study describes two techniques that produced helpful and timely feedback when applied to a graduate-level course: 1. a web-based word frequency analysis of weekly writings with results visualized as "word cloud" and 2. a survey measuring the discrepancy

							between expectation (pre) and perception of actual learning (post) from classroom discussions for both instructors and students.
71415	Promoting SOTL through Journal-Club-like Bookgroups	Poster	Lillian Tong	F.1.33.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Some knowledge of teaching/learning literature is important for SOTL, but reading this literature is not high priority for science faculty/staff at research universities. Bookgroups, modeled after journal clubs common in the sciences to keep up with the discipline, have been popular for their low-threshold. This simple, fun, and inexpensive format builds ownership, is respectful of levels of expertise, promotes sharing and feedback, and builds community. We'll share web-support information, evaluation data, and successful book titles.
71305	Emergency Contraception and RU486: Does discussion of bioethics improve learning and retention?	Poster	Karin J. Bodensteiner	F.1.34.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	To examine whether discussing biological content in an ethical context improves learning and retention, students in two sections of an introductory zoology class were taught the reproductive physiology of RU486 and emergency contraception. For one section, content coverage was couched in a bioethical context. The other discussed content only. Preliminary results suggest discussion of bioethics enhanced learning and retention. These findings may inform teaching practices of instructors grappling with an

							ever-increasing base of content knowledge.
71580	ARABIC LANGUAGE TEACHERS' THEORETICAL ORIENTATION TO READING	Poster	Bergstrand Othman	F.1.35.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	The purpose was to investigate Arabic language teachers' theoretical orientation to reading. There were two major purposes of this study. First, determine the theoretical reading orientation of Arabic language teachers. Secondly, investigate the relationship between reading orientation and teaching at different grade levels. In addition, explore if teachers' general understanding of the whole language instructional approach was similar to that identified with whole language in the American literature.
72671	Aiding Student Literary Analysis through Poem Mapping	Poster	Hilary N. Fezzey	F.1.36.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	This study is measuring whether mapping a poem's language, style, theme, and social context is an effective teaching tool in enhancing students' ability to analyze poetry and synthesize and integrate information and ideas, which are integral AAC&U learning goals. The results of this study will reveal important information to college educators about how to improve students' ability to synthesize and integrate information and ideas, and in doing so, will allow instructors to enhance student learning.
72639	Changes in Students' Levels of Empathy and Attitudes Toward Mental Illness in an Abnormal	Poster	Kathy R. Immel	F.1.37.	Crystal Ballroom	Friday, 21 October 5:30PM-7:00PM	Direct instruction regarding mental illness combined with efforts to increase empathy has been shown to effectively change attitudes and reduce the

	Psychology Course						stigma attached to psychological disorders (Katz, 1963). Students in an abnormal psychology course were given pre- and post- test measures of levels of empathy and attitudes toward mental illness. Study hypothesises that students would show more favorable attitudes towards people with mental illness were supported; however, mixed results were found in regard to students' levels of empathy for persons with psychological disorders. Future studies will look at specific activities/exercises to increase students' levels of empathy for individuals with mental illness.
71388	Researching the change in the Scholarship of Teaching and Learning through portfolios and conference contributions: An institutional reflection	Paper	Maria Larsson, Thomas Olsson & Elsie Anderberg	H.01.1.	Regency Ballroom	Saturday, 22 October, 10:30AM-12:00PM	This study analyses the development of how teachers make student learning visible in written texts, a key element in teachers' scholarly development. The context is a reward system at the Faculty of Engineering at Lund University and a campus conference at the same institution. We found an increased capability to reflect on student learning and that the way the link between educational theory and practice is communicated is more integrated and structured.
71671	Enhancing institutional support for a ?Scholarship of Assessment?	Paper	Clair P. Hughes, Anne Bennison & Merrilyn Goos	H.01.2.	Regency Ballroom	Saturday, 22 October, 10:30AM-12:00PM	Since 2007 The University of Queensland Assessment Network (UQAN – 'You can') has supported a Scholarship of Assessment through assistance to teams of academics undertaking assessment

							enhancement projects relevant to their own educational contexts. This paper reports the expansion of the UQAN –participant numbers and project scale – and identifies factors most likely to influence the quality of UQAN participation in this form of scholarship with implications for practice at the institutional and school level.
71605	Assessing Outcomes for a SOTL-focused Faculty Development Program	Paper	Amy Goodburn & Paul Savory	H.01.3.	Regency Ballroom	Saturday, 22 October, 10:30AM-12:00PM	This presentation highlights our SOTL inquiry to examine outcomes for a faculty development program. As such, we are using SOTL to assess the impact of faculty engaging in SOTL. We offer a framework to think about assessment of SOTL efforts. Our innovative results have reinforced our commitment to our program's priorities and to the importance of documenting faculty learning in the same ways that faculty document students' learning.
71380	Theory and Practice in HE: understanding assessment theories across sectors and how they relate to practices so as to maximise support for students? learning	Paper	Maddalena Taras	H.02.1.	Monarch Ballroom	Saturday, 22 October, 10:30AM-12:00PM	Modern communications preclude sector separations of research: however, importing research without understanding contextual differences and similarities and also of terminologies, theories and processes is not conducive to aligning factors to improve research-led Learning and Teaching. This paper examines these aspects within HE and the compulsory sector (UK) in areas of students' support of learning. The literature is examined initially and a small-scale

							empirical study provides data which can contribute to furthering our understandings.
71558	Failure of theory: academic standards and assessment in the academy	Paper	Sue Bloxham	H.02.2.	Monarch Ballroom	Saturday, 22 October, 10:30AM-12:00PM	This paper considers the failure of SOTL to deliver robust theoretical models to underpin academic standards (AS) in use. A study of grading in the UK, employing both 'think aloud' and interview methods, explored academics' use and understanding of AS. In the context of learning about standards, the research found that faculty were torn between techno-rationalist quality assurance imperatives and an implicit grasp of the contrasting hermeneutic critique of standards as interpretive and tacit.
72069	Closing the gap: Managing the tension between our espoused theory and theory-in-use in higher education teaching.	Paper	Glyn J. Thomas	H.02.3.	Monarch Ballroom	Saturday, 22 October, 10:30AM-12:00PM	Facilitating learning-centred teaching in higher education is demanding. Consequently, sometimes there can be a mismatch between the theory on how we would like to teach, and our actual practice. Argyris and Schon's (1996) theory-in-action is a useful framework for exploring this challenge. Drawing on the literature, my research, and personal experiences I will identify some strategies that teachers in HE can use to resolve this tension.
72233	Authentic Assessment in an Environmental Science Education program	Paper	Kelly D. McConnaughay, Sherri Morris, Michelle E. Edgcomb, Robert Wolffe, Helja Antola Crowe, Patty Nugent, Sue Frank,	H.03.1	MacArthur Room	Saturday, 22 October, 10:30AM-12:00PM	Assessment of programmatic student learning outcomes requires the application of a variety of instruments, some of which have not yet been developed for the specific

			Cindy Wurmnest & Wayne Evens				groups of learners involved. In our presentation, we will share our experience with the creation of two programmatic assessment tools for which there were no existing appropriate standardized instruments. These tools inform our program in Environmental Science Education, but our experience can be applied to a variety of assessment needs.
72477	Does Focused Experiential Social Learning Influence Sustained Increases in Social Responsibility?	Paper	Jay L. Caulfield & Treesa Woods	H.03.2.	MacArthur Room	Saturday, 22 October, 10:30AM-12:00PM	Interviews from a two year longitudinal study explore the relationship of focused experiential social learning as related to increased social responsibility. For 16 weeks, in the first of two scenarios, participants assumed mock identities of those living in poverty. In the second scenario, participants practiced methods of sustainability. Six months to two years later, researchers interviewed participants to investigate whether they perceived these experiences led them to act more socially responsible. Learn what was discovered.
72662	The Signature Pedagogy of Chemistry and How Chemists Think: Gaps in Our Understanding	Paper	Matt A. Fisher & Steve Gravelle	H.03.3.	MacArthur Room	Saturday, 22 October, 10:30AM-12:00PM	What do we know about how the signature pedagogy of undergraduate laboratory research engages students in the disciplinary habits of mind that are important to chemistry? Through a meta-analysis of the literature, we examine what is known about student learning gains from undergraduate laboratory research and

							compare that to how both scientists in general and members of other disciplines think. We will outline the next steps that would move faculty teaching chemistry closer to being able to answer the question "how do chemists think and know" and use that answer to transform teaching practices.
71635	Utilizing Instructional Practices Inventory (IPI) to Investigate Student Engagement in Higher Education: Understanding How and Why Students Engage in Learning	Paper	Twila R. Lukowiak & Jana Hunzicker	H.04.1	Walker Room	Saturday, 22 October, 10:30AM-12:00PM	This presentation portrays the first of two phenomenological self studies exploring the qualities of student engagement that occurred in two professors' university classrooms over two semesters' time. The study piloted a modified Instructional Practices Inventory (IPI) data collection process using a peer observation format. In addition to IPI codes and anecdotal notes, data collection included professor/investigator written reflections, student course evaluations, and a student focus group.
72749	When educational 'best practices' meet student resistance: using SoTL research to generate solutions.	Paper	Alison M. Thomas, Lin Langley & Anna Helewka	H.04.2	Walker Room	Saturday, 22 October, 10:30AM-12:00PM	Students often complain about "unreasonable" faculty expectations and the perils of group projects - yet both 'academic challenge' and 'active and collaborative learning' are recognised as 'high-impact educational practices' (Kuh, 2008) and valued accordingly by faculty. In this paper we discuss how investigating our students' perspectives on learning has helped us to reassess the frequent lack of congruence between student views and

							those of faculty in ways that can be productive, rather than mutually frustrating.
72669	Future curriculum for future graduates? Rethinking higher education curriculum for a globalised world.	Paper	Catherine Montgomery	H.04.3.	Walker Room	Saturday, 22 October, 10:30AM-12:00PM	This paper aims to raise issues relating to the relevance of current university curricula to the 21st century globalised world. It considers the relationship between university curriculum and the social and cultural practices of the world beyond the university and asks what sorts of curricula might be appropriate for an increasingly complex technological world where we are more strongly connected with our global neighbours.
72615	Teaching Assistive Technology: An Investigation of the Impact of New Assistive Technology Course Content on Student Learning	Paper	Jeong Il Cho & Jane Leatherman	H.05.1.	Pabst Room	Saturday, 22 October, 10:30AM-12:00PM	The project investigated the impact of new course content on student learning of basic knowledge and attitudes toward various assistive technology (AT) services and devices using multiple measures in an introductory-level course in a special education program. Results indicated that participants gained fundamental knowledge of AT devices and services, were willing to utilize AT devices in their current and future, and were eager for further training in AT.
72093	Improving the Development of Research Questions and Hypotheses in an Introductory Business Research Methods Course	Paper	Laurie L. Strangman & Elizabeth F. Knowles	H.05.2.	Pabst Room	Saturday, 22 October, 10:30AM-12:00PM	In an introductory research methods course, students struggle to develop research questions and hypotheses. A lesson was implemented to model this process, and learning outcomes were more clearly defined. Research proposals

							written in semesters prior to the implementation of the lesson were compared to those written after. The aggregate score for the research proposals improved, and there were statistically significant improvements in three of the five learning outcomes that were developed.
72745	"STOP, THINK" - an intervention to improve the critical thinking skills of first year students	Paper	Marian Dobos, Richard G. Guy, Heather Pisani & Faye Partridge	H.05.3.	Pabst Room	Saturday, 22 October, 10:30AM-12:00PM	A concept-mapping intervention was used to improve the critical thinking of first year university students. The impact of the intervention was assessed through Study Process Questionnaire data, student feedback and academic outcomes. Students with higher levels of deep learning performed better in the concept mapping exercises, reported that the intervention assisted them with the development of critical learning skills and achieved better academic outcomes.
71115	Lessons Learned from Experiential Learning: What do Students Learn from a Practicum/Internship?	Paper	Lori N. Simons	H.06.1.	Miller Room	Saturday, 22 October, 10:30AM-12:00PM	The purpose of this paper is to summarize lessons learned from the development, implementation, and assessment of a practicum/internship program in an undergraduate psychology curriculum at a metropolitan, teaching university. Preliminary quantitative and qualitative data with students, field supervisors and faculty, student learning outcomes, and implications for program refinement are discussed.

72119	Giving Voice to Student Groups: Using Digital Audio-Recording to Assess Learning in Project Groups	Paper	Jennifer R. Considine	H.06.2.	Miller Room	Saturday, 22 October, 10:30AM-12:00PM	This paper reports on the results of a project analyzing over 50 hours of audio-recordings of student group discussions. For an upper level course, students were asked to audio-record all of their group meetings for the entire semester. This presentation will use these project results to discuss: how to build student groups and projects, student reactions to recording requirements, and the challenges students and instructors face with group projects.
71722	Assessing the Effectiveness of a Student-Initiated Course	Paper	Grace E. Strube, Margaret D. Hilliard & Dean Janet L. Gooch	H.06.3.	Miller Room	Saturday, 22 October, 10:30AM-12:00PM	Student-initiated courses are a novel way to deliver content at the university level. Two students and a faculty mentor at Truman State University developed the Professional Development Seminar, a course designed to address issues pertinent to graduate studies and professional careers. Surveys were used to assess the effectiveness of the course and impact at Truman. Evaluating the effectiveness of a course provides information for improving learning, refining content, and reflecting on pedagogy in university courses.
72204	Still asking the question, still looking for the answer: Indicators and measures of impact	Paper	Allan E. Goody, Denise Chalmers, Di Gardiner, Veronica Goerke & Sue Stoney	H.07.1	Usinger Room	Saturday, 22 October, 10:30AM-12:00PM	The range and types of SoTL activities aimed at preparing academics to teach in higher education vary considerably in their intended outcomes and impact aim, structure and focus of delivery. This paper reports on a project being undertaken in

							Australia to identify indicators and measures of effectiveness and impact of these activities. An outcome of the project is the development of an evaluation framework that can be applied across this range of activities.
71599	Utilizing Classroom Research to Move Beyond Local Practices: Expanding SoTL Opportunities	Paper	Michael Kiener	H.07.2.	Usinger Room	Saturday, 22 October, 10:30AM-12:00PM	This presentation describes the evolution of a theory embracing principles of group formation as a means to conceptualize learning and two studies assessing reliability and validity of the Classroom Comfortability Scale. Additionally the survey will be discussed as a method of ongoing feedback and as an outcome measure. Moreover, the presentation will address opportunities to grow SoTL by specifically focusing on graduate education, actively seeking student input, and applying results at multiple levels.
71860	Responding to multiple levels of assessment: The challenges and successes of documenting the impact of teacher inquiry	Paper	Cheryl Amundsen & Gregory Hum	H.07.3.	Usinger Room	Saturday, 22 October, 10:30AM-12:00PM	At Simon Fraser University (Canada), a unique partnership has formed between a faculty-initiated Institute and a centralized teaching and learning centre with the intention of supporting faculty inquiry into teaching and learning through teaching and learning development grants. We will describe the assessment framework that we have developed and are implementing to document the impact of this work and use this as a basis for a discussion of the challenges of this aspect of SoTL.

71610	Bias in Student Evaluation of Teaching: The Role of Student Individual Differences	Paper	Verena Bonitz	H.08.1	Wright A Ballroom	Saturday, 22 October, 10:30AM-12:00PM	Presentation of the results from an experimental study showing that student individual differences (domain-specific vocational interests and confidence, personality, and gender role attitudes) are systematically related to ratings of instructor teaching effectiveness. Students with certain trait constellations tend to give more favorable ratings irrespective of the actual teaching effectiveness of the instructor. Policy implications regarding the use of student evaluations of teaching are discussed.
72795	Strategies for Advancing Educational Scholarship Within Canadian Medical Schools: A Position Paper	Paper	Elaine P. Van Melle	H.08.2	Wright A Ballroom	Saturday, 22 October, 10:30AM-12:00PM	In 2010, the Canadian Association for Medical Education (CAME) established a working group to write a position paper recommending strategies for advancing educational scholarship across the 17 Canadian medical schools. The group reviewed promotion policies and conducted interviews to determine how educational scholarship was defined, represented and supported as a possible pathway for academic promotion. A literature review regarding issues and strategies was also conducted. This presentation will describe the findings and key recommendations.
72651	Feedback Workshops for Markers: a model for professional	Paper	Meloni M. Muir, Helen Drury, Fiona White,	H.08.3.	Wright A Ballroom	Saturday, 22 October, 10:30AM-	Written feedback has been shown to facilitate good writing skills and play a decisive role in

	development based on SoTL theory and practice		Miriam Frommer, Lorraine Ryan & Vanessa Gysbers			12:00PM	student performance and learning. In this paper, we will discuss (i) findings from our new feedback assessment tool and how these data contributed to the development of a workshop to inform markers of students' perceptions of feedback; and (ii) SoTL regarding effective feedback practices and ways of implementing change in light of the SoTL theory.
71226	Trans-national Perspectives on the Theory and Practice of Teaching Enterprising Habits of Mind for the Arts in Higher Education	Panel	Linda Essig, Christina Hong-Jo, Ruth Bridgstock & David Cutler	H.09.1	Schlitz Room	Saturday, 22 October, 10:30AM-12:00PM	Hong, Essig, and Bridgstock write in the forthcoming Exploring More Signature Pedagogies, "Traditional pedagogies in the arts in higher education focus largely on the studio experience in which a novice artist studies under one or more master teachers. In more recent times however, a shift in higher education curriculum and pedagogy in the arts has expanded the traditional conservatory model of training to include, amongst other components, self-management and enterprise creation -- in a word, entrepreneurship." This panel presents perspectives from America and Australia on the applications of SOTL theory and practice to advance institutional and disciplinary contexts for teaching and learning in arts entrepreneurship education.
72684	Transforming students' understanding of science through	Panel	Sally G. Hoskins, Diane Tucker & Alison Krufka	H.10.1	Juneau Room	Saturday, 22 October, 10:30AM-12:00PM	The C.R.E.A.T.E. approach (Consider, Read, Elucidate hypotheses, Analyze data, and Think of the next Experiment) is

	intensive analysis of primary literature coupled with email surveys of paper authors: the C.R.E.A.T.E. approach						a low-cost way to demystify and humanize science. Undergraduates closely read multiple papers from a single lab, intensively analyze data using novel pedagogical tools, and email-survey authors with questions about 'the research life'. We will present assessment data on students' multiple gains, outline adaptations of the method, and provide participants a "C.R.E.A.T.E. classroom experience" and related professional development opportunity.
71978	Reading to Learn: If Students Won't Read, How Can They Learn?	Workshop	Jan M. Larson, Amy Young & Mary Beth Leibham	H.11.1	MEIR	Saturday, 22 October, 10:30AM-12:00PM	If you're frustrated because students aren't completing course readings, this session can help. During an interactive workshop, you will learn to engage students in reading course materials and classroom discussion that promotes critical and analytical thinking. You'll experience classroom reading communities and leave with ideas and materials you can adapt to your discipline and class needs. You'll connect with the interdisciplinary research that helped us understand student behaviors and practices related to Reading to Learn.
72138	Should SoTL Journals Pursue Listing on the Social Sciences Citation Index (SSCI)?	Panel	J. B. Arbaugh, Zane Berge, Heather Kanuka, Sherwyn Morreale, James W. Pellegrino & Jane Schmidt-Wilk	H.12.1	Wright B Ballroom	Saturday, 22 October, 10:30AM-12:00PM	Rankings of journal influence using tools such as the SSCI is increasingly prominent in academic publishing. However, SoTL-oriented journals largely are absent from such listings. Although a high "impact factor" carries some advantages, the

							pursuit of rankings also can produce some less than desirable side effects. This panel will address potential pros and cons of encouraging SoTL research across and within disciplines, with particular emphasis on the appropriateness of raising journal awareness via citation indices.
70671	Multi-National Perspectives on Teaching Awards	Panel	Diane J. Salter Menzo, Arshad Ahmed, Anne M. Tierney , Bettie M. Higgs, Heather Smigiel, Prem Ramburuth, Earle E. Abrahamson & Terry J. Finnigan	H.13.1	Wright C Ballroom	Saturday, 22 October, 10:30AM-12:00PM	By exchanging ideas our goal is to elicit meaningful issues related to recognizing and rewarding teaching excellence. The panelists, from six countries, will describe and debate multi-national approaches to the implementation of teaching awards, provide insights into how excellence in teaching is measured, valued and recognized, and identify how award winners are engaged in university activities to promote teaching and learning. The session will be interactive with ample time for discussion and debate.
72709	Roots, Shoots and Fruits Redux	Panel	Doug N. Hamilton, Richard Gale , Lin Langley & Miriam Carey	H.14.1	Mitchell Room	Saturday, 22 October, 10:30AM-12:00PM	As they grapple with changing post-secondary landscapes, institutions often find that teaching and learning scholarship can play an important role in understanding the present and imagining the future. This panel presents three perspectives on SoTL institutionalization during times of campus advancement, looking at grass roots faculty

							organization, integration of innovations and campus-wide initiatives. Three institutions provide different views on how the scholarship of teaching and learning can respond to, support, and even drive institutional progress or change.
72566	Collaborative Interdisciplinary Essential Learning Outcomes Project: Assessing New Pedagogical Models of Teaching Creative and Critical Thinking	Panel	Shelleen Greene, Melissa Schoeffel & Ramona Tenorio	H.15.1	Kilborn Room	Saturday, 22 October, 10:30AM-12:00PM	This panel will present findings from a Fall 2010 interdisciplinary project on the incorporation of "Creative and Critical Thinking" Essential Learning Outcomes (ELOs) into Multicultural America 150 (MA 150) curricula. The panelists will discuss the use of service learning and digital media technology to teach racial and cultural diversity in MA 150 Anthropology, English and Film. The panel considers best practices for incorporating social and digital media technology to achieve ELOs for multicultural education.
71362	Threshold Concepts in the Disciplines	Panel	Katina Lazarides, Sarah Bennett, Donna Decker, Anne E. Dressel, Sarah W. Morgan, Amy Reddinger & Jessica L. Van Slooten	H.16.1	Oak Room	Saturday, 22 October, 10:30AM-12:00PM	Threshold concepts are ideas students need to learn if they are to get any further in a particular subject area; not because someone says they have to learn them, but because the subject itself demands it. Students have to fully understand these concepts. They have to "get" them. This panel will present four SoTL projects that investigated threshold concepts in various disciplines.
71356	Faculty Perceptions of the Nature & Value of SoTL	Paper	Sue M. Norton, Kim Buch, Lisa Kornetsky & Jim Robinson	I.01.1.	Regency Ballroom	Saturday, 22 October, 1:00PM-	The purpose of this study is to examine faculty perceptions of the nature and value of SoTL.

						2:30PM	Anecdotal evidence suggests that there is sometimes a disconnect between what universities claim to value and what they actually value, particularly in terms of research. Our data from faculty surveys and focus groups support this finding. Implications for the importance of aligning reward systems with faculty values and department goals are discussed.
73115	Communities of practice and enhancing the first year experience: fostering SoTL in First Year	Paper	Michele Scoufis	I.01.2.	Regency Ballroom	Saturday, 22 October, 1:00PM-2:30PM	This paper reports on a first year community of practice that has emerged amongst those teaching core units at an Australian research-intensive Business School.
72604	Developing graduate attributes and promoting culture change	Paper	Paul Chin	I.01.3	Regency Ballroom	Saturday, 22 October, 1:00PM-2:30PM	Graduate employability has become more prominent in UK Higher Education recently. Universities are exploring ways of helping students recognise and reflect on skills development to make them more employable. Many academics however are not familiar or comfortable with the notion of developing such graduate attributes in the curriculum. This presentation will discuss how the University of Hull is promoting culture change amongst academics to develop graduate attributes as part of their students' ongoing personal development.
72661	Enhancing Learning and Teaching in the Middle East: A Palestinian-American Collaboration	Paper	Jennifer Pickard-Criswell, Khitam Shraim, Greg Light, Abdeel Kareem Mohammad & Denise Drane	I.02.1.	Monarch Ballroom	Saturday, 22 October, 1:00PM-2:30PM	This paper will report the effort to further SOTL's impact in the Middle East, with a particular focus on an international collaboration between a university in the Palestinian

							Authority and one in the US. The paper will describe (1) key issues in learning and teaching, (2) the process of developing the project, (3) preliminary findings, (4) potential constraints facing the project, and (5) the opportunities that will lead to the successful development of the center for learning and teaching.
71876	Implementing student-centred learning in Iraq: changing perceptions of learning and teaching	Paper	Catherine Bovill, Fareed H. Abdulahad, Lynette Jordan, Samir M. Othman, Abubakir M. Saleh & Natalie Sinclair	I.02.2.	Monarch Ballroom	Saturday, 22 October, 1:00PM-2:30PM	This paper summarises the background, methods and outcomes of a collaborative project funded by the British Council involving Hawler Medical University (HMU) in Erbil in Northern Iraq and the University of Glasgow in Scotland, UK. The aim of the project was to develop changes to the teaching and learning methodologies employed by HMU staff and students towards student-centred approaches and away from predominantly didactic teaching methods that have been used in the past.
72665	What are academics' conceptions of the Scholarship of Teaching and Learning?	Paper	Linda Price & John Draeger	I.02.3	Monarch Ballroom	Saturday, 22 October, 1:00PM-2:30PM	There is continued discussion around interpretations of SoTL and indeed what it might look like. But what do practitioners think it is? This study investigates the views of teachers in higher education to examine what they conceive SoTL to be. The study comprises 20 interviews of academics --- 10 from the UK and 10 from the USA. The study suggests that there is a range of conceptions of SoTL.

72176	PBSL: Project-based Service Learning	Paper	Phillip M. Motley & Sang Nam	I.03.1	MacArthur Room	Saturday, 22 October, 1:00PM-2:30PM	Project-based learning and service learning are frequently used in higher education. Each teaching method offers students unique opportunities to learn through experiential means. In the relevant literature, these two pedagogies are more often than not treated separately. We have found, however, that combining these learning strategies can be an effective way to teach students in visual communication courses. This session offers an example of how PBL and SL can be combined to better teach students.
70715	Transforming Student Learning through SoTL: Focus on Problem-Based Learning	Paper	Rita Kumar & Brenda Refaei	I.03.2.	MacArthur Room	Saturday, 22 October, 1:00PM-2:30PM	We are using Problem-Based Learning as a new pedagogy in an intermediate composition course. SoTL is helping determine the effectiveness of PBL in improving student learning by providing evidence to show PBL's transformative effects on student learning. This presentation will report preliminary findings, which suggest students are mastering course student learning outcomes while learning to work in teams. However, a more important student transformation is that students are taking more responsibility for their own learning.
72311	Appearance-based Research: Applying the SOTL Model to Student-generated Books and Music	Paper	Renee D. Howarton	I.03.3	MacArthur Room	Saturday, 22 October, 1:00PM-2:30PM	Educators often struggle with whether or not students are learning desired course content or just acquiring superficial levels of understanding; this

	CDs						questioning has prompted the development of a book and music CD project that combines the SOTL Model with applied technology, music and visuals to produce an enriched student learning experience. Conference attendees will see examples of student projects and benefit from insights derived from the instructor's assessment efforts and the students' reflective responses.
72655	Relational dynamic between outcome-based teaching and outcomes-based learning: a phronetic insight	Paper	Wai-yan Tang	I.04.1.	Mitchell Room	Saturday, 22 October, 1:00PM-2:30PM	This paper argues that the current use of the outcome-based approach is at odds with the scholarship of teaching and learning. This is especially the case when it dominates an institute whose mission is to nurture future teachers for enhancing liberal education in Hong Kong. Enlightened by an Aristotelian perspective to learning, which points out that there are different forms of knowledge, an alternative view of outcome that emphasizes the importance of process is discussed.
72654	Setting directions for student assessment reform: Developing 'Assessment 2020: Seven propositions for assessment reform in higher education'	Paper	Gordon R. Joughin & David Boud	I.04.2.	Mitchell Room	Saturday, 22 October, 1:00PM-2:30PM	An extensive international and national project has produced a blueprint for assessment of learning scholarship and reform for the present decade. 'Assessment 2020: Seven propositions for assessment reform in higher education' asserts that assessment is most effective when it focuses on productive learning; feedback to improve learning; student-faculty

							partnerships; students' induction into assessment cultures; subject and program design; faculty and institutional development; and the provision of inclusive and trustworthy representations of student achievement.
71808	The Future of SOTL: A Case for Spreadability	Paper	Jennifer M. Robinson & Daniel T. Hickey	I.04.3	Mitchell Room	Saturday, 22 October, 1:00PM-2:30PM	New pressures on higher education—from assessment to funding to new technologies—suggest that SOTL as a field should focus on “spreadable” practices based in responsiveness to context rather than on typical dissemination efforts. This approach to SOTL identifies high-impact strategies consistent with recent learning theory that have the potential to reshape the culture of higher education, including through collaborative networks.
71601	What Matters: Higher Education Pedagogies that Support the Transfer of New Knowledge in Teacher Practice	Paper	Elizabeth Alderton & Tracey Starck	I.05.1.	Walker Room	Saturday, 22 October, 1:00PM-2:30PM	This study looked at the impact of teaching pedagogies in a graduate course for K-12 educators as well as the transfer of new knowledge to the K-12 classrooms. As lifelong learners, teachers are constantly introduced to new educational ideas, resources, and technology. The academic world is filled with choice. How do teachers decide which materials and practices to incorporate into their own classrooms? How does new knowledge transform into a new instructional approach? These broad inquiries serve as a guide for this collaborative research

							project.
72143	Teaching College Students so that they Retain Concepts: The Ticket to Retention	Paper	Kent Divoll & Sandra Browning	I.05.2.	Walker Room	Saturday, 22 October, 1:00PM-2:30PM	This session will discuss the results of a mixed method research study designed to determine the effectiveness of a method that college professors can use to help students learn concepts so that they retain the information. Our results indicate that when the Ticket to Retention is implemented in a college course students tend to score approximately 16 points higher on open-ended questions.
70137	Towards a conceptual model of clinical reasoning (CR) development in an undergraduate sports rehabilitation curriculum ? translating practice into theory	Paper	Earle D. Abrahamson	I.05.3	Walker Room	Saturday, 22 October, 1:00PM-2:30PM	This SOTL study investigated the evolution of a conceptual model for CR development in an undergraduate sport rehabilitation curriculum. An educational action research methodology was used to consider definitional and structural components of CR, by relating practice concerns to theoretical perspectives. Discipline specific and interdisciplinary issues were researched to better align CR practice with pedagogic philosophies. The model revealed the experiential, applied, reflective, progressive, professional and troublesome elements of CR development within an undergraduate curriculum.
71988	Learning about Race: An exploration of the threshold concept of individualism	Paper	Terri Karis	I.06.1.	Pabst Room	Saturday, 22 October, 1:00PM-2:30PM	How and in what ways does student understanding about race change as they learn about the threshold concept of individualism? This presentation

							covers findings from an inquiry into this question, using the theory of threshold concepts -- ideas that are pivotal for deep, transformed understanding of a particular discipline. Evidence includes pre and post surveys and qualitative analysis of student assignments from an undergraduate interdisciplinary course on race and a graduate course on cultural competence.
71616	Calculus bottlenecks. Can a Polya rubric help ?	Paper	Kirthi Premadasa & Kavita Bhatia	I.06.2.	Pabst Room	Saturday, 22 October, 1:00PM-2:30PM	Pólya(1953)'s four step problem solving process is: Understanding the problem, devising a plan, carrying out the plan and Looking back. An answer rubric based on these steps was provided to calculus students to enhance their integration skills, . Results show that none of the students used the full potential of the "looking back" step, which involved differentiation, to correct their answers. Data is analyzed to find reasons. Possible solutions are explored
71353	Software, scholar, or students? Structural components and effectiveness in online MBA courses	Paper	J. B. Arbaugh	I.06.3	Pabst Room	Saturday, 22 October, 1:00PM-2:30PM	This two-year study of 46 online MBA courses examined characteristics of the learning management system (LMS), instructor behaviors, learner behaviors, and their effect on student perceived learning and delivery medium satisfaction. Although all were significant predictors, there were differences in effect size. Instructor behaviors (teaching presence) was found to have about three times the effect size

							on student perceived learning, whereas student behaviors and LMS characteristics had nearly three times the effect on delivery medium satisfaction.
72734	Improving the Transition to College through Lesson Study Collaborations	Paper	Kathryn T. Ernie, Sherrie Serros & Erick Hofacker	I.07.1.	Miller Room	Saturday, 22 October, 1:00PM-2:30PM	Professional development in the form of lesson studies developed around threshold concepts from high school/college mathematics provided the forum for collaboration among 16 teachers across 12 school districts in Western Wisconsin. The support for teams of teachers from different school districts to accomplish lesson studies resulted in ongoing collaborations, four documented lesson studies available online, and self-reported increases of pedagogical content knowledge (Survey of Enacted Curriculum). Supported by a UW System Growth Agenda Grant.
72648	Using SOTL to Examine First-Year Student Retention Efforts: "Reacting to the Past" and Its Impact on First-Year Students.	Paper	Russ Olwell, Azibo Stevens & Carmen Grange	I.07.2	Miller Room	Saturday, 22 October, 1:00PM-2:30PM	The "Reacting to the Past" methodology, first developed by Professor Mark Carnes at Barnard College, teaches history to college students through historical role-playing. This SOTL study -- by a professor, a graduate student and an undergraduate -- examines the ways in which a "Reacting to the Past" course helps build connection between students, instructors, and the discipline of history. We discuss the evidence for using "Reacting" as an institutional retention strategy for first-year students and the

							questions that the methodology raises for institutions.
72742	The relationship between pedagogy and final student learning outcomes in a non-majors biology course	Paper	Whitney M. Schlegel & Harald F. Parzer	I.07.3	Miller Room	Saturday, 22 October, 1:00PM-2:30PM	Evidence of student learning and cognitive development learning theory support a difference in undergraduate student learning outcomes by class level. This study examined final grade outcomes by class level, as well as other relevant student demographic factors, in two introductory non-major biology courses with similar course content focus, yet different pedagogical approaches. Students enrolled in course A experienced a traditionally structured learning environment while students in course B experienced a highly interactive team-based pedagogy.
71564	Impacts from SOTL training for graduate teaching assistants: A case study of a student-centered approach for teaching phylogenetic analysis	Paper	F. Collin Hobbs, Daniel J. Johnson & Katherine D. Kearns	I.08.1.	Usinger Room	Saturday, 22 October, 1:00PM-2:30PM	Graduate students are often overlooked in efforts to promote SOTL practices in the academy. Here we present how a multidisciplinary, SOTL-based future faculty program influenced the professional development of two biology graduate students and the resulting teaching and learning investigation they conducted. Two years of data from our student-centered, process-based approach to teaching evolutionary concepts will be presented along with reflections on the role and impact of formal pedagogy training for graduate students.

72657	Enhancing the Impact of the Scholarship of Teaching and Learning: Getting the Message Out	Paper	Nicola E. Simmons	I.08.2.	Usinger Room	Saturday, 22 October, 1:00PM-2:30PM	This study examined the ways in which SoTL researchers at the University of Waterloo connect their research to practice. Mapping their presentations and publications onto a micro-meso-macro-mega framework, I outline where they share their results, and perhaps more interestingly, where they do not. Interview data outline the factors that support or impede SoTL scholars in making their work public where it counts: so it will have the greatest impact on improving student learning.
72670	Inquiry & Biology: A productive match for learning in diverse environments	Paper	Laura B. Regassa	I.08.3	Usinger Room	Saturday, 22 October, 1:00PM-2:30PM	Inquiry-based pedagogy resulted in learning gains for diverse learners. High school students improved concept understanding via a service-learning, graduate student program that assisted high school teachers with inquiry-based biotechnology activities. Recent learning outcomes from this project will be compared to other completed or ongoing inquiry-based projects with university students and in-service teachers. This study adds to the literature supporting the efficacy of inquiry-based approaches and highlights the need to tailor the approach to the environment.
72717	On the road to SoTL: Strategies to Enhance Faculty Engagement in Scholarly Teaching	Workshop	Cheelan Bo-Linn, Walter Hurley & Prasanta K. Kalita	I.09.1	Schlitz Room	Saturday, 22 October, 1:00PM-2:30PM	Scholarly teaching is an important step in contributing to the broad SoTL community. Encouraging more of our instructors to be scholarly in their teaching is an important

							goal for meeting increasing demands to improve undergraduate education. In this experiential workshop, participants are invited to join in an informed conversation about ways to build a community of scholarly teachers and to identify a culture that will provide the necessary support and validation.
72633	Students preferences for "teaching strategies" in NURS 2112 tutorial and its effect on their knowledge construction	Panel	Mohammed El Hussein	I.10.1	MEIR	Saturday, 22 October, 1:00PM-2:30PM	Nurse educators /instructors who deliver nursing tutorials utilize different teaching strategies (short lectures, text book, collaborative leaning, case studies, storytelling), while delivering/facilitating these tutorials. Anecdotal feedback from students about the tutorial varies and is mixed with preferences for certain teaching strategies over others as being helpful in constructing knowledge. The primary purpose of this study is to identify teaching strategies that nursing tutorial instructors should employ or avoid so that nursing instruction can be conducted in a manner likely to increase students' knowledge construction
72503	The Disciplinary Beliefs and Practices of Communication: Contributions to the Practices of SoTL	Panel	Adrienne Viramontes	I.11.1	Kilborn Room	Saturday, 22 October, 1:00PM-2:30PM	This panel explores how department members who come from different areas of the same discipline come together as a group by articulating specific student learning goals and assessing how those learning goals inform their SoTI practices as a department in terms of

							course development, improvement, assessment, and pedagogical practices.
71561	The theory and practice of teaching research methods by Ray Preiss and Barbara Mae Gayle	Panel	Raymond Preiss & Barbara Mae Gayle	I.12.1	Oak Room	Saturday, 22 October, 1:00PM-2:30PM	Undergraduate and graduate students encountering research methods for the first time suggest that learning involves both affective and cognitive responses. The affective aspect of student learning in a research methods course as Shulman suggests: "depicts how learners move from a willingness to receive an experience, to beginning to respond to it, to valuing what is taught, to organizing it within their larger set of values and attitudes and ultimately to internalizing those values so they no longer need external stimulus to trigger the associated affective and emotional responses." Clearly, carefully designed research projects stabilize the difficulty students encounter in grappling cognitively and affectively with the theoretical framework guiding their research as well as foster thinking dispositions that transformed student understanding of research methods and their own thought processes during their assignment
72682	Artists Training Artists: A Collaborative Report of Teaching and Learning Through The Arts	Panel	Brendan Caldwell, David Hastings, Jeannie Hill, Patrick Miles, Jeff Morin & Kristin Thielking	I.13.1	Juneau Room	Saturday, 22 October, 1:00PM-2:30PM	The College of Fine Arts and Communication faculty at the University of Wisconsin-Stevens Point have participated in a number of collaborative projects in teaching and learning through the arts, culminating in

							OPID/UWSP supported conferences. This panel presentation with representatives from the COFAC faculty will offer detailed examples of these collaborative projects with a specific focus on general principles of SoTL work.
71259	Exploring the extent and nature of international collaboration in the Scholarship of Teaching and Learning	Panel	Renee A. Meyers, Jane MacKenzie, Kim Smith & Katina Lazarides	I.14.1	Wright C Ballroom	Saturday, 22 October, 1:00PM-2:30PM	Disciplinary research is increasingly carried out in international collaborations yet little work has been done to discover if this practice is mirrored in the sphere of the Scholarship of Teaching and Learning (SoTL). This paper will present the outcomes of a project exploring the extent and nature of collaborative SoTL work at the international scale.
70808	The Scholarship of Teaching and Learning In and Across the Disciplines	Panel	Kathleen McKinney, Nancy Chick, Gary Poole, Jennifer Robinson & Lauren Scharff	I.15.1	Wright A Ballroom	Saturday, 22 October, 1:00PM-2:30PM	SoTL work is becoming increasingly cross-disciplinary. The panel consists of the editor and four contributing authors in a forthcoming book on SoTL In and Across the Disciplines. Each panelist will briefly present material from their chapters which focus on types, issues, examples, and lessons learned related to cross-discipline and interdisciplinary SoTL work. The editor will set the stage for the panel presentations as well as facilitate an interactive discussion of the issues raised
72420	The Iterative Cycle of SOTL, Faculty Development, and Student Learning: Lessons from the Tracer Project	Panel	Gudrun A. Willett, Mary T. Huber & Carol Rutz	I.16.1	Wright B Ballroom	Saturday, 22 October, 1:00PM-2:30PM	SOTL connects to faculty development, particularly where learning-teaching centers promote SOTL projects. SOTL can also serve as an investigative mechanism of

							faculty development itself, asking questions about how faculty teach one another and measure their own learning. This session describes research that poses those questions and a third: How does improved faculty learning affect student learning? A mixed methods study at a large public research university and a small, private college addresses these questions.
72472	In-at-the-deep-end: graduate teaching assistants providing role models for faculty.	Paper	James Cronin, Bettie Higgs, Marian McCarthy & Jacinta McKeown	J.01.1.	Regency Ballroom	Saturday, 22 October, 2:45PM-4:15PM	At University College Cork, work with graduate students has culminated in an annual symposium entitled In-at-the-deep-end over the past three years. Graduate teaching assistants are encouraged to tackle a central question or problem emerging from their teaching practice, to formulate strategies for student engagement, and to critically analyse the effects of applying these strategies from the vantage point of their own emerging teaching and learning philosophies. Participants will receive a free copy of a book documenting graduate student voices.
71627	Engaging Graduate Students in Scholarship of Teaching and Learning: Oral Reviews	Paper	Mary A. Nelson	J.01.2.	Regency Ballroom	Saturday, 22 October, 2:45PM-4:15PM	This paper will discuss how a successful use of oral reviews in Calculus courses can influence the teaching practices of graduate students. Oral reviews are ungraded, optional small group sessions in which a facilitator asks students scripted questions and encourages them to discuss important concepts

							and make mathematical connections. Teaching Assistants see the students ah-ha moments, and gain vital information about student misconceptions. In turn, we see their recitations become more interactive and dynamic.
71760	Designing for Participation, Understanding, and Achievement in 21st Century Learning Contexts	Paper	Daniel T. Hickey	J.01.3	Regency Ballroom	Saturday, 22 October, 2:45PM-4:15PM	Designing for Participation (DFP) is comprehensive curriculum model that embraces newer situative theories of cognition, design-based research methods, and connectionist models of networked teaching. DFP consists of five course design principles that support communal participation in social learning while indirectly (but consistently) supporting individual conceptual understanding and aggregated group achievement. Examples and evidence from two online graduate-level courses in Education will be presented; discussable working examples at www.workingexamples.org will be introduced.
71641	Learning to Do Library Research: Scholarship of Teaching and Learning in One-Shot Information Literacy Sessions	Paper	Rebekah Willson	J.02.1.	Monarch Ballroom	Saturday, 22 October, 2:45PM-4:15PM	Student learning takes place in many places and investigating non-traditional classrooms are important to understanding student learning more comprehensively. This study investigated student learning when learning to do library research. The purpose of this study was to determine if giving students time to work independently on their research

							during a one-shot information literacy instruction (ILI) session, combined with scaffolding, is an effective way to prepare students to do individual research.
72614	Making Connections: developing students? assessment literacy by explicitly engaging them with the scholarship of teaching and learning (SOTL).	Paper	Kay Sambell	J.02.2.	Monarch Ballroom	Saturday, 22 October, 2:45PM-4:15PM	This paper explores ways in which first and second year undergraduates were explicitly introduced to the scholarship of teaching and learning (SOTL) and, particularly, recent scholarship on assessment. This was done in order to develop students' insights into models of learning, teaching and assessment in order to enhance their pedagogic and assessment literacy.
72624	Evaluating student learning differences in online, large lecture, and discussion-based offerings of the same course using a shared capstone assignment	Paper	Sarah L. Bunnell & Paul Atchley	J.02.3	Monarch Ballroom	Saturday, 22 October, 2:45PM-4:15PM	We present analyses of student learning in three independent offerings of a research methods course. We designed a capstone writing assignment and cognitive apprenticeship rubric to assess the impact of course type (large lecture class, online class, small discussion-based course) on students' ability to apply research methods concepts on a written job interview. This session discusses the strengths and challenges of applying one metric of student learning across different offerings of a course.
72640	Advancing Understanding of Interdisciplinary, Socioscientific Issues-Directed Learning in STEM	Paper	Jennifer L. Eastwood & Whitney M. Schlegel	J.03.1.	MacArthur Room	Saturday, 22 October, 2:45PM-4:15PM	We will describe how situated learning and theories of development in the college years informed the development of an interdisciplinary undergraduate human biology program that consistently

							featured socioscientific issues (SSI) within its core curriculum. We discuss research findings comparing human biology and traditional biology majors in reasoning with SSI and perceptions of their learning experiences. We will elaborate on the potential applications of this study for advancing learning theory and teaching practice.
72652	Constraints on applying SoTL theory in practice: Insights from a feedback workshop for markers in the sciences	Paper	Meloni M. Muir, Lorraine Ryan, Miriam Frommer, Helen Drury, Fiona White & Vanessa Gysbers	J.03.2.	MacArthur Room	Saturday, 22 October, 2:45PM-4:15PM	In this paper we will report the outcomes from a workshop for markers that created a teaching commons for discussion of problems encountered in the provision of written feedback, on how SoTL theory regarding best practice was introduced and on how markers applied the theory to their written feedback practices. The tensions between theory and practice identified will be outlined, along with markers' reflective and often creative application of theory to improving their provision of written feedback.
72715	Utilizing case study assignments to teach theoretical concepts in child development and education	Paper	Zeynep Isik-Ercan	J.03.3	MacArthur Room	Saturday, 22 October, 2:45PM-4:15PM	In this qualitative study, I explore preservice teachers' perspectives on case study assignments. Students found the case studies a means for connecting theory to practice, since they focused on successful teaching practices. The process of sharing case study responses with classmates was instrumental and deepened students' understanding of various theoretical concepts. I argue that

							systematic inquiry into the process of learning through case studies is needed beyond discussing their effectiveness compared to traditional teaching.
72653	A cascading Training Model for Academic Excellence and Innovation	Paper	Khitam Y. Shraim, AbdelKareem Mohammad & Gregory Light	J.04.1	Wright A Ballroom	Saturday, 22 October, 2:45PM-4:15PM	The success of implementing broad academic innovation depends on trainers to design and deliver effective SOTL activities. A cascading Training of Trainers (ToT) model has been adopted for the newly established Center for Excellence in Learning and Teaching at An-Najah National University, Palestine, in collaboration with Northwestern University, US. The paper will describe the design and provision of the training, and will present evaluation data on the impact of the program.
72740	The Case for Academic Well-Being	Paper	Marsha M. Huber	J.04.2.	Wright A Ballroom	Saturday, 22 October, 2:45PM-4:15PM	This study uses positive psychology to develop a survey that measures academic well-being. The instrument, called PERMA-ED, measures positive emotions, engagement, relationships, meaning, and accomplishment. It also correlates certain emotions – interested, excited, strong, enthusiastic, proud, inspired, and determined – with the newly developed concept of academic well-being. Findings from pilot studies will address the importance of affective course management. PERMA-ED might even serve as an end in itself as an assessment tool for various college programs.

70521	Helping Students Use Metaphors in their Roles as Public and Nonprofit Managers	Paper	Karen King	J.04.3	Wright A Ballroom	Saturday, 22 October, 2:45PM-4:15PM	Public and nonprofit managers use their communication skills to be effective in their jobs. Yet, although they may encounter metaphors in an English literature curriculum, students in public administration and nonprofit management classes are not taught how to use them deliberately on their jobs. This study reports on the outcomes of a three-year (N of 50 students) project to train masters level students in the skillful use of metaphors to manage their public and nonprofit sector employees.
70844	Rethinking Reflection: A Multimodal Approach to Metacognition	Paper	Jessica Birthisel	J.05.1.	Mitchell Room	Saturday, 22 October, 2:45PM-4:15PM	Student self-reflection is an effective tool for enhancing teaching and learning, but it often takes an individual, written form. This instructor found that individual written reflections in multimedia classes too often muted the affective experience of multimedia skill development. To correct for this, the instructor implemented collaborative multimedia reflections instead. The resulting digital reflections not only honed the skills taught in the class, but produced an emotionally candid archive of student process reflections.
71398	"Stepping Back and Seeing Clearly": Metacognition and Reflective Writing	Paper	Dana M. Oswald	J.05.2.	Mitchell Room	Saturday, 22 October, 2:45PM-4:15PM	This presentation focuses on the effectiveness of reflective commentary in improving student's argumentative writing. It posits that students can use reflective practices to improve their performance in a number of different contexts. By coding and

							categorizing the types of specific commentary students make on their own argumentative essays in a paragraph-by-paragraph structure, this study demonstrates that commentary that is more highly metacognitive, rather than simply more frequent, results in stronger revisions and higher scores.
72727	An Investigation of Integrating Portfolio Assessment with Learning to Enhance Pre-Service Elementary Teachers? Mathematics Content Knowledge for Teaching	Paper	Betsy Berry	J.05.3	Mitchell Room	Saturday, 22 October, 2:45PM-4:15PM	This paper describes a SOTL inquiry of an alternative assessment strategy used in mathematics content courses for elementary education majors. The practice has inspired an investigation of the following questions: 1) To what extent do students reveal growth in mathematics knowledge for teaching (MKT)? 2) How and to what extent do students reveal evidence of learning and deep understanding of the mathematics of the course in their portfolio entries?
72679	Advancing SOTL with Open Education: Possibilities and Challenges	Paper	Toru Iiyoshi	J.06.1.	Wright B Ballroom	Saturday, 22 October, 2:45PM-4:15PM	While we continue to tackle key problems and challenges in our day-to-day teaching practice, an increasing number of "open and free" educational resources and tools are becoming available online. This paper presentation will explore and discuss how we can take full advantage of these common assets, with our collective pedagogical knowledge and technology-enhanced intellectual capacity, to further evolve the Scholarship of Teaching and Learning and

							spur educational innovation.
72703	Lenses on Learning: A Compendium of Data Sources for SOTL Inquiries	Paper	Doug N. Hamilton	J.06.2.	Wright B Ballroom	Saturday, 22 October, 2:45PM-4:15PM	For people who are new to SOTL, gathering relevant and important data about student learning is a key issue. This presentation focuses on the development of a compendium of data gathering strategies that can be used in SOTL-based projects. The compendium describes a comprehensive range of sources of qualitative and quantitative data that can be useful in assessing students' attitudes, opinions, critical thinking abilities, behaviours and performances related to learning in post-secondary environments.
72150	Inspiring NonMajor Students in STEM Courses: The Illustrated Novel Mastery Project	Paper	Jennifer E. Grant, Maleka P. Hashmi & Deanna Suilmann	J.06.3	Wright B Ballroom	Saturday, 22 October, 2:45PM-4:15PM	For this project, individual students created a 15-20 page illustrated novels that are used as class resources. The novelty of this project is fourfold. First, we engage several different learning styles in this activity. Second, these student generate creative, original science-related and humanistic content. Third, students simultaneous apply their personal strengths and discipline-based training. Finally, these original projects are being shared with a School Biology class. We will discuss this project and exhibit student examples.
70466	Teaching and Learning in Undergraduate STEM Education: The Impact of Peer-Led	Paper	Erin M. Curran, Melissa A. Loe, Mithra Marcus, Kerri Carlson & Dayius Turvold Celotta	J.07.1.	Walker Room	Saturday, 22 October, 2:45PM-4:15PM	Researchers have found that Peer-Led Team-Learning (PLTL) can enhance learning outcomes and persistence for undergraduate students and may be transformative for peer

	Team-Learning						facilitators and participants alike. However, the impacts of PLTL programs appear to be highly dependent on programmatic structure, and impacts on teachers and teaching are poorly understood. This multidisciplinary, mixed-methods study explores the impacts of PLTL in undergraduate STEM education on students, peer facilitators, teachers, and teaching at a Midwestern liberal arts university.
72193	Teaching Students Challenging Concepts and Skills in Biology: Development and Assessment of Large Lecture Activities Focused on Teaching Experimental Design	Paper	Alison J. Crowe, Mary Pat Wenderoth, Scott Freeman & Cristina Walcher	J.07.2.	Walker Room	Saturday, 22 October, 2:45PM-4:15PM	We have developed and assessed the effectiveness of two in-class pencil and paper activities aimed at teaching experimental design. We asked whether students who interpret data from both well-designed and poorly-designed experiments will have an increased understanding of experimental design compared to students who are prompted to design their own experiments. We will discuss the differences in student performance which we observed on an experimental design assessment test given after the activities.
72650	Utilizing Brookfields Critical Incident Questionnaire to Assist in Restructuring An Evidence-Based Medicine Course in Physician Assistant Education.	Paper	Patricia J. Kelly	J.07.3	Walker Room	Saturday, 22 October, 2:45PM-4:15PM	It was discovered that the students in the physician assistant program were not retaining the principles of the EBM after two courses that were needed to complete the graduate Capstone Project. Three research questions were formulated to determine how to more effectively teach the EBM

							courses. Brookfield's Critical Incident Questionnaires were utilized to obtain ongoing student feedback to restructure the courses while the courses were in progress instead of at the end of the semester.
72720	Mathematics Teacher Educators: A Missing Link in the Improvement and Scholarship of Mathematics Teacher Education	Paper	Mary Beisiegel, Jennifer Eli, Andrea McCloskey, Rachael Welder & Jan Yow	J.08.1	Pabst Room	Saturday, 22 October, 2:45PM-4:15PM	As teacher educators working in doctorate-granting universities, we are charged with preparing schoolteachers and university professors for their future positions. In this study, we report on the experiences of new mathematics teacher educators, and the connections between this group and new mathematics schoolteachers, which are often considered separately. We will explore how these connections have the potential to inform the ways in which we prepare these groups for their careers, as well as transform our own scholarship.
72986	The Impact of Lecture Capture on Student Performance Varies with Course Design	Paper	Angela C. Bauer-Dantoin	J.08.2.	Pabst Room	Saturday, 22 October, 2:45PM-4:15PM	The use of lecture capture has become increasingly common. The present study investigated the impact of this technology on student performance in both online and face-to-face courses. Results indicate that lecture capture can enhance student performance in both settings, but the extent to which it does so depends on course design.
72630	The Argument for Independence: Impact of student autonomy on perceptions and performance in a	Paper	Theresa Moore & Jeffery Nyseth	J.08.3	Pabst Room	Saturday, 22 October, 2:45PM-4:15PM	Instructivism, the teacher-led, content-centered, controlled release of information and the predominant teaching method for centuries (Fosnot, 1996; Gardinar, 1998) is yielding to the

	Visual Communication curriculum						benefits of active learning (Bonwell & Eison, 1991). One benefit of active learning is student autonomy. By identifying principles underlying autonomy, the authors address three questions: What aspects of one communication professor's curriculum facilitate student autonomy? Do students enjoy having this autonomy? Is there a relationship between student autonomy and performance?
71446	Reflections on Students and Teaching: A Transformative Path for Pedagogy and Course Design	Panel	Ludwika A. Goodson & Don Slater	J.09.1	Miller Room	Saturday, 22 October, 2:45PM-4:15PM	This presentation shows the phases and results of an instructor's journey in reflective teaching with openmindedness, responsibility, and wholeheartedness (Schon, 1996; Zeichner & Liston, 1996) when he sought new knowledge of how to increase student interest in a course. With the disposition of reflective teaching, he used new evidence-based teaching practices, began "hearing" the "voice" of students, shifted pedagogy from didactic lecture to active learning, and re-organized and clarified course content.
72694	Rubrics and Creativity: Creative Writing and Beyond	Panel	Marnie Bullock Dresser	J.10.1	Usinger Room	Saturday, 22 October, 2:45PM-4:15PM	Part of the basic definition of creativity involves validation in the community—doing something new is not necessarily valuable unless it is also deemed valuable. In most college-level composition classes, instructors use rubrics to convey standards and expectations. Using rubrics in creative writing classes is new

							and uncommon, and has implications for the assessment of creativity inside and outside the classroom. Presentation analyzes data from completed SoTL project as well as synthesis of relevant sources.
72154	The Scholarship of Teaching and Learning: A UAE Perspective	Panel	Maher Khelifa	J.11.1	Schlitz Room	Saturday, 22 October, 2:45PM-4:15PM	This presentation reports on the state of SoTL at Zayed University; an institution colored by an incessant contact between different cultures of teaching and learning. While the students are of Arab culture and educational traditions, the faculty are westerners or western-educated. Further, the culture of the institution is based on a symbiotic relationship between national and international models of leadership. Therefore, the result is a rich SoTL reflective of a unique Western institution in Arabia.
71278	SOTL in the Area of Teaching Public Administration: The Russian Experience	Panel	Alexander Livshin & Vladimir Solodov	J.12.1	Oak Room	Saturday, 22 October, 2:45PM-4:15PM	The experience of developing SOTL projects at the School of Public Administration, Moscow State University, indicates that SOTL is very useful in helping students learn value-oriented approaches to public service and governance. Students need to learn modern concepts of public administration and apply them in the complex economic and socio-political environment of modern Russia. SOTL is built upon best international practices and methods of teaching; the goal of professors is transform that knowledge into the policy-oriented discourse.

72637	Supporting faculty writers to promote publication of the Scholarship of Teaching and Learning (SoTL) work	Panel	La Vonne J Cornell-Swanson, Nancy Chick , Katina Lazarides, Renee Meyers	J.13.1	Wright C Ballroom	Saturday, 22 October, 2:45PM-4:15PM	Why is it that good research designed to advance teaching and learning often remains unpublished? Is supporting writing an important area of faculty development needed to move SoTL forward? In an effort to support publication we invited faculty who had successfully completed a SoTL research project but had not published their results to participate in a writer's workshop. We investigated the impact of the workshop on their writing self efficacy and practice.
71604	The Preparation of STEM Future Faculty through Teaching-as-Research	Panel	Robert D. Mathieu	J.14.1	Juneau Room	Saturday, 22 October, 2:45PM-4:15PM	This panel session will report on a 9-yr experiment in the use of a SOTL-like concept to integrate STEM future faculty preparation in teaching and learning into the graduate education of a major research university, the University of Wisconsin - Madison. The session will begin with a talk presenting the foundational ideas, the theoretical framework, the implementation strategies, evaluation outcomes and evidence for institutional change toward SOTL. The panel will provide the voices of key participants in that institutional change – graduate students, faculty and staff, evaluators, and administrators.
71922	Pre-conference workshop on doctoral learning and supervision	Workshop	Anders Ahlberg & Anders Sonesson	J.15.1	Kilborn Room	Saturday, 22 October, 2:45PM-4:15PM	In this proposed 4-hour interactive workshop we address issues of doctoral education of interest for supervisors or anyone involved in doctoral

							training. The workshop builds on our joint experiences as instructors in courses for doctoral supervisors in a wide range of academic disciplines in Sweden.
72089	SOTL Without Borders: From Professional Development to Scholarly Teaching at Palestinian Universities	Panel	Joanna Renc-Roe	J.16.1	MEIR	Saturday, 22 October, 2:45PM-4:15PM	This panel will showcase examples of successful integration of the agenda of improvement of teaching and learning and the scholarly teaching generated by lecturers from different Palestinian universities who have engaged in a course of sustained learning about scholarly teaching through internationally facilitated program of faculty development. This experience, arising out of the Palestinian Faculty Development Program and its international collaboration with Central European University, shows how, under what conditions and with what effects, the concept and practice of scholarship of teaching can successfully travel across borders and into new educational territories.
72574	From Anecdote to Evidence to Application and Impact?and How Long Will That Take?	Roundtable	Lin J. Langley & Alison Thomas	K.01.01.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	What exactly do we mean when we talk about the impact of SoTL work at an institution, and how much time is needed before this impact is evident? While the Carnegie Academy for the Scholarship of Teaching and Learning has outlined ten areas of widespread impact of SoTL work, how and when can SoTL researchers know for sure that their work has impact on their

						home campus, and on whom or on what?
72174	Curve Balls and Other Disruptive Interventions	Roundtable	Phillip M. Motley & Sang Nam	K.01.02.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM How can we best prepare visual communication students for the unpredictable nature of the profession they seek to enter, one that requires them to be critical thinkers, problem solvers, reflective practitioners and confident self-starters? Traditionally, practice oriented visual communication courses have implemented PBL (project-based learning) pedagogies. While this type of pedagogy has its merits, there is room for enhancement through disruptive innovations that do a better job of modeling professional practice for students.
71932	Exploring Radical Research	Roundtable	Maggie Castor, Stephen Bloch-Schulman & Jessie Moore	K.01.03.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM This roundtable seeks to explore "radical research" and in what ways it may and may not enhance SOTL and the Academy. We intend to start a conversation with others participating in SOTL with the intent of 1. creating a working definition of radical research, 2. identifying limitations of alternative research practices, 3. identifying how alternative research practices can enhance academic research and SOTL, 4. discussing potential radical research projects, and 5. sharing radical research resources.
72674	Evaluating Faculty Work in the Creative Arts for	Roundtable	Jackie M. Dewar	K.01.04.	Crystal Ballroom	Saturday, 22 October, 4:30PM- Evaluating faculty work in the creative arts (film & tv production, screenwriting,

	Tenure/Promotion					5:30PM	theatre, dance, music and studio arts) presents a challenge for higher education, just as SoTL work did. Roundtable participants will examine how the standards outlined in Scholarship Assessed (Glassick, Huber & Maeroff, 1997) might apply to evaluation of creative work as 'scholarly' work. The presenter will provide a framework and a few resources for the discussion and hopes to advance understanding collectively.
72267	The Assessment Movement in Higher Education: Friend or Foe to SoTL?	Roundtable	Sione H. Aeschliman	K.01.05.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Participants will explore the intersections and differences between theories and practices SoTL and learning assessment in order to discover where there may be conflicts and complements. Key questions include: Is knowing how students learn more useful to teaching than knowing what they learn? What can the assessment movement learn from SoTL theories and practices? How might incorporating assessment theory enrich our SoTL practices?
71505	Understanding Graduate Students' Needs as Writers	Roundtable	Jane West	K.01.06.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	The presenter will share preliminary results of a qualitative study examining a) graduate education students' perceptions of their needs as writers and of the kinds of instruction they would find helpful, and b) instructional modifications made in response to those articulated needs . Additionally, analysis of data

							across several courses and over several semesters reveals broad patterns of instructional needs of adult writers and has implications for university faculty in all disciplines.
72568	Narrative Pedagogy and the evaluation of clinical practice in nursing education: Fostering clinical competency through stories	Roundtable	Stephanie A. Zettel	K.01.07.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	How do students in a first year clinical practicum use guided instructor feedback in learning what it means to become a professional registered nurse? Students will receive guided narrative feedback from the instructor that is situated in the context of their clinical experience and directed toward specific benchmarks they must meet in order to progress in the program. All consenting participants will receive written feedback on their practice each week to which they will provide a written response. This dialogue will continue from week to week as students care for different patients and are prompted by the instructor to think about how key concepts they have learned in theory are applied in the clinical context.
70171	Teacher Work Sampling: A Methodology for SOTL	Roundtable	Lenore J. Kinne	K.01.08.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Teacher work sample methodology uses a pre-post-assessment design to enable the teacher to analyze, and reflect on students' growth as individuals, and across sub-groups. Adopting this methodology for scholarship of teaching and learning would provide professors a means of deepening their own understanding of student

						learning and developing insights into improving their instructional practice. Participants in this session will review this methodology and discuss its applicability to their own practice.
72085	Assessing and assuring discipline-specific graduate learning outcomes	Roundtable	Clair P. Hughes, Simon Barrie & Geoffrey Crisp	K.01.09.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM This roundtable will explore the implications of institutional adoption of discipline-specific learning outcomes for the purposes of assurance and comparison of standards. It will invite the sharing of participant experience of the international standards agenda in the UK, areas of Europe and America as a component of the consultation process for an Australian Learning and Teaching Council (ALTC) project - "Assessing and assuring graduate learning outcomes – principles and practices from within and across the disciplines".
72692	Learning in Literary Studies	Roundtable	Pat Michaelson & Nancy Chick	K.01.10.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM What are the special challenges to learning in literary studies? The field has a rich tradition of thoughtful praxis, but (so far) only on the "teaching" side of the equation. On the "learning" side, the field makes great demands on memory, on intellectual maturity, on negotiating diverse perspectives, and so on. Moreover, how can we, as SOTL practitioners, investigate learning in ways that are true to disciplinary modes of thinking? We invite both professors of literature and those in other disciplines of the humanities for

							an open conversation.
72616	Achieving Greater Buy-in for Faculty Professional Development Programmes	Roundtable	Jennifer Murphy	K.01.11.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Professional Development opportunities for Faculty are organised and delivered by several centres, such as academic departments, Human Resources, Teaching and Learning, Library, Computer services and others. But are Faculty getting the development opportunities they need to really make a difference to their students' learning? In response to policy developments in Ireland, research is underway to develop a new framework for Faculty professional development; Reflections from this roundtable will feed into this research.
72617	Developing a Sense of Community in an Online Environment: Challenges and Successes	Roundtable	Debora M. Dole, Theresa A. Beery & Dustin L. Shell	K.01.12.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	This roundtable will be guided by the question, "What strategies are best for building community in an online environment?" We will share our insights into the use of various instructional technologies to assist in building community among distance-learning students. We have a number of "lessons learned" and we will encourage others to share lessons from their own experiences. This session will provide an opportunity for networking and the possible development of collaborative evaluation projects.
72629	Promoting SoTL within the Academy: A Case Study of the University of	Roundtable	Judith Coe	K.01.13.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	This session presents an overview of SoTL activities and initiatives in the CU-System, facilitates a discussion about

	Colorado System						successes and challenges, and features the CU President's Teaching Scholars Program, the PTLC (President's Teaching and Learning Collaborative, a CASTL Carnegie Foundation initiative), and faculty projects on all four campuses of the CU-System. A SoTL faculty researcher, PTLC mentor and coach, trainer, and Faculty Fellow for SoTL at CU Denver, the presenter will share personal stories and discuss strategies for building SoTL awareness, engagement and initiatives at CU Denver and in the CU-System.
72389	Instructional Strategies to Enhance Critical Thinking in the Use of Wikibooks: A Case Study	Roundtable	Nari Kim	K.01.14.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	The purpose of this study was to investigate how to use wikibooks as a scaffolding tool to improve critical thinking. Two wikibook projects with enhanced and minimal scaffolds were selected in graduate level courses. As a mixed-method study, two research questions were examined: the degree of participation and the levels of critical thinking in wikibook creation. Results showed that the use of enhanced scaffolds was an important factor to enhance critical thinking.
72722	Inspiration, Intellectual Invigoration, and Student Learning: A SoTL Research Agenda to Foster Transformation	Roundtable	Lori J. Carrell	K.01.15.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	In this unique presentation, the director of a teaching and learning center with a SoTL core will propose that SoTL researchers lead the exploration of transformative innovations in higher education in their institutions, regions, and

							countries. Suggested areas of new SoTL study with sample research questions will be provided. Participants will then become discussants who share with the group the research questions that could be pursued in their contexts.
72738	Using Academic Service-Learning in the STEM Disciplines	Roundtable	Jenice Meyer, Michelle Arnhold, Jay Newcomb & Michelle Hargrave	K.01.16.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	An interdisciplinary, inter-institutional collaboration of STEM professors are utilizing Academic Service-Learning pedagogy to solve local health and nutrition related issues. Professors from the Biology, Nursing, Geography, and Geology disciplines at three Northern Universities are breaking down silos to enhance students' understanding of their respective course learning goals. The presenters will illuminate how AS-L pedagogy can be used within the STEM disciplines and how silos can be broken down to enhance student learning.
72631	Co-teaching as a collaborative strategy in teacher preparation program.	Roundtable	Yun-Ting Hung & Bharti Tandon	K.01.17.	Crystal Ballroom	Saturday, 22 October, 4:30PM-5:30PM	As K-12 schools nationwide are becoming more inclusive, co-teaching was implemented as an innovative reform providing meaningful learning experiences to a diverse student population. However, most teacher preparation programs do not model co-teaching to provide practical experiences for pre-service teachers. This presentation will share the results of a survey based pilot study of different strategies implemented by the faculty

							members in modeling co-teaching in teacher preparation programs at the University of Wisconsin-Milwaukee.
72710	Using Sociocultural Theory to Support Faculty and Academic Support Professionals in the Disciplines	Workshop	Karen E. Desotelle	K.02.1	Monarch Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Novice college students often approach disciplinary coursework passively, applying learning strategies better suited to pure memorization than conceptual understanding/application. Using three tenets of sociocultural learning theory (learning is situated in cultural contexts, learning tools require interpretation in these contexts, and instruction should be designed around holistic understanding of student readiness), this workshop will engage participants in evaluating their teaching practice through the lens of the social, cultural and developmental influences framing student learning behaviors.
70811	Let's Get Real about Racism	Workshop	Barbara Imhoff	K.03.1	Usinger Room	Saturday, 22 October, 4:30PM-5:30PM	In this workshop, through guided questions, we examine some of the fears and stereotypes that prevent us from having truly open, authentic conversations with each other. We explore what people of color can't say and whites are afraid to ask. We discover new ways to communicate, creating a bridge to talk about our differences, exploring what opens us up and what closes us down, and finally, looking at 101 ways to become

							culturally competent.
71412	Towards a scholarship of the final year undergraduate dissertation or capstone project	Workshop	Mick Healey	K.04.1	Wright C Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Many undergraduates complete their programmes by undertaking a dissertation or capstone project. It can provide a transformative experience, yet some have a less than satisfactory time. This highly interactive workshop will draw on the experiences of the participants in small groups and plenaries to explore alternative forms of final year projects, including employment- and community-based ones, and discuss how we can best develop a scholarship of the final year undergraduate dissertation or capstone project.
71596	Going local: Translating a generic professional development intervention for internationalising the curriculum to suit local contexts	Workshop	Marion Troia	K.05.1	Oak Room	Saturday, 22 October, 4:30PM-5:30PM	This workshop presents a systematic approach used to adapt a generic professional development intervention for supporting faculty in three Schools. Participants will: 1. be presented with the generic programme 2. be shown profiles of three local learning environments of the three curriculum development teams 3. suggest how to adapt the generically designed intervention to the three environments 4. use the template devised for systematic adaptation to map a learning environment they are familiar with
70117	Developing and using rubrics to measure student learning outcomes	Workshop	Lenore J. Kinne	K.06.1	Juneau Room	Saturday, 22 October, 4:30PM-5:30PM	Although the difference between excellent and mediocre performance may be very clear in the professor's mind, these

							levels of performance must be operationally defined to conduct sound SOTL research. Higher level skills, such as critical thinking and in-depth analysis, are important, but more difficult to measure than factual knowledge. This workshop introduces various types of rubrics, and provides focused training on the development of analytic, task-specific rubrics to measure student learning outcomes.
72729	Hidden Dimensions: Exploring Disciplinary Understanding	Workshop	Marian McCarthy	K.07.1	Mitchell Room	Saturday, 22 October, 4:30PM-5:30PM	This workshop explores the conference thread of The Theoretical Perspectives and Principles of SoTL. It will examine how the Four Dimensions of Disciplinary Understanding (Wiske, 1998) of the Harvard Teaching for Understanding model can be used to critique disciplines and their signature pedagogies and to document and research pedagogy.
71456	Linking Course Activities to Student Learning Outcomes: A Formative Assessment	Workshop	George E. Smith	K.08.1	Walker Room	Saturday, 22 October, 4:30PM-5:30PM	Students often see little connection between course learning outcomes and course activities. This formative assessment workshop promotes a high-impact methodology designed to not only improve students' understanding and achievement of course learning outcomes, but to also impact students' approach to their entire education. Conference participants are encouraged to bring course syllabi for workshop activity. *Addresses

							conference's "Impact of SoTL" theme
72680	The MENTOR System: A Workshop on Empowering Learners	Workshop	David M. Hastings	K.09.1	MacArthur Room	Saturday, 22 October, 4:30PM-5:30PM	MENTOR – My Electronic Notebook for Tracking for Retention – is a process that empowers students, using D2L (Desire 2 Learn) and e-Portfolio technologies, to effectively examine, reflect, and modify their own skills and dispositions over the course of their own specialized field of study. Originally designed with music students in mind, this system has obvious applications for any discipline. Workshops participants will transfer and design MENTOR for their own students.
72382	Wikipedia and Academia, friends at last? Integrating wiki technology into the classroom through the Public Policy Initiative	Workshop	LiAnna Davis & Frank Schulenburg	K.10.1	Kilborn Room	Saturday, 22 October, 4:30PM-5:30PM	The Wikimedia Foundation, the nonprofit that supports Wikipedia, partnered with university professors to have them assign their students to edit Wikipedia as part of coursework in 45 classes during the 2010-2011 academic year. In this workshop, we will present results of research from this pilot project from participant interviews and surveys, including student learning objectives, motivations, and challenges. We will give participants a model for how they can include Wikipedia into their courses.
72726	Exploring Signature Pedagogies	Workshop	Aeron Haynie & Regan Gurung	K.11.1	Wright A Ballroom	Saturday, 22 October, 4:30PM-5:30PM	How well are we giving students opportunities to practice the core moves and values of our fields? As practitioners, we tend to take for granted the ways of thinking

							and doing in our chosen disciplines, but how successfully are we introducing students to what makes our fields unique? These questions will be at the heart of this workshop on Lee Shulman's concept of "signature pedagogies." After sharing some examples, we will discuss participants' disciplines' traditional pedagogies and then articulate ways of teaching that will more effectively help students practice their discipline's habits of mind, heart, and hand.
72561	Reducing the Distance in Distance Learning.	Workshop	Christine M. Colella & Dustin Shell	K.12.1	Regency Ballroom	Saturday, 22 October, 4:30PM-5:30PM	Role modeling is an invaluable part of teaching; however, relying on face-to-face interchange becomes problematic when the student is at a distance. This workshop will provide the opportunity to benefit from lessons learned by a team that successfully developed an interactive case study for online students. We will share tips, a template, and our enthusiasm to help you apply some of these ideas in your own courses.
70185	[Re] Shaping Professional Development: Models and Mapping a Faculty Resource Center	Workshop	Gerald Lee Ratliff	K.13.1	Pabst Room	Saturday, 22 October, 4:30PM-5:30PM	This participatory workshop session explores modeling and mapping approaches in institutional design strategies to implement a faculty development resource center. The workshop features a number of well-crafted strategies to consider in addressing individual perspectives related to the institutional role of faculty

							development. The workshop will focus on an institutional blueprint that addresses critical issues related to role-model design, campus engagement strategies and sample program activities that promote active and engaged faculty development initiatives.
72175	SoTL for Pre-service Teachers: Building a Foundation for Professional Development and Critically Reflective Practice	Workshop	Michele Pittard	K.14.1	Miller Room	Saturday, 22 October, 4:30PM-5:30PM	Based on the theory that SoTL equips pre-service teachers with a professional development foundation integral for on-going critical reflection, this workshop, which can be designed as a 90-minute or 2-hour session, is for teacher educators looking to ramp up their preparation programs by making student teaching experiences even more meaningful through SoTL. Participants, engaged in this interactive workshop, will learn not only the basics of mentoring student teachers through SoTL projects, but also how to implement SoTL theory and practice in their teacher preparation programs.
72697	SOTL Practices: An Orientation to Actual Issues in the Process of Scholarly Inquiry	Workshop	Carol Hostetter, Bernice Pescosolido, David Pace & Whitney Schlegel	K.15.1	Wright B Ballroom	Saturday, 22 October, 4:30PM-5:30PM	The Scholarship of Teaching and Learning can present challenges to individuals trained in disciplines that neither center on individuals nor traditionally have rewarded inquiry on teaching and learning. The workshop will enhance participants' understanding of the practices of SOTL. The interdisciplinary facilitators will break down critical steps in the conceptualization, design,

							analysis and dissemination of SOTL projects. The dialogue session will offer general and specific, theoretical and practical advice to members of the audience.
71168	Why University Students Don't Read: What Professors Can Do to Increase Compliance	Workshop	Mary E. Hoeft	K.16.1	Schlitz Room	Saturday, 22 October, 4:30PM-5:30PM	Professor Mary Hoeft conducted a three-tiered investigation of reading compliance among university students. In Stage 1, noncompliant students offered advice on what Hoeft could have done to increase compliance. In Stage 2, Hoeft followed their advice. In Stage 3, Hoeft's colleagues throughout the UW Colleges joined her and discovered that reading compliance increased significantly when professors followed student advice.
72594	The Tao of WOW: Creating 21st Century Learning Experiences for Generation Y	Workshop	Carolin D. Rekar Munro & Ingrid Kajzer Mitchell	K.17.1	MEIR	Saturday, 22 October, 4:30PM-5:30PM	The academic landscape is changing given the arrival of GenY (1981 – 2000)! Join us for an interactive session, based on SOTL research, which explores GenY's learning needs and expectations with the goal of enabling faculty to better design and facilitate learning experiences for this new wave of learners. We investigate the "wow factor" - the GenY demonstrative to express the ultimate learning experience, in particular attributes that will prepare them as working professional for the 21st century.
72721	Transforming Faculty Development Through SoTL in a First-Year Writing	Paper	Jessie Moore	M.01.1.	Wright C Ballroom	Sunday, 23 October, 9:00AM-10:30AM	Highlighting two SoTL projects conducted in a first-year writing program, a multi-section study of students' digital literacies and a

	Program					smaller study of student learning outcomes in an accelerated section of first-year writing, this presentation examines how SoTL research can supplement and extend other forms of faculty development for multi-section courses. The presenter also will share three key characteristics of SoTL projects that advance faculty development goals.
72457	From STEM (Science, Technology, Engineering and Math) to SoTL	Paper	Niamh Kelly, Susan Nesbit & Carolyn Oliver	M.01.2.	Wright C Ballroom	Sunday, 23 October, 9:00AM-10:30AM An engineer and a scientist present a qualitative description of the difficulties that they encountered in moving between intellectual disciplines. In a series of face-to-face and Weblog discussions, they identified that their transition included: a need to name, in order to understand, the 'journey'; new language, definitions, and epistemologies; shifting perspectives; emotional discomfort and personal exploration; time. This presentation will be of interest to those who are in transition and those who are mentoring them.
72769	Historians? perceptions of the research-teaching nexus	Paper	Lena Berggren	M.01.3.	Wright C Ballroom	Sunday, 23 October, 9:00AM-10:30AM This paper presents the results of an interview study with Swedish university teachers in history which focuses on their views on the research-teaching nexus. In the study, I pose questions on how research and teaching and the connection between them are perceived, but also more ontological and epistemological perspectives and issues are addressed. The

							research-teaching nexus is comprehended as a rather complex phenomenon and the interviews are conducted with an openness to the participants' own definitions.
72728	Self-Regulated Learning in Field-Based Settings: Strategies to Enhance Student Development in Professional Degree Programs	Paper	Anne E. James & Marijke Kehrhahn	M.02.1.	Oak Room	Sunday, 23 October, 9:00AM-10:30AM	Limited research has explored the process of students' learning in field-based settings, where learning activities and demands vary from those in traditional academic settings. Results of a qualitative study will be presented that described ways in which students in a field-based learning experience engaged in a complex self-regulated learning process, including integrated metacognitive and motivational learning strategies that were both contextually dependent and relevant. Application to both academic and field-based education will be discussed.
71545	Using action research to improve a peer learning program	Paper	Yvonne M. Hodgson, Robyn Benson & Charlotte Brack	M.02.2.	Oak Room	Sunday, 23 October, 9:00AM-10:30AM	This paper describes how action research was used to improve a peer-assisted learning program (PAL) in a professional course over three cycles. Modification to the PAL task and an increase in student support were key factors in the success of the PAL program. This paper demonstrates the value of PAL in a professional course and the importance and role of action research as a transformative approach to implementing the scholarship of teaching and learning.

71411	Reducing Social-Comparison Concern in a Small-Group Peer-Led Environment	Paper	Marina Micari	M.02.3.	Oak Room	Sunday, 23 October, 9:00AM-10:30AM	This paper presents results of a quasi-experimental study designed to reduce social-comparison concern among undergraduates in a small-group study program. Students received one of two interventions: one designed to improve confidence, and another designed to improve study skills. A third group acted as a control. Results indicate that students in the "confidence" group became less concerned about social comparison over the term, as compared to the control. This was not true for the "study-skills" group.
72815	Student-led Photovoice Research as a High Impact SoTL Practice and Action Tool	Paper	Paul Van Auken & Various Undergraduate Student Researchers	M.03.1.	Juneau Room	Sunday, 23 October, 9:00AM-10:30AM	Undergraduate students in the Sociology Club at University of Wisconsin Oshkosh will describe their multi-year research and action project about persistent racial disparities on campus. Their primary method is "photovoice": asking students of color to take photographs representing various aspects of their identities and experiences, and then interviews them. This seems to have potential not only as a high impact SoTL practice, but also to help make a tangible, positive impact on campus life.
71516	The Impact of Learning Space on Teaching Behaviors	Paper	Theresa A. Beery & Dustin S. Shell	M.03.2.	Juneau Room	Sunday, 23 October, 9:00AM-10:30AM	Little is known to support the notion that changing physical space has any impact on student learning. A panel of expert teachers viewed 20 minute segments of video recordings and described teaching behaviors in traditional

							and collaborative classrooms. Data will be analyzed for recurring themes and then quantitized for statistical analysis. We will develop and report our meta-inference comparing classroom teaching behaviors in traditional and collaborative classrooms.
72571	The Use of a Final Research Proposal as an Assessment of Cumulative Learning: A Comparison of Scaffolding Versus Non-Scaffolding Provided Assignments	Paper	Risa Stein, Katherine Nicolai & Renee Michael	M.03.3.	Juneau Room	Sunday, 23 October, 9:00AM-10:30AM	This paper involves the examination of a senior capstone research proposal as a means to assess cumulative undergraduate research knowledge. Classes in which students were provided significant feedback and opportunity for rewriting APA style paper sections (scaffolding) prior to turning in an overall product were compared to final proposals in the same course where feedback and rewriting opportunities were very limited (non-scaffolding).
72739	Reform in the First Person: Self-Study of Teaching	Paper	Lesley M. Smith & Anastasia Samaras	M.04.1	Kilborn Room	Sunday, 23 October, 9:00AM-10:30AM	As educators undertake a pedagogical inquiry to improve their teaching and students' learning, a commitment to the innovative methodology of self-study of teaching immerses them in the critical examination of their own beliefs and actions. This paper presents the first year's results from a 12-member, multi-semester research project on the application of self-study of teaching to higher education, in which participants represent nine disciplines, and all faculty roles, from part-time instructor to

							full professor.
72664	A Critical Geographic Approach to SoTL: Practicing SoTL in a World Regional Geography Course	Paper	Kristin M. Sziarto, Linda McCarthy & Nick Padilla	M.04.2.	Kilborn Room	Sunday, 23 October, 9:00AM-10:30AM	This paper will present research on a SoTL project conducted in a world regional geography course. The paper will address how our classroom practices shaped our turn to SoTL, and theorize how our SoTL practice has been informed by critical geographic approaches. We will report on changes in students' writing about a contemporary regional geographic question –Turkey's application for admission to the European Union—from semesters before and after the course redesign.
72099	Using College Lesson Study to introduce discovery and real-life problem solving skills	Paper	Kirithi Premadasa, Paul Martin, Clare Hemenway & Kavita Bhatia	M.04.3.	Kilborn Room	Sunday, 23 October, 9:00AM-10:30AM	Four lesson Studies conducted for different levels of students in two countries showcase how the careful team planning of the lessons allows students to enhance their discovery and real life problem solving skills. In the first two lesson studies, students rediscovered the formal definition of the limit and the arc length formula and the other two gave a chance for students to model the SARS epidemic and find the best method to pay off credit cards.
71586	Expanding SOTL: addressing the contextual conditions shaping teaching and learning in higher education	Paper	Kerry Dobbins	M.05.1	Pabst Room	Sunday, 23 October, 9:00AM-10:30AM	There are arguments that the impact of SOTL in HE is limited because it does not take account of the socio-economic context in which universities have to operate. This presentation will explore the fundamental changes currently occurring in the HE system in England and argue that the

							future development of SOTL, and indeed its very survival, depends on the broader contextual conditions not only being recognised but subject to SOTL based inquiry and critique themselves.
72100	SoTL as part of institutional strategic plan	Paper	Steven A. Freeman, Steven K. Mickelson & Ann Marie VanDerZanden	M.05.2.	Pabst Room	Sunday, 23 October, 9:00AM-10:30AM	This presentation will discuss the ongoing efforts of Iowa State University (ISU) to promote SoTL via ISU's promotion and tenure policies based on Boyer's expanded definition of scholarship. SoTL work by ISU faculty has been included as one of the measures in ISU's 2010-2015 strategic plan. We will focus on the number and types of SoTL work included in faculty promotion and tenure portfolios submitted during the 2010-2011 academic year.
71433	A Stimulus for Change? The impact of SoTL work at University College Dublin	Paper	Sara O'Sullivan, Niamh Moore & Elizabeth Noonan	M.05.3.	Pabst Room	Sunday, 23 October, 9:00AM-10:30AM	This paper explores the impact of SoTL work on teaching and learning policy at a research intensive Irish university. The contribution of SoTL work to an institution wide transformational agenda will be considered. The paper will critically reflect on the success of efforts to use SoTL work to affect policy change, and the roles played by academics, senior managers and administrators in this process.
72691	Composition, Literature, and Impossible Scholarship	Paper	Patricia Donahue & Mariolina Rizzi Salvatori	M.06.1	Wright B Ballroom	Sunday, 23 October, 9:00AM-10:30AM	Two Carnegie Scholars will reflect on the emergence, cultivation, and apparent decline of SOTL work in composition studies. They will examine this decline in relation to the disappearance of "the student"

							as an object of scholarly inquiry. They will consider the issues at stake for composition and English Studies as a whole if pedagogical scholarship becomes "impossible scholarship."
70872	After Standards: Engaging and Embedding History's National Standards using International Best Practice to Inform Curriculum Renewal	Paper	Sean S. Brawley, Chris F. Dixon, Jennifer Clark, Lisa Ford & Shawn Ross	M.06.2.	Wright B Ballroom	Sunday, 23 October, 9:00AM-10:30AM	This paper is drawn from a project currently being funded by the Australian Learning and Teaching Council and involving every history department. In 2010 National Standards for History were endorsed. Informed by a rationale that sees bottom-up, self-organised, and internationalised collaboration as the key to securing meaningful/sustainable change, the project seeks to model and evaluate how a discipline successfully engages with a compliance/audit environment and how this engagement can provide an opportunity to engage with best practice in T&L.
72748	"The Transformative Impact of SOTL on Oral Communication Pedagogy: a Case Study"	Paper	Liana J. Odracic	M.06.3.	Wright B Ballroom	Sunday, 23 October, 9:00AM-10:30AM	In this presentation I share the results of a SOTL study I conducted in "English 201: Strategies for Academic Writing," an intermediate Composition course at the University of Wisconsin-Milwaukee. Working in tandem with our university's recent initiative to further refine and articulate our institution's GER requirements, I re-designed how I taught the "oral communication" component of this intermediate writing course

							with an eye toward making my teaching of oral communication--as well as my students' effective learning of this skill--more visible.
72113	High Impact Practice as Transformative Pedagogy	Panel	Susan M. Wolfgram, Glenda Jones, Suejung Han & Jeffrey Sweat	M.07.1	Miller Room	Sunday, 23 October, 9:00AM-10:30AM	The Association of American Colleges and Universities identified promising high impact practices (HIPS) that facilitate learning in all students (Swaner & Brownell, 2008). These practices include learning communities, service-learning, undergraduate research, first-year seminars, and capstone courses and projects (Kinzie, Gonyea, Shoup, & Kuh, 2008). This panel presentation across disciplines addresses how the practice of high impact teaching in and out of the classroom inspire SOTL inquiries, and conversely, how these inquiries inspire and transform our teaching practices.
72666	Pedagogic research: approaches and impacts	Workshop	Pollyanna Magne & Priska Schoenborn	M.08.1	Usinger Room	Sunday, 23 October, 9:00AM-10:30AM	This workshop will introduce participants to a range of approaches used at the University of Plymouth (UK) to engage academic staff in the Scholarship of Teaching and Learning. Participants will be asked to critique these approaches and identify strategies to measure the impacts. They will then be invited to develop their own ideas for Pedagogical Research projects and reflect on how these might be conducted within their institutions.

72381	Using ePortfolio to Enhance Student Learning in a Comprehensive Communication Program	Panel	Rhonda Sprague, Steve Hill, Mark Tolstedt & Chang Wan Woo	M.09.1	MEIR	Sunday, 23 October, 9:00AM-10:30AM	As part of a multi-disciplinary grant team, four faculty members in the Division of Communication at the University of Wisconsin – Stevens Point have been investigating the utility of the ePortfolio option in Desire2Learn to promote student learning and assist with program assessment. Pilot tests were conducted in introductory, intermediate, and advanced courses. Student opinions about the ePortfolio will drive this presentation. Utility of the ePortfolio for program assessment also will be discussed.
71459	Transforming the Academy through Learning Cycle Lesson Plans	Workshop	Michael W. Kolis, Robert Stow, Emily Krusack, Angie Stombaugh & Gail Hanson Brenner	M.10.1.	Mitchell Room	Sunday, 23 October, 9:00AM-10:30AM	This session will provide participants an instructional design opportunity to convert a traditional university lesson into a “learning cycle” 5 E’s model. While the 5 E’s model (Engage, Explore, Explain, Elaborate and Evaluate) was designed specifically for science classrooms, a modified version will be presented that can be adapted for any higher education classroom. Learning cycle lesson plans are grounded in learning theory, which will provide the context for model integration and application.
71541	I cannot believe my instructor expects me to do this: Methods for your classroom to promote clarity related to hopes and expectations	Workshop	Laura J. Schmidt & Julie Peterson	M.11.1	Schlitz Room	Sunday, 23 October, 9:00AM-10:30AM	Faculty at the University of Wisconsin-Stout will discuss methods from a 2010-11 multidisciplinary project studying the impact of improved communication of expectations on student motivation,

							metacognition, and the learning environment. A “how-to” guide will be provided to participants, including all tools and samples used during the workshop. Participants will be asked to reflect and begin exploring implementation of the techniques into their own courses. Results of the project will also be shared.
71532	Effective Practices in SOTL Professional Development: Creating and Supporting a Collaborative Faculty Community for Classroom Research	Panel	Rachel G. Ragland, John Ottenhoff & Dan Bernstein	M.12.1	Wright A Ballroom	Sunday, 23 October, 9:00AM-10:30AM	This session presents effective practices for supporting faculty in SOTL projects that emerged from a learning community engaged in classroom inquiry. Classroom-based projects were conducted collaboratively by faculty from the Associated Colleges of the Midwest. Metacognition – thinking about one’s own learning – served as the unifying framework for this “Collegium on Student Learning.” Useful insights and strategies for supporting faculty who are new to SOTL and for about cross-disciplinary and inter-institutional collaboration will be shared.
72698	Learning Ways of Thinking	Panel	M. Qasim Syed, Lee E. Wertzler & Ron MacDonald	M.13.1	MacArthur Room	Sunday, 23 October, 9:00AM-10:30AM	Three Teaching and Learning Scholars (a physicist, a journalist, and a psychologist) from Mount Royal University will describe their efforts to assist first-year university students to think more effectively. The physicist tried to move his students away from over-reliance on formulas to physicist-like thinking in problem-solving. The journalist

							sought critical thinking about journalism in online discussion. The psychologist invited students to provide themselves with evidence of change in their own learning. Results were instructively mixed. (75 words)
71536	Formative Evaluation in the General Education Curriculum	Panel	James D. Robinson, Teresa Coronado & Theresa Castor	M.14.1	Walker Room	Sunday, 23 October, 9:00AM-10:30AM	This session describes the findings of the data and lessons learned through the implementation of two University of Wisconsin OPID Undergraduate Teaching and Learning Grants to apply formative evaluation in General Education courses. This project has involved a dozen faculty participants representing nine disciplines from the Humanities, Social Sciences, and Natural Sciences. Our presentation addresses the systematic use of online pre-, formative, and post-assessment instruments with specific attention to student learning and General Education.
72216	What's Evidence Got To Do With It?: Exploring tensions around the nature of evidence in studying practice across disciplines	Pre-Conf Workshop	Kenneth J. Fasching-Varner, Sara Collas, Lisa K. King, Rachel Poulsen, Donna Vukelich-Selva, Kristine Mickelson & Dean Pribbenow	PC.01	Wright B Ballroom	Thursday, 20 October, 8:30AM-11:30AM	This interactive workshop will trouble what "counts" as evidence from Humanities, Social Science, & Integrative Studies perspectives. Our question derives from the facilitators' 18-month learning community project, Engaged Fellows, where the facilitators have explored the disciplinary friction of "what counts as evidence?" The session explores the following tensions: 1) how SoTL project design is

							influenced by disciplinary perspectives, 2) what counts as evidence, and 3) how research is analyzed and interpreted based on disciplinary thinking.
71737	Uncovering Tacit Knowledge and Assessing Students? Conceptual Mastery: How can Decoding the Disciplines Bridge Teaching and Research?	Pre-Conf Workshop	Joan Middendorf, Arlene Diaz, David Pace & Leah Shopkow	PC.02	Wright A Ballroom	Thursday, 20 October, 8:30AM-11:30AM	Decoding the Disciplines allows faculty to identify disciplinary assumptions and types of thinking that create "bottlenecks to learning." Participants in this cross-disciplinary workshop will view videotapes of and learn to conduct decoding interviews, the key step in unlocking tacit knowledge. Having learned to decode the expert thinking, participants will explore assessment techniques that can show whether students have mastered the important skills and concepts needed to succeed in their disciplines.
71707	Accelerating SoTL through academic leadership	Pre-Conf Workshop	Katarina Mårtensson & Torgny Roxå	PC.03	Wright C Ballroom	Thursday, 20 October, 8:30AM-11:30AM	Higher education has undergone major changes over the past decades, calling for universities to develop teaching and learning. The SoTL-movement has mainly focused on individual teachers. Yet, some issues are of such complexity that they reach beyond the mandate of any single academic teacher and calls for attention also to leadership. Recently we studied the influence of leadership and academic micro-cultures in which academics live their professional lives (Roxå & Mårtensson 2011). This pre-conference workshop explores this influence on the SoTL-work of individual

							academics.
				PC.03.1			
72634	Using Lesson Study to Investigate Teaching & Learning	Pre-Conf Workshop	William Cerbin	PC.04	Wright A Ballroom	Thursday, 20 October, 12:30PM-2:30PM	This is a training workshop on how to do lesson study. Lesson study is a type of classroom inquiry in which several instructors jointly design, teach, observe, analyze and revise a single class lesson. The object of the study is to better understand how students learn what we try to teach them. Participants will explore lesson study practices, engage in lesson study exercises and discuss how to carry out lesson studies in your own classes.
72725	Tell Me a Story: Using Digital Reflections to Achieve Essential Learning Outcomes	Pre-Conf Workshop	Amy L .Mangrich & Rachel Baum	PC.05	Wright B Ballroom	Thursday, 20 October, 12:30PM-2:30PM	Instructors from multiple disciplines will describe their success in implementing a SOTL project focusing on the significance of digital reflection in the achievement of student learning outcomes. Specifically, the project involves progressive student reflection activities using ePortfolios which culminate in a multimedia digital storytelling project. Panelists will also provide evidence of the impact on student learning through sample ePortfolios and digital storytelling projects created by students.
72131	Using the "Publishing Hook" to Engage Faculty in Scholarly Teaching	Pre-Conf Workshop	Ludwika A. Goodson, Stella C. Batagiannis, Michael Bendele, Gail Rathbun & Yvonne Zubovic	PC.06	Wright C Ballroom	Thursday, 20 October, 12:30PM-2:30PM	Members of a SoTL work group offer this workshop as a blueprint for other centers and developers to implement in addressing certain pre-conceptions about SoTL work. We show how to use

							publication as the “hook” to get people interested in the scholarly teaching process. Activities include a review of what journals consider when evaluating manuscripts, a critique of sample manuscripts, completion of a SoTL project worksheet, and discussion of venues for publishing.
70777	Moments of Disconnect, Times of Choice, and Claiming Common Ground: Strategies for Using SOTL to Align Faculty and Institutional Priorities	Pre-Conf Workshop	Donna K. Duffy & Clea Andreadis	PC.07	Mitchell Room	Thursday, 20 October, 12:30PM-2:30PM	Moments of disconnect between faculty and administrators can emerge in discussions about student learning but are often ignored. However, such moments are also times of choice when a group can decide to investigate reasons for disconnects and find ways to claim common ground. This interactive session will focus on practical strategies for using SOTL as a pathway for aligning faculty and institutional priorities and will encourage participants to connect ideas to their own institutional settings.
			break	PC.07.1			
72611	A Chorus of Student Voices in SoTL: Researching with (not preaching to) the Choir	Pre-Conf Workshop	Peter Felten, Stephen Bloch Schulman, Maggie Castor, Scott Simkins, Karen Hornsby, Carmen Werder, Tyler Baxter, Kara Yanagida, Catherine Bovill & Alison Cook-Sather	PC.08	Wright A Ballroom	Thursday, 20 October, 3:00PM-5:00PM	This workshop will explore structures, practices, and theories for partnering with students in the scholarship of teaching and learning. We will highlight features of our co-inquiry programs addressing four themes: • Sustaining Structures • Communication Practices • Research Methods • Going Public as Partners Participants will have an opportunity to identify and apply

							emergent principles from this work to their own institutional contexts, including suggesting future directions and promising practices for SoTL partnerships with students.
71470	Designing Metacognitive Strategies for Student Learning across Disciplines	Pre-Conf Workshop	Rachel G. Ragland, Diane Angell, Kristin Bonnie, Steve Singleton, David Thompson & Kent McWilliams	PC.09	Wright B Ballroom	Thursday, 20 October, 3:00PM-5:00PM	This workshop will engage audience members in designing activities for classroom inquiry around a common theme of metacognition (thinking about one's own learning strategies) that served as the unifying framework for SOTL projects across a range of disciplines at 12 institutions. Following sharing of brief descriptions of activities that were inspired by the desire to incorporate and investigate strategies for metacognition, audience members will engage in shared reflection and project design facilitated by faculty presenters.
72705	SOTL research to green the curriculum: Faculty collaborations to address sustainability? unfinished business?	Pre-Conf Workshop	Kevin Kecskes, Leslie McBride, John Reuter & Jeanne Enders	PC.10	Wright C Ballroom	Thursday, 20 October, 3:00PM-5:00PM	Although universities have been successful in "greening" campus operations, they have made less progress in creating curricular opportunities that truly engage students in learning "as" sustainability. This interactive session will describe SOTL research conducted by faculty developers that identified persistent challenges inherent in sustainability courses, share a faculty learning community approach used to address its key findings, and present information about how this SOTL approach has positively impacted sustainability

							curriculum development and course delivery.
			mntf interest group	PC.10.1			