

<b>Pre Conference Institutes</b>		
<b>Session Time Frame</b>	<b>Title</b>	<b>Presenters</b>
8:30- 11:30	<p><b>What's Evidence Got to Do With It? Exploring Tensions around the nature of evidence in studying practice across disciplines</b></p> <p>This interactive workshop will trouble what “counts” as evidence from Humanities, Social Science, &amp; 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.</p>	<p>Kenneth J. Fasching-Varner, Sara Collas, Lisa K. King, Rachel Poulsen, Donna Vukelich-Selva, Kristine Mickelson &amp; Dean Pribbenow</p> <p>Edgewood College</p>
8:30- 11:30	<p><b>Uncovering Tacit Knowledge and Assessing Students? Conceptual Mastery: How can Decoding the Disciplines Bridge Teaching and Research?</b></p> <p>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.</p>	<p>Joan Middendorf, Arlene Diaz, David Pace &amp; Leah Shopkow</p> <p>Indiana University</p>
8:30- 11:30	<p><b>Accelerating SoTL Through Academic Leadership</b></p> <p>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 &amp; Mårtensson 2011). This pre-conference workshop explores this influence on the SoTL-work of individual academics.</p>	<p>Katarina Mårtensson &amp; Torgny Roxå</p> <p>Lund University</p>
12:30-2:30	<b>Using Lesson Study to Investigate Teaching and</b>	William Cerbin

	<p><b>Learning</b>  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.</p>	University of WI-La Crosse
12:30- 2:30	<p><b>Tell me a story : Using Digital Reflections to Achieve Essential Learning Outcomes</b></p> <p>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. During the workshop presenters will provide evidence of the impact on student learning through sample ePortfolios and digital storytelling projects created by students, followed by interactive discussion.</p>	<p>Amy L .Mangrich &amp; Rachel Baum</p> <p>University of WI-Milwaukee</p>
12:30- 2:30	<p><b>Using the Publishing Hook to Engage Faculty in Scholarly Teaching</b></p> <p>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.</p>	<p>Ludwika A. Goodson, Stella C. Batagiannis, Michael Bendele, Gail Rathbun &amp; Yvonne Zubovic</p> <p>Indiana University, Purdue University, Fort Wayne</p>
12:30-2:30	<p><b>Moments of Disconnect, Times of Choice and Claiming Common Ground: Strategies for Using SoTL to Align Faculty and Institutional Priorities</b></p> <p>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 workshop 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.</p>	<p>Donna K. Duffy &amp; Clea Andreadis</p> <p>Middlesex Community College</p>

<p>12:30- 4:30</p>	<p><b>Pre-conference Workshop on Doctoral Learning and Supervision</b></p> <p>In this 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.</p> <p>The workshop begins by investigating doctoral students' journeys towards their doctorate and towards doctorateness (Trafford &amp; Leshem 2008). Participants will identify obstacles to student learning and development and relate these to different supervisor actions, and suggest further analysis and remedies. Supervisor activities will be mapped by the participants and related to Lee's (2008) empirically underpinned categorization of approaches to supervision.</p> <p>Each theme of the workshop departs from the participants' experiences and is followed by appropriate theory and our observations from previous workshops. The participants will have the opportunity to compare and contrast practices for doctoral education and supervision between countries.</p>	<p>Anders Ahlberg and Anders Sonesson,  Lund University, Sweden</p>
<p>3:00- 5:00</p>	<p><b>A Chorus of Student Voices in SoTL: Researching With (not preaching to) the Choir</b></p> <p>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.</p>	<p>Peter Felten, Stephen Bloch Schulman, Maggie Castor, Scott Simkins, Karen Hornsby, Carmen Werder, Tyler Baxter, Kara Yanagida, Catherine Bovill &amp; Alison Cook-Sather  Elon University,</p>
<p>3:00- 5:00</p>	<p><b>Designing Metacognitive Strategies for Student Learning across Disciplines</b></p> <p>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</p>	<p>Rachel G. Ragland, Diane Angell, Kristin Bonnie, Steve Singleton, David Thompson &amp; Kent McWilliams  Lake Forest College,</p>

	<p>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.</p>	
<p>3:00- 5:00</p>	<p><b>SoTL Research to green the curriculum: Faculty collaborations to address sustainability?s ?unfinished business</b></p> <p>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 workshop 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.</p>	<p>Kevin Kecskes &amp; Leslie McBride</p> <p>Portland State University</p>