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ISSOTL 2010 *Save the Date!* .................................................................................................. back cover
October 1, 2009

It is my pleasure to welcome you, the members of the International Society for the Scholarship of Teaching and Learning, to Indiana University and to Bloomington. I am especially pleased to have many of you return to the site of ISSOTL’s inaugural conference in 2004. I hope that you will find some of the same energy and synergy that people experienced at that first meeting five years ago.

The scholarship of teaching and learning is becoming an increasingly recognized and valued practice across the spectrum of tertiary educational institutions and within a wide array of disciplines. Indiana University was among the first research universities to embrace the potential of this scholarship. Since 1998, when we held our first campus colloquium on the scholarship of teaching and learning, we have seen scores of research faculty from across this campus take up systematic and thoughtful study of what matters to them in their own teaching and in their students’ learning. They have presented research at this institution and on other campuses and at a variety of disciplinary conferences. They have published articles, books, and constructed websites dedicated to the improvement of teaching and learning in history, sociology, biology, anthropology, folklore, environmental sustainability, biochemistry, and journalism. Our distinguished School of Education has been involved, as indeed the whole campus has. As my predecessor, IU Bloomington Chancellor Kenneth R. R. Gros Louis, asked on the occasion of the first ISSOTL conference, “What other research could be more central to the mission of any institution of higher education than the study of how each unit can more effectively teach its students? And what kind of research across the institution could be of more interest to students, parents, trustees and other constituencies?”

We are keenly aware that teaching students effectively is a complex enterprise. As the papers to be presented at this conference indicate, we need to understand who our students are, what circumstances and expectations they bring with them. We need to be clear about our own goals for the learning of our subject matter. We need to know how best to organize the learning environment and how best to tap the capacities of the human mind.

Faculty must always remain at the heart of educational decision-making, and they will make the wisest decisions if they are armed with not only knowledge of their fields but also knowledge of their students and the processes of learning. Indiana University is pleased to have so many faculty, professional staff, and graduate students participating in this conference and proud to have contributed three of the first five presidents of ISSOTL. We are delighted to be hosting scholars from other institutions who are participating in this conference. All of you are engaged in an important development in education. Again, I am happy to extend a warm welcome from Indiana University and to offer my very best wishes for an exciting and productive conference.

Karen Hanson
Bloomington Provost and Executive Vice President
Indiana University

Bryan Hall 100
107 South Indiana Avenue
Bloomington, Indiana
47405-7000

812-855-5011
Fax: 812-855-1871
October 10, 2009

Welcome ISSOTL09 conferees!

Welcome to Bloomington for the sixth conference of the International Society of the Scholarship of Teaching and Learning. It's great to have ISSOTL “back home again” in the Indiana heartland, as the saying here goes.

This year's conference theme of “Solid Foundations, Emerging Knowledge, Shared Futures” spreads a broad canvas for our four days of discussions about what we know and what we have yet to know about teaching for learning. The keynote and plenary session topics chosen by Voldevar Tomusk, Richard Baraniuk, Tai Peseta, and Craig Nelson are sure to provide color and perspective on those three, mutually informing themes.

You are among 600 delegates from nearly every discipline and coming to Indiana from about 500 campuses and institutions in a dozen countries. Clearly, there is networking to be done and news to bring home! This sixth conference of the International Society should enhance your work in the scholarship of teaching and learning with:

- **Time** to focus, including through topic discussions you can call over breakfast each day
- **Access** to 365 panels, single papers, posters, workshops, and roundtables
- **Identification** of the most compelling and current questions, inquiry methods, and literature reviews in SOTL by conference contributors
- **Critique** by other scholars that will help you refine your ideas
- **Networking** opportunities across diverse institutions, disciplines, and nations with others who understand teaching to be serious intellectual work
- **Leadership** roles, including volunteering for an ISSOTL committee, writing a review of sessions for ISSOTL’s International Commons newsletter or another publication, joining or founding an Interest Group, and taking ideas back to your campus and your discipline’s meetings.

The Carnegie Foundation for the Advancement of Teaching again generously sponsors the ISSOTL Commons, a gathering and work space that will be open throughout the conference for refreshments and meetings. Exhibits and resource exchanges will be on hand in the Commons throughout the conference. Make this space your own!

Many thanks to Goshen College and its Center for Intercultural Teaching and Learning for providing essential partnering sponsorship with host Indiana University this year. All of our sponsors and exhibitors provide essential energy and breadth to the conference experience. And of course, the work of preparing a large international convening could not be done without the organizing committee members and many other helping hands. Thanks to them for their wisdom and commitment.

Thanks to you, too, in advance, for adding your voice this compelling gathering of idea makers.

Enjoy!

Jennifer Meta Robinson
ISSOTL President and 2009 Conference Chair
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The INTERNATIONAL SOCIETY FOR THE SCHOLARSHIP OF TEACHING & LEARNING (ISSOTL) serves faculty members, staff, and students who care about teaching and learning as serious intellectual work. The goal of the Society is to foster inquiry and disseminate findings about what improves and articulates post-secondary learning and teaching. ISSOTL is organized to

- Recognize and encourage scholarly work on teaching and learning in each discipline, within other scholarly societies, and across educational levels
- Promote cross-disciplinary conversation to create synergy and prompt new lines of inquiry
- Facilitate the collaboration of scholars in different countries and the flow of new findings and applications across national boundaries
- Encourage the integration of discovery, learning and public engagement
- Advocate for support, review, recognition, and appropriate uses of the scholarship of teaching and learning.

MEMBERSHIP PRIVILEGES
ISSOTL membership is open to all. Membership categories include administrator/faculty/staff, retired faculty/staff, part-time faculty/staff, and student. For current membership fees and benefits, see www.issotl.org.

Membership benefits include

- Participation and community in ISSOTL
- Voting rights in organizational business, including the election of officers
- Subscription to The International Commons, ISSOTL's online newsletter
- Discounts on ISSOTL conference fees
- Opportunities to join the growing list of ISSOTL Interest Groups or start a new one
- Interactions and collaborations with an international scholarly community
- Opportunity to shape an exciting international organization
- Advance notices of ISSOTL activities and conferences
- Access to the Scholarship of Teaching and Learning Database
- Discounts of 15%-40% on related journals and books. For a current list, see www.issotl.org

GET INVOLVED

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

ISSOTL CONFERENCES AROUND THE WORLD

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

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

2006: "Making a Greater Difference: Connecting to Transformational Agendas" in Washington, DC, USA (November 9-12)

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

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

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


2011: Milwaukee, WI, USA (October)

2012: Australasia

2013: USA

2014: Australasia, Canada, Europe, and other regions of ISSOTL membership
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<td>Patricia Jarvis</td>
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<td>Colin Johnson</td>
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<td>Piera Jung</td>
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<td>Stephen Krau</td>
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<td>Thomas Leahey</td>
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<td>Philippa Levy</td>
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<td>Greg Light</td>
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<td>Alice MacPherson</td>
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<td>Kathleen McKinney</td>
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<td>Rebecca Nowacek</td>
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<td>Patricia Owen-Smith</td>
<td>Oxford College of Emory University (USA)</td>
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<td>Ross Peterson-Veatch</td>
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<td>Rebecca Pope-Ruark</td>
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<td>Linda Price</td>
<td>The Open University (UK)</td>
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<td>David Reichard</td>
<td>California State University, Monterey Bay (USA)</td>
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<td>Anothony Rosie</td>
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<td>Victoria Salmon</td>
<td>Graduate Programs (USA)</td>
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<td>Nicola Simmons</td>
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<td>Indiana University-Purdue University Indianapolis (USA)</td>
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<td>John Telesford</td>
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<td>Elaine Van Melle</td>
<td>Queen’s University (Canada)</td>
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<td>Susan Warner</td>
<td>Cedarville University (USA)</td>
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<td>Shrinika Weerakoon</td>
<td>Indiana University-Purdue (USA)</td>
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ISSOTL Interest Groups

ISSOTL members may organize within the Society around shared interests such as discipline, pedagogy under study, nationality, region of residence, educational status, and institutional type. The Society particularly encourages Interest Groups with international membership and non-traditional groupings based on research interests.

Interest Groups offer their members the opportunity to exchange information and ideas on specific topics related to scholarship of teaching and learning. Interest Groups may propose symposia, forums, workshops, or special events at the annual conference. Among other activities, they may contribute articles to the ISSOTL newsletter and propose position and policy statements for consideration by the Board of Directors. Interest Groups must maintain a minimum of ten ISSOTL members in good standing.

CURRENT ISSOTL INTEREST GROUPS

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

Multi-National Teaching Fellows. Are you a national teaching fellow or an institutional teaching award winner interested to exchange experiences and explore collaborative scholarship opportunities with international colleagues pertaining to issues of innovative educational leadership, curriculum, teaching and/or learning practices in high education? If so, please feel welcome to join members of this ISSOTL Interest Group. Although this interest group will take up matters of importance to national and institutional award winners, all ISSOTL members are welcome to join this group (per the ISSOTL interest group inclusiveness policy). If you would like to get involved, please contact Harry Hubball at The University of British Columbia at harry.hubball@ubc.ca.

Problem-Based Learning. Problem-based learning (PBL) is an active learning pedagogy in which students collaborate in groups to solve complex problems. We wish to start an interest group within ISSOTL for those who are interested in problem-based learning. If interested, please contact Ellen Lynch (University of Cincinnati) at ellen.lynch@uc.edu or Susan Polich (Virginia Commonwealth University) at smpolich@vcu.edu.

Sociology. Are you a sociologist interested in SOTL? Would you like to join a group of other sociologists for SOTL networking? If so, please send your name, institution/organization, and email address to Kathleen McKinney at kmckinne@ilstu.edu, and indicate you are responding to this announcement and whether you are a member of ISSOTL and/or ASA.

Students as Co-Inquirers. Are you a faculty/ staff member who is interested in partnering with students on SOTL inquiry projects? OR are you a student who is interested in partnering with faculty/staff on SOTL inquiry projects? Then join us in creating a cross-disciplinary, international community of SOTL scholars dedicated to tapping into students’ expertise on teaching and learning, sharing promising practices for co-inquiry with students, exploring the many positive outcomes of this work and amplifying student voices within the international society. If you are interested, please send your name and affiliation to Carmen Werder at Carmen.Werder@wwu.edu & Megan Otis at Megan.Otis@wwu.edu at Western Washington University.

Student Engagement. This ISSOTL Interest Group on Student Engagement serves as an international, interdisciplinary network for ISSOTL members who are committed to pursuing SOTL projects on the topic of student engagement. This group offers opportunities for dialogue, encourage and promote scholarly research on the topic, and provide support to ISSOTL members interested in student engagement. If you are interested in joining us, please contact Chris Garrett at cgarrett@okcu.edu.

MEMBERS SEEKING MEMBERS TO FORM ISSOTL INTEREST GROUPS

Geography, Earth, or Environmental Sciences/Studies. Contact Paul Wright at paul.wright@solent.ac.uk.
Liberal Arts Colleges. Contact Cynthia Van Gilder cvangild@stmarys-ca.edu.
Suggesting that learning is no simple matter sounds less than trivial. Rare indeed are the individuals who in our days have the courage to demonstrate their lack of understanding to the extent that they would openly argue that learning is a simple matter. This, however, does not prevent many, including policy makers and academic policy analysts behaving contrary to that view, reducing learning in their proposed policies and actions implicitly to something considerably less than is should be. Economic development is the most common agenda to which learning is being reduced, but achieving social mobility or just protecting the interests of certain political or professional groups also find their places among the agendas that limit our appreciation of the full value of learning – as the ultimate determinant of our existence. Recent developments in European higher education policy offer many interesting examples to be discussed here. The threat some of the expressed positions present count for nothing short of reducing humans to something less than we are – for example to machines of production or consumption. I emphatically argue that it is the highest imperative not to allow closing the discourse of learning at the point of producing material goods.

To allow keeping the discourse of learning open some conceptual work is to be done. My own point here would be to argue that both teaching and research are to be seen as learning. While I do understand perfectly well that this contradicts with the interests of many academic colleagues who fight for the access to research resources as a right the academic profession naturally entails, I also believe that the small victory such a struggle might bring eventually threatens something so much more important.

My view on learning comes from the understanding cognitive psychology offers to the effect that there is no evolutionary reason for humans to be as intelligent as they are. Fundamentally, what makes us human is something extra, something which our survival as biological organisms does not require. It is no secret that our intelligence makes ourselves the greatest threat we have. With this extra capacity we learn – we create, maintain and share the world. Learning, as I see it, is active – it is about constructing the world out what we and the others have found out there, sharing that world and handing it over to the next generation. It matters little here whether by doing so we are labeled students, professors, administrators or something else. The moral commitment of learning reaches well beyond any such limitations. Learning seen in such a manner is democratic. This democracy, however, stands in a tension with the politics of this world as well as the hierarchies of the academic profession. Coming back to my starting point – the imperative of our irreducible humanity constitutes the primary reason why I think that we should make an extra effort keeping the discourse of learning open. Because if we do not do that we volunteer for a slavery or worse. It matters little that we are being taken hostage first and foremost by our own thoughts.

Voldemar Tomusk is the Director for Policy and Evaluation of Open Society Institute's Higher Education Support Program (HESP), based in London, UK. He holds a doctoral degree in Social Sciences in Sociology of Education from the University of Turku, Finland and a postgraduate certificate in European Studies from the Central European University, Prague. Prior to joining Open Society Foundation in 1995 he served as head of the Higher Education Division and acting director of Higher Education and Research in the Estonian Ministry of Education. He has also taught physics and psychology at the Tallinn Pedagogical Institute. He is the author of a few dozen papers on higher education and higher education reforms. His recent works include a book, The Open World and Closed Societies: Essays on Higher Education Policies "in Transition" (2004), and an edited volume, Creating the European Area of Higher Education: Voices from the Periphery (2006). He lives in Mitcham, Surrey in England with his wife Anu, five children, guinea pig Volli and a blue Honda motorbike, a.k.a. The Bird.
PLENARY SPEAKERS

Open Access Education and the Textbook of the Future
Friday, 23 October, 9:00 AM – 10:00 AM in Alumni Hall

Richard Baraniuk
Victor E. Cameron Professor of Electrical and Computer Engineering/Connexions (Rice University)

Introduction:
Anastasia Morrone, Associate Dean, Learning Technologies; Associate Professor of Educational Psychology (Indiana University)

A grassroots movement is sweeping through the academic world. The "open access movement" is based on a set of intuitions that are shared by a remarkably wide range of academics: that knowledge should be free and open to use and re-use; that collaboration should be easier, not harder; that people should receive credit and kudos for contributing to education and research; and that concepts and ideas are linked in unusual and surprising ways and not the simple linear forms that traditional media present. In this talk, I will overview the past, present, and future of the open access education movement in the context of Connexions, which invites authors, educators, and learners worldwide to "create, rip, mix, and burn" textbooks, courses, and learning materials from a global open-access repository. Particular emphasis will be on the promise and challenges of open access materials in global health education.

Richard Baraniuk is the Victor E. Cameron Professor of Electrical and Computer Engineering at Rice University and the founder of Connexions. His honors include national research awards from the NSF and ONR, the Rosenbaum Fellowship from the Isaac Newton Institute of Cambridge University, the ECE Young Alumni Achievement Award from the University of Illinois, several best paper awards, theEta Kappa Nu C. Holmes MacDonald National Outstanding Teaching Award, the SPIE Wavelet Pioneer Award, an MIT Technology Review TR10 Top 10 Emerging Technology award, and an Internet Pioneer Award from the Berkman Center for Internet and Society at Harvard Law School. Dr. Baraniuk is a Fellow of the IEEE and was selected as one of Edutopia Magazine’s Daring Dozen Education Innovators in 2007. Connexions received the Tech Museum Laureate Award from the Tech Museum of Innovation in 2006.

For Whom Do We Write? The Place and Practices of Writing in Developing the Scholarship of Teaching and Learning
Saturday, 24 October, 9:00 AM – 10:00 AM in Alumni Hall

Dr. Tai L. Peseta
Lecturer, Teaching and Learning Unit and Faculty of Economics and Commerce (The University of Melbourne)

Introduction:
Bennett Bertenthal, Dean of the College of Arts and Sciences; Rudy Professor of Psychological and Brain Sciences (Indiana University)

My goal in this talk is a straightforward one: to raise questions about the place and practice of writing within discussions about the scholarship of teaching and learning (SOTL); to see where and how writing lives and breathes amongst the SOTL community. Lee Shulman’s argument that the scholarship requirement of SOTL needs to be “public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one’s scholarly community” (2004:192) means that the communication dimension (see for e.g., Trigwell et al, 2000) is squarely on display. For many of us (not all), writing is a central part of that communicative dimension. As scholars and practitioners of SOTL, we write of the things we love, the curiosities we hold and the things that trouble us about our practices as teachers, about our students and their learning, the subject and what it has to say about the world and how to be in it, as well as the institutions we toil in. And we write to exercise our imaginations and desires. Indeed, writing may well be the academic currency no matter the disciplinary area. In this talk, I consider the possibilities for writing about SOTL beyond the disciplines and beyond the University. I ask about the audiences we might imagine for SOTL in order to work against the bureaucratization of writing in the academy and its pernicious effects on teaching, learning and knowledge production.

Before taking her current position at The University of Melbourne, Australia, Tai Peseta worked for 10 years at the Institute for Teaching and Learning at the University of Sydney in academic/faculty development. Her research
Craig E. Nelson  
Professor Emeritus of Biology (Indiana University)

Introductions
Keith Trigwell, Past Co-President, ISSOTL; Director of the Institute for Teaching and Learning and Professor of Higher Education (University of Sydney) and Mike Prosser, Past Co-President, ISSOTL; Professor and Executive Director of the Centre for the Enhancement of Teaching and Learning (University of Hong Kong)

This session will explore the effects on the professorate of the changes in expert knowledge and critical thinking in recent decades. How has the nature of expert knowledge changed in the last 50 years? What has happened to our expectations for critical thinking and other outcomes? Are these connected to the ongoing shift from tenure-track to temporary faculty? Are they driving the rapidly expanding interest in SOTL?

Craig E. Nelson is Professor Emeritus of Biology at Indiana University where he has been on the faculty since 1966 (retiring from teaching in 2004). Dr. Nelson's scholarship of teaching and learning focuses on the scholarships of synthesis and application. When he began it was clear that the empirical and theoretical basis for much improved college teaching was already well in hand. He has worked to develop applications and to help other faculty understand and apply this knowledge. He has published more than 20 articles and chapters addressing variously critical thinking and mature valuing, diversity, active learning, teaching evolution and SOTL. He has presented invited workshops on these topics at national meetings and individual institutions (in 37 states and 8 countries).

Before his retirement in 2004, Dr. Nelson taught introductory biology; graduate and undergraduate evolution and ecology; an Intensive Freshman Seminar (Biology, Critical thinking and Real Life) and several interdisciplinary and honors courses (e.g. Environmental Science and Policy, Ideas and Human Experience, the History of Everything Except Civilization), and part of a three course liberal-arts cluster (Knowing, Knowledge and Their Limits: Literature, Psychology, and Biology). He regularly taught a graduate biology course on Alternative Approaches to Teaching College Biology. Dr. Nelson's biological research (60+ articles) has been on evolution and ecology, initially on frogs, most recently on sex-determination in turtles. Questions addressed include: Why should an orchid scare its pollinators? Why should hot eggs become females in turtles? Dr. Nelson directed the Graduate Programs in Zoology (1981-83) and in Ecology, Evolution and Organismal Biology (1984-87). He was the first Director (1971-77) of Environmental Programs in IU's then new School of Public and Environmental Affairs. Its interdisciplinary environmental programs (B.A. to Ph.D.) now rank among the best worldwide.

Dr. Nelson received nationally competitive awards for distinguished teaching from Vanderbilt and Northwestern and is a Carnegie Scholar. In 2000, he was named the Outstanding Research and Doctoral University Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and the Council for the Advancement and Support of Education (CASE) and received the President's Medal for Excellence, "the highest honor bestowed by Indiana University," in 2001. In addition, Dr. Nelson co-directed NSF funded institutes for high school biology teachers on "Evolution and the Nature of Science." He was on the committee that founded the prestigious SOTL program at Indiana University, which won the prestigious Hesburgh Award for outstanding faculty development in 2004. He chaired (2004-05) the founding committee for the International Society for the Scholarship of Teaching and Learning and became its first president.
FEATURED SESSIONS

Featured Strand on Going Public with SOTL: Sessions H11, I12, J11
In the session "Strengthening SOTL Research: The Voices of Journal Editors," (H11) Patricia Jarvis and Gary Creasey report on their study of editors of SOTL and disciplinary journals. They will discuss the common mistakes and pitfalls of SOTL studies as assessed by their editors and suggest strategies for alleviating these problems.

The "Publishing SOTL in the Next Generation: How to Choose a Journal" (I12) panel with Michael C Loui, Laurie Richlin, Sue Clegg, Libby V Morris, Laura Cruz will bring together the executive editors of five scholarly journals that publish articles on teaching and learning across all academic disciplines at colleges and universities. Each editor will describe the scope of his or her journal, the kinds of papers it publishes, and the review process and evaluation criteria for submitted manuscripts, in five to ten minutes. Then the editors will collectively answer questions from the audience about choosing an appropriate journal for publishing their SOTL work. At least 45 minutes will be allocated for interaction with the audience.

The "SOTL in Disciplinary Education Journals" (J11) panel with Josh Tenenberg, Derek France, John Ishiyama, Liz Grauerholz will bring together editors of disciplinary-education journals to discuss journal publication in their dual role as stewards and gatekeepers. Each will discuss the disciplinary context of their journals, how they apply their conceptions of scholarship to their journals (i.e. what gets published and what does not), the relationship of SOTL work in the discipline to disciplinary knowledge, the challenges that they have faced as editors, and the implications of these challenges for SOTL in general and within their disciplines.

Following these consecutive panels, there will be an opportunity to meet with these and other editors and with recent book authors to discuss the business of going public with SOTL on Saturday 4:30 PM - 6:00 PM in the East Lounge.

In Search of the Humanities in (IS)SOTL C21
Nancy Chick (University of Wisconsin-Barron County); Lesley Smith (George Mason University); Paul Ranieri; Tony Ciccone (Carnegie Foundation for The Advancement of Teaching); Dave Concepcion; Stephen Bloch-Schulman (Elon University); Randy Bass (Georgetown University)
Friday, 23 October in Whittenberger Auditorium
10:30 AM - 12:00 PM

Investigating Threshold Concepts and Troublesome Knowledge in Three Disciplines: Why Do/Don't Students “Get it”? D19
Renee Meyers; Erin Winkler; Leah Dvorak; Rene Antrop-Gonzales (University of Wisconsin-Milwaukee)
Friday, 23 October in Maple Room 1:30 PM - 3:00 PM

SOTL 2.0: The Next Ten Years of Technology-Enhanced SOTL E10
Toru Iiyoshi (MIT); Randy Bass (Georgetown University)
Friday, 23 October in State Room East
3:30 PM - 5:00 PM

Teagle Collegium: Outcomes of a Preparing Future Faculty Program on Student Learning and Long-Term Course Development in Biology F17
Dan Johnson; Elizabeth Middleton; Karen L. Bohorquez; Deanna Soper (Indiana University)
Friday, 23 October in Alumni Hall 5:30 PM - 7:30 PM

University of Wisconsin - Integrative Learning Outcomes Project F25
Lisa Kornetsky (University of Wisconsin - Parkside); Renee Meyers (University of Wisconsin - Milwaukee); Nancy Chick (University of Wisconsin - Barron County)
Friday, 23 October in Alumni Hall 5:30 PM - 7:30 PM

Come for the Content, Stay for the Community: Virtual Networks for Improving Chemistry Teaching F34
Joanne Stewart (Hope College)
Friday, 23 October in Alumni Hall 5:30 PM - 7:30 PM

Facilitating Scholarship of Teaching Through Electronic Course Portfolios F43
Bridgett Piernik-Yoder (UT Health Science Center at San Antonio)
Friday, 23 October in Alumni Hall 5:30 PM - 7:30 PM

Strengthening SOTL Research: The Voices of Journal Editors H11
Patricia Jarvis; Gary Creasey (Illinois State University)
Saturday, 24 October in Oak Room
10:30 AM - 12:00 PM

Setting an Agenda for the Scholarship of Teaching and Learning in History H33
David Pace (Indiana University); Sean Brawley (University of New South Wales); Alan Booth (University of Nottingham); Keith Erekson (University of Texas at El Paso); Paul Hyland (Bath Spa University); T. Mills Kelly (George Mason University); Geoff Timmins (University of Central Lancashire); Sarah Richardson (University of Warwick)
Saturday, 24 October in Sassafras Room
10:30 AM - 12:00 PM
Published SOTL in the Next Generation: How to Choose a Journal I12
Michael Loui (University of Illinois at Urbana-Champaign); Laurie Richlin (Charles Drew University of Medicine and Science); Sue Clegg (Leeds Metropolitan University); Libby V. Morris (University of Georgia); Laura Cruz (Western Carolina University)
Saturday, 24 October in Oak Room
1:00 PM - 2:30 PM

Empowering Student Creativity and Critical Thinking through the Inquiry Process I33
Cheelen Bo-Linn; Walter Hurley; Prasanta K. Kalita; Judith Sunderman (University of Illinois at Urbana-Champaign)
Saturday, 24 October in Persimmon Room
1:00 PM - 2:30 PM

SOTL in Disciplinary Education Journals J11
Josh Tenenberg (University of Washington, Tacoma); Derek France (University of Chester); John Ishiyama (University of North Texas); Liz Grauerholz (University of Central Florida)
Saturday, 24 October in Oak Room
3:00 PM - 4:30 PM

Cultural Capital and Possible Selves: An Exploration of Diversity and the Dynamics of Success in Colleges and Universities J19
Ross Peterson-Veatch (Goshen College); Sue Clegg (Leeds Metropolitan University)
Saturday, 24 October in Wittenberger Auditorium
3:00 PM - 4:00 PM

Master Teachers and the Development of World-Class Talent: A Comparative Study of Different Performance Domains J30
Robert Arnove (Indiana University)
Saturday, 24 October in Dogwood Room
3:00 PM - 4:30 PM

Promising Practices for Partnering with Students in SOTL: Lessons Learned at Western Washington University K19
Megan Otis; Whitney Dunbar; Daniel Espinoza-Gonzalez; Joyce D. Hammond; William H. Lay; Michael Murphy; Connor Powell; Shanyeze Trujillo; Carmen Werder (Western Washington University)
Saturday, 24 October in ISSOTL Commons
4:30 PM - 6:00 PM

Pressing Questions Regarding the Future of SOTL Research and Activity: An Open Space Technology Session K22
Ross Peterson-Veatch (Goshen College)
Saturday, 24 October in Dogwood Room
4:30 PM - 6:00 PM

Evaluating Student Outcomes in a Diversity and Ethnic Studies Course L09
Erica Siegl; Kimberly J. Turner (University of Wisconsin-Madison)
Saturday, 24 October in Alumni Hall
6:00 PM - 8:00 PM

Action Research: Using Data to Improve Instruction and Student Retention L17
Chad Hershock (University of Michigan)
Saturday, 24 October in Alumni Hall
6:00 PM - 8:00 PM

Student Voices in the Scholarship of Teaching and Learning: CASTL Institutional Leadership Group L23
Megan Otis (Western Washington University); Carmen Werder (Western Washington University); Whitney Dunbar (Western Washington University); Daniel Espinoza-Gonzalez (Western Washington University); Joyce Hammond (Western Washington University); William H. Lay Western Washington University; Michael Murphy (Western Washington University); Connor Powell (Western Washington University); Shanyeze Trujillo (Western Washington University); Betsy Decyk (California State University, Long Beach); Stephen Bloch-Schultman (Elon University); Peter Felten (Elon University); Kathleen McKinney (Illinois State University); Tom Drummond (North Seattle Community College); Kalyn Shea Owens (North Seattle Community College)
Saturday, 24 October in Alumni Hall
6:00 PM - 8:00 PM

Growing SOTL through The Irish Integrative Learning Project: The Carnegie Catalyst L24
Bettie Higgs (University College Cork); Tony Ryan (University College Cork); Shane Kilcommins (University College Cork); Alan Booth (University of Nottingham)
Saturday, 24 October in Alumni Hall
6:00 PM - 8:00 PM

Sustainable Development of Reading, Integration, and Synthesis of Professional Literature M09
Dan Bernstein (University of Kansas); Leah Shopkow (Indiana University); Andrea Greenhoot (University of Kansas); Sarah Bunnell (University of Kansas)
Sunday, 25 October in Whittenberger Hall 9:00 AM - 10:30 AM
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<td>THURSDAY</td>
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<td>8:00 AM – 12:00 PM</td>
<td>ISSOTL Board of Directors Meeting</td>
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<td>Multinational Teaching Fellows Interest Group</td>
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<td>3:00 PM – 5:00 PM</td>
<td>Undergraduate Research Leadership Group</td>
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<td>Reception: Historians</td>
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<td>CASTL Leaders Meeting</td>
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<td>Membership and Communications Committee</td>
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<td>8:00 AM – 9:00 AM</td>
<td>Students as Co-Inquirers Special Interest Group</td>
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<td>12:00 PM – 1:30 PM</td>
<td>ISSOTL Membership Lunch</td>
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<td>Humanities Interest Group</td>
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<td>Sociology Interest Group</td>
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<td>8:00 AM – 9:00 AM</td>
<td>Psychological Literacy: Follow Up Discussion</td>
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<td>12:00 PM – 1:00 PM</td>
<td>Historians’ Lunch</td>
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All ISSOTL members are encouraged to participate!

European Conferees Meeting 5:30 PM – 5:30 PM Walnut Room

Sponsored by ISSOTL in History – open to all!
WEDNESDAY 21 OCTOBER

Alumni Hall 7:30 PM - 9:00 PM
Carnegie Academy for the Scholarship of Teaching and Learning
Poster session with dessert reception
Open to all conference participants

THURSDAY 22 OCTOBER

East Lounge 7:30 AM - 5:30 PM  Registration

ISSOTL Commons Beginning at 7:30 AM BEVERAGES

Distinguished Alumni Room 8:00 AM - 12:00 PM  Meeting
ISSOTL Board of Directors Meeting

Oak Room 8:00 AM - 11:30 AM  Pre-Conference Workshop

PC01 Some Major SOTL Research Traditions: Their Implications for Teaching and for Designing Further Research
Craig Nelson (Indiana University)
In this workshop we will examine exemplary works and their classroom implications from several major traditions for studying learning and teaching at the college-university level. The approaches will be examined in terms of an overall model for SOTL that emphasizes the interplay among narrative, qualitative and quantitative approaches. The 8-12 traditions examined will include various aspects of learning theory, active learning, cognitive and holistic development and disciplinary discourse. The workshop may help you consider possibilities for your own next SOTL project, either in terms of core questions or of alternative hypotheses you should be considering. With luck, it may also change your teaching next week or next term.

Dogwood Room 9:30 AM - 11:30 AM  Pre-Conference Workshop

PC02 It’s So Simple, Why Is It So Difficult?: Using a Theories of Difficulty Approach to SOTL Studies
Nancy Chism (Indiana University); Shrinika Weerakoon (University of Colombo); Malika Tukibayeva (Indiana University)
Using a “Theories of Difficulty” approach to conceptualizing SOTL studies involves focusing on the nature of student mistakes, yielding results that go beyond instrumental applications to teaching practice and instead produce fundamental understandings about student learning. In this workshop, participants will learn how a simple SOTL study was transformed through the use of a Theories of Difficulty framework. Participants will have the opportunity to apply the framework to their own studies and ultimately to their teaching.

Walnut Room 9:30 AM - 11:30 AM  Pre-Conference Workshop

PC03 Faculty Centered Reflections: Student Centered Learning
George Rehrey (Indiana University); David Dees (Kent State University Salem); Eric Metzler (Indiana University)
Subtly but profoundly, colleges are shifting to a student-centered learning paradigm. This workshop allows educators to examine how their stated beliefs and implied assumptions about learning are reflected in their classrooms. Working in small groups, participants create a taxonomy for the evidence of student learning
specific to their own discipline. Then, through a collaborative peer review process, participants explore how such frameworks might be used to align student learning and intended course outcomes with classroom activities and course materials.

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<th>Room</th>
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<tr>
<td>Maple Room</td>
<td>9:30 AM - 11:30 AM</td>
<td>Pre-Conference Workshop</td>
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<tr>
<td><strong>PC04</strong> Building Scholarly Communities of Practice</td>
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<td>Teresa Johnson (The Ohio State University); Alice Macpherson (Kwantlen Polytechnic University); Balbir Gurm (Kwantlen Polytechnic University); Jane MacKenzie (University of Glasgow); Jacqui Gingras (Ryerson University); Linda Cooper (Ryerson University); Joy Mighty (Queen's University); Andy Leger (Queen's University); Denise Stockley (Queen's University); Elaine Van Melle (Queen's University); Brian Smentkowski (Southeast Missouri State University); Alan Kalish (The Ohio State University); Dennis Pearl (The Ohio State University)</td>
<td>This interactive workshop, facilitated by the CASTL Cluster “Building Scholarly Communities”, will assist participants in identifying and creating strategies and priorities for advancing SOTL through building scholarly communities of practice. The session will include opportunities for participants to share challenges and collaborate to devise strategies for success. Finally, we will explore the possibility of forming an ISSOTL interest group on scholarly communities of practice.</td>
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<td>Redbud Room</td>
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<td><strong>PC05</strong> Designing Evidence-Based Courses: Facilitating, Assessing, and Documenting Learning</td>
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<tr>
<td>Laurie Richlin (Charles Drew University of Medicine and Science)</td>
<td>Practicing doctors and college teachers are applied professionals, practical people making interventions in the lives of their patients/students in order to promote worthwhile ends—health and learning. Many doctors draw upon research about the effects of their practice to inform and improve their decisions; most teachers do not. This workshop will prepare instructors to utilize evidence-based practice to improve their students' learning (scholarly teaching) and to produce evidence from their teaching (SOTL).</td>
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<td>Hoosier Room</td>
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<td><strong>PC06</strong> Sharing the Future of what We VALUE: Faculty Deliberations About Assessment Rubrics for and as SOTL</td>
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<td>Darren Cambridge (George Mason University); Judith Kirkpatrick (Kapi'olani Community College); Melissa Peet (University of Michigan); William Rickards (Alverno College)</td>
<td>Deliberations amongst faculty developing rubrics for assessment can constitute rich, collaborative work guided by the principles of SOTL that define what is significant about learning and how it varies across contexts and individuals. This workshop will share the experiences of teams at Alverno College, George Mason University, Kapi'olani Community College, and the University of Michigan participating in AAC&amp;U’s VALUE project. Participants will experience the deliberation process and discuss the challenge of making it more public.</td>
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<td>ISSOTL Commons</td>
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<td>LUNCH</td>
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<td>Oak Room</td>
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<td>Pre-Conference Workshop</td>
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<td><strong>PC07</strong> Student Assessment - A Manifesto for Change</td>
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<td>Chris Rust (Oxford Brookes University)</td>
<td>Experts in the field of assessment, including from outside the UK, were brought together to consider perceived problems with UK assessment practice. The outcome was a six point manifesto for change. After a brief summary of the manifesto, and the thinking behind it, participants will be encouraged to consider whether the identified problems apply outside the UK, and the degree to which the manifesto might be applicable in other national contexts.</td>
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PC08  Developing Processes and Criteria for External Reviews of Scholarly Teaching  
*Amy Goodburn (University of Nebraska-Lincoln); Paul Savory (University of Nebraska-Lincoln); Dan Bernstein (University of Kansas)*  
This workshop explores theoretical questions and practical strategies for how to develop peer reviewers for faculty required to document their scholarly teaching. After reading two mini case-studies of how faculty have documented the intellectual work of their teaching, participants will engage in guided discussion about reviewing and assessing such work and about developing faculty communities equipped to do such work. Presenter(s) also will seek feedback on guidelines that they have developed for external reviewers of scholarly teaching.

Maple Room  12:30 PM - 2:30 PM  Pre-Conference Workshop

PC09  Developing Evidence-Based Tools to Assess Pedagogy Course Outcomes for Multiple Teacher-Scholar Populations  
*Katherine Kearns; Lauren Miller; Valerie D. O’Loughlin (Indiana University)*  
Numerous studies have examined the role of graduate pedagogy courses on graduate student development using short-term affective outcomes. But long-term graduate student progression as reflective teacher-scholars has received comparatively little attention. Participants will articulate learning outcomes and create innovative, evidence-based approaches to assess graduate students’ attainment of pedagogy course goals. This workshop also will broaden participants’ perceptions of the populations who may benefit from engaging in reflective teaching practice about pedagogy courses.

Redbud Room  12:30 PM - 2:30 PM  Pre-Conference Workshop

PC10  Crafting Meta-Cognitive Interventions and Analyzing Their Impact on Disciplinary Thinking  
*Matthew Kaplan; Deborah Meizlish; Naomi Silver (University of Michigan)*  
This workshop examines instructional interventions designed to foster meta-cognition through student writing practices. How can we best create effective pedagogical techniques that are easily disseminated and will help students better understand not only course content, but also discipline-specific modes of thinking and writing? Participants will discuss preliminary data from experiments currently underway at the University of Michigan and consider the applicability of the underlying framework to their own disciplines and institutions.

Persimmon Room  12:30 PM - 2:30 PM  Pre-Conference Workshop

PC11  Using Student Rubrics to Assess Teaching and Learning: A Surprising and Generative SOTL Opportunity  
*Dannelle Stevens; Micki M. Caskey (Portland State University)*  
More and more faculty are using rubrics to grade student work. Faculty know that rubrics save grading time, communicate course expectations as well as convey effective feedback. Yet, rubrics can also be used to improve classroom instruction. In this workshop, participants will learn about basic rubric creation and, then, how to use student rubric scores to design a SOTL project for the next time they teach the class.

Dogwood Room  12:30 PM - 2:30 PM  Pre-Conference Workshop

PC12  Engaging Communities of Practice to Develop SOTL: Projects, Presentations, and Publication  
*Milton Cox (Miami University); Gregg Wentzell (Miami University); Cecilia Shore (Miami University); Laurie Richlin (Charles Drew University)*  
Educational developers are becoming involved with assisting faculty in developing classroom research projects that can lead to SOTL. We will share and engage strategies that have proven successful in developing SOTL in communities of practice, from projects to preparation for presentations and publication. We will include results of a major survey that confirms the success of a learning community approach to developing SOTL and the project types that were engaged at the involved institutions.
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| Hoosier Room         | 12:30 PM - 5:00 PM | Pre-Conference Workshop     | **PC13 Judging Excellent University Teaching - The Importance of Assessment Standards**  
Thomas Olsson; Torgny Roxå; Anders Ahlberg (Lund University)  
The participants of this workshop will actively work with and share ideas in relation to the important questions of what constitutes excellence in university teaching and what procedures and methods could be used in a systematic and scholarly assessment of teaching excellence. Criteria on which assessments could be based, evidence that show if the criteria are met and especially standards to judge the evidence by will be discussed and tested using authentic applications for promotions and teaching rewards as case studies.|
| Sassafras Room       | 12:30 PM - 5:00 PM | Pre-Conference Workshop     | **PC14 Developing a Systematic SOTL Inquiry Project Using the “Decoding the Disciplines” Methodology**  
Leah Shopkow; Arlene Diaz; Joan Middendorf; David Pace (Indiana University)  
Despite the existence of much SOTL research, many instructors are unsure of how to start and sustain their own programs of inquiry. Applying the “Decoding the Disciplines” methodology, the facilitators will lead participants in this cross-disciplinary workshop through the steps of creating a systematic research plan to address a bottleneck to student learning in their own disciplines. Participants should bring their course calendar, an assignment students have difficulty with, and samples of student work.|
| State Room East      | 1:00 PM - 3:00 PM | Interest Group Meeting      | **Multinational Teaching Fellows Interest Group**                            |
| ISSOTL Commons       | 2:30 PM - 3:00 PM | Break                      |                                                                             |
| Walnut Room          | 3:00 PM - 5:00 PM | Pre-Conference Workshop     | **PC15 Belief Perseverance: The Larger Cognitive Story**                      
Leah Savion (Indiana University)  
The presentation offers three segments, each contains brief expositions, group-work on direct applications, culminating with a fair-share: Exposing the phenomenon of belief perseverance: • “Clinging to falsehood” devices students use • Group work: identify content/discipline specific issues The players in the cognitive game • Trace the specific cognitive culprits Pedagogical devices: exploring ideas • Suggested perseverance “smoking out” devices • Collaborative specific treatments of disciplinary examples • Discussion: groups share ideas, suggestions for SOTL research.|
| State Room East      | 3:00 PM - 5:00 PM | Meeting                    | **Undergraduate Research Leadership Group**                                  |
| Georgian Room        | 4:00 PM - 5:30 PM | Reception                  | **Historians**  
The Indiana University History Department, the History Learning Project, and the International Society for the Scholarship of Teaching and Learning in History is hosting a wine and cheese reception for historians from 4:00-5:30 in Woodburn Hall 003 004. It should provide historians with an opportunity to meet and network with others in their field. |
Alumni Hall 5:30 PM - 7:00 PM Opening Keynote

Welcome: Jennifer Meta Robinson (ISSOTL President and Conference Chair; Senior Lecturer of Communication and Culture, Indiana University)
Introduction: Sonya Stephens (Vice Provost for Undergraduate Education, Professor of French, Indiana University)

A01 Learning Together and the Politics of Knowledge: Mis- and Disconnections in Europe and Beyond
Voldemar Tomusk (Open Society Institute’s Higher Education Support Program)

Suggesting that learning is no simple matter sounds less than trivial. Rare indeed are the individuals who in our days have the courage to demonstrate their lack of understanding to the extent that they would openly argue that learning is a simple matter. This, however, does not prevent many, including policy makers and academic policy analysts behaving contrary to that view, reducing learning in their proposed policies and actions implicitly to something considerably less than is should be. Economic development is the most common agenda to which learning is being reduced, but achieving social mobility or just protecting the interests of certain political or professional groups also find their places among the agendas that limit our appreciation of the full value of learning – as the ultimate determinant of our existence. Recent developments in European higher education policy offer many interesting examples to be discussed here. The threat some of the expressed positions present count for nothing short of reducing humans to something less than we are – for example to machines of production or consumption. I emphatically argue that it is the highest imperative not to allow closing the discourse of learning at the point of producing material goods.

To allow keeping the discourse of learning open some conceptual work is to be done. My own point here would be to argue that both teaching and research are to be seen as learning. While I do understand perfectly well that this contradicts with the interests of many academic colleagues who fight for the access to research resources as a right the academic profession naturally entails, I also believe that the small victory such a struggle might bring eventually threatens something so much more important.

My view on learning comes from the understanding cognitive psychology offers to the effect that there is no evolutionary reason for humans to be as intelligent as they are. Fundamentally, what makes us human is something extra, something which our survival as biological organisms does not require. It is no secret that our intelligence makes ourselves the greatest threat we have. With this extra capacity we learn – we create, maintain and share the world. Learning, as I see it, is active – it is about constructing the world out what we and the others have found out there, sharing that world and handing it over to the next generation. It matters little here whether by doing so we are labeled students, professors, administrators or something else. The moral commitment of learning reaches well beyond any such limitations. Learning seen in such a manner is democratic. This democracy, however, stands in a tension with the politics of this world as well as the hierarchies of the academic profession. Coming back to my starting point – the imperative of our irreducible humanity constitutes the primary reason why I think that we should make an extra effort keeping the discourse of learning open. Because if we do not do that we volunteer for a slavery or worse. It matters little that we are being taken hostage first and foremost by our own thoughts.
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<th>IU Auditorium</th>
<th>7:00 PM - 8:30 PM</th>
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<td>Neal Heidler Trio</td>
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Dinner by own arrangement 8:30 PM
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<tr>
<td>East Lounge</td>
<td>7:30 AM - 5:00 PM</td>
<td>Registration</td>
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<td>Solarium</td>
<td>8:00 AM - 9:00 AM</td>
<td>Breakfast/Topical Discussions</td>
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<td>State Room East</td>
<td>8:00 AM – 9:00 AM</td>
<td>Students as Co-Inquirers Special Interest Group</td>
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<td><em>Bring your breakfast from Alumni Hall.</em> The group welcomes all ISSOTL scholars —</td>
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<td>including and especially undergraduate and graduate students - to our first confab</td>
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<td>over breakfast. We will talk about what members are doing on their own campuses</td>
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<td>to partner with students on SOTL inquiry projects and together set an agenda for</td>
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<td>the future. We already have over 20 members and are eager for more of you to join</td>
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<td>us. Also, we hope anyone interested in this group will take a look at *Engaging</td>
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<td>Student Voices in the Study of Teaching and Learning*, (from Stylus), which</td>
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<td>includes a number of our members as contributors, and which</td>
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<td>will be available for purchase at the ISSOTL conference.</td>
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<td>Georgian Room</td>
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<td>Membership &amp; Communication Committee Meeting</td>
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<td><em>Bring your breakfast from Solarium.</em></td>
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<td>Alumni Hall</td>
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<td>Plenary</td>
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<td><strong>Introduction:</strong> Anastasia Morrone *(Associate Dean, Learning Technologies;</td>
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<td>Associate Professor of Educational Psychology, Indiana University)*</td>
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<td><strong>B01 Open Access Education and the Textbook of the Future</strong></td>
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<td>Richard Baraniuk <em>(Rice University)</em></td>
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<td>A grassroots movement is sweeping through the academic world. The “open access</td>
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<td>movement” is based on a set of intuitions that are shared by a remarkably wide</td>
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<td>range of academics: that knowledge should be free and open to use and re-use;</td>
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<td>that collaboration should be easier, not harder; that people should receive</td>
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<td>credit and kudos for contributing to education and research; and that concepts</td>
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<td>and ideas are linked in unusual and surprising ways and not the simple linear</td>
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<td>forms that traditional media present. In this talk, I will overview the past,</td>
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<td>present, and future of the open access education movement in the context of</td>
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<td>Connexions, which invites authors, educators, and learners worldwide to “create,</td>
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<td>rip, mix, and burn” textbooks, courses, and learning materials from a global</td>
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<td>open-access repository. Particular emphasis will be on the promise and challenges</td>
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<td>of open access materials in global health education.</td>
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<td>ISSOTL Commons,</td>
<td>10:00 AM - 10:30 AM</td>
<td><strong>BREAK</strong></td>
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<td>Tree Suite Lounge &amp;</td>
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<td>Whittenberger Lobby</td>
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<td>Georgian Room</td>
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<td>Panel Presentation</td>
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<td><strong>C01 How Can the Discipline of Sociology Help SOTL Researchers in All Fields?</strong></td>
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<td><em>A Panel Presentation by Members of the ISSOTL Sociology Internal Interest Group</em></td>
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<td>Kathleen McKinney <em>(Illinois State University)</em>; Cheryl Albers <em>(Buffalo State)</em></td>
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<td>Joelle Fanghanel <em>(Thames Valley University)</em>; Melinda Messineo *(Ball State</td>
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<td>University)*</td>
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<td>There are some disciplines, by the nature of their content, theory, and/or</td>
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<td>research methods which are especially useful to those conducting the scholarship</td>
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<td>of teaching and learning in any discipline. Sociology is one such discipline.</td>
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<td>Our panel presentation consists of members of the ISSOTL Sociology Interest</td>
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<td>Group representing two nations. We will be sharing with other sociologists and,</td>
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<td>especially, non-sociologists ideas and examples of how concepts, theory, and</td>
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<td>methods from sociology are useful for their SOTL work.</td>
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<td>State Room West</td>
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<td>Panel Presentation</td>
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Canadian Contexts for Scholarship of Teaching and Learning
Richard Gale (Mount Royal College); Gary Poole (University of British Columbia); Nicola Simmons (University of Waterloo); Norm Vaughan (Mount Royal College); Nancy Randall (Vancouver Island University)
SOTL is often thought of as a trans-institutional, boundary-crossing, collaboration-centric, public-oriented activity undertaken by teachers for the benefit of learners. But every scholar operates within a disciplinary, institutional, geographical, and national context, and that context informs and influences scholarship in ways that we might not understand. For Canadian scholars, a national context for teaching and learning research is key to both the process of inquiry and the products developed for dissemination.

Building International Bridges Through the Scholarship of Teaching and Learning: Perspectives on the Carnegie Academy Experience from Central European University, University College Cork and Rutgers University
Áine Hyland (University College Cork); Bettie Higgs (University College Cork); Barbara Bender (Rutgers University); Joanna Renc-Roe (Central European University)
This session provides an analysis of unique international collaborations focusing on graduate education and the scholarship of teaching and learning. Emanating from the work of the Graduate Education Network of the Carnegie Academy on the Scholarship of Teaching and Learning, the results of three years of SOTL work on individual campuses and the enhanced efforts made possible through international collaborations will be discussed. The impact of SOTL efforts on faculty and graduate students will be considered.

The Attraction, Value and Future of SOTL as Seen by the Carnegie Affiliates
Jacqueline Dewar (Loyola Marymount University); Amber Dailey-Hebert (Loyola Marymount University)
As CASTL winds down, many in the SOTL community are concerned about the future of the movement. Will it sustain its influence and continue to attract new participants? The CASTL Affiliates, a group of very diverse institutions, have chosen to make a fairly recent connection to CASTL. This session offers their perspectives on what attracts institutions to SOTL now, what impact this work has had on their campuses, and what they recommend for the future.

SOTL as a Matrix for Undergraduate Education in Psychology
Cecilia Shore (Miami University); Daniel J. Bernstein (University of Kansas)
SOTL is woven throughout efforts to envision the future of undergraduate education in psychology. Recent disciplinary initiatives examine SOTL foundations for teaching and learning; faculty development pathways into SOTL; and contextual factors that influence teaching and learning. We will discuss with the audience support for evidence-based practice, within and across disciplines, e.g., 1) effectively educating faculty about SOTL; 2) other discipline-specific initiatives; 3) maintaining a dialogue within and among disciplines about SOTL.

The MIT-Portugal Program as an Internationalization Opportunity for ‘Catching-Up Countries’: Addressing University Challenges of the 21st Century
Sebastian Pfotenhauer (Massachusetts Institute of Technology); Hugo Horta (Center for Technology, Innovation and Policy Research IN+, Instituto Superior Técnico / Technical Un); Joshua S. Jacobs (MIT); Sebastian M. Pfotenhauer (Portugal Program / MIT Technology & Policy Program, MIT, USA)
This panel presentation discusses internationalization as the central challenge and opportunity for Higher Education in ‘catching-up’ countries. We introduce the MIT-Portugal Program as a major effort by the Portuguese government to address challenges such as international student recruitment, the need for changes in education and research culture, and university-industry cooperation. We argue that large-scale international university collaborations like MIT-Portugal support the transformation of university systems to prepare for the changed conditions of the 21st century.
C08  CASTL, SOTL and SENCER – Effective Models for Engaging STEM Faculty in Improving Teaching and Learning  
Monica Devanas (Rutgers University); Adrienne H. Wooters (Massachusetts College of Liberal Arts, North Adams); Barbara E. Bender (Rutgers University)  
The cultivation of SOTL principles in STEM faculty requires strategies that guide and support faculty with resources and strategies proven to be effective in their disciplines. SENCER, Science Education for New Civic Engagement and Responsibilities (sencer.net), a National Science Foundation supported initiative, can provide a catalyst for these efforts for faculty development. Two different institutions present and discuss their strategies and methods to implement SOTL approaches via CASTL activities with support and resources from SENCER.

C09  Reading, Reflecting, and Relating: A Metacognitive Approach to Learning  
Karl Wirth (Macalester College); Fahima Aziz (Hamline University)  
This session describes a simple metacognitive activity to improve reading, learning, and metacognitive skills. Students submit online reading reflections summarizing the important concepts and what was interesting, surprising, or confusing. Our results support the notion that improving students' monitoring, self-evaluation, and reflection skills will enhance learning. A survey about student's reading habits indicates significant differences between the experimental and control groups and confirms that reading reflections are having significant impacts on reading and metacognitive skills.

C10  Student Perceptions of Service-Learning: Measuring the Impact of Redesigning with Students  
Jessie Moore (Elon University)  
Reporting on two interconnected SOTL research projects, this presentation examines student perceptions of service-learning in an Introduction to Teaching English to Speakers of Other Languages (TESOL) course that was collaboratively redesigned by the instructor and her students. The speaker reflects on how involving former students in a redesign of the service-learning curriculum (Project 1) extended the pedagogy’s learning outcomes both for the redesign participants and the future TESOL students (Project 2).

C11*  Ceppl.net: A Web 2.0 Video Resource to Enhance Health Students' Understanding of Generic Research Concepts.  
Lynne Callaghan; Holger Andersson; Emma Whittlesea; Lauren Mutton (University of Plymouth)  
The presenters will provide delegates with the background of Ceppl.net and the particular pedagogic needs of health students to be met by the resource. A large screen presentation of the development of Ceppl.net will demonstrate the functionality of the resource and the ways in which its interactivity, accessibility and resource format fosters learning. Finally, delegates will be given the opportunity to discuss ways in which such resources could benefit their own teaching and students' learning.

C12  Less is More: Coping with the Knowledge Explosion in the Physiology Classroom  
Joel Michael (Rush Medical College); Jenny McFarland (Edmonds Community College)  
In an age of exploding knowledge in physiology, meaningful learning in the college science classroom must focus on the students’ acquisition of an understanding of Core Principles of physiology rather than the accumulation of facts. We have surveyed college physiology teachers to determine what Core Principles they think their students should master. We intend to write conceptual assessment items to determine the extent to which students do understand these ideas.

C13*  Strengthening a Weak Link: Students' Individual Interests and STEM Curricula  
Lauren Denofrio (University of Illinois, Urbana-Champaign); Yi Lu (University of Illinois, Urbana-Champaign); Brandy S. Russell (Gustavus Adolphus College)  
We present a new iScience model to improve undergraduate students' understanding of STEM concepts and increase recruitment and retention in STEM fields. By placing students' interests ahead of course
content and by emphasizing the individual experience and needs of the students, this four-year integrated course uses students’ interests as the focal point of instruction and peer mentoring as a main vehicle for education. Results of student surveys indicate long-term success of the iScience model.

**Hoosier Room**  
**10:30 AM - 12:00 PM**  
**Panel Presentation**

**C15**  
*The Difference Between a Hammer and a Saw: Methodological Tools in SOTL*  
*John Habel (Western Carolina University); Kathleen Brennan; Christopher A. Cooper; Herzog Mary Jean (Western Carolina University)*

Few agreed-upon tools are in the SOTL toolbox, which cause considerable confusion among those who practice SOTL. This panel presentation provides concrete, practical guidance for using common tools in the SOTL toolbox. It includes a brief overview of the methodological tools that are widespread in SOTL; concrete, practical descriptions of best practices of two common methods of data collection—surveys and qualitative interviewing; and descriptions of best practices in analyzing qualitative and quantitative data.

**Charter Room**  
**10:30 AM - 12:00 PM**  
**Panel Presentation**

**C16**  
*The Formation of Scholarly Teachers: Lessons for Teaching and Learning for the Next Generation, Part 1*  
*Carol Hostetter; Bernice A. Pescosolido; Brian Powell; Kerry Greer; Tim O’Brien; J.D. Wolfe; Karen Li; Byron Thomas; Todd Beer; Shiri Noy; Rashawn Ray; Emily Meanwell (Indiana University)*

The results from a SOTL apprenticeship with faculty from leadership positions in SOTL programs are presented. Interdisciplinary faculty and interdisciplinary doctoral students collaborated to conduct the project. We engaged in theoretical and empirical analyses of doctoral students’ attitudes about central questions on teaching in graduate education, using a data set from the Survey on Doctoral Education. The project presents an example of developing a SOTL question, selecting methods, considering ethics, and analyzing data.

**Dogwood Room**  
**10:30 AM - 12:00 PM**  
**Panel Presentation**

**C17**  
*Undergraduate Research: Acquiring Knowledge, Skills, and Experiences through Highly Innovative Curricula*  
*Cheelan Bo-Linn; Prasanta K. Kalita; Walter Hurley; Kim C. Graber (University of Illinois at Urbana-Champaign)*

Undergraduate students participating in international and community-based research gain disciplinary knowledge and benefit both professionally and personally. Faculty are renewed and institutions report more engaged students and responsive professors. The panel presentation will present three examples of innovative undergraduate research curricula. Each arose from a campus-based project to develop a learning community centered on building, sustaining, and assessing the undergraduate experience in research and creative activities. Handouts with examples and resources regarding IRB and funding provided.

**Persimmon Room**  
**10:30 AM - 12:00 PM**  
**Workshop**

**C18**  
*Establishing A SOTL Seminar Program: Lessons from a Four Year Assessment*  
*Marilyn Cohn (Maryville University)*

This workshop offers participants the opportunity to learn about Maryville University’s SOTL Seminar Program by experiencing it. We will involve participants in a simulated seminar process during which they will discuss SOTL case studies, explore qualitative approaches to classroom research, work through the steps of designing SOTL projects, and explore strategies for sustaining and expanding SOTL work beyond the two-year seminar program. Participants will leave with an implementation plan for their institution.

**Redbud Room**  
**10:30 AM - 12:00 PM**  
**Workshop**

**C19**  
*All Work and No Play? Games and Pedagogy*  
*Andrew Koke (Indiana University); Mike Cosgrave (University College Cork); Lesley Smith (George Mason University); David Pace (Indiana University)*

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Andrew M. Koke will look at Game theory as it relates to SOTL while Dr. Mike Cosgrave describes the use of a game design exercise as collaborative inquiry-based learning and analyzes some early steps in gathering evidence on the exercise. Lesley Smith analyzes learning communities on scripting for video games as a nexus for authentic interdisciplinary inquiry, collaboration and creative writing.

**Sassafras Room** 10:30 AM - 12:00 PM Workshop

**C20** Seeing Things Differently: Using Student and Faculty Collegial Conversations to Envision New Possibilities for Learning

*Donna Duffy (Middlesex Community College); Stewart Ross (Minnesota State Mankato)*

What happens when faculty and students take time to talk about forces that give life to their learning experiences on campus? Members of the Carnegie Institutional Leadership group COPPER held four faculty and student collegial conversations at five institutions using the same questions and format to discover ways to enhance learning. This workshop will discuss new insights gained by participants, the logistics of organizing sessions, and the value of supporting authentic dialogue around what works.

**Whittenberger Auditorium** 10:30 AM - 12:00 PM FEATURED

**C21** In Search of the Humanities in (IS)SOTL

*Nancy Chick (University of Wisconsin-Barron County); Lesley Smith (George Mason University); Paul Ranieri; Tony Ciccone (Carnegie Foundation for The Advancement of Teaching); Dave Concepcion; Stephen Bloch-Schulman (Elon University); Randy Bass (Georgetown University)*

In the Humanities Interest Group Panel, presenters will describe their experiences as SOTL scholars and model and explore what humanities perspectives bring to SOTL. We’ll discuss our ways of knowing, how we make meaning, what we value, how we respond to problems, what we consider evidence, how we envision students as co-constructors of meaning, and how we communicate.

**Alumni Hall** 12:00 PM - 1:30 PM LUNCH

**Membership Meeting**

*All ISSOTL members are invited and encouraged to attend.*

Those attending should sit in Alumni Hall, as the meeting will not be projected into the Solarium.

**Georgian Room** 1:30 PM - 3:00 PM Panel Presentation

**D01** Diversity Learning: Models for Reflecting on Diversity

*La Vonne Cornell-Swanson (University of Wisconsin System Administration); Nancy L. Chick (UW Colleges, Barron County); Cynthia Kernahan (UW River Falls); Fay Yokomizo Akindes; Roseann Mason (UW Parkside)*

Panelists will reflect on challenges and complexities experienced as we incorporated a critical analysis of diversity into teaching and faculty development. We will present three models of inquiry into student and faculty voice on racism and white privilege and the impact of race theory in teaching diversity. The discussion will link our work with the American Association of Colleges and Universities’ (AAC&U) initiative of making excellence inclusive.

**State Room West** 1:30 PM - 3:00 PM Panel Presentation

**D02** Investigating Perspectives on the Scholarship of Teaching and Learning: Comparing Views in a UK and a USA Institution

*Cheryl Albers (Buffalo State College); Linda Price (Open University); John Draeger (Buffalo State)*

This presentation reports an on-going collaboration between two institutions investigating diversity in perspectives of SOTL. Interviews of US and UK academics provide some insight into the cultural and contextual influences on the interpretation and enactment of SOTL in these two contexts. A second strand of this research builds on the interview data to envision a SOTL utopia where SOTL is as integrated into institutional culture.
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<tr>
<td>D03</td>
<td>Certification as a SOTL Pathway: Some Steps Along the Way</td>
<td>Marian McCarthy</td>
<td>University College Cork (UCC), Ireland</td>
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<td>Certificated Courses in Teaching and Learning in Higher Education at University College Cork (UCC), Ireland, provide opportunities for faculty to develop a culture of SOTL. The Teaching and Learning Centre runs a Certificate, Diploma and Master’s Programme which is grounded in a SOTL philosophy. Central to finding SOTL pathways here is the development of a Teaching for Understanding pedagogy and the use of Course Portfolio models to document, peer-review and assess learning.</td>
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<td>D04</td>
<td>Incidental SOTL: Using a Compulsory Professional Development Programme to Inculcate SOTL on a Research-Intensive Campus</td>
<td>Jane MacKenzie</td>
<td>University of Glasgow</td>
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<td>At the University of Glasgow all new members of academic staff are required to undertake a postgraduate certificate in Academic Practice. The presentation will describe how this certificate has been used as a vehicle to introduce staff to the Scholarship of Teaching and Learning which is still a fairly unfamiliar concept in the institution and in the UK. It will describe the SOTL processes embedded in the postgraduate certificate and present tutor and participant reflections on these processes.</td>
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<td>D05*</td>
<td>Using Administrative Processes to Help Embed SOTL and Drive Curriculum Change: Course Proposal Forms</td>
<td>Sean Brawley</td>
<td>University of New South Wales</td>
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<td>In 2006 the Bachelor of Arts Program at UNSW was subject to a major external review. The result was a new “UNSW BA” that was informed by the recommendations of this review alongside broader institutional change agendas. The changes to the program were also seen as an opportunity to embed SOTL into the new curriculum. One of the ways this objective was attempted was through the administrative process of course approvals within the Faculty. This paper examines the design and implementation of the new course approval forms and processes and comments on its success as a tool for embedding SOTL and driving curriculum change.</td>
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<td>D06</td>
<td>Decoding Assessment or How Do We Know That Students Learned?</td>
<td>Joan Middendorf; Arlene J. Diaz; Leah Shopkow; David Pace</td>
<td>Indiana University</td>
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<td>Decoding Assessment or How Do We Know That Students Learned? Assessment is a central intellectual challenge of SOTL, the place where theory and application converge. But it is also tricky, an individual conundrum and a collective problem. With two years of assessments completed, the History Learning Project is now considering what it takes to create authentic and meaningful assessments. This panel discussion will describe what we have learned from the individual assessments and what have we learned about doing assessments in general.</td>
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<td>D07</td>
<td>Fostering Exemplary University Teaching and Learning with ePortfolios</td>
<td>Anastasia Morrone; Daniel Hickey; John Gosney; Michael Wagner; David Goodrum</td>
<td>Indiana University</td>
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<td>Assessment provides crucial feedback and evidence in support of university teaching and learning. Portfolios have long provided a powerful complement to traditional assessments and exams, because they support valuable reflection, communication, and refinement. Electronic portfolios and the associated communication networks promise to dramatically enhance this potential in both traditional and online course contexts. Three presentations will represent three intersection communities of practice who are using the Sakai Open Source Portfolio at Indiana University.</td>
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Assessing the Value of Interdisciplinary Team Teaching: Faculty and Student Perspectives
Phillip Quirk; Vivian Nun Halloran; Amy Berndtson (Indiana University)
Interdisciplinary learning is a common theme in the scholarship of teaching and learning because interdisciplinary approaches foster a deep understanding of the complexities surrounding 21st century realities. We believe the best way to facilitate interdisciplinary understanding is for teaching teams to model the process in the classroom and then help student teams apply the techniques in case-based scenarios. This panel presentation will explore how this approach translates into enhanced internalization of concepts in a STEM curriculum.

Electronic Reflection by Student Teams Facilitates and Provides Evidence of Team-Based Learning Process
Jennifer Eastwood; Whitney M. Schlegel (Indiana University)
In team-based learning, why do some teams emerge as more successful than others? We found no significant differences between teams in individual achievement, so team success depends on more than high-achieving members. Contrasting electronic reflections of high and low achieving teams, we found that top teams maintained fewer general strategies, annotated strategies with specific examples connected to the team and course, consistently and sequentially described their thinking process, and explicitly addressed heuristics for problem solving.

What are Tensions Between Colleges of Education and SOTL
Karen Swanson (Mercer University); Mary Kayler (George Mason University)
We will present our meta-analysis of the literature which is inclusive of research done focused on SOTL activities in the College of Education. A second layer is the application of that research in terms of how Colleges of Education value SOTL towards the tenure process as evidence of Excellence in Teaching and Research.

Supporting a Scholarship of Teaching and Learning in Student Affairs Work
Mahauganee Shaw; Tony Ribera (Indiana University - Bloomington)
Recently, an e-mail was sent to a national listserv seeking information on institutional resources that support teaching and learning in student affairs. No responses were received. The purpose of this workshop is to discuss ways that student affairs practitioners can engage in scholarly teaching and a scholarship of teaching and learning. We will explore avenues to connect campus SOTL resources to student affairs divisions and enhance the focus student affairs already places on student learning.

Urban Teacher Preparation for Elementary, Middle and Elementary Schools
Maria Moore; Brent K. Simonds (Illinois State University)
In an exploration of new alternative SOTL genre--within the thread of Emerging Knowledge--this documentary explores the journey of new transitioning student teachers from Central Illinois as they prepare to become teachers in the urban environment of Chicago Public Schools. This ISSOTTL09 presentation would include showing of a 12-minute documentary followed by discussion. Consider the documentary format--researched, written and produced by academic scholars-- to represent a new media version of the academic paper.

Does Less Class Time Result in Deeper Learning? Promoting Higher-Order Thinking through Teamwork in Blended Learning
Sara Strey; Donna J. Charlevoix; Catrin M. Mills (University of Illinois at Urbana-Champaign)
University instructors strive to foster deep understanding of course content beyond rote memorization. Through comparison of the performance of students in a control section and two blended learning sections on higher order questions, we will show that teaching a large-enrollment blended learning course with a heavy emphasis on teamwork using pedagogically sound methods promotes community building and student engagement leading to deeper understanding of course materials.
D14  From Lost in a “Pit” to Connected by the Team – Benefits and Challenges of Teams in Large Lectures  
Carolyn Kelly Ottman (Milwaukee School of Engineering)  
Large lectures, appropriately named “Pit” courses, can create teaching and learning barriers. To address these issues, the author will present SOTL findings on student's perceived value of team based learning (TBL) within large lectures. The presentation will include a review of TBL design and address findings related to student accountability and learning. A brief discussion, using TBL strategies, will occur and a short video clip will illustrate the benefits of teams in large classrooms.

D15*  Profiling the Large Lecture: Characteristics Associated with Successful Academic Outcomes  
Kip Schlegel; Arvind Verma; Stephanie Whitehead; Maria Kaylen (Indiana University)  
This paper presents findings from a study of approximately 5000 students enrolled in a large introductory criminal justice lecture course over 19 semesters. The data include student characteristics (race, gender, class level, GPA, academic major, etc.) to examine which factors are most strongly correlated with academic outcomes. The implications of these findings to our understanding of student learning are then discussed.

D16  Young Scientists Entering the Community of Practitioners: The Science Research Workshop Program  
Bernhard Streitwieser; Gregory Light (Northwestern University)  
This presentation shares the results of a two year NSF-funded study of the Science Research Workshop Program (SRW), an intervention for first and second year biology and chemistry students aimed at increasing their likelihood of majoring in science and pursuing a professional research career. The philosophy supporting SRW comes from the work of Lave and Wenger (1991) and the idea of engaging learners with common domains of interest in legitimate participation in communities of practice.

D17  Personal Narratives in the Classroom: An Epistemological Approach  
Lori Montalbano; Dorothy W. Ige (Indiana University Northwest)  
Personal narrative performance, in which life stories are shared, is a methodological tool for classroom instruction. This epistemological method (way of knowing) aids in understanding ourselves and others, while introducing concepts of self-disclosure and orientation to others. We use two activities to demonstrate how personal narrative can be used in performance-centered and non-performance classes. When executed well, researchers have observed classrooms with enriched discussion, and judge the benefits as outweighing risks.

D18*  Connecting Student Reflection to Student Learning  
Anthony Ciccone; Stephanie Waldmann (University of Wisconsin-Milwaukee)  
The presenters have published a study into how student reflections show an increased ability for complex thinking during the course of a freshman seminar in the humanities. This session discusses new work that builds on the initial inquiry by exploring whether the complex thinking found in reflections actually connects to student learning and performance in final papers. Also explored will be strategies for more deliberately tying student reflection into expected outcomes.

D19  Investigating Threshold Concepts and Troublesome Knowledge in Three Disciplines: Why Do/Don’t Students “Get It”?  
Renee Meyers; Erin Winkler; Leah Dvorak; Rene Antrop-Gonzales (University of Wisconsin-Milwaukee)  
Threshold Concepts and Troublesome Knowledge are theoretical frames that can help us understand how, when, and why students do or do not “get it.” Engaging these concepts can open up previously inaccessibly ways of thinking for our students. In this panel, we will present results from SOTL research projects that systematically examine TCs in three different disciplines—Africology, Biology, and Education. Implications for teaching and learning around TCs are addressed.
D20 Working with Immigrant Students: Lessons Learned in Addressing the Educational Needs and Resources of Latino Immigrant Students in the U.S.

Robert Reyes; Aliah Carolan-Silva (Goshen College)

This presentation explores how Latino immigrant students negotiate multiple cultural and social systems in pursuing educational options. Using the lenses of cultural, social and moral capital, presenters will examine how these elements influence the curricular and co-curricular experiences of students. The studies will examine: (1) the role social relationships play in the development of students’ sense of belonging and ability to access resources; (2) the role moral capital plays in the process of parental support at the post secondary level.

Maple Room 1:30 PM - 3:00 PM Panel Presentation

D21 The Formation of Scholarly Teachers: Lessons for Teaching and Learning for the Next Generation, Part 2

Carol Hostetter; Bernice A. Pescosolido; Brian Powell; Kerry Greer; Tim O’Brien; J.D. Wolfe; Karen Li; Byron Thomas; Todd Beer; Shiri Noy; Rashawn Ray; Emily Meanwell (Indiana University)

This presentation shares the results of a collaborative research project that analyzes survey data on doctoral students’ experiences in graduate school. Among the topics discussed in this presentation are the source of gender inequality in scientific careers, graduate student perceptions of mentors and advisors, the effects of delaying graduate education or parenthood on the career trajectory, the importance of peer culture, and the effects of age on professional socialization.

Dogwood Room 1:30 PM - 3:00 PM Concurrent Presentations

D22 Integrating the Scholarship of Teaching and Learning and Undergraduate Research: Models from the University of Central Florida

Elizabeth Grauerholz; Alison Morrison-Shetlar; Kerstin Hamann; Kimberly Schneider; Richard Harrison (University of Central Florida)

The University of Central Florida (UCF) is one of ten universities that in 2006 was designated by the Carnegie Foundation for the Advancement of Teaching as a leadership institution in the Carnegie Academy for the Scholarship of Teaching and Learning, also known by the acronym CASTL. The institutions that comprise the CASTL group seek to foster and encourage the scholarship of teaching and learning as it pertains to undergraduate research. This paper describes the CASTL program, outlines the focus of the CASTL undergraduate research group, and explains UCF’s rationale for applying for the CASTL designation. It also addresses UCF’s contributions and outcomes to date to the CASTL undergraduate research theme, which include: awarding a total of ten $2,500 mini-grants to encourage and pay for faculty to participate in SOTL as it relates to undergraduate research; developing a student survey to assess the efficacy of undergraduate research at UCF; conducting an over-sampling of the past two administration of the National Survey of Student Engagement (NSSE); inaugurating and hosting a Florida symposium on engagement in undergraduate research; creating the Office of Undergraduate Research and hiring full-time director; and re-examining baccalaureate graduation requirements, with an eye toward required “engagement” or “transformational experience” options (e.g., undergraduate research, service learning, international education, leadership).

D23 Innovation to Scholarship: The Transformative Power of Undergraduate Research

Susan Wolfgram; Jeanne W. Rothaupt (University of Wisconsin-Stout)

This paper presentation explores the process and outcomes of integrating undergraduate research with civic engagement.

D24* Exploring Undergraduate Research Through the Lens of the Scholarship of Teaching and Learning

Laureen Styles; Nancy Randall (Vancouver Island University)

Undergraduate research viewed through inquiry-based learning creates a wealth of opportunities for student learning. This session focuses on two case exemplars of research about undergraduate research at Vancouver Island University (Nanaimo, BC, Canada) where the scholarship of teaching and learning was the lens through which the research was conducted. Using the two case exemplars, we will examine the
motivators, prompts and frameworks that can guide inquiry about undergraduate research where there an explicit focus on key questions about student learning.

**Mezzanine Room M088  1:30 PM - 3:00 PM  Workshop**

**D25  Using SOTL to Assess Service Learning**  
Brenda Refaeli; Diana Becket; Claudia Skutar (University of Cincinnati)  
Service learning offers the opportunity for students to use real world contexts to extend their understanding of course content. Workshop facilitators designed service learning activities that took into account students' backgrounds and experiences. In this workshop they will share how we developed these activities. We will also describe how we assess the service learning activities and how we developed a SOTL project to evaluate the effectiveness of service learning on students’ outcomes.

**Walnut Room  1:30 PM - 3:00 PM  Workshop**

**D26  Innovative SOTL Programming: Developing Reflective Teaching and Learning Communities**  
Jana Cason (Spalding University); DeDe Wohlfarth; Beth Simon (Spalding University); Jenny Wohlfarth (University of Cincinnati)  
This interactive presentation will focus on building Teaching and Learning Communities (TLC) on college campuses. TLCs are faculty-run, voluntary, multi-disciplinary faculty workgroups that serve to strengthen collaborative relationships and improve teaching. Qualitative data and reflective video will demonstrate the value of TLCs as a component of SOTL programming. We will share our successes and failures in creating TLCs. Emphasis will be on "take home" knowledge and practical ideas that participants can use at their universities.

**Sassafras Room  1:30 PM - 3:00 PM  Workshop**

**D27  Overcoming Barriers to SOTL: Program Development and Evaluation**  
Mary Wright; Inger Bergom (University of Michigan)  
In this workshop, participants will examine barriers to SOTL on their own campuses, strategize about SOTL program elements to address these challenges, and develop concrete evaluation ideas for identifying how successfully these activities are working. The workshop will present program features and evaluation plans for the Investigating Student Learning program at the University of Michigan, which has mitigated some barriers to doing SOTL at a research university, such as the IRB process.

**Persimmon Room  1:30 PM - 3:00 PM  Panel Presentation**

**D28  Supporting Transformations in Graduate Student Teaching through Critical Reflection: An Interdisciplinary Learning Community Approach through Indiana University's Teagle Collegium on Inquiry in Action**  
Jennifer Meta Robinson; Tyler Christensen; Melissa Gresalfi; Katherine Kearns; Elizabeth Middleton; Sarah Florini; April Sievert; Deanna Soper; Mimi Zolan (Indiana University)  
This faculty and graduate student panel provides findings from the first year of a future faculty program that helps graduate students shift from teacher- and content-centered teaching to learner- and process-centered teaching, informed by students learning. Three activities contributed to transforming thinking about teaching: creating disciplinary concept maps to consider differences between teaching content and teaching processes; having interdisciplinary discussions to explain, compare, and contrast disciplinary practices; and exploring differences between “content-centered” and “learner-centered” instruction.

**ISSOTL Commons,  3:00 PM - 3:30 PM  BREAK**

**Tree Suite Lounge & Whittenberger Lobby**  
*This break is sponsored by the generous support of the Journal of the Scholarship of Teaching and Learning (JoSoTL).*

**Poster Board Set-up  Alumni Hall**
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<td>Alumni Hall</td>
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<td>3:30 PM - 5:00 PM</td>
<td>Georgian Room</td>
<td>Concurrent Presentations</td>
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| E01          | The Teaching Commons on Campus: Supporting Scholarly Teaching and the Scholarship of Teaching and Learning Through a Teacher Scholar Inquiry Group  
Ellen Lynch; Catherine Strathern; Jenny Wohlfarth; Margaret Cheatham (University of Cincinnati)  
The Teacher Scholar Inquiry Group (TSIG) was established as a result of Shulman’s (2005) and Huber and Hutchings’ (2005) challenge to establish transformational communities of conversation related to scholarly teaching and the SOTL. In this presentation, members of TSIG will share results from a participatory action research study that examined challenges the group faced and modifications that were made. Additionally, data collection and analysis procedures, outcomes and plans for future TSIG research will be presented.  |
| E02          | SOTL as an “Authentic Practice”: A Critical Examination of Faculty Learning Projects  
Susanna Calkins; Andrew Seidler (Northwestern University)  
In this pilot study, we analyzed a selection of extensive inquiries into teaching and learning made by faculty participating in a year-long, substantial faculty development program, examining the questions they raised, their rationale, their methods, and their outcomes. Our preliminary findings suggest how the process of SOTL can transform faculty conceptions of teaching and learning, not simply through the act of teaching, but rather through building learning capacity in one’s students.  |
| E03*         | Faculty Mentoring: Reflecting on Scholarship (Foundation and Future)  
Margaret Milner; Ross W. Shaw; Joan Patrick (Grant MacEwan College)  
Faculty mentorship in academia is traditionally viewed as a means to learn the practice of teaching, enhance teaching effectiveness, and facilitate professional socialization. Mentoring at Grant MacEwan College began in 2002 as a small, relatively unknown program. Since its inception it has evolved to a dynamic program that improves teaching effectiveness and student learning through facilitated collegial interaction. We discuss the evolution of this mentoring program from administrative, mentor, and mentee perspectives.  |
| 3:30 PM - 5:00 PM | State Room West   | Concurrent Presentations                                                          |
| E04          | A Perspective on Student Learning in the East and the West  
Michael Prosser (University of Hong Kong)  
Over thirty years of research in student learning has described variations in their approaches to learning, perceptions of teaching and learning contexts and learning outcomes. Cross cultural studies have identified some variations in the way students experience their learning in Asian and Western cultures. This paper will outline some of that previous research and present the results of a recent study of students’ experiences of teaching and learning in Hong Kong and Australia.  |
| E05          | A Study on Job Satisfaction in the Context of Mass Higher Education in China: Based on a Survey in a University  
Yezhu Zhao (Xiamen University)  
Entering the new century, on the one hand, higher education in China has experienced the rapid expansion, and the overall number of students rose from 2 million in 1990 to 5 million in 2000 and to 17 million in 2006. On the other hand, in the end of last century, China had set up a strategy goal which was to build the world-class universities in the 21st century. Driven by that goal, the government has established the “211 Project” and “985 Project” which intend to invest a small number of key research universities. In that context, faculties in the research-oriented universities are facing double pressures. On the one hand, they are facing high burden of teaching workload accompanying with students to faculties ratio higher than before; on the other hand, they are also facing high pressure from academic publish, looking for the research outlay, proposal application etc.  |
Quality and Quantity: Influences on Teaching and Learning in Ethiopian Universities
Abebaw Gezie (Addis Ababa University); Valerie N. Chang (Indiana University)
This research explores questions related to quality and quantity in Ethiopian universities. In the round table we will invite collaboration and discussion of the influences of rapid expansion on quality of education, debates between government pressures and faculty responsibilities, and ways faculty can begin to move from the traditional top down teaching to active learning and authentic assessment even with limited resources.

Professional Standards: Evidencing and Sharing Practice
Julie Baldry Currens; Jules Cassidy; Dallas J. Davis (University of East London)
Our Professional Standards Framework provides an integrated approach that both evidences and evaluates our practice in relation to teaching and supporting learning. Relevant to colleagues at all levels of experience, from both academic and support service backgrounds, our framework models inclusivity and choice. Our Continuing professional development route offers a firm foundation for interdisciplinary collaboration, based on a shared understanding of, and commitment to high standards of practice.

SOTL Across the Disciplines: Results from the Faculty Survey of Student Engagement
Thomas Nelson Laird; Tony Ribera; Mahauganee D. Shaw; Amy K. Garver (Indiana University)
This presentation shares findings from a set of items on the scholarship of teaching and learning added to the Faculty Survey of Student Engagement (FSSE) in 2009. These items focus on how faculty members from various disciplines gather evidence, refine insights, and go public with information about teaching and learning. Additionally, we will explore perceived institutional and departmental emphases on SOTL at American institutions, and discuss practical implications of our findings.

From the Broad to the Specific: Students Reflecting on Education Abroad
Bernhard Streitwieser; Shyanmei Wang; Gregory Light (Northwestern University)
This presentation shares a study of undergraduates reflecting on the meaning of international education and conceptions of ‘transformation,’ ‘immersion,’ and ‘global citizenship’—terms used widely in study abroad advertising but rarely explained or aligned with learning outcomes. The research utilized Phenomenographic methodology to guide interviewing, analysis, and creation of a conceptual map. The map provides an empirical basis for critical terminology used in international education, which has important implications for the design of pre-departure curricula.

SOTL 2.0: The Next Ten Years of Technology-Enhanced SOTL
Toru Iiyoshi (MIT); Randy Bass (Georgetown University)
While we continue to tackle key problems and challenges in our day-to-day educational practice, an increasing number of tools and resources that can amplify our ability to investigate, collaborate, and learn from each other are emerging. This interactive featured panel presentation reviews and reflects on how technology has advanced the ways we document, examine, peer-review and share our efforts in improving teaching and student learning over the last ten years, and explores and envisions how it will further help evolve the Scholarship of Teaching and Learning in the next ten years.

Understanding and Leveraging Cultural Contexts to Influence SOTL in Difficult Times
Cheryl Albers (Buffalo State College); Scott Johnson (Buffalo State); Jonathan Wardle (Centre for Excellence in Media Practice at Bournemouth University); Linda Price (Open University); Jan Parker (Open University)
This panel is composed of members of the CASTL Leadership group investigating the Integration of the Scholarship of Teaching and Learning into Institutional Culture. Since 2006 the presenting institutions have been working collaboratively to develop and promote strategies that embed SOTL into intuitional philosophy, policy and infrastructure. Presentations involve a critical examination of significant elements of the teaching and learning culture within institutions that have significant impact on faculty’s understanding of and willingness to participate in SOTL and the role of publication in bridging these various contexts.
E12  Using SOTL to Assess the Subjective in Actor Training  
Kathleen Perkins; Jeffrey Ginsberg (Columbia College Chicago)  
The authors report on their use of SOTL methodology as an in-depth assessment tool examining the level, variety and progressive development of transformational skills in portraying a character’s vocal, physical and emotional life exhibited by graduating actors in a large theater department.

E13  Beyond Assessment: Rubrics and Active Learning in the Visual Arts  
Mary Connelly (University of Colorado Denver)  
This paper presents a teaching case study using rubrics in the studio arts as part of a larger national online project, MERLOT ELIXR--video stories created to engage other faculty in trying new teaching approaches. “Active learning” is embedded deeply in the hands-on teaching of studio art; it followed that students’ direct participation in creating an assessment tool would most effectively enhance and anchor their awareness of the learning objectives of the course.

E14*  Engaging Professional Practice: An Informal Strategy for Approaching Tactily Held Knowledge in Practice-Based Disciplines  
David Garner (University of the Arts, London)  
Knowledge in practice-based disciplines is often tacitly held, making it hard for learners to discern and teacher-practitioners to explain. There is consequently a need for a pedagogy that encourages learners to recognise opportunities to discover such elusive knowledge. A study at the University of the Arts London used informal, dialogic and visually based group learning opportunities. This paper will introduce the strategy used and invite delegates to discuss ways of adapting it to suit their own subject disciplines.

E15  Trust in Teams: An Evaluation of Trust in Teamwork within Large-Enrollment Blended Courses  
Catrin Mills (University of Illinois); Donna J. Charlevoix (UCAR); Sara T. Strey (University of Illinois)  
We hypothesize that trust between group members, which is integral to achieve team goals and satisfaction amongst teams, in a large class with limited face-to-face contact can be strengthened by providing a framework for team building, and this was tested by collecting both quantitative and qualitative data before, during, and after the semester. Initial findings show that in spite of being in a very large class, students felt a sense of community within their team.

E16  Assessing Undergraduate Genetic Literacy and the Impact of Instruction  
Carl Huether (University of Cincinnati); Bethany V. Bowling; Laura Rihm (Northern Kentucky University); Darbey Maheu; Terry Beery (University of Cincinnati)  
Our research focuses on genetic literacy of students enrolled in biology or genetics courses for non-science majors. A Genetic Literacy Assessment Instrument (GLAI) administered as a pre-course instrument allows initial determination of genetic literacy, while the (same) post-course survey allows assessment of the course in improving genetic literacy. We collect data from instructors on course content and hours committed to genetics, and for local courses, assess pedagogy using the Reformed Teaching Observation Protocol (RTOP).

E17*  To Click or Not to Click: The Impact of Students’ Comfort Level with Technology on Clicker Use and Efficacy  
Jennifer Zapf; Adolfo J. Garcia (University of Wisconsin-Green Bay)  
In a culture where educational institutions stress information literacy and technology use, we are testing whether the popularity of student response systems (“clickers”) is due to familiarity with technology or to clickers direct impact on learning. Results suggest clicker popularity is likely driven by the perceived future learning benefits that are thought to be derived from the use of the clicker in the classroom and not simply the familiarity with technology in general.
Distinguished Alumni Room 3:30 PM - 5:00 PM Concurrent Presentations

E18  ‘I Do and I Understand’ – A Practical Approach to Improving Student and Graduate Employability Skills Through Experiential Learning

Femi Bola (University of East London)

A single paper presentation describing how experiential learning has been used to allow students and graduates to be better able to successfully make the transition from undergraduate and post graduate study to the world of work. The methods used and their impact on the behaviour and attitudes of students, graduates and employers will be described and opportunities for discussion and comment incorporated.

E19  Students Thinking About Learning– A Large Class Study Across Disciplines

Marian Dobos; Richard G. Guy; Chester Andrea; Melissa Simpson; Sophia Xenos; John Milton; Gregory Plumb (RMIT University)

To improve student engagement in large classes, we developed a project involving student self-reflection about learning preferences and approaches. This incorporated preference feedback and course-contextualised ‘Tips for Learning’ across four disciplines. The students developed a wider range of approaches to learning tasks and planned their own strategic learning. Students with a strong ‘reflective dimension’ performed better in several assessment tasks across disciplines. The application of learning preference interventions to improved student performance will be discussed.

E20*  The Metropolitan University: Emerging Student Populations and the Challenges of Designing an Effective Classroom Environment

Ellen Szarleta-Yancy (Indiana University, Northwest)

The challenges facing metropolitan universities serving a more diverse student body have resulted in important transformations in service and research missions. The issues facing faculty and students in the classroom however, have received less attention. This paper uses the case study method to examine the emerging teaching and learning challenges in this setting, and some methods for achieving an improved learning experience, including learner-centered teaching. The goal is to facilitate a conversation on these unique challenges and the opportunities for improving teaching and learning.

State Room East 3:30 PM - 5:00 PM Panel Presentation

E21  Internationalizing ISSOTL

Joelle Fanghanel (City University London); Jennifer Meta Robinson (Indiana University); Anthony Ciccone (Carnegie Foundation for the Advancement of Teaching)

This is an interactive session in which we propose to explore the theme of internationalizing ISSOTL. Our reflection will be based on membership demographics and members perceptions of what is needed in the movement over the next five years or so.

Hoosier Room 3:30 PM - 5:00 PM Concurrent Presentations

E22  Lost in Translation? – An Examination of the Perception, Interpretation and Impact of Verbal Feedback on International Design Students in the UK

Bernadette Blair (Kingston University – London)

This paper discusses the findings of a UK University Teaching Fellowship project on verbal feedback to international students. Prior research evidenced that students’ and faculty’s understanding and interpretation of verbal feedback given during practice-based sessions is often not the same (Blair, 2004). Studies have also shown that students often misinterpret what is being said to them (Blair, 2006; 2007; Blair, Blythman, & Orr, 2007) and feel excluded. The paper discusses how communication can be improved.

E23  Science 100: Building a Solid Foundation for Future Leaders

Connie Varnhagen; David Lawrie; Stanley J. Varnhagen; Brenda Leskiw; Brad Arkison (University of Alberta)

Science 100 is a unique full year, first year learning opportunity at the University of Alberta designed to help students think beyond disciplinary boundaries as they explore answers to complex problems. Science 100 is also a unique opportunity to develop, implement, and evaluate innovations in teaching and learning. In this
presentation we describe our first year of offering Science 100, present our initial evaluation findings, and discuss innovative ways for laying a solid foundation in science.

E24*  **The Impact of Language Diversity on Students' Perceptions and Use of Feedback**
*Meloni Muir; Helen Drury (University of Sydney)*
Our previous research into feedback on student report writing suggested that perceptions regarding the usefulness of feedback differed between non-English speaking background (NESB) and English speaking background (ESB) students. Further studies did not clearly support these findings. English language competency, however, varied greatly among students making it difficult to distinguish between ESB and NESB individuals. Results from our current study highlight the complexity surrounding provision of useful feedback to diverse student populations and raise important issues for reflection.

**Charter Room  3:30 PM - 5:00 PM  Concurrent Presentations**

E25  **SOTL in the Graduate Curriculum: TAs as Classroom Researchers**
*Jeanne Schueller (University of Wisconsin-Milwaukee)*
SOTL work belongs in the graduate curriculum. M.A. students in particular can benefit from training in SOTL work and can become "stewards of their discipline," as advocated by the Carnegie Foundation in its Initiative on the Doctorate. In my presentation, I discuss strategies for incorporating SOTL principles, rewards of integrating classroom-based research into graduate education, assessing the benefit this training has on TAs and the language program, and challenges associated with such an undertaking.

E26  **Informed Instruction: Graduate Students' Information Seeking Behaviour**
*Marg Sloan; Kim N. McPhee (The University of Western Ontario)*
Canadian graduate student enrollment is increasing and academic librarians must support this diverse group. How do graduate students approach research? What are their stumbling blocks? What do they need from librarians in order to succeed? We spoke to graduate students in the social sciences and have uncovered the answers to these questions. In this session, we will share the results of our research which have both informed and streamlined our instruction practice.

E27*  **Student-Initiated Courses as a Source of Experiential Learning**
*Kimberly Fitzgerald; Janet Gooch (Truman State University)*
High quality experiential learning opportunities can lead to significant enhancement of student learning and provide students with the background and knowledge needed to more fully benefit from subsequent, more intensive and independent experiential learning situations. Student-Initiated Courses (SICs), courses designed and taught by a student, can serve as a source of high-quality experiential learning. This presentation demonstrates how SICs can be used for this purpose and criteria that optimize experiential learning opportunities.

**Dogwood Room  3:30 PM - 5:00 PM  Concurrent Presentations**

E28  **Strategic Planning Considerations Critical to the Implementation of Problem-Based Learning (PBL)**
*Marilyn Simon; Rita Kumar; Chrystal Christman-Hennel (University of Cincinnati)*
In this interactive session, a multidisciplinary PBL Learning Community will address often overlooked factors involved in the planning of a successful PBL course. Presenters will begin with a brief explanation of PBL, a limited discussion of success-related factors and variables supported by the literature and the experiences and research of our PBL Learning Community. The focus is on planning considerations, relative to participants individual learning environments, critical to successful implementation of PBL in the classroom.

E29  **An Examination of the Impact of a Web Based On-line Learning Management System Tool on Student Success in Introductory Financial Accounting**
*Rikard Smistad (Mount Royal College)*
Textbook publishers are providing more software resources to accompany traditional hard copy text books than ever before. A review of the literature shows a broad awareness of these resources but insufficient evidence in support of these individual tools as an aid to enhanced student learning. This study examines
one of these resource tools, viz. the on-line homework assignment and its impact on student success in Introductory Financial Accounting. Student final exam results were used to measure student mastery of course material, and compared to those of a control group. A survey was conducted gauging student opinion of the usefulness of the tool as an aid to learning. Study limitations & directions for future research are outlined.

**E30* Scaffolding Critical Thinking in Online Problem-Based Case Studies in Face-to-Face Classes**

Gihan Osman (Arab Academy for Science and Technology); Thomas M. Duffy (Indiana University)

This presentation reports on the results of quasi-experimental study conducted to examine the impact of facilitator scaffolding, grounded in the processes of articulation and feedback, on the quantity and quality of critical thinking skills in asynchronous discussions of undergraduate students. It also provides guidance and tools to help instructors promote and obtain evidence-based critical discourse in their classrooms through online problem-based scenarios.

**E31 E-portfolios and Nationally Standardized Tests: Validation or Depreciation?**

Gisela Escoe; Wayne E. Hall; Mark C. Nicholas (University of Cincinnati)

This interactive workshop will explore the use of rubric-scored electronic learning portfolios vs. standardized tests such as the Collegiate Learning Assessment (CLA) to measure student learning as part of the Voluntary System of Accountability (VSA). Participants will receive preliminary research data from one such comparison at a large research institution and begin to develop individual strategies for testing the appropriateness of both approaches to measuring student learning outcomes in the context of their own institutions.

**E32 Dealing with the Filters through which Professional Development Education is Heard**

Kelly McConnaughay; Wayne Evens (Bradley University)

This workshop will deal with the filters participants bring to professional programs and how these might be dealt with. Three techniques (Goal Attainment Scaling, Behavioral Intentions and Modified Clinical Interviewing) will be demonstrated. Participants will learn how to interpret these and use the information to adjust presentations to fit the audience; thus bypassing filters.

**E33 Self-authorship as a Foundation for Shared Understanding: Educational Developers’ Roles in Fostering the Scholarship of Teaching and Learning**

Nicola Simmons (University of Waterloo); K. Lynn Taylor (Dalhousie University)

The scholarship of teaching and learning (SOTL) fosters the creation and sharing of knowledge across discipline boundaries in ‘trading zones’ (Galison, 1997) generated by shared interests in learning. Working productively in these complex zones is a challenging task. In this session, we will apply self-authorship (Baxter-Magolda, 1999; Kegan, 1994), with its three spheres (intrapersonal, interpersonal, and epistemological foundations) to analyze the educational development strategies participants use to foster SOTL across individuals, disciplines, and institutions.

**E34 Multicultural Instructors Teaching First Generation College Students**

Maria Duarte; Kimberly M. Stanley; Charles R. Frederick, Jr. (Indiana University)

This panel explores the ways in which multiple identities - race, gender, and national origin shape instructors’ pedagogical style while teaching an intensive introductory critical reading and thinking course to minority and first generation college population. This panel presentation is formed by PhD candidates at Indiana University and consists of two females: an African American and a Mexican born and two males. All four panelists will teach X153 Teaching Critical Reading and Thinking Skills course this summer and
maintain a diary recording challenging and successful teaching and learning strategies, and our encounters and reactions to our students.

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<th>Location</th>
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<tr>
<td>Walnut Room</td>
<td>5:00 PM - 5:30 PM</td>
<td>Meeting</td>
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<td>European Conferees Meeting</td>
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<td>Alumni Hall</td>
<td>5:00 PM - 7:00 PM</td>
<td>Poster Session</td>
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F01 Inquiry Learning in Biology Laboratory Courses Enhances Students' Biology Self-Efficacy

*Angela Bauer-Dantoin; Kimberly Baker (University of Wisconsin - Green Bay)*

Previous studies have demonstrated that students experience greater cognitive gains and exhibit enhanced engagement in laboratory courses that are inquiry-based. The present study was conducted as part of an effort to determine whether these effects of inquiry-based labs can be attributed, at least in part, to an enhancement of students' confidence in their ability to "do science". Using the Biology Self-Efficacy Scale (Baldwin et al., 1999), we found that students enrolled in two inquiry-based sections of a Cell Biology Laboratory Course experienced enhanced confidence in their ability to conduct biology-related tasks (laboratory methods, data analysis, and application of biological concepts).

F02 The Effect of a Performance Assessment on Knowledge Retention and Confidence among Pharmacy Students Regarding Asthma Self-Monitoring for Patients.

*Michael Peeters; Kimberly A. Schmude (University of Toledo College of Pharmacy)*

As highly accessible to patients, pharmacists are able to provide disease state information and medication-taking skills for patients. An asthma action plan and peak expiratory flow meter are integral tools. This study examined pharmacy students after an authentic patient counseling assessment was added to coursework. The counseling assessment accomplished a high rate of knowledge retention, although at a cost of loss in associated confidence. Will knowledge be transferred to patients with a loss in confidence?

F03 Authentic Assessment for Critical Thinking

*Kathleen Bell (University of Central Florida)*

To accommodate a wide range of academic majors in an Advanced Expository Writing course I designed an authentic assessment using a global perspective theme to determine students' increase in critical thinking. Results of the two-year study show that students' perceived and demonstrated levels of critical thinking increased as did their agency as writers.

F04 Distance Learning and New Technologies: Student Performance in a Distance Learning and a Traditional Science Course

*Howard Jackson; Leigh M. Smith (University of Cincinnati)*

We have demonstrated a design for the use of technology to deliver DL science classes which is both effective and scalable. The technology features the capturing and integration of three independent video/audio windows. A science DL course for non-science majors was shown to have the same performance as the in-class course. In addition, a remarkably strong correlation between discussion board posting and performance was observed.

F05 Assessing the Student-Initiated Course as a Novel Approach to Increasing Self-Efficacy Through Multiple Sources

*Kimberly Fitzgerald; Janet Gooch (Truman State University)*

Student self-efficacy has been correlated with academic success and achievement. Four major sources of self-efficacy have been proposed: mastery experiences, vicarious experience, verbal persuasion, and emotional state. These four sources can be addressed in the context of a Student-Initiated Course, a course designed and taught by a student. The changes in self-efficacy of the student course takers will be discussed in regard to these four sources.
Promoting and Assessing Critical Thinking in Physics Courses

Jan Yarrison-Rice; Jennifer Blue; Beverley A. Taylor; Herbert Jaeger; Khalid F. Eid (Miami University)

We report on methodologies to promote and assess critical thinking utilized in undergraduate Physics courses ranging from non-majors to majors and from small seminars to large lecture courses. Assessment of a first year seminar course on Ethics and Science, a large non-majors course on Physics and Society, and a second year majors laboratory course on Modern Physics are evaluated, and pointed to modifications in future offerings which better support development of these important learning skills.

Investigating Students’ Experience with New Learning Strategies in a Critical Inquiry Course and Its Effect on Paired Class Performance

Jody Ross (Indiana University - Purdue University, Fort Wayne); Moon-Heum Cho (Kent State University-Stark)

This study investigated students’ experience with new learning strategies in a critical inquiry course and their effect on performance in a paired class. Students reported that they liked the strategy “predicting questions” the best, used it the most, and found it most helpful. Also, students’ exam scores in psychology increased when comparing their first and fourth exams. Individual differences in motivation were the best predictor of students’ academic performance. Lessons are discussed for future study.

The Impact of Animated Verses Static Tutorials on Student Learning and Attitudes

Steven Brown (Rockhurst University)

As computer-mediated instruction develops, it is important to evaluate the effectiveness of multi-media presentations on student learning. Many instructors assume technology-based multimedia instruction will improve student achievement and motivation, however, little research has directly compared multimedia presentations of course content to traditional textbook presentations. The purpose of the present study is to compare the effectiveness of an animated presentation of content to the static type of presentation commonly used in traditional textbooks on student learning.

Pecha Kucha as an Activity for Exam Preparation

Alisa Beyer; Mathew Earle (Dominican University)

Pecha Kucha (PK) is a fast paced PowerPoint presentation. Each slide is presented for 20 seconds and has minimal text. I explored Pecha Kucha as an exam preparation activity in a lower-level undergraduate psychology course. For each exam, students were randomly assigned topics for mini-PK presentations. Students gave 2-minute presentations (6 slides). I will compare exam terms presented and not presented to identify if PK is an effective review activity.

Distance Learning/Distance Teaching Facilitates Ongoing Interactions Among Researchers, Practitioners, and Students

Vicky Meretsky (Indiana University); Teresa AN Woods (US Fish and Wildlife Service); James C. Randolph (Indiana University)

In Fall, 2008, we delivered a graduate class on climate change to IU students and US Fish and Wildlife Service personnel and their collaborators in 8 states. Students and facilitators met in the classroom. Speakers and agency personnel remained in their homes and workplaces. Desktop-sharing software and a toll-free conference line linked participants. The format allowed scientists, practitioners and students to meet repeatedly to discuss a major issue in natural resources management. All participants were surveyed regarding the experience. Responses were very positive and provided insights to improve future classes. The technology to support such ongoing class-based collaboration is readily available and its use should be widely encouraged.
**F11** Improving Problem Solving Skills: Conversion from Traditional to Inquiry-based Laboratories  
*Delena Bell Gatch (Georgia Southern University)*  
The objectives of this session are: to introduce participants to the four levels of inquiry-based laboratories (confirmation, structured inquiry, guided inquiry, and open inquiry), to share with participants both the benefits and difficulties associated with the implementation of inquiry-based laboratories, and to encourage the participants to consider implementing inquiry-based laboratories in their disciplines.

**F12** Interdisciplinary Law School and Psychology Graduate Training  
*Amy Holtzworth-Munroe; Amy G. Applegate; Brian D’Onofrio; John Bates (Indiana University)*  
The goals of this ongoing project are to: 1) foster interdisciplinary training of law and psychology graduate students in divorce mediation; 2) train students in new interdisciplinary mediation methods incorporating the children’s perspective (child inclusive mediation: law student mediators work with psychology student child consultants); 3) train students to conduct a program evaluation study of these mediation methods; 4) conduct research examining the impact of our new training; and 5) disseminate study findings.

**F13** Lasting Effects of a Graduate Pedagogy Course on the Development of Teacher-Scholars  
*Valerie O'Loughlin; Mark Braun; Katherine D. Kearns; Isaac Heacock; Carol Subino Sullivan; Lauren E. Miller (Indiana University)*  
While graduate pedagogy courses may result in specific short-term teaching behaviors, little is known about whether these scholarly teaching behaviors and attitudes endure over time. We (faculty, instructional consultants, and graduate student researchers) present quantitative and qualitative evidence from teaching statements, teaching portfolios, interviews, and SOTL activities to demonstrate the lasting effects of a pedagogy course. Further, graduate student researchers not enrolled in the course also progressed as teacher-scholars by contributing to this research.

**F14** An Engagement Levels Framework to Foster Interactions Across SOTL Collaboratories  
*Thomas Carey (Higher Education Quality Council of Ontario)*  
Regional SOTL collaborations provide a focus for sharing the work of knowledge discovery and for adapting pedagogical content knowledge to local contexts. Emerging initiatives extend the value of regional SOTL networks through collaborations across regions. We illustrate the issues and social and technology infrastructures by two examples: connecting faculty at multiple levels of engagement across two regional SOTL networks in Canada, and interconnection within a discipline between SOTL initiatives in Ontario (Canada) and California (U.S.A.).

**F15** Facilitating Active Learning and Critical Thinking in a Graduate Health Professions Program: Lessons Learned  
*Diane Clark; Cecilia L. Graham (University of Alabama at Birmingham)*  
This poster presentation describes modification of a graduate physical therapy pathology course sequence to enhance critical thinking and active learning. Student perceptions and outcomes are analyzed in the context of learning theory and generational influences. Lessons learned in facilitating critical thinking skills in “skim and browse” Millennium Generation learners include the importance of student orientation to active learning strategies, consistency in teaching/learning approaches, and articulation of explicit goals and expectations.

**F16** The Importance of Communication to Enhance Student Access to Language Learning  
*Beatrix Burghardt (Indiana University)*  
This poster details the steps taken by a less-commonly-taught language program to transform a campus-wide graduate student instructor workshop into an interactive, discipline-specific session. Such restructuring prepares graduate instructors to attend to undergraduates’ academic, social, and cognitive needs. The poster will also share measures of the revised workshop’s success: (1) instructors’ increased sensitivity to student needs, (2) improved performance of learners with special needs, and (3) positive testimonies from our workshop-provider and graduate instructor supervisors.
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<th>F17</th>
<th>Teagle Collegium: Outcomes of a Preparing Future Faculty Program on Student Learning and Long-Term Course Development in Biology</th>
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<td><em>Dan Johnson; Elizabeth Middleton; Karen L. Bohorquez; Deanna Soper (Indiana University)</em></td>
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<td>Graduate students comprise a significant portion of the instructional staff at research universities, yet many begin teaching with little previous experience or training. This poster will illustrate how the Teagle Collegium provided important instructional scaffolding and resources for graduate students in biology. Specifically, this poster will share their teaching innovations and assessments and demonstrate how these innovations resulted in effective learning, catalyzed long-term course development, and propagated teaching innovations among graduate student cohorts.</td>
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<th>F18</th>
<th>Graduate Student Cross-Disciplinary Discussions in the Collegium on Inquiry in Action Improve Disciplinary Teaching Practices</th>
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<td><em>Karen Bohorquez; Elizabeth Middleton; Dan Johnson; Julie Johnson Searcy; Susan Lamberth; Charla McCormick; Deanna Soper (Indiana University)</em></td>
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<td>Graduate student instructors analyzed how cross-disciplinary discussion in the Collegium on Inquiry in Action improved both their command of learning theory and teaching practices. The interdisciplinary Teagle Foundation-funded program consisted of graduate student instructors and faculty mentors who met monthly to discuss the scholarship of teaching and learning. Graduate students utilized these discussions to improve their reflective teaching practices, to help recognize and teach ambiguity, and to better clarify and model their signature pedagogies.</td>
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<th>F19</th>
<th>Politics of Teaching and Learning through the Lens of Program Assessment</th>
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<td><em>Hsiu-Lien Lu; Judith Longfield (Georgia Southern University)</em></td>
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<td>How were diverse campus-wide programs—some highly experienced with program assessment through accreditation while others had limited or no experience—helped to implement and value the Program Assessment Cycle? How could mandated yearly program review be used to promote interdisciplinary collaboration and a culture of institutional effectiveness and student learning? This preliminary study will delineate the process used to address these issues at a mid-sized Southeastern state university.</td>
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<th>F20</th>
<th>The Process and Products of Creating a Scholarly Learning Community</th>
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<td><em>Balbir Gurm; Alice Macpherson (Kwantlen Polytechnic University)</em></td>
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<td>We have been trying to create a local learning community at our own institution and a more global one with our cluster members in the Carnegie Academy’s Scholarship of Teaching and Learning (CASTL) Leadership program. We will share our experiences of this process as well as the products that were created along the way. We share our definition of the scholarship of teaching and learning and how it plays out at our institution.</td>
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<th>F21</th>
<th>Experience-Based Insights Precede SOTL in Faculty</th>
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<td><em>Lillian Vederhus; Marit Allern (University of Tromso)</em></td>
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<td>In an ongoing project studying consensus-formation in scholarship of teaching by means of a modified Delphi-technique at a medical faculty currently engaged in a process of revision in medical education, two out of three phases are completed. We report here some of the findings regarding qualitative structure of statements, degree of agreement with statements, and consensus around this, and compare these findings to proposed models of indicators and domains in SOTL.</td>
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<th>F22</th>
<th>Bringing the Scholarship of Teaching and Learning to the Institutional Level: A Multi-Faculty Mentorship Program at Dalhousie University</th>
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<td><em>Lynn Taylor; Deborah Kiceniuk (Dalhousie University)</em></td>
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<td>Despite considerable growth in the scholarship of teaching and learning (SOTL), concerns have been raised about the extent to which SOTL informs potentially high-impact institutional decision making about teaching and learning issues (McKinney, 2004; Schroeder, 2007). Our poster, based on the development, implementation, and evaluation of a multi-Faculty peer-mentorship program for first-year students, invites colleagues to discuss how SOTL can be applied at an institutional level to foster both learning and the valuing of SOTL.</td>
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F23  A SOTL Learning Community: It Works!
Cathy Bishop-Clark; Deborah A. Beyer (Miami University)
Institutions and individual faculty may accelerate their understanding and participation in SOTL work through the use of a SOTL learning community. A year-long SOTL learning community was facilitated during 2008-2009. An overview of that learning community; specific examples of learning community sessions and assignments; assessment data collected from participants, and general reflections will be shared and discussed. The session will be facilitated by both a graduate of the learning community and the facilitator of that community.

F24  The Localization of KEEP Toolkit and Its Application to Higher Education in Japan
Hiroyuki Sakai (Kyoto University)
A localized version of KEEP Toolkit 2.5 (“jKEEP”), which was originally developed by the Knowledge Media Laboratory at the Carnegie Foundation, has been created by the Center for the Promotion of Excellence in Higher Education at Kyoto University in order to provide online support for various activities of faculty development in Japan. I hope to discuss effective way in which this online tool can be applied in the context of higher education in Japan.

F25  University of Wisconsin - Integrative Learning Outcomes Project
Lisa Kornetsky (University of Wisconsin - Parkside); Renee Meyers (University of Wisconsin - Milwaukee); Nancy Chick (University of Wisconsin - Barron County)
Faculty from five disciplines at campuses across the University of Wisconsin System are involved in a project exploring students' understanding, application, and assessment of integrative learning. Beginning with a definition in each discipline, projects have been designed and evidence is being collected to see how students think and act integratively to solve problems, create knowledge, and express their understandings cognitively and affectively. The group of faculty is working together to share ideas, work on project design, and discuss findings.

F26  Every Student Counts: Promoting Numeracy and Enhancing Employability
Geoffrey Timmins (University of Central Lancashire)
This poster presentation is concerned with a three-year research project into undergraduate numeracy teaching and learning. The project, entitled Every Student Counts: Promoting Numeracy and Enhancing Employability, is based in the UK at the University of Central Lancashire and involves biosciences, history and business studies. The presentation will outline the scope and nature of the project and, concentrating on the history component, will report on the preliminary findings. Further information from conference delegates will also be sought.

F27  Linking Teaching and Research through Engaging Students in Research and Inquiry: International Perspectives
Mick Healey (University of Gloucestershire)
This poster explores how students may be engaged by involving them in research and inquiry so that they are producers and not just consumers of knowledge. All undergraduate students in all higher education institutions should experience learning through and about research. The key to mainstreaming undergraduate research and inquiry is to integrate it into the curriculum. We have examined a wide range of mini-case studies of practices from institutions in Australasia, Europe and North America.

F28  Interdisciplinary Course at Truman State University and SOTL
Dawood Atzal (Truman State University)
Interdisciplinary and multidisciplinary topics present unique opportunity for collaborative student learning in student initiated group projects. At Truman a junior level interdisciplinary course is a standard liberal arts requirement for all majors. One such course is "Exploration into the Origins of Life". This course provides students to engage into this fascinating topic using interdisciplinary and multidisciplinary approaches in student initiated group projects and presentations.
F29 Beneficial Academic, Behavioral, and Ecological Interventions Implemented to Produce Improvements in Elementary Students with Emotional and Behavioral Disorders
Twila Lukowik (Bradley University)
In order for students with emotional and behavioral disorders to achieve maximum success, it is imperative that dedicated educators utilize numerous academic, behavioral, and ecological interventions. This research provides necessary information concerning an assortment of interventions and their levels of effectiveness as perceived by educators who work with students with emotional and behavioral disorders on a daily basis.

F30 Designing a Financing Public Affairs Course Using Project-Based Learning Approach in a Hybrid Learning Environment
Byoung Joon Kim (Indiana University-Purdue University Fort Wayne); Moon-Heum Cho (Kent State University-Stark)
This paper presents a development example of Project-Based Learning in Financing Public Affairs in a hybrid learning environment. Real cases, online discussions, collaborations among students, face-to-face support, and multiple ways of evaluation are integrated into the hybrid PBL learning environment. The decision making process and rational for using each component is described. The paper demonstrates the design process for PBL in a hybrid learning environment.

F31 Affective Pedagogies in the College Classroom
Patricia Owen-Smith (Oxford College of Emory University)
The proposed poster will address the pedagogical practices that nurture affective development in the college student and honor the cognitive-affective relationship in teaching and learning. Particular attention will be given to the review of affective dimensions and outcomes such as maturity, values and beliefs, self understanding, citizenship, and social responsibility. Specific instructional goals and related emotional practices will be presented.

F32 Re-Learning and Mathematics Teacher Preparation
Anne Brown (Indiana University South Bend)
This poster focuses on the emerging design of a mathematics course designed to help future high school teachers re-learn mathematics content in a form that is usable for teaching.

F33 Learning in the Online Environment: Reconciling Student and Staff Perspectives
Gail Huon; Maria Northcote; Nicholas Barham; Elizabeth Burns; Leanne Milne; Tammy Robinson; Andrew Yardy; Peter Santone (University of Newcastle)
This poster will present a detailed outline of our Web resource for students. An overriding theme is about the discrepancy in student and staff knowledge and understanding of technology- and media-supported student learning. The specific focus will be threefold: 1. the preliminary research and data that became the foundations underlying its development; 2. the new evidence that has emerged in its implementation; and 3. how this initiative provides guidance for future directions in resource development, especially in supporting quality student learning in the online environment.

F34 Come for the Content, Stay for the Community: Virtual Networks for Improving Chemistry Teaching
Joanne Stewart (Hope College)
The deep yet narrow training received by most chemistry faculty can make curricular innovation at the undergraduate level difficult. Faculty need current knowledge in a broad range of subdisciplines and effective approaches for teaching outside their “comfort zone.” To support innovations in teaching, the new resource VIPEr (www.ionicvipper.org) was created, which combines a digital library of learning objects with social networking tools to form a rich virtual community of practice amongst chemistry faculty worldwide.

FEATURED
F35  The Use of the Audience Response System in Anatomy Laboratory Practical Examinations
Susan Polich; Cara H. Cario; Carmen M. Rodriguez Hernandez; Mary S. Monroe (Virginia Commonwealth University)
The Audience Response System (ARS) was initially used in our institution for three purposes - to engage students' interest in a topic, take role, and collect answers to multiple-choice question quizzes. The use of ARS to record answers in an anatomy laboratory practical examination, a very different setting and purpose, has not yet been explored. The aim of this proposal is to discuss the use and effect of ARS on the anatomy laboratory practical examination.

F36  Pedagogical Comparison and Contrast Between Asian and American Approaches to Music Prodigies
Sang Nam; Soonsook Myung (Elon University)
This session will address the general perception towards music prodigies and their rise-and-fall. Especially, pedagogical comparison/contrast between Asian and American approaches to music prodigies will be analyzed. Glaser’s grounded theory will be used to comprehend different pedagogical approaches to music prodigy in Asia and America based on interviews with piano prodigies.

F37  SOTL Creating Community Creating Impact: One Institution’s View
Jacqueline Dewar; Stephanie August (Loyola Marymount University)
Loyola Marymount University (LMU), coordinating institution for the Carnegie Affiliates program, has found that “SOTL” and “Community” each contribute to develop the other and both work together to influence campus culture regarding teaching and learning. This poster will describe the groups, events and initiatives that have supported SOTL at LMU, the outcomes that we have observed and the challenges that remain.

F38  Happy Accident
Cyril Shing (University of Arts London)
How to use digital media to discover new dimension of design creativity? The workshop presents teaching methodology to help student understand the logical of computational design. By using exercise in the workshop, participants will discover how to use simple daily materials and hands on project to understand computational creativity.

F39  Strengthening Racial Identity for Improved Learning Outcomes
Medha Talpade (Clark Atlanta University)
Summary This project seeks to identify constructs and behaviors conducive to successful learning outcomes among African American male college students. Methods based on preliminary research on strengthening Racial Identify and increasing awareness of behaviors related to academic success with the Start-Stop-Continue model will be utilized.

F40  Forging Partnerships in Nursing Clinical Education ThroughDemocratic Educational Planning: An Examination of the Power Relationships, Political Processes, and Impact After Two Years
Susan Hendricks; Linda S. Wallace (Indiana University Kokomo)
An RN to BSN capstone class discussion regarding the dismal retention rate of new graduates in the clinical setting led to the collaborative development of a preceptored clinical education model, intended to reap benefits for the nursing student as well as the clinical agency. This paper examines the development and planning of the Preceptor Project from the critical theoretical perspective on adult education program planning developed by Cervero and Wilson (2005, 2000).

F41  Personal Epistemology Research: An Investigation of the Perspectives
David Clancy (University of Bradford)
A socialised habitus of academic personal epistemology (SHAPE) has much to offer in understanding teaching and subsequently learning in higher education. Fundamental changes to the quality of university teaching and learning are unlikely to happen without changing teachers’ conceptions of teaching (Hativa, Kember & Kwan, 2000). In order to understand teaching we need to know how teacher’s conceptions and choices are entrenched and experienced in higher education; and what are the influences on such processes and practices.
F42  Do Students Not Get It, or Do We Not Get Them?  
Lin Langley; Alison Thomas; Anna Helewka (Douglas College)  
This comment sparked a four-year, multi-disciplinary, cohort-based inquiry into student engagement that involved both qualitative and quantitative methods at Douglas College. Investigators conducted student interviews and composed and conducted a quantitative survey. Student comments from the survey will be further investigated in student researcher-led focus groups. This project contributes to our understanding of multi-disciplinary research, to the ways that qualitative and quantitative methodologies inform one another, and to emerging knowledge of student engagement in diverse settings.

F43  Facilitating Scholarship of Teaching Through Electronic Course Portfolios  
FEATURED  
Bridgett Piernik-Yoder (UT Health Science Center at San Antonio)  
As discourse regarding scholarship of teaching and learning evolves, it is critical to explore tools that facilitate scholarship of teaching in higher education. Electronic course portfolios are one tool to support this endeavor. This poster presentation will illustrate how electronic course portfolios are an effective tool to document teaching activities, support reflection by faculty on teaching, and facilitate peer review of teaching activities. Additionally, challenges and benefits of developing electronic course portfolios will be presented.

Dinner by own arrangement 7:00 PM
SATURDAY 24 OCTOBER

East Lounge

7:30 AM - 5:00 PM

Registration

Solarium

8:00 AM - 9:00 AM

Breakfast/Topical Discussions

Solarium

8:00 AM - 9:00 AM

Meeting

G001 Psychological Literacy and the Scientist-Educator: Where to from Here?

Jacky Cranney; Cecilia Shore; Dan Bernstein; Tom Pusateri (University of New South Wales)

The Halpern (2009) edited book "Undergraduate Education in Psychology: A Blueprint for the Future of the Discipline", introduces the concepts of "psychological literacy", the "psychologically literate citizen", and the "scientist-educator". In light of these concepts and following Shore & Bernstein's related Friday morning talk, we will discuss whether the discipline of psychology is "willing and able" to contribute significantly to (a) evidence-based educational practice, and (b) the education of "global citizens".

Georgian Room

8:00 AM - 9:00 AM

Interest Group Meeting

Student Engagement Interest Group Meeting

Pick up your breakfast in the Alumni Hall and come join us for our meeting. This will be a great opportunity to network and to share projects and ideas with others who are interested in the topic of student engagement.

State Room East

8:00 AM – 9:00 AM

Interest Group Meeting

Sociology Interest Group Bring your breakfast from Solarium.

State Room West

8:00 AM – 9:00 AM

Interest Group Meeting

Humanities Interest Group Bring your breakfast from Solarium

Alumni Hall

9:00 AM - 10:00 AM

Plenary

Introduction: Bennett Bertenthal (Dean of the College of Arts and Sciences; Rudy Professor of Psychological and Brain Studies, Indiana University)

G01 For Whom Do We Write? The Place and Practices of Writing in Developing the Scholarship of Teaching and Learning

Tai L. Peseta (The University of Melbourne)

My goal in this talk is a straightforward one: to raise questions about the place and practice of writing within discussions about the scholarship of teaching and learning (SOTL); to see where and how writing lives and breathes amongst the SOTL community. Lee Shulman's argument that the scholarship requirement of SOTL needs to be "public, susceptible to critical review and evaluation, and accessible for exchange and use by other members of one's scholarly community" (2004:192) means that the communication dimension (see for e.g., Trigwell et al, 2000) is squarely on display. For many of us (not all), writing is a central part of that communicative dimension. As scholars and practitioners of SOTL, we write of the things we love, the curiosities we hold and the things that trouble us about our practices as teachers, about our students and their learning, the subject and what it has to say about the world and how to be in it, as well as the institutions we toil in. And we write to exercise our imaginations and desires. Indeed, writing may well be the academic currency no matter the disciplinary area.

In this talk, I consider the possibilities for writing about SOTL beyond the disciplines and beyond the University. I ask about the audiences we might imagine for SOTL in order to work against the bureaucratization of writing in the academy and its pernicious effects on teaching, learning and knowledge production.
### ISSOTL Commons, 10:00 AM - 10:30 AM  
Tree Suite Lounge & Whittenberger Lobby  
**BREAK**

### Concurrent Presentations

<table>
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<tr>
<th>Time</th>
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<th>Title</th>
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<tr>
<td>10:30 AM - 12:00 PM</td>
<td>Georgian Room</td>
<td><strong>H01 What Happens When College Teachers Do Lesson Study</strong></td>
<td>William Cerbin (University of Wisconsin-La Crosse)</td>
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<td>This presentation will explore what happens to college teachers when they participate in lesson study, a process in which several teachers jointly design, teach, study, and refine a single class lesson. Based on instructors' self reports, we will examine how lesson study affects their pedagogical thinking, practices and understanding of students. We will discuss the practice of lesson study as a pathway into SOTL and a way to sustain scholarly inquiry of teaching and learning.</td>
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<td><strong>H02 Using Lesson Study to Better Understand how Students Learn</strong></td>
<td>Kathleen Wheatley (University of Wisconsin-Milwaukee)</td>
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<td>The presenter will describe her development of a Lesson Study that focused on how students learn a complex syntactic structure in Spanish. This instructor is one of almost 100 teams that have participated in the University of Wisconsin-Eau Claire Lesson Study Project since 2003. These teams have completed lesson studies in a wide variety of disciplines, and this presentation will give the participants the information needed to develop their own lesson study.</td>
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<td><em><em>H03</em> Building the Commons to Support Self-Reflection and Lesson Study</em>*</td>
<td>Yukari Kato (Tokyo University of Agriculture and Technology)</td>
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<td>This paper addresses how the peer reviewing system (e-Portfolio) was used as an analytical tool to identify key principles and criteria for assessment of teaching and learning. The research question “how reviewers identify and recorded the educational events effectively and appropriately during “lesson study” was the focus of the study. Qualitative analysis revealed that reviewers wrote more comments concerning lecture quality than basic teaching skills, and lecturers used content information as keywords for self-reflection rather than pedagogical points.</td>
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<td>Dan Riordan (University of Wisconsin-Stout)</td>
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H06  Reframing Institutional Assessment: Involving Faculty and Students in SOTL Efforts Focused on Institutional Objectives
Karen Hornsby; Scott Simkins (North Carolina A&T State University)
Our experience indicates that reframing institutional assessment efforts as a communal inquiry process rooted in the Scholarship of Teaching and Learning leads to greater faculty engagement, improved guidance on meeting institutional goals, and an increased understanding of the institution’s learning environment when compared to traditional institutional assessment processes. Participants in this session will leave with new ideas about how to develop inquiry-based projects that lay the foundation for meaningful institutional change aimed at improving student success.

H07*  A Four Year Assessment: Evaluation of Maryville University’s SOTL Program
Marilyn Cohn (Maryville University)
This session provides an evaluation of Maryville University’s SOTL Seminar Program over a 4-year period with 3 different faculty cohorts. It features the perspectives of faculty, students, and university administrators as expressed in interviews, surveys (open and closed), publications, presentations, and the notes of the SOTL Seminar facilitator. The data overwhelmingly indicate, from multiple perspectives, that the 2-year seminar format has led to positive outcomes for teachers, student learning, and campus collegiality.

State Room East  10:30 AM - 12:00 PM  Panel Presentation
H08  Mutual FD Meets SOTL: Redefining Faculty Development and Building Faculty Networks
Toru Iiyoshi (Massachusetts Institute of Technology); Kayo Matsushita (Kyoto University); Jennifer Meta Robinson (Indiana University); Mary Taylor Huber (The Carnegie Foundation for the Advancement of Teaching)
This Panel Presentation session addresses how teaching practice and knowledge can be represented and shared as well as some possibilities and challenges in building faculty networks and communities at institutional, regional, national, and international levels. Some of the critical shared values and approaches, differences, and synergies between the scholarship of teaching and learning and Mutual Faculty Development, which promotes the integration of faculty development efforts into everyday teaching practice and peer-review of teaching in Japan, will be explored and discussed.

Oak Room  10:30 AM - 12:00 PM  Concurrent Presentations
H09  Developing Digital Repositories for Teaching and Learning
Caroline Persell (New York University)
People in many scholarly fields are developing collections of rich resources and making them accessible via the web for teaching and learning. Examples are the National Science Digital Library (NSDL), Merlot, and SERC (the Science Education Resource Center at Carleton College). Such collections raise numerous questions about selection, review, design, copyright, interactivity, dissemination, and assessment. I will discuss these issues drawing on a National Science Foundation-supported project I have done creating a teaching sociology website.

H10  Learning from Internal Change Academies: An Emerging Scholarship of Change
Abbi Flint (Sheffield Hallam University)
This research project, benchmarking internal change academies in the UK HE sector, has contributed to a national dialogue around the scholarship and practice of effecting institutional change focused on improving the student learning experience. The outputs of the project will be of interest to anyone working with change or engaged in the development of learning and teaching in tertiary education.

H11*  Strengthening SOTL Research: The Voices of Journal Editors  FEATURED STRAND
Patricia Jarvis; Gary Creasey (Illinois State University)
We will report results of an IRB approved study in which we contacted editors of SOTL journals and discipline based journals that publish SOTL work and asked them to provide us feedback on the most common mistakes or “pitfalls” that they have witnessed in SOTL studies. The purpose of this presentation is to discuss the common themes of these interviews and discuss strategies that could alleviate these problems before one even initiates SOTL research.
### Concurrent Presentations

| Walnut Room     | 10:30 AM - 12:00 PM | H12 Engaging in the Scholarship of Teaching and Learning in the Creative Arts  
Ellen Sims (University of the Arts London)  
This paper explores methods of engaging staff and students in the scholarship of learning and teaching in art and design disciplines, seeking to elicit, analyse and evaluate what is often implicit in practitioner-teachers. We argue that developing pedagogies for extending practice-based learning requires engagement with authentic activities in context (Lave and Wenger 1991, Wenger 1998). The theoretical, practical, cultural and institutional challenges and opportunities encountered in the process are discussed. |
|-----------------|---------------------|---|
|                  |                     | H13 The Yellow Brick Road: Creating a Path for Learners on a Post-Graduate Certificate Learning and Teaching in the Creative Arts  
Hilaire Graham (University for the Creative Arts); Gill Nah (University for the Creative Arts)  
This paper begins with a review of participants’ learning about teaching in their discipline as evidenced through learning development projects completed as part of a post-graduate certificate Learning and Teaching in the Creative Arts. It reflects on how the learning has been structured by the course itself and on how the creative arts practices of the participants have been acknowledged and recognised through their own learning development projects. Finally it reflects initially on the participant learning about teaching in their discipline and secondly on the participant membership of the disciplinary community of education. [93 words] |
| Maple Room      | 10:30 AM - 12:00 PM | H14* Aesthetic Engagement in New Media Contexts  
Aimée Knight (St. Joseph's University)  
This qualitative research study examined how people produced and consumed media—aesthetically. I defined aesthetics as: how people make and experience meaning through their sensory-based perception (from the ancient Greek). My findings include a matrix, a useful, audience-centered navigational aid, which can aid in the critique and creation of new media compositions. The matrix supports learning in digital environments, where students produce and consume media convergent texts that combine multiple modalities, including sound, image, and user-interaction. |
| Maple Room      | 10:30 AM - 12:00 PM | H15 Small-Group Learning in Undergraduate STEM Disciplines: What is the Impact of Group Style?  
Marina Micari; Pilar Pazos; Bernhard Streitwieser; Gregory Light (Northwestern University)  
Using an observation instrument previously developed, we measure 157 learning groups on two critical factors — engagement with the problems and level of interaction — and investigate the relationship between the group’s style and student grades. Results of a regression analysis indicate that students in groups that approach problems in a simple fashion and that do not involve all group members achieve significantly lower end-of-term grades than students in groups with other approaches. |
| Distinguished Alumni Room | 10:30 AM - 12:00 PM | H16 Research Ethics, Research Integrity and Student Participation in SOTL  
Trevor Davis (Mount Royal College)  
This presentation will describe the issue of student participation from the perspectives of human ethics review/protection, then extend that discussion to matters that often fall outside that category. Methods of addressing these issues through re-conceptualizing management of research integrity will be presented, as will the experience of Mount Royal College in this area. |
| Distinguished Alumni Room | 10:30 AM - 12:00 PM | H17* Using the RSPQ and MAI to Evaluate the Effectiveness of Classroom Innovations  
Mary Pat Wenderoth (University of Washington)  
I will discuss a series of learning activities using Bloom’s Taxonomy to enhance student metacognition in a senior level Physiology course. To assess the effectiveness of this learning activity, I used the Metacognitive Awareness Inventory (MAI) and the Revised Study Process Questionnaire (RSPQ) as a pre and post test. RSPQ results from students in a range of biology courses that did not use Bloom’s will be used as a control. |
H18  Creating a Space for Difficult Dialogues: Writers' Workshop as a Pedagogy of the Soul  
*Colleen Gilrane (The University of Tennessee)*
I will outline the ways in which the Workshop structure is aligned with Parker Palmer’s (2003) principles for a “pedagogy of the soul” and share, when I have requisite human subjects approval, examples from student writing over the years illustrating cases of shifting perspectives on issues of diversity related to race, gender, nationality, religion and sexual orientation.

H19  OMAHA & Project Blackbird: Where the Earth Meets the Sky in Program and Course Mapping of Student Learning Outcomes  
*Susan Warner; Don Humphreys (Cedarville University)*
This paper addresses the important issue of assessment of student learning outcomes. The paper will focus on the research obtained through a process that was developed to map course-level student learning outcomes (SLO’s) to program/major-level SLO’s. Using a computer application which we developed entitled Objective Mapping Application for Holistic Assessment (OMAHA), we were able to input student learning outcomes at both the course and program levels to obtain a holistic overview of all our programs/majors.

H20*  Does Diversity Matter? Listening to and Learning from the Voices of Diverse Successful Students Describe their Learning Journeys Towards Graduation  
*Adrienne Kinnear; Mary Boyce; Heather Sparrow; Marguerite Cullity (Edith Cowan University)*
This presentation describes the outcomes from a 2-year project that listened to diverse cohorts of successful students describing the factors that helped them progress through the final years of their degree. The narratives illuminate our understanding of successful learning environments and show how differences related to student diversity can have implications for practice. At the same time, the project has led us to critically evaluate the commonly-used concept of “student diversity”.

Whittenberger Auditorium  10:30 AM - 12:00 PM  Panel Presentation

H21  Lingering in the Commons: Collective Inquiry in the Scholarship of Teaching and Learning  
*Joanne Stewart (Hope College); Michael B. Smith (Ithaca College); Rebecca S. Nowacek (Marquette University); Jeffrey L. Bernstein (Eastern Michigan University); Tricia A. Ferrett (Carleton College); David R. Geelan (University of Queensland); Matthew A. Fisher (Saint Vincent College)*
The “teaching commons” has been described as a space where faculty share ideas about teaching and learning grounded in evidence. This panel presentation represents scholars who decided to linger in the commons and work integratively on “big questions” in higher education. Panel Presentation Presentationists will describe two books, one on citizenship and the other on science, that grew out of their collective inquiry. The panel presentation discussion will explore the implications of collaborative scholarship for students, faculty, and SOTL.

Hoosier Room  10:30 AM - 12:00 PM  Concurrent Presentations

H22  What Students Value about Feedback – A Study Using Q Methodology  
*Mark Udall; Paul N. Wright (Southampton Solent University)*
The results of last two UK National Student Surveys show feedback on assessment as an area of under achievement across the HE sector. Improving the quality of feedback continues to be an area of focus for practitioners. This paper explores a range of ideas around what students value in feedback. Using Q method, clusters of views were established, inconsistent between year of study. This understanding of value demonstrates the complexity associated with improving feedback practice.

H23  Podcasting Assignment Feedback to Students: An Evaluation of Faculty and Student Experiences  
*Kenny Lynch (University of Gloucestershire); Derek E. France (University of Chester)*
This paper will focus on the results of a joint research project between two UK universities examining the production and delivery of assignment feedback to students using podcasting technology. Data collected from surveys, focus groups and faculty and student reflections will be discussed, as well as playing a short extract of an mp3 recording of student conversation. The conclusion highlights lessons learned and gives recommendations for future development and research.
H24* The Testing Effect: The Role of Feedback and Collaboration in a Tertiary Classroom Setting
Jacquelyn Cranney; Marija Vojdanoska; Ben R. Newell (University of New South Wales)
This study explored the effects of testing students, between the initial learning episode and the "final" examination. Test feedback and collaborative testing were manipulated. Although there was evidence for the classic "testing effect" in this classroom setting, there was no lasting advantage of collaborative testing, and feedback appeared to lead to correction of errors, and not necessarily increased retention of correct answers.

Charter Room 10:30 AM - 12:00 PM Concurrent Presentations

H25 Identifying Challenges Facing Trans-National Taught Postgraduate Students on One-Year Masters Programmes
Chris Cane; Geetha Narayanan; Annette M. Cashmore (University of Leicester)
The popularity taught postgraduate programmes is growing, particularly with international students. The UK one-year masters programme intensifies issues faced by international students. The rapid transition required at the beginning of these courses presents issues relating to induction, teaching, assessment and feedback. This paper describes a questionnaire and interview-based study to identify some of these challenges, and we will discuss some approaches that we are using to address them.

H26 Invisible Differences: Research on the Role of Culture in Shaping the Educational Experiences of International Graduate Students from Western Countries
Sigrun Olafsdottir (Boston University); Emily A. Bowman (Indiana University)
This paper examines the educational experiences of graduate students coming from more culturally similar countries to the US than countries in Africa and Asia. Data on student perceptions of culture and how it relates to their experiences as students, as teachers, and in their professional relationships are presented. The findings reveal that while these students may have a relatively smoothed transition into the system, they encounter the unusual expectation that they are culturally equivalent.

H27* Nurturing the Spirit of Teaching & Learning On-Line
Billie McNamara; Michael Brady (University of Southern Maine)
The University of Southern Maine's Adult and Higher Education graduate programs have a simple mission: provide a holistic, learner-centered, applied graduate experience. Despite its existence within a large, formal institution, this online program succeeds because the spirit of learning is nurtured among faculty and students. Drawn from the perspective of current students and alumni and using examples and stories from best-practices, this presentation will detail "how and why it works" while describing the program's development.

Dogwood Room 10:30 AM - 12:00 PM Concurrent Presentations

H28 Evaluating On-line Tools: A Lexical Analysis of Meaning Making in Students’ Writing
Sarah Bunnell; Dan Bernstein (University of Kansas)
With the advent of numerous teaching technologies, determining which technological formats to implement in a particular course can be challenging. This paper will present a comparative analysis of meaning making and reflection in student postings in discussion boards and blogs. We find differences in writing length, as well as references to emotions and personal connections, between these formats. Implications for the evaluation of online venues in terms of alignment with course objectives will be discussed.

H29 Shared Futures: E-Learning Shapes the World of American Indian Literature in Cyprus and in California
Nancy Sheley (California State University, Long Beach)
This presentation explores the pedagogical value of digital learning and of global, educational exchange as they relate to teaching American Indian studies. It addresses conflict resolution through literature, autobiography, history, and film. Further, it addresses the challenges and rewards in establishing shared,
international e-learning experiences for college-level students. Finally, this presentation offers practical advice for applying e-learning techniques to enhance students’ global perspectives.

H30* Student Engagement and Interactive Learning Technologies: What’s the Connection?
Norman Vaughan; Jim Zimmer (Mount Royal College)
There is an increased use of interactive learning technologies such as social networking sites, blogs and wikis in higher education but there is lack of research about how these tools are impacting student learning and engagement (Leslie & Landon, 2008). This research investigates whether these tools can be used to design and support assessment activities that increase levels of student engagement with course concepts, their peers, faculty and external experts, potentially leading to increased student success, retention and satisfaction.

Persimmon Room 10:30 AM - 12:00 PM Workshop

H31 Matrix Surveys: Scaffolding for Spreading SOTL
Stephen Ehrmann (The TLT Group)
Explore and critique the potential of matrix surveys as a SOTL tool for faculty and faculty learning communities: reducing the time needed by faculty to engage in SOTL, while opening new arenas for inquiry.

Redbud Room 10:30 AM - 12:00 PM Workshop

H32 Teaching for Understanding (TfU) as a SOTL process
Marian McCarthy (University College Cork)
Teaching for Understanding is a well recognised disciplinary and pedagogical framework (Veenema et al, 1998), enabling faculty to design and critique curriculum and assessment approaches. This workshop will introduce participants to TfU as a way of documenting and critiquing practice, making teaching and learning visible. It will suggest that TfU facilitates a SOTL approach and provides participants with a model to move in this direction.

Sassafras Room 10:30 AM - 12:00 PM FEATURED

H33 Setting an Agenda for the Scholarship of Teaching and Learning in History
David Pace (Indiana University); Sean Brawley (University of New South Wales); Alan Booth (University of Nottingham); Keith Erekson (University of Texas at El Paso); Paul Hyland (Bath Spa University); T. Mills Kelly (George Mason University); Geoff Timmins (University of Central Lancashire); Sarah Richardson (University of Warwick)
What questions in the scholarship of teaching and learning history should have greatest priority? How can SOTL make clear the relevance of history to students and other stakeholders in higher education? What changes in history teaching does SOTL suggest? Participants will provide provisional answers to such questions, and their ideas will jump start a broader dialogue through the newsletter and blogs of the International Society for the Scholarship of Teaching and Learning in History.

Mezzanine Room M08 10:30 AM-12:00 PM Workshop

H34 The Politics of SOTL: Lessons about Changing the Research University Culture
Lori Breslow (Massachusetts Institute of Technology); Constance E. Cook (University of Michigan); Lynn McAlpine (Oxford University)
SOTL does not always flourish at research universities. While some support it, others find its value debatable – a notion to be questioned rather than eagerly embraced. Facilitators and participants will consider the current state of SOTL on their campuses: how (and why) the administration encourages it or not, who does it, and how SOTL initiatives may be fostered. Facilitators will share lessons about the potential and problems of SOTL on their campuses.

Alumni Hall 12:00 PM - 1:00 PM LUNCH
Historians Lunch
*Bring your meal from Alumni Hall to join other Historians for conversation.*

**State Room East 12:00 PM – 1:00 PM**

**Meeting**

**Historians Lunch**

*Bring your meal from Alumni Hall to join other Historians for conversation.*

**Georgia Room 1:00 PM - 2:30 PM**

**Concurrent Presentations**

**I01** From Scratch: Building a Successful Faculty Development Program from the Ground Up

*Donald Humphreys; Rebecca Mills (Cedarville University)*

In 2006, Cedarville University did not have a faculty development program in place, nor was anyone really in charge of faculty development or the scholarship of teaching and learning. Now, less than three years later, the University has a robust faculty development program that begins with new faculty orientation, includes bi-monthly teaching and learning seminars (branded FacultyAdvance), and incorporates special programs like Extreme Course Makeover and semester-long, topical faculty learning communities. This presentation will discuss the challenges and continuous improvement processes behind Cedarville University’s faculty development program, as well as the future plans for the program.

**I02** Establishing Teaching-Focused Positions at a Research Intensive University: Taking Stock after the First Year

*Clair Hughes; Mia O’Brien; Deanne Gannaway; Ann Webster-Wright (The University of Queensland)*

Teaching focused (TF) positions were established by a large Australian research-intensive university in 2007. A project established by the university learning and teaching unit explored the outcomes of this initiative. This paper profiles the first group of TF appointees and reports aspects of their ‘first-year experience’, including perspectives on the role, understandings of SOTL, influences on practice and role-related responsibilities. The overall impression reported is positive though issues with career implications are also discussed.

**I03** Assessment Design, Pedagogy and Practice: What Do ‘New’ Lecturers Think?

*Lin Norton; Bill Norton; Lee Shannon; Frances Phillips (Liverpool Hope University)*

This paper reports on a WRITE NOW CETL (http://www.writenow.ac.uk/) research study investigating new lecturers’ perceptions, beliefs and approaches to assessment design in the UK. A 40 item inventory was constructed which measured new lecturers’ assessment philosophy gained from university teaching programmes and their beliefs about constraints in their actual practice. 289 inventories have been completed from 25 universities in England, Scotland, Ireland and Wales. The findings will be presented in terms of training-practice sessions.

**State Room West 1:00 PM - 2:30 PM**

**Panel Presentation**

**I04** Building a Teaching and Learning Scholars Program for Individual Inquiry and Institutional Impact (I)

*Richard Gale; Katherine Boggs; Miriam Carey; Ron MacDonald (Mount Royal College)*

Mount Royal College (Calgary Alberta) is in transition; moving from two-year college to four-year university status MRC is creating degrees, establishing rank/tenure, and taking a new view of scholarship … including the establishment of a training program for faculty doing work in the scholarship of teaching and learning. This panel presents the architecture and processes of the MRC Program (modeled on the CASTL Scholars Program), as well as some early outcomes and aspirations from its scholars.

**I05** Building a Teaching and Learning Scholars Program for Individual Inquiry and Institutional Impact (II)

*Richard Gale; Deb Bennett; Alex Bruton; Janice Miller-Young; Rik Smistad (Mount Royal College)*

Mount Royal College (Calgary Alberta) is in transition; moving from two-year college to four-year university status MRC is creating degrees, establishing rank/tenure, and taking a new view of scholarship … including the establishment of a training program for faculty doing work in the scholarship of teaching and learning. This panel presents the architecture and processes of the MRC Program (modeled on the CASTL Scholars Program), as well as some early outcomes and aspirations from its scholars.
**Faculty Club  1:00 PM - 2:30 PM  Concurrent Presentations**

**106**  Conducting Cross-Institutional Collaboration: Evaluating a Wiki as Boundary Object  
*Catherine Smith; Margo Blythman (University of the Arts London)*

This paper evaluates the use of a wiki to support a cross-institutional community of practice on a pedagogical research project. Themes to emerge include the way the wiki was conceptualised by participants, issues of audience and purpose, the intersection of the public/private sphere, emotional responses to technology, and strategies for increasing participation. The evaluation has been carried out in the context of communities of practice theory (Wenger 1998) and developing literature about Web 2.0 technologies.

**107**  The Students Rage: What We can Learn from "Rate My Professor.com"  
*Marsha Huber (Otterbein College)*

"Rate my professor.com" (RYP) is a website where college students rate their professors’ teaching and write comments about them. This study is a qualitative study of more than 500 student comments on RYP. These comments have been evaluated according to Perry's stages of intellectual development and grouped into themes. The "students rage" will discuss how these comments can be used pedagogically to address student complaints and improve teaching.

**108**  Institutional Research as Scholarship: What Engages Students with Their Learning?  
*Abbi Flint (Sheffield Hallam University)*

This paper presents one UK institution's trial of a new approach to surveying students: focusing on active student engagement rather than satisfaction or experience, as part of the institution's emerging approach to institutional research (IR). An appreciative approach to open text questions within this survey have yielded rich and constructive data, which has enhanced the understanding of how theories of engaging teaching and learning are experienced by students in practice.

**State Room East  1:00 PM - 2:30 PM  Concurrent Presentations**

**109**  Designing a SOTL Project within a Faculty Learning Community  
*Rita Kumar; Stephana Harmony; Brenda Refaei; Claudia Skutar (University of Cincinnati)*

The presentation illustrates how faculty learning communities can serve as a way to design and implement a SOTL project, which reflects an institution's approach to Scholarship of Teaching and Learning. Four faculty participants of this learning community including a librarian and three composition teachers will share their experience designing a SOTL project with the goal of implementing classroom interventions to enhance critical thinking in their composition classes over the course of an academic quarter.

**110**  Leading Academic Teachers – A Practice in Need of a Scholarship  
*Torgny Roxa (Genombrottet); Torgny Roxå; Katarina Mårtensson (Lund University)*

Leading academic teachers is a delicate task. This session discusses academic leadership through a cultural lens, and focuses on two interrelated projects: an action research project, and interviews with heads of departments. Both projects reveal academic leadership as highly situated, relational, unpredictable, but also, when functioning, highly appreciated by the academic teachers. Results also emphasise the lack of highly situated documentation as well as a scholarly conversation on everyday leadership within the academy.

**111**  A Fifth Scholarship - Of Leading (Teaching and Learning)  
*Keith Trigwell (University of Sydney)*

Abstract: The continued growth of the scholarship of teaching depends to some extent on the support received from university managers and administrators. But how are those administrators informed? This paper uses Ramsden’s ideas of leadership (1998) and scholarship (2000) to argue for a scholarship of leading (teaching and learning). Administrators of SOTL need to know what SOTL is and how to lead in order to support it. Such scholarship may be as important to the academy as teaching or discovery.
### Oak Room 1:00 PM - 2:30 PM Featured Strand

**I12**  
**Publishing SOTL in the Next Generation: How to Choose a Journal**  
*Michael Loui (University of Illinois at Urbana-Champaign); Laurie Richlin (Charles Drew University of Medicine and Science); Sue Clegg (Leeds Metropolitan University); Libby V. Morris (University of Georgia); Laura Cruz (Western Carolina University)*

Executive editors of five scholarly journals will briefly describe their journals and then answer questions about publishing SOTL work in their journals.

*There will be an opportunity to meet with these and other editors and with recent book authors to discuss the business of going public with SOTL.*

4:30 PM – 6:00 PM in the East Lounge.

### Walnut Room 1:00 PM - 2:30 PM Concurrent Presentations

**I13**  
**The Use of Quantitative Assessment Tools in Measuring Outcomes for College Music Students**  
*Paul Musso (University of Colorado Denver)*

Analysis of two different outcomes assessment tools used in the development of an effective assessment program. The first tool used was a standardized test: Advanced Measures in Music Audition (AMMA). The second assessment tool was a quantitative jury rubric. The two direct assessments of student each provided valuable but different information about student performance and program effectiveness.

**I14**  
**A New Taxonomy for Learning in the Music Classroom**  
*Deborah Rifkin (Ithaca College); Philip Stoecker (Hofstra University)*

We propose a new taxonomy of learning for music that caters specifically to the time-sensitive nature of performed arts. Building from Anderson and Krathwohl’s 2001 revisions of Bloom’s seminal ideas, we developed this taxonomy to counteract a spatial emphasis that we believe persists with most prior learning theories. We discuss the advantages of implementing a different taxonomy for music learning and demonstrate its effectiveness with a teaching activity we developed for our college-level music classes.

**I15**  
**Experts, Novices and Bottlenecks: Implications for Classroom Practice**  
*Jeffrey Bernstein (Eastern Michigan University)*

Imagine a typical assignment in one’s discipline – solving a complicated calculus problem, or interpreting historical documents, or, in my case, reading a variety of different sources on a political issue in an attempt to reach a considered judgment on that issue. Experts (such as academics or practitioners in the field) and novices (most students) differ in how they perform the task. They also differ in how they handle the barriers to understanding (bottlenecks) that they will inevitably confront. I use the concept of bottlenecks to explore how experts and novices perform tasks within my discipline and to explore how understanding these differences can enhance our practice within the classroom.

### Maple Room 1:00 PM - 2:30 PM Concurrent Presentations

**I16**  
**Motivators and Conditions for Undergraduate Research and the Role of Academic Deans**  
*Laureen Styles (Vancouver Island University)*

Considering undergraduate research (UGR) as an form of inquiry-based learning, this session focuses on highlights from recently completed doctoral work exploring motivators and conditions that faculty identify as important within the context of a teaching-intensive institution recently granted university designation. Possible implications and considerations are explored for academic deans and others in positions of educational leadership.

**I17**  
**Computational Thinking: A Tool and a Study in the Making**  
*Lawrence Moss; Ruth Eberle (Indiana University)*

Quite recently, computational thinking has been proposed as a major curricular category, alongside the traditional 3 R’s. One of the key points to explore is the idea of ‘programs as data’. One of us has developed an educational tool to teach just this point to students here at Indiana University. Our paper explores this,
using data from courses, and makes the case that it is possible to teach this subject in active-learning fashion.

**I18**  
Factors Impacting Student Performance in Introductory Calculus and Statistics Courses  
*Erin Curran (University of St. Thomas); Michael C. Axtell (University of St. Thomas); Charles C. Hosford (University of North Dakota)*

The purpose of this study was to explore how course structure, learning styles and attitudes toward the subject impact student performance in undergraduate calculus and statistics courses.

**I19**  
Reading Men, Changing Men: How Engaging in SOTL Research Affected Student Attitudes Toward Masculinity  
*Warren Rosenberg; Brandon Christy; Marquise Triplett; Brian Weil (Wabash College)*

Students who have helped conduct a study of how a freshman seminar on masculinity affected student attitudes toward gender will share how participating in the project, primarily by doing interviews with fellow students, affected their own views of gender, beyond their having taken the course themselves. This meta-study reveals how SOTL research can result in unexpected positive learning outcomes when students take an active role.

**I20**  
New to the Game! –Enabling Students to Succeed in Higher Education  
*Sharon Brown (University of East London)*

An evaluation of how students have perceived the introduction of a specially designed skills module within their first year that was introduced to enable them to achieve their full potential. Investigating the transformation change that students experience within their first year in university and how this module gives them the confidence to be able to succeed.

**I21**  
How Does Collaborative Learning Affect Student Engagement? Student Perspectives on ‘Engaged Learning’ in a Culturally Diverse Educational Context  
*Alison Thomas; Lin Langley; Anna Helewka (Douglas College)*

Survey findings from an ongoing study of student engagement in a multicultural Canadian college reveal some interesting differences between students with regard to which dimensions of learning they view as most important - and why. In particular, students differ quite markedly in their attitudes to group-work and collaborative learning. This presentation will explore these findings and invite audience discussion of some of the reasons for many students’ apparent ambivalence regarding collaborative work with others.

**I22**  
IU Visual Methods Research Group: Making Visual Representations to Enhance Learning - Faculty Experience and Student Preconceptions  
*Laurel Cornell (Indiana University)*

Creating new knowledge by making visual representations of existing information is an important intellectual skill. Yet students resist making external visual representations (EVRs) for analytic purposes, treating it as an irrelevant, unfamiliar, and difficult task. The interdisciplinary IU Visual Methods Research Group uses “decoding the disciplines” to explore how we use visual methods in our own work and what “bottlenecks” we encounter when we ask students to make EVRs for analytic purposes in our classrooms.
IU Visual Methods Research Group: Making Visual Representations to Enhance Learning - Classroom Examples
Laurel Cornell; Caty Pilachowski; Hilary Kahn; Lara Lackey; Mary Beth Camp; Joan Middendorf (Indiana University)
Creating new knowledge by making visual representations of existing information is an important intellectual skill. Yet students resist making external visual representations (EVRs) for analytic purposes, treating it as an irrelevant, unfamiliar, and difficult task. Members of the IU Visual Methods Research Group identify and explore problems students have with making visual representations in classes in astronomy, anthropology, art education, and economics.

Hoosier Room 1:00 PM - 2:30 PM Concurrent Presentations

I24  Student and Faculty Perceptions of Self, Peer and Instructor Assessment Practices
Norman Vaughan (Mount Royal College)
A number of educational researchers (Thistlethwaite, 2006; Hedberg & Corrent-Agostinho, 1999) have stated that assessment drives learning in higher education. This study investigates how students use assessment feedback to improve their academic course work and how we as faculty can create assessment activities, which provide students with opportunities to receive reflective and integrated self, peer and instructor feedback to help improve their learning and our teaching practices.

I25  Exploring Medical Student Experiences of Formative Assessment
Maria Weurlander (Karolinska Institute); Magnus Söderberg (Karolinska University Hospital); Annika Wernerson (Karolinska University Hospital); Max Scheja (Stockholm University); Håkan Hult (Karolinska Institute)
A formative assessment method encouraging medical students to solve problems in groups has been implemented alongside a traditional formative assessment. We investigated students’ experiences of these assessments and collected data by written accounts and group interviews. All students did both assessment methods and data were collected soon after each assessment. The data was analysed using qualitative content analysis inspired by grounded theory, resulting in a theoretical model of formative assessment as an educational tool.

I26*  Authentic Assessment of Pharmacy Student Learning
Christopher Turner (University of Colorado Denver)
The United States baccalaureate pharmacy degree was replaced in 2005 with the Doctor of Pharmacy degree. As a result, pharmacy educators have been required to design experiential courses which give patient care responsibilities to students in pharmacy practice settings. This scholarship of teaching and learning paper will address curricular effectiveness measured by authentic (objective) assessment of pharmacy students’ abilities to improve health outcomes in patients with diabetes, high blood pressure and lipid disorders.
I28  Effective Implementation of Mobile Learning in Health Care Settings: Underpinning Principles
Susan Lea; Lynne Callaghan (University of Plymouth)
Delegates will be provided with an overview of the Centre for Excellence in Professional Placement Learning's mobile learning project including contextual, practical and attitudinal barriers to successful implementation of mobile learning in a diverse range of healthcare settings. The principles that emerged from and subsequently underpinned this work will then be presented in terms of their relevance to academics and practitioners wishing to successfully implement mobile learning for their students whilst on placement.

I29*  Comparing the Effectiveness, Practice Opportunities, and Satisfaction of the Preceptored Clinical and the Small Group Clinical for Nursing Students
Linda Wallace; Susan M. Hendricks (Indiana University Kokomo)
This study aims to document the impact of a new preceptored model of nursing clinical education on the student outcomes in several key areas: experiential practice opportunities, perceptions of the clinical learning experience, and the relationship between clinical practice opportunities and exam performance. Findings indicate that this model offers significant increases in practice opportunities for students, but few differences in terms of perceived relationships with faculty or changes in performance on standardized examinations.

Dogwood Room  1:00 PM - 2:30 PM  Concurrent Presentations

I30  Facing Facebook: Leveraging Social Networks for Improved Teaching and Learning
Diane Sieber (University of Colorado at Boulder)
This paper presents results of quantitative and qualitative analysis of the effectiveness of social collaborative tools to support (1) in-class discussion, (2) comprehension and retention of class material, and (3) community-building and culture-formation. Focuses in particular on MediaWiki and Ning platforms, and provides comparison matrix of results for following platforms: Microsoft Sharepoint, MediaWiki, GoogleSites and Ning.

I31  Millennials’ Expectations of Learning Processes and Outcomes
Tracy Russo (University of Kansas)
Whether their reports are positive or negative, observers of Millennials (born 1980-2000) agree that as a group their approaches to family, communities, commerce, and work – and education – are significantly different than older generations. Their world view and therefore their expectations make Millennials a new student population. Many instructors, however, teach as they were taught, without reflecting on what changes in teaching, if any, are appropriate to support learning in Millennials. This project identifies Millennial attitudes and expectations about learning processes and outcomes through a series of focus groups of both instructors and students and an initial quantitative survey.

I32*  Student Engagement in the Land of Twitter
Greg Kitzmiller (Indiana University)
Engaging thinking in the land of Twitter. Methods of communication between students are short, pithy, and impersonal while we require critical thinking and citations for coursework. This presentation looks at what could be the fight between current student habit and course requirement. Starting with student input on critical thinking itself the goal of this presentation is to stimulate our academic query into high classroom standards using today’s technology.
**Saturday 24 October**

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<thead>
<tr>
<th>Room</th>
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<tr>
<td>Persimmon Room</td>
<td>1:00 PM – 2:30 PM</td>
<td>Featured</td>
<td>Empowering Student Creativity and Critical Thinking Through the Inquiry Process</td>
<td>Cheelan Bo-Linn (University at Illinois at Urbana-Champaign); Walter Hurley (University at Illinois at Urbana-Champaign); Prasanta K. Kalita (University at Illinois at Urbana-Champaign); Judith Sunderman (University at Illinois at Urbana-Champaign)</td>
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<td>Redbud Room</td>
<td>1:00 PM - 2:30 PM</td>
<td>Workshop</td>
<td>Bridging the Generation Gap: Facilitating SOTL in Three Different Populations</td>
<td>Susanna Calkins; Marina Micari; Sharon Bautista (Northwestern University)</td>
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<td>Sassafras Room</td>
<td>1:00 PM - 2:30 PM</td>
<td>Workshop</td>
<td>Evidence of Change - Analyzing the Impact of Student Learning on External Stakeholders</td>
<td>Juli Hastings Taylor; Charlene E. Schmidt; Renee Surdick (University of Wisconsin-Stout)</td>
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<td>Mezzanine Room M088</td>
<td>1:00 PM - 2:30 PM</td>
<td>Workshop</td>
<td>Social Pedagogies: Exploring a Design Framework Through the Evidence of Learning</td>
<td>Randall Bass; Heidi G. Elmendorf (Georgetown University)</td>
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<td>ISSOTL Commons,</td>
<td>2:30 PM - 3:00 PM</td>
<td>Break</td>
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<td>ISSOTL Commons</td>
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<td>Concurrent Presentations</td>
<td>J01</td>
<td>A Rubric for Evaluating SOTL Work in Promotion and Tenure</td>
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<td>Julie Lochbaum (Truman State University)</td>
<td>An often-cited barrier to faculty’s wider engagement in SOTL is ‘counting’ it for promotion and tenure. Presented is a rubric in which the criteria were synthesized from the work of Randy Bass, Craig Nelson, and Connie Schroeder. The rubric enables evaluation for personnel decisions. To align with differing campus cultures the levels of the rubric may be re-arranged and assigned different descriptors. Participants will have the opportunity to customize the rubric for their own campuses.</td>
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<th>State Room West</th>
<th>3:00 PM - 4:30 PM</th>
<th>Concurrent Presentations</th>
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<tr>
<td>J02</td>
<td>Institutionalizing SOTL as Part of the Promotion and Tenure Process at Iowa State University</td>
<td>Steven Freeman; Susan L. Carlson; Steven K. Mickelson (Iowa State University)</td>
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<td>This presentation will discuss the partnership between Iowa State University’s (ISU) Center for Excellence in Learning and Teaching and the Office of the Executive Vice President and Provost in supporting the scholarship of teaching and learning (SOTL) under ISU’s promotion and tenure policies based on Boyer’s expanded definition of scholarship. The success of this partnership as evidenced by documented SOTL activities among promotion and tenure portfolios will be shared.</td>
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| J03* | The Impacts of Research Informed Teaching on Institutional Culture: A UK Case Study | Jennie Winter; Debbie Cotton (University of Plymouth) |
| | This paper reports on a ‘Research informed Teaching’ scheme at a UK university. It explores impacts of the scheme on specific programmes, but also identifies widespread change in institutional culture (reflected in both the university’s teaching and learning and research strategies) which appears to be unique in the UK. RIT has proved an agenda around which disparate interests can coalesce and it is the potential for impact at an institutional level which is explored here. |

| J04 | The First Lecture for First Year Students | Kelly Matthews (The University of Queensland); Gwendolyn A. Lawrie (The University of Queensland); Roger W. Moni (Griffin University) |
| | While student transition into university, particularly the first year experience, has been well investigated, there has been a lack of research into the first lecture. For new students, this is the first introduction into the formal, academic learning environment and therefore is an important aspect in early student transition. The findings from a study, using observations, resource analysis, and student surveys following the first lecture in four science courses, will be presented. |

| J05 | Moving Toward Self-Authorship: The Role of Open Inquiry in Undergraduate Students' Intellectual and Personal Development | Philippa Levy (University of Sheffield) |
| | This paper reports on qualitative, longitudinal research into the ways in which undergraduate students understand and experience learning through inquiry, and the impact of their experiences on their intellectual and personal development. Analysis of one case history, contextualised in relation to others in the same study, is used to illustrate how students’ engagement in open, discovery-oriented inquiry can interact with other factors in the academic environment, over time, to stimulate powerfully transformative higher education experiences. |

| J06* | Learning 2.0: Why Adaptation is Good for You | Richard Berger (Bournemouth University) |
| | This paper argues that learners are engaged in a variety of practices online, which could be described as repurposing or adaptation. Our learners are increasingly taking part in a 'borrowing culture'. These practices then should be aggregated into the learning experience. Drawing on case studies from the UK, the paper will show how adapting and repurposing existing material can be an effective teaching tool as it can deepen learner engagement with a subject. |
J07 Making a Difference - The Case of MUSCLE - Middlesex University Sport-Student Centred Learning Experience

Earle Abrahamson (Middlesex University)

This case study reports on how a student integrated mentorship scheme is being used with learners across the sports rehabilitation programme at Middlesex University, to develop and refine learning skills and professional practice competencies. The scheme was developed to help students realise that working with peers in a structured scheme makes a difference in terms of relationships and attainment. Mentors across the years worked with their mentees either individually or in groups to help them prepare for assessments.

J08 Leadership Development in the Communication Studies Curriculum

Leila Brammer (Gustavus Adolphus College); Sarah M. Wolter (University of Minnesota)

Recently, leadership development has received much attention as an important component in an undergraduate education. Communication Studies as a field was founded on the ideal of developing students who could speak, write, and think critically as civic leaders. Assessment of leadership development via the use of the Student Leadership Practices Inventory in core Communication Studies courses demonstrates that students have significant gains in related leadership capacities in a number of Communication Studies courses.

J09* The Lifestyle Project - A Tale of Two ISSOTLs

Paul Wright (Southampton Solent University)

This paper shows how ‘The Lifestyle Project’, described at ISSOTL 2005, and run at Vancouver Island University, was realised within the curriculum of a UK university in 2008. The Lifestyle Project asks students to change aspects of their daily lives, thus creating a more sustainable lifestyle. The paper presents an evaluation of student experiences, including issues with reflection, problems with making even simple changes to one’s lifestyle, and a questioning of the concept of sustainability.

J10 US and UK Efforts to Support Engagement with SOTL Online – Developing Increased Efficacy and Collaboration

Jane MacKenzie (University of Glasgow); Renee A. Meyers (University of Wisconsin); Lorna I. Morrow (University of Glasgow); Robert A. McKerlie (University of Glasgow)

This presentation will explore two Higher Education Institutions’ (US and UK) attempts to support SOTL engagement through online resources. Panelists will provide information on the development and assessment/evaluation of their SOTL websites. Session participants will be asked to brainstorm on how online resources can be designed to increase efficacy and collaboration among SOTL researchers, especially international collaborations.

J11 SOTL in Disciplinary Education Journals

Josh Tenenberg (University of Washington, Tacoma); Derek France (University of Chester); John Ishiyama (University of North Texas); Liz Grauerholz (University of Central Florida)

This panel brings together editors of disciplinary-education journals to discuss journal publication in their dual role as stewards and gatekeepers. Each will discuss the disciplinary context of their journals, how they apply their conceptions of scholarship to their journals (i.e. what gets published and what does not), the relationship of SOTL work in the discipline to disciplinary knowledge, the challenges that they have faced as editors, and the implications of these challenges for SOTL in general and within their disciplines.

There will be an opportunity to meet with these and other editors and will recent book authors to discuss the business of going public with SOTL 4:30 PM – 6:00 PM in the East Lounge.
Walnut Room  3:00 PM - 4:30 PM  Concurrent Presentations

J12  **Digital Visual Teaching and Learning in History/Social Studies Education**  
*Dean Cantu (Bradley University)*  
This paper examines the digital visual teaching and learning (DVTL) model. Specifically designed for use in history education, the DVTL model provides social studies educators with a pedagogical scaffolding for teaching and learning in the digital classroom, which allows students to interpret and critically analyze visual documents; create heuristics, and other visual representations of individuals, events, concepts, ideas, theories, and principles; and to engage in reflection and evaluation, through juxtaposition of traditional approaches to teaching and learning.

J13  **Student Learning About World War II in Japan and the United States**  
*Russ Olwell (Eastern Michigan University)*  
This paper will examine the differences in how students learn about World War II in Japan and the United States. Differences in how students learn about the topic will be examined, particularly the amount of out of class learning that takes place in each country.

J14*  **World Civilizations Survey Reconsidered**  
*Marie Hooper (Oklahoma City University)*  
This project reports on the progress of a continuing revision of typical World Civ surveys into process-oriented classes that require students to develop higher level learning skills as they discover art and create original artifacts that represent their abilities and knowledge of a society and/or culture other than their own.

Whittenberger  3:00 PM - 4:30 PM  Panel Presentation

J15  **Exploring the Institutional Impact of the Scholarship of Teaching and Learning**  
*Anthony Ciccone (Carnegie Foundation for The Advancement of Teaching); Pat Hutchings (Carnegie Foundation for the Advancement of Teaching); Mary Huber (Carnegie Foundation for the Advancement of Teaching); Barbara Cambridge (National Council of Teachers of English)*  
The scholarship of teaching and learning seeks to transform the culture of college teaching by making the private work of the classroom visible, studied, built upon and valued by the academic community. What we learn through this public process significantly affects institutions. In this session, we present the results of work with and by the international CASTL program as an entry into examining: the challenges in describing the impact of SOTL work; the future of SOTL and institutional change.

Distinguished Alumni Room  3:00 PM - 4:30 PM  Concurrent Presentations

J16  **What Constitutes Classroom Authority? A Pilot Study and Checklist**  
*Erin McNary (Indiana University/Fontbonne University); Joan Middendorf (Indiana University)*  
Instructors may be disheartened when they experience negative effects of a lack of authority in the classroom, which may result in unexpectedly low student evaluations or unwanted challenges from students. This study researches and develops a new tool for analyzing the components that comprise authority. Participants will review results of this pilot study, use the new checklist tool while viewing a videotaped teaching segment, and engage in critical dialogue on future steps in the research.

J17  **Investigative Approaches to Student Transitions by Practitioners**  
*Joanne Beard; Jennie Osborn (The Open University)*  
PILS has been providing tutors with the opportunity to undertake short practitioner enquiry projects to investigate and explore issues around learner support themes such as transition, for both new students and for students moving from one level to the next level of study. This paper examines, explains and shares the rich range of approaches tutors have used to explore the issue of transition and the types of trialling undertaken to improve the student experience.
### Cultural Capital and Possible Selves: An Exploration of Diversity and the Dynamics of Success in Colleges and Universities

Ross Peterson-Veatch (Goshen College); Sue Clegg (Leeds Metropolitan University)

This presentation will explore how we might think of the resources students bring to their education and the 'possible selves' they envisage in relation to their futures. While much policy thinking emphasises individual social mobility and pedagogies which support the creation of the employable flexible individual, we want to suggest that in practice how students imagine themselves and their futures is more complex. Our focus in this effort will be on elaborating theoretical concepts.

### Emerging Technologies to Support SOTL Collaborations Across Institutions

Scott Simkins (North Carolina A&T State University); Tom Carey (Higher Education Quality Council of Ontario); Laura Cruz (Western Carolina University)

We will share insights on how we use "off-the-shelf" Web 2.0 technologies to provide a technology infrastructure for distributed SOTL work in regional collaborations across institutions. This approach enabled us to focus on developing social infrastructure with minimal (but some!) technical effort. Please join us to discuss how well current technology infrastructures meet the needs of shared SOTL work and to explore how evolving social infrastructures for SOTL collaborations can be supported with emerging technologies.

### Through Complex Civic Issues to Disciplinary Content: SENCER and Undergraduate STEM Learning

Matthew Fisher (Saint Vincent College); W. David Burns (National Center for Science and Civic Engagement); Monica Devanas (Rutgers University)

This presentation focuses on the questions regarding student learning that animate SENCER, Science Education for New Civic Engagements and Responsibilities. SENCER courses are designed so that faculty teach "to" the basic, canonical science and mathematics "through" complex, capacious, often unsolved problems of civic consequence. Evidence related to student learning and engagement as well as faculty perceptions of these courses will be shared along with a second generation of SOTL questions that the project seeks to answer.

### Is Clinical Simulation a Good Teaching Tool?

Guy Van de Walle; Colin Clarke; Conny Lips-Nassif; Phil J. Ashwell (University of Portsmouth)

Attempts have been made to gather evidence that demonstrates the effectiveness of clinical simulation as a teaching tool. To this end, measuring outcomes has been the chosen approach. However, this type of measurement faces limitations. The authors have examined an alternative approach and interviewed students about the nature and structure of their experience. These students stressed the building of a relationship with their work environment and the interdependence between simulated and real environments.
J23* Scholarship of Teaching and Learning Using Simulation Technology in Health Professions  
*Deanna Reising (Indiana University); Douglas E. Carr (Indiana University); Jason M. King (Bloomington Hospital)*  
Simulation technology is rapidly growing as a means to provide “hands on” education that supplements the clinical experience. Similarly, evaluation on simulation outcomes is evolving. Several studies have evaluated student perceptions, faculty perceptions, and skill acquisition using simulation technology, but none have evaluated outcomes in interdisciplinary communication skills. This presentation addresses developing scholarship of teaching and learning using simulation as a means to develop interdisciplinary communication.

Mezzanine Room M088  3:00 PM - 4:30 PM  Concurrent Presentations

J24 Utilizing Group Dynamics to Increase Student and Instructor Engagement  
*Michael Kiener (Maryville University, St. Louis)*  
This session embraces solid foundations by specifically describing an emerging theory Mutual Engagement (ME). ME is an examination of the developmental process of classroom engagement. ME suggests viewing classes as groups and applying pedagogy throughout the course to increase group formation and thus an engaging environment. Qualitative methods were employed to gain an understanding of engagement. The research process viewed questions, data collection, analysis, and core categories as emerging from the students and instructor.

J25 Utilizing Mock Trials Within and Across Disciplines to Authentically Assess Students’ Learning  
*Cynthia Brown (University of Central Florida)*  
This research considers the effects of integrating mock trials into justice administration education within the criminal justice discipline and across other relevant disciplines such as political science, law, forensic science, social work, nursing, and business. It also contemplates the use of the scenario-based technique to assess students’ learning. This engaging technique provides a forum to join student participants, enhance the interactions of the student participants and provide authentic assessment opportunities for the student participants.

J26* Hevruta in the Research University Classroom: An Evaluation of a Dyadic Learning Method  
*Mary Wright (University of Michigan)*  
This project describes the evaluation of a pedagogical method, hevruta, which engages undergraduates in sustained discussions of texts with partners over the term. Hevruta has widely been used in Jewish religious education, but this evaluation sought to understand whether it could effectively be utilized in a multi-section undergraduate course at a large, public research university. Specifically, how do instructors and students navigate the disjuncture between a (perceived) competitive university culture where grades are highly prized and a classroom where self-motivation and cooperation was valued?

Persimmon Room  3:00 PM - 4:30 PM  Workshop

J27 Integrative Structures for Faculty Development Programs and Services  
*Mary Savina (Carleton College); Lin Langley (Douglas College); Deborah Butler (Wabash College)*  
We will introduce participants to several integrative approaches to designing faculty development programs and services and assist them in applying these approaches to their own programs. Participants will also devise action steps to engage others on their campuses. Our experience at four institutions and as part of a CASTL theme group (2006-2009) has demonstrated the value of examining faculty development activities in an integrative way, that is, planned and implemented around a central organizing principle.
### Redbud Room 3:00 PM - 4:30 PM Workshop

**J28 Scholarship in Medical Education: Intertwining Teaching Activities with Educational Research**  
*Mark Terrell (Lake Erie College of Osteopathic Medicine)*

This interactive workshop will provide participants with the knowledge and skills necessary to develop a viable, alternative career in SOTL applicable for medical school faculty. Transforming the daily teaching and clinical activities into scholarship that is innovative, public, peer-reviewed, and influential will improve patient care by advancing the field of medical education and enhancing medical student training.

### Sassafras Room 3:00 PM - 4:30 PM Workshop

**J29 Crossing Thresholds: Interactions in the Development of Identity in Practice-Based Learning**  
*Ellen Sims (University of the Arts London)*

The aims of this workshop are to explore the notions of threshold concepts and troublesome knowledge and to discuss the need to develop practitioner identity through participation. Working in pairs or small groups, participants will consider these questions and map the learning journey from novice to practitioner, exploring and analysing some of the thresholds crossed along the way, and how to facilitate that passage.

### Dogwood Room 3:00 PM - 4:30 PM FEATURED

**J30 Master Teachers and the Development of World-Class Talent: A Comparative Study of Different Performance Domains**  
*Robert F. Arnove (Indiana University)*

This presentation summarizes a long-term study of master teachers and the development of world-class talent. Among the questions examined in the cross-national study are these: What is the nature of talent, and how is it identified and nurtured? What role does the intervention of expert teachers play in enabling talented individuals to achieve peak performance levels? How do social class, gender, and ethnicity influence access to instructional and performance opportunities? Can lessons learned in one particular national and cultural context or in one performance field be extended to other societies and fields? Over one hundred and twenty-five internationally prominent teachers and peak performers in the arts and athletics were interviewed in countries ranging from Argentina to Australia. For comparative purposes, the study further included more than thirty public school teachers selected by Indiana school district superintendents to serve as Armstrong Teacher Educators working with Indiana University School of Education faculty for a period of one or more years on various research and development projects.

### East Lounge 4:30 PM – 6:00 PM FEATURED

**Going Public with SSOTL: Meeting Editors and Authors**

**Georgian Room 4:30 PM - 6:00 PM Roundtables**

**K01 Flexible Assignments: Giving our Students Responsibility for their Learning**  
*Gary Poole; Alice Cassidy; Lydia Jones (University of British Columbia)*

Students enjoy and can benefit from having a choice in, and a say in, the ways in which they are assessed. Using examples from our own teaching and educational development work, we'll explore Individualized Learning Plans, Learning Portfolios, Student-led Studies, Flexible Assignments and Self-directed Project Option. Combining our examples with yours, we will create a list of strategies to turn responsibility for learning over to our students.

**K02 Undergraduate Education in the Age of Interdisciplinarity**  
*Colin Johnson; Constance Furey; Bennett Bertenthal (Indiana University)*

This roundtable discussion is intended to serve as a venue for participants to share theories and practices related to interdisciplinary teaching and learning, particularly interdisciplinary teaching on the undergraduate level. In addition to learning from one another participants will work collectively to answer difficult questions such as "How does interdisciplinary teaching and learning benefit undergraduates specifically?" and "What
are two or three ways that interdisciplinary teaching and learning might be used to improve the quality of undergraduate education generally?"

K03 Undergraduate Students Creating Classroom Pedagogy: Creating and Producing an Anti-Hate Quilt
Catherine Fobes; Lyndsey Voss; Stephanie Proudfoot (Alma College)
Drawing on ideas from critical pedagogy, we present a case study of undergraduate students at a small liberal arts college in the Midwest, USA, brainstorming about an idea of an anti-hate quilt, taking actions to produce it, and subsequently, transforming their educational realities. The student-generated and produced anti-hate quilt project suggests that students can create classroom pedagogy by taking a hold of their educational process as well as putting what they learn into social action.

K04 Influencing Students’ Ethical Decision-Making: A Grounded Action Approach
Marquita Walker; Carol Gentle-Genitty (Indiana University-Purdue University Indianapolis)
This presentation highlights the preliminary results from a qualitative research study on influencing student’s ethical decision making. The research purports that taking an online ethical dilemmas’ class facilitates different behavioral and cognitive changes in ethical decision-making. The method of assessment involves a pretest, open-ended questions administered at the start of the semester to elicit thoughts about ethical behavior in a workplace/classroom and post-test assessment, end of the semester narratives of changes in worldview, value system, and behavior.

K05 Becoming an Inquiry-Minded Teacher: Are Undergraduate Teacher Candidates Ready for SOTL
Michele Pittard (Wabash College)
The session is based on a meta-analysis of 10 cohorts of undergraduate education students’ SOTL projects. I examined how SOTL research, conducted during student teaching, impacts teacher candidates’ learning. The central question was: How does conducting a SOTL project facilitate student teachers’ learning? Related questions included: What do their SOTL projects say about the development of their teaching identity and growing knowledge of teaching and learning? How did the SOTL projects impact their students’ learning?

K06 Nurturing and Assessing Pre-Service Teacher Dispositions for the Multicultural Classroom
Kathryn Meyer Reimer; Kevin Gary; Christie Bonfiglio (Goshen College)
In working with pre-service teachers at Goshen College we have developed a set of assignments, readings, activities and blog entries to nurture self-awareness, cultural competence and multicultural sensitivity in their dispositions and practice. We are now wrestling with how best to assess the growth our candidates show over time. We have piloted a number of formal and informal assessment tools and are eager to discuss with others data, experiences and how to achieve our end goals.

K07 “Metafeedback”: The Use of SOTL as Feedback on the Use of Feedback on College Student Papers
Illene Noppe; Jennifer A. Zapf (University of Wisconsin-Green Bay)
The purpose of this roundtable discussion is to explore the use of feedback on college student papers in a broad context. We will briefly present on models of feedback, instructor burnout, and whether or not feedback really helps students improve their analytic and mechanical writing skills. Our subsequent discussion will center around balancing giving feedback with other time commitments, additional options and best practices in giving student feedback, and assessment of these practices.

K08 University Wide Conversations on Learner Autonomy
Patricia Jarvis; Kathleen McKinney (Illinois State University)
Results from three university-wide student-faculty-staff face-to-face conversations with over 60 participants three times during 2008 and 2009 on learner autonomy will be discussed at this roundtable. While this work is perhaps more about scholarly teaching than SOTL, it grew from our work in the “Students as Scholars of Teaching and Learning” theme group for the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL).
K09  The Role of National Networks in an International Community
Richard Gale (Mount Royal College)
In recent years there has been discussion about developing of a national network to support Canadian scholarship of teaching and learning. Is this occurring elsewhere? Can other national contexts inform Canada’s? What is the role of a national network in an organization like ISSOTL? This roundtable will provide a Canadian context, but focus more broadly on the roles, structures, practices, benefits, dangers, opportunities, and challenges of national networks writ large.

K10  Building a Metacognitive Curriculum for Increased Learning
Randy Isaacson (Indiana University South Bend); Christopher A. Was (Kent State University)
Metacognition is the ability to monitor, evaluate, and make plans for learning. Laboratory research on metacognition has demonstrated that successful students are skilled at monitoring their learning. This Roundtable will examine the impact of a post-secondary curriculum which emphasized the development of metacognitive knowledge monitoring in an educational psychology class. Student metacognition predicted final exam scores and the student who were most skilled in metacognition at the end of the semester were most successful.

K11  Initiating a Culture of SOTL at a Polytechnic Institute
Annemarieke Hoekstra (Northern Alberta Institute of Technology)
This roundtable discussion focuses on efforts aimed at encouraging faculty at a polytechnic institution to engage in SOTL activities, as well as key indicators of success of these efforts.

K12  Encouraging a Campus Culture of Undergraduate Research that Mirrors the Professional Experiences of Graduate Students and Faculty
Diane Lee (University of Maryland Baltimore County)
A campus culture of undergraduate research at the University of Maryland, Baltimore County (UMBC) began with an early faculty appreciation for undergraduate research and was followed by a multi-pronged proactive approach involving annual multi-disciplinary symposia, awards to undergraduate investigators, and a rigorous student research journal. This roundtable will use discussion of targeted questions to allow participants to explore ways to purposefully to create, expand, and assess undergraduate research and creative achievement opportunities at their institutions.

K14  Asking about the Roles of Theory and its Relationship to Evidence and Validity in Humanities SOTL Work
Stephen Bloch-Schulman (Elon University); Mary Taylor Huber (Carnegie Foundation for the Advancement of Teaching); Nancy Chick (University of Wisconsin, Barron County); Sherry Linkon (Youngstown State University)
In this roundtable, we will raise questions about theory and its relationship to evidence and validity to help clarify some important differences between humanities theories and methods and other types of theories and methods; we aim to clarify the roles of theory in humanities SOTL work, and to advocate for the use of humanities theories and methods - that is, theories and methods that aim at and further appropriate humanities goals - in SOTL research.

K15  Millennials and Teaching: The Influence of Computer-Mediated Social Networks on the Classroom
Carlene Quinn (Indiana University)
Summary: Participants will better understand the impact computer-mediated social networks have in the classroom and beyond. We will demonstrate the most popular sites and their uses. Participants will hear current research on communication, what works and what does not. We will brainstorm how these networks could benefit participants’ department/class.
K16  The Changing Student “Self” at a Religious Liberal Arts College: Assessing and Adjusting the First-Year Writing Curriculum to Address Major Changes in the Student Body
Jessica Baldanzi; Beth M. Birky; Carl Barnett; Julianne Bruneau (Goshen College)
How do changes in our increasingly diverse student body also influence changes in our teaching of first-year writing classes?

K17  “Playing the Role of Teacher”: An Examination of the Expectations and Realities of First-Time Teaching
Shelley Nelson; Sibyl Kleiner; Emily Meanwell (Indiana University)
We seek to uncover aspects of first-time teaching, using content analysis of reflection papers written by graduate student instructors at the conclusion of their first semester teaching. We find that many instructors report a mismatch between their expectations about teaching and the reality they face as instructors, including, e.g., unexpected sensations of feeling like they are “playing the role” of teacher. Finally, we discuss the possibility of positive transformation over the course of first-time teaching.

K18  SOTL and Hard Science Scepticism: Myths, Strategies and Suspicious Minds
Anders Ahlberg (Lund University)
Educational developers from the social sciences experience scepticism from “hard” scientists, allegedly with positivist views on science. Such conflicts are rarely articulated by educational developers with a background in the natural sciences who instead develop strategies to avoid scepticism. In this session we will discuss the pitfalls and potentials of such strategies. We will also explore the inferred hard/soft science barrier, including the various meanings of positivism, and views on positivism as a divide.

K19  Promising Practices for Partnering with Students in SOTL: Lessons Learned at Western Washington University
Megan Otis; Whitney Dunbar; Daniel Espinoza-Gonzalez; Joyce D. Hammond; William H. Lay; Michael Murphy; Connor Powell; Shanyese Trujillo; Carmen Werder (Western Washington University)
This roundtable presentation will briefly describe the SOTL work done with students at Western Washington University in the past decade. Then we will describe the lessons we’ve learned, our recommendations and why we find these practices so promising. Then we will engage the roundtable participants in dialogue about the value of partnering with students, the challenges and how to overcome them, and how other institutions are collaborating (or how they wish to collaborate) with students.

K20  Promoting Scholarly Teachers Through Faculty Development: Aligning Teacher Training Assignments into the Teaching Portfolio
Linda Barman; Maria Weurlander (Karolinska Institute)
It is a challenge to stimulate educators at a research intensive university to engage in SOTL. In this session we will raise the question of how SOTL can be stimulated. What activities should be imbedded in faculty development programs and how could the university system stimulate SOTL?

K21  Pressing Questions Regarding the Future of SOTL Research and Activity: An Open Space Technology Session
Ross Peterson-Veatch (Goshen College)
This session will use a process called “Open Space Technology” to gather our questions and foster discussion around what we believe to be the most productive directions for the future of SOTL Research and Activity. After three days of workshops, papers, and Panel Presentation Presentations, this session will provide a place to synthesize ideas, share thoughts, and gather threads that you believe may lead to better refining and engaging a robust research agenda for SOTL practitioners. You need not have a question of your own regarding this topic in order to participate. All are welcome - and you may engage these discussions in any way you feel you can learn from them.
L01  Increasing Student Engagement by Allowing Students to Develop the Course Through Their Lens  

_Balbir Gurm; Alice Macpherson (Kwantlen Polytechnic University)_

For three years, a faculty member has given up control of instructional design of the class to a student group in the class. The assumption is that if the course is developed through student positionality, the students will be more engaged in the course. Resources such as pedagogy materials, a faculty developer who specializes in teaching and learning and the faculty member herself were made available to the group of students. After three years of allowing this process to continue with the class, the faculty and preceptor have decided that it would be better to involve the entire class in the whole process. A summary of the process and the rationale for the decision will be provided as well as the new plan to better engage the students and make the course more meaningful will be shared.

L02  Seeking Confluence: Integrating Information Knowledge & Research Skills into Disciplinary Discourse  

_Carrie Donovan; Brian Winterman (Indiana University)_

The role of librarians in the academy goes beyond simply the provision of information resources to ensuring that students have the knowledge to access and use information effectively and ethically in order to become information fluent. Through a grant-funded collaboration, librarians and faculty at Indiana University investigated the integration of information fluency into disciplinary ways of thinking, knowing, and researching with the goal of establishing methods for teaching information fluency that have a consistent and long-lasting impact on students.

L03  Taking it Home: Do Students Connect Course Material to their Daily Lives?  

_Darin Eastburn; Cleora J. D’Arcy; Walter L. Hurley; Rebecca R. Roach (University of Illinois at Urbana-Champaign)_

Do students “take home” knowledge, experiences, and skills gained in class and apply them or reflect on them in non-academic settings? Students in three different courses wrote periodic journal entries describing how they related course content to their daily lives. Journal entries were useful in identifying subject material and learning methods that were most associated with students “taking home” information, ideas, and concepts from these three courses.

L04  Promoting and Assessing Biology Student Learning through Laboratory Exercises  

_Zhong Ma; Cynthia Cooper; Hyun-Joo Kim; Diane Janick-Buckner (Truman State University)_

Simple memorization of book knowledge is a common problem hindering learning for undergraduate biology students. The increasingly large volume of contemporary biology textbooks constantly updated to include the most current scientific literature makes comprehension, synthesis, and application of the material even more challenging for students. To facilitate and assess student understanding of lecture topics, we designed an engaging multi-week laboratory exercise, and evaluated their learning gain with an assessment rubric containing confidence test.

L05  Teaching and Learning Environmental Topics in the University Arts and Humanities Classroom: A CASTL Fellow’s Perspective  

_Amanda Sikarskie (Michigan State University)_

What is an arts and humanities-based approach to inquiry into teaching and learning about environmental topics? As a Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Fellow in the Michigan State University’s new Residential College in the Arts and Humanities in 2008-09, I used a fabric arts classroom as my laboratory to investigate art object-based approaches to teaching about recycling and sustainability in the context of quilting and other textile arts.
Archival Discovery to Interpretation: Learning Bottlenecks and Historical Practice  
*John Nieto-Phillips (Indiana University)*

This presentation will focus on major challenges, bottlenecks, and rewards of historical investigation and interpretation among upper-division undergraduates. It is based on my participation in Indiana University's History Learning Project. I will discuss issues relating to learning bottlenecks as they relate to preconceptions about history and historical practice, challenges of reading of secondary sources, and the integration of new (electronic) methods of historical research. I will describe my experience modeling historical practice and outcomes of historical document research assignment implemented in the fall semester, 2008.

Promoting Creative and Critical Thinking in Graphical Software Application Classes  
*Sang Nam (Elon University)*

Throughout the session, issues related to creative and critical thinking process in art education, especially in graphical software application classroom, such as Adobe Photoshop and Flash will be addressed with real student projects and their work. The main goal of this presentation is to share how to promote creative and critical thinking process in software application classes and to encourage students to create more intellectually and critically engaging projects utilizing their creative and critical thinking process.

The Effectiveness of Early Core Curriculum in Biology at Bradley University in Building Science Process Skills  
*Sherri Morris; Kelly McConnaughay; Erich Stabenau; Nick Stower (Bradley University)*

Our presentation describes our research investigating the capacity of our early core curriculum to develop our students' science process skills. At Bradley University, our core curriculum includes an inquiry-based course that focuses on developing skills needed to be successful in later Biology courses and as science practitioners. Our research assesses student learning gains associated with this approach and results should be of use understanding the impacts of specific pedagogical approaches for developing science process skills.

Evaluating Student Outcomes in a Diversity and Ethnic Studies Course  
*Erica Siegl; Kimberly J. Turner (University of Wisconsin-Madison)*

Across the US, undergraduate students take diversity and ethnic studies (D/ES) courses to fulfill general education requirements, but the influence of these courses remains understudied. Using survey data (n=170) from students enrolled in a D/ES course at a major research university in the Midwest, we discover that students experience change in their perceptions of racism in discrimination across the D/ES course. The magnitude and direction of change varies significantly by demographic characteristics.

Fostering a Learner-Centered Environment through Critical Self-Reflection and Personalization of Concepts: A Graduate Student’s Perspective  
*Karen Bohorquez (Indiana University)*

Graduate student associate instructors (AIs) in biology, although often delegated to the role of assistant, can also be sources of teaching innovation. As an AI at Indiana University for a non-majors biology class, I promoted a learner-centered classroom environment by implementing activities that prompted critical self-reflection in students and personalization of biological concepts. These activities resulted in a reported increase in study motivation, personalization of information, and realization of the benefit of active study techniques.

The Equation of New  
*Cyril Shing (University of Arts London)*

This paper use an lecture format to present the need of new form education based on the global knowledge and the use of global collaboration project. Questions has been raised that our existing idea of design education are limited due to enclosure within our own culture. New global communication technology has brought in new insight our world we are living in, how these insights are influencing our next educational agenda? This presentation suggests that a reformation is need in our curriculum to respond the changes of knowledge due to a new digital globalization order.
L12  Development of Learning Modules to Enhance Students' Higher-Order Cognitive Skills  
Alison Crowe; Patricia Montano (University of Washington)  
We have developed learning activities for biology students designed to increase their ability to think at the application and analysis level of Bloom's Taxonomy of Cognitive Domains.

L13  Getting Your Hands Dirty: Bringing the World into the Classroom  
April Heltsley; Kari Johnson (Indiana University)  
We have discovered that preparing students for responsible and productive citizenship in the workforce the world of tomorrow is to give them the opportunity in a guided setting to do something real for real people today. Opportunities present themselves more often for some subjects than others, but we have learned that employing service learning in a skills/project based business computing course has enriched our students beyond our wildest expectations (and theirs).

L14  Establishing a New System of Training Teaching Assistants in Japan: An Attempt in Hiroshima University  
Tetsu Ueno; Takahiro Ohashi; Takeshi Kitagawa; Hideki Shiozu; Kayo Suwa; Hidefumi Yagi; Johanna Diwa; Yasushi Maruyama (Hiroshima University)  
Teaching Assistantship was introduced to Japanese universities in 1992. However, teaching assistants have received less responsibility and less payment. It was also suggested to use teaching assistantship for educating graduate students to be good university faculty with proficiency in teaching as well as excellence in research. This presentation will explain current situations concerning teaching assistantship in Japan and show our attempt of establishing a systematic training course of teaching assistants that fits to Japanese background.

L15  Concept Maps that Foster Student-Centered, and Integrative Learning and Communication in a Freshman Interest Group Seminar (FIGs)  
Tara Kirkpatrick (Indiana University)  
SOTL is continuously involved with developing innovative approaches to teaching and learning as well as devising methods of assessment. Concept maps combine an innovative teaching and learning tool used for instruction and assessment. This poster will demonstrate concept maps that allow instructors to visually observe learning while simultaneously augmenting the curriculum. Instructors will be able to see illustrations of intra-group communication that promotes student-centered learning and community building in the classroom.

L16  Associate Instructors Improving Student Engagement in the Classroom through Critically Reflective, Self-Designed Teaching Innovations  
Tyler Christensen (Indiana University)  
This poster shows how participation in the Collegium of Inquiry in Action results in teaching innovations implemented by 11 Associate Instructors (AIs) across three disciplines at a large research university. These self-designed teaching innovations draw on inquiry methods to promote active learning and improve student engagement. Findings have implications for professional development of graduate students who want to be more intentional in their teaching.

L17  Action Research: Using Data to Improve Instruction and Student Retention  
Chad Hershock (University of Michigan)  
Action research is research used as the basis and motivation for reform. Basing consultations on action research can be an effective strategy for teaching centers to inform institutional change. This poster describes an action research project regarding the factors influencing undergraduate retention and attrition in STEM in gateway science courses. We present the: (1) initial research results; (2) recommendations generated from the data; (3) course reforms implemented by one science department in response to the data; (4) results of an additional study evaluating the impacts of these changes on retention and attrition; and (5) lessons learned for faculty developers.
L18  Graduate Medical Education Conferences: Evaluation of Fellows and Faculty as Presenters
Kirsten Fredericks; David F. Griggs; Ronald E. Fraley (Indiana University)
This study compared fellows as presenters of radiology resident conferences to faculty presenters as needs assessment for targeted intervention to further develop fellows as educators. Analysis of evaluation scores for 117 conferences over two academic years found no significant differences between faculty and fellows. Fellows who had completed residencies at this institution or who were American medical school graduates scored significantly better than fellows from other residency programs or than foreign medical graduates.

L19  Reading in Context: Fostering and Assessing Understanding of Core Readings and Scholarly Referencing in Graduate Classroom Contexts
Daniel Hickey; Burair Kothari; Micheal K. Filsecker (Indiana University)
The meaningfulness of core articles and the process of referencing those articles are difficult to teach & learn and typically demand intensive faculty mentoring. A classroom activity for learning how contextual meaning intersects with the nuances of scholarly referencing is presented. Students use newly available networked citation search and management tools to contrast different references to the article to uncover meaningfulness and understand the nuances of scholarly referencing within one's specialization.

L20  Academic Pathways to Diverse Institutional Types of Higher Education: Examining Career Trajectories of Recent PhDs
Emily Bowman (Indiana University); Sigrun Olafsdottir (Boston University)
This paper examines the academic pathways of recent PhDs. Previous studies have noted that the prestige of the first job one lands after receiving a PhD is largely determined by the prestige of one's PhD-granting institution. We replicate this finding, but reveal that other factors, including one's undergraduate degree-granting institution and geographic mobility, also significantly determine one's professional academic pathway.

L21  Action Research: A Route to Becoming Agents of Change
Jo Blackwood (University of Charleston)
A cohort of University of Charleston faculty developed action research projects over the summer of 2009. In this poster session, information will be shared about the campus-wide collaborative initiative and its value to teaching and learning.

L22  Developing SOTL via Peer-mentoring and Developing a Departmental Culture Through SOTL
Nina Namaste; Mina Garcia-Soormally; Yumika Araki (Elon University)
Our poster will present the method and process in which pre-tenure and temporary faculty come in and shape the culture within a foreign languages department, with their particular focus on developing SOTL research. Though a peer-mentoring structure has been in place for various years within the department, new faculty have added to and created a systematized structure to make it more effective, thus shaping the renewed focus on discussing, practicing and documenting effective teaching practices.
L23  Student Voices in the Scholarship of Teaching and Learning: CASTL Institutional Leadership Group

Megan Otis (Western Washington University); Carmen Werder (Western Washington University); Whitney Dunbar (Western Washington University); Daniel Espinoza-Golzalez (Western Washington University); Joyce Hammond (Western Washington University); William H. Lay (Western Washington University); Michael Murphy (Western Washington University); Connor Powell (Western Washington University); Shanyese Trujillo (Western Washington University); Betsy Decyk (California State University, Long Beach); Stephen Bloch-Schulman (Elon University); Peter Feiten (Elon University); Jessie Moore (Elon University); Kathleen McKinney (Illinois State University); Tom Drummond (North Seattle Community College); Kalynda Shea Owens (North Seattle Community College)

This poster documents the work of the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Student Voices Institutional Leadership group. The poster includes: principles for student-faculty SOTL partnerships; models of engaging students in SOTL that were developed at participating institutions; and a summary of each participating school’s research outcomes. The poster is complemented by the new book *Engaging Student Voices in the Study of Teaching and Learning*, developed by the Student Voices group.

L24  Student Engagement and Classroom Environment in Larger Classes: Does Learning Students’ Names Help?

Jody Ross (Indiana University - Purdue University, Fort Wayne)

Due to economic necessity and student demand, increasing class size may be part of the “shared future” of many educators. In larger classes, engaging students and creating a sense of community can be challenging. This study aims to contribute to the emerging knowledge on how to engage students and create cohesive classroom environments in moderately large classes. Results suggest that learning students’ names may benefit both the student and the classroom environment as a whole.

L25  Sociocentric Social Justice

Randall Osborne (Texas State University-San Marcos); Paul Kriese (Indiana University East)

Bennett (1993) suggests that we need to assist students in linking self to others in order for them to develop a sense of place in the broader world. Bennett suggests this “intercultural sensitivity” is developmental in nature and must be taught, nurtured and expanded through education. This presentation focuses on an interdisciplinary team taught course on the Politics and Psychology of Hatred designed to assist students in developed sociocentric (less egocentric) views of justice.

L26  Growing SOTL Through The Irish Integrative Learning Project: The Carnegie Catalyst

Bettie Higgs (University College Cork); Tony Ryan; Shane Kilcommins (University College Cork); Alan Booth (University of Nottingham)

This current research addresses the questions • ‘How do we grow SOTL from individual examples of good practice to campus- wide engagement?’ and • ‘How crucial is the role of international collaboration?’ Two projects are helping to draw conclusions and pose new questions for SOTL: The Irish Integrative Learning Project, (with 18 disciplinary initiatives) and the Centre for Excellence in Integrative Learning, UK, (with 50 disciplinary projects). Collaboration is promising sustainability for SOTL.

L27  Sustaining SOTL Work in the Future: Evidence of Student Productivity Enabled and Generated by Encouragement

Hena Ahmad (Truman State University)

An important way that SOTL will be sustained is through the encouragement that faculty who undertake it experience. Adlerian encouragement theory posits that encouragement is crucial to behavior change. For the last nine years I have mentored over one hundred students’ research for presentation at conferences. Reflecting on and analyzing my mentorship of students has reaffirmed for me the value of my work and resulted in the rejuvenation of a mid-career faculty member through SOTL.
L28  Best Practices in Multimedia Development and Utilization  
Shelly Schmidt (University of Illinois at Urbana-Champaign)  
Multimedia presentations of our subject matter, rather than word-only explanations, have been shown to enhance student learning. However, few instructors consistently use multimedia in their classrooms. Thus, the overarching goal of this presentation is to encourage others to not only use multimedia in their teaching, but to provide them with best practices that will enable them to more effectively and efficiently develop multimedia specific to their subject matter and to share them with others.

L29  The Instructor as Producer: Integrating Pop Culture in the Large Classroom to Foster Personal Relevance and Cooperative Learning: A Three Year Pilot Project  
Kenneth Ghee (University of Cincinnati)  
This presentation will summarize an innovative methodology for integrating relevant pop cultural themes into the challenging large class setting. The goals are to enhance student experiential learning by creating a cooperative peer-driven learning activity and environment that fosters more personal relevance, intrinsic enjoyment and curricular insight and understanding. More specifically, the pop cultural themes of American Idol and Halloween as well as the pop technology of Facebook have been pilot tested for these purposes.

L30  Mness: Where do I Get It? Why do We Need It? How do I Teach It?  
Hilaire Graham (University for the Creative Arts)  
This paper considers the notion of Mness; and universityness; and how and where a student experiences these ideas. This paper examines where students get Mness; why they need it; and how we can teach it so that it underpins student learning experiences. Learning and Teaching at University for the Creative Arts have been asked to develop workshops for teachers on post graduate courses; this provides the opportunity to embed Mness!

L31  Salutogenesis…A Framework for Promoting Critical Thinking, Relevance and Intrinsic Motivation in the Classroom  
Kelly Schoonaert (University of Wisconsin Stevens Point)  
The poster will describe a methodology that focuses on shifting students' thought processes toward becoming learners who are more organic in their approach; this learning is characterized as being intrinsically motivated, curious, inventive, and seeking applied relevance with meaning discerned as it unfolds and synthesizes new information into established thought models. This strategy centers on a behavior change methodology called Intrinsic Coaching© (I>E>S framework) as a framework that may have overarching capabilities to help students find relevance for topics addressed in class and in creating a pervasive feeling of ownership for their learning and their lives.

L32  Mixing It Up: Making History Lectures Work for Design Students  
Helen Sanematsu (Indiana University-Purdue University Indianapolis)  
How do you engage sophomore design students (kinesthetic learners) in a 2 ½ hour long history lecture? How do you introduce them to the foundations of your program so that they inform subsequent work? How do you make history ‘stick’? In our re-tooled History of Visual Communication lecture course we dismantled the lecture, brought back the textbook, and assigned ‘papers’ in the form of music videos. Early reports are encouraging.

L33  Learning without Memory is Meaningless: A Look at Psychology’s Usage of the Terms “Learning” and “Memory”  
Michael Bendele (Indiana University- Purdue University Fort Wayne)  
A content analysis of Introductory Psychology and Cognitive Psychology textbooks shows that: 1) the term “learning” is still primarily viewed from a Behaviorist perspective, and 2) is a term typically not found in Cognitive psychology. With Cognition being the dominate paradigm in psychology, this absence of “learning” may be surprising. Cognitive Psychology uses the term “memory” instead of “learning.” Implications for conducting SOTL research and looking for literature from a memory perspective are discussed.


L34  Rigor, Reward, and Risk: Learning Leverage during National Board Candidacy  
     Jana Hunzicker (Bradley University)  
This session will present an original theory of teacher learning developed by the presenter following a year long study of three teachers pursuing National Board certification. Highlighting the teachers’ varying responses to the certification requirements and protocols of the National Board for Professional Teaching Standards (NBPTS), the presentation will explore the NBPTS as a professional discourse – or culture – that positively influences teaching and learning.

L35  Blending an Early College Initiative with a Medical Magnet Learning Community  
     Sarah Baker; Johnny Russell (Indiana University-Purdue University Indianapolis)  
This presentation will focus on the creation of a medical magnet learning community for high school students who have been admitted to the Indiana University-Purdue University Indianapolis through the Early College Entrance Initiative. Development of this learning community, educational goals and objectives, student academic success rate, along with lessons learned will be shared with participants.

L36  E-text 2008: A Broad Based Survey of Undergraduate Adoption of Electronic Textbooks  
     Charles Gin; Brian Olsen (University of Cincinnati)  
Approximately 1800 students enrolled in Introduction to Psychology at a major mid-western university selected between a bound textbook and an e-text. Traditional (18-24) and non-traditional (25+) students from in-class, online, day, evening and weekend sections composed the sample. Preliminary analyses suggest that younger students, and those from online sections, were significantly more receptive to e-texts than older students even though older students utilized online learning tools that accompanied the text.

L37  Podcasting the Student Voice - A Novel Approach to Support Student Transitions in Higher Education  
     Chris Cane (University of Leicester); Robert Cane (University of Oxford); Palitha Edirisingha (University of Leicester)  
Poor transition into university life and difficulties with its academic and social demands are key contributors to underachievement and dropout. This on-going project taps into the knowledge and experience of students who recently made their own transition and uses podcasting to reach students before arrival and after starting their studies.

L38  Is There a Gender Gap in Service-Learning Faculty?  
     Dann May (Oklahoma City University)  
Preliminary research at Oklahoma City University has indicated a gender gap among our service-learning faculty. Of the 52 service-learning faculty members, 38 are women (72%) and 14 are men (28%). Female faculty members are more likely to receive a stipend for course development and are also more likely to offer their service-learning course multiple times. Questions to be addressed in this poster include whether this apparent gender gap is unique to our university, to our region, or is reflective of the nation’s universities as a whole; determining what the cause or causes of this disparity might be, and understanding how this disparity may affect the quality, content, and outcome of our service-learning program.

Dinner by own arrangement 7:30 PM

ISSOTL Commons 8:00 PM Outing

A Taste of Bloomington!  
Join colleagues and enjoy dinner out and about in Bloomington. Sign up required on the message boards in the registration area.
SUNDAY 25 OCTOBER

East Lounge 7:30 AM - 9:00 AM

Solarium 8:00 AM - 9:00 AM

Breakfast/Topical Discussions

Georgian Room 9:00 AM - 10:30 AM

M01 The Role of Teaching and Learning Centers in Fostering SOTL: Three Models
David Schodt (St. Olaf College); Adrienne Christensen (Macalester College); Chico Zimmerman (Carleton College)
Learning and teaching centers increasingly provide support for faculty engaging in the scholarship of teaching and learning. The presenters, all current coordinators of centers, will discuss how they interpret the scholarship of teaching and learning on their campuses in accordance with local institutional cultures; describe the structures and programs employed to foster this work; and show a video with specific examples of faculty engaged at various stages in the scholarship of teaching and learning.

State Room West 9:00 AM - 10:30 AM

M02 Bad Language – Making Educational Discourse More Accessible to First Year Students
Christine Bowmaker; Celia Bishop (University of the Arts, London)
Graphic Design has its own specific terminology which is often made explicit for students. However the general educational discourse of Higher Education is rarely focused on and teachers infrequently explain it. This paper presents the findings of research into the layers of language that first year Graphic Design students at the University of the Arts, London encounter. It focuses on potential linguistic barriers such students may face and describes strategies to help them overcome these.

M03 Fragmented Transitions: Adjustment and Re-adjustment During the First Year at University
Annette Cashmore; Paul Green; Geetha Narayanan; Jon Scott (University of Leicester)
Existing data on the first-year student experience, reflects institutional concerns and provides less insight into how students actually experience their first year at university. We have established a long-term project utilising free-form video-diaries, reflecting on aspects of their experience that students consider significant. Here we will illustrate our findings with extracts from videos and data from focus-group discussions and describe how the work is having an impact on institutional policy and practices for student support.

M04* A Descriptive, Longitudinal Study of Sociology Majors: The Development of the Sociological Imagination, Identity, Engagement, and Autonomy
Kathleen McKinney (Illinois State University)
In this SOTL study, I followed 18 sociology majors who completed questionnaires, learning reflection essays, and interviews over a period of two years in their careers as sociology majors. My purpose was to describe the development of their identity as a sociologist, the ability to use the sociological imagination, engagement in the discipline, and a sense of being an autonomous learner in this group of sociology majors at one public, Midwestern university.
### Faculty Club 9:00 AM - 10:30 AM

**M05**  Terms of Engagement: Four Countries, Four Courses, Four Commentaries  
Elizabeth Barkley (Foothill College); Norman Vaughan (Mount Royal College); Kelly E. Matthews (University of Queensland); Sue Morón-García (Coventry University); Chris Jarrett (Oklahoma City University)  
Despite the number of recent vision statements, strategic plans and reform agendas that strive to create 'student engagement,' there is a lack of consensus as to what engagement actually means. Using a course-based model of student engagement as the synergistic interaction between motivation and active learning, Panel Presentation Presentationists will share perceptions and discuss results of a student survey from four courses in four countries: the United States, Canada, United Kingdom and Australia.

### State Room East 9:00 AM - 10:30 AM

**M06**  Extending Just-in-Time Teaching with Worked Examples  
Gregor Novak; Robert H. Lee (United States Air Force Academy)  
The author is a co-developer of Just-in-Time Teaching, a popular active learner pedagogy, implemented in all STEM and many humanities disciplines. This paper will discuss our recent major extension of the technique, based on education research into self-explanations via worked-example. We will describe our current work and present assessment results and faculty and student acceptance data, based on our classroom implementation during the 2008/09 academic year at the United States Air Force Academy.

**M07**  If You Wanna Compete, You Have to Put a Whole Game Together: Utilizing a High Impact Teaching Model for Knowledge Creation  
Beth Kaskel (Indiana University Purdue University)  
The game faculty face daily is to create and provide meaningful and effective lessons to our students that will build on prior knowledge and lead to knowledge creation. The academic genome of the 21st century student demands that the professoriate utilize a model of learning that considers the needs of the multi-modal and multi-tasking learner. High impact teaching methods were used in two courses to discover the impact on knowledge creation and long-term memory.

**M08**  Teaching Grammar in Context  
Crystal Benedicks (Wabash College)  
Traditionally, grammar is taught as a series of decontextualized rules. In reality, having "good grammar" means making complicated rhetorical choices in social and cultural contexts. How to teach this in the classroom? Through surveys of student attitudes and close reading of student work, this project attempts to discover student attitudes towards grammar and use those to retool a freshman writing class.

### Whittenberger Auditorium 9:00 AM - 10:30 AM  FEATURED

**M09**  Sustainable Development of Reading, Integration, and Synthesis of Professional Literature  
Dan Bernstein (University of Kansas); Leah Shopkow (Indiana University); Andrea Greenhoot (University of Kansas); Sarah Bunnell (University of Kansas)  
Instructors in psychology and history will describe both the process and results of scaffolding critical reading of professional literature, framing an integrative synthesis of the reading, and writing a final paper. Audience members will develop specific plans for scaffolding and measuring success at each of three stages of development of the process. Each component will include practices that can be sustained in typical classroom environments.
**M10**  “Doing SOTL System(atically)”: The Role of Centralized Faculty Development and Distributed Leadership

La Vonne Cornell-Swanson (University of Wisconsin System Administration); Nancy L. Chick (UW Colleges, Barron County); Jane Ewens (UW Colleges, Waukesha); Renee Meyers (UW Milwaukee)

This panel discussion will provide an overview of the process Wisconsin used to create a multi institutional framework for advancing the practice of teaching and learning through scholarly inquiry into student learning. We will emphasize the role of centralized faculty development and distributed leadership as frameworks for our Wisconsin Teaching Fellows and Scholars signature program and the initiatives offered by UWS Leadership Site for SOTL. Discussion will include shaping the future of SOTL in Wisconsin during difficult financial times.

**M11**  Learning History in a Digital Age: Some Experiments with "Digital Natives"

Michael Smith (Ithaca College); David Pace (Indiana University); Ali Erkan (Ithaca College); Jeff McClurken (University of Mary Washington); Jim Groom (University of Mary Washington)

For several years some education researchers have been arguing that students are now so habituated to computer mediated learning that educators need to adapt their teaching to honor this new media fluency. The presenters on this Panel Presentation have examined the implications of the “digital native” paradigm for the discipline of history from the perspective of two partnerships between historians designing new media learning experiences and the computer specialists who have developed and supported the new media tools. The evidence of student learning they have collected suggests that order for meaningful disciplinary learning to emerge from the use of new media in history classrooms, digital literacy itself must be cultivated.

**M12**  Using Multiple Representations to Enhance Understanding of Molecular Structure: A Blended Learning Activity

Gwen Lawrie (The University of Queensland); Joanne L. Stewart (Hope College); Tony Wright (The University of Queensland); Trevor Appleton (The University of Queensland)

Current research into instructional design using multimodal representations of molecules was applied to develop a blended learning experience for introductory chemistry students hosted in an innovative new teaching space. Outcomes were measured in terms of student engagement in active learning, evidence of conceptual gains, and the role of faculty skills in integrating technology and teaching. Students increased their skills in translating between molecular structural representations and the learning space had a positive impact on learning.

**M13**  Self-Paced Learning in Ruminant Anatomy: Learning from the Solid Foundation Programmed Instruction

Alan Kalish; Jerry Masty; Chris Frasure (The Ohio State University)

In professional veterinary medical education in the United States, it is necessary for students to learn the anatomy of several species. Equine anatomy at The Ohio State University College of Veterinary Medicine is structured traditionally as instructor-paced lecture and dissection laboratory. Ruminant anatomy is offered as student-paced, programmed self-instruction. This study compares student learning outcomes and satisfaction on parallel content in this system with the traditionally taught equine course.

**M14**  Student Learning in the Lab – Routine Demo or Varied Quality Time?

Anders Ahlberg; Mattias Alveteg; Anders Sonesson (Lund University)

We have studied the designs of hundreds of science and engineering student lab exercises during teaching and learning workshops at Lund University, Sweden. This paper questions the monotony of predictable student lab exercises where observations are chosen to fit a given theory. A range of aims and systematic variations of student lab designs are suggested, and consequences for science learning progression (1st-5th year) are discussed.
### Distinguished Alumni Room 9:00 AM - 10:30 AM Concurrent Presentations

**M15**  **Becoming a Resilient Learner**  
*Robert Wolffe; Heljä Antola Crowe (Bradley University)*  
Teachers’ resilience is challenged when reentering the culture of being a student. We will present multiple factors a cohort addresses to simultaneously meet the responsibilities of professional and personal life. Those in attendance will explore the topic of resiliency and other connected avenues through two questions:  
1. What experiences have you had with students that relates to our work? 2. What questions should we explore that could expand our understanding of student resiliency?

**M16**  **Mind Mapping and Reluctant Writers: Teachers’ Perceptions of Early Impact**  
*Pat Jefferies; Paul Gardner (University of Bedfordshire)*  
Widespread concern that pupils' writing lags behind reading levels (Barton 2007) has caused teachers to explore innovative ways for improvement. In order to evaluate one particular approach an alliance of 10 schools in Bedfordshire, in partnership with an HEI provider, is exploring the use of mind mapping. This paper draws on teachers’ perceptions of the impact of the use of mind mapping with pupils who experience barriers to writing and identifies some early findings.

**M17**  **The Pedagogy of Professionalization in the Age of On-Line Networking: Merging Academic Rigor with Workplace Applications**  
*Joanne Detlef; Smiljka Cubelic; Jacqueline Collins; Shawn Nichols-Boyle (Indiana University South Bend)*  
As teachers of 200-level professional writing, we favor a paradigm shift encompassing pedagogical space where academic theory and workplace practice interface successfully for 21st century students. We moved beyond the normative academic cultural community in rhetoric and composition and discovered that professional settings are inherently rhetorical. Since the teaching-focused paradigm alone is becoming obsolete, we deliberately shifted our focus toward the learning-centered paradigm of a pedagogy of professionalization which radically redefines students as rhetors who travel within the pedagogical space of the combined worlds of academia, workplace, and online networking tools and sites.

### Hoosier Room 9:00 AM - 10:30 AM Concurrent Presentations

**M18**  **A Study of Student Teacher Theory/Practice Connections**  
*Deborah Butler (Wabash College)*  
"How do students develop the ability to connect their field experiences or teaching experiences with the theory on teaching and learning that they learn in class? How do students develop this kind of reflection, that is, the ability to tease out the insights from their experience, allowing the reading to inform the insights or challenge them?" It was this question that I drew me to an examination of student teachers' ability to connect their theoretical knowledge with their practice. Using a variety of qualitative means (case study analysis, student journal document analysis, and student interviews) I studied how five students in the fall, 2008 internship made sense of their experiences using their knowledge bases in education.

**M19**  **Field Experience as a Pathway for Critical Pedagogy**  
*Mary Kayler; Karen Weller Swanson; Shahidah Kalam Id-Din (George Mason University)*  
Participants will have an opportunity to “Read the World” in this interactive session. Participants will engage in a mini-model of a field experience designed to critically analyze public institutions through the lens of “Other.” In addition participants will receive materials on the dialectic field experience model designed to support the development of critical pedagogy in authentic contexts. Presenters will share their findings from this qualitative study that explored the question, in what ways do students benefit from a field based experience that provided an opportunity to critically analyze public institutions through the lens of “Other?”

**M20**  **Assessing Pre-Service Teachers Sensitivity to Cultural Difference**  
*JaDora Sailes (Indiana University-Indianapolis)*  
Schools in the United States are increasingly becoming more diverse. This papers investigates the development of cultural sensitivity among pre-service teachers over the course of a semester while enrolled in a diversity and learning class.
M21  The Effectiveness of Audio and Video Lectures on Knowledge Transfer, Student Engagement, and Student Satisfaction
Cathy Thompson (University of Colorado Denver)
A convenience sample of students in two graduate nursing classes: Advanced Pathophysiology and Applied Evidence-Based Practice were asked to complete surveys to evaluate the effectiveness of instructional methods on knowledge transfer, active engagement, and student satisfaction in the online environment. Participation rates were 46% and 88% for the pretest and 36% and 53% for the posttest, for the classes respectively. Overall, students highly rated the prerecorded audio/video lectures and felt engaged with this method.

M22  Defining, Creating, and Managing Success in the Undergraduate Research Symposium: A Student-Focused Approach
Janet McGlynn (University of Maryland Baltimore County)
This interactive workshop addresses pressing concerns regarding on-campus undergraduate research symposia, including defining, creating, and managing success. Participants consider a variety of measures of success. Student-focused techniques for increasing presenter and audience participation will be shared and discussed. UMBC has seen its Undergraduate Research Day grow from 40 presenters/200 audience members to 165 presenters/1,300 audience members from 2004 to 2009. Lessons learned will be offered as a catalyst for discussion.

M23* Designing Across the Disciplines: Using Information Literacy Standards to Teach Disciplinary Thinking
Carrie Donovan; Lessie Jo Frazier (Indiana University)
This paper demonstrates the usefulness of Information Literacy Standards (ILS) applied with disciplinary specificity. In 100- and 300-level courses, we designed quantitative and qualitative assessments using the ILS with positive results. This research is critical for providing evidence in favor of moving ILS out of the Library Science domain and into every academic discipline, where it becomes more meaningful and inherent to the teaching and learning enterprise.

M24  The Global Engagement Certification Program at Kennesaw State University
Thomas Pusateri; Dawyn S. Dumas (Kennesaw State University)
At Kennesaw State University (Georgia), undergraduate and graduate students may apply for Global Engagement Certification. Students submit narratives and supporting evidence from coursework, education abroad, and cross-cultural experiences of their knowledge of global perspectives, intercultural skills, and attitudes towards global citizenship. Faculty evaluators review applications to award qualified students with Certification or Certification with Distinction. This session will discuss the development of the certification criteria and the institutional support structures that enhance global learning opportunities.

M25  An Investigation of the Benefits of a Short-Term Study Abroad Program and the Effectiveness of a Pre-Trip Preparation Course
Jane Hardy (Wabash College)
The present study is a qualitative exploration of student experiences during a one-month immersion program in Ecuador, and a reflection on the preparation the students received during a required pre-trip preparation course. Data were collected from 14 undergraduate participants in the form of reflective journals written before, during, and after the immersion trip; from recorded conversations during the trip; and from interviews with students following the trip.

M26* An Insight into SOTL in the Irish Higher Education Sector
Jennifer Murphy (NAIRTL); Áine Hyland (University College Cork); Bettie Higgs (University College Cork)
This paper will outline the impact of the Irish National Academy in supporting SOTL across thirty eight higher education institutions. Academic staff and researchers in Ireland were invited to submit proposals for
financial support for research activities and projects that address the SOTL objective. Approaches to SOTL proposed in the applications will be discussed. Case studies of the impact of engagement with SOTL on individuals teaching, research and their student's learning will be outlined.

**Mezzanine Room M088  9:00 AM – 10:30 AM  Presentation**

**M27  Spheres of Influence: A Re-Conceptualized Model for Considering SOTL Progress**  
*Nicola Simmons (University of Waterloo)*  
The levels of micro-meso-macro-mega help evaluate SOTL progress in various contexts (Poole, 2009; Simmons, 2008; Weston, Berthiaume, Matsushita, Tovar, & Timmermans, 2009). Typically, this model is presented as a hierarchy. In this session, I re-conceptualize it as spheres of influence. I illustrate this renewed model using one university as a case study for SOTL development. Further, I argue for a meta-analysis of the overlap between and amongst the spheres, and raise questions about next steps.

**Persimmon Room  9:00 AM - 10:30 AM  Workshop**

**M28  Effective Learning Environment and Student Expectations: A Comparative International Study**  
*Victoria Appatova; Harry Prats (University of Cincinnati)*  
This interactive workshop will provide an opportunity for the participants to learn about and get involved in the international Effective Learning Environments (ELE) research project. Developed by the two workshop facilitators, the ELE instrument is being used internationally to assess learning environments and students’ expectations from academia and themselves. The audience will work on applying the ELE concept to the needs of their students and institutions.

**Redbud Room  9:00 AM - 10:30 AM  Workshop**

**M29  Defining Undergraduate Research: Carnegie Academy SOTL Institutional Leadership Program**  
*Cecilia Lucero (University of Notre Dame); Mary Beckman (University of Notre Dame); Nancy Randall (Vancouver Island University); Nancy Hensel (Council for Undergraduate Research)*  
In this workshop, participants will learn about the dimensions of undergraduate research as defined by the Carnegie Academy for the Scholarship of Teaching and Learning (CASTL) Institutional Leadership Program – Undergraduate Research Team. After a review of the CASTL team’s work, participants will reflect on their own goals for undergraduate research, and discuss the applicability of these dimensions to their own institutions. Participants will also examine ways to assess undergraduate research based on these dimensions.

**Sassafras Room  9:00 AM - 10:30 AM  Workshop**

**M30  Seeking Emerging Knowledge about New Technologies, and Sharing in the Future of SOTL Research**  
*Deborah Getz; Carol Kennedy-Armbruster; Kristine Nielsen; Asghar Gharakhani (Indiana University)*  
This interactive workshop brings together presenters and participants to discuss emerging knowledge related to podcasts, web-based workbooks, and other internet tools. Participants will: learn about tools used in three courses currently offered by the presenters for over 1500 students, brainstorm research questions related to these three courses, identify current voids in research-related to SOTL with emerging technologies, and come to consensus on a method for disseminating information generated during the session facilitating ongoing research and collaboration.
### ISSOTL Commons, 10:30 AM - 11:00 AM  
Tree Suite Lounge & Whittenberger Lobby  

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### Alumni Hall, 11:00 AM - 12:30 PM  
Closing Plenary

**Awards and Introductions:** Keith Trigwell (*Past Co-President, ISSOTL; Director of the Institute for Teaching and Learning and Professor of Higher Education, University of Sydney*) and Mike Prosser (*Past Co-President, ISSOTL; Professor and Executive Director of the Centre for the Enhancement of Teaching and Learning, University of Hong Kong*)

**N01 Why SOTL? Why Now?**

*Craig E. Nelson (Professor Emeritus Biology, Indiana University)*

This session will explore the effects on the professorate of the changes in expert knowledge and critical thinking in recent decades. How has the nature of expert knowledge changed in the last 50 years? What has happened to our expectations for critical thinking and other outcomes? Are these connected to the ongoing shift from tenure-track to temporary faculty? Are they driving the rapidly expanding interest in SOTL?

**Closing Words:**

Jennifer Meta Robinson (*President, ISSOTL; Senior Lecturer of Communications and Culture, Indiana University*)

### Alumni Hall, 12:30 PM  
LUNCH

**Box lunches available for ticketed participants.**

*Pick up your complimentary ticket at the Registration Desk by noon on Saturday.*

### IMU Hotel Lobby, 1:00 PM – 2:00 PM  
Outing: Campus Tour
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Global Citizenship at Home:
Addressing the educational needs and resources of Latino students in our community to build a successful future for all.

In 2006, a major grant from Lilly Endowment, Inc. afforded Goshen College the unique opportunity to establish the Center for Intercultural Teaching and Learning (CITL).

This grant has enabled Goshen College to become a leader in understanding how small liberal arts colleges can best serve the educational needs of rapidly increasing Latino immigrant populations.

What we are learning has also better enabled us to enroll and retain students of color, first-generation students and students from low-income families. The work of the center focuses on three strategic goals:

- **Research:** Investigating the social, economic and familial factors of the changing ethnic composition in the rural Midwest and the implications of those changes for higher education.

- **Curriculum Innovation and Professional Development:** Supporting faculty and administrators in creating an intercultural learning community for all Goshen College students that prepares them for the communication, understanding and collaboration needed in the 21st century.

- **Educational Access:** Making a Goshen College education accessible to Latino students through community outreach, recruiting, and scholarships.